# MOTIVATION AND KNOWLEDGE SHARING

# THROUGH SOCIAL MEDIA

# WITHIN A VOLUNTARY ORGANISATION

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# ABSTRACT

Social media like Facebook provides people with a platform for staying in contact with strong and weak ties. But it also connects potential ties and thereby bridges structural holes. Because of these connections, people use the platform for knowledge sharing in Facebook groups.

This thesis will on the base of a model of social capital, motivation theory and through a survey, provide evidence for what motivates people within a voluntary organisation to share knowledge on Facebook. The voluntary organisation used as case example is *Det Danske Spejderkorps* (The Danish Guide and Scout Association).

The research finds that volunteers share knowledge in Facebook groups because they fundamentally enjoy helping others, as volunteers are intrinsic motivated. Facebook further allows volunteers to get in contact with people and through them, get access to knowledge they would not otherwise have. This is the prime motivation for why volunteers use Facebook for sharing knowledge. Finally norms and trust were found to be passed on from the voluntary work done in the offline world and over into the Facebook groups. Due to these norms and trust, volunteers are motivated to share knowledge, because they expected that their help will be reciprocated by another member of the group. Factors like reputation, confidence and commitment were not found to be motivational factors in this research.

Keywords: Knowledge sharing, motivation, social media, Facebook, social capital, volunteer, voluntary organisation, Det Danske Spejderkorps (DDS)

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# 1 INTRODUCTION

With the wave of Web 2.0 many new tools for collaboration and knowledge sharing have seen the day. Tools also known as *Social media*. Social media is one of today's most used buzz words and a Google search returns over 1.210.000.000 hits[1]. We are all daily faced with social media as a more and more integrated part of our everyday life, and it therefore has intense focus from the media, practitioners, education institutions and researchers. The key reason for social media's success and profound focus is that it can link people together, and thereby support the interaction in knowledge creation (A. McAfee, 2009) and knowledge sharing. Social media is therefore a naturally choice to bring into organisations. Researchers even talk about the Social organisation, as "*one* (an organisation) *that strategically applies mass collaboration to address significant business challenges and opportunities*" (Bradley & McDonald, 2011:5).

## 1.1 RESEARCH PROBLEM

It is however established among practitioners and researchers that just providing an organisation or a group of people with social media, isn't the golden nugget to enhancing knowledge sharing and collaboration. In order to gain this success, people need to be motivated to use these media for knowledge sharing. Research done in the area of motivation in knowledge sharing through social media, has in my literature review been found to be done in organisations related to the public sector and professional settings (Ardichvili, Page, & Wentling, 2003; Hsu, Ju, Yen, & Chang, 2007; H. Lin, 2007a; H. Lin, 2007b; N. 1. Lin & Nan, 2001; Nahapiet & Ghoshal, 1998; Nielsen, 2013; Wasko & Faraj, 2005). There is therefore a gap in previous research when it comes to what motivates people to share knowledge in a voluntary setting. This gap is a very interesting area of research as there are fundamental differences between voluntary and professional organisations in their management and culture. This will influence the motivation factors, which will be different in each setting. Because of these differences voluntary organisations lack the barriers and democratic processes of the professional organisation, but do on the other hand have their own to be aware of. This difference can make voluntary organisations more fit to adapt to the use of social media to support the voluntary work. Thereby cheaper and faster harness the power and value of social media, and becoming a social organisation. The area of research is very relevant as 1,8 million Danes (35% of the Danish population) perform voluntary work (Center for frivilligt socialt arbejde, 2015). The results will be able to give an insight to voluntary organisations on what motivates their many volunteers to use social media for sharing knowledge. Insight which they can apply strategically in order to become a social organisation fit for today's environment.

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[1] 15-09-2015

I have most of my life been a member of the scout association *Det Danske Spejderkorps* (DDS), a child and youth organisation driven by voluntary forces. In my adulthood I was for a period of time involved in a local scout group as a leader for a group of children. In this period I was committed to enhance knowledge sharing internally in the scout group. To help myself and the other volunteers in our work by making the reoccurring tasks easier. The approach I used was to make standard work forms and codify knowledge, published on the group's webpage. But the work was often not used by others than myself, which puzzled me! Because I did it to help my fellow leaders by trying to reduce time spend on finding information. I therefore personally finds it really interesting to take the motivational research on knowledge sharing, conducted in professional organisations and settings and see how it applies to a voluntary setting. DDS therefore seemed like a perfect choice as case study for this thesis.

My involvement in DDS was also the reason why I signed up on Facebook years back. I was new in the scouting community in Copenhagen, so my social network here was weak. As a result I missed out on information and a number of social scout events, as these were only posted on Facebook. With presence on Facebook my social network instantly grew and so did the information I received. Since then I have followed several scouting relating groups and observed the use of Facebook in the organisation as a whole. Facebook is without a doubt my most important place for getting information about trips and events coming up, which is what I seeks from this community. Facebook was, based on this, chosen as the social media case example.

## 1.2  RESEARCH APPROACH

A research paper by Wasko and Faraj (2005) presents a model of motivation for knowledge contribution in an online community, a model based on the concept of social capital. Their research was conducted in a professional association, and they question in their research paper if the social capital model could be applied to a online community of not professional nature. It therefore seems natural to use Wasko and Faraj's research framework (Wasko & Faraj, 2005) to the case of this thesis. A survey will be used to collect the needed data.

## 1.3  RESEARCH QUESTION

Based on the research problem and research approach, the research question for this thesis is;

> Based on the concept of social capital, what motivates volunteers to share knowledge on Facebook within a voluntary setting

To answer the research question six hypothesis will be researched and tested. These are stated below, and will be further introduced later in the thesis.

H1: Individuals who perceive that participating will enhance their reputation in the community will be motivated to contribute to the electronic network of practise

H2: Individuals who enjoy helping others will be motivated to contribute to the electronic network of practise

H3: Individuals will be motivated to contribute to the electronic network of practise, because it gives access to knowledge and people they would not otherwise have

H4: Individuals will be motivated to contribute to the electronic network of practise if it makes them have confidence in oneself

H5: Individuals who are committed to the network will be motivated to contribute to the electronic network of practise

H6: Individuals who are guided by the norm of reciprocity will be motivated to contribute to the electronic network of practise

## 1.4 DELIMITATION

Wasko and Faraj (2005) research included looking at the actual knowledge contribution happening in their case community. They also looked at how usefully the contributions were. This research will not look at actual knowledge contribution, only at what motivates volunteers to share knowledge.

This research look into a knowledge sharing community that have emerged bottom up. The initiatives for knowledge sharing have emerged from the volunteers, and is not formally appended on them from the organisation. The aim of the research is therefore not to identify how a voluntary organisation should plan and support the use of social media. It is however an important area of research, as a voluntary organisation fundamentally has another structure than professional organisations, and there will be differences to be aware of.

## 1.5 THESIS STRUCTURE

In order to research and find an answer to the research question, this thesis will be structured as followed. The first part of this thesis will give an introduction to *Det Danske Spejderkorps*, social capital, social media including Facebook, knowledge and knowledge management. These introductions to concepts and theory will found the base for the area of research. Another important foundation for answering the research question is motivational theory, which this part also will cover. The motivational part will give an

introduction to motivation in general, motivation for people being volunteers and why people in general share knowledge online. This introduction will lead to the presentation of the research model and hypothesis guiding the research of this thesis.

Second part, will discuss how this research was conducted and analyse the results of the research. This will form the basis for the discussion and in the end the conclusion to this research and thesis.

## 2 DET DANSKE SPEJDERKORPS

*Det Danske Spejderkorps* (DDS) or The Danish Guide and Scout Association was founded in 1909, and is a child and youth organisation. DDS is, through membership of the The Danish Scout Council, a part of the World Organization of the Scout Movement (WOSM). WOSM is based on the principles of *Scouting for boys* written by Lord Baden-Powell in 1908. The movement is made up of 161 National Scout Organisations (NSOs). These NSOs are located in 223 countries and territories, and count over 40 million members around the world, making it the largest youth movement in the world (WOSM, 2015). About seven million members of WOSM are adults volunteers involved in the scouting work (WOSM, 2015). Based on the principle for scouting stated by WOSM, DDS has the following object (Det Danske Spejderkorps, 2015);

> *Det Danske Spejderkorps objective is to develop children and adolescents to be conscious, independent humans, whom willingly and to the best of their ability take on a humane responsibility in the Danish society and in the world*

This is achieved through the *Scout method (Det Danske Spejderkorps, 2015)*, which describes; the educational approach to the activities, the working/teaching method and the way it is guided. The scout method in DDS are based on eight principles; Experiences, Learning by doing, Patrol (team) system, Outdoor activities, Values, Co-decision and responsibility, Activities and skills, and the Life of the community.

A sum up of the most important elements in the scouting idea has been gathered in the acronym KAFSU.

> **K**ammeratskab *(*Solidarity*)*
> **A**nsvar *(Responsibility)*
> **F**riluftliv *(Outdoor activites)*
> **S**jov *(Fun)*
> **U**dfordringer *(Challenges)*

Members of DDS are children, adolescents and adults, whom promise to comply with the S*cout law,* which is stated in DDS as the following:

> *Whom, who are a part of the scouting community, do one's best to*
> - *find one's faith and respect others'*
> - *protect the nature*
> - *be a good friend*
> - *be considerate and help others*
> - *to be trustworthy*
> - *to listen to others opinion and generate one's own*
> - *take responsibility in family and community*

DDS has 28.414 members, whereof 6.491 are over the age of 23 (Appendix 11). As DDS is a child and youth organisation, there is on paper a defining line at the age of 23, where members are formally changing from users of the organisation to become volunteers. There are however many in the age group from 16-23 who do voluntary tasks in addition to their own scouting activities, an age group which counts 3.381 members (Appendix 11). So the volunteer pool are larger than the 6.491, of those over 23. Most members start at the age between eight and ten, and grow up with the scouting method and the values of the scout law. The better part of those whom are volunteers in DDS, were a member as a child or adolescent. The profession of the volunteers are very widespread, and the line of business for many have been chosen after becoming a member of DDS. In my own network there is however a tendency to be an overweight of academics. This is likely a result of Copenhagen being an university city. A lot of the volunteers in DDS in the Copenhagen area, me included, have moved here to study. When they move here they seek out the scouting community to form a social network in addition to their studies.

The work performed in DDS are primarily driven by voluntary forces. In May 2015 only 32 employees were on payroll at the association office (DDS.dk), which is shared with *The Green Girl Guides of Denmark,* and about half of the staff are student assistants. All other levels of DDS are driven by voluntary forces, so there are naturally many different kinds of voluntary work to get involved with. Basically everything that needs to be addressed to get DDS running, needs a voluntary hand. At the top level of DDS, members can get elected

to be a part of the *association board* for a two year period at the time. Besides the board a list of committees work with specific projects and support their area of expertise. There are committees for training, communication, relations, activities, life in scout groups and properties. Both the board and the committees are cross regional and cover the whole association. More locally there are the *division* and the *local scout group*. The division is a network of local scout groups in a given area. A division has its own division board, whose task is to support the local groups in their daily work and to create linkage between the local groups. The local scout groups are where the children and adolescence experience the essence of scouting. Here volunteers also have multiple options of work to get involved with. The local scout groups have their own boards, which also includes parents involvement. But what is probably most associated with being a volunteer in DDS in the public view, is being a scout leader. A scout leader has the responsibility to plan and execute activities for the children, based on the scouting method, the objective and the scout law. In DDS there are therefore voluntary posts to both them who like the practical work with the children and to those who are interested in the paper based and political work. A point we will return to later, when looking at what motivates the volunteers to perform voluntary work. Because the voluntary posts are so diverse in character they also varies in how much time is spend on the job on an average week. A lot of people use a couple of hours every week, especially those who have planned activities with children every week. In addition to the already mentioned voluntary posts, DDS also have a large pool of volunteers who every now and again step in, in order to help with a specific project, event or activity. These are often scouts who has scaled down their activity level in the organisation, in order to pursue other aspects of their life, career, family or other interest, but who still enjoys and seek out the social network and involvement.

**My scout uniform and scarf**

What is often associated with scouts are the uniform and the scarf. The uniform in DDS is navy blue and the scarf is in colours according to which specific scout group a member is connected to. These two elements are visible artefacts making it possible to identify each other in the public forum, and they support the sense of community. All over the world scouts wear uniforms and scarf's, so even when abroad members of the scouting movement are easily recognisable. When meeting another with a scout uniform and/or scarf, members know that they both belong to the same social network, and that they share values and interests. Making it easy to start off a conversation and interaction, although just met. Because the culture and values of scouting are deeply rooted in adult members of DDS, members social network often include a number of scouts, and many settle down and get married to a fellow scout. Scouting is a profound and important part of DDS's members life and a large part of their identity.

# 3 SOCIAL CAPITAL

Social capital has been defined as *"the sum of the actual and potential resources embedded within, available through, and derived from the network of relationships possessed by an individual or social unit"* (Nahapiet & Ghoshal, 1998 : 243), and is therefore both a cause and an effect (Ellison, Steinfield, & Lampe, 2007). The core idea is that social capital has value, just like physical and human capital (Putnam, 2000). To get a better grasp at what social capital is let's take a look at the two other forms of capital. Physical capital is created when things are made; when material changes into a product that adds value (Coleman, 1988). Human capital, also called intellectual capital by some researches (Nahapiet & Ghoshal, 1998), lodge in a person and is created when a person learns new skills. Human capital is therefore created when a change happens in a person's abilities (Coleman, 1988). Social capital refers to the connections between people (Putnam, 2000) and is created when changes appears in the relationships between these connections (Coleman, 1988). As social capital inheres in the structure of the relationships between and among people, it is less tangible than the other two forms of capital presented. The term social capital originates from studies done in communities, like city neighbourhoods, and highlighted the central importance that social capital has on the ongoing survival of a community (Nahapiet & Ghoshal, 1998). It was found that social capital was very important for human capital to be created in these communities (Coleman, 1988).

Social capital consist of multiple attributes, with two elements in common; *"they all consist of some aspects of social structures, and they facilitate certain actions of actors ... within the structure"* (Coleman, 1988: 98). These attributes consist of Obligations, Expectations, Trust, Information channels, Norms and Effective sanctions (Coleman, 1988), which will differ from network to network. Because of the specific character of

these attributes, social capital has an impact of peoples actions and thereby their motivation in a specific network.

Researches distinguish between two types of social capital, based on the function that the social capital has in a given network or situation. These distinctions are *bridging* (or inclusive) and *bonding* (or exclusive) social capital (Putnam, 2000). Where bonding is good for "getting by", bridging is crucial for "getting ahead" (Putnam, 2000). Bonding social capital is referred to as exclusive because it exist between strong ties, a concept we shall return to later, where a strong culture already exist and enforce this tightness. Bridging social capital focus on external relations and are thereby good for supporting linkage to external people (Johnston, Tanner, Lalla, & Kawalski, 2013; Putnam, 2000). Most networks simultaneously bridge and bond at the same time along different social dimension. So it is not a matter of "either-or" in a network, but more about to what extend the two forms appear in a network (Putnam, 2000).

Closely related to social capital is *Social Networks,* as these are the networks and structures that social capital embed in. *Social networking* is based on the idea that society exists as a structured set of relationships between people (Johnston et al., 2013). Social networks is not a recent phenomenon, but has roots in the book *Principles of Sociology* from 1875 (Gyldendal, 2009). But with the wave of Web 2.0 and Social Media, the concept has sparked a new life. *Online social networking* is defined as "*virtual communities which interact and pool resources through computer-mediated relationships"* (Johnston et al., 2013). However the predominant notion today is just *Social Network*, and when mentioned, it is associated with or perhaps even synonymous with the world largest Social Networking Site (SNS): Facebook, which we will return to later.

# 4  WHAT IS SOCIAL MEDIA?

Web 2.0 and Social media are highly used words, used in conjunction and often interchangeable. In this section we will look closer at the two concepts and how they interrelate, in order to define the term Social media.

The term Web 2.0 was coined by O´Reily (2007) in the aftermath of the bursting of the dot.com bubble. The coining was based on the observation that the companies surviving the burst and the new sites that kept popping up, had some features in common. O´Reily defined it like followed in 2005;

>  *"Web 2.0 is the network as platform, spanning all connected devices; Web 2.0 applications*
>  *are those that make the most of the intrinsic advantages of that platform: delivering*

*software as a continually-updated service that gets better the more people use it, consuming and remixing data from multiple sources, including individual users, while providing their own data and services in a form that allows remixing by others, creating network effects through an "architecture of participation," and going beyond the page metaphor of Web 1.0 to deliver rich user experiences"* (O´Reily, 2005)

The term has since then been heavily discussed, as this definition is quite broad (Stenmark, 2008). For is the concept new, can we talk about a new version of the internet? The internet was originally made to be *"a pool of human knowledge, which would allow collaborators in remote sites to share their ideas..."* (Berners-Lee, Cailliau, Luotonen, Nielsen, & Secret, 1994:76). The reason for the talk of a new version of the internet is due to the fact that the so called Web 1.0 didn't support the interaction, that the web was originally thought to deliver. Mainly due to lack of editing capabilities (Stenmark, 2008).

For the internet to change from a publishing model to a more collaborative one, new features have been applied alongside new attitudes. McAfee (2009) highlights three central trends online supporting the change to Web 2.0; *Free and Easy Platforms for Communications and Interaction, A Lack of Imposed Structure* and *Mechanisms to Let Structure Emerge*.

Technologies for communication can on an overall plan be divided into two categories *channels* and *platforms*. Channels includes technologies such as e-mail, SMS and chat messages, also called one-to-one communication. Their feature is that they support private communication, as it is only the sender and receiver who are aware of the interaction. Others are not even aware that an interaction has occurred. This consequently means that the information is not visible or searchable (A. McAfee, 2009). Platforms on the other hand are *"collections of digital content where contributors are globally visible... and persistent. ... main goal of a platform technology is to make content widely and permanently available to its members"* (A. McAfee, 2009 :48). Platforms therefore supports one-to-many communication. Every website accessible through a web browser is a platform, so it is not a new phenomenon. What is new is that platforms like Facebook, My Space and Blogger lets the user, without technical skills, add content in the form of text, videos, music and pictures (A. McAfee, 2009) and that these platforms are free of charge for these services.

Technology has for many years been used for defining and imposing structure before a system was deployed. Structure in this context means; defined workflows, interdependencies, allocated decision rights and information needs (A. McAfee, 2009). Systems like ERP, CRM, SCM was in the mid 90's used to *"define, then deploy, business processes that cut across several organizational groups, thus helping to ensure that the process would be executed the same way every time in every location"* (A. McAfee, 2009:53).

Knowledge management systems was also in this period designed with imposed structure regarding decision rights and information access. With the introduction of authoring in Web 2.0 the tradition with imposed structure was broken. The web is highly structured, without any central actor imposing structure. These structures has emerged in the wake of the dynamic interaction between hundreds of thousands people around the globe, when content is added (A. McAfee, 2009). Links as well as tagging and folksonomies are central mechanisms for these emergent structures.

Stenmark (2008) identifies *authoring*, *structuring* and *awareness* capabilities as key new technological features and *information ownership* and *productivity vs. creativity* as new attitudes, as being key features of the new collaborative Web 2.0. *Authoring* tools lets users write and edit blogs and wikis. Stenmark's notion of *Structure* refers to McAfee's *Mechanisms to let structure emerge*, and focuses on the fact that structures are build by people who use the information. The last capability that Stenmark identifies is awareness tools, which helps the user keep up to date in one place, by aggregating news from several sites using technologies such as RSS (Stenmark, 2008). Besides the new technological features there has also been a shift in the attitude towards these systems. As *information* is created by users, it is also *owned* by users. It cannot be separated from the owner and stored in a system, managed by central managers, which was practiced in the Web 1.0 era. Higher p*roductivity* is no longer the main reason for investing in IS/IT. Today *creativity* is driving business forces (Stenmark, 2008), as business operates in highly volatile environments. And Web 2.0 offers possibilities for timely information and forums for innovative and creative collaboration. Keywords often used about Web 2.0 is *"Participation" (Stenmark, 2008)* and *"harness collective intelligence"* (O'Reilly, 2007)

The main difference between traditional and the new social, and new attitudes are summed in Figure 1 (Payne, 2008).

