

Czech University of Life Sciences Prague

Faculty of Economics and Management

Department of Management



Diploma Thesis

**Motivation of Employees in a Non-profit
Organisation**

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CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

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DIPLOMA THESIS ASSIGNMENT

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Motivation of Employees in a Non-profit Organisation

Objectives of thesis

The main aim of this diploma thesis is to evaluate the level of motivation of employees in a given non-profit organisation. Further recommendations are to be suggested in the case of identified shortcomings.

Methodology

This diploma thesis is divided into two parts – theoretical and empirical. The aim of the theoretical part is to create a theoretical framework based on a comparison of relevant literature. The empirical part is based on outcomes of qualitative and quantitative research.

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Human resource management, job satisfaction, motivation, non-profit organisation

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ARMSTRONG, M., TAYLOR, S. Armstrong's handbook of human resource management practice. Philadelphia, PA: Kogan Page, 2017. ISBN 978-0749474119.

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Declaration

I declare that I have worked on my diploma thesis titled “Motivation of Employees in a Non-profit Organisation” by myself and I have used only the sources mentioned at the end of my thesis. As the author of the diploma thesis, I declare that the thesis does not break copyrights of any their person.

In Prague on 6th April 2020

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Motivation of Employees in a Non-profit Organisation

Motivace zaměstnanců v neziskové organizaci

Motivation of Employees in a Non-profit Organisation

Abstract

This diploma thesis deals with the topic of motivation of employees in a non-profit organisation ESN CZU Prague. The main objective of the diploma thesis is to evaluate the level of motivation of employees. Based on the analysis, further recommendations are to be suggested in case of identified shortcomings. The motivation itself is one the basic pillars for the proper functioning and effectiveness of each organisation. Motivation of employees in non-profit organisation can be challenging sometimes as they are unable to offer the same conditions and environment as in private area and their budget is rather limited.

The diploma thesis is divided into two parts, a literature review and a practical part. The literature review consists of a description of non-profit organisations and their types, definition of human resources management, motivation and motivational theories. The practical part includes the characteristics of ESN CZU Prague, financing of the organisation and organisational structure. In addition, practical part covers the description and evaluation of current situation. Data collection techniques included documentation analysis of the organisation, a questionnaire and it was complemented by a participant observation. Based on the results of the questionnaire conclusions are evaluated and suggested changes and recommendations for improvement were proposed as the main objective of the thesis.

Keywords: Human resource management, job satisfaction, motivation, non-profit organisation

Motivace zaměstnanců v neziskové organizaci

Abstrakt

Tato diplomová práce se zabývá tématem motivace zaměstnanců v neziskové organizaci ESN CZU Prague. Hlavním cílem této diplomové práce je zhodnotit úroveň motivace zaměstnanců. Na základě analýzy, v případě zjištění nedostatků, navrhnout možné doporučení. Samotná motivace je jedním ze základních pilířů řádného fungování a efektivity každé organizace. Motivace zaměstnanců v neziskové organizaci může být někdy náročná, protože nemůžou nabídnout stejné podmínky a prostředí jako organizace v soukromé sektoru a jejich rozpočet je poměrně omezený.

Diplomová práce je rozdělena na dvě části, teoretickou část a praktickou část. Teoretická část se skládá z popisu neziskových organizací a jejich druhů, definice řízení lidských zdrojů, motivace a motivačních teorií. Praktická část obsahuje charakteristiku ESN CZU Prague, financování organizace a strukturu organizace. Praktická část dále zahrnuje popis a hodnocení současné situace. Techniky sběru dat zahrnovaly analýzu dokumentů organizace, dotazník a byly doplněny o zúčastněné pozorování. Na základě výsledků dotazníku jsou vyhodnoceny závěry a navrženy změny a doporučení ke zlepšení.

Klíčová slova: Řízení lidských zdrojů, pracovní spokojenost, motivace, nezisková organizace

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List of Abbreviations

ESN – Erasmus Student Network

CZU – Czech University of Life Sciences Prague

HR – Human Resources

HRM – Human Resources Management

NPO – Non-Profit Organisation

PR – Public Relations

IRO – International Relations Office

1 Introduction

Work is an important part of life for most people around the world, although for everyone it has a different value. However, one thing all people have in common and that is the fact that primarily motivation is what drives everyone to work. In order to succeed at any activity, an employee does not only need skills, but also a high level of motivation. Motivation itself is one of the basic needed pillars for the proper functioning and effectiveness of each organisation.

It is difficult to attract the right employees to work in non-profit organisations as they cannot offer the same quality of work environment and remuneration offered by organisations in the private area. If a person is recruited it is even more important to retain him. However, the big advantage of non-profit organizations is that they offer work that really rewards employees or volunteers with a good feeling and accomplishment rather than financial reward. Unfortunately, this may not be enough to retain employees and there are many other factors involved in the non-profit sector that may discourage them.

This diploma thesis will be focused on the motivation of employees in a non-profit student organisation Erasmus Student Network CZU Prague (further only ESN CZU Prague), which closely cooperates with the programme Erasmus+. Programme Erasmus+ is an official programme of European Union supporting mobility of university students and professors. The aim of ESN organisation in the programme Erasmus+ is to ensure a smooth stay for students who spend part of their university life abroad. The organisation helps to improve the conditions for present and future students and supports the idea of experience exchange and concerns regarding the problems during the studies abroad.

The aim of the diploma thesis is to deal with issues regarding the motivation of employees in ESN CZU Prague. Further to describe and to analyse the current situation based on their answers to the questionnaire and later make suggestions for the future.

Considering the difficulty and present level of motivation of employees in the section it is supposed that this diploma thesis will enrich the organisation by stimulating, valuable and practical recommendations.

2 Objectives and Methodology

2.1 Objectives

The main objective of this diploma thesis is to evaluate the level of motivation of employees in a non-profit organization ESN CZU Prague. Based on the analysis, further recommendations are to be suggested in case of any identified shortcomings.

The secondary objectives of the thesis include:

- Theoretical introduction of the topic on the basis of a theoretical knowledge.
- Definition of the concept of non-profit organisation, human resources management and motivation.
- Characteristics of the organisation ESN CZU Prague
- Description of current situation in ESN CZU Prague
- Preparation and evaluation of the results from questionnaire
- Proposal of suggested recommendations to improve the level of employees in ESN CZU Prague

2.2 Methodology

The diploma thesis is divided into two parts, a literature review and a practical part. The main focus of the literature review is given to a theoretical framework of the non-profit organisations, as well as fundamental terms, related to human resources management and motivation based on a comparison of domestic and international authors.

The aim of the practical part is to make an analysis based on the data collected. In order to determine the level of motivation of the employees, the qualitative research was used to collect the necessary data in the form of a questionnaire.

Data in the practical part of the thesis was collected by:

Documentation analysis

Based on the provided documents and materials by the organisation ESN CZU Prague it was possible to analyze the current situation of the organisation, to determine the organizational structure and to understand the financing of the organisation. Additionally,

the supplied documents gave the insight into the recruitment and other PR materials. All the documents and materials were shared by using Google Drive.

Questionnaire method

After the analysis of the documentation the questionnaire was selected to gather data regarding the motivation of employees in the organisation. The questionnaire (see Appendix 1) was divided into two parts. The initial part of the questionnaire was focused on identifying respondents and their characteristics. The employees were asked about their gender, age, nationality and the length of employment. The second part was focused on detecting the needs and characterising individual opinions of the employees. The employees were asked about the overall satisfaction working in the organisation, motivators to work in the non-profit organisation, whether they were offered any possibility of self-development and if they consider the communication inside the organisation as positive. They had to together with evaluation of the working environment.

The questionnaire was sent to the employees through the internal e-mail, as well as Facebook, as a social media which is used as the fastest mean of communication among members. The questionnaire was constructed via Google Forms and was sent to all the active members and alumni of the organisation. Total number of 52 answers were received which is the total number of members of the organization, as well as it represents 100% return rate. The questionnaire accounted for 16 closed questions and 1 open question and was conducted in February 2020. All answers were entirely anonymous and respondents had 15 days to fill out the questionnaire.

Both methods were complemented by the personal experience. Active participation in the organisation allowed for participant observation of the functioning of the whole ESN organisation which provided important insight and understanding the complexity of the area.

Additionally, the financial costs were calculated based on the suggested recommendations to improve the level of motivation of the employees.

Finally, the recommendations were proposed to the ESN CZU Prague organisation.

3 Literature Review

3.1 Non-Profit Organisations

Non-profit organisations are different from the private sector companies. In order to identify what motivates workers in non-profit organisations, first it is necessary to clarify several terms related to this issue.

3.1.1 Description of Non-Profit Organisations

The non-profit sector makes significant part of present society, everyday life of people and also the global marketplace. Dimovski (2002) says that the main reason of establishing the non-profit organisations is that the profit organisations do not or are unable to supply goods or services provided by the non-profit organisations. Often, the non-profit organisations are supported by tax reductions provided by the government of a given country. There are many definitions describing non-profit organisations as such. The simplest one is given by Thomas Wolf (1999): „*It is a business not organized to make a profit.*“ Lester Salamon (1999) describes them as: „*Nonprofit organizations are organized for a public or mutual benefit other than generating profit for owners or investors.*“ Professor Anheier (2005) believes that the element which differs the non profit area lays in the structure of its revenue. Non-profit organisations do not depend on their income from the goods and services sold to the market, but the contributions of their members and supporters. Non-profit organisations operate in different fields such as education, charity, sports, religion but they also work as prevention against cruelty to children and animals. As mentioned before, there are many definitions aiming to describe the functionality of non-profit organisations. These definitions differ and this is one of the reasons why managing them is such a difficult task full of challenges and problems (Wolf, 1999).

All the above authors describe the functioning of a non-profit organisation differently but all of them can agree on common things such as: the goal is not to make profit; and these organisations are based on being socially responsible.

3.1.2 Types of Non Profit Organisations

It is fundamental to distinguish main types of non-profit organisations since they operate in different areas and the management therefore various management practices are needed. The non-profit organisations are divided based on the type and field of business they operate in. Just as the definitions differed, each author divides non-profit organisations differently. They can be divided into four main types:

- Corporations
- Associations
- Foundations
- Trusts (Dimovski, 2002).

Authors Holland & Ritvo (2008), on the other hand claim that non-profit organisations should be divided into: Advocacy (civil rights, issues related to environment, nursing homes, etc.), community building (charities and other associations), expressive (organisations regarding religion or social activities) and service providers (health care, educational centers)

Dimovski (2002) later followed the model of typology and suggested division of non-profit corporations into public, private and mixed corporations. Jim Goettler (2010) proposed three main categories of non profit organisations: public benefit corporations, those are charities or organisations based on social welfare, mutual benefit corporations, e.g. private foundations as they are not part of public sector and other corporations, these are social clubs – which the thesis will be dedicated on, labor organisations or organisations for pensioners, farmers but also fraternal societies. According to Morris (2000) non-profit organisations allocate following significant characteristics: Formal organisations are institutionalized in some level in relation to the form or their system of operation. Private organisations are separated from the government. Non-profit distributing are organisations that do not return their profit to the owners, but they put the profit back to the core mission and further development of the organization. Self-governing organisations have their own internal apparatus for its management and voluntary organisations consist of voluntary participants in the management (Rudney, 1987). These organisations include a variety of

people such as both volunteers and paid staff, however, in the non-profit sector volunteering is the most common form of work.

3.2 Human Resource Management

This chapter highlights the importance of human resources in the management of organisations, companies, or businesses. Organisations should focus on the right choice of employees, quality of working conditions, motivation and later the evaluation of employees and the working environment itself. In this way it is possible to ensure the right working relationships, culture, and only hence the reputation of organization.

3.2.1 Definition of Human Resource Management

Human resource management can be defined as a strategic, integrated and comprehensive approach to employ, develop and satisfy people working in organizations. Human resource management was also described as “*all those activities associated with the management of work and people in organisations.*” (Boxall and Purcell, 2003). Slightly more complex definition of human resource management was formulated by Storey (1995): “*Human resource management is a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce, using an integrated array of cultural, structural and personnel techniques.*” Michael Armstrong (2007), defined human resource management briefly but accurately as follows: „*It is a strategic and coherent approach to the management of an organization's most valued assets – the people working there who individually and collectively contributes to the achievement of its objectives.* “

HRM describes an overall structure in an organization, which includes philosophies, policies, practices and procedures that are fundamental for the management of employer–employee relationships (Wilton, 2016). If the company actively manages human resources, it can gain a competitive advantage. This basically means the company has a capable workforce. These employees are strategically located, using an integrated set of personnel, structural and cultural procedures. This is a completely different approach to employment (Armstrong, 1999). Definitions are slightly different but the recurring topic is the motivation

of employees, their integration into the company to strengthen their bond to the company, its trust, ethics, etc.

3.2.2 Aims of Human Resource Management

The needs and desires of organisations and their employees have dramatically changed over the time. Human resource management has become one of the most important resources of the organisations. Armstrong (2007) suggests that the aim is to motivate employees, develop their skills and knowledge because those are keys to the success of the company in the market. He goes onto describe the objectives as follows:

- Support the achievement of the organization's strategic objectives by developing and implementing human resources strategies in accordance with the organization's strategy (strategic human resources management);
- Contribute to the development of a high-performance culture;
- Provide talented, qualified and committed people to the organization;
- Strive to create positive working relationships and establish mutual trust between managers and employees
- Promote the implementation of an ethical approach to people management.

