Volunteer team management

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Abstract

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This thesis looked into volunteer team management in a project in AIESEC in Finland through the action research method. AIESEC in Finland is a non-profit non-government organization with a purpose of "peace and fulfilment of humankinds potential" through development of the youth's future leadership. AIESEC was not a commissioning party; the project was the basis for the thesis without the supervision of the company.

The thesis is based on a project that the author was in charge of, in AIESEC in Finland. The project was to organise an annual event, for which an organizing committee team was recruited. Author's role as the team leader and manager is the primary basis for this thesis's research. Deriving from the nature and the circumstances of the project four objectives were formed. The objectives were:

- Understand the phenomenon of synergy in team management of volunteers.
- Understand the role of the team leader in relation to volunteer's motivation and performance.
- Understand the role of recognition in volunteer motivation and performance.
- Understand the role of effective meeting management in volunteer team performance.

The results were derived from the discussion of the implementation and the data collected through the survey of the team members against the theoretical framework.

The results constituted that the role of the team leader is essential in the team member's motivation and performance but also in building team synergy, creating appropriate means of recognitions, and hosting effecting team meetings. The leader's role is complex and proper management of all of the previously mentioned factors has pointed towards volunteer team member motivation, therefore leading to better performance.

Further research suggests looking into detail of similar project in AIESEC in Finland as well as other NGOs, for better understanding of volunteer team management. Because volunteers are so different in nature from paid staff, they require a different management approach.

Keywords
Team management, leadership and motivation, non-profit and non-government organizations, volunteer management.

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1 Introduction

Hospitality industry is built on people who work in hotels, restaurants, and tour offices. Without the hard work of all those individuals there would be no successful restaurants and worldwide hotel chains. One person could not run a hotel or a restaurant by him or herself and would need to hire more staff to do the daily operations. To find the right people and to train them to perform effectively requires skills in human resource management.

Human resource management is something that is present in every single industry in the world. In hospitality industry, however, it constitutes the core operations and doing human resource management correctly benefits the company in many ways. My personal experience is the basis for this reasoning, which sparked the interest of writing this thesis in the area of human resources. It is important to note that human resource management alone does not lead to the success of a business, but it is only one of the aspects that, when done right, can greatly improve the business.

Effective and efficient human resources management is as important in the hospitality industry (Evans 2015, 110) as it is in non-government and non-profit organizations (Murad 2008, 26) (later referred to as NGOs), perhaps even more so. NGOs are in their nature different from the hospitality business, but also in that, they often deal with both paid staff and volunteer staff. Managing volunteers is fundamentally different from managing paid workforce and is therefore an interesting topic to research. While research has been done on volunteer motivation (FRONTERA 2007), retention (Reyna 2013), and overall NGO leadership (Hailey 2006), not much research has been done on volunteer team management. By understanding volunteer team management in the context of one NGO we may start to understand volunteer team management overall.

With this being said, in the following chapters the introduction presents the project that this thesis is based on, outlines the objectives of the thesis, and justifies the chosen structure. The introduction concludes with an overview of the chosen method of research for this thesis: action research.

1.1 Project presentation

This thesis is based on a project that I, Maria Monych, was put in charge of as the organizing committee president of the National Conference 2015 for AIESEC in Finland. AIESEC is a worldwide non-profit student run organization with a vision of "Peace and

fulfilment of humankinds potential" (AIESEC 2013a). The main purpose of the organization is to provide international experiences and leadership development opportunities to its members and volunteer experience participants globally (AIESEC 2013b). AIESEC in Finland is a non-profit, non-government organization that was not acting as a commissioning party for this research thesis.

I am a member of this organization in the local committee of AIESEC HAAGA-HELIA and have been given responsibility to organize the National Conference 2015 for AIESEC in Finland. This leadership position gave me an opportunity to recruit a team: the organizing committee of the conference. I was in charge of managing the members and together with them, as a team, work towards a successful project delivery.

The members at the local level in the organization are volunteers. A volunteer is "a person who freely offers to take part in an enterprise or undertake a task" (Oxford University Press, 2015b) and/or "a person who does a job without being paid for it" (Oxford University Press 2010, 1724). The first one refers to the act of volunteering to do something – to willingly do something, and the latter describes the nature of volunteering – doing something without a financial compensation. Both definitions are applicable in the context of this project and will be relied upon when talking about volunteers. Volunteering in NGOs is looked at in more detail further on in this thesis. All members for this project were recruited from the local level and were therefore also volunteers. The team members did not receive any monetary rewards in return for being a part of this project, including myself.

This project provided an exceptional opportunity to look deep into volunteer team management in events in a non-profit organization. In order to better understand the focus and the context of this thesis I created the following figure for visual representation. In Figure 1 you can see that the thesis topic regards team management of volunteers for an event in a non-government & non-profit organization.
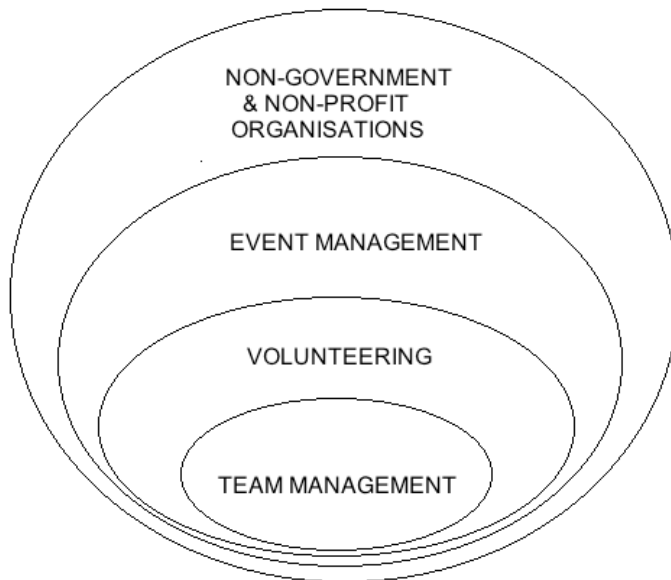
Figure 1: Representation of the focus of this research thesis

This is a very niche focus and could provide exceptional results for further development and implementation of similar projects in AIESEC in Finland, AIESEC International, and other similar organizations. The circumstances of the project provided an outstanding opportunity from which the objectives for this thesis were developed.

1.2   Thesis objectives

The NGO industry and the event management industry are both heavily dependent on human capital (Bartram, Hoye & Cavanagh 2014, 1; Evans 2015, 109). NGOs are always heavily in need of volunteers (Murad 2008, 26) and in this project the volunteers are event organizers as well. In terms of this research topic the objectives developed were based on the purpose of finding out more about volunteer team management in NGOs.

The objectives for this thesis research are:
- Understand the phenomenon of synergy in team management of volunteers.
- Understand the role of the team leader in relation to volunteer's motivation and performance.
- Understand the role of recognition in volunteer motivation and performance.
- Understand the role of effective meeting management in volunteer team performance.

The extent to which these objectives, with support to theory and the data collected, were fulfilled is then discussed.

The final conclusions of this thesis research will provide the reader, AIESEC in Finland, and other NGOs with an insight into volunteer team management practice. By looking into the factors that may affect the final success of a project organized by volunteers one might be able to understand their relationships with one another and their affect on the project outcome. This can help AIESEC in Finland to manage their volunteer teams for similar project in the future as well for other NGOs to do the same.

1.3 Thesis structure

The structure of this thesis is traditional. The context in which the research takes place is presented first in chapter 2, followed by the theoretical framework of the thesis in chapter 3. The presentation of the process implemented and the survey results is found in chapter 4, followed by the discussion and suggestions for further improvement in chapter 5. The conclusion, author's subjectivity evaluation, further research suggestions, and the evaluation of the thesis process are found in chapter 6.

The research method that was used for this thesis was action research. I was first given the leadership position and soon afterwards decided to research for the thesis in the process. Therefore, action research was the most evident choice for the research of this thesis. As I was actively engaged in the project development and implementation process action research was the suiting method of data collection and analysis. The methods that were used to perform this action research project, to collect the data, and to analyse it are presented below.

1.4 Action research

This chapter will introduce the research method that I used for this thesis: action research. The definition of action research will be discussed briefly and the action research process focus that has been used for this thesis will be introduced. Following, the methods of data collection will be presented to clarify their role in the analysis.

1.4.1 Defining action research

The definitions of action research are many and researchers have still not reached a consensus on one, so in order to grasp the concept of action research several definitions will be provided. Conclusively one definition designed by the author will be put forward as the definition that suits this project scenario best.

Throughout the time that action research has been present many authors have put forward a number of definitions and all of them list characteristics of what defines action research, but the amount of characteristics varies from author to author. McTaggart in 1988 (in Zuber-Skerritt 2002a, 125-6) and Bridger Somekh (2006, 7) emphasise the collaborative nature of action research that takes place within a critical group. Action research is also commonly believed to be self-reflecting, with a purpose to learn and develop, a practical emphasis, and a cyclical nature (Costello 2003, 5-6; Koshy 2005, 3; McNiff & Whitehead 2011, 8; Reason & Bradbury 2001 in Koshy 2005, 9; Somekh 2006, 6-8; Zuber-Skerritt 2002a, 128).

The key difference from the more common research methods is that action research does not differentiate the research from the researcher. The researcher is a participant in the study him/herself. The researchers are not "*distant* and *detached*" from the situation, they are involved in it. (Costello 2003, 5-6; Gray 2014, 329; Koshy 2005, 21; Somekh 2006, 7; Zuber-Skerritt 2002a, 128.) The researcher learns through action (Koshy 2005, 3-4) by linking reflection and action (Zuber-Skerritt 2002a, 128) to develop an every day experience (Reason & Bradbury 2001 in Koshy 2005, 9), to improve one's practise or effectiveness overall (Costello 2003, 5-6; McNiff & Whitehead 2011, 15; Koshy 2005, 9). The researcher then takes responsibility for their role as a participant and the researcher (McNiff & Whitehead 2011, 27).

The purpose of action research is to generate new knowledge (McNiff & Whitehead 2011, 14; Reason & Bradbury 2001 in Koshy 2005, 9) and it is therefore "a continuous learning process" (Koshy 2005, 9), which is why action research is often referred to as cyclical. Action research often starts from a vision of change and development (Somekh 2006, 7) that through the process can often provide understanding of broader contexts (Somekh 2006, 8). The key is often to contribute to knowledge, not only to implement change (Gray 2014, 33).

There are a number of models for the representation of action research (Costello 2003, 7; Elliot 1991 in Koshy 2005, 6; O'Leary's 2004 in Koshy 2005, 7; McNiff & Whitehead 2011, 9; McNiff & Whitehead 2011, 42; Zuber-Skerritt 2002a, 130). The commonality between all of the models suggested by the previously mentioned authors is that they are cyclical in one way or another. Findings of one cycle of research are revised, developed, and implemented into the next cycle. The cycle almost always includes the following stages: planning, acting, observing, and reflecting (Gray 2014, 333; Koshy 2005, 3-4; McNiff & Whitehead 2011, 42; Zuber-Skerritt 2002a, 129-30). The modification that each author makes affects mostly the wording used to describe the stages, the focus of the action research,

and the detailed nature of the model that they provide. However, the core remains the same: a situation is being analysed, a development plan is being made, a change is being implemented and evaluated, and the reflection of the process provides one with knowledge for further development and implementation.

1.4.2   Action research in this thesis

Upon evaluation of the implemented process of the project, I realized that the traditional research method did not apply for one main reason: I was the participant of the study as much as I was the researcher. This limited me from viewing my own actions and actions of my team objectively and to carry out an objective data analysis. Action research is therefore the chosen method of research for thesis due to its necessity of researcher's participation in the study. If other research methods were to be implemented in this thesis topic, such as quantitative surveys or qualitative interviews the data collected would be more objective and easier to analyse. However, this method of research provides unique insight into team management from within, from my perspective as the team leader and a researcher. This opportunity oversees team development throughout the process of the project development, which helps to understand the team synergy, the way the leader experiences his/her role, and how motivation and performance are perceived by the leader versus the members. With action research being the research method of this thesis it is essential to introduce the action research process of this thesis.

The model of action research is cyclical, which means that it repeats itself. In this thesis project, only the first phase was implemented and the conclusions will produce suggestions for further implementations of similar research projects. I have visualized the action research process in a model that represents the implementation of the research process for this thesis, which you can find in Figure 2 below. It is important to note that even though the model below is shown as a cyclical process, only the first cycle of the process was implemented in this thesis research.

Reflect & Evaluate

(analyse the data collected through my diary, team member survey, and the documents resulted from the process and provide suggestions for further research implementation)

Plan

(primary research of theory and strategic planning of the implementation)

Act & Observe

(implementation of the plan and the learned theory simultaneously with observation and data collection of the process, the response, and the behaviours)
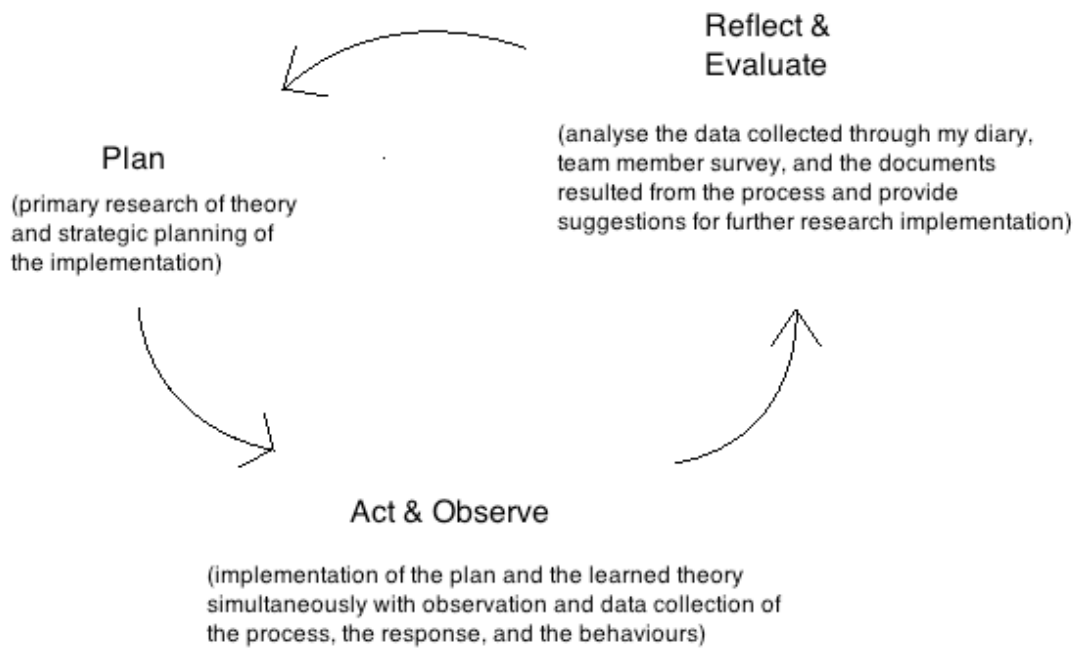
Figure 2: Action research process of this thesis

The first stage is planning the project implementation and its different stages. Once the implementation is in act the observation takes place as well. The action and the observation process is simultaneous because the observation throughout the implementation provides a much richer and rigorous data than if it was solely collected upon completion of the project. The observation of the behaviours of the author and the team members throughout the process are afterwards used in the reflection and evaluation. The observations are collected in my diary throughout the whole planning and implementation process. The collected data from the diary, the documents that the process produced, and the team member survey is then analysed based on the initial plan and the theory used. Conclusions and suggestions for further implementations for a similar project are therefore provided in order to develop the next implementation.

Action research is very submissive to personal interpretation, however, it is important to note that there are two focuses of action research: action and research. Action focused action research focuses on making a change and leaving the research part to be secondary to the change. Research focused action research is about doing research and leaving change to be the secondary outcome. (Zuber-Skerritt 2002b, 162.) This thesis project is a research focused action research, which can be seen in the process described previously (Figure 2) because theoretical research has been done before the implementation of the project.

The data collection for this research has been done through three main mediums: the diary that I kept throughout the planning and implementation of the project, the documents that have resulted in the process, and the survey that the team members filled upon completion of the project. The data collected through these mediums is mostly qualitative, but quantitative data is also gathered in the survey. Each of these mediums of data collection will be introduced next.