**Figure 1 Comparison of traditional and social IS/IT**
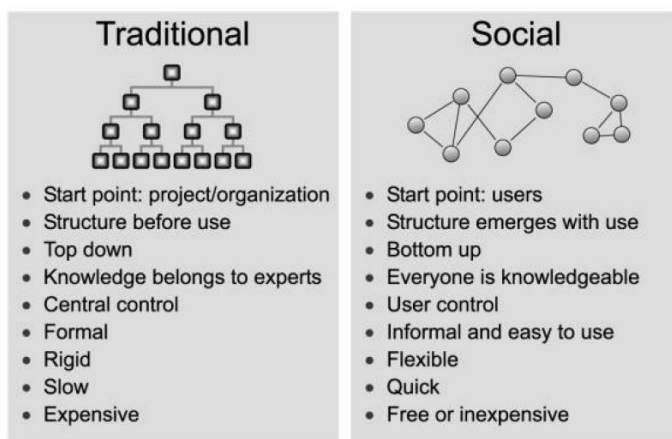


(Payne, 2008)

Kietzmann *et al.* (2011) have identified seven functionality blocks of social media. These blocks are not mutually excluding or all have to be present, for platform to be a social media. The honeycomb of social media (Figure 2) shows and describes these seven blocks, both their functionality and which implications the functionality have. Social media covers several different types of sites and applications, such as Blogs, Collaborative projects (Wikipedia), Social networking sites (e.g Facebook), Content Communities (e.g. YouTube), Virtual social worlds (e.g. Second life) and Virtual game worlds (e.g. World of Warcraft) (Kaplan & Haenlein, 2010). These types of Social media incorporate the different functional blocks to different extent.

**Figure 2 The honeycomb of social media**



(Kietzmann et al., 2011)
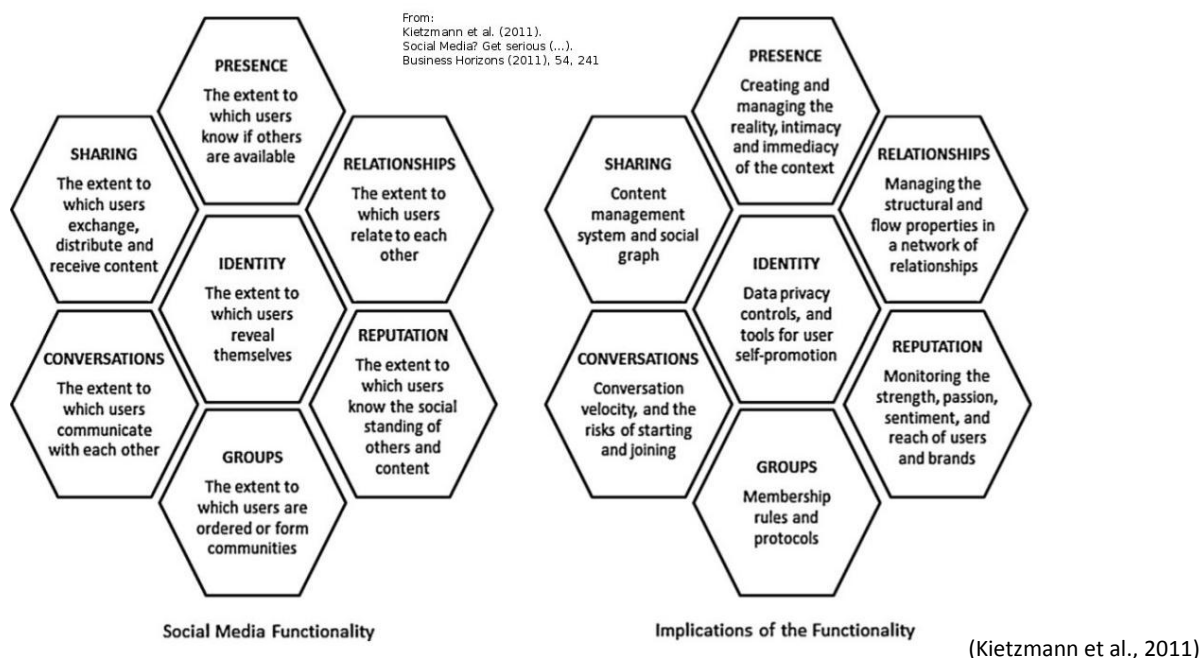
As Web 2.0, User Generated Content (UGC) and Social media is often used in conjunction Kaplan *et al* (2010) have given this definition of Social media: *"a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content"* (Kaplan & Haenlein, 2010:61). In their view the Web 2.0. is *"... a platform whereby content and applications are no longer created and published by individuals, but instead are continuously modified by all users in a participatory and collaborative fashion"* (Kaplan & Haenlein, 2010:61), and thus the base for the evolvement of Social media. User Generated Content is *" the sum of all the ways of which people makes use of social media"* (Kaplan & Haenlein, 2010 :61).

McAfee uses the term *Emergent Social Software Platforms (ESSPs)* to describe the sites and applications Kaplan *et al* classifies as Social media. The two terms are coined at around the same time. *Emergent* as the

software is *"freeform and contains mechanisms like links and tags to let the patterns and structures inherent in people's interactions become visible over time"* (A. McAfee, 2009:69). *Social software* as it *"enables people to rendezvous, connect, or collaborate through computer-mediated communication and to form online communities"* (A. McAfee, 2009:69). *Platforms* which he defines as *"digital environments in which contributions and interactions are globally visible and persistent over time"* (A. McAfee, 2009:69).

What we can see from the description of Web 2.0 features, the concept of Web 2.0, is not a specific "tool", but a cluster of technologies, capabilities and attitudes that have changed. Although different terms have been presented, a shared understanding has been established around the concept Web 2.0. The user and collaboration are at the centre for both the ideological aspect and the technical aspect of Web 2.0.

The presented definitions of Social media and ESSPs shares several fundamental features. But I will argue that McAfee's definition of ESSPs contains many features, that describes Web 2.0. I therefore believe that the term Social media and the definition given by Kaplan *et al*, functions better in the search of a clear distinction between Web 2.0 and Social media. Based on this we can sum up social media as being *"a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content"* (Kaplan & Haenlein, 2010:61).

## 4.1  THE CASE OF FACEBOOK

Facebook is the world's largest social network (Eisenlauer, 2013), with 968 million daily active users (Facebook, 2015). Facebook was founded in 2004, but it's popularity exploded in 2006, when it opened up to the public (Eisenlauer, 2013). In basic Facebook is a platform that connects people, into a network, thereof the name a social network site. These network connections are called

*friends* in Facebook terminology. Facebook differs from other social network sites and virtual communities, by having an offline to online trend (Ellison et al., 2007; Ross et al., 2009). As peoples friends on Facebook often are people that a person knows in the offline world, even very superficial, and then add to the online network, in order to maintain the pre-existing social interaction (Ellison et al., 2007). Several features have been added to the network through the years, but centrally are *Personal profile,* Home page also called *News feed, Pages* and *Groups* (Facebook, 2015). *Personal profile* is a members page displaying personal information, such as demographic information, interests, photos and ones posts. *News feed,* is the page first shown when logged on. It is updated on a regular basis listing stories from friends, pages and groups.

The news feed is personalized based on the members interest and shared activities from friends. *Pages* are like profiles, but are a public profile for e.g. a brand or organisation. Pages are good for reaching a community with primarily one way information, as the page owner is the sender behind the message. *Groups* give space for people to connect and interact in a community, allowing privacy settings. Within a group, members can post updates, share photos and files or organize events. Groups are good for coordination and collaboration, as all members can post and comment on equal grounds. People doesn't need to be friends to be able to communicate in a group, as long as both parties are a member of the group, they are enabled and connected. A person needs to be the age of 13 to be able to create a Facebook account, but many children lie about their age, in order to create an account earlier, to engage in the platform activity.

**Figure 3  Honeycomb for Facebook**
The darker the colour of a block, the greater the
social media functionality is within the site
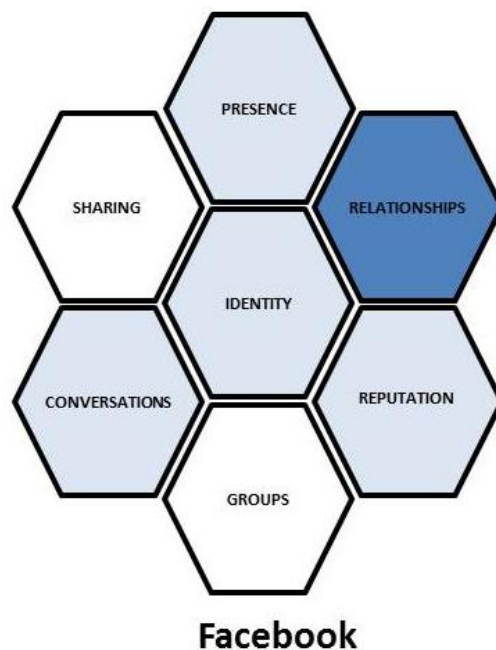


(Kietzmann et al., 2011)

### 4.1.1  WHY DO PEOPLE USE FACEBOOK

But why do 968 million users daily log on to their account? What is it about Facebook that draws people to it? Early research done in the area used self-reporting methodology (Toma & Hancock, 2013) and showed that the use was due to interpersonal motivation, such as maintaining social connection, sharing identities and engaging in social surveillance (Toma & Hancock, 2013). Nadkarni and Hofmann (2012) have based on

an extensive literature review presented a dual-factor model of Facebook use. This model is based on two basic social needs; *the need to belong* and *the need for self-presentation* (Nadkarni & Hofmann, 2012). Where the former *"refers to the intrinsic drive to affiliate with others and gain social acceptance" (Nadkarni & Hofmann, 2012 :5)* the need for self-presentation refers "*to the continuous process of impression management " (Nadkarni & Hofmann, 2012 :5).* The two factors can be motivational on its own or they can co-exist. They are influenced by other factors such as; cultural background, socio demographic variables, and personality traits, such as introversion, extraversion, shyness, narcissism, neuroticism, self-esteem and self-worth (Nadkarni & Hofmann, 2012).

*Toma and Hancock (2013)* have taken their research a step deeper and used *self-affirmation theory* to research why people spend time on Facebook. *Self-affirmation theory* has been defined as the *"process of bringing to awareness essential aspects of the self-concepts, such as values, meaningful relationships, and cherished personal characteristics" (Toma & Hancock, 2013 :322).* It is based on the fact that *"people have a fundamental need to see themselves as valuable, worthy and good"* (Toma & Hancock, 2013 :322). People's actions are motivated by the need for a positive self-image they seek and cultivate information to reinforce their self-worth. Conversely people avoid and dismiss information that can threaten it. Facebook profiles meet the criteria for self-affirmation due to three factors. They represent the domain of the self on which self-worth is contingent, they offer a positive and desirable self-presentation and finally they are accurate (Toma & Hancock, 2013). The profile lets people display a self-presentation, with information about age and gender, but also more personal information such as birth date and political orientation. They therefore offer a place for representing ones domain. As people have the opportunity to edit posts, and only post what they want, exactly in their own words, ones profile can be presented positive and desirable. Even if friends write negative or untruthful things on a members profile, it can be edited or even deleted. Because peoples connections or friends on Facebook, often are friends from the offline world, peoples profiles are accurate. Friends would react if the self-representation online and offline didn't correspond (Toma & Hancock, 2013). Their research supports that Facebook profiles are self-affirming. As it is used for supporting self-worth and self-integrity, when browsing and posing on Facebook. Their research further shows that people turns to Facebook when their self-worth has been challenged in the offline world, in order to repair their perception of self-worth.

# 5 KNOWLEDGE MANAGEMENT

Recent years have seen a shift in organisations most valuable resources, and today it is acknowledged that knowledge is an organisation's most important resource. To be able to utilize the right knowledge, at the right time, at the right place is what differentiate one organisation from another, and thereby give the competitive advantages. But knowledge is more than mere data and information. Nonaka characterise knowledge as being subjective, process related, aesthetic and created through practice (Nonaka et al., 2008). Knowledge is closely connected related to the human possessing it, and we all have different subjective views when creating knowledge. As consequence knowledge is not an universal truth, but *"a dynamic human/social process of justifying personal belief towards the truth" (Nonaka et al., 2008: 11)*. Knowledge is then not static but a part of a constant developing process, created in peoples interaction, which means that knowledge cannot be separated from the person possessing it.

This knowledge creation process can be described by Nonaka's SECI model (Nonaka et al., 2008) see Figure 4 SECI model. The SECI model consists of four different ways of creating knowledge. *Socialization* is where tacit knowledge from one person is given on to another person as tacit knowledge, through direct experience. *Externalization* are tacit knowledge from individuals that are externalized into group knowledge, and in the process becomes explicit as it has been articulated. *Combination* is where groups combine their explicit knowledge for the sake of the organisation and thereby systematic applies explicit knowledge and information. *Internalization* is where the explicit knowledge turn into tacit knowledge at the individual level, this is done by using knowledge in practice.

Figure 4 SECI model
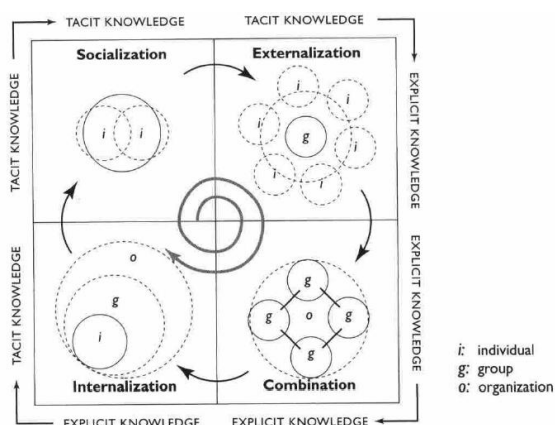


(Nonaka et al., 2008)

This knowledge creation is therefore present when people collaborate. Collaboration at its basis is about working with each other to do a task and to achieve shared goals (Wikipedia). Bradley et al (2011) talks

about Mass Collaboration*, "in which a large and diverse group of people who may have no pre-existing connections pursues a mutual purpose that creates value"* (Bradley & McDonald, 2011:9). Mass collaboration consist of three components; *Community*, *Purpose* and *Social*. *"Where Community is the people who collaborate, Social Media is where they collaborate and finally Purpose is why they collaborate"* (Bradley & McDonald, 2011:10). *Purpose* is the driving force and crucial components, but social media plays a central part as well, for the enabling of mass collaboration, but important to notice in this context is that social media is the mean not the end.

For a long period of time knowledge management was focused on storing information, by codifying and then store it in order for others to use it. Hansen *et el. (1999)* talked of two forms of strategies for managing knowledge, the *codification strategy* and the *personalization strategy*. Where the *codification strategy* had its main focus on people-to-document and heavily investing in IS/IT to supporting the documents, where knowledge was codified and stored. The *personalization strategy* focuses on people-to-people and IT is used for building networks for linking people together, in order for knowledge to be shared and flow. The two strategies have two completely different approaches and require different attitudes and IT/IS to support them. The business environment has change a lot since their paper was published in 1999 (M. T. Hansen et al., 1999), but the notion of *personalization strategy* is now, perhaps more than ever, the way many manage their knowledge. And social media is the "new" IS that can support this strategy.

As knowledge can't be separated from the human possessing it, a knowledge management strategy based on building networks for linking people together, to support collaboration, are adequate for today's work environment. We therefore need to take a look at how people are linked or tied together. Ties are measured in the strength that are between people, and describes the closeness and depth of that relationship. At its basis there are *weak ties (*acquaintances) and *strong ties* (close friends or colleagues) (A. McAfee, 2009). Ties come into play when we search for or want to gain new knowledge. These two presented types of ties already exist, the real challenge lies where they *don't* exist. These missing ties can be described as *structural holes*, which prevent knowledge from flowing from one group of people to another (A. McAfee, 2009). But the ties can



**Tie strength**

(A. McAfee, 2009)

prove to be very beneficial when one want to gain new knowledge, as they can prevent the need of reinventing the wheel. The tie strength concept can therefore be extended with a third kind of ties, *potential ties (A. McAfee, 2009)*.
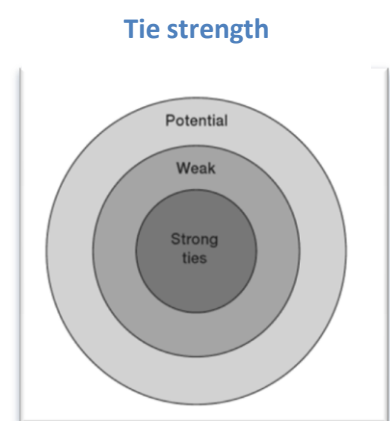
# 6 NETWORK OF PRACTICE

When discussing the topic of knowledge sharing and collaboration, the concept of *Community of Practice (CoP)* is often mentioned. A *CoP* is a tightly knit group of people who share a common interest and practice, who know each other well and work together to solve a common interest or problem, and through the process enhances the CoP even more (Wasko & Faraj, 2005). Traditionally CoP met face-to-face, but with the many possibilities in IS, many CoP's now meet online. Some researchers have tried to embrace this by renaming them *Virtual (online) Communities of Practice* (VCoP) (Ardichvili, 2008), however most researchers use the term CoP, whether it is online or offline. Opposed to the tightly knit community there is the concept of *Networks of Practise* (NoP) (Wasko & Faraj, 2005). A NoP consist of *"a larger, loosely knit, geographically distributed group of individuals engaged in shared practice, but who may not knew each other nor necessarily expect to meet face-to-face" (Wasko & Faraj, 2005 :37).* NoPs also existed before IS could support them beneficially, and was originally coordinated through third parties. With the new possibilities in IS, Wasko & Faraj (2005) talks about Electronic Network of Practice(ENoP), and is defined *"as a self-organizing open activity system focused on a shared practice that exists primarily through computer-mediated communication"* (Wasko & Faraj, 2005 :37).

The main difference between a community and a network, is how tightly knit the members of the group are. This have an impact on what motivates people to be part of the community/network. Because a CoP is closely knit direct reciprocity is present (Wasko & Faraj, 2005). But in a ENoP members cannot expect the same reciprocity, as the group is open and other members are strangers (Wasko & Faraj, 2005), a fact which we will return to later.

# 7 SOCIAL MEDIA FOR SHARING KNOWLEDGE AND COLLABORATION

One of social media's central strength is that it supports the connection of ties. Social media like Wikis and other groups-based technologies are great for supporting the collaboration process between strong ties, where the connection are already strong. For connecting the weak and potential ties social networking software (SNS) like Facebook and LinkedIn are great tools for facilitating interactions (A. McAfee, 2009). SNS like Facebook is particularly appropriate due to two attributes, *number of ties* and *broadcasting (A. McAfee, 2009)*. People can connect to a large amount of contacts, or friends as Facebook characterise them, a perfect *"large and rich address book for weak ties"* (A. McAfee, 2009:101). McAfee believes that

Facebook will *"let people build larger social networks than would otherwise be possible" (A. McAfee, 2009:102).* The feature of broadcasting let people not only give updates by broadcasting, but they can also receive other's broadcasts. This has the positive impact that weak ties are nurtured and kept alive, ties which would possibly otherwise fade with time. Through the many groups and sites available on Facebook potential ties can connect and collaborate on almost everything possible.