According to Dyer and Holder (1988), the objective of human resource management is to ensure the adequate number of employees with required skills, expected behavior and desirable commitment. Guest (1987) suggested that the four main goals of HRM is to achieve strategic integration, high commitment, high quality and flexibility. On the other hand, Boxall proposed, *“The mission of HRM is to support the viability of the firm through stabilizing a cost-effective and socially legitimate system of labour management.”* (Boxall, 2007). Each author identified slightly different objectives. This is due to the fact that some researchers focus more on people and the development of their skills, and other researchers are more focused on numbers and the outcome of proper management that would decrease costs and increase profit.

3.2.3 Human Resource Management in a Non-Profit Organisation

HRM practices in non-profit organisations differ from the way of management in profit-oriented organisations. Their main goal is not the maximization of profit but their attention is shifted to realization of non-economic values. Drucker (1990) believes the mission of non-profit organisations is the main reason and purpose of their creation. Without a feeling for mission people would not engage in non-profit organisations at all. “*The non profit organisation exists to bring about a change in individuals and society.*” (Drucker, 1990). Everything starts with the founder of the organisation, who sees a lack of something or an opportunity to help, creating a non-profit organization. The mission of people, however, does not only lead to the foundation of non-profit organisations. Even after the creation of a legal entity, the mission remains in the mind of all members and becomes their strength pulling them towards the goal. A manager plays an important role because he is the one that must make everyone believe and live for the goal (Khan, 2011).

In the management of non-profit organizations, the importance is placed on internal resources and leaders of the organisation. HRM decisions are the core elements of non-profit organizations. The quality of service provided results from the quality of employees, as well as the productivity of human resources, which is a decisive performance factor of the entire organization. The result can be used to evaluate and motivate individuals; therefore it is important to hire the best possible staff (Anheier, 2005).

However, here comes the first problem. How to attract quality workers to non profit organisation if the working conditions are considerably worse due to limited resources compared to the conditions offered by a business entity? Fortunately, working in the non-profit sector is a matter of fulfilling life’s mission for many professionals and experienced people. These people are willing to work for less to help others. Non-profit organisations are therefore usually looking for staff among certain groups of people for whom non-profit work has major advantages over others (Bedrnová, Nový, 2007).

These groups include:

- **Students or graduates:** this category usually has lack of practical experience, which can be a problem in searching for a job. They can obtain work experience in non-profit organisation already during or after their

studies. Gaining experience, which is essential for further development of their career, therefore compensates low salary.

- **People with reduced working ability:** people with reduced working ability have a substantially limited possibility of working due to a long-term unfavorable state of health. Thus, non-profit sector is very close to them in many ways since the conditions lead to a possibility of hiring people with disabilities (such as relaxed environment, workplace facilities for special needs for e.g. wheelchair users, etc.).
- **People of pre-retirement and retirement age:** these individuals usually have more free time and mature perspective of life. They can be in secured financial status or they have difficulties finding a job in pre-retirement age. In this case for them the important reward is the feeling of realization and social contact (Plamínek, 1996).

Selection and recruitment is one of the difficult tasks of the human resource management. Another task is to retain the employees, which is done through the management of individuals and their motivations (Armstrong, 2014).

3.3 Motivation

HRM practises are based on theories and practices originating in psychology. Psychology mainly focuses on the motivation. Its aim is to explain what causes a particular human behaviour. It is a fact that individual people behave differently in the same situations (Nakonečný, 1992). According to Bedrnová and Nový (2007) psychology distinguishes two aspects that need to be studied in the context of an individual behaviour:

- Why a person behaved in a certain way,
- What was the motive for this action.

In the first case, it is known that humans behave according to how they interpret the situation and what was their previous experience, depending on how they learnt to behave (Bedrnová, Nový, 2007). Psychology gives the answer to the question of motivation - what kind of behavioral motive people had. The word "*motivation*" comes from Latin, in Latin "*movere*" means movement. The result of motivation is movement, and in this sense the

motivation is an inner, conscious and unconscious stimulus or incentive acting on behaviour communication and individual attitudes. The problem of motivating human behaviour is a complex matter and it is the key to understand the human psyche. In general, there is no exact definition of the word motivation, which derives from the fact that no one has ever seen motivation – only the outcome of motivation can be seen such as trying, willing, aspirations, desire, expectation, pressure, tension, need, request, purpose, goal, etc. (Anheier, 2005). On the other hand, Zimbardo (1969) supposed that a motivated person experiences desires and willingness to achieve a certain goal proceeded with an effort. Similarly Armstrong (2005) perceives motivation as a targeted behavior of an individual that aims to satisfy needs. According to Nakonečný (1996), motivation is a process which function is satisfying the needs of the individual, expressing deficiencies in his being so-called deficit. Eliminating this deficit will satisfy the individual. It is also necessary to mention the most famous psychoanalytic theory of motivation by Sigmund Freud (1901), who claims that the essence of human motivation is given primarily by the instincts, and in his mental life there is a desire for pleasure. In this theory Freud emphasizes that human's behavior is predominantly unconscious.

At present, the concept of motivation is often used and it is essential in terms of efficiency of an organisation. All organisations are interested in maintaining a high level of employees' performance (Armstrong, 2014). It is important that they pay particular attention to motivating people through means such as incentives, rewards, employee benefits and should also try to create and develop motivational processes and a satisfactory working environment for their employees. Only through these it is possible to ensure results that meet management expectations (Drucker, 1990). Correctly determining motivation factors of employees is one of the functions of management and is essential for effectively leading people. A lot of people still think that the wage is the only or main factor of motivation, but this is not true (Armstrong, 2014).

3.3.1 Factors of Motivation

There are a lot of factors motivating people, both in positive and negative ways. Each organization sets up its own structure of work incentives to achieve desirable results. This

structure has an impact on motivation, employee satisfaction, work ethics and employee productivity. The study has shown that motivation is influenced by both financial and non - financial motivation factors. Bělohávek (2000) proposed following factors of motivation: salary as certainly one of the main motivators; personal status as an important aspect for any manager; working outcomes and performance are significant factors for both the business but also for the employees. Some individuals mainly focus on self-development and becoming the best. Such people are very ambitious, and they want to excel among others. Urban (2017) puts high importance on the overall mood in the workplace and good relations with colleagues; team leader competence and skills; in terms of content of the work - the degree of autonomy and creativity in work activities. He also indicates several negative factors such as unfair remuneration, disorder of work organisation, repeated changes or even absence of work or material related articles.

Eventually, the organisation should offer more than only a payment to the employees. Nowadays the employees are demanding more from the organisation they work for. By providing them new opportunities for growth and development, challenges and recognition the employees will feel much better about the place they work at.

3.3.2 Motivation vs. Stimulation

When explaining motivation theory, it is necessary to clarify the stimulation. This term is often mistaken for motive. However, the difference is very significant especially from a managerial point of view.

„Motivation is the eagerness and willingness to do something without needing.“

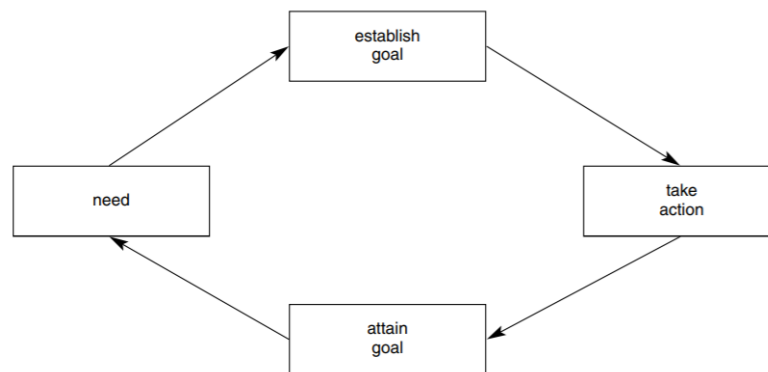
„Stimulation is the process of encouraging people for work.“ (Wilson, 2015).

According to Jarošová and Nový (2012) the stimulation is an effect on the psyche of an individual from the outside, most often by the active action of another person. It is therefore about influencing an individual by another person. This can lead to a change in the individual's mental processes and as well as a change in their motivation. The stimulus is then any external subject that affects human motivation. Keiler (1959) believed that the fundamental difference is that: *„...Motivation pertains to the will to act, the will to work, or the will to create“* and *„Without continuous stimulation the original impact of the initial*

motivation can easily fade away.“ The aim of stimulating employees is to support their individual performance and approach to work for their further development (Koontz, Weihrich 1998). According to Plamínek (2015) in order for an employee to achieve the best approach to work, it is essential that internal motivation and external stimulation are complementary. I consider the inner as a stronger tool motivation and inner motives of each individual. Stimulation should never get into a stereotype or become repetitive. Since it is usually a process of another person, the person take into consideration to constantly bring up new ideas, ways and thoughts so the stimulus stays exciting (Keiler, 1959).

This essentially means that sometimes people get quickly enthusiastic about certain work but without stable stimulation they slowly get bored and lose their motivation to keep doing it the same way.

Figure 1 The Process of Motivation



Source: Armstrong (2005)

The above figure describes the motivation process. The process of motivation is related to needs and indicates that motivation is encouraged by the conscious or unconscious identifying unmet needs. These needs lead to achievement or acquisition of a wish. Moreover, objectives are set to meet these wishes and needs. Then set out ways or behaviors that will lead to the achievement of goals. When the goal is reached and the need is satisfied, this process is secured. If the goal was not achieved and the need was not satisfied, it is supposed that these steps will not happen again (Armstrong, 2005).

3.3.3 Work motivation

The skills to motivate employees are the cornerstone success of almost every organisation. It is important to focus on employees as individuals and motivate them independently. Work motivation can be defined as: „*Human drive to work in order to gain rewards from that work, whether those rewards be physical, emotional, social or monetary. Work motivation varies with age, individual psychology and is often related to ability and environmental factors.*“ (Alleydog, 2019). Ultimately, this term expresses the overall attitude of an individual to do certain work, to complete specific work tasks, and general willingness to work. Work motivation defers from an individual’s psychological characteristics, experience and social status.

In line with the work motivation we can define two types of motivation:

- Intrinsic
- Extrinsic

Bernazzani (2017) describes the main difference between the intrinsic and extrinsic motivation as follows: „*Intrinsic motivation involves doing something because it's personally rewarding to you. Extrinsic motivation involves doing something because you want to earn a reward or avoid punishment.*“ According to Armstrong (2006) intrinsic motivation is based on the inner motives of people. It includes factors that people create by themselves and that make them go in a certain direction and behave in some way. It is therefore about everyone's own interests that the people create and control. For example, internal motivation is developing skills, abilities, gaining responsibility. Intrinsic motivational practices usually last longer and are deeper ingrained than the extrinsic. On the other hand, extrinsic motivation he describes as the external motivation that people get from the surrounding environment. For example, positive aspects in a work environment would be different benefits, promotion or rewards and the negative can be a criticism, denial of pay, disciplinary actions or some kind of punishments. Extrinsic motivational practices can have an immediate and strong effect but do not typically last very long.

Intrinsic and extrinsic motivations are interconnected. If you have to manage and finish a task at work it is considered that you are extrinsically motivated, because your manager promised you a potential reward or a raise even though you enjoy working on the

project. If your job provides you a language course, you are extrinsically motivated to learn a foreign language because you will probably receive a certification later even if you enjoy learning and studying it (Bernazzani, 2017).

Generally speaking about motivation, Peterková (2016) suggests that motivation can be also divided into conscious and unconscious. They are related to the awareness of individual motives. Conscious motivation refers to a state in which an individual is fully aware of the motives of his behavior. Oppositely, in unconscious motivation an individual is unaware of the motives of his actions and behavior is driven unconsciously. According to Sigmund Freud (1901), our behaviour is most often motivated unconsciously – in the harmony with our instincts. As understood from the explanation intrinsic motivation can be fully unconscious, therefore it is important to be self aware with our actions and identify the intrinsic motivation.

3.3.4 Motivation Theories

Understanding and explaining the motivation of human behavior represents significant part of research not only in the field of psychology. The motivation theories deal with the process of motivation and creation of work motivation. These theories explain why people behave in a certain way at work and why they focus their effort in a certain way. The motivation theories describe what the companies can do in order to encourage their employees, their skills and efforts in a way to achieve the organisation's goals in line with satisfying their own needs (Armstrong, 2006).

Armstrong (2014) ranked motivation theories into three categories:

- Instrumentality
- Content theory
- Process theory

3.3.4.1 Instrumentality

Instrumentality is based on the belief that rewards and punishments are the best instruments in shaping the behavior of individuals, e.g. carrot and stick approach. The individuals are rewarded according to their actual performance. Instrumentality has its roots in Taylorism. Originally this theory claimed that people work exclusively for money.

The theory considers that if an individual's performance is accompanied by rewards and punishments, the performance will be increased. This means that the individual will be more motivated to work (Taylor, 1911). At present, this theory is rather outdated. Especially because it does not consider other human needs such as informal relationships in the workplace and the whole concept of motivation is treated very simply (Armstrong, 2014).