1.4.3 Author's diary throughout the process

The first data collection method was the diary that I kept throughout the whole planning and implementation process. The methods of data collection for the diary were observations during team meetings and communication through online tools used otherwise. The diary provided this thesis research with a large amount of qualitative data (Walliman 2011, 98). This diary helps to look back and analyse the team management. In the diary I took notes on the process of the project development, the observed individual member development, my development as the team leader, and team's performance while monitoring the progress of the project. Some of my observations involved my leadership analysis as well. This diary was used as a point of learning and reflection, and it is not differentiated from the action process (McNiff & Whitehead 2011, 144).

This diary is used as the primary source for the description of the process. In the discussion, the diary is used for reference of development points. This is the primary and the most important source of data collection as it regards the whole process of the project, from the beginning to the end, and includes observations and evaluations. The qualitative data gathered through this medium is subjective to my perception as the researcher and the participant. Another source of data collection in this thesis are the documents that were produced throughout the process of this project.

1.4.4 Produced documents in the process

The documents that were produced in the team management process include: recognition star chart (Appendix 8), filled checklist of an effective team (Appendix 2), and meeting notes (Appendix 6). These documents demonstrate the process of the project and some of its outcomes. The documents are used in process descriptions of this thesis as support for the validity of the claims. Some of the documents are used both as the means of methods and as resulted products of the thesis, for example the recognition star chart. The two are very interlinked with one another and are therefore hard to differentiate.

These documents provide the reader with visual representation of the process that took place during the project planning and implementation. They represent different stages of the development of the project, which is important in understanding the role of the researcher as a participant and to produce a conclusion based on thorough analysis and discussion. The discussion will look at how these documents have supported the analysis of the objectives.

1.4.5   Team member's survey

Post the project completion the team members filled a survey that included questions regarding the team and the team management process. The survey questions can be found in Appendix 1. A survey is a method of data collection by asking questions in an organized matter and gain responses without having to talk to each individual personally. Through a survey it is possible to gather both quantitative and qualitative data. (McNiff & Whitehead 2011, 144; Walliman 2011, 97.)

The topics that the survey covered are: teamwork, motivation, the personal profile, job descriptions, meeting management, and the organizing committee president's performance. These topics are the topics that this thesis is analysing in the team management process and the questions are aimed to evaluate the team management process from the team member's perspective. The answers are summarized in the chapter 4.4. The questions were asked in both closed and open format (Walliman 2011, 97-8) to gather both quantitative and qualitative data. A mix of both qualitative and quantitative data collection was used to both able to analyse the data swiftly but also to gain insight into the minds of the team members for better insight of the team management practises that I used. The main reason an online anonymous survey was used as the means of data collection is because the members did not write any personal diaries throughout the project and one way that would gather their perspectives of the topics described earlier is by asking them questions in a survey. Holding personal interviews with each team member would be time consuming and my presence could potentially bias their answers.

This data is important because team member's contribution in action research is essential. This data is also important because it provides the researcher with a number of perspectives on the topics of the research, so that further development suggestions are grounded on the input of the whole team. The data from the survey is used in the analysis of the team management process together with the theoretical framework.

This survey satisfies the nature of a qualitative survey hence it is focused on a small sample (Clayton 2010, 95): the project team. The project team members were the target population for this survey (Walliman 2011, 94) and every member took part in the survey the responses are representing the target population to a 100 per cent.

The qualitative questions of the survey are very important in the analysis of this research thesis because questions like "What motivated you to perform before and during the event?" provide insight into individual motivators and needs, helping to develop the next stage in the action research cycle. The quantitative questions that I used in the survey used the Likert scale (Gray 2014, 363) for an opinion collection (from strongly agree to strongly disagree), the closed yes/no and list questions (Gray 2014, 362) for straightforward answers regarding isolating topics, and the continuum scale (Gray 2014, 364) questions for evaluation of team performance, for example. The answers to the quantitative questions help the evaluation of the process by providing a static number to support a claim. For example, when asked if the team leader showcased leadership qualities well the response average measures the support of that claim. The design of the questionnaire regarded the leading questions bias, assumptive question bias, hypothetical questions, and imprecision bias. The questions are therefore simple and straightforward.

2   People management in events

This chapter introduces the background of this thesis' research. As mentioned earlier, this thesis involves non-profit and non-government organizations industry and the event industry. Background of both industries in the context of this thesis research will be presented in this chapter for the reader to gain an understanding of the project's work nature.

The chapter begins with presenting the context of the event management industry as a whole followed by a focus into people management in events specifically. The chapter is finalized with a short introduction into volunteer management overall. Volunteer management is a large topic and will be introduced in more relevant detail later on in this thesis.

2.1   Event management industry

The industry umbrella under which event managements fall is called MICE. The abbreviation MICE stand for Meetings Incentives Conferences and Exhibitions. The MICE industry has in the past decades grown rapidly. A 2008 report by Meetings and Conventions showcases that the US meeting industry spent $103 billion dollars in 2007 alone and that it keeps growing (Braley, 2008) as the number of exhibitions is rising (UNWTO 2006, ix).

An example of the scope of the largest international events is the Olympic Games. The Olympic Games in Beijing and London recruited about 70,000 volunteers for the event management. In Beijing, another 400,000 municipal volunteers helped with the services outside the venue. (Van Der Wagen & White 2015, 4.) It is very common that cities are "branded by their hallmark events" (Van Der Wagen & White 2015, 9) if such events are recurring annually (for example yearly festivals).

The event industry involves a lot of stakeholders that play major roles in the success of the event (Van Der Wagen & White 2015, 10) but the event industry not only has relationships with a number of stakeholders but brings value to destinations that host larger events (UNWTO 2014, 19). The hosting destination provides primary services that are directly related to the meeting services (for example venue) as well as the secondary services (for example the local convention bureau) that are essential in the realization of the event (UNWTO 2006, x).

UNWTO (2014, 20) states that the organizers of the event need to provide the delegates with a set of services to satisfy their needs. The utilization of the local economy supports the business in the periods of low touristic visitation. Bringing together of international de-

cision makers and business experts provides the destination with a unique opportunity to access and utilize this talent. O'Toole (2011, 3) and UNWTO (2006, 25) support the notion of the economic and social importance of an event for the involved parties. The economic and touristic impact on the hosting city can sustain long term, direct and indirect, positive and negative implications (Van Der Wagen & White 2015, 9) if the city is hosting a mega event, otherwise it is the economic contribution and not impact that is measured in gross domestic product or gross value added (UNWTO 2006, 17).

To understand an event, one must look at the definition and find the right one for the desired occasion. There are a number of categorizations of an event. The title of MICE stands for four types of business events that are common worldwide. MICE itself falls under the category of business events (Van Der Wagen & White 2015, 6). Other categories are sport and culture, with their own sub categories as well (Van Der Wagen & White 2015, 5-7). This industry is largely incorporated into other industries and is therefore only recently been recognized as an industry on its own. An important aspect to mention is that these events also divide themselves into two other categories: non-profit and profit (Van Der Wagen & White 2015, 6). I designed the figure below with the aim to show the complexity of the event industry and its definitions as well as attempt to simplify it.
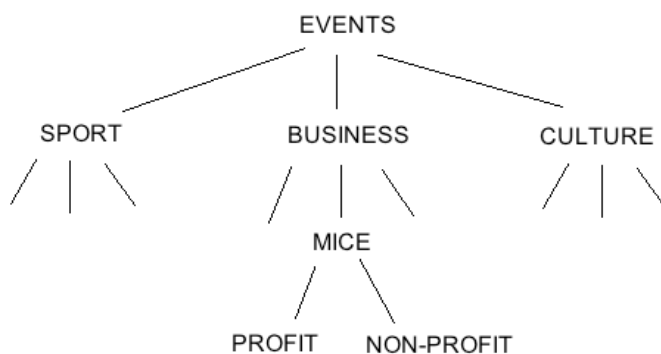
Figure 3: The event industry's complexity

The definition of an event is very broad and varies depending on the individual perception and understanding of an event. An event is intangible and often occurs once – making it essential to succeed on the first try (Van Der Wagen & White 2015, 5). Merriam-Webster (2015) defines an event shortly as a happening of a sort, an occasion or an activity while a more detail definition is provided by Van Der Wagen & White (2015, 5): "an event is generally a complex social endeavour characterized by sophisticated planning with a fixed deadline, often involving numerous stakeholders". The definition of an event does not clarify what planning of an event entails – and that is what event management is all about. Event management involves organization of the logistics of the event itself, but before

that, visualisation and concept development, as well as target customer identification is key (Mehndiratta 2009, 1).

Event management is very complex and very large topic and in the nature of this research everything will not be discussed. This research is based on team management of an organizing committee of a onetime event. More specifically: management of volunteers in an internally organized event of a non-profit, non-government organization. This research does not involve all of the aspects that are included in event management, such as marketing, procurement, time, finance and feasibility, or risk management (O'Toole 2011 167); it is solely focused on the team management of the organizing committee.

2.2 Event human resource management theory

O'Toole's approach to human resource planning in events involves the effect of the scope of the event, the financial availability and the client's requests (see Figure 4 below). In the planning stage O'Toole separates paid staff from volunteer staff. The two are then treated separately and given different trainings with different focuses. While paid staff is provided with job descriptions in the recruitment stage the volunteer staff is not and while volunteer staff's training involves motivation, team separation, and rewards, the paid staff is not. The whole model is cyclical as the evaluation of the event is reported and improvements are furthered to the human resource planning of the next event.
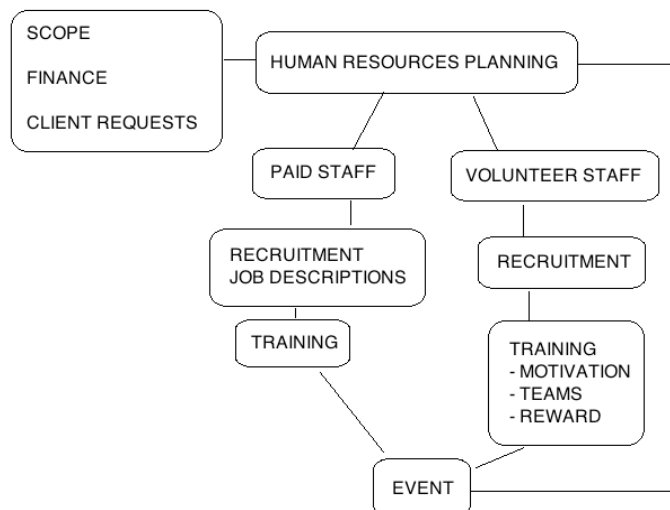

Figure 4: New human resource planning process in events (O'Toole 2011, 223)

Australian Sports Commission (2000) puts forward an approach of human resources management in events mainly represents the work of volunteers. The model that Australian Sports Commission is using involves the appointment of a volunteer coordinator to be

responsible for recruitment and management of supervisory and operational volunteers. Figure 5 below represents this model and it is clear that this model includes feedback, performance appraisal, and recognition that aim to develop the future human resource management plan. This model is also cyclical since the connection of the development of the HRM plan with the evaluation stage, yet this model lacks the representation of paid staff.
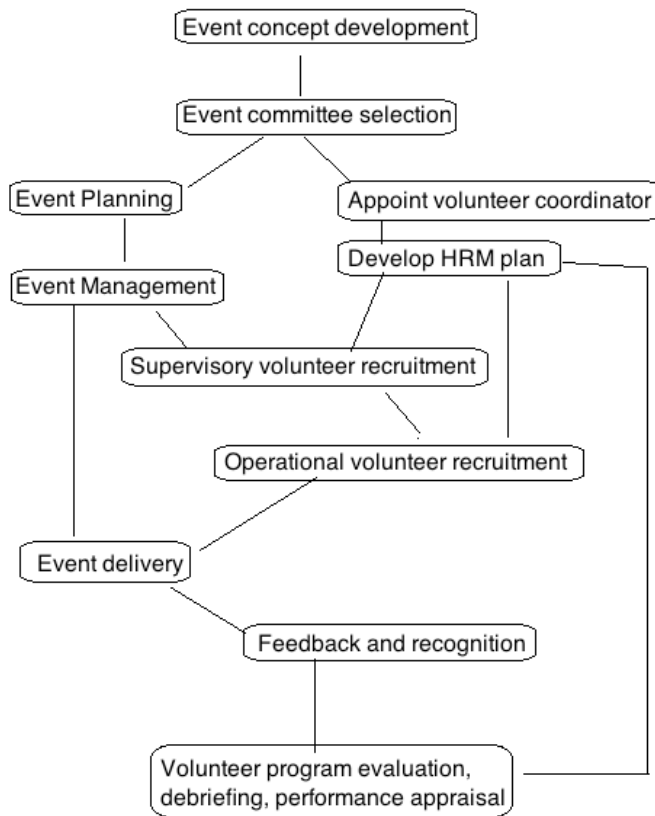
Figure 5: Event management and event volunteer human resource planning and management (Australian Sports Commission 2000)

Van Der Wagen and White (2015, 127) put forward another model (see Figure 6), represents human resource management in events. This model involves many aspects of human resource planning, such as a risk plan, operational plan, budget, and the relationship between labour requirements and supply. The model is detail, yet it is necessary for detail *strategic* human resource management. The emphasis here is on the strategy, hence that is this model's main differentiator. However, this model does not represent the cyclical nature of the human resource management in events, as there is no shown connection between the evaluation of the event and the planning of the new strategic plan.
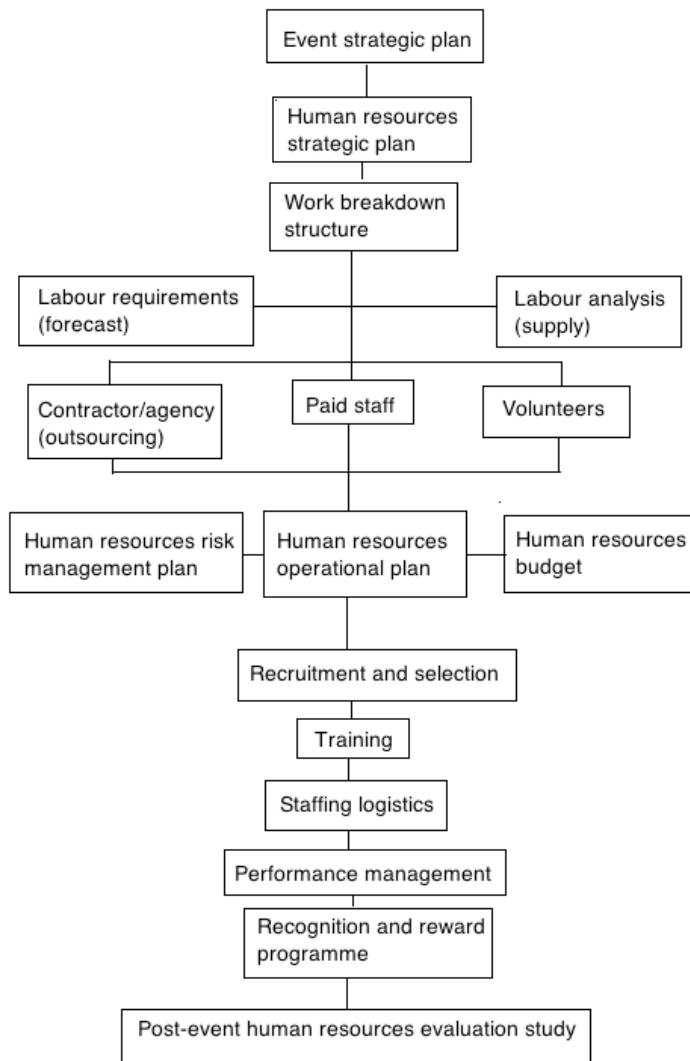
Figure 6: Strategic plan for human resource management (Van Der Wagen & White 2015, 127)

O'Toole's model is the only one of the three models presented above that has a connections with external factors affecting the human resource management plan. Scope of the event and the financial limitations often determine the number of staff and volunteers needed for the event. In contrast to the model of the Australian Sport Commission, O'Toole divides between the paid staff and the volunteers, meanwhile Australian Sport Commission only presents the management of the volunteers of an event in their model. In its own right, it is focused on volunteers (as stated in its title) and does not involve the paid staff because that is not the purpose. The model is complex though and can be hard to understand at first, as it is not as straightforward as Van Der Wagen and White's model is.

Van Der Wagen and White present a model that showcases the strategic human resource management in events and differentiates itself from O'Toole and Australian Sport Com-

mission in its complexity of involving aspects. The model does not differentiate from volunteers and paid staff in terms of recruitment and training, while O'Toole and Australian Sport Commission do so. The presentation is very straightforward, as mentioned earlier, and is easy to understand, contrary to Australian Sport Commission. However, the model lacks to represent the cyclical nature of event management, as the last step of evaluation is not connected to the first step of planning. This is the advantage of the two previous models.