Some of the other unique values and benefits that social media gives to knowledge management are achieved trough; *Group Editing, Authoring, Broadcast Search, Network Formation and Maintenance, Collective Intelligence* and *Self-Organization (A. McAfee, 2009)*. *Group Editing* lets more users work simultaneously on one product, and is of great value to e.g. *CoP's and ENoP's. Authoring* let people with a specific knowledge post this to a broad crowd, where as *Broadcast Search* is the opposite where people publish what they <u>do not know</u> but are searching an answer to. As most social media, requires a log-in, posts can be traced back to its author. This provides users with great possibility to *form new networks*, as they can contact the author of posts they find interesting and relevant. Existing networks are also *maintained* in social media platforms, with broadcasting of other users status updates. So although people are not actively looking up an connection, a connections' status' will show in the news feed, and keep them up to date. In the term *Collective intelligence* or *The wisdom of the crowds,* as Surowiecki (Surowiecki, 2005) terms it*,* lies the fact that dispersed groups can generate answers and new knowledge, cause a Eric Raymond says *"With enough eyeballs all bugs are shallow"* (A. McAfee, 2009:16). Lastly and often overlooked benefit is that Social media is *self-organization.* It gives the users the space to build an interaction space, fit to their need and purpose without any centrally set guidelines (A. P. McAfee, 2006).

# 8 MOTIVATION

The key determinant for a general behaviour (H. Lin, 2007a) is motivation, and *"to be motivated means to be moved to do something"* (Ryan & Deci, 2000:54). Motivation therefore concerns the why of actions (Ryan & Deci, 2000). Motivation can be present in greater or less extent. When motivation is nonexistent, people are unmotivated or amotivated. People's actions can be motivated by different reasons or goals. In Ryan and Deci's *Self-Determination Theory* (2000) they therefore distinguish between two types of motivation; *intrinsic* and *extrinsic motivation,* Figure 5 *(Ryan & Deci, 2000).* In basic *intrinsic* motivation is driven by the activity being inherently interesting or enjoyable opposed to *extrinsic* which focus on goal-driven reasons and a separable outcome (H. Lin, 2007a; Ryan & Deci, 2000). When people are intrinsic motivated they do an activity for the inherent satisfaction and because a person finds it fun or interesting. The action is not guided of pressures or rewards. People act on free choice, and are guided by self-determined behaviour, which requires autonomy (Ryan & Deci, 2000). People motivated by extrinsic motivation act because their actions have a separable outcome and an instrumental value. This outcome or value isn't only of monetary kind, but also to self-endorse, get approval from others or even to avoid punishment (Ryan & Deci, 2000). When people are extrinsic motivated their action can vary in the degree of self-determination. E.g. Students who do their homework because they want good grades, to enhance their career opportunities are acting based on the instrumental value, not because they want to learn. But they do so on their own determination and have therefore a feeling of choice. Opposed are those students who do the work in order to avoid sanctions from teachers or parents. They do not act on their own determination, but do so to comply with external control (Ryan & Deci, 2000). When intrinsic motivated a student will do their homework, just because they find the subject interesting.

**Figure 5 Intrinsic and Extrinsic motivations**
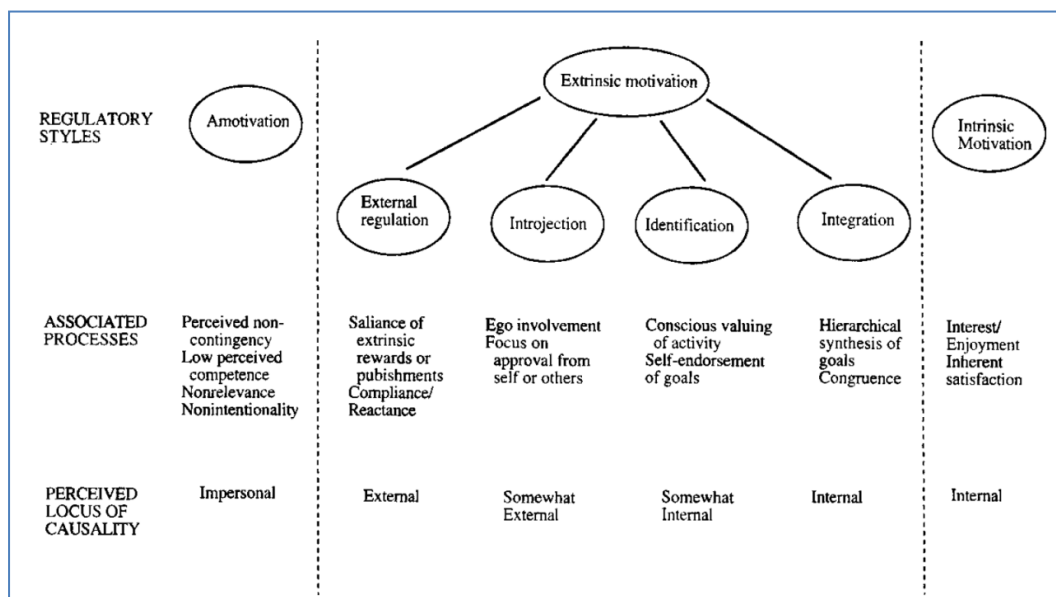


(Ryan & Deci, 2000)

## 8.1 MOTIVATION IN VOLUNTARY WORK

To understand what motivates voluntary work, lets first define who perform the work, the volunteers, and what defines voluntary work in general. A volunteer is a person whom freely chooses to do an unpaid effort or task in the interest of others (Habermann, 2007). Voluntary work can based on this, be defined as the following (Boll, Alsted, & Hald, 2012):

- Unpaid, but with the possibility of compensation
- Is voluntary- the work is performed without physical, legal or economic force
- Benefits others than oneself and/or one's family
- Is formally organised
- Is actively. A membership of a association is therefore not voluntary work[2].

Habermann (2007) has conducted a comprehensive research among Danish voluntary organisations. These organisations she categorised into three groups; *Sports clubs, Danish Cancer Society and Social organisations*. *Social organisation* consisted of *Danish Red Cross*, voluntary centrals and senior citizen societies. Her research identified eight motives in voluntary work, and shows that volunteers are motivated by (Habermann, 2007):

*The course (Sagen):* working for a course and make great results for the organisation

*Learning (Læring):* learning something new, about themselves, others or even professionally

*Values (Værdier):* altruistic values, such as wanting to help others and give back to the community

*Identity (Identitet)*: the work being personally meaningfully and the perception of being needed

*Solidarity (Kammeratskab):* the solidarity among volunteers

*Influence and authority (Indflydelse og magt):* the status one gets through the commitment, and the possible influence one can have on the organisation, local area and political arena

*Social expectations (Sociale forventninger):* their network or family expecting them to be involved

*Career (Karriere):* investing in future job opportunities


Her research shows that different organisations are driven by different motives, as they score the motives differently. This is due to the fundamental differences of core values, purpose and culture of the organisations. The four motives that general scores the highest are; *the course, values, learning and identity.* When narrowing the focus to the category of social organisations the top three are in order: *values, learning* and *identity* (Habermann, 2007). *The course* and *values* are highly connected in the social

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[2] By membership Boll et. al. (2012), is referring to paying a monthly membership or donation fee, but not otherwise be actively involved in an organisation. In DDS all volunteers formally needs to be a registered member. And when registered as a member, a fee applies. This is in order for DDS to get grants from The Danish Lottery.

organisation, and are therefore collected under the term *values* in Habermanns research. The top three scoring motives are very much driven by intrinsic motivation, whereas some of the lower scoring motives has a more extrinsic character.

In a research done by Kappelgaard (Skårhøj & Kappelgaard, 2011) in 2008, also in a Danish setting, four experiences and emotions were found motivational among volunteers : *Perception of accomplishing a purpose together*, *Perception of community*, *Perception of making an individual difference* and the *Perception of being respected as a person (Skårhøj & Kappelgaard, 2011:49)*. These intrinsic motivation factors support the motives found in Habermanns research.

Another more simple way of looking of why people are volunteers, are the model presented in Figure 6 (Appendix 9)[3]. *Personally gain* covers what a person gains from doing the work. This can for instance be to work a number of hours and then receive a ticket to a festival (extrinsic motivation) or the gain can be the social solidarity (intrinsic motivation). The second motivation factor, *the project*, has to do with a special interest of the volunteer, which can be used in a concrete project in the organisation. The project can either be a central part of the organisations object/course or just a activity being performed. Last corner of the model is *the course*. For some volunteer this is the central motivation. Volunteers motivated by the course, often takes on every job as long as it helps the course. Volunteers solemnly motivated by the course is often hard to keep in the organisation, as they often take too much on their shoulders and in the end burns out (Appendix 9). The three corners of the triangle should be seen as extremes, most volunteers will be somewhere in the middle finding their motivation to greater or less extent in all three corners.

**Figure 6  Reasons to be a volunteer**

### 8.1.1  WHAT MOTIVATES VOLUNTEERS IN DDS

A few of my fellow classmates and I conducted in 2010 a research about culture and motivation in a local scout group in DDS. More specific we looked at what motivated people to be a scout leader and how culture had an influence on this motivation (C. Hansen, Svendsen, Netterstrøm, & Graffe, 2010). We found that the scout leaders were very much motivated by the social dimension. Friendships among scout leaders were the most important motivational factor found in our case study research. The other main motivational factor for scout leaders were the impact their voluntary work had.



The Course

Volunteer

The Project          Personally Gain

(appendix 9)

---

[3] This model has been developed by the teacher of the module "Frivillig i DDS" at UMF2015.

Both on how it affected themselves but also the impact it had on the children they dealt with. The need for influence and authority, were not found to be a motivational factor in this study. Additionally the culture was found to be of great importance to the motivation of leaders, as it forms the base for the voluntary work. The culture in DDS is founded on the earlier introduced object, the scout law and scout method.

The purpose and the values embedded in the object and in the scout law are what volunteers in DDS are supporting. These core values motivates scout leaders to be involved in order to pass them on to a new generation (C. Hansen et al., 2010). This is consistent with Habermanns motives, but with an important exception when it comes to the motives of *solidarity. Solidarity* plays a very central and important role in DDS. But *learning* and *values* are also highly motivational in DDS, as in Habermanns research. The last important motives, found by Habermann, *identity*, also plays a role in DDS. There is a saying about scouting in Danish; *"Jeg går ikke til spejder, jeg er spejder"*. Meaning that scouting is not something you attend, it is something that you are. This clearly states that scouting is a big part of scout leaders identity, which then is motivational.

So to sum up what motivates volunteers in DDS we can apply the model in Figure 6 to DDS. For many the personally gain lies in the social network, the experiences and the personal development (C. Hansen et al., 2010). For some the personally gain also lies in the development that they see in the children(C. Hansen et al., 2010). In DDS the project can be many different things. Some are motivated to be a volunteer because they have an existing interest in outdoor life, which they can exercise in the association (Appendix 9). It can also be on a smaller scale, helping with a onetime project e.g. building a go-cart because one likes to build stuff.

Those volunteers who are involved outside the local scout groups, in the divisions, committees and especially in the association board, are those who are deeply committed to the course and who wants to further develop the association according to this course.

Most volunteers in DDS starts being motivated in the corner of personally gain, and move in the direction towards the project and in the end to the course. The objective of DDS and not least the scouting method, are so deeply rooted in the volunteers, as most of them have grown up with it being a central part of their life. However volunteers who are motivated by the course are often blinded in the paper work and forget why it was that they started being a scout in the first place; the experiences and social interaction. Sometimes volunteers who are starting to burn out should be reminded of the dimension and try to reignite the enjoyment of the personally gain.

# 9 MOTIVATION AND KNOWLEDGE SHARING

According to Lin (2007a) people are intrinsic motivated to share knowledge due to two factors; *enjoyment in helping others* and *knowledge self-efficacy* (H. Lin, 2007a; H. Lin, 2007b). Enjoyment in helping others has its roots in *altruism (H. Lin, 2007b),* and is based on the fact that people inherently enjoying helping others. Knowledge self-efficacy motivates people as they believe that their knowledge can help others, and this raises people's confidence in their own abilities. Extrinsic motivation in relation to knowledge sharing, comes from the *reciprocal benefits* (H. Lin, 2007a). Reciprocal benefits is where the time and effort people spend on sharing knowledge is repaid by gaining knowledge from others. Lin's study (H. Lin, 2007a) showed that the traditionally extrinsic motivation factor of *expected organizational reward*, did not significantly influence knowledge sharing intentions. Besides these individual factors one organizational factor significantly influence the knowledge sharing process, and that is top management support (H. Lin, 2007b).

## 9.1 SOCIAL CAPITAL AND KNOWLEDGE SHARING

Knowledge management studies have recently addressed Social capital as the key facilitator of knowledge creation and sharing in organisations (Hau, Kim, Lee, & Kim, 2013). As already presented Social capital is *"the sum of the actual and potential resources embedded within, available through, and derived from the network of relationships possessed by an individual or social unit"* (Nahapiet & Ghoshal, 1998 : 243).

Nahapiet and Ghoshal (1998) presents a framework for how social capital impacts the creation of intellectual capital and hence knowledge sharing, see Figure 7. They divided the attributes of Social capital into three dimensions; *Structural, Cognitive* and *Relational*, but recognize that they are highly interrelated (Nahapiet & Ghoshal, 1998). The structural dimension of social capital has to do with whom the actors interact with and how they do it. This dimension therefore says something about the overall pattern of connections. Relational dimension on the other hand has to do with the personal relationship that are between the actors. These relationships build over time and are build on trust, norms and obligations (Nahapiet & Ghoshal, 1998), which are unique to each social network. The last dimension is that of cognitive, which has to do with shared codes, language and narratives.

**Figure 7  Social Capital in the Creation of Intellectual Capital**
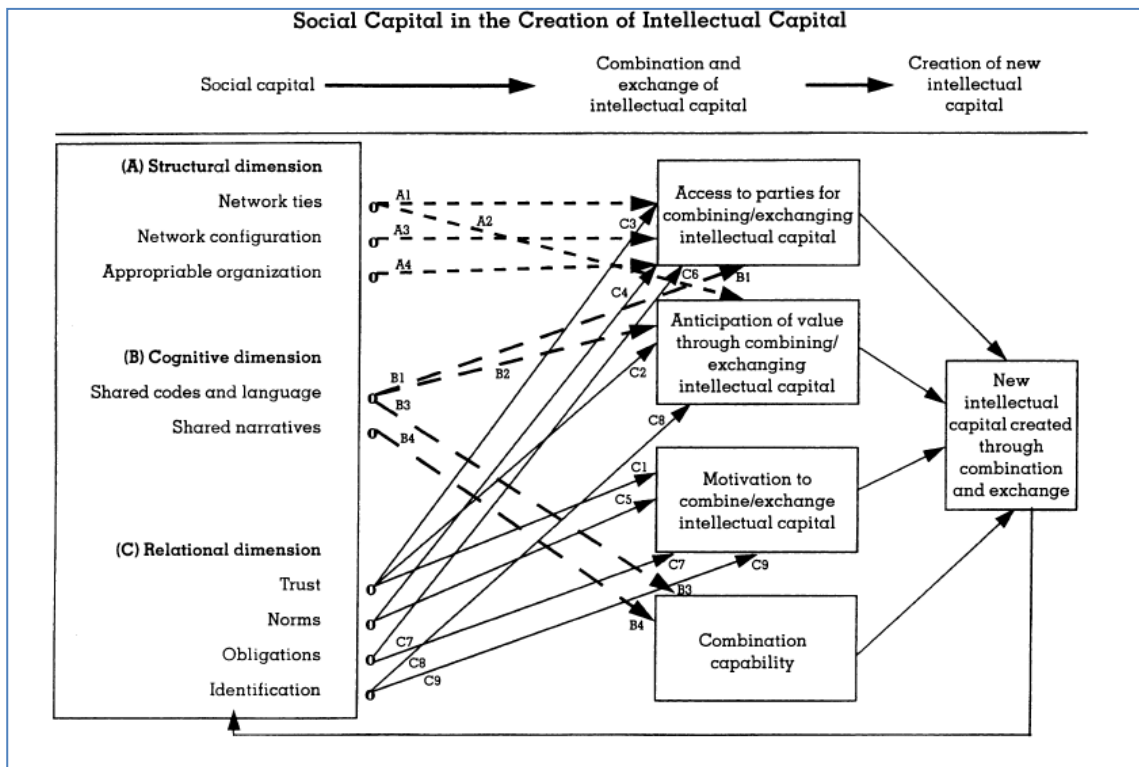


(Nahapiet & Ghoshal, 1998)

Nahapiet and Ghoshal's research showed that knowledge sharing and creation of new intellectual capital are happening in organisations when 1) people are motivated, 2) there are structural links or connection between people (structural capital), 3) people have the cognitive capability to understand and apply the knowledge (cognitive capital), and 4) their relationship have strong, positive characteristics (relational capital) (Wasko & Faraj, 2005 :48).

Based on Nahapiet and Ghoshal's framework of *"Social Capital in creation of Intellectual Capital",* but with simplification and modification to the model, Wasko and Faraj (2005) have looked at if the same mechanisms applies in an *Electronic Network of Practice (ENoP)*. Their research showed that people contribute to the ENoP when they perceive that the action will enhance their professional reputation, when people are centrally and structurally embedded in the network, and when they feel that they have something relevant to share (Wasko & Faraj, 2005). What surprises them, and in contrast to other studies done in professional organisation, is that sharing happens without people expecting reciprocity from others or people being especially committed to the network (Wasko & Faraj, 2005). They argue that the nature of a ENoP, could be the reason behind the surprising result about *Relational Capital*, as history and strong norms are not as predominate here as in a professional organisation. Their research was done in

correlation to a professional setting, and they question if the social capital model could be applied to a practice of not professional nature. It therefore seams natural to apply Wasko and Faraj's research model (2005) to the case of this thesis, in search of what motivates volunteers to share knowledge through social media.
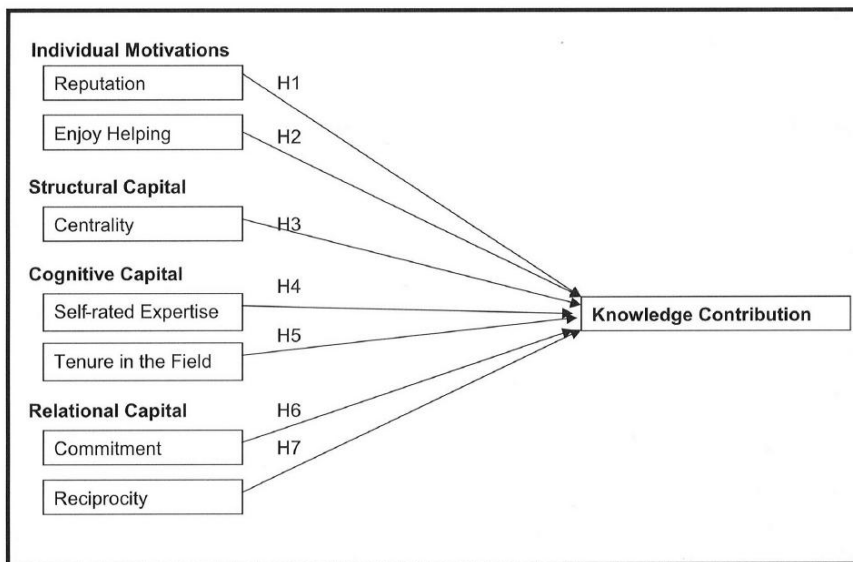
(Wasko & Faraj, 2005)

Wasko and Faraj research used another research design, than this thesis, so their approach was different. Their research was based on the model presented in Figure 8. They further divided their research into two stages. In stage one they observed the posts done in the ENoP and codified this data. The dependent variable in their research was knowledge contribution, and all posts were therefore assessed against two independent variables; h*elpfulness of the contribution* and *the volume of contribution*. In the second stage they sent out questionnaires to the individuals that had posted something on the ENoP, and then matched the answers to the actual behaviour in the ENoP. To guide their research they set up seven hypothesis (Table 1). These all had an A) and a B) version. A) relating to the helpfulness of the contribution and B) to the volume of the contribution, in relation to the two independent variables.