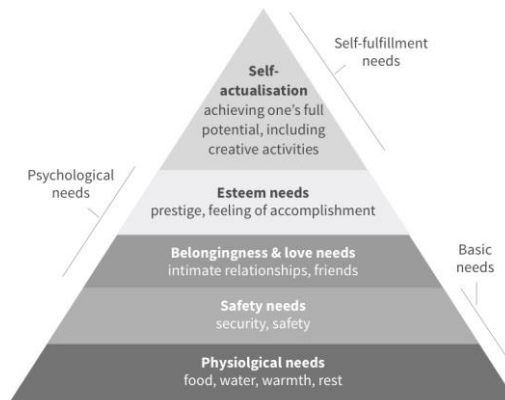
3.3.4.2 Content Theories

Content theory aims to identify individuals themselves, their interactions and behavior in a working environment. Subsequently it is what motivates people, what individual facts motivate people. These theories are sometimes called „needs theories“ since they analyse needs of individuals and their steps people take in order to meet the needs (Luthans, 2005).

Maslow's Theory of Needs

The best-known theory is probably Maslow's theory of hierarchy needs. American psychologist and university professor Abraham Maslow developed it in the 40s – 50s of the twentieth century. According to Maslow (1954), people's needs are the drivers of motivational behavior. Maslow believed that motivation needs should be hierarchically organized. He was sure, that motivation works on a principle – when one need is satisfied at one level it is no longer motivating and the person has to activate above level in the hierarchy so the individual is motivated again. A person is then motivated by the inner desire to satisfy certain needs. Maslow defined five levels of hierarchy of needs and organised them from the very basic – physiological needs up to the highest needs of self-actualization (Luthans, 1981).

Figure 2 Maslow's Hierarchy of Needs



Source: Payne (2019)

Maslow believes that if all the needs of a person are unsatisfied at some point in time, it is necessary to satisfy the most urgent need which is also dominant. It leads us to meet the basic needs before the higher ones. For example, in the case of physiological needs, if a person lacks food, safety and love, he or she is likely to try harder to obtain food at any given time than anything else. In terms of safety needs, in the working environment employees use their efforts to achieve job security, guaranteed employment and employee benefits (Donnelly, Gibson, Ivancevich, 2002.). According to Baumeister (1995) belongingness and love needs refer to association and the desire for friendship, intimacy, trust but also interpersonal relationships in the workplace, the opportunity to become an equal member-working group. Failure to meet these needs can lead to affecting the mental health of the individual.

Maslow (1954) classified esteem needs into two categories. First category is the esteem for oneself such as achievement, independence or dignity and the second one is the desire for being respect from others such as status, social appreciation and prestige. In relation to work motivation, it is the need of employees to be valued in such a way that they can maintain and cultivate awareness of their own self-esteem, resp. prestige. Recognition from others must be felt justified and deserved. This is already a higher level of needs, and it includes the need for power and certain status (Luthans, 1981).

Hoffman (1988) claims that self-actualization needs represents person's complete self-development, morality, acceptance and creativity. Usually at this level the person sees the world in a positive way and believes that everything can be resolved. People that reach this level are self-aware and they do not care about the opinions of other people. These people do a well-organized work, that make them excited because this way they can express their abilities and skills. „*It is important to note that self-actualization is a continual process of becoming rather than a perfect state one reaches of a 'happy ever after.'*” (Hoffman, 1988).

Armstrong (2007) stated that Maslow's pyramid is often criticized for one simple reason - each of us has different preferences. Someone gives the preference on the need for belongingness to the need for safety. Despite all the criticism, this hierarchy has been extensively used since its creation as it shows other motivation possibilities of employees than simply financial remuneration.

Herzberg's Two-Factor Model

Herzberg's Two Factor Model complements Maslow's theory of needs hierarchy and together they are the most used motivation theories. The model deals mainly with the causes of satisfaction or dissatisfaction of workers. It contains of hygienic factors and motivators, which can be internal or external. The motivators are more significant and more lasting because they bring job satisfaction and motivation persists. The external factors were determined as follows: policy and administrative processes of the company, supervision, working conditions, relations with colleagues, personal life, social status and security (Mulins, 2007).

If **Motivators** (satisfiers) or so-called internal factors are in an unfavorable condition, they make the employees to be dissatisfied and not even reasonably motivated. If they are in optimum state and desirable quality, it is considered to be a good work motivation and job satisfaction (Herzberg, 1971). He identified motivators as follows:

- Achievement and performance,
- Recognition,
- Job status,
- Personal growth,
- Opportunities for advancement,

- The work itself

If **hygiene factors** (dissatisfiers) are in unfavourable condition or quality, they evoke work dissatisfaction in the employees and they negatively influence the motivation. On the other hand, if the same factors are desirable and favorable, they do not create job satisfaction, as we might expect. In this case, the level of employee motivation will not increase, it will only show job satisfaction, but the remediation of these factors does not have a significant impact on the motivation to work and hygiene factors are:

- Salary
- Working conditions
- The physical workspace
- Relationship with colleagues
- Relationship with supervisor
- Policies and rules (Herzberg, 1971).

Herzberg's theory has become an impulse for many questions, research and discussions. Within the framework of this theory, it is also questionable to assign individual factors to either motivators or hygiene factors (Armstrong, 2017). The classification of different factors into these two groups can vary considerably among workers because what is a hygienic factor for one employee can represent a motivator for another. An example could be a question of salary increase – if the employee is well secured financially the salary increase will not really increase his work performance but for someone who is not in such a good financial position it would definitely be a motivator to improve his work performance. Therefore, this theory is often criticized because it does not respect individual motivations of individual employees (Donnelly, Gibson, Ivancevich, 2006). Among other benefits of Herzberg's theory is that it shows the link between work motivation and work satisfaction. The absence of long-term work dissatisfaction is a necessary condition for desirable work motivation. Although, it is necessary to mention that the job satisfaction does not automatically mean employee motivation. A satisfied worker is often stabilized in an organization, but it does not typically mean he will improve his work performance (Bedrnová, Nový, 2002).

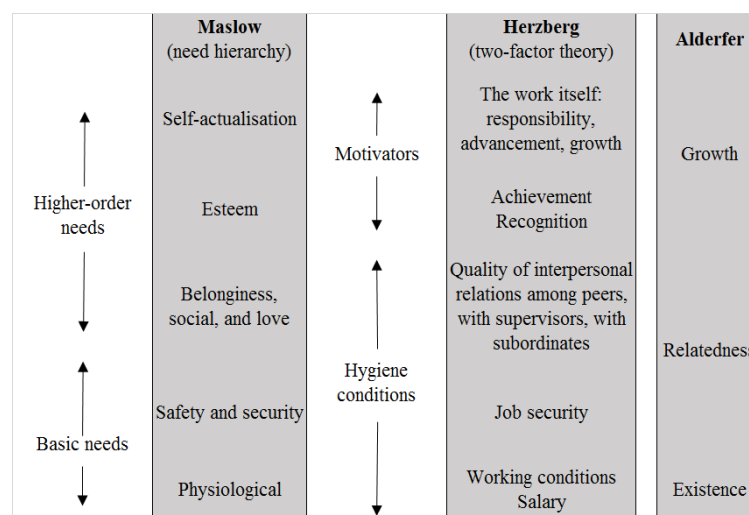
ERG Theory

Clayton Alderfer modified the Hierarchy of Needs by Abraham Maslow to conditions of working life and he proposed an ERG theory, which contains a three-levels scheme of Existence, Relatedness and Growth needs.

- Existence needs include everything necessary for human being. They include the basic physiological needs such as sleep, oxygen, reproduction but also salary, employee's benefit and social guarantees.
- Relatedness needs refer to the relationships we have. Interactions, respect and good relationships among the colleagues.
- Growth needs cover the need for self-development. It stimulates the worker to use their complete abilities and skills in order to accomplish the self-actualization (Luthans, 1981).

Alderfer suggests an observation and interconnection among the needs rather than a hierarchy, which is typical for Abraham Maslow. However, Alderfer sees importance in the division of needs of lower and higher level although he does not propose that needs of lower level must be satisfied before the needs of higher level as well as the fact that a feeling of lack should be the only way to activate the need (Nakonečný, 1992).

Figure 3 Comparison of the Content Motivation Theories



Source: Gibson, Ivancevich, Donelly, (2012) (*own illustration*)

To sum up above-mentioned content theories, it could be said that each author describes his beliefs little differently. In terms of the Maslow theory, he proposes a strict hierarchical order of needs. Alderfer, on the other hand, gives a rather flexible and more simple approach and Herzberg presents the factors of job from the intrinsic and extrinsic perspective.

3.3.4.3 Process Theories

Process theory explains and describes the process of how behavior is induced, controlled, maintained and ultimately ended. Process theories primarily attempt to define the main variables necessary to explain choice (e.g. Should I work hard?), effort (e.g. How hard do I need to work?) and persistence (e.g. How long do I have to keep this pace?) (Donnelly, Gibson, Ivancevich, 2002).

Expectancy theory

The author of expectancy theory is an American psychologist Victor Vroom and his approach is slightly more complicated. The key role of this theory lies in expectancy, valence and instrumentality. Baron (2012) describes the theory as an assumption that people's behaviour is primarily based on their beliefs concerning future events, particularly the ones giving them the greatest advantage. Spector (2003) adds that this theory explains how rewards lead to behaviour through focusing on internal cognitive states which lead to motivation. To put it simply, individuals are encouraged to particular activities if they believe that such behaviour will lead to the desired results. Therefore, Vroom (1964) came with the following equation: $\text{Motivational Force} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}$

- Expectancy refers to the differences in expectations of employees and level of confidence about what they are capable of doing.
- Instrumentality is the belief that performance leads to outcome. Instrumentality is influenced by potential rewards and company success.
- Valence implies to the emotional orientations of people with respect to outcomes (Vroom, V.H., Deci, E.L., Penguin 1983).

According to Ivancevich (2012) the biggest advantage of expectancy theory is that it identifies the importance of individual needs. Needs of people change over the time and expectations and valences are different from person to person. This theory is considered to relate well to the reality but overall it is more challenging to put in practice.

Equity theory

The equity theory was introduced in 1965 by American politician and diplomat John Stacey Adams. Armstrong (2005) claims that this theory deals with the perception of workers how they are treated in comparison with other workers. They measure their performance and remuneration with other colleagues. Of course, this can give a subjective impression of justice and has a negative impact on performance. We consider fair behaviour to be the one that does not differ among employees. Evaluation should be proportional to the effort (knowledge, skills, education). The equity theory is based on the fact that workers will be better motivated if they are treated fairly and on the contrary, they will be demotivated if they are treated unfairly. Donnelly (1997) adds that among the reduction of inequity belong particularly: employment leave, change in behavior at workplace (less work participation, more absence) or change in yield of work (request for higher salary and other employees benefits). The equity theory is calculated as follows:

$$\frac{\text{individual outputs}}{\text{individual inputs}} = \frac{\text{other's output}}{\text{other's input}} \quad (\text{Armstrong, 2005})$$

Goal setting theory

Dr Edwin Locke and Dr Gary Latham established this theory. The theory claims that performance and motivation increase when a person sets a specific goal (Armstrong, 2017). Locke and Latham proposed five goal setting principles that can improve our chances of success: Clarity, Challenge, Commitment, Feedback and Task complexity (Mindtools, 2019). This theory models the basis for classical remuneration in line with performance. According to the theory, employees who set more difficult but achievable goals perform better compared to those who set less challenging goals wherein failure to accomplish goals leads to higher job dissatisfaction (Armstrong, 2017). Tureckiová (2004) adds that the well-known SMART goal principle is basically applying the goal theory in business practice. SMART stands for Specific, Measurable, Attainable, Relevant and Time-bound objectives.

4 Practical Part

The analytical part firstly presents the non-profit organisation Erasmus Student Network (ESN), its structure is introduced together with the mission, vision, aims and principles. The idea for establishing this organisation was initiated in 1989 after first students came back from their Erasmus experience to their home country. They expressed their difficulties and obstacles during their study abroad and this led to the formation of so-called Erasmus Student Network. Nowadays, the organisation is operating in 40 countries, there are nearly 13 000 volunteers and during their free time they are helping over 350 000 international students every year.

Erasmus Student Network (ESN) works on international, national and local level. This diploma thesis is focused on the local section Erasmus Student Network of Czech University of Life Sciences Prague (ESN CZU Prague) and will be dealing with the motivation of its members. After the introductory part of the organisation, the diploma thesis will be focused on the analysis of the questionnaire given to the members regarding their motivation to volunteer in this organisation. The aim is to find out why they are interested to help other students, if this experience enriches them in some way and whether they are satisfied with the current situation. Based on their responses there will be given suggestions for further improvements and additional recommendations.

4.1 Characteristics of selected organisation

4.1.1 Erasmus Student Network (ESN)

Erasmus Student Network (ESN) is an international student non-profit organisation, which operates in 40 different countries with local representatives in over 1000 universities. The organisation was established in 1989 in Rotterdam. It is considered to be international non-governmental organisation (INGO) and it belongs among the organisations with an official legal status of “Association without lucrative purpose (AISBL)” with educational aim. The network operates on three main levels – local (university), national and international. At the moment, Erasmus Student Network is the largest student organisation in Europe (ESN.org).