All three of the models presented have their own advantages and disadvantages in planning and implementation of human resource management in events. In each model this is a different step and involves different factors – so it will be in this case as well. This thesis, will not include all of the human resource management of events, it will focus merely on volunteer team management. That is because the organizing committee team for this event was recruited within the organization and involved only the volunteers. Therefore, none of the presented models fit to this project particularly. I have consequently developed a model (Figure 7) that represents the thesis research process.
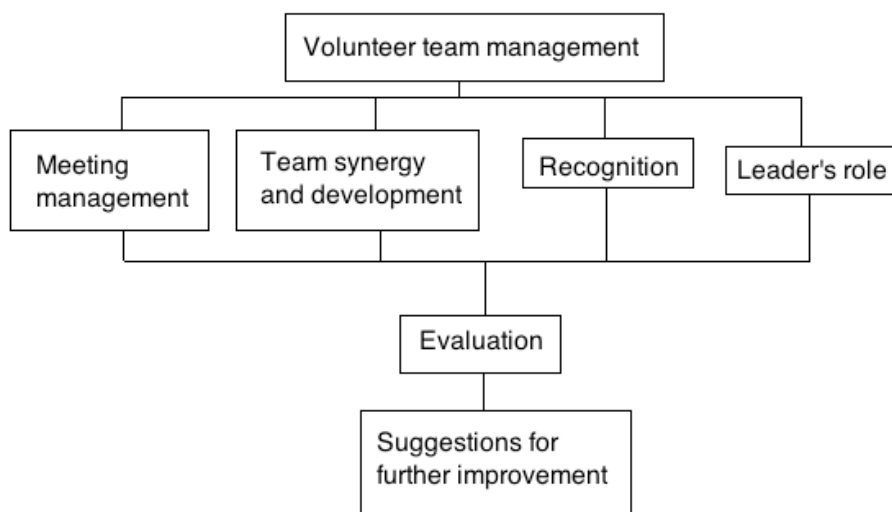
Figure 7: Volunteer team management and evaluation process in this thesis

As one can see, the external factors are not included in this model even though they were evaluated to be important estimates for the human resource management plan in previous models. This thesis evaluates team management process, therefore, the other factors such as finances, external support, and logistics are not included in this specific model. Consequently, in order to complete the introduction of the work environment I must present one last chapter: volunteer management.

2.3   Volunteer management

Volunteer management is different from paid staff management (Beardwell & Claydon 2010, 482; Van Der Wagen & White 2015, 73) and many non-government organizations rely on volunteers to perform both basic and complex tasks (Austin, Stevenson & Wei-Skillern, 2006 in Reyna 2013, 3). They are the "lifeblood of many non-profit organisations" (Beardwell & Claydon 2010, 482). It is clear that volunteers are important for non-government organizations and events.

Volunteering overall is an interesting phenomenon and reasons for volunteering vary from person to person, in fact, there might be as many reasons for volunteering as people (Van Der Wagen & White 2015, 74). Some people volunteer because they believe in the ideals of the organization (Bunchapattanasakda, Wiriyakosol & Ya-anan 2012, 199), some because of personal interest in a cause (Reyna 2013, 1), and some because of material benefits, leisure (Newton & Jackson 2003 in Van Der Wagen & White 2015, 74), cause of the event (Van Der Wagen & White 2015, 11), access to an event, or desire to "learn new skills and gain valued experiences", (O'Toole 2011, 224-5). One thing is evident: volunteers do not do it for the money (Bunchapattanasakda et al. 2012, 1999). Volunteers search for meaningful experiences and opportunities to apply one's talents (Clary & Stukas 1996 and Farrell, Johnston & Twynam 1998 in Reyna 2013, 16).

Motivation to work for free is the most important part that volunteer managers need to understand, because that is what differentiates volunteers from paid staff (Van Der Wagen & White 2015, 73) and identifying the motivation is crucial in volunteer management (O'Toole 2011, 224) because volunteer commitment is typically shorter than that of a paid employee (Van Der Wagen & White 2015, 73). Farrel, Johnston & Twynam (1998) state that as long as a volunteer's experience is "rewarding and satisfying to their unique needs" as a whole, he/she will continue to volunteer (in Reyna 2013, 2).

Understanding the volunteer motivators will help the volunteer manager to fulfil the needs of the volunteer (Beardwell & Claydon 2010, 484; Geber 1991 in Beardwell & Claydon 2010, 482; Van Der Wagen & White 2015, 11), which will help ensure successful work outcome. This thesis goes more into detail about volunteer motivation later on in chapter 3.3.

3   Theoretical framework of team management

This chapter presents the topics that have been identified in the theoretical framework of team management in this thesis: synergy of an effective team, team development process, leadership, motivation, and recognition, as well as meeting management. This is the structure of this chapter and therefore is the basis for the structure of the following two chapters.

3.1   Synergy of an effective team

Synergy comes from the Greek word: sunergos. Sunergos means literally: working together. (Larson & Gray 2011, 375.) In a project team synergy is about finding a sense of common purpose, utilizing the individual talents, balancing of the roles and tasks, focusing on problem solving, encouraging individual opinions, setting high personal standards, and team identification (Ibid, 375-376.)

A team is a mix of people with various skills and team commitment usually results in higher performance sooner than if an individual would do it alone (Katzenbach & Smit 1993 in Brown & Hyer 2010, 15; Suroweicki 2005 in Gardiner 2005. 15.) According to Owen (1996 in Gardiner 2005, 214) there are four characteristics in a successfully working team. Firstly, the team through synergy is able to achieve more than each individual alone. Secondly, the team members feel a common purpose. Thirdly, the work is fun and in one way or another gives satisfaction to the team members. Lastly, there is a feel of "teamness" within the team and everyone is able to communicate openly with everyone else.

Gardiner (2005, 214-215) also provides a checklist for the described characteristics, which could be used to identify effective teams. Find the checklist in Appendix 2. The checklist analysis suggests that the total result between 63 and 45 are of an effective team. The result between 44 and 27 shows that the team is somewhat effective but if some of the items are very low, team building is required. A result between 26 and 18 is of a team that needs a lot of urgent team building.

Teamwork can be hard for some people and adding culture to the mix of already conflicting opinions is bound to create a fire. The team members need to understand each other and reach a common ground and culture differences tend to make it harder. In order to solve this problem and make cross-cultural teams work as well as they can Tsedal Neeley (2014) has found three factors that can help all parts involved benefit from a cross-cultural team.

The first factor is learning. Learning, more specifically mutual learning about one another and one another's cultures is essential in understanding the differences. After hearing what the other has to say, the absorbing stage, it is important to ask, to fill in the missing gaps, and finally being able to relate to one other, to trust each other and share to responsibility. (Tsedal Neeley 2014.)

Second factor is: mutual understanding. This stage may be difficult because it involves suspending judgement. With judgement, it would be impossible to understand why different people do what they do. At times it could be so that fully understanding the why is impossible, but by following the absorbing, asking, and relating steps could help in accepting the differences. (Tsedal Neeley 2014.)

The third and final factor is mutual teaching. Mutual teaching involves instructing one another on various culture norms in one's country to bring together the gap that usually brings conflict, through facilitation. (Tsedal Neeley 2014.)

3.2 Team development process

Tuckman and Jensen (Oxford Learning Institute 1977) had in 1965 proposed a model of measuring group development process through four stages of forming, storming, norming, and performing. After the evaluation of the research and literature between 1965 and 1977 another stage was added: adjourning. These five stages represent the team development process from the first day the team meets to the last day the team disassembles.

The first stage is forming. Forming is the stage that involves excitement for being selected to be a part of the team, nervousness and boundary testing within the new members of the team, and some anxiety for the whole project. At this stage most of the team members are usually cautious with their actions and require a lot of direction from the team leader. (Tuckman & Jensen 1977.)

The second stage is storming. The idea behind this stage is that in order for a team to find synergy and work efficiently together the team members need to face and resolve conflict. A conflict situation will provide the team with challenges and force it to work together to solve the conflict and generate a positive result. In this stage, the team members will get to know each other and start building the ground for the next stage. (Tuckman and Jensen in Oxford Learning Institute 1977.)

The next stage is norming. Norming is about creating group norms and rules. After a conflict the team is feeling a sense of togetherness and are more willing to see alternative solutions. With a higher sense of cooperation a team spirit starts to appear. (Ibid.)

As the rules are set, team spirit is emerging, and people are starting to get more and more comfortable with each other the performing stage starts. This is the stage where the team is the most efficient, the most together, and produces the best results. This is the place towards which the previous three stages were working. (Ibid.)

When the project is completed the team usually feels sad about separating. During the time the team has worked together and gotten to know each other closely, making separation difficult emotionally. This final stage is called adjourning. (Ibid.)

These fives stages can be visualised as a ladder which requires each previous stage to take place in order for the next to occur. The adjourning stage is visualized in the Figure 8 below as a stage above performing because at that stage the team, despite feeling sad about separating, is becoming a whole entity.
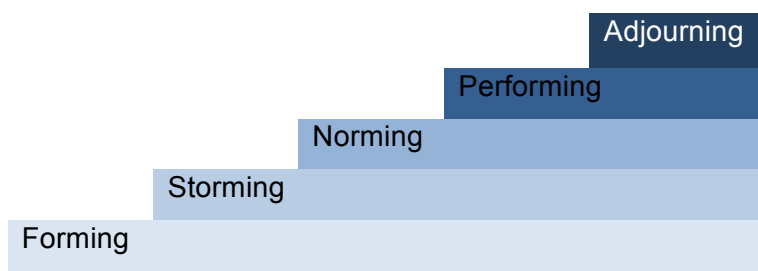
Figure 8: The five stages of group development

3.3 Leadership, motivation, and recognition

Motivation is an internal "desire to achieve beyond expectations" (Torrington, Hall, Taylor, & Atkinson 2011, 290) and an action that moves us (Adair 2006, 41), it drives us to perform and to achieve goals in spite of challenges faced (Clark 2003, 28). However, it is not only an intrinsic action, but also rather a combination of intrinsic self-motivation and extrinsic stimulation (Adair 2006, 41). The extent to which one is motivated to perform a task is related to the contribution of the person to the task – feeling valued motivates the employee, as well as increases productivity (FRONTERA 2007, 15). A motivated person is also more likely to benefit from the task performed (Facteau et al.1995 in Carlson, D. S., Bozeman, D. P., Kacmar, K. M., Wright, P. M. & McMahan, G.C. 2000, 271; Noe & Wilk 1993 in Carlson, D. S., et al. 2000, 271).

A lot of research has been done in the field of individual and employee motivation. Herzberg and Maslow are two of the biggest pioneers in the field of motivation. Herzberg Two-factor theory suggests that the factors that are direct motivators are those that develop the individual, enrich job responsibilities, and recognition for work well done. While, the factors like pay and company's policies are hygiene factors. The hygiene factors improvement does not directly cause rise in motivation, it just lowers the dissatisfaction. (Herzberg 1959 in Adair 2006, 76-80; Herzberg 1966 in Beardwell & Claydon 2010, 505; Herzberg 1966 in McKenna & Beech 2002, 212.)

Maslow outlines a set of needs in a hierarchy where basic needs need to be fulfilled before the others (McKenna & Beech 2002, 212). The needs at the bottom are physiological rising to self-actualization (Adair 2006, 49-54). A workplace can fulfil those needs through pay, social activities, recognition, and challenging work environment (McKenna & Beech 2002, 212). Common critique of Maslow's hierarchy of needs is the specific order of the needs and the fact that many people do not follow the format, as well as the contemporary unfit of the pyramid (Denning 2012). Rutledge suggests a modern version of Maslow's needs that reflects our need to connect with people in all aspects of our lives (Ibid).

Expectancy theory, on the other hand, focuses on the more direct employee-employer relationship by focusing on employee's personal and subjective expectations of the job that they are doing (Vroom 1982 in Beardwell & Claydon 2010, 505; DeNisi & Griffin 2001, 356). This is rather complex because it puts the employer in a situation to provide the employee with a reward that the employee values for doing a job they consider achievable (Vroom 1982 in Beardwell & Claydon 2010, 505). However, the wanted high performance of the employee will only come about if the employee clearly understand what and how needs to be done (Vroom 1982 in Beardwell & Claydon 2010, 505; McKenna & Beech 2002, 215) so that the behaviours required to gain the reward are perceived attainable and desirable (DeNisi & Griffin 2001, 356; McKenna & Beech 2002, 215). The reward subsequently satisfies the successful individuals with "the desirable intrinsic and extrinsic rewards" (McKenna & Beech 2002, 215).

The equity theory looks at the relationship between employee's perceived input to a job and the perceived output for it (Adams 1965 in Beardwell & Claydon 2010, 506; Adams 1963 in McKenna & Beech 2002, 215). If the balance between the input and the output is perceived just, the employees are motivated to work, and de-motivated when the balance is unjust (Adams 1965 in Beardwell & Claydon 2010, 506). People also compare themselves to others around them, and if the perception is unjust in their favour, motivation

drops, and vice versa (Adams 1963 in McKenna & Beech 2002, 215). The reinforcement theory deals with the reaction of the outcome. If an employee notices that certain behaviour leads to a pleasurable outcome they will carry on the behaviour and behaviours that do not have a pleasurable outcome will not be continued. (DeNisi & Griffin 2001, 357.)

FRONTERA (2007, 13) has looked into employee and volunteer demotivation in NGOs in four different countries and each country faced different reasons for employee and volunteer demotivation for example: an "unhelpful and autocratic management style" in Honduras created big problems. The conclusion was that "The culture of an organization, its structure, leadership, vision and mission, and employee management all have a direct influence on the motivation of the employee" (Ibid, 26) and that cultural setting of the organization in each country has an important role in dealing with employee motivation (Ibid). Therefore, motivation has many origins and in order to find appropriate solutions for an organization, it is not enough to just apply one or two of the motivational theories – it is essential to consider the specific circumstances of that organization.

Research shows that leadership skills of managers in Thai NGOs are very important in employee motivation and retention (Bunchapattanasakda et al. 2012, 203). Leaders of NGOs are required to use their skills to motivate employees and volunteers to perform their best (FRONTERA 2007, 28). Motivation of employees and volunteers is strongly linked with leadership abilities of managers of the organization. Hailey (2006, 2) provides a number of definitions of leadership where he identifies important themes that are included in various leadership definitions. Leadership is: a process, it influences, takes place in groups, and it involves reaching set goals (Hailey 2006, 2.)

Despite the difference between leadership and management it is still commonly mistaken for the same thing and it is important to differentiate between the two in this case especially, as both aspects will be discussed – separately and together. Leadership requires one to see the big picture, to inspire, and to encourage and develop others. Management, on the other hand, is more about solving problems, planning and implementing on a daily basis. (Hailey 2006, 3.) This, however, does not mean that leadership and management are distinct from one another; both abilities are demanded in the business and even the volunteers of an organization can be leaders (Hailey 2006, 4). Leadership skills are now often seen as "*the* key ingredient" in management (Adair 2007, 1). Both management and leadership skills are now required from both managers and leaders. A good manager is a good leader and vice versa. (Adair 2007, 1; Adair 2007, 39.) The main difference lies in the fact that one cannot be appointed a leader, but one can be appointed to be a manager

"regardless of whether or not they have the required qualities" to be a leader (Adair 2007, 5).

Leaders guide the organization (Hailey 2006, 2) and their task is to take the energy of the volunteers and employees and guide them towards the attainment of the vision of the organization (Reyna 2013, 6) but also build a sustainable organizational culture (Ibid. 7). Motivation to perform often comes from the task at hand itself, as its value and importance enlist the individual inner purpose to face a challenging environment (Adair 2006, 39) and an organization needs to consider this in building their culture.

Motivation in volunteers was shown to vary from organization to organization and the following factors have demonstrated motivation growth: training and development (FRONTERA 2007, 12), incentive trips, recognition (Ibid, 13), respect, (Ibid, 14), addressing the personal needs (Ibid, 24), organizational influence (Ibid, 26), and visually valuing employee contribution (Ibid, 15). While it is good to have external motivators such as training and incentive trips, a lot of our motivation comes from ourselves (Adair 2007, 42).

John Adair has done a lot of research on leadership and motivation, and he has put forward a theory he titled The Fifty-Fifty Rule and it states: "Fifty per cent of motivation comes from within a person and 50 per cent from him or her environment, especially from the leadership encountered there" (Adair 2006, 38). It is important here to note that external motivation does not come from one source only, but from multiple ones. However, Adair (2007, 42) also believed that it is the job of a leader to motivate people and to encourage enthusiasm for the project in the team (Adair 2006, 42; Ibid, 89).