**Table 1 Wasko and Faraj hypothesis**

| H1 | Individuals who perceive that participating will enhance their reputations in the profession will contribute *(a)more helpful responses/ (b) more* to the electronic networks of practices |
|---|---|
| H2 | Individuals who enjoy helping others will contribute *(a) more helpful responses /(b) more* to the electronic networks of practices |
| H3 | Individuals with higher levels of network centrality will contribute *(a) more helpful responses /(b) more* to the electronic networks of practices |
| H4 | Individuals with higher levels of expertise in the shared practise will contribute *(a) more helpful responses /(b) more* to the electronic networks of practices |
| H5 | Individuals with longer tenure in the shared practise will contribute *(a) more helpful responses /(b) more* to the electronic networks of practices |
| H6 | Individuals who are committed in the network will contribute *(a) more helpful responses /(b) more* to the electronic networks of practices |
| H7 | Individuals guided by a norm of reciprocity will contribute *(a) more helpful responses /(b) more* to the electronic networks of practices |

(Wasko & Faraj, 2005)

## 9.2 BUILDING THE RESEARCH MODEL

The focus of this thesis focus is on what motivates people to share knowledge, not the actual knowledge contribution or the usefulness of the contribution. So this needs to be comprehended in the research model used in this thesis. Wasko and Faraj research was conducted ten years ago, before the time of social media. A lot has happened since they conducted their research (Wasko & Faraj, 2005), especially in terms of support for a network like an ENoP. The original model therefore naturally needs to be modified in order to capture this change.

Reputation was in Wasko and Faraj's (2005) research an important factor for knowledge sharing, as it was found to be an important asset, to maintain a position in a community and for future career opportunities. As stated earlier, this is however not a predominant motivational factor in a voluntary setting. But due to the importance in the original work and the explicit questions from Wasko and Faraj; if the same would apply to an non professional organisation. The factor will be included in this research. This gives the basis for the first hypothesis:

> H1:    *Individuals who perceive that participating will enhance their reputations in the community will be motivated to contribute to the electronic network of practise*

As stated earlier, motivation for participating in a voluntary organisation and for sharing knowledge are both primarily of intrinsic and altruistic kind. Which means that enjoyment in helping others motivates people to share knowledge. Second hypothesis is therefore:

> *H2:    Individuals who enjoy helping others will be motivated to contribute to the electronic network of practise*

Wasko and Faraj found that people centrally embedded in the network, were more likely to share knowledge. Being centrally embedded, in their research, meant to be an individual with a high volume of direct ties in the network. But looking at Facebook, as a ENoP platform, this does not really make any sense to measure. As one of the biggest strength for the platform is that it connects weak and potential ties and bridging structural holes (A. McAfee, 2009). When going back to the originally work presented by Nahapiet and Ghoshal (1998), network ties and network configuration were centrally part of structural capital. As the fundamental promise of social capital is that network ties provides access to resources, these ties becomes vital, and "who you know" affects "what you know" (Nahapiet & Ghoshal, 1998). The configuration of the network therefore influence the range of information resources' available. This gives another hypothesis, different from the one investigated by Wasko and Faraj, but prominent for this thesis.

> *H3:    Individuals will be motivated to contribute to the electronic network of practise, because it gives access to knowledge and people they would not otherwise have*

*Tenure in the field* and *Self rated expertise* was a part of Wasko and Faraj's research model. These two factors and correlating hypothesis were however compared with the actual knowledge contribution, so they don't comply with the research design chosen for this thesis. Centrally for sharing knowledge, is that people have the required expertise to share. This may also effect the intrinsic motivation factor of knowledge self-efficacy, as people get confidence in their own ability when they share their knowledge (H. Lin, 2007a). Based on this, one hypothesis about cognitive, should be investigated.

> *H4:    Individuals will be motivated to contribute to the electronic network of practise if it makes them have confidence in oneself*

In the framework of Social Capital presented by Nahapiet and Ghoshal (1998) *trust, norms, identification, obligations and expectations,* was important and centrally for the network to produce intellectual capital. Wasko and Faraj (2005) consolidated this into two categories; *commitment* and *reciprocity*. Their research however showed that they did not have an impact on the intention to share knowledge, in an ENoP setting. People didn't feel that they were morally obligated to share or give back to the network, which was what Wasko and Faraj lay in the word commitment. Neither did people expect reciprocal supportiveness, regardless of their commitment. Wasko and Faraj gave one possible explanation to the reciprocal result. The difference between *direct* and *generalized* reciprocity. Direct reciprocity is when a person expect exchange between two people, whereas *generalized reciprocity* is when an third party are reciprocating. Lin (2007b) research also states that reciprocity benefits motivates people to share, this further indicates that

it is needed to take a closer look if reciprocity is important in this setting, the last two hypothesis are therefore:

H5:    Individuals who are committed to the network will be motivated to contribute to the electronic network of practise

H6:    Individuals who are guided by the norm of reciprocity will be motivated to contribute to the electronic network of practise

## 9.3  RESEARCH MODEL

Based on the modified six hypothesis, the research model for this thesis is presented in Figure 9.

**Figure 9 Research model**
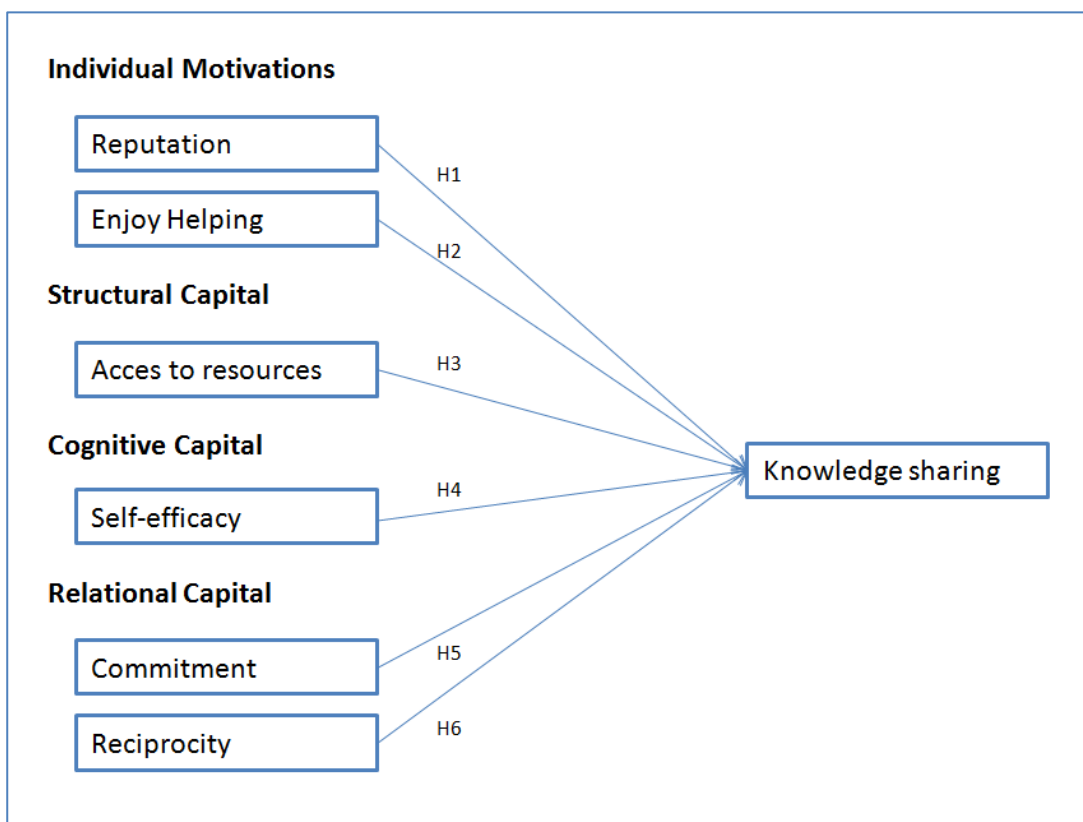
# 10 RESEARCH DESIGN

This research is based on the paradigm of *Positivist social science (Neuman, 2006)*, as it is trying to answer stated hypothesis. With the hypothesis the research tries to identify *causal laws* (Neuman, 2006), the cause-effect of what motivates to share knowledge. The six hypothesis contain independent variables that will affect the dependent variable; knowledge sharing.

To test the cause-effect, a survey was used for collecting data. Survey research method was developed within the positivist approach to social science and collects data which is statically in nature (Neuman, 2006). Surveys are appropriate to use when researching people's attitudes, which is the case in this research. A questionnaire was chosen as survey design, as it would give the possibility to reach a larger group of respondents quicker than interviews would have yielded. Closed questions were chosen, to test attitudes towards knowledge sharing, which would make it easier to code and statistically analyze later (Neuman, 2006). By choosing, closed questions other variables were not identified in this research. This was a deliberated choice, made on the basis of the paradigm and hypothesis verification premise.

The questionnaire was tested twice before presented to respondents. First pilot test was conducted with a respondent, not involved in scouting, but with an experience in surveys and with a grammatically and formulation focus. Second pilot test was conducted with a respondent involved in DDS. Comments and clarifications from both tests, were included in the final survey.

The questionnaire was conducted in the online service; SurveyXact. This first and foremost gave the possibility of the questionnaire being accessible online for answering. Secondly it gave a report feature after the data was collected. Questions were set to be validated, so respondents had no option of continuing before all questions was answered. A downside to using SurveyXact, was that a ranking question was difficult to set up in the system, in the way it was first thought out to be. Another design of the particular questions was conducted, and respondents were asked to write numbers from one to three (will be introduced more in detail later). In SurveyXact it was possible to randomize the ranking questions, in the online version, this was chosen to avoid respondents picking their top three among the first three statements presented.

## 10.1 SAMPLE

The survey data collection was conducted in two different settings. At a scout event, *Uddannelsesmarked forår 2015* (UMF2015) on 24'th-26'th April 2015 and online on Facebook in two groups; "*Det Danske Spejderkorps*" and *"WebHjælp: For alle Gruppeweb-, Blåt Medlem- og Facebook-folk i DDS"* from 29'th April to 11'th May. The former  will be referred to as the DDS group  and the other as the Web help group. It was

chosen to do the sampling in the two different settings, to see if there were deviation in answers, depending on respondents answering online or when sitting in an non-electronic environment, at a scout event.

**Post in "Det Danske Spejderkorps" Facebook group**



## 10.1.1 UDDANNELSESMARKED (UMF2015)

*Uddannelsesmarked* is an training event held by DDS twice a year, spreading over a weekend. During the weekend a long list of modules, of two to four hours length, are held. The modules have a very broad range of topics. Covering everything from advanced cooking on a Trangia stove, to handle a motor saw, how to fundraise, and lectures about Children's rights. The modules are therefore of both hands-on-practical and of theoretical kind. The advantage of this structure is that an attending participant can combine a package

of modules fitting ones needs and interests. I personally attended two modules during the weekend; *"Facebook og andre sociale medier"* (Facebook and other social medias) a workshop about how to use Facebook in the scouting groups and *"Frivillige i Det Danske Spejderkorps"* (Volunteers in Det Danske Spejderkorps) a theoretical class about how to attract, motivate and retain volunteers. I was additionally allowed to observe two additionally periods of the *"Facebook og andre sociale medier"* module. The UMF2015 was held at a scout centre in Funen, where some slept in tents and others on the floor in large dormitories. Modules were held outdoor, in tents and indoor at the scout centre. A large tent was set up in the yard, functioning as dining hall and information centre, but also used for modules. Attendants at the weekend was the event team arranging the UMF2015, a cooking team, the module trainers and lastly all the participating scouts, primarily scout leaders. Approximately 180 people attended the event, at various time during the weekend. The observed age range of the attendees was 20-70 years of age, with majority of women. During the weekend there were five module periods on Saturday and two on the Sunday. A campfire was held Saturday evening. After the campfire, people gathered in the dining tent, for social interaction over a beer and sing-a-long. Scouts attend this event because they seek inspiration and want to acquire new skills and knowledge, but also to share and discuss matters with others, and lastly because they enjoy the social interaction.

**A module in progress**



(http://dds.dk/UMF16)

Prior to the UMF2015 I made a post in the DDS group (Appendix 10). I broadcasted a question about internet access at the scout centre, in order to prepare my questionnaire approach. Whether I could count on doing it electronic (which would require internet access) or to use hard copy handouts. Within five minutes a person within my own network, a close tie, answered to my post. In total seven people

answered, of which six people I didn't know (potential ties). They all had different experiences, on different mobile providers net, and I could in general conclude that counting on having internet was not the way to go. So I prepared for handouts, which proved to be the right choice, as there was very poor connection at the location, with my mobile provider.

The questionnaire was personally handed out in paper form, to randomized respondents, primarily in the dining tent. Leisure time during the event was sparse, as the timetable was very compact. Respondents were therefore chosen based if they looked to have a moment to spare, around meal times.

### 10.1.2 DET DANSKE SPEJDERKORPS FACEBOOK GROUP

The Facebook group named "*Det Danske Spejderkorps*" (*DDS group*) is a public group and had at the time of data collection 5.944[4] members, it has five months later grown to 6.509[5] members. The purpose of the group is to provide a platform for free and open talk about scouting in DDS. Everyone are free to share or broadcast questions related to scouting. The members of the group are a wide mix of scouts, leaders, volunteers, parents and other stakeholders interested in the work of scouting. Posts posted in this group typical consist of; specific questions, advertising for trips, events or positions in scouting groups and committees, people selling gear and public news relevant for the network, e.g. information about the "knife law". The group is not an official group managed by the association, they administrate a page called "*Blå Spejder*" (Blue Scout). The DDS group is managed by "*Bedre brug af sociale medier i DDS*" (Better use of social media in DDS) (BBSM). BBSM is driven by one volunteer, Morten Grau Jensen (the facilitator of the Facebook workshop at UMF2015). He created the group back in 2007 when Facebook first came to Denmark, as he saw the potential the platform could provide for the scouting community (Appendix 8). The initiative is not an official DDS committee, yet, but Morten has founded BBSM to move it from a personally project to a formal initiative (Appendix 8). Official announcements from the association are done on the "*Blå Spejder*" page and are often shared by a member of the DDS group, so that these are also visible in the DDS' group newsfeed. Posts on "*Blå Spejder*" often only receives likes, whereas post in the DDS group, both have likes and comments. This supports the fundamental difference between a page and a group on Facebook. Consequently there are a lot more activity and "life" in the DDS group, as everyone has an equal voice- opposed to the one way community channel on the "*Blå Spejder*" page. Besides the *DDS* group BBSM also administrate a long list of other groups. These groups are all for knowledge sharing and collaboration about more specific topics related to the scout work, one of them is "*WebHjælp: For alle Gruppeweb-, Blåt Medlem- og Facebook-folk i DDS*".

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[4] On 28-04-2015
[5] On 21-09-2015

### 10.1.3 WEBHJÆLP: FOR ALLE GRUPPEWEB-, BLÅT MEDLEM- OG FACEBOOK-FOLK I DDS

The other group *"WebHjælp: For alle Gruppeweb-, Blåt Medlem- og Facebook-folk i DDS" (Web help group will be used for further reference)* had at the survey time 263[6] members. The group is an <u>user to user</u> forum about the use of Facebook, *Blåt Medlem* (DDS's members system) and *Gruppeweb* (Content management system for local scout group's webpage). The official DDS IT and working group are not officially supporting this communication channel on Facebook. Members of the Facebook group are members of DDS who are responsible for the administration and use of one or more of the three platforms. These can be administrators for a local scout group, a division or a scout centre, and they are from all over Denmark. The main purpose of this group is to facilitate knowledge sharing, around the three platforms. The posts posted in the group are therefore most often questions of technical kind, of how a feature is working in one of the three platforms. Other posts posted are presentation of ideas and best practice and other information people find relevant for the other members, e.g. the *Gruppeweb* server is down.

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[6] On 28-04-2015

## 10.2 MEASURES

The survey was constructed based on the wording used by Wasko and Faraj (2005: 47+48), see Table 2 for their wording. Due to the Danish setting, the questionnaire was translated into Danish, which was the version the respondents were presented to (Appendix 2). This gave some formulation challenges- but it was found of importance to be close to the original wording, where possible, in order to compare results. The complete questionnaire in English can be found in Appendix 1, and in Danish in Appendix 2.

**Table 2  Wording from Wasko and Faraj**

| |
|---|
| I earn respect from others by participating in the Message Boards |
| I fell that participation improves my status in the profession |
| I participate in the Message Boards to improve my reputation in the profession |
| I like helping other people |
| I feels good to help others solve their problems |
| I enjoy helping others in the Message Boards |
| I would fell a loss if the Message Boards were no longer available |
| I really care about the fate of the Message Boards |
| I fell great loyalty to the Message Boards |
| I know other members will help me, so it's only fair to help other members |
| I trust that someone would help me if I were in a similar situation |

(Wasko & Faraj, 2005)

### 10.2.1 THE QUESTIONNAIRE

After a short introduction to the purpose of this study and questionnaire, respondents were asked how long they have been scouts and where in Denmark they are scouts. These questions are of factual and non-intimately kind, so should easily be answered. *How long have you been a scout?* was constructed with five measures, consisting of five different intervals of year spans. The reason for choosing intervals instead of actual years, was twofold. Presumably not many respondent, remember the exact number of years they have been a scout. But they would be able to give the approximately number of years. Secondly it was judged not of importance to be able to calculate the exact average of seniority. What was interesting to know was the range of years people have been scouts, so there was no need for respondents to use time on figuring out the exact number of years. *Where in Denmark are you a Scout?,* this question was included to identify if geographically differences in the motivation were present. The five measures listed are those used in the public sector - *Regions*. These were chosen as they are publicly used, and cover all of Denmark, so respondents should be familiar with the measures and not have difficulties picking their correct region.

To test the motivational factors in the research model a list of statements was conducted. Respondents were asked to state to what extent they agreed or disagreed with the statements, using a five-stage Likert

scale (Vaus, 2002) as measures. The five measures used were; *Strongly agree, Agree, Neither agree or disagree, Disagree,* and *Strongly disagree*. *Strongly agree* was measured as a 5, *agree* as a 4 and so forth. All statements were positively stated so no questions used an inverted scale. The measure would then indicate that the higher a frequency of a high score, the more it had an effect on the motivation. To make the questionnaire more manageable for the respondents the statements were divided into smaller groups, consisting of only statements related to one or two factors. In the electronic version, two factors were visible on each page, again to make it easy to use, especially on a small screen like a iPad or even on a smart phone.

The individual motivations; *reputation* and *enjoy helping,* were measured based on the wording of Wasko and Faraj in Table 2, only modified to fit Facebook, DDS and Denmark as a setting. Translation of the reputation statements was a challenge. It was experienced, in the initial test run, to be too meta level, to be asked about the words reputation and status, initially translated into "*ry*" and "*status*". Perhaps this is connected to the Danish "*Jantelov"*, and the attitude that you shouldn't think too highly of yourself (Habermann, 2007). The statements about reputation was eventually downsized from three statements to two, after the initial test run, as the statements about status and reputation were very similar, and was seen as a mere duplications. In the end the word *"omdømme"* was chosen in the Danish version, as it was perceived more neutrally (Appendix 2)

Statements about enjoyment of helping others, were also down sized to two, as two statements were seen as mere duplicates, but besides that they are the same as those presented in Table 2.

**Wording of statements**

## To what extend do you agree or disagree with each of the statements

I use Facebook groups and sites in relation to scouting because

|  | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| I earn respect from others by participating in the groups | ❏ | ❏ | ❏ | ❏ | ❏ |
| I feel that participation improves my status in DDS | ❏ | ❏ | ❏ | ❏ | ❏ |
| I like helping other people | ❏ | ❏ | ❏ | ❏ | ❏ |
| It feels good to help others solve their problems | ❏ | ❏ | ❏ | ❏ | ❏ |

Structural capital, has in this research been defined differently than in Wasko and Faraj (2005) research. Two new statements related to the variable *access to resources* were therefore conducted. One about the resource pool of information and the other of connection to ties.