4.1.2 Structure of the organisation ESN

Erasmus Student Network (ESN) operates on three different levels – international, national and local. All these levels are based on the same goal, vision and mission but their purpose is slightly different.

International level characterizes the highest level of the structure of the organisation. The International Board manages the team of ESN International, which consists of members from different countries with the help of a secretariat based in Brussels. This secretariat controls the administration of the whole organisation and focuses on the present needs of the entire ESN network. The international board involves 5 important positions – President, Vice-President, Treasurer, Communication Manager and the Web Project Administrator. Each of the positions are elected for a one-year mandate. The International Board is the highest representative and executive frame of the organisation ESN and its aim is to manage and represent the mission and vision of its principles.

National level symbolizes and represents the countries where the ESN operates in. This level does not have an executive power but it is mandatory to keep it for the support for the local sections. This level provides important workshops, knowledge sessions and other essential help for the local sections of ESN. Each year there are representative positions elected for the mandate. In terms of the national level, there is always a President, Vice-president, Communication Manager, National Representative, Web Project Administrator, and Treasurer elected for one year of a mandate. The National Representative is a person elected to represent the country as a whole to the international board.

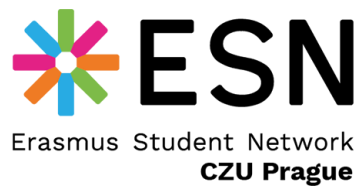
Local level usually represents the universities of the given country. These sections focus on the direct contact and impact on their international students. This approach with foreign students is gained by organising social events, trips and other common activities provided to students to make them adopt the culture of a given country. This kind of member organisation is named as „section“. These sections are most of the time based at the universities. Each section has to follow their responsibilities. Every year they have to provide the information about their accounting, income and other obligations for the ESN International. The very first local section of ESN founded was in the Netherlands, in the city of Utrecht in 1989. This diploma thesis will be focused on one of the local sections in the

Czech Republic, precisely ESN CZU Prague that was only officially established in 2015. Within the whole network, the highest number of local sections is held in Italy, Turkey, Poland, Germany and after France. At the moment, there are 528 sections functioning in 42 different countries.

4.2 Erasmus Student Network CZU Prague

The diploma thesis will be focused on the motivation of employees of one of the local representative sections and that is Erasmus Student Network of Czech University of Life Sciences Prague, shortly ESN CZU Prague. ESN CZU Prague is a full ESN member since May, 2015 and has its legal form as registered association (zapsaný spolek). „*We are students and volunteers, thrilled to meet new international people coming to Czech University of Life Sciences.*“ (ESN CZU Prague, 2015). This sentence welcomes you on ESN CZU Prague website.

Figure 4 ESN CZU Prague logo



Source: ESN CZU Prague, 2020

The ESN star in the logo represents its members standing in a circle and holding each other's hands, supporting and helping each other. There are four different colours, but they are all united. The circle means that ESN does not have a center but the members rotate together (ESN CZU Prague, 2020).

The organisation supports exchange of students among different educational levels and provides a unique intercultural and international experience for students coming to CZU Prague. The main organisational focus is put on the Erasmus+ and exchange students. They can face all kinds of problems and they may feel lonely or disoriented at their beginnings in a new environment. ESN members help them with academic, social and integration

procedure. They help mainly at the beginning of the semester through various activities, cultural events or trips to discover places in the Czech Republic and meet new people. Every semester there is a welcome week, which is a week full of integration activities which help students to get to know each other. ESN CZU Prague has introduced a buddy system which is basically a system where students register and are given a mentor – a local person for tutoring mainly in academic and practical integration, adaptation and survival in new environment.

Mission

Official mission stated on the website of the organisation is: „*Our mission is to represent international students, thus provide opportunities for cultural understanding and self-development under the principle of Students Helping Students.*“ (ESN.org). The mission of ESN is simple but powerful originating in providing opportunities for intercultural understanding and self-development of students.

Vision

The vision for the following years 2019 – 2025 of the organisation is to become an international network for the Erasmus Generation, dedicated to improving worldwide education and delivering opportunities for self-development to young people, adopting cross-cultural understanding and forming positive change in society.

Aims and Principles

Main aims of ESN are listed as follows:

- Working in the interest and for the benefits of international students taking part in an exchange program, regardless of their provenance, representation of the needs, rights and expectations of exchange students in general on all levels;
- Working in order to improve the social, cultural and practical integration of international students.
- Provision of relevant information about academic mobility programs and possibilities to study abroad, ESN activities and resources.
- Motivation for students to study abroad and direct or indirect promotion the exchange experience.
- Working with the reintegration and reunion of incoming students.

- Contribution to the improvement and accessibility of student mobility, its conditions for present and future exchange generations of students.
- Caring about its members.
- Support and respect to the values of volunteering.
- Using the experiences of homecoming students by making them ESN members active in the network.
- Offering services (activities, events, trips) and goods (ESN card) for all students and welcomes all students to participate in its work regardless if they are mobile or not (esn.org, 2017).

Figure 5 ESN Principles

ESN works in the interest of international students	ESN motivates students to study abroad
ESN works to improve the social and practical integration of international students	ESN works with the reintegration of homecoming students
ESN represents the needs and rights of international students	ESN contributes to the improvement of different mobility programmes
ESN provides relevant information about mobility programmes	ESN cares about its members
	ESN values volunteering and active citizenship.

Source: Pasierbiewicz, 2017 (own illustration)

The main principle is that ESN CZU Prague is voluntary and self-governed. It is a non-profit organisation that works without being associated with any political, religious or confessional group. Other principles are mentioned above.

4.2.1 Structure of ESN CZU Prague

ESN CZU Prague is a voluntary student's organisation that provides service to international students. Members of the organisation are students working on voluntary basis. When evaluating the activities, goals and the way of their realization it is necessary to take into account that it is an organisation based on the voluntary membership. There are no labor-law agreements, including rights and obligations arising from labor relations and the members do their activities at no cost. There are no standards in personnel work, unified processes or a specific directive that would apply to personnel work with members.

The organisation works as one big team that is divided into small departments according everyone's interests and abilities (see Appendix 3 for board members):

Board

- President and Vice-president are responsible for the contact with the university and representing the section itself.
- Local Representative is the representative of ESN CZU Prague and is responsible for the communication among other sections of ESN on local national and international level.
- Communication Manager is responsible for the communication on social media and PR materials.
- Treasurer is the responsible person for accounting and budget of the section.

Board Supporters

- HR Manager communicates with the members and hires new students interested in the organization.
- Events Manager makes the schedule of all the activities and events during the semester.
- Partnership Manager negotiates potential partners and discounts for international students.
- IT Coordinator manages Gmail and all the Google drive including the website of the organisation

- Office manager takes care of the office, makes the inventory reports and stays in the office during the office hours to be available for international students.
- Social Erasmus Coordinator involves international students to the Czech community, making unforgettable memories during their stay in the Czech Republic.
- Audio/Video Coordinator records videos and takes pictures during the events for promotion later.

Active members

Active members are those who actively participate in overall functioning of the organisation. They prepare, organize and coordinate the events, trips and other integration activities. These members do not necessarily have a certain position in a department although they rotate around. By this the organisation is giving them the possibility to gain practical knowledge and discover what they are good at.

Alumni

Alumni are not official members anymore but in the past they were actively forming the organisation. Alumni are usually graduates of the Czech University of Life Sciences Prague and they still keep in touch with the organisation. At the moment, they have an advisory mission to the current members due to their long experience.

Newbies

The term newbie is assigned to all the newcomers joining ESN. It is used only temporary in order to mark the beginners or inexperienced members until they understand all the principles and functioning of the organisation.

4.2.2 ESN CZU Prague financing

The biggest part of ESN CZU Prague budget forms the revenues of welcome packs sold to the international incoming students. Welcome pack includes a Vodafone SIM card, reusable bottle with the logo of the organisation, ESN t-shirt, a brochure with information regarding the university, ESN CZU Prague badge, a city map, public transportation brochure and most importantly ESNcard which allows international students to join the trips and events organized by ESN CZU Prague and gives them numerous discounts for goods and

services. ESN on national level formed a partnership with Vodafone; therefore the SIM cards that the organisation receives are free of charge for ESN CZU Prague. The PR items are funded by the CZU rectorate's international relations. The welcome pack is then sold for 450 CZK, which is a clear profit and the money is later used for buying necessary materials for events preparations, competition rewards, etc. Part of the budget also goes to team building activities of the organisations.

As mentioned above, ESN CZU Prague cooperates with the rectorate's international relations office (IRO) of the Czech University of Life Sciences Prague. The IRO supports events, trips and cultural activities of ESN CZU for international students. The financing works on a cash-back principle, which means that the organisation provides necessary invoices and expenses reports and the expenses, will be partly or fully covered and returned.

Since the academic year 2019/2020, ESN CZU Prague is a member of the EU project MOST, which supports its members in educational activities. Members of the organisation can participate at weekend platforms, seminars and workshops for their self-development and later the fees and travel costs will be refunded.

4.2.3 What activities does the ESN CZU Prague do?

There are four types of events that the organisation does:

- Welcome week – during the first week of the semester each day is full of activities for the international students in order to let them see the Czech culture, get to know them among each other and travel around the Czech Republic.
- Campus events – International dinner, BBQ, Campus crawl, Country night or beer-pong.
- Events outside of the campus – boat tour, ice skating, botanical garden, aqua park, bowling or Prague Zoo.
- SocialErasmus+ - a programme established to create stronger inter-connection between local environment and the students studying abroad. This system provides greater integration, knowledge and consciousness among the

international students. It is mostly implementing the volunteers in terms of education and overall tolerance for the culture.

4.2.4 Current situation

Currently ESN CZU Prague is dealing with many problems. The organisation suffers from the lack of volunteers. The issue might have originated in their motivation. Current members have discovered these reasons might apply:

- Unemployment rate in the Czech Republic is the lowest in European Union reaching a number of 2.9% in December 2019 (trading economics, 2020). There are many working opportunities for university students around, therefore they no longer feel like working in a non-profit organisation would be valuable for them.
- The students are afraid of responsibility. ESN CZU Prague is a non-profit student's organization, but it still operates under a legal act. That means the organization must follow certain rules. In order to work well they created a structure of management departments: Human Resource, Communication, Partnership, Events, Treasurer, where each person is responsible for some activity.
- The trend of international students in terms of travelling has overall changed. The possibilities to travel are much larger now and to travel individually is very cheap (Regio jet students discounts) and more flexible. The students prefer to travel by themselves in small groups and not as an organized group. At the beginning of ESN CZU Prague establishment, they used to offer a trip every month but now they only organize one trip at the beginning of the semester. The overall interest has significantly declined and so the motivation of the volunteers.
- The volunteers in the organization are aging. Most of the members are master students and soon they will graduate. There is no one who will take over his or her place. ESN CZU Prague provides tons of experience and contacts to the members. However, after a certain time the students will arrive to a point

when there is no further development and they either should shift to the national level or leave.

- Accommodation problems. International students are experiencing a big change in accommodation possibilities. Czech University of Life Sciences Prague disposes of dormitories for students. Some part used to be for international students but the rectorate of CZU Prague has decided to decline all the international students starting the academic year 2020/2021. The dormitories will be fully used by Czech students only and international students will have to find alternative solution. This will have a huge impact on the organization since all their events are held on the campus.
- Competition issues. ESN CZU Prague is a non-profit organization therefore the budget for events organization is rather limited. Employees of the organization are volunteers and do it with the passion and love. Nowadays, we can see a lot of profit organisations concentrated in the center of Prague doing similar events but based on the profit. Their employees are hired on regularly basis and dedicate all their time for it therefore they are able to organize much more events throughout the semester.

4.3 Empirical Part

The empirical part of the diploma thesis is based on the questionnaire given to the employees of ESN CZU Prague in order to be able to deeply understand the current situation and the motivation in the organisation. The questionnaire was selected as the research method to obtain valuable information and data and further make suggestion and improvements to the organisation.

4.3.1 Questionnaire

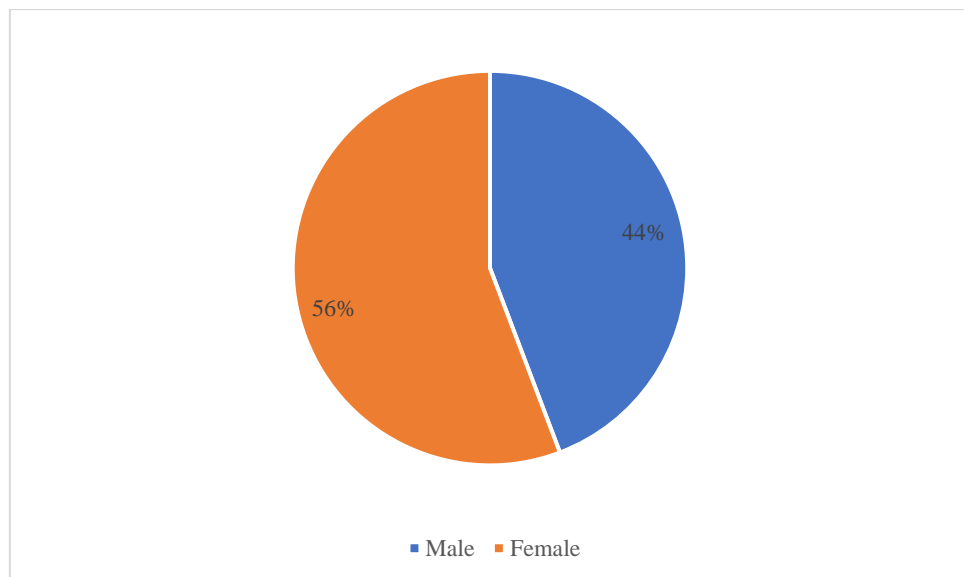
In order to collect data regarding the motivation of employees in ESN CZU Prague, a questionnaire was selected as a research method. The questionnaire was sent to the employees through the internal e-mail and also Facebook, as a social media which is used as the fastest mean of communication among members. The questionnaire was constructed via

Google Forms and was sent to all the active members and alumni of the organisation. Total number of 52 answers were received which represents the total number of members of the organisation. The questionnaire accounted for 16 opened questions and 1 closed question. All answers were anonymous and respondents had 15 days to fill out the questionnaire (see Appendix 1).