Leaders overall are faced with many tasks and have high expectations set on them, especially by the individuals you are leading. The leader is expected to help his followers to achieve the goal (Adair 2007, 23), build and maintaining synergy in the team (Ibid, 23; Ibid, 47), and help the team members individually (Adair 2006, 95). It is a lot to take on while still keeping the motivation of the members up. It is also hard to know what motivates the people you are leading because one person is not motivated by the same thing another one is (Adair 2006, 95). Yet, it is good to know that, if the people have set objectives that are not too unrealistic and not too easy to reach, they will be motivated to achieve them (Adair 2006, 97). Here is where the extrinsic motivation meets intrinsic motivation.

One way to lead is to lead by example. To do that a leader needs to delegate (Adair 2007, 49), communicate not only verbally but also through your body language (Ibid, 52), share

all positive and negative experienced with your followers (Ibid, 55), and be flexible in your decision-making (Adair 2006, 33). Delegation is not about relieving the amount of tasks from the leader on the followers but to make time for the leader to lead, to build the team and to manage the individuals in the team, while still doing the tasks that cannot be delegated (Adair 2006, 95; Adair 2007, 23; Ibid 2007, 47; Ibid 2007, 49).

Decision-making in a team differs from an autocratic type, where the leader makes all of the decisions alone, to an inclusive type, where the whole team makes the decisions together (Adair 2006, 16), this is a motivation technique called empowerment (Adair 2007, 31). It is crucial to on objectives of a project with its implementers (Adair 2006, 97), because people, who get to share the decision-making in things that affect them, feel more motivated to perform (Adair 2006, 15; Adair 2007, 31). The leader's job is not to do the tasks of the team members, but to "provide the necessary *functions* to guide a group towards the further realization of its purpose, while maintaining and building its unity as a team" (Adair 2006, 17), which the leader does through the number of techniques brought up earlier.

Motivation is essential in anyone's performance, but especially in volunteer's performance, as volunteers often are doing their job for free, so the typical reward systems that include money do not work in volunteer motivation. The key to volunteer motivation is not easy and not straightforward, but research has shown that when volunteers feel included they feel motivated (McLennan et al 2008 in Reyna 2013, 14), which is related to the empowerment of the team members discussed earlier. In order for volunteers to feel included, they need to experience respect, being valued, and that they are making a difference (Davidson & Ferdman 2002 in Reyna 2013, 14).

Recognition of one's performance can be a strong motivator and especially peer recognition (Adair 2006, 106). Recognition can take different forms, it can be in a shape of a physical reward (FRONTERA 2007, 27-8) or feedback from the leader to the follower, because without feedback one cannot know if any development has taken place or not (Adair 2006, 99). However, it is important to note the difference between reward and recognition. A reward is a physical measure of one's success and often is pay related, while recognition can take a number of shapes (Aguinis 2007, 250). Recognition can come in the form of public recognition, informal recognition from one's superior, or even take form of job enrichment (Aguinis 2007, 250). In application to the nature of an NGO and volunteer management recognition is more likely to take place than rewards.

3.4   Meeting management

A meeting is a "coming together of people in one place to confer or carry out a particular activity" and it has to have a purpose, which often is to motivate the participants (UNWTO 2006, 19).

Team building starts from the very first minute the team assembles and holding a kick-off meeting will help the team "to get the project started on the right foot and initiate the active team-building process" (Gardiner 2005, 2012). The kick-off meeting is also important to build a common purpose within the team and start building a successful culture. Gardiner also suggests a set of objectives that the first meeting should have:
- − Get team members to know one another
- − Establish working relationships and line of communication
- − Set team goals and objectives
- − Review project status
- − Review and formalise project plans
- − Identify project risks and problem areas
- − Establish individual and group responsibilities and accountabilities
- − Obtain individual and group commitments.

The kick-off meeting gets the team together and gets the project started. (Ibid.) Starting a meeting off in the right mood is important for the success of the meeting and starting the meeting with a joke would lighten the mood and make the meeting members more prone to cooperate and solve problems (Harvard Business Review 2014a).

Content, process, and interactions are three matters that take place during every meeting. Content regards the purpose of the meeting, the process involves the way the meeting is held, and interactions regard the communication and dynamics within the team. These three matters will not happen by themselves – a leader and a facilitator are needed. A leader needs to make the meeting follow the agenda and a facilitator to engage the group productively. (Brown and Hyer 2010, 39.)

Brown and Hyer (2010, 41) also provide a list of tips to consider before a meeting. The full list can be found in Appendix 3. The list includes tips for the purpose of a meeting: do you really need a meeting if you're not going to ask for input from your team? The tips for the agenda of the meeting include simple tips like letting everyone know what the agenda is and why it is important. The last part involves tips for the venue of the meeting: depending on the type of meeting you planned – the venue might be different.

Brown and Hyer (2010, 42) also provide a list of tips to consider during and after a meeting (Appendix 4 and 5). During a meeting it is important to set the stage of the meeting and what the project manager should do during the process stage of the meeting. Some tips for the process stage involves taking notes and following the planned steps, but also to involve all team members and keep the discussion to the point. The last part that is important to note during a meeting is timing. It is important to stick to the schedule and if overtime is needed: ask the meeting participants for permission. The after meeting tips are short and include spending time thinking of the meeting's success and writing down the minutes.

Harvard Business Review provides its readers with various meeting management tips that are useful to know. First one is about exercising good meeting hygiene: it refers to meeting time management and efficiency. Having a clear objective of the meeting is essential in making sure everyone is there for a reason and that the meeting in some way helps the progress of the project. Next, focus. In order to get things done one must avoid to get off topic and get lost in its jungle, staying focused on the goal and the objectives of this meeting is essential and making good work happen. (Harvard Business Review 2014b.)

4 Team management implementation process

I will introduce the team management process that was implemented throughout the planning and the implementation stages of the project. At first, the team synergy and development will be introduced, then the leadership and development processes, followed by the meeting management implementation practices. Finally, the results of the team member survey are presented in the end of the chapter.

Firstly, it is important to clarify the whole process that took place before, during, and after the event. Figure 9 is designed to represent this process. I received the position of the organizing committee president in the beginning of August 2014. In August I started planning the recruitment of the organizing committee team as well as preliminary planning of the event itself. Planning of the recruitment of the team involved job analysis, job descriptions' design, and design of the personal specification. The team recruitment started in the end of September and I held my first team meeting in the end of October.

I decided to use the project for my Bachelor thesis in September; thereon I started researching the theoretical framework. The data collection took place from the first meeting until the end of the event and the last post-event team meeting, during the project planning and implementation. Bi-weekly team meetings took place during that time as well, and it was during those meetings that a lot of team management data collection took place.

In the end, after the completion of the event, the team and I had time to reflect upon the whole process. The team member survey was sent to all of the team members a few weeks after the event took place. This allowed me to look at the responses more objectively and compare and contrast the answers with my own reflections in the diary.
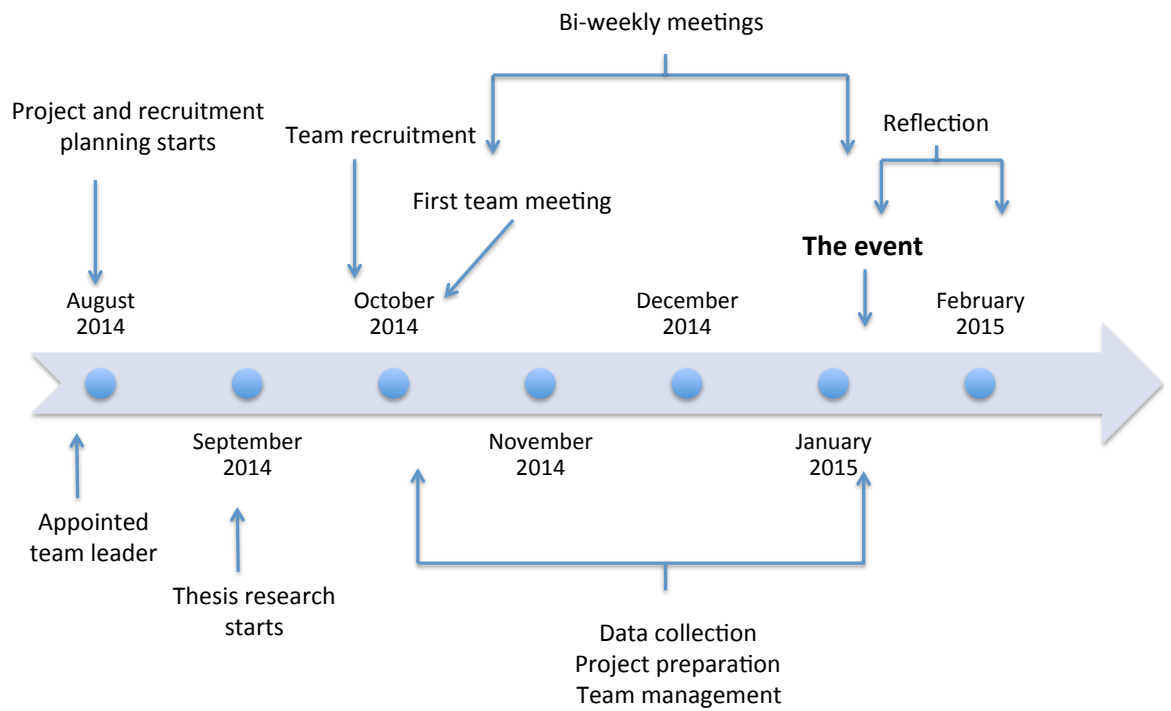
Figure 9: The team recruitment and management process

The aim of this figure is to help the reader to understand the whole process that took place from when I was appointed the team leader of the organizing committee of the conference until the implementation of the conference and team resolution.

This thesis's focus is on team management of the organizing committee and the recruitment is not regarded. The following subchapters present the research topics that this thesis is researching in the logical order: team synergy and development, leadership and development processes, and the meeting management process. The chapter is finalized with the presentation of the results of the team member survey.

4.1 Team synergy and development throughout the project

The atmosphere during the meetings was positive and collaborative and that was supported by a checklist I filled in one of the meetings created by Gardiner (2005, 214-215). The whole team was not present at the time when the checklist was being filled and the result of the test cumulated the number 57 out of the total possible 63 (Appendix 7). This means that the team is categorized as an effective team. These results are based on my own personal subjective perception and point of view.

A note from my diary says: "I think the team is forming very well and everyone participates in the discussions, even though sometimes more loud people are speaking more". This is

dated a week after I filled the previously mentioned checklist. It supports the positive result of the checklist.

Communication channels and their primary use were established so that it was clear for everyone. The team had a Facebook group with all of the involved bodies. However, the team felt like that they could not talk freely there because they were constantly supervised. Therefore I created a group for just the team and it allowed us to speak freely with one another about a variety of issues.

Once the team members became closer with one another the team spirit stared to emerge and a slogan was formed that represented it. The slogan united the team together towards the common purpose and eventually a team slogan was developed. However, the project had a very short time frame so there was not much time for getting to know activities and team bonding activities. The members had to focus on the given task, rather than on relationships with the other team members.

I tried to make the most important decisions together with the team. I asked for their input and opinions after presenting them with the facts so that we could then discuss the issue and the possible solutions, and make a decision together. This took place on several occasions, for example when the financial situation needed a lot attention the team discussion led to a decision that could potentially benefit the project outcome. However, we could not implement that because the supervisors overruled the decision.

To help the implementation on-site, three extra team members were recruited. On-site team management started off with several members arriving late to the venue and some members not joining at all. One member was sick and unable to fully contribute, and another did not come at all due to other arrangements.

It was good for the team to have the extra members for the on-site helping with the arrangements, as it was clear that the team was stressed. Some members were worried for everything to be done on time and right; meanwhile others had a more relaxed and positive attitude. Despite having worked together for the three months prior to the event the team did not seem to work in a synergy on-site, an effective team should work in. On-site, I also mostly heard the opinion of the few loud members on a variety of matters and only sometimes did the other members voice themselves.

It became obvious to me that the three extras on-site were not integrated into the team properly and therefore might not have felt included in the team and the event overall. I

have attempted to integrate everyone into the team before the event, but the individual time schedule did not fit well so two of three extras met the main organizing team only on-site.

4.2   Leadership, motivation, and recognition processes

In the beginning of the planning process one of the members suggested to have a board with everyone's names and have the members put stars for the other members to motivate them to perform better. The team took up the idea with interest and enthusiasm. Throughout the meetings I would ask the members to reward their teammates with stars. You can find the final sheet in Appendix 8. I never promised the members any kind of physical rewards for good performance but relied mostly on their intrinsic motivation as the volunteer members of AIESEC. In the end one can clearly see that two members of the team had received most of the stars. Besides this, I also regularly pointed out to the members that they were doing a good job, in that way supporting them and motivating them to continue doing a good job.

Throughout the planning phase I focused on the different teams differently. At first, I micro managed the marketing team, then the logistics team, and following the communications team.

The marketing team was more important in the beginning as the timeline was pressuring things to be done. Eventually, when the team got settled, regular communication was enough for me to get an overview of the situation and get updated on the progress status and to keep the Facebook page updated on a regular basis. I felt confident in the team so I trusted their decisions.

In the end of December and beginning of January I switched my focus and started to micro manage the logistics team a bit more, because a lot of arrangements about the accommodation and the food needed to be finalized. The team did not require a lot of micromanagement and I felt that regular updates were enough for me to know what was going on as well as to answer any questions. This team performed well in the case of crisis as well. When I had given them a large task to do urgently, I was positively assured that I picked the right members for the team when the task was done well, on time, and responsibly. The team seemed to work together, communicate clearly, and was focused on the goal.

Occasionally, when it came to communication with the alumni delegates, for example, I did the lion share of the work and did not delegate much to the team - when I should have. I did that because I felt responsible for it as the leader and I didn't have too much confidence in my communication team. This was due to two reasons: I was given this task myself rather suddenly and was unsure of how to handle it so I could not delegate it properly, and because when meeting with the communications team I was not assured of their motivations, time availability, and willingness to work hard. The communication team did not showcase the qualities I was looking for in my team members - they did not offer help when I took on this responsibility even though it was in their job descriptions.

I faced other difficulties with the communication team as well, because the delegate booklet was not completed on time and was sent out very late due to lack of caring, enthusiasm, and proactive attitude in the team. The deadlines I set for the team were not fulfilled and I did not feel that it bothered them at all. This was upsetting to me because as the main responsible for the project, I had a great deal of responsibilities to look after and their inability to deliver the required tasks on time harmed my reliability and trustworthiness.

Throughout the whole planning process I worked rather closely with one of my members, who was responsible for finance. She and I worked closely to discuss some things and arrangements, but I never felt that she had a proactive attitude towards her role in the team. Proactive attitude was one of the most important characteristics I was looking for in my team members and yet again I experienced lack of it. Because she was very passive it made it hard for me to delegate tasks to her. I often started doing something and then remembered to tell her to do it instead, since it was part of her responsibility. I always felt like I was asking her to do it more like a favour rather than something that was part of her job description. It made me feel uneasy and perhaps even the final outcome and team performance suffered from it. She also made other arrangements for the weekend that the conference took place and she was expected to be on-site. This action demonstrated her lack of caring for the project.

The whole team was asked to keep a short diary of their tasks and time spent on them. Unfortunately no one actually completed the task even though I clearly explained the purpose of it and the usefulness for the future development of the job descriptions.

Throughout the project I felt that I was doing well and that the fact that I cared about my members would be the fact that motivated them to perform, but it doesn't seem to be the case since I perceived such low performance from some of the members of my team. This did not worry me so much during the project but upon taking time to reflect I have come to

a realization that I could have performed differently to benefit the whole project as well as to develop my team members. I needed to be more assertive in my actions and experience. I needed to be the team leader, rather than just "one of the members".

Upon the completion of the project I had a final team meeting where I asked if the team member's would like to receive recognition from me on their LinkedIn profiles by writing a recommendation. This was taken up with much enthusiasm in the team.

4.3   Meeting management practices implemented

The meetings too place bi-weekly and before each meeting I prepared the agenda. It included the topics that needed to be discussed and some possible follow up questions for them. The meeting planning notes can be found in Appendix 6. These notes were important in tracking the project planning progress and planning the following steps.

The selected team members were given some homework to do before the first meeting. They needed to familiarize themselves with the job descriptions and the timeline beforehand, so that less time would be spent on that during the first meeting. They also needed to do a personality test and post their results in a Facebook group introducing themselves to the rest of the team. This was supposed to make them feel engaged in the team and the already project before the first meeting, so that there would be more time for team activities.