**To what extend do you agree or disagree with each of the statements**

I use Facebook groups and sites in relation to scouting because

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| It gives me access to other scouts, I would not have connection to otherwise | ❏ | ❏ | ❏ | ❏ | ❏ |
| It gives me access to information and knowledge I would not else have access to | ❏ | ❏ | ❏ | ❏ | ❏ |
| It gives me confidence to be able to answer others questions | ❏ | ❏ | ❏ | ❏ | ❏ |
| It gives me confidence in my own abilities to be able to answer others questions | ❏ | ❏ | ❏ | ❏ | ❏ |

The variable *self-efficacy,* was added to my research model under cognitive capital and are therefore also new compared to Wasko and Faraj (2005). As self-efficacy is intrinsic motivating and connected to confidence in one self and in the knowledge one possess, this form the basis for the new statements. Two statements were chosen, emphasising confidence in general and confidence in ones abilities.

Relational cognitive was assessed with the variables *commitment* and *reciprocity.* Two statements about *commitment* were used from the Wasko and Faraj (2005). A third statement about respondents caring of the fate of the online community, was chosen to be left out of this research, due to nature of the community. Two additionally statements were added, in attempt to dig a step deeper into members commitment feeling of obligations. One statement focused on members feeling obligated to *share* knowledge and the other focused on *answering* others questions.

## To what extend do you agree or disagree with each of the statements

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| I would feel a loss if the Facebook groups and sites relating to scouting were no longer available | ❏ | ❏ | ❏ | ❏ | ❏ |
| I feel obligated to share information and knowledge, relevant for others, in the Facebook groups and sites | ❏ | ❏ | ❏ | ❏ | ❏ |
| I feel obligated to answer other people questions, if I have a relevant answer | ❏ | ❏ | ❏ | ❏ | ❏ |
| I feel a great deal of loyalty to the Facebook groups and sites | ❏ | ❏ | ❏ | ❏ | ❏ |

In addition to the original two statements about *reciprocity,* a third new one was constructed. The new statement was focused on *direct* reciprocity.

## To what extend do you agree or disagree with each of the statements

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| I know that other members will help me, so it's only fair to help other members | ❏ | ❏ | ❏ | ❏ | ❏ |
| I trust someone would help me if I were in a similar situation | ❏ | ❏ | ❏ | ❏ | ❏ |
| I feel obligated to help a member, if that member has previously helped me | ❏ | ❏ | ❏ | ❏ | ❏ |

In order to prevent ending up with a result where all respondents *"Strongly agree"* to all statements, a ranking question was conducted. This forced respondents to take a stance between statements. Six reasons were stated, relating to the central subject of the six hypothesis. Respondents were asked to rank their top three, with a 1 for the number one reason, 2 for the second and 3 for the third. Measures would then later be rearranged, so that number ones would receive a score of three, seconds would be two and thirds would be given a one. Reasons not receiving a score would be given a zero.

What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting

Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason.

I feel obligated to help                                         _____

It makes me believe in my own abilities               _____

I know others will help me if I asked a question     _____

Gives access to a large network                           _____

I enjoy helping others                                          _____

It has a positive impact on my reputation             _____

Lastly the respondents were asked to answer two demographical questions; *gender* and *age.* These were included to see if there would be differences between age and gender groups.

## 10.2.2 SPECIAL TO THE HANDOUT QUESTIONNAIRE

In the questionnaire used at UMF2015, two questions about Facebook were included. These asked if the respondents were on Facebook and if they were a member of a group or site related to scouting. These were included, as the questionnaire was handed out in paper form, without gateway through Facebook. If respondents were not on Facebook or not following the online community, the subsequent questions about motivation would therefore not be relevant.

## 10.3 RESPONDENTS

At UMF2015 a total of 40 respondents answered the questionnaire, which was the number of hardcopy's brought to the event. One respondent didn't have a Facebook account, and further three didn't follow any scouting related groups or sites. These four respondents were taken out of the data material and a total of 36 remained. 69% or the respondents were female and 31% male, and had an average of 32,08 years of age. Almost half of the respondents, 47%, had an seniority of 10-20 years. The other clustered in the 5-10 (17%) and 20-40 (25%) years of senority (Appendix 3).

In the DDS group, a total of 49 respondents completed the online questionnaire. Further eight partially completed and eight only followed the link to the questionnaire but didn't give any answers at all. These 16 respondents were removed from the data material, which gave the total of 49 respondents. 73% were

female and 27% male and the average age was 28,24 years of age. The seniority also here topped, with 45%, in the range of 10-20 years and secondly in the range 20-40 (31%) and thirdly 5-10 (18%) years (Appendix 4).

In the web help group, a total of 11 respondents completed the online questionnaire. Two merrily followed the link and one respondent only partial completed the questionnaire, these three respondents were also removed from the dataset. 64% was female and 36% male, and the average age was 41,73 years of age, which was a significantly higher average than the other two respondents groups. The seniority of this group were also distributed a bit differently. 27% had 0-5, 10-20 and 20-40 years seniority, and finally 18% had 40+ years (Appendix 5).

This in total gave 96 respondents, with a generally high seniority. 44% had 10-20, 28% 20-40 and 16% 5-10 years, and the average age of 31,23. Almost half, 45%, of the respondents were from *Region Hovedstaden (The capital region)* , which possibly is a reflection of my personal network, second largest groups was from *Region Syddanmark ( South Denmark region)*, which reflects the respondents that attended the training weekend, were from the nearby area of the location of the weekend (Appendix 7).

The response rate at UMF2015 was around 22%, out of the present people on the weekend. Only one person said no to answer and hardcopy's ran out, so no more respondents were possible to collect. Regarding age and gender distribution, it reflects the observed demographic quite well. As participants were leaders, whom primarily are over the age of 20 and most trainers were scouts with a high seniority, this is reflected in the respondents.

In Facebook groups, it is unfortunately not possible to track how many who have seen the post. Normally in smaller Facebook groups (below 250 persons) it is possible to see how many out of the total group who have seen a post, but this is not possible when a group is a as big as the two used here. This was however not known at the time of posting. It is therefore not possible to say how many who have seen the posts, and therefore are potential respondents. If all group members had seen the posts the response rate would had been 0,82% in the DDS group and 4,18% in the web help Facebook group. But it is quite unlikely that all members have seen the post. It is not surprisingly that the answering rate are higher in the web help group, as it is a group which is based on helping each other, and members here are generally very good at helping each other. The average age, of 28,8 in the DDS sample group is lower than the two others (Appendix 4). This reflects the fact that also scouts all the way down to age of 13 years, the lower Facebook account age limit, are present. The group administrator's reflection is that the majority of the members in the DDS are

primarily senior scouts( 16-23), leaders, centrally located persons in DDS and other stake holders. This corresponds with the average age among respondents.

A total of 96 respondents have given their opinion in this survey, and all the respondents are found by simple random sample selection (Andersen, 2009; Watt, 2008). At UMF2015 people were randomly chosen, as described earlier, and at Facebook all members of the groups had the same probability to be an respondents, which ensures that the respondents are representatively for the total population (Watt, 2008).

Further the goal of the survey was to identify what motivates people to share knowledge. Not to look at those who doesn't share and what would motivate them. I therefore argue that people who willingly have chosen to answer the questionnaire by clicking on the link to the survey, these are the optimal respondents in this survey.

# 11  RESULTS

The data was analyzed by using descriptive statistic. SurveyXact provided an analyse module, where a report was set up. Frequency bar charts was chosen for the variables; Seniority, Region and Gender. All statements were visualised by frequency stacked bar charts. For the top three ranking questions and age question an index table was used to show average. See appendixes 4-7 for the reports.

First step, for analysing the statements, was to summarize the frequency, in percentage, into three groups; agree, neutral or disagree, so that they could easily be compared across respondent groups (Table 3). The measures used in the Likert scale was ordinal (Vaus, 2002), as the variable can be ranked but cannot be numeric differentiated. The descriptive statistic measures chosen were therefore Mode, Median and Range (Neuman, 2006; Vaus, 2002). Excel was used for this part of the analyse and for representation of the data in tables.

Table 3 Summed frequency of statements*

| Statement | DDS | | | Webhjælp | | | Facebook | | | UMF2015 | | | All data | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Agree | Neutral | Disagree | Agree | Neutral | Disagree | Agree | Neutral | Disagree | Agree | Neutral | Disagree | Agree | Neutral | Disagree |
| It gives me access to other scouts, I would not have connection to otherwise | 84 | 8 | 8 | 72 | 27 | 0 | 82 | 12 | 6 | 78 | 14 | 9 | 80 | 12 | 7 |
| It gives me access to information and knowledge I would not else have access to | 82 | 12 | 6 | 91 | 0 | 9 | 83 | 10 | 7 | 86 | 11 | 3 | 84 | 10 | 5 |
| It gives me confidence to be able to answer others questions | 20 | 51 | 28 | 0 | 82 | 18 | 17 | 57 | 27 | 14 | 58 | 28 | 16 | 57 | 27 |
| It gives me confidence in my own abilities to be able to answer others questions | 26 | 49 | 24 | 9 | 64 | 27 | 23 | 52 | 25 | 25 | 61 | 14 | 24 | 55 | 21 |
| I earn respect from others by participating in the groups | 22 | 41 | 36 | 9 | 64 | 27 | 20 | 45 | 35 | 11 | 31 | 59 | 17 | 40 | 44 |
| I feel that participation improves my status in DDS | 24 | 35 | 41 | 18 | 27 | 54 | 22 | 33 | 43 | 9 | 33 | 58 | 18 | 33 | 49 |
| I like helping other people | 88 | 8 | 4 | 100 | 0 | 0 | 90 | 7 | 3 | 77 | 22 | 0 | 85 | 12 | 2 |
| It feels good to help others solve their problems | 82 | 12 | 6 | 100 | 0 | 0 | 85 | 10 | 5 | 72 | 28 | 0 | 80 | 17 | 3 |
| I would feel a loss if the Facebook groups and sites relating to scouting were no longer available | 73 | 12 | 14 | 91 | 9 | 0 | 77 | 12 | 12 | 64 | 22 | 14 | 72 | 16 | 12 |
| I feel obligated to share information and knowledge, relevant for others, in the Facebook groups and sites | 39 | 29 | 32 | 27 | 45 | 27 | 36 | 32 | 31 | 28 | 39 | 34 | 33 | 34 | 32 |
| I feel obligated to answer other people questions, if I have a relevant answer | 39 | 27 | 35 | 54 | 27 | 18 | 42 | 27 | 32 | 39 | 31 | 31 | 40 | 28 | 31 |
| I feel a great deal of loyalty to the Facebook groups and sites | 45 | 35 | 20 | 45 | 18 | 36 | 45 | 32 | 24 | 14 | 50 | 36 | 33 | 39 | 28 |
| I know that other members will help me, so it's only fair to help other members | 73 | 24 | 2 | 91 | 9 | 0 | 77 | 22 | 2 | 61 | 39 | 0 | 71 | 28 | 1 |
| I trust someone would help me if I were in a similar situation | 90 | 8 | 2 | 100 | 0 | 0 | 92 | 7 | 2 | 75 | 25 | 0 | 85 | 14 | 1 |
| I feel obligated to help a member, if that member has previously helped me | 24 | 39 | 37 | 9 | 45 | 45 | 22 | 40 | 38 | 42 | 39 | 19 | 29 | 40 | 31 |

* In percentage

## 11.1 DDS AND WEB HELP GROUPS

The general trend when comparing the two Facebook groups relate to the fact that the respondents in the web help group gave more unified scores. The range of scores are narrower than in the DDS group (Table 4). They also agree to a greater extend on several of the statements (Table 3).Both groups scores resources, enjoyment in helping others and reciprocity high (Table 3). The Web help group are more neutral in the statements about self-efficacy, except the statement about status in DDS. To this statement they disagree to a greater extend. The commitment to the Facebook groups, is the area where the two groups are most different. In the statement about if it would be a loss if the Facebook groups weren't available, the mode for the DDS group is five, and the range of answers lies from one to five (Table 4), where web help's mode is four and the range only three-five. The DDS group are more disperse in their answers, although the majority answers that they strongly agree, the ones disagreeing pull in the other direction. So when looking at the summed table, Web help scores a fair amount higher in agree (Table 3). Indicating that members in the web help group would find it a bigger loss if the group weren't available. However the members of the web help group feel less loyalty to the Facebook group, as a higher number of people disagree with the statement than in the DDS group (Table 3). Despite this, the Web help group feel more obligated to answer people, if they have a relevant answer (Table 3), as more agree and fever disagree compared to the DDS group. The Web help group are further less affected by direct reciprocity, as fewer agree more and disagree on this statement (Table 3).

The two groups agreed on three motivators in the ranking question. They both scored *"give access to a large network"* highest (Table 4). They however differentiates in number two and three (Table 4). What is more interesting is when comparing internally, in each of the groups, between the statements and the ranking question, these doesn't follow the same order. For the DDS group the statement scoring highest are the third ranking (Figure 10), and the third statement comes first in the ranking order (Figure 10).

**Figure 10 DDS cross comparison**



| | Statement top three | | | Ranking top three | |
|---|---|---|---|---|---|
| 1 | I trust someone would help me if I were in a similar situation | | | Gives access to a large network | 1 |
| 2 | I like helping other people | | | I enjoy helping others | 2 |
| 3 | It gives me access to other scouts, I would not have connection to otherwise | | | I know others will help me if I asked a question | 3 |
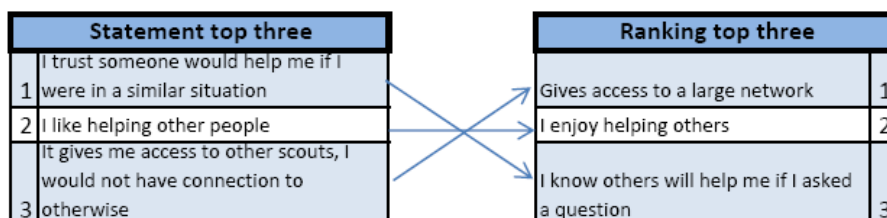
In the Web help group more statements share the top three, but the picture here is the same; there is no consistency in the order between the top three ranking and top three statements (Figure 11).

Figure 11 Web help cross comparison

| Statement top three | | Ranking top three | |
|---|---|---|---|
| 1 | I trust someone would help me if I were in a similar situation | Gives access to a large network | 1 |
| 1 | I like helping other people | I know others will help me if I asked a question | 2 |
| 1 | It feels good to help others solve their problems | I enjoy helping others | 3 |
| 2 | It gives me access to information and knowledge I would not else have access to | | |
| 2 | I would feel a loss if the Facebook groups and sites relating to scouting were no longer available | | |
| 3 | I know that other members will help me, so it's only fair to help other members | | |

The purpose of the ranking question was initially to force respondents to take a stance on what motivated them the most. In order to prevent the case, where all respondents had answered that they agreed with all the statements given. This scenario didn't take place, as respondents both agreed and disagreed with the statements presented. An explanation for the difference in order could be that when presented with a summary of the categories, the important motivators are more visible, than when presented in a statement mixed with statements not important for the motivation. The inconsistency is not of high importance, as the two top threes, more or less, consist of the same constants, just formulated and measured differently and in different orders. Additionally there are not a low scoring measure suddenly jumping to the top of the scale.

The two respondents groups differed in age average, this was however not found to be of importance. No trend was found when looking at age compared to the differentiated answers. Number of respondents in the two groups also differed, and a few respondents in the web help group impacts on the fact that their opinion could weights higher when differing from the median. This however does not seem to be of great influence as most answers are centralized around the same answers, setting a trend. As the two groups on an overall level agrees on which statements that are most important, only with variations in order and extent of agreement level. I will argue that it is possible to merge the two respondent groups in order to compare the answers given on Facebook with those given at UMF2015.

**Table 4 Descriptive statistics for DDS and Web help**

| | | DDS | | | Webhjælp | | |
|---|---|---|---|---|---|---|---|
| | | **Mode** | **Median** | **Range** | **Mode** | **Median** | **Range** |
| *Resources* | It gives me access to other scouts, I would not have connection to otherwise | 4 | 4 | **1-5** | 4 | 4 | **3-5** |
| | It gives me access to information and knowledge I would not else have access to | 4 | 4 | **1-5** | 4 | 4 | **2-5** |
| *Self efficacy* | It gives me confidence to be able to answer others questions | 3 | 3 | **1-5** | 3 | 3 | **1-3** |
| | It gives me confidence in my own abilities to be able to answer others questions | 3 | 3 | **1-5** | 3 | 3 | **1-4** |
| *Reputation* | I earn respect from others by participating in the groups | 3 | 3 | **1-5** | 3 | 3 | **1-4** |
| | I feel that participation improves my status in DDS | 3 | 3 | **1-5** | 2 | 2 | **1-4** |
| *Enjoy helping* | I like helping other people | 4 | 4 | **1-5** | 5 | 5 | **4-5** |
| | It feels good to help others solve their problems | 4 | 4 | **1-5** | 4 | 4 | **4-5** |
| *Commitment* | I would feel a loss if the Facebook groups and sites relating to scouting were no longer available | 5 | 4 | **1-5** | 4 | 4 | **3-5** |
| | I feel obligated to share information and knowledge, relevant for others, in the Facebook groups and sites | 3 | 3 | **1-5** | 3 | 3 | **2-5** |
| | I feel obligated to answer other people questions, if I have a relevant answer | 4 | 3 | **1-5** | 4 | 4 | **2-5** |
| | I feel a great deal of loyalty to the Facebook groups and sites | 3 | 3 | **1-5** | 2 | 3 | **2-5** |
| *Reciprocity* | I know that other members will help me, so it's only fair to help other members | 4 | 4 | **1-5** | 5 | 5 | **3-5** |
| | I trust someone would help me if I were in a similar situation | 4 | 4 | **1-5** | 5 | 5 | **4-5** |
| | I feel obligated to help a member, if that member has previously helped me | 3 | 3 | **1-5** | 3 | 3 | **1-4** |
| | | **Mean** | **Median** | **Range** | **Mean** | **Median** | **Range** |
| | It has a positive impact on my reputation | 0,1 | 0 | **0-2** | 0,0 | 0 | **0-0** |
| | I enjoy helping others | 1,7 | 2 | **0-3** | 1,4 | 1 | **0-2** |
| | Gives access to a large network | 2,4 | 3 | **0-3** | 2,5 | 3 | **1-3** |
| | It makes me believe in my own abilities | 0,0 | 0 | **0-1** | 0,0 | 0 | **0-0** |
| | I feel obligated to help | 0,2 | 0 | **0-3** | 0,4 | 0 | **0-3** |
| | I know others will help me if I asked a question | 1,2 | 1 | **0-3** | 1,8 | 2 | **0-3** |
| | Gender ( 1 = female, 2=male) | 1,3 | 1 | **1-2** | 1,4 | 1 | **1-2** |
| | Age | 28,2 | 25 | **14-54** | 41,7 | 43 | **23-66** |

## 11.2 FACEBOOK AND UMF2015

The reason for distributing the questionnaire at the UMF2015, was to see if respondents showed another motivation pattern, than those sitting in front of their computer, iPad or smart phone. The result shows that there are some differences between the two environments, but not of great significance. Respondents who have answered by hardcopy at UMF2015, haven't used the extreme ends of the scale, compared to those on Facebook, and it goes for both end of the scale. In four statements the score of five, strongly agree, haven't been used, and for another four statements the answers Strongly disagree and Disagree (1 and 2), haven't been used (Table 5) at UMF2015.

Corresponding answers are given to the statements about resources and self efficacy (Table 3). Respondents at UMF2015 are neutral to the statements about enjoyment of helping others and reciprocity, though with one exertion in connection to reciprocity. The UMF2015 respondents feel a greater obligation when it comes to direct reciprocity (Table 3). The biggest span between the two respondents groups are seen in statements, where the UMF2015 respondents disagree with the statement. They disagree to a higher extend on the statements about reputation being a motivational factor (Table 3, Table 5). They also feel less loyal to the Facebook group (Table 3), and wouldn't see it as a big loss if the Facebook groups ceased to exist (Table 3).