Structure of respondents

The initial part of the questionnaire was focused on identifying respondents and their characteristics. The employees were asked about their gender, age, nationality and the length of employment.

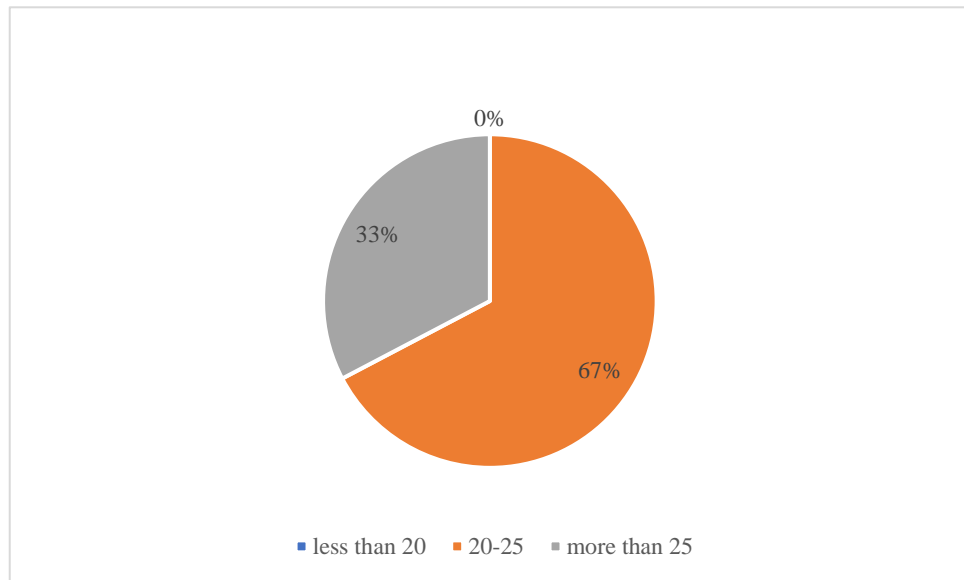
Figure 6 Structure of respondents according to gender



Source: own research

The gender of respondents was divided between 56% female respondents and 44% male respondents as seen in the Figure 6. Therefore 29 female and 23 male employees answered. There are slightly more female employees working in the organisation.

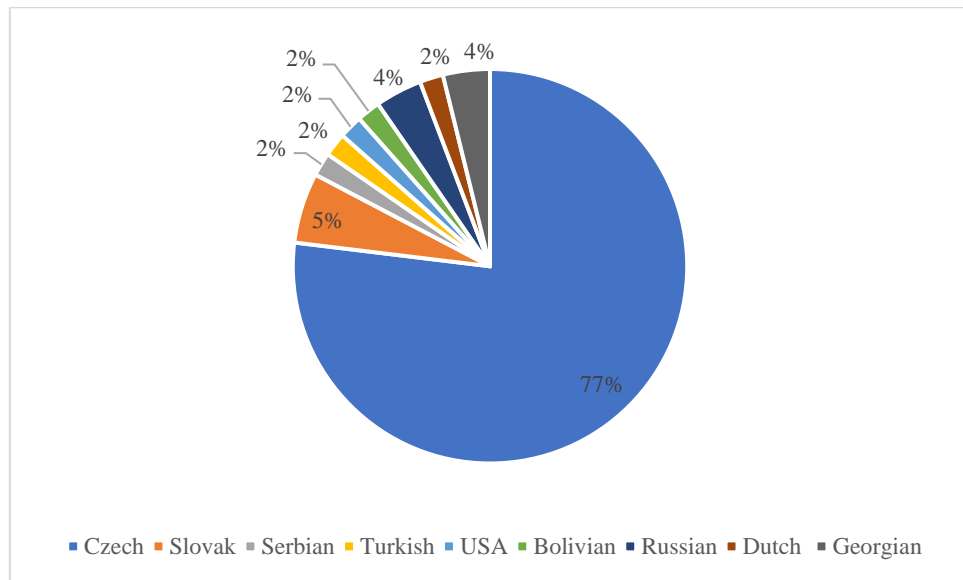
Figure 7 Structure of respondents according to age



Source: own research

Following question was focused on the age of employees. The employees were offered a range from: less than 20, 20-25 and more than 25. The Figure 7 shows that the majority has answered their age is between 20 and 25. They represent 67% of the company, 33% answered they are more than 25. Those are usually alumni or students of the last years of their studies. There is no one working in the organisation who is less than 20 years old.

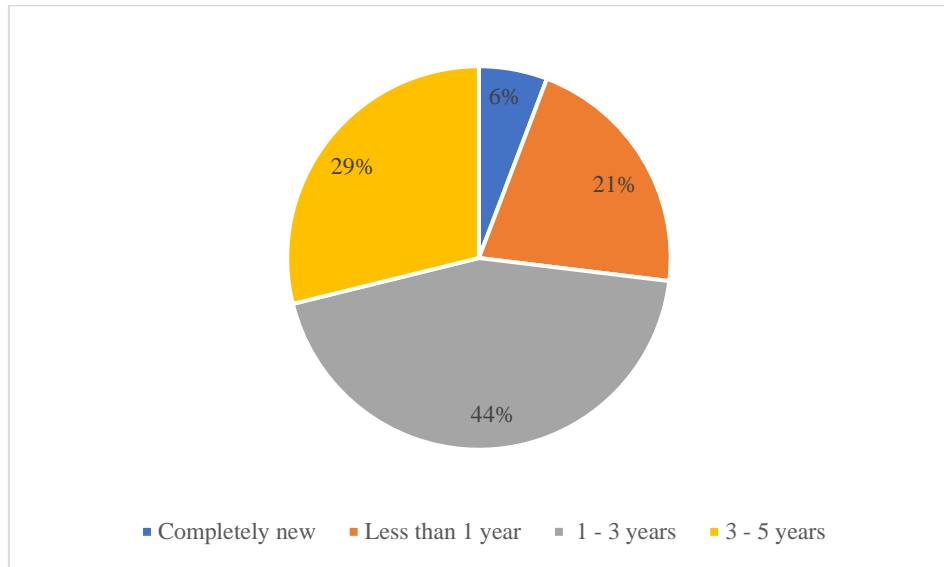
Figure 8 Structure of respondents according to nationality



Source: own research

The Figure 8 shows the structure of employees according to their nationality. ESN CZU Prague is an international student's organisation therefore the members come from different countries and their nationalities are very diverse. Czech nationality represents the highest number, 40 respondents were Czech and this forms 77% of the organisation. There were 3 respondents from Slovakia, which represents 5%. The organisation has 2 employees from Russia and 2 employees from Georgia, both representing 4% of the organisation. Other nationalities were Turkish, Serbian, the USA, Dutch and Bolivian, all accounting 1 member from each country and forming 2% each. From time to time, there are some exchange students helping with the organisation of events. These students are not part of the questionnaire.

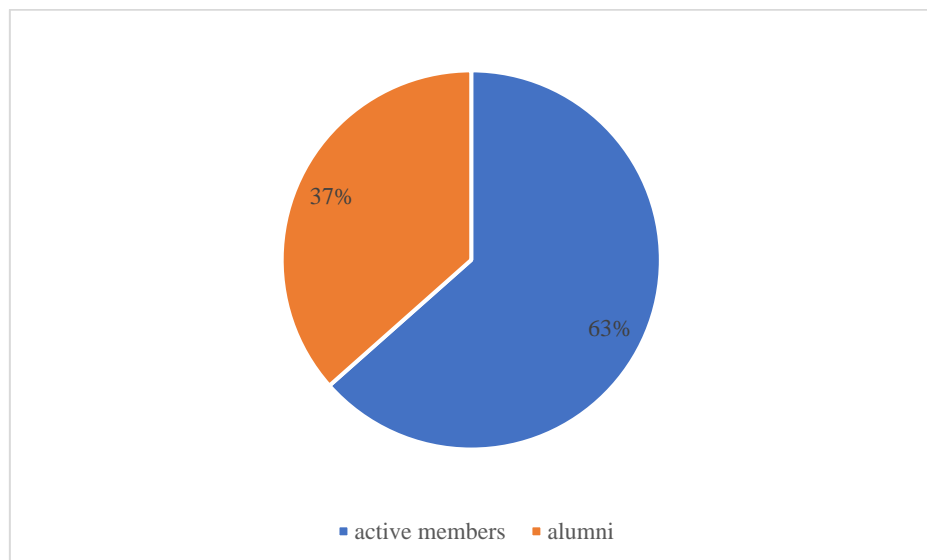
Figure 9 Structure of respondents according to the length of employment



Source: own research

The above Figure 9 represents the duration of employment of its employees. There are 3 completely new members representing 6%, 11 members (21%) work in the organisation less than 1 year, 23 members (44%) work there between 1 – 3 years and 15 members (29%) work in ESN CZU Prague between 3 -5 years.

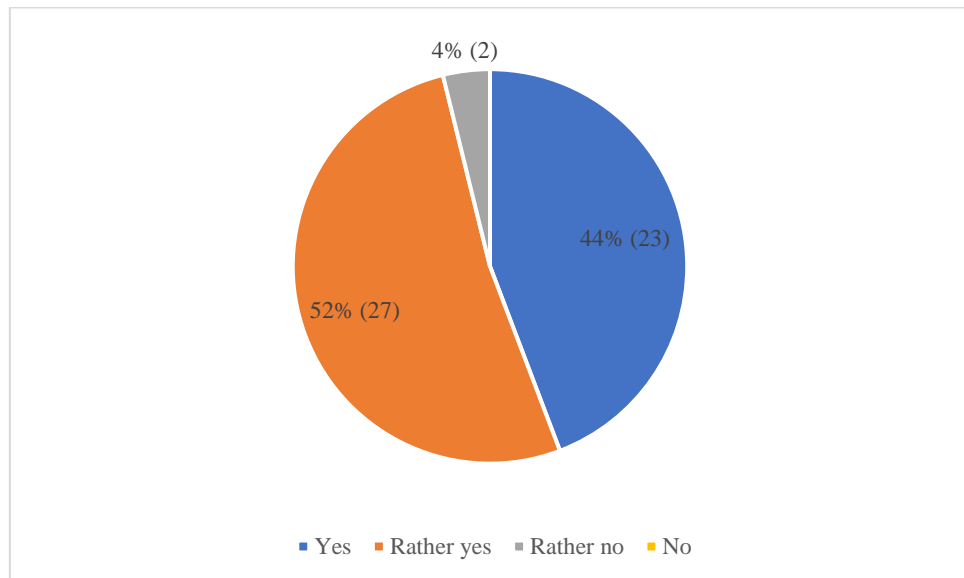
Figure 10 Structure of respondents according to their position



Source: own research

The respondents were asked if they are active members or alumni, who are still active in the organisation. As detected in Figure 10 there are 33 active members which accounts for 63% and 19 alumni which represent 37% of members.

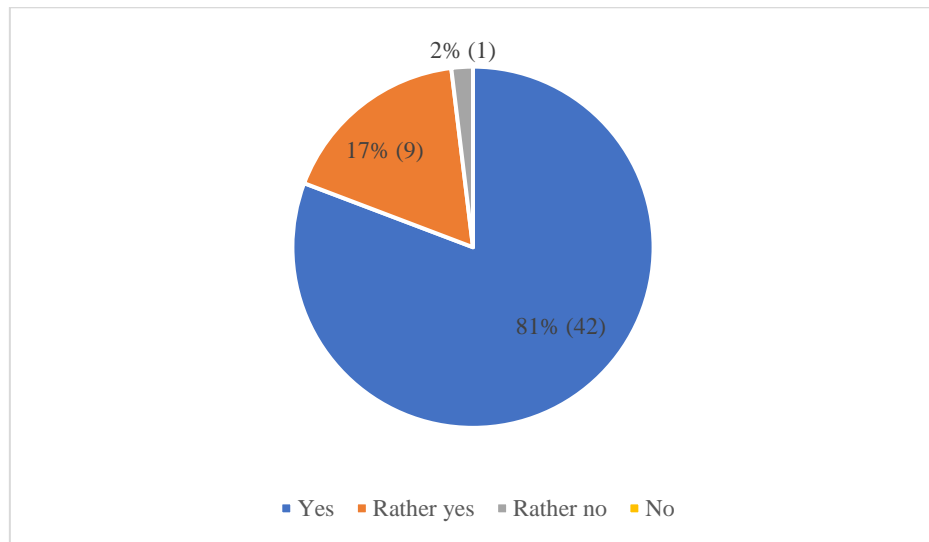
Figure 11 General satisfaction with the organisation



Source: own research

The opening question, that was asked in order to introduce the respondents into the issue was whether the employees are generally satisfied with the organisation. The job satisfaction means: *“The job satisfaction is an individual’s positive measurable judgment on his or her working conditions. Thus, the job satisfaction is about the attitude.”* (Weiss, 2002). The members spend their free time to help other students with no financial compensation. As the Figure 11 above shows, 44% employees find themselves completely satisfied, 52% find themselves rather satisfied. Only 2 respondents said they are rather dissatisfied.