In the first meeting it was important for me to include valuable information output as well as time for the members to get to know each other. For my first meeting I did a Power-Point and that was the first and last time that I did a PowerPoint presentation, because the other meetings were more about discussions of topics, decision-making, and problem solving. A PowerPoint presentation in that case deemed unnecessary and would have limited me from joining the team at the table in discussions.

At the end of the first meeting I also asked the team for feedback of the project objectives and goals. I regarded their feedback and made some changes in the project objectives and goals. This small contribution was aimed to make them already feel: like they are a part of this team, this project, that their opinion matters, and that they can affect the way the project is run.

The meetings took place typically every two weeks in the evenings, as that was the time that suited everyone best. I always took time to plan my agenda in advance. That involved

taking notes throughout the time between the meetings as well as additional preparation before the meeting. The regular meetings were necessary to discuss the important issues, to make decisions, and for the team members to inform one another about their process. It also helped the members to keep motivated, up to date, on the timeline, and gave them space to do the required tasks between the meetings.

Unfortunately, the bi-weekly meetings did not have the time for team bonding activities. This was due to long agendas and the need to prioritize the discussion topics. This also contributed to the fact that small details were not covered and only the essential topics were discussed.

On-site, the spirit of the team was positive throughout the implementation of the project despite the fact that we needed to have very early morning meetings. The on-site meetings went well and were very helpful in arranging the day schedule so that everyone is aware of what is going on when. It was important for everyone to have the overall knowledge of the daily schedule so that any possible questions from the delegates could be answered. The meetings also helped me to gain more information about the daily logistics of deliveries and other similar arrangements so that I was able to make any changes when necessary. It was also an important place for communication and feedback from all of the members to me and to the other members. Feedback on-site allowed us as a team to improve ourselves right away.

4.4   Survey results

The survey, that the team members filled, included questions of all aspects of the objectives of this thesis. This chapter will be divided into subchapters to clearly differentiate and present the results of the survey. The order in which the results are presented is: overall experience, teamwork, motivation, personal profile, job descriptions, meeting management, the organizing committee president, and the final open space comment.

4.4.1   Overall team member's experience

The team members rated their overall experience quantitatively and the result showed that the team members had a positive experience. Seven out of eight members rated their experience four or five out of five and only one member rated it a three. The likelihood of the team members to recommend joining an organizing committee team also showed similar results, as all of the members rated it to be either four or five.

The most successful aspects of the conference were perceived by the members to be collaboration, communication, and motivation. Members thought that, "collaboration with all the team members [was successful], helping each other if needed" and that "everybody worked well and smoothly together, the communication within the team was great and it was also fun".

"We had a motivated team and even when we faced challenges, we did not stop and continued on working and taking on all of those challenges" is the opinion of the members, that is also supported by others who simply wrote "team work", "team spirit, motivation" as successful factors.

The less successful aspects of the conference according to the team members were the communication with the national team, some setbacks in planning and implementation, and one member was unhappy with his/hers team mate. "Communication with national office was probably the b[i]ggest problem" says one team member and is supported by others on this point: "communication with MC[1] [was less successful]", "we did everything of the best of out abilities without any sort of special help from any of the MC people". One of the setbacks that was expressed in the survey by a team member regarded the planning process: "many things could have [been] done earlier instead of postponin[g] them to the very end".

4.4.2   Teamwork in the organizing committee

The team spirit in the organizing committee was described by the team members as "goal oriented but also relaxed and fun", "efficient", "supportive and easy going, much fun", "good, especially when it came to ask help from other teams". The team members thought, "everyone contributes strongly and creatively" and that "they are willing to help each other". The existence of team spirit was rated to be present all the time.

Communication within the teams was rated good, while communication with other teams was rated more neutral than good. The team members understood the importance of their roles, felt like there was always space for them to express their creativity and ideas, as well as they felt that their opinion was valid.

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[1] MC stands for Member Committee. The Member Committee is the national team of AIESEC in

Results about teamwork on-site during the event were gathered separately. The results show that the team communication was clear but not everyone knew what was going on all the time even though everyone knew their responsibilities. The members felt that they could always ask for help and knew who to ask for help, if it was needed. The team also thought that problems during the event were solved quickly and efficiently.

4.4.3   Motivation of the team members

The team member's motivation to perform, before and during the event, was different. Most of the team members were motivated by the experience, "a big event and a big challenge and i felt I could learn a lot from it", "to have experience on conference planning/organizing", "own experience", "being a finance responsible", "personal ambition", and "skill development". Others were also motivated by the success of the event and the ability to make a difference as well, "during the event i felt that all my efforts will make the conference better so i tried to do my best", "success of Natconf[2]", "do[i]ng something meaningful, ability to affect my own actions and decisions", and "not let the team members down".

The stars reward recognition system motivated four out of eight team members and did not motivate the other four. Those who felt motivated by the system thought it was motivating because "at least I was doing something right", "it created… competition spirit", and that you "see that others appreciate your work". Those who did not feel motivated by the system thought that "some encouraging words are bit more effective" and that "share[ing] opinions" and "feedbacks" are more motivating.

The quantitative results show that the team members thought that tasks were delivered well on time, active participation was demonstrated well, and that the team members both asked and gave each other help. The team members also said that the team spirit was shown well in the team.

4.4.4   Personal profile and job description evaluation

The personal profile I used for the selection of the team was experienced to be applicable for six out of eight team members and two thought that the profile could be better. Suggestions for improvement of the personal profile are flexibility, diligence, and one member

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[2] Natconf stands for a shortening of the name of the conference: National Conference.

suggested that, "before separating members into different teams it is a good idea to start to work on some steps together. This will help to create more friendly communication and better knowing each other".

The team members also evaluated their own proactivity during the planning process and six out of eight evaluated themselves to be proactive, one member said that he/she was not proactive, and one member evaluated to be passive but still wanted to know what was going on. The team members had the chance to evaluate their own contributions as well and reflective answers resulted.

The team members were asked to write down the tasks that they did from their own perspectives in the survey with the intention to be compared to the job description used originally. The time estimation and the timeline evaluation questions were asked with the same purpose. Finally, seven out of eight team members thought that they felt comfortable answering questions that the delegates had on-site during the event, and one did not know.

4.4.5   Meeting management

Over the period of the event planning and event implementation several organizing committee meetings took place. Team members assessed meeting as informative, useful, and rather productive, yet not unnecessary. Due to the format of the event, on-site meetings took place in the early morning, which was rated as the most inconsiderate factor. The team members suggest to improve team meeting management by introducing "punishment for being later and not showing up", "to be more precise [and] to the point", and that "all members should join".

4.4.6   Organizing committee president's evaluation

The organizing committee president's performance was rated to be good and seven out of eight team members felt that they were supported by the organizing committee president. Six out of eight team members thought that the organizing committee president provided them with all necessary information, while two felt that they could have used more help.

The organizing committee president showcased team spirit, helpfulness, leadership, and enthusiasm well. Problem solving attitude and team building management was measured in the middle of well and very well, while support, availability, and people management were showcased very well, according to the team members, with people management having the highest result.

Suggestions as to what the organizing committee president could have done well include "an intro to what is National Conference and how are AIESEC conferences in general", "more authority… demanding on updating on situation, more team spirit building", and that "some decisions could have been approved by the entire team".

4.4.7   Summary of the final open space comment

The final open space comments from the team members included praise to the organizing committee president: "I was always able to get help… she was always smiling so that was very motivating! She also dealt with every matter maturely and kept her team together really well" and "I liked the empowering way of leading [the] team, it gave te[a]m members power to decide what are they doing and when". Some reflected on their experience over-all: "i felt i had a responsibility to help others", "I am so glad that I got the chance [to] work with these people", and "team worked well and has been prepared for conference".

5 Discussion and suggestions for improvement

This subchapter looks into the previously described process based on the provided theoretical framework and the survey responses gathered. The discussion will focus on the objectives set in the beginning of this research thesis. The objectives are:

- Understand the phenomenon of synergy in team management of volunteers.
- Understand the role of recognition in volunteer motivation and performance.
- Understand the role of the team leader in relation to volunteer's motivation and performance.
- Understand the role of effective meeting management in volunteer team's performance.

This chapter is divided into three subchapters that focus on the process that took place and its relation to the theoretical framework, as well as how it is supported or not by the results of the team member survey. The first three subchapters aim in the best way to reflect the logical structure of the previous two chapters for better understanding and clearer path to conclusion. The final chapter provides suggestions for further improvement of the team management process.

5.1 Team synergy and development discussion

The first objective was to understand the phenomenon of synergy in team management of volunteers. This subchapter looks into team synergy implementation and how based on theory and survey results it supports the objective and to what extent it has been fulfilled.

Looking at the checklist of an effective team performed during the planning process of the project the team seems to be in synergy and the high score indicates a well functioning team. One of the characteristics of a successful team put forward by Owen (1996 in Gardiner 2005, 214) is that the team members feel a common purpose. Common purpose is also one of the terms used to define team synergy by Larson and Gray (2011, 375). What I did to instil a sense of common purpose was to initially ask the members to contribute to the development of project goals and objectives. Throughout the project I asked the team's contribution on topics that required decision-making. By doing that I also focused on problem solving that contributes to team synergy as well (Larson & Gray 2011, 375). However, my diary notes from on-site team management suggest that the team synergy and common purpose was missing as stated previously "Despite having worked together for three months prior to the event the team did not seem to work in synergy an effective

team should work in". This observation does not support the previously performed team effectiveness checklist, since the very positive result is directly contradicted.

The results of the survey the team members filled constitutes that team collaboration overall was perceived to be good. The collaboration within each team of the organizing committee was slightly better than the collaboration between the different teams. The members also thought that the team spirit was always present. The team spirit was described as "goal oriented but also relaxed and fun", "efficient", "good, especially when it came to ask help from other teams", "supportive and easy going", "much fun", "everyone contributes strongly and creatively", and "[everyone is] willing to help each other as well". None of the answers contributed were negative and overall showcase that the team members thought that the team spirit was positive, collaborative, and that they enjoyed being a part of the team.

The survey results support the characteristics put forward by Owen (1996 in Gardiner 2005, 214) of a successful team in that the members enjoyed themselves, and the team achieved more together than alone, the sense of "teamness" was present. Yet it is unclear if a sense of common purpose was achieved or not through this survey as well as through my diary. Since sunergos means literally "working together" I can conclude that the team did work together and therefore achieved synergy, but when looking at the number of aspects that Larson & Gray (2011, 375) put forward for the definition of team synergy it is hard to say. I would like to think that I encouraged individual opinions, but it is not measured with data either through my diary or the member's survey, so it therefore limits the analysis. Yet, throughout the planning process a team identity emerged through a common slogan that positively contributed to the perception of team spirit.

The term of team synergy is used in the theoretical framework, while the term team spirit is used in the survey. Therefore, it is important to note the limitations. Team synergy is not exactly the same as team spirit. Team spirit is the terminology used in the team member's survey and it is inconsistent with the terminology used in the theoretical framework, where solely team synergy is presented. Team spirit can be defined as "feelings of camaraderie among the members of a group, enabling them to cooperate and work well together" (Oxford University Press 2015a). It is closely related to the definition of team synergy in the sense of people working together, but personal interpretations and understandings provide a wide range of definitions therefore limiting the validity of the survey's results.

An important phenomenon to notice is that one member replied that he/she "cant say much since i was not able to attend the meetings or conference" when asked to define the

team spirit. This directly supports the importance of team member's inclusiveness in contribution and decision-making as essential to feel belonging and ownership of the project's final success (Adair 2006, 15; Ibid, 16; Adair 2007, 31). His/her inability to attend the meetings before the event resulted in her being excluded from the team spirit building and team forming, leading to the lack of motivation to perform.

My observation on-site questioned the team's synergy and despite the team's positive survey responses the observation is not entirely unreliable. The team had from day one started working on the project and the short timeline did not allow much time for team building and get to know activities for the members. This has most likely contributed to the lack of common purpose and the sense of "teamness" (Owen 1996 in Gardiner 2005, 214) between the team members that I observed. As mentioned earlier, the team did not have any cultural clashes between the team members even though a number of nationalities and personalities constituted the team. In fact, no observed conflicts took place between the team members at all, leading to a conclusion that the team did not successfully complete the storming stage before the implementation of the event. Therefore the first three stages of team development (Tuckman & Jensen 1977 in Oxford Learning Institute) were not fulfilled before the implementation of the event where performance was essential, therefore leading to my observation that the team is not acting in synergy.

The objective of this subchapter was to understand the phenomenon of synergy in team management of volunteers. Upon the evaluation of the phenomenon of synergy I can now understand it and its importance better. Synergy in a team is important in delivering results because when team members feel like they are going towards a common purpose together and are supporting each other in a number of aspects the whole team's performance improves. Yet, as this thesis deals with volunteers in an internal NGO project it is essential to address the volunteer aspect of this objective.

In their nature, volunteers are doing a job for free (Oxford University Press 2010, 1724; Van Der Wagen & White 2015, 73), in their spare time (Reyna 2013, 1; Van Der Wagen & White 2015, 66), based on their individual interests or motivations (Van Der Wagen & White 2015, 74) they require a purpose to be able to perform. This was a project with a purpose to organize an event within an NGO using the available human resources within the organization. Consequently, members had their own individual reasons to join the team. In order for a team to organize an event successfully the team members need to unite and it is the job of the leader to unite them (Adair 2007, 23; Ibid, 47). The team leader should focus on working towards a common purpose (Larson & Gray 2011, 375), by empowerment (Adair 2007, 31), individual encouragement (Larson & Gray 2011, 375),

team identification (Larson & Gray 2011, 375; Owen 1996 in Gardiner 2005, 214), and a balance of team member's roles and tasks (Larson & Gray 2011, 375), in order to succeed in team management of volunteers. The balance between these aspects will build team synergy and volunteer management will therefore be successful.

5.2 Leadership, motivation, and recognition discussion

This subchapter will evaluate the leadership, motivation, and recognition implemented in this project against the theoretical framework provided and the survey results collected. The objectives that this subchapter needs to fulfil are:

- Understand the role of the team leader in relation to volunteer's motivation and performance.
- Understand the role of recognition in volunteer motivation and performance.

These objectives will be repeated in the end of this chapter before the presentation of the conclusions.

The leadership practises that I took on as the leader of the organizing committee team were not clearly set out before the implementation start but rather developed and adjusted throughout the implementation process. I have relied a lot on my selection being successful so instead of looking into individual expectations (Vroom 1982 in Beardwell & Claydon 2010, 505; DeNisi & Griffin 2001, 356) I was focused on the project's success. I made sure from the start that the members knew what was expected of them and what needed to be done to successfully complete the project (Vroom 1982 in Beardwell & Claydon 2010, 505; McKenna & Beech 2002, 215).

I did feel like I was not demanding enough and not clear enough with my own expectations as I saw lack in performance in some members. This could have developed through the reinforcement theory (DeNisi & Griffin 2001, 357) when lack in performance did not lead to a negative outcome – the members became demotivated to perform. For example when the communication team did not seem bothered with the task deadlines I set for them. Another reason for this team's lack in performance could be the lack of feeling of inclusiveness (Adair 2006, 15; Adair 2007, 31) in, for example, the decision-making process. Many of the tasks that they were given I micro managed a lot and this could have led to that they did not feel like they could affect the process, which led to their demotivation and lack in performance.

When I asked the whole team to keep a short diary of their tasks and the time they spend on this project I was negatively surprised that no one had completed this task, even though I outlined the importance and the relevance of it for the development of the future of the project. An explanation to that is that the task was too easy (Adair 2006, 97) and the individual inner purpose that comes from a challenging environment (Adair 2006, 39) did not occur.

The role of a leader is hard and leaders have many expectations set on them from their followers and their own supervisors. Based on the theoretical framework and with respect to this project's nature and context I choose to identify the following tasks as the main tasks of a team leader: build and maintain the team (Adair 2007, 23), to see the big picture (Hailey 2006, 3), to guide the team towards the goal (Adair 2006, 17), and to motivate and inspire (Adair 2006, 42; Adair 2007, 95). When looking at the results of the team member survey regarding my performance as their leader the results are very good. My overall performance is rated to be good and I demonstrate very good results in supporting the team members, availability, people management, demonstrating a problem-solving attitude, and team building management. I also showcased well in team spirit, helpfulness, leadership, and enthusiasm. These results demonstrate that even without clear leadership plan I did well in my tasks as the team leader.