**Figure 12 UMF2015 cross comparison**

| Statement top four | | Ranking top three | |
|---|---|---|---|
| 1 | It gives me access to information and knowledge I would not else have access to | Gives access to a large network | 1 |
| 2 | It gives me access to other scouts, I would not have connection to otherwise | I know others will help me if I asked a question | 2 |
| 3 | I like helping other people | I enjoy helping others | 3 |
| 4 | I trust someone would help me if I were in a similar situation | | |

Comparing the top statements with the top ranking question, the disorder is not as extensive for the UMF2015 (Figure 12) as for Facebook (Figure 13). The respondents at UMF2015 place resources and access to a large network highest both in the statements and in the ranking question. The two respondents groups agree on the three ranking questions, only difference is in the order.

As previously, the two groups are on an overall level agreeing on the most important statements, only with variations in order and extent of agreement level. The two respondent groups will therefore be merged into a complete dataset for the further and final analysing.

**Figure 13 Facebook collected cross comparison**

| Statement top three | | Ranking top three | |
|---|---|---|---|
| 1 | I trust someone would help me if I were in a similar situation | Gives access to a large network | 1 |
| 2 | I like helping other people | I enjoy helping others | 2 |
| 3 | It feels good to help others solve their problems | I know others will help me if I asked a question | 3 |
| 4 | It gives me access to information and knowledge I would not else have access to | | |

Table 5 Descriptive statistics for Facebook and UMF2015

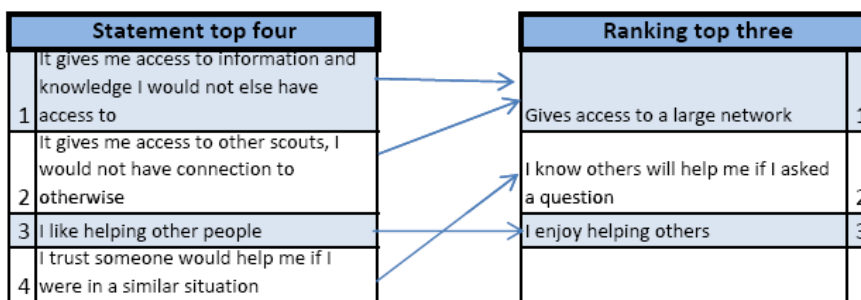| | | Facebook | | | UMF2015 | | |
|---|---|---|---|---|---|---|---|
| | | Mode | Median | Range | Mode | Median | Range |
| *Resources* | It gives me access to other scouts, I would not have connection to otherwise | 4 | 4 | 1-5 | 4 | 4 | 1-5 |
| | It gives me access to information and knowledge I would not else have access to | 4 | 4 | 1-5 | 4 | 4 | 1-5 |
| *Self efficacy* | It gives me confidence to be able to answer others questions | 3 | 3 | 1-5 | 3 | 3 | 1-4 |
| | It gives me confidence in my own abilities to be able to answer others questions | 3 | 3 | 1-5 | 3 | 3 | 1-4 |
| *Reputation* | I earn respect from others by participating in the groups | 3 | 3 | 1-5 | 2 | 2 | 1-4 |
| | I feel that participation improves my status in DDS | 3 | 3 | 1-5 | 2 | 2 | 1-5 |
| *Enjoy helping* | I like helping other people | 4 | 4 | 1-5 | 4 | 4 | 3-5 |
| | It feels good to help others solve their problems | 4 | 4 | 1-5 | 4 | 4 | 3-5 |
| *Commitment* | I would feel a loss if the Facebook groups and sites relating to scouting were no longer available | 5 | 4 | 1-5 | 4 | 4 | 1-5 |
| | I feel obligated to share information and knowledge, relevant for others, in the Facebook groups and sites | 3 | 3 | 1-5 | 3 | 3 | 1-5 |
| | I feel obligated to answer other people questions, if I have a relevant answer | 4 | 3 | 1-5 | 4 | 3 | 1-4 |
| | I feel a great deal of loyalty to the Facebook groups and sites | 4 | 3 | 1-5 | 3 | 3 | 1-4 |
| *Reciprocity* | I know that other members will help me, so it's only fair to help other members | 4 | 4 | 1-5 | 4 | 4 | 3-5 |
| | I trust someone would help me if I were in a similar situation | 4 | 4 | 1-5 | 4 | 4 | 3-5 |
| | I feel obligated to help a member, if that member has previously helped me | 3 | 3 | 1-5 | 3 | 3 | 1-5 |
| | | Mean | Median | Range | Mean | Median | Range |
| | It has a positive impact on my reputation | 0,1 | 0 | 0-2 | 0,1 | 0 | 0-1 |
| | I enjoy helping others | 1,6 | 1,5 | 0-3 | 1,2 | 1 | 0-3 |
| | Gives access to a large network | 2,4 | 3 | 0-3 | 2,8 | 3 | 0-3 |
| | It makes me believe in my own abilities | 0,0 | 0 | 0-1 | 0,1 | 0 | 0-1 |
| | I feel obligated to help | 0,3 | 0 | 0-3 | 0,1 | 0 | 0-1 |
| | I know others will help me if I asked a question | 1,4 | 1,5 | 0-3 | 1,4 | 2 | 0-3 |
| | Gender ( 1 = female, 2=male) | 1,3 | 1 | 1-2 | 1,3 | 1 | 1-2 |
| | Age | 30,7 | 28 | 14-66 | 32,1 | 30 | 17-53 |

## 11.3 COLLECTED DATASET

The collected dataset shows the same trend as the two previously presented. Statements about resources, enjoy helping others and reciprocity scores the highest (Table 3). Only exception in the reciprocity category is the statement regarding direct reciprocity (Table 3). Respondents spread their scores almost equally all over the scale, the same goes for three out of four statements about commitment (Table 3). Only exception in commitment is the statement about loss if the Facebook group didn't exist anymore, this statement scores high (Table 3). Respondents are mostly neutral in the statements about self efficacy (Table 3). When

it comes to reputation respondents are neutral and disagreeing on it being a motivational factor (Table 3). Statements about reputation are those the respondents disagree with the most (Table 3).

The cross comparison between the statements and ranking question (Figure 5) once again show a disorder in the order between the two types of questions. The ranking's number two and three are only divided by eight points, (Table 6), but number one stands out with a significantly gap down to number two and three, (Table 6), so it is a clear number one reason when ranking the reasons.

**Figure 14 Dataset cross comparison**



| Statement top three | | Ranking top three | |
|---|---|---|---|
| 1 | I like helping other people | Gives access to a large network | 1 |
| 1 | I trust someone would help me if I were in a similar situation | I enjoy helping others | 2 |
| 2 | It gives me access to information and knowledge I would not else have access to | I know others will help me if I asked a question | 3 |
| 3 | It gives me access to other scouts, I would not have connection to otherwise | | |
| 3 | It feels good to help others solve their problems | | |

Looking at the statements crossed with region of the respondents, only one trend was noticeable. Respondents from region *Nordjylland* (Northern Jutland) are generally more positive towards the statements. They use *Strongly agree* and *Agree* to a more significantly extent and very seldom use the other end of the scale. Crossing statements with gender some differences were visible. The men have generally been scouts for shorter time than the women. In statements about confidence in one's own abilities, respect and status and feeling obligated to share if having relevant information, the men agreed to a greater extent than the women. The men would also feel it as a greater loss if the Facebook group would cease to exist. The rest of the statements both gender gave similar answers.      Seniority crossed with the statements does not show a general trend. Only for the group of 40+ were there a tendency of the answers being more unified and more positive. But as only four respondents are present in the group, this tendency should be held with care.

As already presented the different respondents groups don't differ much in attitude towards motivation for knowledge sharing. The survey and the result therefore have representative reliability, as more groups give expression for the same (Neuman, 2006). With the ranking question and the statements, the same construct have been presented by different measure and indicators in more than one place and in more than one phrasing. Multiple indicators therefore measure the same construct, the motivation factor. With

the cross comparisons in figures 10-14, we have established that there are general consistency among the most important factors, which ensures equivalence reliability (Neuman, 2006). Reliability also comes from replication (Neuman, 2006), replication of the measures from the Wasko and Faraj research (Wasko & Faraj, 2005) and from measures found having an motivational influence on knowledge sharing (H. Lin, 2007a; H. Lin, 2007b; Nahapiet & Ghoshal, 1998).

With this extended look at the results, we can now have a look at the hypothesis that were set before this data was collected.

Table 6 Descriptive statistics for collected dataset

| | | Dataset | | |
|---|---|---|---|---|
| | | Mode | Median | Range |
| Resources | It gives me access to other scouts, I would not have connection to otherwise | 4 | 4 | 1-5 |
| Resources | It gives me access to information and knowledge I would not else have access to | 4 | 4 | 1-5 |
| Self efficacy | It gives me confidence to be able to answer others questions | 3 | 3 | 1-5 |
| Self efficacy | It gives me confidence in my own abilities to be able to answer others questions | 3 | 3 | 1-5 |
| Reputation | I earn respect from others by participating in the groups | 3 | 3 | 1-5 |
| Reputation | I feel that participation improves my status in DDS | 3 | 3 | 1-5 |
| Enjoy helping | I like helping other people | 4 | 4 | 1-5 |
| Enjoy helping | It feels good to help others solve their problems | 4 | 4 | 1-5 |
| Commitment | I would feel a loss if the Facebook groups and sites relating to scouting were no longer available | 5 | 4 | 1-5 |
| Commitment | I feel obligated to share information and knowledge, relevant for others, in the Facebook groups and sites | 3 | 3 | 1-5 |
| Commitment | I feel obligated to answer other people questions, if I have a relevant answer | 4 | 3 | 1-5 |
| Commitment | I feel a great deal of loyalty to the Facebook groups and sites | 3 | 3 | 1-5 |
| Reciprocity | I know that other members will help me, so it's only fair to help other members | 4 | 4 | 1-5 |
| Reciprocity | I trust someone would help me if I were in a similar situation | 4 | 4 | 1-5 |
| Reciprocity | I feel obligated to help a member, if that member has previously helped me | 3 | 3 | 1-5 |

| | | Mean | Median | Range | Total score |
|---|---|---|---|---|---|
| | It has a positive impact on my reputation | 0,1 | 0 | 0-2 | 8 |
| | I enjoy helping others | 1,4 | 1 | 0-3 | 139 |
| | Gives access to a large network | 2,6 | 3 | 0-3 | 246 |
| | It makes me believe in my own abilities | 0,0 | 0 | 0-1 | 3 |
| | I feel obligated to help | 0,2 | 0 | 0-3 | 18 |
| | I know others will help me if I asked a question | 1,4 | 2 | 0-3 | 131 |
| | Gender ( 1 = female, 2=male) | 1,3 | 1 | 1-2 | |
| | Age | 31,2 | 29 | 14-66 | |

# 12   DISCUSSION

The aim of the study was through the model of social capital to investigate what motivates volunteers to share knowledge on social media.  The study shows support for the model in general. It did however not confirm all factors and stated hypothesis.

## 12.1 DISCUSSION OF HYPOTHESIS

H1:   Individuals who perceive that participating will enhance their reputation in the community will be motivated to contribute to the electronic network of practise

H2:   Individuals who enjoy helping others will be motivated to contribute to the electronic network of practise

H3:   Individuals will be motivated to contribute to the electronic network of practise, because it gives access to knowledge and people they would not otherwise have

H4:   Individuals will be motivated to contribute to the electronic network of practise if it makes them have confidence in oneself

H5:   Individuals who are committed to the network will be motivated to contribute to the electronic network of practise

H6:   Individuals who are guided by the norm of reciprocity will be motivated to contribute to the electronic network of practise

### 12.1.1 REPUTATION AS A MOTIVATOR

As anticipated the result shows that the aspect of reputation, is not a motivating factor for volunteers in regards of sharing knowledge.  This study therefore does not support the finds of Wasko and Faraj (2005), where they found it to be one of the most important motivational factors for sharing knowledge in the ENoP studied. The result of the study is however not surprising as Wasko and Faraj themselves questioned if it would be the case in another setting of not strictly professional nature. Reputation is some form of an expected outcome of an action, and is thereby of the extrinsic kind of motivation (Ryan & Deci, 2000). But as presented volunteers motivation in general are primarily guided by intrinsic motivation (Habermann, 2007; C. Hansen et al., 2010; Skårhøj & Kappelgaard, 2011), this supports the find. The result of this study supports Lin's studies on motivation in knowledge sharing (H. Lin, 2007a), which concluded that knowledge sharing happens primarily due to intrinsic motivation. What is additionally interesting is that the result of this study does not support the research that states that self-presentation is what motivates people to use

Facebook (Nadkarni & Hofmann, 2012). At least not when, as in this study, we are focusing on participating in groups.

The first hypothesis did therefore not hold true, but this was anticipated for this community. Volunteers are not motivated by reputation when sharing knowledge in an electronic network of practise.

### 12.1.2 ENJOYMENT IN HELPING OTHERS AS A MOTIVATOR

This research provide strong evidence that volunteers are motivated to share knowledge by enjoyment of helping others. This contrast Wasko and Faraj (2005) found, of enjoyment in helping others only to some extend was motivating contributions. They expected that their result were due to the professional nature of the network researched. That the contribution to the ENoP were used to leverage extrinsic rewards in the professional setting, which then overshadows the intrinsic motivation. When this study shows strong evidence for enjoyment of helping others being an motivational factors, the answer is found in the fundamental difference between a professional and a voluntary setting. With volunteers being motivated by intrinsic rewards (Habermann, 2007; C. Hansen et al., 2010; Skårhøj & Kappelgaard, 2011). The result also supports Lin's research of altruism being a motivational factor for knowledge sharing (H. Lin, 2007b).

The research result is consistent with the set hypothesis, and it can therefore be confirmed. Volunteers are motivated by enjoyment in helping others when sharing knowledge in an electronic network of practise.

### 12.1.3 ACCESS TO PEOPLE AND KNOWLEDGE AS A MOTIVATOR

Strong evidence was found in this research to support that volunteers share knowledge in the Facebook groups because it gives access to knowledge and people they would not otherwise have.  This is however not surprising as this is the fundamental promise of Facebook, as a Social Network Site (SNS). The platform of Facebook can connect ties, especially weak and even potential ties, through the groups. The groups therefore function as connectors between the structural holes in peoples network (A. P. McAfee, 2006). And by connecting people, they get access to knowledge they would not otherwise be able to get. Users of Facebook experience *Networks effects* (Weitzel, Wendt, & Westarp, 2000) as usefulness of the platform correlates positively with the number of users (McIntyre & Subramaniam, 2009). With no users on the platform, there would be no one to give answers. But with an installed base (McIntyre & Subramaniam, 2009), to sustain to information flow (Wasko & Faraj, 2005), it is possible to exploit the collective intelligence,  also known as wisdom of the crowd (A. P. McAfee, 2006).

This support the third hypothesis, and it can therefore be confirmed. Volunteers are motivated to share knowledge in an electronic network of practise, because it gives access to knowledge and people they would not otherwise have.

### 12.1.4 CONFIDENCE AS A MOTIVATOR

Self efficacy or confidence is not what motivates volunteers to share knowledge. The results of this research then doesn't support Lin's research (H. Lin, 2007a; H. Lin, 2007b) on which this category's statements were based. A possible explanation is that the statements presented only dealt with confidence, and not if people was motivated to share knowledge because it could help others, which is part of the self efficacy concept. What is very interesting is that the result of this study does not support the research of it being self-affirmation that motivates people to use Facebook (Toma & Hancock, 2013). However their research was focused on people's own profile activity and profile browsing, an area this research has not touched, so it is unknown if self-affirmation applies to group activity. This would be an interesting field for future research.

The fourth hypothesis did therefore not hold true. Volunteers are not motivated by confidence when sharing knowledge in an electronic network of practise

### 12.1.5 COMMITMENT AS A MOTIVATOR

The result of the research shows diverse results when it comes to commitment as a motivator. Commitment in the form of obligations and loyalty are for some volunteers a motivational factor, but for the most part of the volunteers it did not act as a motivational factor. This supports Wasko and Faraj (2005) research, which also found commitment did not to have an directly effect on the knowledge contribution. People contributed knowledge in their research without having high level of committed to the ENoP, so it was not a motivational factor.

The fifth hypothesis did therefore not either hold true. Volunteers are not motivated by commitment when sharing knowledge in an electronic network of practise

### 12.1.6 RECIPROCITY AS A MOTIVATOR

This research shows strong evidence that volunteers are motivated by the norm of generalized reciprocity when sharing knowledge, but not by direct reciprocity. Wasko and Faraj (2005) didn't make a distinction in the form of reciprocity in their research model, but reflected upon it as an explanation for their result. This research confirms that there are a difference in motivation between the two forms of reciprocity in an ENoP. Wasko and Faraj (2005) research showed that people contributed knowledge without expecting it would be reciprocated. This indicates that it is some other factor in their researched community that makes people share knowledge, so reciprocity was not a motivational factor. Their results therefore contradicts the results found in this study.

The research show evidence for the corresponding set hypothesis, and it can therefore be confirmed. Volunteers are motivated by the norm of reciprocity when sharing knowledge in an electronic network of practise.

## 12.2 GENERAL DISCUSSION

The discussion so far shows that there are some central differences in how the social capital model effects the two ENoP communities, the processional from Wasko and Faraj research and the voluntary from this research. For the individual motivators, the two factors were completely opposite each other. And the reason lies in the fundamental difference in motivation for the two communities. As professionals are motivated by the extrinsic factors and volunteers by the intrinsic factors. Both research shows how important structural capital is for an ENoP community. There are however differences in the functionality of the ENoP platforms, and this effect how efficiently the platform will support the ENoP. In this research Facebook has been the case study, which is not primarily a platform thought for this kind of interaction. When looking at the honey comp model for this platform, Figure 2, the functionality of sharing and groups are not the predominant ones. Then why is Facebook used as a platform for this interaction and knowledge sharing? This is due to network effect, as people can reach so many existing users here. As people are visiting Facebook often daily anyway, they then might as well join the scouting related groups and follow or even participate in them without additional cost. Additionally if a new knowledge sharing forum was set up on another platform, that could functionally support the knowledge sharing better, the users would experience high switching cost (McIntyre & Subramaniam, 2009). The high switching cost occurs because people would have get acknowledged with the new platform. But most importantly in this case they would most likely lose the connection to the large installed base, which new platform would need to get installed first, before experience networks effect, and then bring value. So although Facebook is not functionally the "best" platform for sharing knowledge, it brings value due to the network effect and the installed base. Although networks are used to manage both bridging and bonding social capital, researchers have found that when people are using groups on Facebook, it is related to bridging capital (Lee, Kim, & Ahn, 2014). Bridging because people can interact with others they share interest with but not necessarily know, and thus Facebook bridges the weak and potential ties. And this supports this research findings.

Cognitive social capital was measured differently in the comparing two research, and is thereby not comparable. Wasko and Faraj (2005) used *Tenure in the field* as a measure, this is however not an important factor in the DDS community. The knowledge sought might as well reside in a scout with two years of experience as it could in one with forty. When looking at the original model of *"Social Capital in creation of Intellectual Capital"* by Nahapiet and Ghoshal *(1998),* the cognitive dimension consisted of shared codes, languages and narratives. This dimension forms the base for verbal interaction between people, as shared ground means that people will understand each other and the terms and narratives being exchanged. As participants in the Facebook groups are primarily scouts they will already be familiar with the language and narratives before becoming a member of the ENoP. So although the researched measure

of confidence didn't apply here as a motivational factor, the cognitive dimension of social capital, likely has an impact on the knowledge sharing in this context.