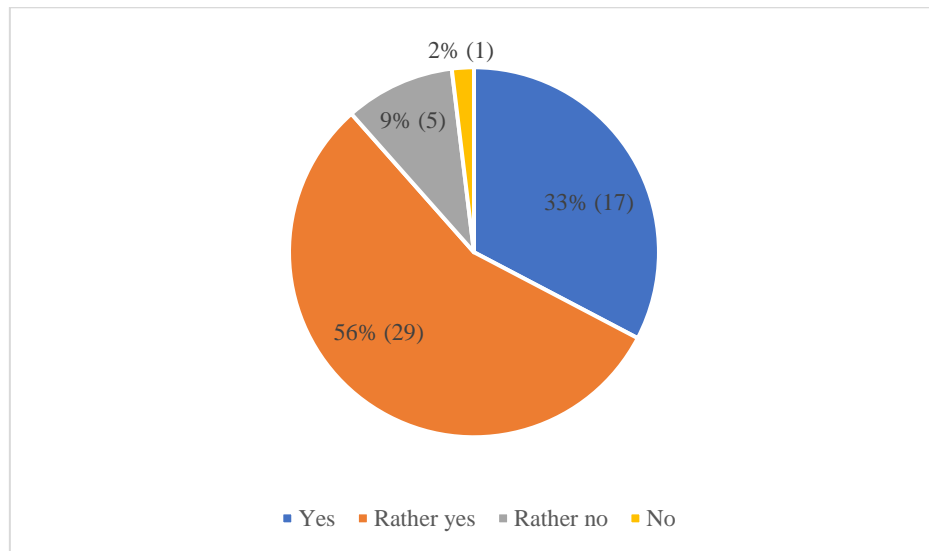
Figure 12 Being proud to be working in the organisation



Source: own research

Apart from the overall satisfaction, the respondents were asked whether they are proud to be working in the ESN CZU Prague. As revealed in Figure 12 there are 81% of employees who answered that they are proud to be working there, 17% answered they are rather proud and only one respondent answered that is rather not proud to be working in the organisation. This is a very positive number of respondents because it reflects the reputation of the organisation. Being proud to work in an organisation means that the employees are committed to their organisation and they are willing to recommend it as a good place to work. ESN CZU Prague is based on the principle „students help to students“ and is known among all the EU countries.

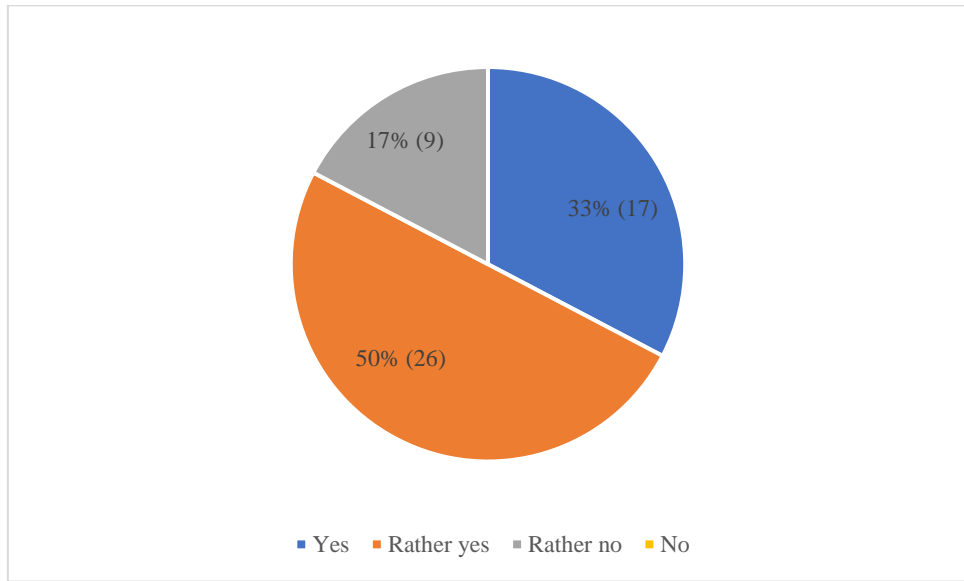
Figure 13 Satisfaction with the working conditions in the organisation



Source: own research

ESN CZU Prague intends to create comfortable working conditions for all members. However, due to the fact that the organisation is non-profit, their financial means are rather limited. As found in Figure 13 there are 33% of respondents that assigned themselves satisfied, followed by 56% of them that are rather satisfied. Five respondents marked themselves they are rather dissatisfied, and two respondents are not satisfied with the working conditions in the organisation.

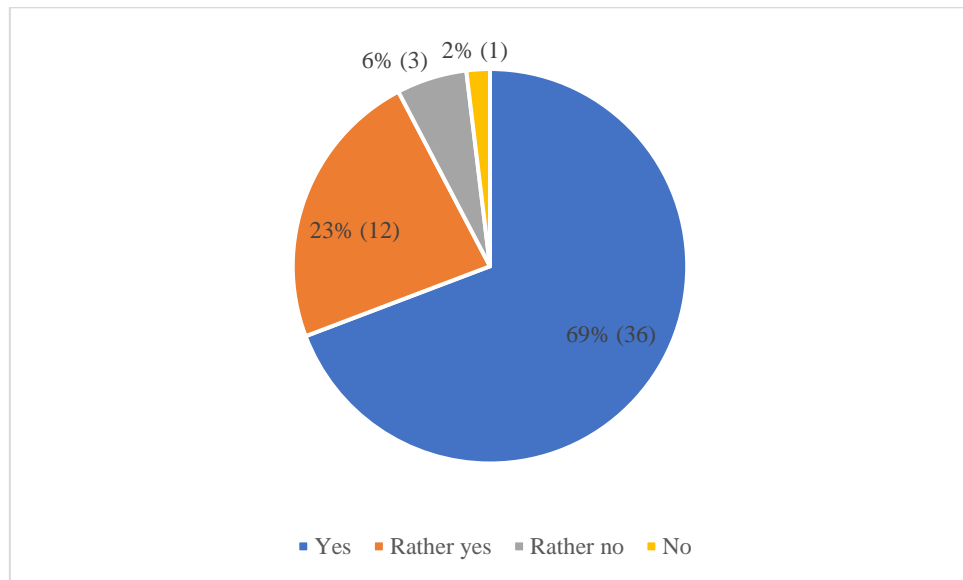
Figure 14 Being well-informed about changes in the organisation



Source: own research

The above Figure 14 represents answers to a question whether the members are well-informed about new changes and events happening in the organisation. “*Employees who do not know (or understand) what is happening within their own company are typically less engaged, less productive.*” (Yeater, 2020). There were 37 respondents that answered positively and they believe they are well informed. However, nine of the members answered they are rather not well-informed which is 17% of all members. This is an important finding to be improved.

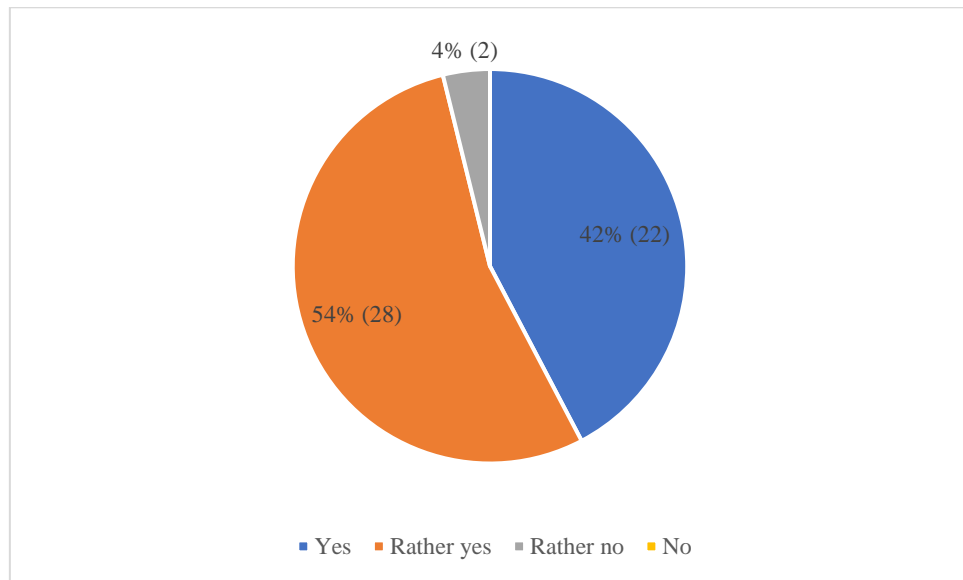
Figure 15 Experience working in ESN CZU Prague will help to get a job



Source: own research

The Figure 15 shows answers of respondents to the question: „Do you believe that your experience working in this organisation can help you with getting a job?“ There are 48 out of 52 respondents that answered positively and believe they could gain a valuable experience working for ESN CZU Prague. In fact, one respondent added a comment that thanks to her experience being part of HR team in ESN CZU Prague she got a job in one HR & Consulting company in Prague. In general, there are a lot of applicants for one position and having an experience working for a non-profit organisation could be definitely value-added. What people develop the most are the social skills and communication because ESN is a perfect environment to learn how to interact with different people.

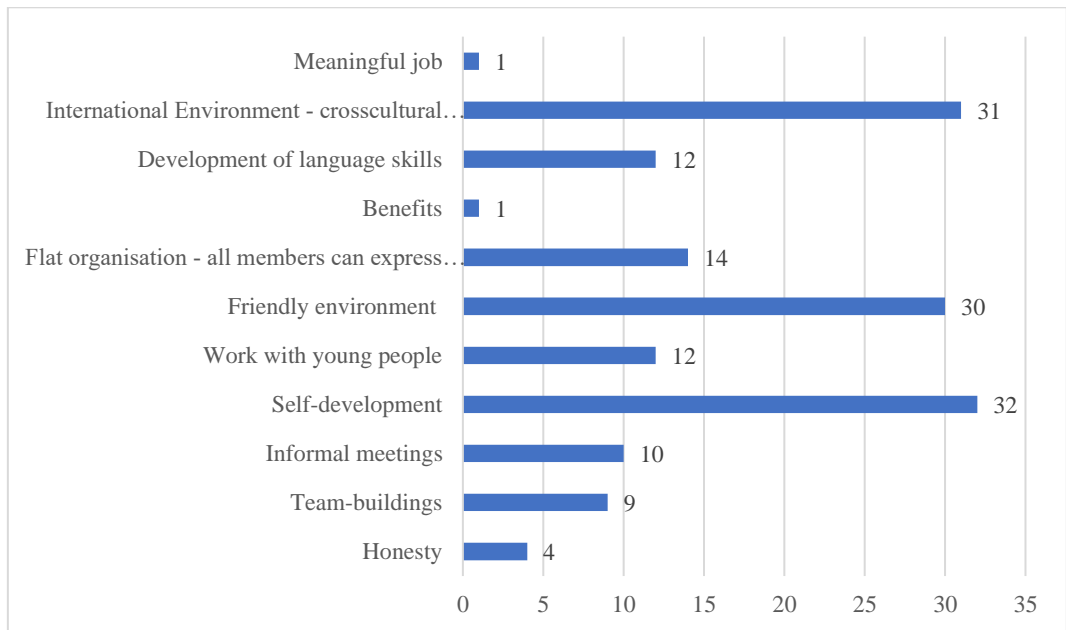
Figure 16 Positive communication (good employee's relations, no tension at the workplace)



Source: own research

There are 50 respondents out of 52 who believe the communication is positive in the organisation as detected in the above Figure 16. Only two respondents answered rather not positive but none of the members answered there is no positive communication at the workplace at all. Positive communication is the key for successful functioning of the organisation. All members share the same values, mission and interests. Positive communication highlights these attributes and ensures that the members understand why they work there not simply knowing what is that they do. People are then more motivated if they know why they are doing it. However, there is a difference between positive and clear communication. The friendly atmosphere is important but if the given tasks are not clear or on time this can lead into confusion or even misunderstanding. This topic is more specified below based on the additional comments.