The survey results also suggest some development points for my performance: "more authority", "more team spirit building", and one member also thought that: "some decisions could have been approved by the entire team". These suggestions are rather contradictory, but it is entirely understandable, as every member has a different experience in the team and due to the different teams within the team the team member's relationship with me varied. In the end of survey, when the members were given free space to add any other comments my leadership was also commented on. One member felt that he/she could always get help from me and that I was almost always available. The same member also said: "she was always smiling so that was very motivating! She also dealt with every matter maturely and kept her team together really well." Another member commented on my leadership style: "I liked the empowering way of leading team, it gave [the] te[a]m members [the] power to decide what are they doing and when, also it was possible to show creativity in own function."

The leadership method of empowerment is something that John Adair talks a lot about (Adair 2006, 16; Adair 2007, 31) because empowering the team members by including them in the decision-making process motivates them to perform (Adair 2006, 15: Adair 2007, 31). This was something I implemented from the start as I already in the kick-off

meeting asked for their input regarding the team goals and objectives, which I after changed to include everyone's suggestions. The survey results support the theory that empowering the team members by including them in decision-making motivates them.

Team member motivation is however hard to measure in the survey, because when I asked if the recognition star system, that I used, motivated them the responses are 50% yes and 50% no. Those who feel that the star recognition system motivated them said that it helped them to "see that others appreciate your work", that "I was doing something right!", and that it created a "competition spirit". Meanwhile those who did not feel motivated by the star recognition system said that "encouraging words are bit more affective" and that giving feedback and "talking with other member and share opinions" would be more motivating.

The theoretical framework provided regarding recognition as a motivator focuses a lot on the *means* of recognition during an employment or a long-term process, rather than a short-term project such as this one. Yet it is crucial to know that recognition can take a number of forms and can be formal and informal (Aguinis 2007, 250), such as public recognition on LinkedIn or just a few supportive and motivating words from the leader, for example. I implemented both in my role as the leader.

Motivation theory of Maslow states that a workplace can fulfil the self-actualization needs of the staff through pay, social activities, recognition, and a challenging work environment (McKenna & Beech 2002, 2012). Meanwhile Herzberg thinks that the main motivators in the workplace are job enrichment and recognition, as they develop the individual the most (Herzberg 1959 in Adair 2006, 76-80; Herzberg 1966 in Beardwell & Claydon 2010, 505; Herzberg 1966 in McKenna & Beech 2002, 212). These are the pioneers of motivation research and are essential to mention. In this case it is good practise to evaluate whether they are still valid or not. In the survey I asked the team members: What motivated you to perform before and during the event? The answers that I got can be divided into two categories: gaining experience and being able to change the outcome by working well. Once the challenging environment as a motivator was mentioned. Based on these answers it is safe to conclude that the motivation theory of Maslow is the one that dominated this project's team. Not one answer supports the Herzberg's motivation theory and even though the recognition was motivating for some of the members, there is no majority and I therefore cannot say for certain whether recognition was motivating or not. Taking the volunteer nature of the team members in regard I can therefore state that volunteers in AIESEC in Finland are most often motivated by the possibility of gaining experience when working in a project team.

Volunteer motivation, on the other hard, is more complex, and is an important part of this project and this thesis research. The theory put forward in the theoretical framework suggests that volunteers are motivated to perform by the leader's leadership skills (Buncha-pattanasakda et al. 2012, 203), the organizational culture (FRONTERA 2007, 26), and when they feel included (McLennan et al 2008 in Reyna 2013, 14). Judging from my experience in this project as a volunteer managing other volunteers I can say that these three reasons for volunteer motivation to perform are true. Inclusiveness and organization culture have also appeared to be motivational for the team members in this project through empowerment in the decision-making process and the team spirit created. In the context of this project I also observed that the members who were motivated by me, personal intrinsic factors, or the recognitions system performed better than those who were not as motivated.

The first objectives that were set for this chapter were to understand the role of the team leader in relation to volunteer's motivation. I was the team leader of this project so the analysis of the first objective will be highly subjective to my perceptions and interpretations of the extent to which the objective was fulfilled. The team leader, as mentioned previously in the theoretical framework, has a very important and a very complex role to play in a team in terms of the team member's motivation, development, and performance. In terms of this project and me as the leader of the project team I find the role of the team leader essential in volunteer's motivation and performance. Because performance is derived from motivation, motivation needs to be regarded and accessed properly in a project like this one – where all of the team members are volunteers with their own intrinsic motivations. Since the recruitment of the team is internal within the organization the members of the team are already expected to have the motivation to be a volunteer with their own personal reasons. The motivation to perform in this team project needs to be both intrinsic and extrinsic, like John Adair suggests (2006, 38). I, as the leader, need to instil motivation in the team members to be a part of this project in the first place after which I need to carry on motivating them to perform by either empowering them through decision-making, or recognizing their work, or another method of choice. Therefore, I conclude that the role of the team leader in relation to volunteer's motivation and performance is *essential*. The team leader guides the project towards success and motivates the team members, to mention few of the tasks of a team leader.

The second objective of this subchapter was to understand the role of recognition in volunteer motivation and performance. Recognition is often regarded, as a part of motivation and more often than not is combined with rewards, where the financial rewards are most

common. The recognition system used during this project did not show itself to be either good or bad, as the opinions are evenly split between the team members. Unfortunately this does not tell whether it was successful or not, however, the LinkedIn recognition after the project completion was taken up with much enthusiasm. The role of recognition in volunteer motivation is therefore important, as derived from the discussion of the recognition methods previously, but the *means* of recognition are even more important. It is the means of recognition that are motivating, not the fact that recognition system is in place. As I mentioned the previously, motivation leads to performance, which means that if the recognition system used in the context of a volunteer team is motivating the volunteers will perform.

5.3   Meeting management discussion

The objective of this subchapter is to understand the role of effective meeting management in volunteer team performance. In order to effectively evaluate the fulfilment of this objective the process implementation will be analysed against the theoretical framework used and the survey results of the team members.

The literature takes a lot of notice to the first meeting of a team and why and how it is important in the team's success. The so-called kick-off meeting's purpose is to get the project started (Gardiner 2005, 212) and that is how I designed my first meeting agenda. The first meeting agenda can be found in Appendix 6. The purpose of the meeting was fulfilled, judging by the agenda of the meeting as well as my perception of the meeting described in the diary when compared against the criteria that Gardiner outlines (2005, 212). The meeting had the time for team members to get to know each other, goals and objectives were developed, the current project status and the future plans were discussed, and the job descriptions and individual responsibilities were divided. There is no survey input regarding the first kick-off meeting as the survey questions involve the evaluation of all meetings and not any one in particular. This is a liability in the context of the evaluation of the first kick-off meeting as my own subjective perception gathered from my diary and my meeting notes are the only sources of data for the evaluation of this meeting. This is highly subjective and in order to evaluate the success of this meeting more rigorously more objective input is required.

I did a bit of research before my kick-off meeting in overall meeting management and what should be included in a meeting. In the process I found a set of tips by Brown and Hyer (2010, 41-2) for what is required before, during, and after a meeting for successful meeting management. These tips can be found in Appendixes 3, 4, & 5. These tips outline a

number of things that are not entirely relevant to this project, such as the selection of a one constant room for the project. In this case that would have been very hard to do, as the venue that was used for the team meetings was a school campus and each time a new room needed to be booked. Yet, many of the tips apply very well to the practices of this project. Before each meeting I made sure I had a clear agenda of what topics needed to be discussed. I took notes between the meetings; as they took place bi-weekly, and at times presented the agenda to the members beforehand. This helped me to be clear about the purpose of the meeting (Appendix 3; Brown & Hyer 2010, 39; Harvard Business Review 2014b) and to analyse the development of the project according to its timeline (Appendix 4).

Brown and Hyer (2010, 41-2) suggest that using presentation software needs to be done with caution because often PowerPoint presentations are pointless and are only distracting to the members. I have only used a PowerPoint presentation once, and that was during the kick-off meeting. The reason why I used it there was because I needed to present a lot of information to the team and it was at the time best done using a PowerPoint. There are no more notes regarding the use of presentation tools in my diary simply because I did not use them and since I only used it once I did not ask about its affect on meeting effectiveness in the team member survey. Whether or not PowerPoint presentations make a meeting more or less effective is hard to say, because that is up to individuals to decide for themselves. I believe that PowerPoint presentations and similar presentation tools should be used as little as possible in project meetings because they are not always practical in discussions, but this isn't something I regarded a lot in my research as the team leader so my input is imperfect. This is a very limited and very subjective conclusion, but the team member's found that the meetings were productive, which supports my conclusion that the lack of use of presentations tools makes meetings effective, but it does not contradict the opposite.

An issue that I had regarding meeting management was that the meetings were always around two hours long and often the time was not enough for the team to discuss all the topics that needed to be discussed. Oftentimes only the core topics were discussed, overseeing a lot of details, which could have negatively contributed to the final success of the project. One thing that is important and that the meetings unfortunately lacked was the time for team bonding and building activities. As mentioned previously, the lack of team building contributed to the lack of team development, which negatively contributed to the team synergy, and could have contributed to the final success of the event implementation.

It is important to reflect on what was done well and not so well in the meeting after it ends (Brown and Hyer 2010, 41-2) and that is something I believe I did not do well. I did not make the agenda and the meeting process visible during the meeting either. Perhaps by doing that I contributed to the lack of effectiveness in the meetings and that even though the team members thought that the meetings were productive, qualitative feedback of improvement of the meetings included the point of keeping the meetings more according to the agenda and being more to the point. This therefore contributed to the length of the meetings, which is considered to be too long (Brown & Hyer 2010, 41). The way the meetings were held was messy and as the leader I had a hard time distinguishing myself from my role in the team, my role as the leader, and my role as the facilitator of the meeting (Brown & Hyer 2010, 39). Overall, the team perceived the meetings at the planning stage information, productive, necessary, and not boring. Despite that, the meeting management needs improvement.

The meetings on-site were held in the hours of the early morning and were used to look over the coming day, the tasks of each person, and give and get feedback from the previous day for instantaneous improvement. The literature used in the theoretical framework does not differentiate between team meetings on-site of an event and planning meetings before the event, but many of the important things are still applicable: such as the timing of the meeting, its purpose, and balanced contribution of the members. The morning meetings were aimed to be as short as possible and since the daily schedule was being discussed I required insight from all the members present, as it was essential that they understood when and where what was going to happen. Brown and Hyer (2010, 41) support this in their tips during the meeting. Overall, the team members perceived the on-site meetings to be informative, productive, and useful. They did not perceive the meetings to be boring, too early, or unnecessary. This is positive support for the team meetings on-site, as I consider the meetings crucial in the success of the event as well as for the development of the team synergy. When the team members are aware of what is happening, when, and why they feel more motivated to perform.

The second objective of this subchapter was to understand the role of effective meeting management in volunteer team performance. The team perceived the meetings both in the planning process and on-site as important. Even though there is room for improvement, I did I good job in managing the meetings. From this experience I have understood the importance of effective meeting management in getting things done and building a team. The lack of time for team bonding activities in the meetings was most likely caused by inefficiency of the meetings. The team seemed to understand the importance of efficient meetings as the feedback from the survey mentioned the need to stick to the point to

get things done quicker. I believe that this showcases the volunteer's motivation to be efficient and effective – to perform better. To conclude, I can say that effective meeting management is essential in volunteer team performance because the more effective the meeting, the more things get done, the more topics can be discussed, and the more time there is left over for team bonding activities, and to hold effective meetings is the job of the leader.

5.4   Suggestions for improvement

This subchapter provides suggestions for further improvement in the implementation and the research of the four objectives previously evaluated. The structure of this subchapter will follow the previous structure by following the objectives and suggest points of improvement with regard to each one.

The first objective was to understand the phenomenon of synergy in team management of volunteers. The conclusion reached during the analysis and discussion of this objective was that team synergy is an important part of the team and that team synergy constitutes an important part of the team's work towards a common purpose. The team leader leads that by empowerment, individual encouragement, team identification, and a balance of team member's roles and tasks.

In this project the team synergy, or team spirit, was not fully developed leading to lack in performance and commitment. This has shown me that it is important to make time for team building activities. The types of activities could be brakes during the team meetings where the members learn something about one another or a separate team bonding meeting where the project is not discussed but where the members spend time getting to know each other and building trust amongst themselves. This is a simple and straightforward action that can greatly benefit the teamwork in the long run.

Another way of building synergy in the team is to facilitate communication and collaboration between the different teams within the whole organizing committee team. That way the team members get the chance to get to know the rest of the team members closer and build a sense of unity. This can be done through short weekly or bi-weekly collaboration between the teams, or through a switch in tasks for a short period of time to gain oversight of the over function as well as to motivate the members through a kind of job enrichment.

The second objective was to understand the role of the team leader in relation to volunteer's motivation and performance. The conclusion that was reached was that the team

leader's role is *essential* in volunteer's motivation and performance due to the complexity of the expectations set on a leader.

The process that took place was complex and highly intertwined with the other objectives of this chapter, as leadership is not one sided and is present in a number of practices, but upon analysis of the fulfilment of this objective and the discussion of the process that took place the suggestions for improvement are based largely on the feedback of the team member's in the survey and my reflection on the experience.

It is important to clearly define a team vision or purpose, along with goals and objectives, but it is even more important to remember them throughout the process so not to lose sight of the goal. So henceforth I suggest revise the purpose and the goals regularly. The regularity can depend on how often the team meets and what the timeline of the project is, but it should be reminded in the middle of the project and before the actual implementation so that it feels fresh and important. If the project has changed throughout the process, it can also be smart to revise the purpose and the goals in the middle and restart with a clearer path towards the goal.

The second suggestion that I feel is very important in the role of a team leader and that can drastically change the performance of the team members for the better is to be demanding of the team members. Differentiating oneself from the team can be hard but is essential to be able to become the team's leader. By clearly setting expectations on the team members to deliver tasks on time and not tolerate delays will get the job done and the process will be focused on the task and not on the personal relationship between the team leader and the team members. Put the reinforcement theory in practice. The relationships should not be shaped on how much the team leader is liked, but how well the leader is guiding, supporting, and managing the team towards the end goal.

The next objective of this chapter was to understand the role of recognition in volunteer motivation and performance. The conclusion that was reached was that the means of recognitions are more important than the fact that it is being carried out. One person is not necessarily motivated by the same thing another person is.

In order to carry out a recognition system properly the leader alone, or together with the team, needs to decide on whether it will be a reward and recognition system or only a recognition system. Recognition and reward are different and thus require different input and analysis. The system must be planned better in advance, so rather than just asking the members what they would like to do once, the leader should prepare something in

advance for the team to decide on. I suggest for the team leader to decide either on one system that has several aspects or two-three systems that are simple. This will provide a more comprehensive overview of the member's performance and motivate them to perform better. The analysis of the results can also benefit the final individual recommendations written by the team leader.

The last objective of this chapter was to understand the role of effective meeting management in volunteer team performance. The conclusion that was reached was that effective meeting management is essential in volunteer team performance because the more things are getting done in the meetings the more time there is left over for team bonding activities and the more motivated the members feel.

The first tip that I derived from the analysis of the meeting practices is to always have a clear and visible agenda in the meeting for all attendees to follow and stick to it. This will create a common understanding in the team that there are topics to be discussed before spending time on chitchat. The second meeting tip is to keep the discussion on track by telling the members that are getting off topic to not get carried away.

6 Conclusions

In this chapter the conclusions include the presentation of the main research findings, the contribution and the significance of the results, and the research limitations. Following, the evaluation of my subjectivity in this research as the researcher and the participant of the research study are presented. The thesis is concluded with the final suggestions for further research and the evaluation of the thesis research process management.

6.1 Main research findings

This thesis researched the topic of volunteer team management from four different objectives and the evaluation of all of the objectives has yield findings. The main research findings of this research thesis are:

- Team synergy is important for volunteer's motivation to perform.
- The team leader is essential in volunteer's motivation to perform.
- The means of recognition in a volunteer team is more important for motivation than the recognition itself.
- Effective meeting management is desired from the volunteer team in order to improve overall team performance.

The main finding of this thesis is related to the second objective, the role of the leader. The role of the leader is found to be crucial in not only the motivation of the volunteer team members but also in the final outcome of the project. If the leader fails to create a purpose and a sense of synergy in the team and to motivate the members, the team will not perform and therefore the final outcome of the project will suffer. It is also the leader's job to host effective meetings and to recognize members for their work. Therefore, the leader should be an example to the team members and have an oversight of the project and the team.

This conclusion was reached based on my personal experience, the results of the survey, and how the implemented practices reflected against the theoretical framework. The members thought: that more team building exercises could have been done, that more efficient meetings could have been held, and that the recognition could have been done differently. Hence it is the responsibility of their team leader to organize team building activities and events, to lead the meetings, and to provide the team members with the applicable recognition system, it was concluded that the role of the leader is important due to the complexity and variety of the tasks that need to be managed.