The most compound differences are found when comparing the results of relational capital. The Rational dimension of *"Social Capital in creation of Intellectual Capital"* by Nahapiet and Ghoshal *(1998),* consisted of trust, norms and obligations. Relational capital wasn't found to be an important part in the Wasko and Faraj (2005) case. They ascribe this to research done on ENoP suggesting that relational capital does not develop in ENoP, as they lack shared history, have high interdependence, frequent interaction and co-presence (Wasko & Faraj, 2005). But the case of relational capital is a quite different one in this research. This is basically due to the nature of the ENoP researched. Researchers have found that use of Facebook shows an offline to online trend (Ellison et al., 2007; Ross et al., 2009), where people meet offline and connect online on Facebook afterwards. This is what happens in the Facebook scouting related groups researched here to some extent. In the process of offline to online, the shared norms and values found in the scouting method, the scout law and values, are passed on to the ENoP setting. So although not explicit stated, the values from the scout law regarding; be a good friend, be considerate and help others, to be trustworthy and take responsibility in family and community, will guide the norm in the scouting related Facebook groups. This is also why volunteers trust that their help will be reciprocated.  As stated volunteers are intrinsic motivated, as their action are self-determined (Ryan & Deci, 2000), this supports that result that commitment in the form of obligation does not in general motivate volunteers. Still around a third of the volunteers respond that they feel obligated to engage in knowledge sharing in the ENoP. An explanation hereof could be the fact that volunteers in DDS often are very committed to the organisation. At times volunteers do feel obligated to perform a task, because of feeling; *"If I don't, it won't be done, and I will let a lot of people down".* This feeling of obligations in the offline work, is then possible transferred to the ENoP. There are however a difference between the two.  In the offline environment people could experience sanctions if they turn down a task. There are however no explicit sanctions in DDS for turning down a task, volunteers are not excluded from the community for saying no to a task. So it would be a tacit feeling, in the form of changes in social capital in relation to their own network or due to their own conscience. In the online world the sanction would only take place in volunteers own conscience, as others doesn't know if the person was a potential information resource in the first place. Another explanation could come from the interpretation of the word commitment and obligation. The factor in the research model and the hypothesis are termed commitment, but the questions are using the words such as obligation ( translated to "*forpligtet"* in the Danish questionnaire) and loyalty. Although commitment and obligation covers the same, it can be argued that there are a difference. Commitment to a collective is a sense of responsibility to help others in the collective (Wasko & Faraj, 2005), this can be seen as a self-

determined choice, because people are engaged and loyal. Obligation (or *"forpligtigelse"*) are more binding, a duty and something that are requested that you do. If you don't do it there will be sanctions, and it is therefore less self determined. The questions about obligation, were added in this research, and reflecting upon the result and the discussion hereof, the framing of the questions should have been different. Framed different to ensure measuring different levels and types of commitment.

This discussion gives basis for answering Wasko and Faraj's question if their model could be applied to a not strictly professional setting. With the result of this research there are evidence to support that the model of social capital does also apply to a voluntary community. This research changed some factors in the model in order to make it suitable for present ENoP platforms and the community in question. This however does not change the overall structure of the model and the four main categories of individual motivations, structural, cognitive and relational capital. This research founds evidence that all four categories are important on motivation for knowledge sharing. Where the results showed differences, were in the factors measured. This is however not surprising as all communities or practices have unique social capital. In order to make sure that this is captured in future research, it is suggested that researchers uses Wasko and Farajs model with the four categories and choose the measuring factors, in each category, found suitable for the researched area in question. For factors in the three social capital categories, it is suggested to glance at the original model of Nahapiet and Ghoshal *(1998)*, to ensure that all levels and dimensions are captured.

## 12.3 GENERALIZATION

The generalization of this study is limited, as the research was only done in one voluntary community. There is no external validity for generalize this result to all voluntary organisations as these all be characterized by different social capital. Further DDS is a voluntary organization which is very motivated by solidarity. A characterisation that differs DDS from many other voluntary organisations in Denmark (Habermann, 2007), and which will have affected the social capital present in the ENoP.

Further it is also limited how this research can be generalized to say something about all volunteers in DDS, and their motivation for knowledge sharing through social media. Firstly not all members in DDS are on Facebook, so large groups of people are not represented in this research. Secondly 71% of the respondents were female (Appendix 7) but only 45% of the members of DDS, of the age of 16 and above, are female (Appendix 11). In the analysis, it was however the male respondents who gave more positive answers to some of the statements, meaning that more males are motivated by these factors. Consequently this could mean that the results for these factors are lower than a representative gender distribution would had shown. Research have however found that females uses Facebook more often than males (Nadkarni & Hofmann, 2012). This can however not explain the high female representation among respondents, as

female counted for 72 % (appendix 6) of respondents on Facebook but also 69% (Appendix 3) of respondents at UMF2015. In both respondents settings there were a majority of female respondents.

## 12.4 LIMITATIONS

The limitations to this research are that it didn't, as in Wasko and Farajs case look at the actual knowledge contribution and it can therefore not say if the expressed motivation factors hold true, when it comes to actual sharing knowledge. Another limitation is that it did not research why people don't share knowledge although they are a member of the groups on Facebook. This is an interesting area for future research as it will be able to give some insight of the barriers to knowledge sharing and thereby provide an understanding of which motivational factors which can overcome these barriers and motivate knowledge sharing. Further this research looked at motivation for knowledge sharing primarily among weak ties in an ENoP. An interesting area of research could be to look at knowledge sharing in a local scout group, where volunteers are close ties, to see if the same motivation factors would be present here.

## 12.5 REFLECTIONS ON THE THESIS PROCESS AND METHOD

Very early on in this thesis writing process I came upon a thesis about motivation and knowledge sharing through social media within an organisation (Nielsen, 2013). This inspired me and provided a lot of references to build my thesis upon. The article about social capital model by Wasko and Faraj (Wasko & Faraj, 2005), was one of the first models I came by, and I at once chose it as the model to build my research upon. It seemed to provide a framework I could use and an approach that I could to some extent replicate. Time was short, I had limited time before the weekend of UMF2015, where a large part of my data collection would take place. As a consequence I perhaps didn't fully understand the model and on which theory it was based. Although I knew what I was trying to research, it did not correspond with what I wrote e.g. in the hypothesises. For a long period of time they resembled the original model of Wasko and Faraj, too much in the wording. It took me some time to understand the difference between my research and theirs. That their focus in the end was on the impact motivation had on the actual contribution and the usefulness of this contribution. Did I had the profound knowledge about social capital at the time of composing my model and thereby my research design, I would have done it a bit differently. I would have included Nahapiet and Ghoshal *(1998)* more specially in the cognitive and relational dimension, as already discussed. But as in any project at a projects initial start; information and knowledge are in shortage, while at the same time the decision one makes are of great importance and affects the projects on the long term. And as the project progresses the two factors shift place (Christensen & Kreiner, 1991). Despite this I have learned along the way, and would also today chose the same methodology and theoretical framework for answering the research question of this thesis, as I find that it has supported the results of this research.

# 13  CONCLUSION

This thesis set out to fill a gap in existing research, about what motivates volunteers in a voluntary organisation to share knowledge through the social media, by answering the research question repeated below.

> Based on the concept of social capital, what motivates volunteers to share knowledge on Facebook within a voluntary setting.

This thesis has shown that volunteers share knowledge in Facebook groups because they fundamentally enjoy helping others, as volunteers are intrinsic motivated. Facebook further allows volunteers to get in contact with people and through them, get access to knowledge they would not otherwise have, and this have a motivational influence on why volunteers use Facebook for knowledge sharing.  Finally norms and trust, based in DDS' culture and values, are passed on from the voluntary work done in the offline work and over into the Facebook groups. Due to these norms and trust volunteers are motivated to share knowledge, because they expected that their help will be reciprocated by another member of the group. It can thereby be concluded that in addition to individual motivator, social capital have a motivational effect on volunteers.  Factors like reputation, confidence and commitment, in the form of obligations, was not found to be motivational factors in this research.

## 13.1 IMPLICATIONS

The implications this research gives for practitioners interested in knowledge sharing among volunteers are simple. A platform that provides network effects, due to many ties and wisdom of the crowd, make the optimal base for a sustainable forum. Also although the platform does not have the ideal functionality to support the interaction. The platform further needs to comply with freeform; where sharing is optional, there are no imposed structures, it is egalitarian (that all users are even and have the same rights) and it should accept many types of data (A. McAfee, 2009). If restrictions are put in place it will no longer be volunteers self-determined and intrinsic motivation that guides them, and knowledge sharing could ease to exist. Practitioners should also be aware if the online community are a movement from offline to online, then social capital will likely be transferred and will form a base foundation of the online community.

## 13.2 REFLECTIONS ON THE SUBJECT

The theme of this thesis originally started with a puzzlement; why didn't people use my initiatives for knowledge sharing. This puzzlement evolved with time to a general question; what motivates volunteers to share knowledge. With this thesis I feel I have got a good insight and seen the subject from angles I have not before been aware of. Although I researched motivation among scouts in DDS five and a half years ago in my first year at Copenhagen Business School (CBS), I feel that with this research I have got a new more nuanced view on the subject and the organisation in focus. Back then the focus was on motivation for being a volunteer, and had nothing to do with knowledge sharing or social media, I didn't even know the concepts. But with the more profound knowledge I have today, due to the progress in my master program, I'm now able to bring in more theories to view the concepts on which it is based. As a result, the conceptual definition of what motivates volunteers is now much more clear in my awareness. This has on a personal level given reason to reflection; Why am I a volunteer in DDS? My involvement as a volunteer has been declining for the last couple of years. But with this new insight of why people are volunteering in DDS, I have now been able to identify what it is that motivates me. It is not the course or the project, I'm involved in DDS for the personally gain. I'm there for the solidarity and the social aspect! This is directly connected to why I use Facebook in relation to scouting, and is consistent with the result of this thesis. Facebook gives me access to people and information about social events happening in the community, I would not otherwise have.

So what do I take with me from this process. A profound base of knowledge about social media and motivation, which I can use and relate in my future work. Also I have gotten a chance to take a closer look at an organisation I have been a part of for so many years of my life. A look that has brought awareness of whole new angles to why some volunteers are so motivated to be involved in the central work in the association. But most important I have identified what it is that drive my motivation for being a scout; the social network.

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# 15 APPENDICES

## APPENDIX 1: QUESTIONNAIRE IN ENGLISH



The purpose of this questionnaire is to research which factors motivates scouts to seek and share information and answer questions posted in Facebook groups and pages. Groups and pages related to Det Danske Spejderkorps.

The questionnaire consists of a few questions and statements, which will take approximately 4-5 minutes to answer.

Your answers are confidential, and will be used in a Master thesis at Copenhagen Business School. A Master thesis about which factors that motivates volunteers to share knowledge on social media.


Thanks in advance

Christina Fausbøll

3. Vesterbro Vildgæssene, Absalon Division


For how long have you been a scout?

☐ 0-5 years
☐ 5-10 years
☐ 10-20 years
☐ 20-40 years
☐ 40+ years

In which region are you a scout?

☐ Region Nordjylland
☐ Region Midtjylland
☐ Region Syddanmark
☐ Region Hovedstaden
☐ Region Sjælland

Are you on Facebook?

☐ Yes
☐ No

Are you a member of one or more Facebook groups or sites related to scouting?

Eg. Blå Spejder, Det Danske Spejderkorps,

☐
☐

**You will now be presented with a list of statements related to what motivates you to seek and share information on Facebook**

### To what extend do you agree or disagree with each of the statements

I use Facebook groups and sites in relation to scouting because

|  | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| It gives me access to other scouts, I would not else have a connection to | ☐ | ☐ | ☐ | ☐ | ☐ |
| It gives me access to information and knowledge I would not else have access to | ☐ | ☐ | ☐ | ☐ | ☐ |
| It gives me confidence to be able to answer others questions | ☐ | ☐ | ☐ | ☐ | ☐ |
| It gives me confidence in my own abilities to be able to answer others questions | ☐ | ☐ | ☐ | ☐ | ☐ |

### To what extend do you agree or disagree with each of the statements

I use Facebook groups and sites in relation to scouting because

|  | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| I earn respect from others by participating in the groups | ☐ | ☐ | ☐ | ☐ | ☐ |
| I feel that participation improves my status in DDS | ☐ | ☐ | ☐ | ☐ | ☐ |
| I like helping others | ☐ | ☐ | ☐ | ☐ | ☐ |
| It feels good to help others solve their problems | ☐ | ☐ | ☐ | ☐ | ☐ |

### To what extend do you agree or disagree with each of the statements

|  | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| I would feel a loss if the Facebook groups and sites relating to scouting were no longer available | ☐ | ☐ | ☐ | ☐ | ☐ |
| I feel obligated to share information and knowledge, relevant for | ☐ | ☐ | ☐ | ☐ | ☐ |

others, in the Facebook groups and sites

I feel obligated to answer others questions, if I have an relevant answer ❏ ❏ ❏ ❏ ❏

I feel a great deal of loyalty to the Facebook groups and sites ❏ ❏ ❏ ❏ ❏

## To what extend do you agree or disagree with each of the statements

|  | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| I know that other members will help me, so it's only fair to help other members | ❏ | ❏ | ❏ | ❏ | ❏ |
| I trust someone would help me if I were in a similar situation | ❏ | ❏ | ❏ | ❏ | ❏ |
| I feel obligated to help a member, if that member has previously helped me | ❏ | ❏ | ❏ | ❏ | ❏ |

## What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting

Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason.

Gives access to a large network _____

It makes my believe in my own abilities _____

I feel obligated to help _____

It has a positive impact on my reputation _____

I enjoy helping others _____

I know others will help me if I asked a question _____

## A few closing questions

Your gender?

❏ Female

❏ Male

Your age?

_____

Thank you for spending a few moments answering my questions, I appreciate it.

Christina Fausbøll

3. Vesterbro Vildgæssene

Dette spørgeskema har til formål at undersøge hvad der motiverer spejdere til at søge information og svare på spørgsmål, i Facebookgrupper og -sider relateret til spejderarbejdet i Det Danske Spejderkorps.

Spørgeskemaet består af en kort række spørgsmål og udsagn, som vil tage 4-5 min. at svare på.

Dine svar er fortrolige, og vil blive brugt i et kandidatspeciale på Copenhagen Business School, som handler om hvad der motiverer frivillige til at videndele ved hjælp af sociale medier.

På forhånd tak for hjælpen

Christina Fausbøll

3. Vesterbro Vildgæssene, Absalon Division

## Hvor længe har du været spejder?

- 0-5 år
- 5-10 år
- 10-20 år
- 20-40 år
- 40+ år

## Hvor i landet er du spejder?

- Region Nordjylland
- Region Midtjylland
- Region Syddanmark
- Region Hovedstaden
- Region Sjælland

## Er du på Facebook?

Hvis nej- spring til sidste side og afsluttende spørgsmål

- Ja
- Nej

## Er du medlem af en eller flere Facebookgrupper og -sider som er spejderrelateret?

Fx. Blå spejder, Det Danske Spejderkorps, en divisions eller spejdergruppes side

Hvis nej- spring til sidste side og afsluttende spørgsmål

☐ Ja
☐ Nej

**Du vil nu blive stillet overfor en række udsagn, som handler om hvad der motiverer dig at søge og dele information på Facebook.**

## Hvor enig eller uenig er du i følgende udsagn

Jeg bruger Facebookgrupper og -sider i spejdermæssig sammenhæng fordi

|  | Meget enig | Enig | Hverken enig eller uenig | Uenig | Meget uenig |
|---|---|---|---|---|---|
| Det giver mig adgang til andre spejdere, jeg ellers ikke ville have forbindelse til | ☐ | ☐ | ☐ | ☐ | ☐ |
| Det giver mig adgang til information og viden jeg ellers ikke ville have adgang til | ☐ | ☐ | ☐ | ☐ | ☐ |
| Det giver mig selvtillid at kunne svare på andres spørgsmål | ☐ | ☐ | ☐ | ☐ | ☐ |
| Det giver mig troen på min egen viden at kunne svare på andres spørgsmål. | ☐ | ☐ | ☐ | ☐ | ☐ |

## Hvor enig eller uenig er du i følgende udsagn

Jeg bruger Facebookgrupper og -sider i spejdermæssig sammenhæng fordi

|  | Meget enig | Enig | Hverken enig eller uenig | Uenig | Meget uenig |
|---|---|---|---|---|---|
| Jeg får anerkendelse fra andre ved at deltage i disse grupper | ☐ | ☐ | ☐ | ☐ | ☐ |
| Jeg føler at min deltagelse forbedrer mit omdømme i DDS | ☐ | ☐ | ☐ | ☐ | ☐ |
| Jeg kan lide at hjælpe andre | ☐ | ☐ | ☐ | ☐ | ☐ |
| Det føles godt at hjælpe andre med at løse deres problemer | ☐ | ☐ | ☐ | ☐ | ☐ |

## Hvor enig eller uenig er du i følgende udsagn

|  | Meget enig | Enig | Hverken enig eller uenig | Unig | Meget uenig |
|---|---|---|---|---|---|
| Jeg ville føle det som et tab hvis Facebookgrupperne og -siderne i spejdermæssig sammenhæng ikke længere eksisterede | ☐ | ☐ | ☐ | ☐ | ☐ |
| Jeg føler jeg mig forpligtet til dele viden og information, relevant for andre, i Facebookgrupperne og -siderne | ☐ | ☐ | ☐ | ☐ | ☐ |
| Jeg føler mig forpligtet til svare på andres spørgsmål, hvis jeg har et relevant svar | ☐ | ☐ | ☐ | ☐ | ☐ |
| Jeg føler loyalitet overfor Facebookgrupperne og -siderne | ☐ | ☐ | ☐ | ☐ | ☐ |

## Hvor enig eller uenig er du i følgende udsagn

| | Meget enig | Enig | Hverken enig eller uenig | Uenig | Meget uenig |
|---|---|---|---|---|---|
| Jeg ved at andre medlemmer vil hjælpe mig, så det er kun fair jeg også hjælper andre | ❑ | ❑ | ❑ | ❑ | ❑ |
| Jeg stoler på at andre vil hjælpe mig, hvis jeg var i samme situation | ❑ | ❑ | ❑ | ❑ | ❑ |
| Jeg føler mig forpligtet til at hjælpe et bestemt gruppemedlem, hvis medlemmet tidligere har hjulpet mig | ❑ | ❑ | ❑ | ❑ | ❑ |

## Hvad er de 3 vigtigste grunde til at du benytter Facebookgrupper og -sider i spejdermæssig sammenhæng til at dele og søge viden og information.

Noter din top 3, med tallene 1, 2 og 3. Hvor 1 er den vigtigste grund.

Jeg føler mig forpligtet til at hjælpe _____

Giver adgang til stort netværk _____

Glæden ved at hjælpe andre _____

Jeg ved at andre vil hjælpe mig, hvis jeg stillede et spørgsmål _____

Det øger troen på mine egne evner _____

Det påvirker mit omdømme positivt _____

## Et par afsluttende spørgsmål

## Hvad er dit køn

❑ Kvinde
❑ Mand

## Hvad er din alder?

Indtast kun tal

_____

Tak fordi du ville bruge et par minutter på at besvare mine spørgsmål, det sætter jeg pris på.