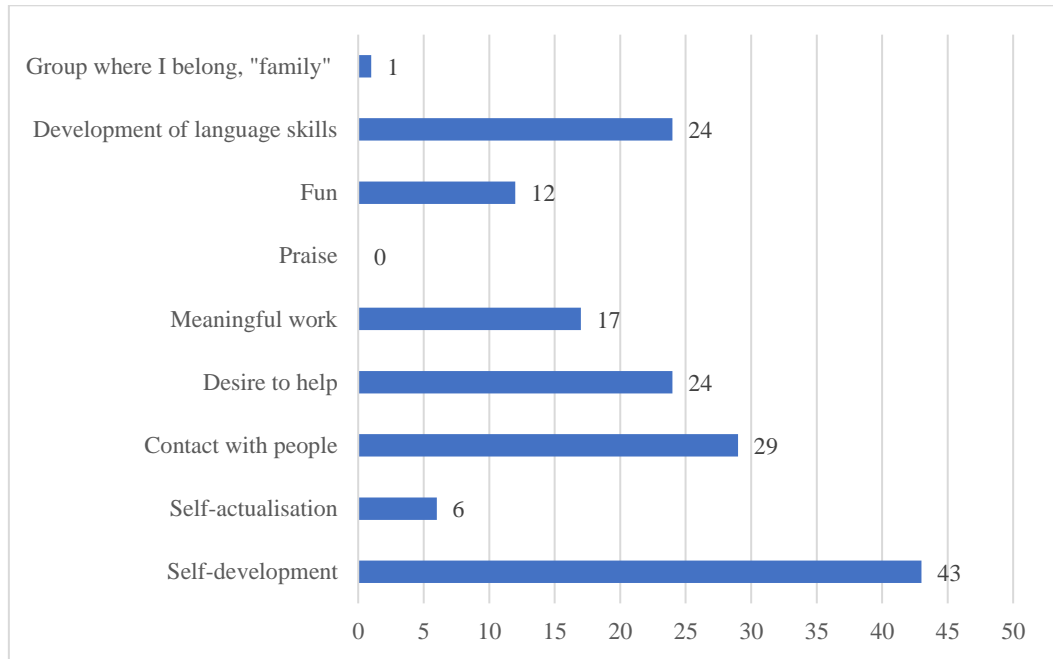
Figure 17 What do you appreciate the most in this organisation?



Source: own research

The respondents were asked what they appreciate the most in ESN CZU Prague. They were given several options and had to select three of them. The Figure 17 revealed that the most frequent answer (32) was the ability of self-development. The organisation allows the members to discover what they are good at, they can rotate through the departments and possibly understand where they would work in the future. As the second most selected answer (31) was international environment and crosscultural understanding. This is connected to development of languages and ability to work in international community with worldwide audience. Members therefore understand the differences among cultures and could develop their skills in intercultural negotiations. This answer was followed up by the third most common selected response (30) which is friendly environment. Friendly environment is the power of the organisation. Members are not forced to work there but they come to help with an excitement. This fact is also supported by the age structure of members. All the issues are solved calmly and by the common brainstorming.

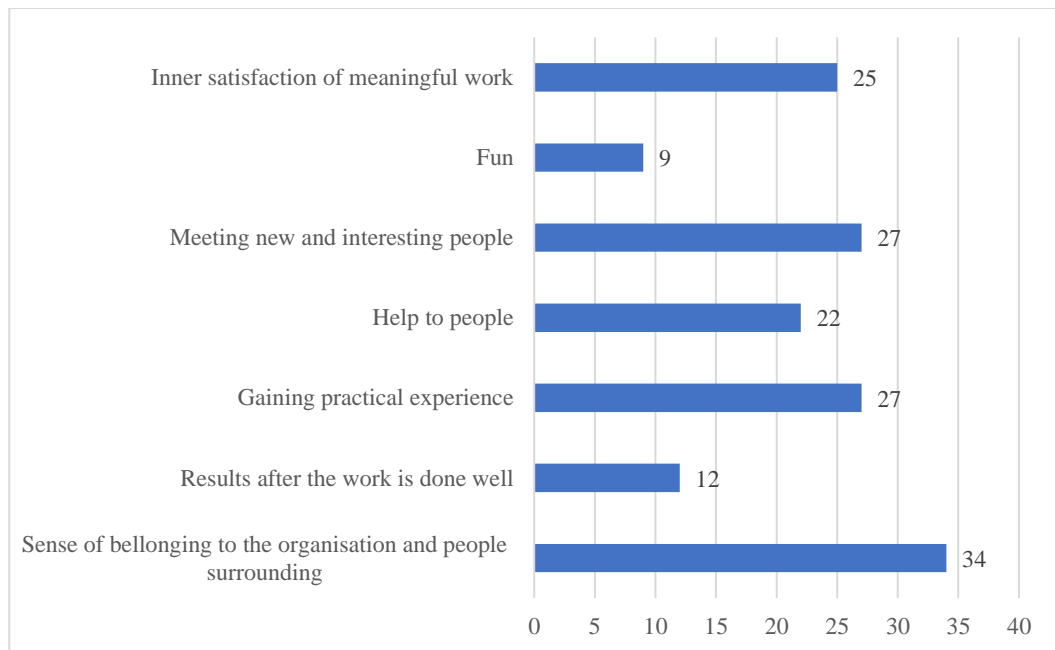
Figure 18 What motivates you to work in the non-profit organisation?



Source: own research

The above Figure 18 represents the answers to the question what motivates you to work in the non-profit organisation. Self-development was the most common answer (43). As mentioned before, the organisation is giving the opportunity to all members to develop themselves in many ways and this, therefore, can be a huge advantage for their future career. As the second most selected answer (29) was the option contact with people. In general, ESN connects people from different countries, towns, religion and diverse income background. They make no difference and this is a magic for networking and making worldwide friendships. On the third position there is development of language skills (24) and desire to help (24). Desire to help represents a powerful effect on behavior and develops empathy for others.

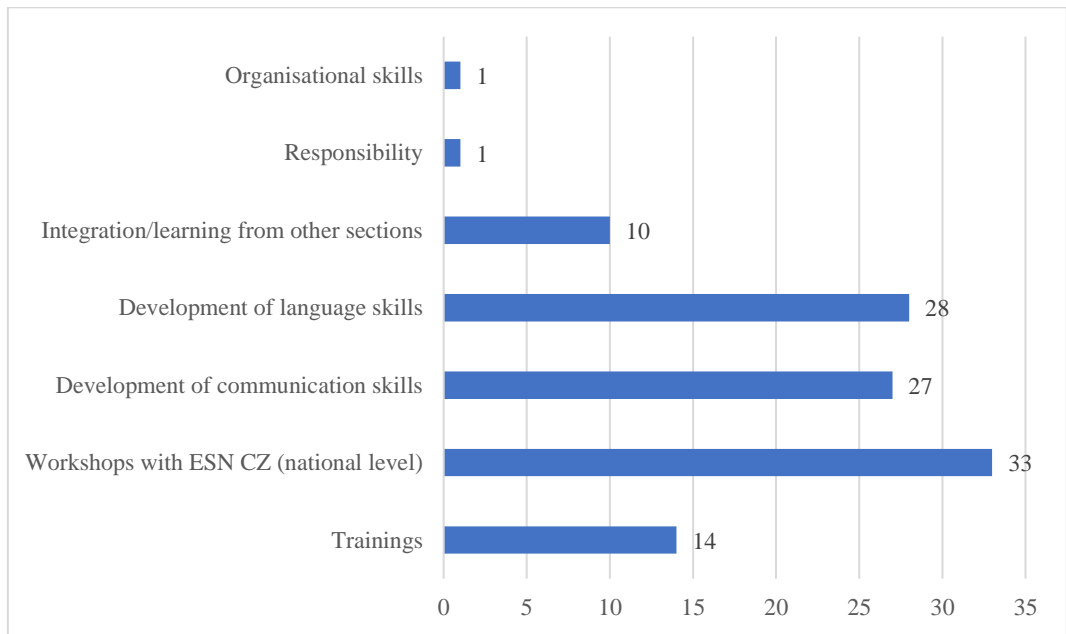
Figure 19 What attributes of motivation are the most important in the non-profit organisation for you?



Source: own research

Another question asked to the members was what attributes of motivation are the most important in the non-profit organisation for them. The above Figure 19 found that the most frequent selected answer (34) was the sense of belonging to the organisation and people surrounding. All the ESN members share the same values, passion and purpose for belonging to the organisation. For some of the members, joining ESN CZU Prague was the way to find lifelong friendships and people with same interests. Even Maslow (1943) claimed that belongingness is one of the stages of basic human needs, right after satisfying the personal security. The need for emotional relationships, acceptance and trust is important to all of us. The second most selected answer (27) was meeting new and interesting people and gaining practical experience. Followed up by the third most selected answer (25) inner satisfaction of meaningful work. Doing a meaningful work is one of the ways to increase the productivity and long-term satisfaction. This is actually essential for all the ESN community.

Figure 20 What did the organisation offer you for the self-development?

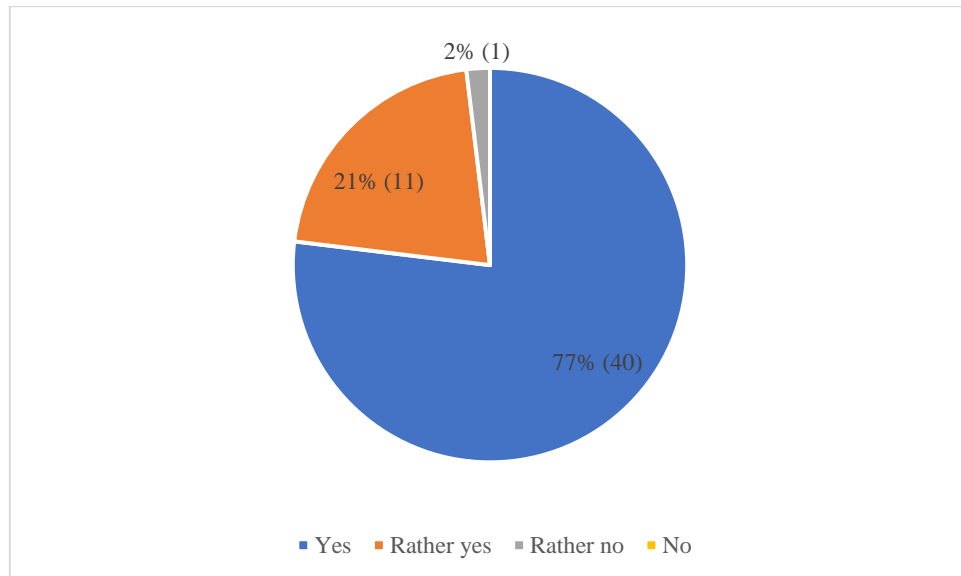


Source: own research

The above Figure 20 uncovered the answers of respondents to whether they were offered a certain opportunity for their personal self-development by the organisation. They were given 5 options with the ability to choose more than one answer or they could use an option other to add their comment. Most respondents (33) answered they were given the opportunity to attend workshops on national level with ESN Czech Republic. The workshops always contain of different topics and people are grouping according their interests such as Human Resource Management, Public Relations or Partnership Management. The members of different ESN sections brainstorm together about how effectively communicate with the audience, how to motivate current members and recruit new students or how to contact potential partners and much more. The second most common answer (28) was development of languages. ESN CZU Prague members communicate with international students on daily basis therefore the members have the unique opportunity to improve not only English but many other world spoken languages. As third most common answer (27) was assigned development of communication skills. As mentioned before, ESN CZU Prague is a flat organisation and all members regardless their position can express their opinion, ideas or

suggestion for successful functioning of the organisation. By this the organisation is giving the opportunity to members to put aside all the barriers and build up their confidence. Two respondents added that the organisation taught them organisational skills and responsibility.

Figure 21 Motivation assures higher work effectiveness



Source: own research

The respondents were asked whether they think the motivation assures higher work effectiveness. The above Figure 21 shows that 77% of respondents answered yes, followed by 21% of respondents answering rather yes. Only one respondent marked the answer rather no. According to Ionos (2018), „*The higher the motivation, the more likely it is that the person will work towards the result with constant or increasing strength. Motivation is therefore the force that triggers behavior and keeps it on course.*“. In fact, if the organisation has motivated employees they will work harder and faster to deliver the desired results. It also means that motivated employees by management will most likely put the best effort they can into the given tasks.

5 Results Evaluation and Recommendations

This part of the thesis represents the results evaluation using the research method of questionnaire on the basis of the responds from the members of ESN CZU Prague. Further suggestions and possible recommendations are given to improve the engagement and overall level of motivation of the employees in this organisation.

5.1 Evaluation of the research

Based on the questionnaire there are various key findings to be taken into consideration in case of motivation of employees in ESN CZU Prague. At the beginning, it is important to underline the fact that all the members and alumni of the organisation responded to each presented question and some of them included additional comments at the very end of the questionnaire. From the results it was found that the employees are relatively satisfied with the organisation. They mostly appreciate the friendly and family atmosphere at the workplace, the possibilities of self-development and the surrounding international environment. The members are proud to be working for the organisation and most of them believe they are gaining a practical experience which could eventually help them finding a job. Most of the students have agreed on that this experience helps them to develop knowledge of crosscultural understanding, comprehend different habits and traditions worldwide and learning languages in practice. It was revealed that the members precisely value the sense of belonging to the organisation and the people surrounding.

From the additional comments of some respondents it was discovered that few members are not satisfied with the communication. They believe the board should enhance the communication and strenghten friendly connections among the members. They expressed the importance that the experienced members cooperate with the new members and guide them through the structure so they clearly understand the tasks and functioning of the organisation.

As mentioned before the organisation is dealing with a problem of lack of communication among members. To empower the connection in the organisation it is essential to unite the mature members with new members.