This objective, in the end, combined all of the objectives together and altered the conclusion of the whole research. The primary focus on volunteer team management is sustained but throughout the research the focus has evidently shifted to the role of the leader in volunteer team management. This is an important finding because it showcases the important factors that are essential to know in order to properly manage a team of volunteers.

The findings of this study are straightforward and can rather easily be applied in practice to implement the next action research cycle and to develop the volunteer team management process further. Looking at the suggestions for further improvement one can easily consider the practices that worked for my research this time and the practices that did not in the next research cycle. Hence the research method is action research, these findings can be implemented in many similar situations.

6.2 Contribution and significance of the results

The contribution that this research has made is important for many NGOs that deal with volunteer teams and that rely on volunteers for project management. Volunteer motivations to be a volunteer vary and are crucial for the organization to regard. However, when an organization already has a pool of volunteers that are interested to participate in an internal project the motivation for participation in that particular project also needs to be regarded. The leader of the project, to be able to directly channel the motivations into results, should then regard the motivation.

This research provides the NGOs that deal with volunteers, and especially volunteer teams, an insight into volunteer team management. Understanding the different factors that affect the final success of a project is crucial, especially for an NGO that instils its trust of the project's success upon volunteers. When dealing with a project team of volunteers it can be hard to navigate the factors and their relationships to one another that have such a large effect on the success of the project. Which is what this research has looked into and provided a set of conclusions that explain and summarize these factors in organizing an annual event for AIESEC in Finland.

This is practical in terms of applying the conclusions to develop the same project next year within AIESEC in Finland as well as other similar projects throughout the year. AIESEC in Finland can directly practically benefit from these results by implementing the results into similar research projects. The conclusions are also easily applicable to other volunteer based projects within other NGOs because the nature of a volunteer does not

vary drastically between NGOs, therefore making the result of this research thesis a start for more research into volunteer team management.

6.3   Research limitations

The first factor, and perhaps the most important, that limited my research is the lack of a review of my role from a supervisor within the organization. The analysis and discussion is based on my dairy and my interpretation of the survey results. This is highly subjective and the lack of objective data collection questions the validity of the results.

The length of the survey could have negatively affected the reliability of participant's responses in the survey due to long and tedious process of filling the survey. This could have contributed to data that does not reflect the actual situation and therefore is not reliable. The extent to which this assumption is true is difficult to measure, because of lack of information regarding. The survey did however provide a great overview of the opinions of the team members regarding the project and the team.

The short timeline of the project limited my time as a researcher to develop and work with the team. This also largely affected the thesis process, as the topic focus changed several times throughout the process. The changes took place due to the development of the project but also due to lack of initial focus in the thesis topic. The short timeline and lack of thesis topic focus beforehand limited the research of an in-depth investigation into the objectives and the action research process.

The documents that resulted from this project provide good support for the on-going evaluation and the research that underlines the nature of action research. The documents represent the process and the action steps that were taken to produce a valid base for analysis for this thesis. The documents are however limited and few, limiting the ground for analysis, raising the bias scale, and not providing a 360° perspective.

6.4   Researcher's subjectivity evaluation as the participant of the study

In this research study I am the author of the research thesis, the researcher, and the participant in the research. This brings limitations to the study as my own personal subjectivity highly affects the outcome of the research as both the researcher and the participant. In order to limit the effect of my own personal interpretations I have gathered data from the team members that I was leading in the project that was the basis for this research thesis. The data gathered from them either supports my own interpretations or not and I made

that evident in the evaluation process of the thesis objectives when discussing the implementation process.

I was clear with the team members about the fact that I am doing my thesis based on the project that we were working on but I did not tell them exactly what it was because at first I was still struggling in finding a focus and because, as discussed earlier, the team meetings were always long and focused on only the main issues.

My own subjectivity is also present in the interpretation of the data that I gathered from the survey results because some of the data was qualitative. Analysing and using qualitative data always comes with bias and difficulties and in order to be as objective as possible in my presentation of the qualitative survey results I presented the results in quotes as much as possible to clearly differentiate the data from my personal interpretation.

As a participant in the study I could also understand and sense the situation better than if I was an outsider observing the situation. As the leader I could see how my behaviour influenced the team members, both positively and negatively, but not always instantaneously. A lot of situational understanding came after a time of reflection and looking back, as the time creates a sense of objectivity and allows for a more critical evaluation of one's performance and actions. Looking back at my diary I noted that my memories have faded and the diary served well to refresh them. The diary provided me with excellent insight into the perspective of being inside the project after completing it.

Regarding the objectives that I was researching in this research process I can see more benefit from an action research approach that if I would have applied a more traditional research method. Being the researcher in the research study as a participant has helped me to:
  − understand the synergy of the team and what the team defined as team spirit, as well as to be be a part of it myself,
  − evaluate my leadership techniques and to personally understand the role of the team leader in a team,
  − be a part of the designing of the way that things, like recognition, are done,
  − and learn how to hold a meeting and how important effective meeting management is from experience.

These conclusions could not have been reached and the objectives could not have been understood to the same extent if the research was done from an external perspective in a traditional research approach.

6.5 Further research suggestions

Researching the topic of volunteer team management in an NGO can yield great practical results in the field of volunteer management in NGOs but also volunteer management in other organizations. Nonetheless, focusing on the NGO sector will provide a narrow focus allowing for a more detail research focus, as well as great development opportunities for the NGO sector, that has not been researched nearly as much as the profit driven sector.

If further research on this topic is to be done within AIESEC as well, I suggest taking the internal AIESEC culture into consideration more, and regarding it as the key ingredient of team management. Every organization has its culture and the culture of an NGO is very important for volunteers (FRONTERA 2007, 1, 26). I would actively suggest doing similar research within AIESEC more often as it provides insight not only to the researcher but also to other organizations, and provides benefits for future implementations – since AIESEC has several events recurring annually in Finland.

It is important to regard the nature of this project: an event. Managing a team for an event is different from managing a team with another project and another purpose. That should always be regarded in the literature researched and the evaluation made.

Researching recruitment of a volunteer team for an internal project can yield interesting results in how different recruitment methods contribute to team forming, and perhaps even team development. Recruitment can be researched together with the team management of the recruited team but also separately, to allow for a more focused research. If researched together, the relationship between the recruitment and the team's performance can be evaluated as well.

Doing this research in an action research format is one way of approach but this research can also be done in a more typical research matter and can provide a different perspective for further development of such projects within NGOs as well as other organizations and other types of projects.

6.6 Evaluation of the thesis process

The thesis process began in September 2014, some time after I was appointed the leadership position as the organizing committee president. Visualisation of the thesis process can be seen below, in Figure 10. The idea to use my position for thesis research came early but only after confirmation of a teacher, that it can be used as the basis for a thesis,

did I really start doing the research. At that point I started to look into literature of what I was doing and what research topic could be best for me to look deeper into.

When I started writing the first parts of the thesis in October I had no idea where it would lead me and that it would change so much throughout the process. I knew I wanted to research the human resources aspect of the project, but the focus of volunteer team management in an event in an NGO was realized later on. As the project began and the team and I started to actively organize the event, the thesis process slowed down. After the implementation of the event I took time to reflect on the process and continued my thesis process. During that time the team also had time to fill the team member survey. In the end of February the thesis writing process started once again.

At first, I thought that this thesis would be a project-based thesis or a case study thesis, but then I came across the action research approach. Then, I understood the role that I was playing and how it all related to one another, because the nature of action research is participatory and I played three roles, the team leader, the team member, and the researcher. Therefore, by participating in the research I was an action researcher. Throughout the development of the thesis I gained an understanding of the complexity of the process of doing action research and of the topic that I was researching.
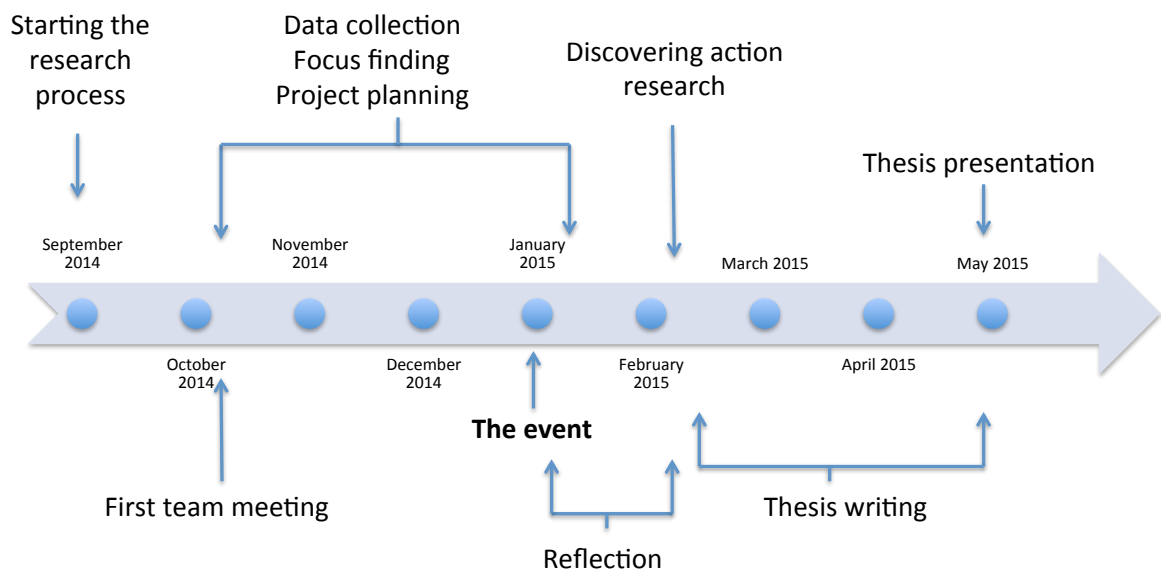
Figure 10: The thesis process

The timeline that I set out for myself in the beginning of my thesis planning process in the autumn of 2014 was realistic, but since the thesis developed throughout the process and some unforeseen circumstances took place I did not follow the original plan. However, I

still judge my time management and implementation to be excellent and within the expected limits.

Since the project that this thesis is based on is an event, the research started in advance, before the event. Only a certain amount of research can be done before the actual implementation of the event, naturally extending the timeline of the thesis process. With this in mind, it is fair to judge that the process was implemented in a satisfactory timely matter and in line with the expected delivery.

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Appendices

Appendix 1. Team member survey post project implementation

OC questionnaire

1. **1. Please rate your overall OC experience** *
   Mark only one oval.

	1	2	3	4	5	
Very bad	◯	◯	◯	◯	◯	Very good

2. **1.1 What do you think was successful in the conference?** *
   Both in the planning process and onsite.

   _____

   _____

   _____

   _____

   _____

3. **1.2 What do you think was less successful in the conference?** *
   Both in the planning process and onsite.

   _____

   _____

   _____

   _____

   _____

4. **1.3 How likely would you recommend others to join an OC team?** *
   Mark only one oval.

	1	2	3	4	5	
Highly unlikely	◯	◯	◯	◯	◯	Highly likely

Team work

5. **2. What team were you in?** *

Mark only one oval.

- ( ) Delegate service & Entertainment
- ( ) Marketing
- ( ) Logistics & Food
- ( ) Finance

6. **2.1 Assess collaboration in the whole OC.** *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Not applicable
Communication with my team mates was very good	( )	( )	( )	( )	( )	( )
Communication with the other members was very good	( )	( )	( )	( )	( )	( )
Team spirit was present all the time	( )	( )	( )	( )	( )	( )
I understood the importance of my role	( )	( )	( )	( )	( )	( )
I had the space to be creative and present my own ideas	( )	( )	( )	( )	( )	( )
My opinion was valid	( )	( )	( )	( )	( )	( )

7. **2.2 Please describe the team spirit in the whole OC team?** *

----

8. **2.3 Every member contributed equally to...** *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Not applicable
Planning of the conference	( )	( )	( )	( )	( )	( )
Decision making	( )	( )	( )	( )	( )	( )
Discussions during OC meetings	( )	( )	( )	( )	( )	( )
The overall success of the conference	( )	( )	( )	( )	( )	( )
Team spirit	( )	( )	( )	( )	( )	( )

9. **2.4 Comment if you wish to share reasons behind you choices**

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10. **2.5 Onsite** *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Not applicable
OC communication was clear	◯	◯	◯	◯	◯	◯
I knew what was going on all the time	◯	◯	◯	◯	◯	◯
Problems were solved quickly and efficiently	◯	◯	◯	◯	◯	◯
I knew my responsibilities	◯	◯	◯	◯	◯	◯
I knew who to ask if I needed help	◯	◯	◯	◯	◯	◯
I felt I could always ask for help	◯	◯	◯	◯	◯	◯

11. **2.6 Comment if you wish to share reasons behind you choices**

Motivation and rewards

12. **3. What motivated you to perform before and during the event?** *

----

13. **3.1 Did the stars reward system motivate you to work better?** *

Mark only one oval.

◯ Yes

◯ No

14. **3.2 If NO, what would be a motivation and reward system that would work for you?**

----

15. **3.3 If YES, what about it particularly motivated you?**

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16. **3.4 How well did the team members... ***
Mark only one oval per row.

	Very bad	Bad	Okay	Good	Very good	Not applicable
Deliver tasks on time	⬭	⬭	⬭	⬭	⬭	⬭
Helped other team members	⬭	⬭	⬭	⬭	⬭	⬭
Asked others for help	⬭	⬭	⬭	⬭	⬭	⬭
Showed team spirit	⬭	⬭	⬭	⬭	⬭	⬭
Demonstrate active participation	⬭	⬭	⬭	⬭	⬭	⬭

17. **3.5 Who do you think was the most active person in the OC team? ***
Who would deserve an award?

_____

Personal profile and individual contribution

18. **4. Do you feel like the personal profile criteria were applicable for your role in the OC? ***
Proactive, responsible, decision-maker, curious, creative, organized, helpful, team member
Mark only one oval.

⬭ Yes, totally

⬭ Could be better

⬭ No, not at all

19. **4.1 How can they be improved? ***
Suggest if they should be changed, shortened, or better defined

_____

20. **4.2 Do you think that you were proactive during the planning process of the conference? ***
Mark only one oval.

⬭ Yes, I asked if there was anything else that could be done

⬭ A bit, I wanted to know what was happening but I didn't offer help

⬭ No, I didn't offer help to anyone and I just did what was written in the job description

21. **4.3 Evaluate your own contribution to the conference's success.** *

Do you feel like you did your best to make this conference a success? Were you proactive? What could you have done better?

....

....

....

....

....

Job description and responsibilities

22. **5. From your experience, what were your duties/responsibilities?** *

What was included in your job description from your experience? Not looking at the JD file I gave you.

....

....

....

....

....

23. **5.1 How much time did you spend on your OC role work during the planning stage?** *

Per day or per week

....

24. **5.2 Looking at the set timeline, was it realistically planned compared to what actually happened?** *

If no, why?

....

25. **5.3 Onsite, did you feel that you could answer delegate's questions?** *

Mark only one oval.

◯ Yes, I felt comfortable

◯ No, I felt lost if anyone asked me anything

◯ I don't know

Meeting management

26. **6. Onsite OC meetings were** *
    Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Not applicable
Informative	⬭	⬭	⬭	⬭	⬭	⬭
Productive	⬭	⬭	⬭	⬭	⬭	⬭
Useful	⬭	⬭	⬭	⬭	⬭	⬭
Boring	⬭	⬭	⬭	⬭	⬭	⬭
Too early	⬭	⬭	⬭	⬭	⬭	⬭
Unnecessary	⬭	⬭	⬭	⬭	⬭	⬭

27. **6.1 Other**

    ....

28. **6.2 Planning stages OC meetings were** *
    Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Not applicable
Informative	⬭	⬭	⬭	⬭	⬭	⬭
Productive	⬭	⬭	⬭	⬭	⬭	⬭
Useful	⬭	⬭	⬭	⬭	⬭	⬭
Boring	⬭	⬭	⬭	⬭	⬭	⬭
Unnecessary	⬭	⬭	⬭	⬭	⬭	⬭

29. **6.3 Other**

    ....

30. **6.4 Suggest further improvements for OC meetings.** *

    ....

OCP

31. **7. Rate your OCPs performance** *
    Mark only one oval.

	1	2	3	4	5	
Poor, unorganised and lost, unable to lead the team	⬭	⬭	⬭	⬭	⬭	Very good, well organised and leading the team in the right direction

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32. **7.1 Did you feel support from your OCP? ***
Mark only one oval.