From the questionnaire it was also revealed that some of the members would like to have more frequent communication with the former members, so-called alumni. These former members were actively participating in the organisation in the past. At the moment, most of them have graduated and therefore they are not as active as before. However, they still keep in close contact with the organisation. Therefore, they were included in the questionnaire. ESN CZU Prague could benefit from their knowledge and experience of how they were dealing with some situations or certain issues.

5.2 Recommendations

Subsequently, the recommendations for improvements of identified shortcomings were proposed based on the analysis of the questionnaire.

5.2.1 Recruitment

According to the structure of respondents it was found out that 33% of the employees are over 25 years old and only 6% of all the respondents are completely new members. This is a disturbing finding since all the members are university students and they volunteer during their free time moreover they will soon graduate from the university. The organisation should actively work on the recruitment of new members and motivate other university students, especially from the first year of bachelor degree, to join ESN CZU Prague. As for young students at the beginning of their studies it is an opportunity to find new friendships and belong to a community.

The suggestion is to make an informal event for university students whom could be interested in working in NPO. The organisation could create videos from the events representing all activities together with advantages of what can the students gain after joining ESN CZU Prague. Subsequently, the organisation would make a recruitment flyer and posters (see Appendix 2) and put them in each international departments of all faculties at CZU. Most importantly, the students coming back from their exchange abroad would receive this flyer officially in the office from their coordinator for outgoing students. Most of the time, these students feel a so-called „Post-Erasmus“ depression and the best way to remove this feeling is to join ESN.

5.2.2 Patron System

After the recruitment process is done and new members are hired it is suggested to invent a system of „Patron“. A Patron system would result in that each incoming member would be assigned to an experienced member for a certain period of time. The experienced member would teach and guide the new member through all activities and guidelines of the organisation. This would help the new members to realize and find out what they are good at. They would have the possibility to try positions in different department, such as HR or PR etc. The overall atmosphere in the organisation is considered as friendly but it is necessary that the members deliver feedbacks to the board of their patrons because possibly in certain situations, they are not conscious that they have made something wrong. Especially for the new incoming members, they might feel shy at the beginning, therefore it is important that board members listen to their individual needs. The members with experience should pass their knowledge and develop skills of the newbies. ESN CZU Prague should actively encourage their members to bring their own ideas and motives for innovation.

In order to maintain the members motivated it is necessary to make them engaged since the very beginning they joined the organisation. Making the members engaged can be obtained by offering them different tasks to get done which correspond to their abilities or providing training opportunities for their self-development. Further, giving the members any kind of control will grow their responsibilities. If the workers have responsibilities, they will more likely be motivated.

5.2.3 Weekly Members Meetings

From the questionnaire it was revealed that 17% of all members are not very well informed about the changes or new events happening inside and around the organisation. Supporting the idea of improving the communication among members and keeping them updated. It is recommended that the organisation establishes member meetings on weekly basis, not only when it is necessary in regards to planned activity. This will make the members engaged and informed. The members can join the meetings personally or online through the means of communication, such as Skype or Meet by Google. Moreover, the idea is that, at the beginning of each meeting, all members will have a short pitch for ice-breaking

of what they have been doing since the last week in terms of organisation but also the personal life.

5.2.4 Communication with Alumni

Based on the results found in the additional comments of respondents it is clear that the members of the organisation would like to be more connected with the former members of the organisation. The organisation could therefore create meetings, maybe on monthly-bases, called „meet alumni“, so the former members can share their best practices with the current members. The meeting would be held informally. Eventually, the alumni could become an advisory organ for board.

5.2.5 Teambuildings

In addition to improve the communication it will be advantageous if the board or HR department organize more teambuildings. Teambuildings are important because it helps the members to get to know each other from a different perspective. The members will find out strenghts and weaknesses of each other and it will boost the spirit of the team work. The main goal is clearly to increase their motivation and productivity. Dividing participants into small groups, everytime with different people and making them do tasks, work together, finding new ways and ideas, allows them to get to know each other well, have common memories, find common hobbies, and have trust in each other after having figured out a task that had required cooperation. Therefore, the suggestion for the organisation is to create teambuilding every month. Each month the HR department can come up with a different creative idea, such as escape rooms activities, bowling, laser game or just simply playing quiz games all together. Once a semester, there should be a weekend-getaway with an overnight stay for all the members. The organisation could ask to use properties of the university, such as Chateau Kostelec n. Černými Lesy, in order to safe money on the budget.

5.2.6 Workshops

The questionnaire discovered that majority (27) of the members appreciate gaining practical experience while working in the non-profit organisation. They assigned it as one of

the biggest attributes of motivation. However, following this point most respondents (33) were given the opportunity to attend workshops on national level with ESN Czech Republic although from the additional comments it was found out they are not organized frequently. The organisation should offer more workshops to improve the skills and develop the knowledge of its members. This could be done by intense collaboration with other local sections in Prague or the whole Czech Republic. Collaboration with other sections is useful in other ways too. When dealing with particular problems, sections can advice or inspire each other and perhaps even create events together for international audience as well. The workshops with other ESN sections can be divided according to the department the members belong to. Each month there could be a workshop focused on different area – recruitment (to get the insight of how the other sections recruit their members), PR (how to manage social media or attract international audience) and other. It is also suggested to offer a training to improve the graphic skills. The course will be assigned to the Communication Manager, who will later teach the rest of the team. The cost of the course will be covered by the organisation as the gained skills will be put in use in the operation by the organisation in order to increase the professionalism of the performance.

5.2.7 Financial costs of recommended suggestions

Most of the recommendations suggested do not require any financial costs. However, they require time of the board members to implement and adapt the changes. The finances will be necessary for the teambuilding activities and for tutoring the members. It was difficult to assess the financial costs of the recommended suggestions in regards of a non-profit organisation and as it works on the basis of the students volunteering during their free time as well as the budget is rather limited.

Table 1 Financial costs of the recommended suggestions

Suggestions for recommendation	Cost
Recruitment	no financial cost
Patron system	no financial cost
Weekly members meeting	no financial cost
Teambuilding activities	
- sport and cultural activities	7000 CZK/per semester
- overnight teambuilding once per semester (incl. 1 night, 2x lunch, 1x dinner)	485 CZK/person
Workshops	
- workshop participation fee with other local sections	400 CZK/person
- Adobe Photoshop	700 CZK/month
- graphics training	2950 CZK

Source: own work (2020)

As mentioned above, one overnight teambuilding per semester should be created by the organisation to build the team spirit and reflect on the outcomes of organisational performance. The teambuilding would be organized in Chateau Kostelec, which is a property owned by the university. After the phone communication, the price was preliminary calculated as 180 CZK/person for 1-night accomodation, a lunch costs 105 CZK/person and a dinner was calculated for 95 CZK/person. The total price is then 485 CZK per person. In terms of teambuilding sport and cultural activities throuthout the semester, ESN CZU Prague should dedicate 7000 CZK per semester. This is an estimated cost covering informal team activities, such as laser games, bowling or some exhibitions.

The price of the workshop is based on the previous workshops organised by the ESN CZ in the past. The idea is to promote the training opportunity among the members of the organisation more, in regard to collaboration with other sections.

Further, it is recommended for the organisation to cover the price of the graphics training for the Communication Manager in one-time cost of 2950 CZK. The graphics programme Adobe Photoshop should be later adapted to the operation of PR department. The price of the programme is 700 CZK/month, the price is discounted for students.

6 Conclusion

Motivation of employees is important in every organisation. Well motivated employees have direct impact on the performance, productivity and meeting the desired goals. The non-profit sector and volunteering is much more specific field. Although all the members of the organisation are aware of lack of financial support, they all the more need the motivation and appreciation from the management.

The main goal of the thesis was to analyse, study and evaluate the level of motivation of employees from a non-profit organisation ESN CZU Prague and later propose adequate improvements and recommendations for the future.

In the theoretical part of the thesis the literature review gave the insight into the non-profit organisations, human resource management, motivation and its motivation theories. The study of literature was concentrated on the books and publications from various domestic and international authors. Firstly, the practical part consisted of the description and characteristics of the selected organisation ESN CZU Prague aimed on its historical background, organisational structure, financing, etc. Subsequently, the thesis was focused on the data analysis from individual respondents achieved from the given questionnaire. This helped mapping the current situation in the organisation. A questionnaire showed numerous positive results. Most of the members expressed high level of satisfaction and being proud to be working in this organisation. This refers to the working environment, interpersonal relationships, team-work and gaining new experience. These are also the most important motivators for the respondents. However, some members were dissatisfied with the communication at the workplace and insufficient recruitment. These are disturbing facts and can have negative effect not only on the overall functioning of the organisation but also on the motivation of employees. ESN CZU Prague should focus more on successful recruitment activities. The board of the organisation must pay particular attention to individual's needs.

The given suggestions could improve current situation and eliminate these issues. The results of the thesis will be given to the management of the organization and they should consider the proposed measures.

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8 Appendix

List of appendices

- Appendix 1 Questionnaire given to members of ESN CZU Prague
- Appendix 2 Recruitment Flyer
- Appendix 3 Board members

Appendix 1: Questionnaire given to members of ESN CZU Prague

Motivation of Employees in Non-Profit Organisation ESN CZU Prague

Dear colleagues,

I would like to ask you to fill out my questionnaire regarding the motivation in our organisation. The results will be used for the research of my thesis and further for recommendations to ESN CZU Prague organisation itself. Thank you for taking your time and filling it out.

1. Are you generally satisfied with the organisation you work in?
 - Yes
 - Rather yes
 - Rather no
 - No
2. Are you proud to be working in this organisation?
 - Yes
 - Rather yes
 - Rather no
 - No
3. Are you satisfied with the working conditions in the organisation?
 - Yes
 - Rather yes
 - Rather no
 - No
4. Are you well informed about the changes and new events happening in the organisation?
 - Yes
 - Rather yes
 - Rather no
 - No

5. Do you believe that your experience working in this organization can help you with getting a job?
- Yes
 - Rather yes
 - Rather no
 - No
6. Do you consider communication within the organisation as positive? (good employees relations, no tension at the workplace)
- Yes
 - Rather yes
 - Rather no
 - No
 - No
7. What do you appreciate in this organisation? Please, select three answers or add your.
- Honesty
 - Teambuilding
 - Informal meetings
 - Self-development
 - Work with young people
 - Friendly environment
 - Flat organisation (all members can express their opinion regardless the position)
 - Benefits
 - Development of language skills
 - International Environment – crosscultural understanding
 - Other:.....
8. What motivates you to work in the non-profit organisation? Please, select three answers or add yours.
- Self-development
 - Self-actualisation
 - Contact with people

- Desire to help
- Meaningful work
- Praise
- Fun
- Development of language skills
- Other:.....

9. What attributes of motivation are the most important in the non-profit organisation for you? Please, select three answers or add yours.

- Sense of belonging to the organisation and people surrounding
- Results after the work is done well
- Gaining practical experience
- Help to people
- Meeting new and interesting people
- Fun
- Inner satisfaction of meaningful work
- Other:.....

10. In general, do you consider motivation of employees to be a tool that assures higher work effectiveness?

- Yes
- Rather yes
- Rather no
- No

11. What did the organisation offer you for the self-development? Please, select an answer or add yours.

- Trainings
- Workshops with ESN CZ (national level)
- Development of language skills
- Integration/learning from other sections
- Other:.....

12. Do you have any other comments, recommendations or suggestions for change or improvement?

.....

13. What is your gender?

- Male
- Female

14. What is your age?

- Less than 20
- 20-25
- More than 25

15. What is your nationality?

- Czech
- Other:.....

16. How long have you been working in this organisation?

- Completely new
- Less than 1 year
- 1-3
- 3-5

17. What is your position in the organization?

- Active membe
- Alumni

Thank you for taking your time and filling out this survey. Your response is very valuable.

Katerina Drbohlavova

ESN CULS Prague | **I*ESN**
INTERNATIONAL EXCHANGE
ERASMUS STUDENT NETWORK

TVŮJ ERASMUS POKRAČUJE... na ČZU!

Vrátil(a) jsi se z Erasmu a cítíš náhlou prázdnotu?

Nebo se teprve rozhoduješ, zda vyjet do ciziny?

Chceš poznat nové lidi z celého světa přímo na ČZU?







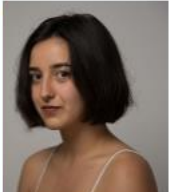




Baví tě organizování/komunikace/grafika/foto?

Přidej se do ESN!

Napiš na hr@esnculs.cz, nebo se přijd' podívat na nějakou naši akci

hr@esnculs.cz
 www.esnculs.cz
 ESN CULS PRAGUE

Appendix 3: Board Members

 <p>Kristián Farárik President</p>	 <p>Tamara Pítelková Local Representative</p>	 <p>Vladimír Dlásk Treasurer</p>
 <p>Natálie A. Nosáková Communication Manager</p>	 <p>Iva Kmošková HR Manager</p>	 <p>Daniel Jacques Events Manager</p>
 <p>Anna Tšenteradze Partnership Manager</p>	 <p>Lukáš Plný IT Responsible</p>	 <p>Anna Špůrová Buddy Coordinator</p>
 <p>Llamacorn Mascot</p>	 <p>Join us Now</p>	