- ( ) Yes
- ( ) No

33. **7.2 Did the OCP provide you with all required information that was needed for you to do your job? ***
Mark only one oval.

- ( ) Yes
- ( ) No
- ( ) I could have used more help

34. **7.3 The OCP showcased ... very well. ***
Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Not applicable
Team spirit	( )	( )	( )	( )	( )	( )
Support	( )	( )	( )	( )	( )	( )
Helpfullness	( )	( )	( )	( )	( )	( )
Leadership	( )	( )	( )	( )	( )	( )
Availability	( )	( )	( )	( )	( )	( )
Enthusiasm	( )	( )	( )	( )	( )	( )
Problem solving attitude	( )	( )	( )	( )	( )	( )
Team building management	( )	( )	( )	( )	( )	( )
People management	( )	( )	( )	( )	( )	( )

35. **7.4 What could the OCP have done better? ***
In any aspect of the whole process.

_____

_____

_____

_____

_____

Final page!

36. **8. Please give any other comments to the overall work of the OC, OCP, and the team as a whole.**
Any suggestions for further improvement or something that was done particularly well, or just a remark about any arrangements.

_____

_____

_____

_____

_____

Appendix 2. Checklist of an effective team

Instructions: *Read each statement pair, then tick the box to show your assessment of the team for that characteristic. For example: if the atmosphere is always 'informal and comfortable' and people are always 'involved and interested', tick box 7 for the first statement pair.*								

Ineffective teams	Tick one box for each statement pair							Effective teams
	1	2	3	4	5	6	7	
The atmosphere reflects either indifference or boredom – for example people whisper to each other	☐	☐	☐	☐	☐	☐	☐	The atmosphere tends to be informal, comfortable. People are involved and interested
Only a few people talk. Little effort is made to keep to the point of the discussion	☐	☐	☐	☐	☐	☐	☐	There is a lot of discussion in which everyone takes part. Everyone keeps to the point
It is difficult to understand what the group task is	☐	☐	☐	☐	☐	☐	☐	Everyone understands the task that has to be done
People do not really listen to each other. Some ideas are not put forward by the group	☐	☐	☐	☐	☐	☐	☐	The group members listen to each other. Every idea is given a hearing
Disagreements are not dealt with effectively. Things are put to the vote without discussing them. Some people are unhappy about the decisions made	☐	☐	☐	☐	☐	☐	☐	There is disagreement- the group is comfortable with this and they work together to resolve it. Nobody feels unhappy about decisions made
People are not open about what they are thinking. They grumble about decisions afterwards	☐	☐	☐	☐	☐	☐	☐	People feel free to criticize and say honestly what they think
One or two people are dominant. What they say goes	☐	☐	☐	☐	☐	☐	☐	Everybody knows how the others feel about the issues being discussed
Nobody takes any interest in what has to be done, and they do not offer help to others	☐	☐	☐	☐	☐	☐	☐	When action needs to be take, all the participants are clear about what has to be done and they help each other
Only one or two people make the decisions. Leadership is not shared	☐	☐	☐	☐	☐	☐	☐	Different people apply leadership skills from time to time

Appendix 3. Meeting tips before the meeting

Meeting Tips for *before* the Project Meeting

Purpose

- Be sure you have a clear idea od the purpose of the meeting, and that you can articulate exactly what you hope to accomplish.
- Avoid "one way" meetings, where the only purpose is indoctrination. If you do not want group input, you probably do not need a meeting. There are more efficient ways to communicate one-way information.

Agenda

- Distribute the agenda in advance, ask for input, and highlight any work you expect people to do before the meeting.
- At the top of the agenda, state the meeting time, place, and date (some people will never read beyond this).
- For each part of the agenda (and the meeting as a whole) specify:
    o The subject
    o The process you will use (brainstorm, discuss, multi-vote, etc.).
    o Who will lead of facilitate this part of the meeting.
    o The expected time you anticipate spending on this item.
    o The expected deliverable (what will be the output of this section).
- Send out a reminder on the meeting day, or the day before.

Venue

- For projects that require short, frequent meetings, consider holding there in a room without a table, or with high stand-up table. Stand-up meetings tend to be faster than sit-down meetings.
- For major project of long duration (say, nine months or more) see if you can use persuasion sills to obtain a room dedicated to your project. Some organizations refer to these as **war rooms**, but we suggest the term **project room** because it has a more positive connotation. The walls of the room can display team member photos, diagrams depicting the end product, up-to-date project status charts, etc. Be sure to allow space for whiteboards and wall-mounted butcher paper the team can use to generate ideas and analyze emerging issues.
- Post your team's ground rules in the meeting room.
- Assemble a facilitation kit with flip-chart markers, whiteboard markers, various sizes and colors of sticky notes, masking tape, extra pens and pencils, paper, adhesive backed colored dots, and anything else that you might require in a meeting. Take this box with you to each meeting, or leave it in your meeting room.
- Especially if your meeting is planned for more than 90 minutes, arrange to serve refreshments; no one will need to leave the room for food or drink, and your meeting will have a more positive tone.

Appendix 4. Meeting tips during the meeting

Meeting Tips for *during* the Project Meeting

Setting the Stage

- At the start of the meeting, review the agenda, objectives, expected deliverables, and previous meeting's accomplishments.
- Establish a context for each meeting by noting where the team is in the project plan.
- Prepare a flip chart of the agenda (with time estimates) that you can then post on the meeting room wall. This helps keep everyone focused and allows you to track progress.

Process

- When you use a particular process, make the step in the process visible (list them on the flip chart or whiteboard, e.g., silent reflection, record on sticky notes, share in round robin).
- Make meeting *progress* visible by keeping notes on a flip chart or whiteboard (i.e., have a scribe). Consider having two scribes, one to keep notes on the flipchart and one to record notes on a laptop.
- If you are the scribe, your job is to record, not edit! If you want to paraphrase, ask for permission and if you unsure, ask for clarification.
- Encourage balanced participation by paying attention to people's levels of involvement, and draw everyone in by using subgroups, round robins (each person in turn offers *one* idea or contribution), structured brainstorming, affinity diagrams, and colored dot votes, or simply asking questions such as: "Ling, you've been quiet, would you mind sharing your opinion on this matter?"
- If you use a process that will divide the team info groups, remember it takes time to disperse as well as reassemble. Build time into your agenda to reflect this. We offer a number of techniques for engaging team participation throughout this book.
- Use presentation software (e.g., PowerPoint) sparingly; it can discourage involvement by creating a one-way communication climate, and it can seldom capture the richness of data or idea needed for group decision making. Heed the warning of Thompson, who claims "PowerPoint Makes You Dumb."
- Create a wait list or **parking lot** to capture important issues that do not fit with the current agenda but should be discussed later.
- Keep team members on track. If you think they are meandering away from the issues at hand, remind them of the goal of the discussion.
- Humor is your friend! One project team had two mascots, a stuffed rat and a stuffed horse. They were placed in a box of meeting supplies the project leader brought to every meeting. If anyone on the team felt someone else on the team was revisiting issues, they were encouraged to retrieve the horse from the box and place it in the center of the meeting table. This signified that someone was "beating a dead horse." In a similar way, the rat was used to indicate that the discussion was heading "down a rat hole" – diverging from the intended topic. Small elements of humor can refresh a team and keep the atmosphere positive.
- Critique the meeting ("What worked well or not so well about today's meeting?" or "How did we do today with respect to our group rules?") and ask for input on what to accomplish at the next meeting.

Timing

- Under most circumstances, stick to your schedule and end the meeting on time. If it appears the meeting may need more time, ask participants in advance if they would be able to stay for a specified number of additional minutes.
- Keep it short. Although all-day or half-day planning workshops can be very effective vehicles for project initiation and planning, they probably are not appropriate

for most ongoing progress and problem-solving meetings. Try to keep meetings under 90 minutes or you may be viewed as a close of Dilbert's boss.

Appendix 5. Meeting tips after the meeting

Meeting Tips for *after* the Project Meeting

- Spend three minutes thinking about what you could have done to make the meeting better. Record these improvement ideas in a small notebook and review it periodically. In a very short time you will discover that you are running better, more productive project team meetings.
- Write the minutes, or have someone else do it… soon! It is amazing what will be forgotten or redone without documentation.
- Update and publish your issues log.
- Follow-up on action items.

Appendix 6. Meeting planning notes

First OC meeting: 30 October 18:00

- GTK introduction 12min
  - Names and questions (60seconds/each)
  - My introduction
- NatConf'15 introduction 15min
  - What do you remember?

DISCLAIMER: not everyone got what they wished for.

- Job allocation 5min
- JDs & timeline 20min
  - Questions
  - Explanation of the timeline step by step
  - Deadlines for sign-up for alumni and delegates
- Team meetings within OC 10min
  - Team activity implementation 10min
- Team building game or two 10min
  - Helium stick
  - Trust: falling into the hands of others
- Marketing materials 5min
- ACCESS 5min
- Expectation setting and feedback 15min
  - Feedback – just discuss
  - Do the objectives/vision relate to your personal vision and objectives of this experience?
  - How would you want to communicate and work together?
  - How do you want to decide when the next meetings will be held?
  - Do you want me to provide you with theoretical base for your committees?
- Open space (?)min
- Homework: 10min
  - All: start to outline the contingency plan
  - Delegates and entertainment team:
    - Meeting with me: alumni
  - Finance:
    - Meeting with me: transfer medium, fees (2-3 fees) and deadline (alumni and delegates)
    - Introduce the budget to all other committees
    - Introduce us all to three potential payment mediums
    - Set rules
  - Logistics & F&B: Introduce what we have, where will the GD take place and what is the agreement, what will the catering look like and what will you do next
  - Marketing:
    - Start investigating where and how you will carry out your marketing campaign
    - Identify major sponsor companies you plan to contact
    - What communication will the WHOLE team use when communicating with stakeholders and within the team
    - What is ACCESS doing right or wrong? Short introduction.
- Next OC meeting

Second meeting: 5 November 18:00

- Committee presentations: homework
  - Finance
  - Marketing
  - Logistics
  - Entertainment
- How well did all do on their tasks?
  - Could it be better? Why did/didn't succeed?
  - What is our standard?
- Performance targets
  - What is success?
  - How do you want to be recognized/rewarded?
- Homework: make personal/team timelines with goals

Third meeting: 20 November 18:00

Theme: What things SHOULD/CAN be done before Christmas?

- … punishments
- Visualize calendar for everyone with important dates
  - Work on it during
- Team updates
  - Marketing! What is up?
    - Previous homework
    - How, where, when
    - Drafts for Facebook posts
    - Sponsors
    - ACCESS analysis
    - What about the goods to sell?
  - Delegate services
    - Sign up sheet
      - Confirm
    - Alumni communication
      - Confirm
      - Send
  - Finance
    - Changes
    - Paying link
    - Cancellation policy
    - Should we make MC pay dinner cost? (Can we?)
- Logistics
  - Contact catering,
    - Tell when we will know # of people (1 month?)
    - Ask how much we can change that # for the coming month?
    - Ask when they will need the payment? (1 week?)
    - Can we bargain delivery fee?
  - Ask Hotel Haaga
    - How it will be with table allocation/chairs?
    - How the cooperation with our own waiter staff will work?
    - What kind of AV equipment they have?
    - What can we get for free?
    - How much would they rent it for us?
    - (What MC needs will come later but we should be prepared)
- How do we pitch NatConf in ACCESS?
  - 10 min
  - how, who, what, slides?

- Rules, performance targets, and feedback (Recognition stars)
- Next meetings
- T-shirts
- Role call vote
- Picture taking
- GIVE HW:
    - Do the Leadership style self assessment and the strength finder

Fourth meeting: 27 November 18:00

- ACCESS
- Logistics
- Finance
- Marketing/Sign-ups
- T-shirts
- Role call

Fifth meeting: 3 December 18:00

- Punishments!!!
- What should have been done:
    - Sponsors?
    - Marketing?
    - Catering and service?
    - Party themes?
    - Finance timeline?
- Personalities and teamwork
    - How has your teamwork been going? Cooperation? Doing things on time?
    - Results
        - Who is who?
        - Chart
        - What are our weaknesses?
        - How can we use that to our advantage?
- Rolecall
- HW: Leadership test by end of the week.

Last meeting of the year: 18 December 18:00

- No one needs to pay
- Who is here for the holidays? Call Alumni.
- Catering the conference
    - Options
    - Cost
    - Decide
- Gala Dinner
    - Inform about the logistics
    - Service type
    - Decide
- Transportation
    - Busses or public?
    - Decide
    - Ask Natalya about MC announcement, transportation etc.
    - Email all registered alumni to bring avec
    - Inform Shanshan about reunion and logistics
    - 30-40 places left

- o Call mum about emboroiding hats
- Venue
  - o Fire department news?
  - o Inform the rest of the logistics
  - o Rescue plan
  - o Security plan: Christmas
  - o Room allocation: Christmas
- Marketing
  - o Stuff
  - o Sponsors?
  - o Plan for the rest of the year?
    - Christmas
    - NY
    - Deadlines
  - o Purchasing?
- Delegate booklet
  - o 5th Jan: draft
  - o Deadline, 10th Jan
- Parties
  - o Purchasing?
  - o Next year
- JDs and time
- Role call
- Pictures

Final meeting before conference: 12 January 18:00

- Transportation
  - o Time, address, arrangements
- Food
  - o Invoices?
  - o Pick up?
  - o Materials
  - o Dinner Friday
  - o Sunday lunch
  - o Saturday lunch
- GD
  - o Decorations
  - o Projector
  - o Announcement
  - o Table cloths
- Security/fire department stuff
- Fire alarms
- Materials
  - o MC sessions stuff
  - o Sugar cubes
  - o Plastic bags for MC election
- Delegates:
  - o Nametags
  - o Registration lists
  - o Party decorations
- What were your duties, how long time did it take you to do them:
  - o Deadline: 25th
- Agenda and on-site schedule
- Rolecall

FINAL MEETING: 29 January 18:30

- Thank you!
- Delegate feedback summary
  - Fulfilled delegates expectations? – YES
  - Over all experience 1-5 – 4,31
  - OC performance 1-5 – 4,23
  - OC do good:
    - Organized
    - Smooth work
    - GD
    - Spirit
    - At the right places in the right times
    - Signs
    - 1 venue – easy
    - Transportation logistics
    - Food organization
  - OC do bad:
    - Late booklet
    - More info of what to bring
    - Late food
    - Pay procedure: no receipt or confirmation
    - Dirty floor, not nice to sleep on
    - Less chicken
    - No Wifi for everyone
    - No sponsors
    - More stuff to buy/sell
    - Didn't like the packages
  - Delegate booklet info 1-5 – 4,31
  - Did we answer questions? – YES! 1no/13
  - Venue food arrangements experience 1-5 – 4,15
  - GD transportation arrangements 1-5 – 4,92
  - Special diets accommodation 1-5 – 4,5
- Finance – we are screwed
- Volunteers recommendation letters!
- R&R
  - Stars
  - After OC feedback
- OC feedback – coming up!
- What would you like to forward to MC in my report?

Appendix 7: The results of the team efficiency evaluation

20.11.2014

Ineffective teams	Tick one box for each statement pair							Effective teams
The atmosphere reflects either indifference or boredom – for example people whisper to each other	1	2	3	4	5	6	(7)	The atmosphere tends to be informal, comfortable. People are involved and interested
Only a few people talk. Little effort is made to keep to the point of the discussion	1	2	3	4	5	(6)	7	There is a lot of discussion in which everyone takes part. Everyone keeps to the point
It is difficult to understand what the group task is	1	2	3	4	5	6	(7)	Everyone understands the task that has to be done
People do not really listen to each other. Some ideas are not put forward by the group	1	2	3	4	5	(6)	7	The group members listen to each other. Every idea is given a hearing
Disagreements are not dealt with effectively. Things are put to the vote without discussing them. Some people are unhappy about the decisions made	1	2	3	4	5	(6)	7	There is disagreement- the group is comfortable with this and they work together to resolve it. Nobody feels unhappy about decisions made
People are not open about what they are thinking. They grumble about decisions afterwards	1	2	3	4	5	6	(7)	People feel free to criticize and say honestly what they think
One or two people are dominant. What they say goes	1	2	3	4	5	6	(7)	Everybody knows how the others feel about the issues being discussed
Nobody takes any interest in what has to be done, and they do not offer help to others	1	2	3	4	5	(6)	7	When action needs to be take, all the participants are clear about what has to be done and they help each other
Only one or two people make the decisions. Leadership is not shared	1	2	3	4	(5)	6	7	Different people apply leadership skills from time to time

Appendix 8: Sheet of stars given out between the team members

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