Christina Fausbøll

3. Vesterbro Vildgæssene, Absalon Division

# APPENDIX 3: RESULT REPORT UMF2015

UMF2015

For how long have you been a scout?

| | | |
|---|---|---|
| 0-5 years | 8% | 3 |
| 5-10 years | 17% | 6 |
| 10-20 years | 47% | 17 |
| 20-40 years | 25% | 9 |
| 40+ years | 3% | 1 |

In which region are you a scout?

| | | |
|---|---|---|
| Region Nordjylland | 3% | 1 |
| Region Midtjylland | 11% | 4 |
| Region Syddanmark | 36% | 13 |
| Region Hovedstaden | 31% | 11 |
| Region Sjælland | 19% | 7 |

To what extend do you agree or disagree with each of the statementsI use Facebook groups and sites in relation to scouting because

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | |
|---|---|---|---|---|---|---|
| It gives me access to other scouts, I would not have connection to otherwise | 22 | 56 | 14 | 6 | 3 | 36 |
| To what extend do you agree or disagree with each of the statements I use Facebook groups and sites ... | 25 | 61 | 11 | | 3 | 36 |
| It gives me confidence to be able to answer others questions | 14 | 58 | 17 | | 11 | 36 |
| It gives me confidence in my own abilities to be able to answer others questions | 25 | 61 | 8 | 6 | | 36 |

Strongly agree ■ Agree ■ Neither agree or disagree ■ Disagree
■ Strongly disagree

To what extend do you agree or disagree with each of the statementsI use Facebook groups and sites in relation to scouting because

## Chart 1

| Statement | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | n |
|---|---|---|---|---|---|---|
| I earn respect from others by participating in the groups | | 11 | 31 | 42 | 17 | 36 |
| I feel that participation improves my status in DDS | 3 | 6 | 33 | 39 | 19 | 36 |
| I like helping other people | 19 | 58 | 22 | | | 36 |
| It feels good to help others solve their problems | 19 | 53 | 28 | | | 36 |

Legend: Strongly agree — Agree — Neither agree or disagree — Disagree — Strongly disagree

To what extend do you agree or disagree with each of the statements

## Chart 2

| Statement | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | n |
|---|---|---|---|---|---|---|
| I would feel a loss if the Facebook groups and sites relating to scouting were no longer available | 31 | 33 | 22 | 11 | 3 | 36 |
| I feel obligated to share information and knowledge, relevant for others, in the Facebook groups and sites | 3 | 25 | 39 | 28 | 6 | 36 |
| I feel obligated to answer other people questions, if I have a relevant answer | | 39 | 31 | 25 | 6 | 36 |
| I feel a great deal of loyalty to the Facebook groups and sites | | 14 | 50 | 22 | 14 | 36 |

Legend: Strongly agree — Agree — Neither agree or disagree — Disagree — Strongly disagree

To what extend do you agree or disagree with each of the statements

## Chart 3

| Statement | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | n |
|---|---|---|---|---|---|---|
| I know that other members will help me, so it's only fair to help other members | 14 | 47 | 39 | | | 36 |
| I trust someone would help me if I were in a similar situation | 22 | 53 | 25 | | | 36 |
| I feel obligated to help a member, if that member has previously helped me | 6 | 36 | 39 | 8 | 11 | 36 |

Legend: Strongly agree — Agree — Neither agree or disagree — Disagree — Strongly disagree

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 0.06 | - | 36 |

- It has a positive impact on my reputation

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 1.17 | - | 36 |

- I enjoy helping others

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 2.78 | - | 36 |

- Gives access to a large network

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 0.06 | - | 36 |

- It makes me believe in my own abilities

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 0.06 | - | 36 |

- I feel obligated to help

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 1.39 | - | 36 |

- I know others will help me if I asked a question

## Your gender?

| | | Respondents |
|---|---|---|
| Female | 69% | 25 |
| Male | 31% | 11 |

0%  25%  50%  75%  100%

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| Your age? | - | - | 32.08 | - | 36 |

## Overall Status

| | | Respondents |
|---|---|---|
| New | 0% | 0 |
| Distributed | 0% | 0 |
| Partially Complete | 0% | 0 |
| Complete | 100% | 36 |
| Rejected | 0% | 0 |

0%  25%  50%  75%  100%

DDS facebook

For how long have you been a scout?

| | | |
|---|---|---|
| 0-5 years | 4% | 2 |
| 5-10 years | 18% | 9 |
| 10-20 years | 45% | 22 |
| 20-40 years | 31% | 15 |
| 40+ years | 2% | 1 |

In which region are you a scout?

| | | |
|---|---|---|
| Region Nordjylland | 8% | 4 |
| Region Midtjylland | 16% | 8 |
| Region Syddanmark | 16% | 8 |
| Region Hovedstaden | 53% | 26 |
| Region Sjælland | 6% | 3 |

To what extend do you agree or disagree with each of the statementsI use Facebook groups and sites in relation to scouting because

| | | | | | | |
|---|---|---|---|---|---|---|
| It gives me access to other scouts, I would not have connection to otherwise | 41 | 43 | 8 | 4 | 4 | 49 |
| To what extend do you agree or disagree with each of the statements I use Facebook groups and sites ... | 35 | 47 | 12 | 4 | 2 | 49 |
| It gives me confidence to be able to answer others questions | 2 | 18 | 51 | 16 | 12 | 49 |
| It gives me confidence in my own abilities to be able to answer others questions | 4 | 22 | 49 | 16 | 8 | 49 |

■ Strongly agree ■ Agree ■ Neither agree or disagree ■ Disagree
■ Strongly disagree

To what extend do you agree or disagree with each of the statementsI use Facebook groups and sites in relation to scouting because

## I earn respect from others by participating in the groups

| Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | |
|---|---|---|---|---|---|
| 2 | 20 | 41 | 24 | 12 | 49 |

## I feel that participation improves my status in DDS

| 2 | 22 | 35 | 29 | 12 | 49 |

## I like helping other people

| 35 | 53 | 8 | 4 | | 49 |

## It feels good to help others solve their problems

| 27 | 55 | 12 | 2 | 4 | 49 |

**Legend:** Strongly agree ▪ Agree ▪ Neither agree or disagree ▪ Disagree ▪ Strongly disagree

To what extend do you agree or disagree with each of the statements

## I would feel a loss if the Facebook groups and sites relating to scouting were no longer available

| 49 | 24 | 12 | 8 | 6 | 49 |

## I feel obligated to share information and knowledge, relevant for others, in the Facebook groups and sites

| 12 | 27 | 29 | 22 | 10 | 49 |

## I feel obligated to answer other people questions, if I have a relevant answer

| 10 | 29 | 27 | 27 | 8 | 49 |

## I feel a great deal of loyalty to the Facebook groups and sites

| 12 | 33 | 35 | 12 | 8 | 49 |

**Legend:** Strongly agree ▪ Agree ▪ Neither agree or disagree ▪ Disagree ▪ Strongly disagree

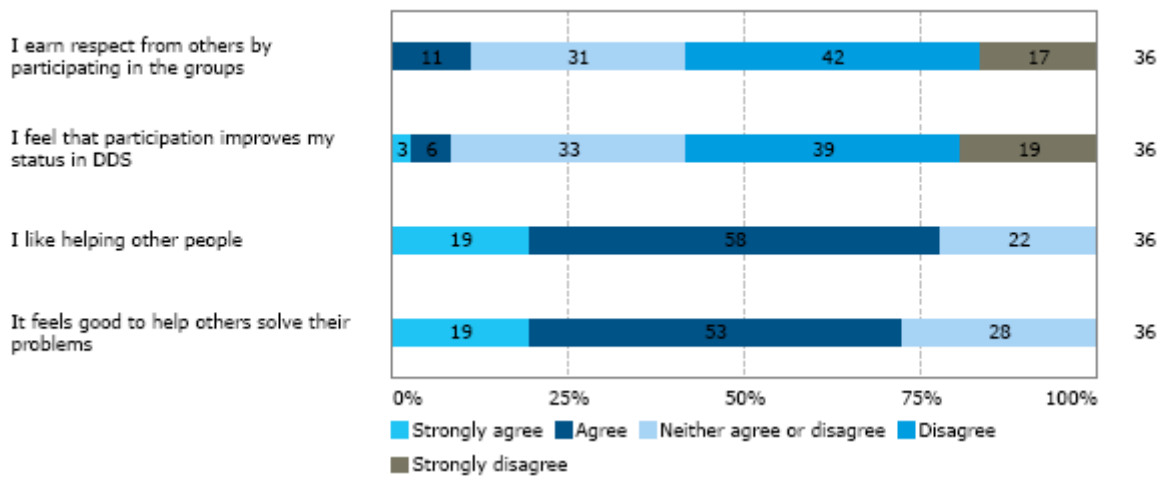To what extend do you agree or disagree with each of the statements

## I know that other members will help me, so it's only fair to help other members

| 24 | 49 | 24 | 2 | | 49 |

## I trust someone would help me if I were in a similar situation

| 31 | 59 | 8 | 2 | | 49 |

## I feel obligated to help a member, if that member has previously helped me

| 8 | 16 | 39 | 27 | 10 | 49 |

**Legend:** Strongly agree ▪ Agree ▪ Neither agree or disagree ▪ Disagree ▪ Strongly disagree

|  | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 0.12 | - | 49 |

 - It has a positive impact on my reputation

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 1.67 | - | 49 |

 - I enjoy helping others

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 2.43 | - | 49 |

 - Gives access to a large network

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 0.02 | - | 49 |

 - It makes me believe in my own abilities

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 0.24 | - | 49 |

 - I feel obligated to help

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 1.24 | - | 49 |

 - I know others will help me if I asked a question

## Your gender?

| | | | | |
|---|---|---|---|---|
| Female | 73% | | | 36 |
| Male | 27% | | | 13 |

0%   25%   50%   75%   100%

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| Your age? | - | - | 28.24 | - | 49 |

## Overall Status

| | | |
|---|---|---|
| New | 0% | 0 |
| Distributed | 0% | 0 |
| Partially Complete | 0% | 0 |
| Complete | 100% | 49 |
| Rejected | 0% | 0 |

0%   25%   50%   75%   100%
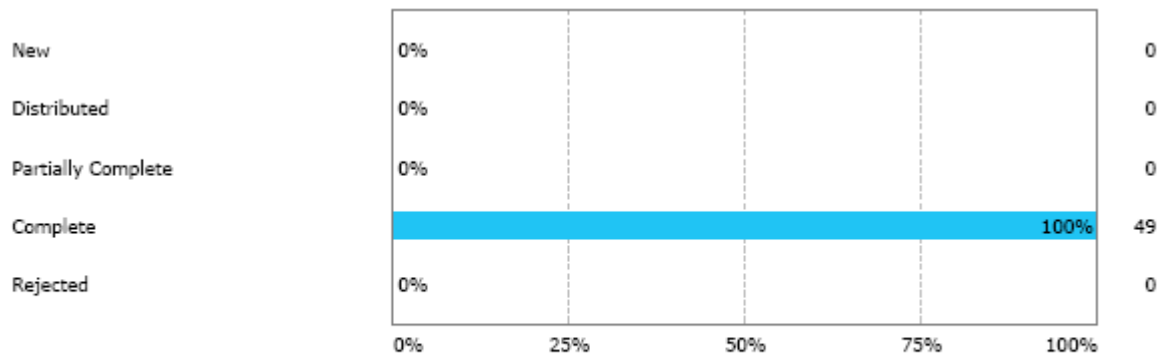
# APPENDIX 5: RESULT REPORT WEB HELP FACEBOOK GROUP

Webhjælp

## For how long have you been a scout?

| | | |
|---|---|---|
| 0-5 years | 27% | 3 |
| 5-10 years | 0% | 0 |
| 10-20 years | 27% | 3 |
| 20-40 years | 27% | 3 |
| 40+ years | 18% | 2 |

## In which region are you a scout?

| | | |
|---|---|---|
| Region Nordjylland | 9% | 1 |
| Region Midtjylland | 9% | 1 |
| Region Syddanmark | 9% | 1 |
| Region Hovedstaden | 55% | 6 |
| Region Sjælland | 18% | 2 |

To what extend do you agree or disagree with each of the statementsI use Facebook groups and sites in relation to scouting because

| | | |
|---|---|---|
| It gives me access to other scouts, I would not have connection to otherwise | 36    36    27 | 11 |
| To what extend do you agree or disagree with each of the statements I use Facebook groups and sites … | 36    55    9 | 11 |
| It gives me confidence to be able to answer others questions | 82    9    9 | 11 |
| It gives me confidence in my own abilities to be able to answer others questions | 9    64    18    9 | 11 |

■ Strongly agree ■ Agree ■ Neither agree or disagree ■ Disagree
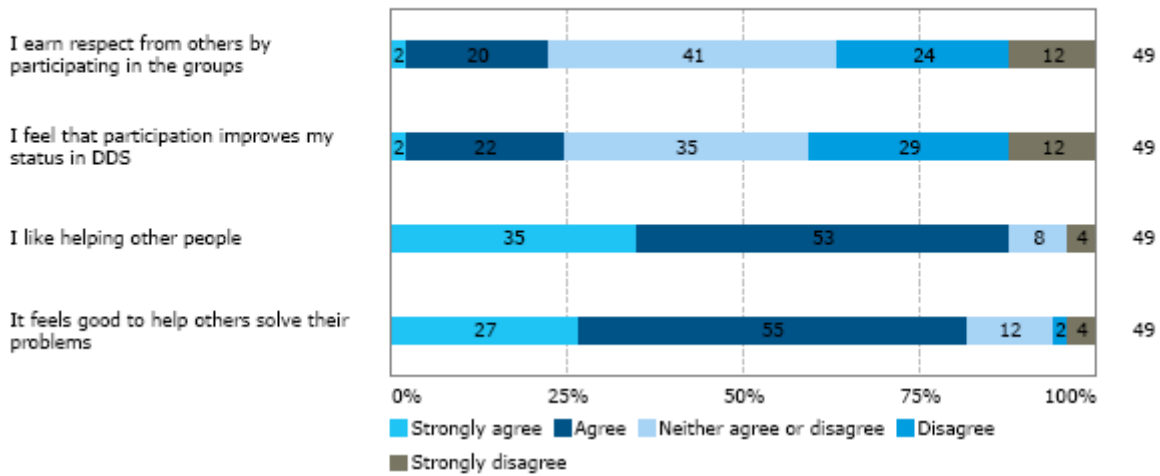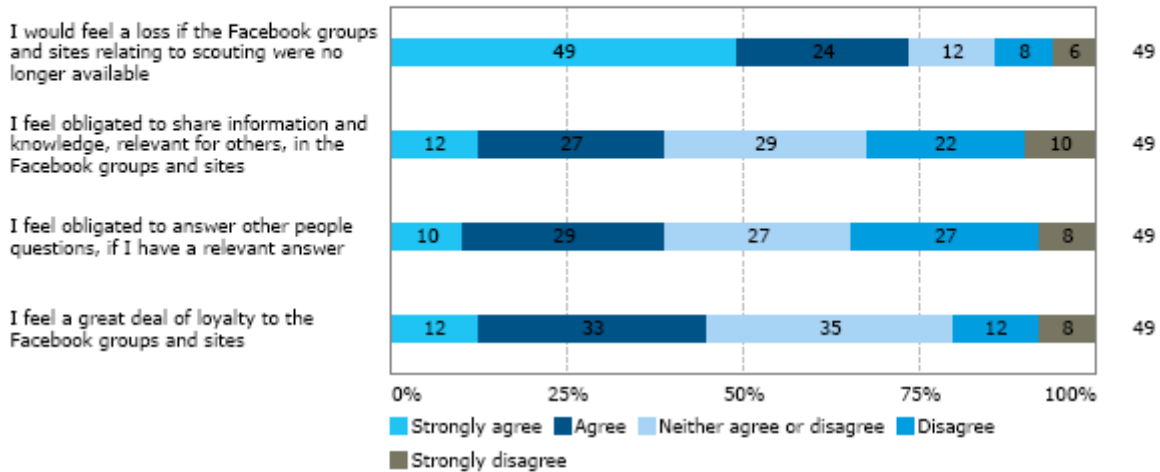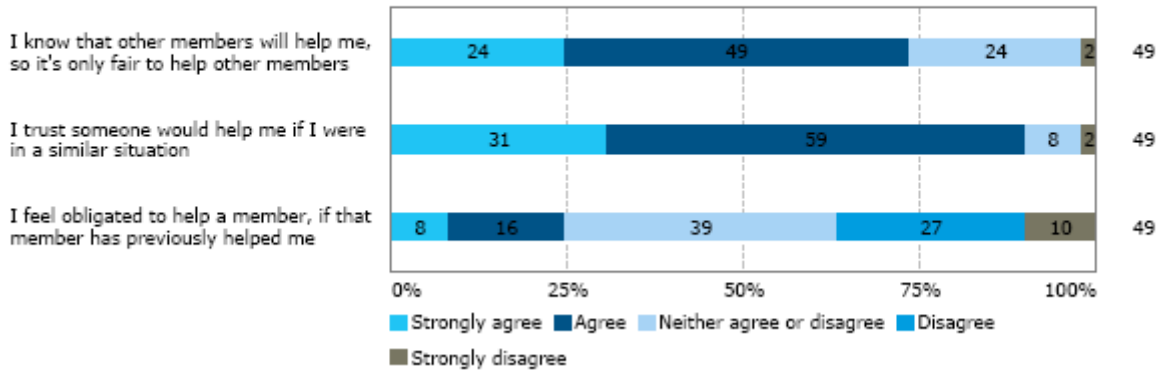■ Strongly disagree

To what extend do you agree or disagree with each of the statementsI use Facebook groups and sites in relation to scouting because

I earn respect from others by participating in the groups — Agree 9, Neither agree or disagree 64, Disagree 9, Strongly disagree 18 — 11

I feel that participation improves my status in DDS — Agree 18, Neither agree or disagree 27, Disagree 36, Strongly disagree 18 — 11

I like helping other people — Strongly agree 55, Agree 45 — 11

It feels good to help others solve their problems — Strongly agree 45, Agree 55 — 11

Legend: Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree

To what extend do you agree or disagree with each of the statements



I would feel a loss if the Facebook groups and sites relating to scouting were no longer available — Strongly agree 36, Agree 55, Neither agree or disagree 9 — 11

I feel obligated to share information and knowledge, relevant for others, in the Facebook groups and sites — Strongly agree 18, Agree 9, Neither agree or disagree 45, Disagree 27 — 11

I feel obligated to answer other people questions, if I have a relevant answer — Strongly agree 9, Agree 45, Neither agree or disagree 27, Disagree 18 — 11

I feel a great deal of loyalty to the Facebook groups and sites — Strongly agree 9, Agree 36, Neither agree or disagree 18, Disagree 36 — 11

Legend: Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree

To what extend do you agree or disagree with each of the statements



I know that other members will help me, so it's only fair to help other members — Strongly agree 55, Agree 36, Neither agree or disagree 9 — 11

I trust someone would help me if I were in a similar situation — Strongly agree 55, Agree 45 — 11

I feel obligated to help a member, if that member has previously helped me — Strongly agree 9, Neither agree or disagree 45, Disagree 36, Strongly disagree 9 — 11

Legend: Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason.<br><br> - It has a positive impact on my reputation | - | - | 0.00 | - | 11 |
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason.<br><br> - I enjoy helping others | - | - | 1.36 | - | 11 |
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason.<br><br> - Gives access to a large network | - | - | 2.45 | - | 11 |
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason.<br><br> - It makes me believe in my own abilities | - | - | 0.00 | - | 11 |
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason.<br><br> - I feel obligated to help | - | - | 0.36 | - | 11 |
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason.<br><br> - I know others will help me if I asked a question | - | - | 1.82 | - | 11 |

Your gender?

| | | | | |
|---|---|---|---|---|
| Female | 64% | | | 7 |
| Male | 36% | | | 4 |

0%  25%  50%  75%  100%
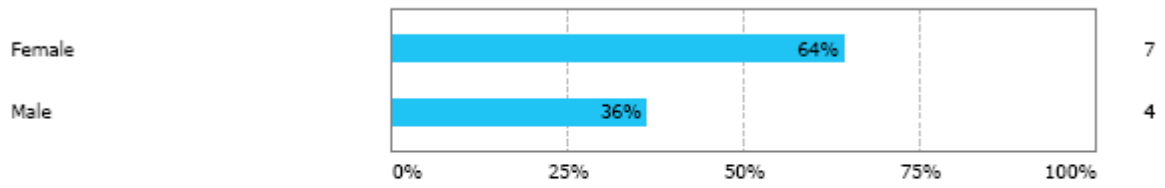
| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| Your age? | - | - | 41.73 | - | 11 |

## Overall Status

| | | |
|---|---|---|
| New | 0% | 0 |
| Distributed | 0% | 0 |
| Partially Complete | 0% | 0 |
| Complete | 100% | 11 |
| Rejected | 0% | 0 |

0%  25%  50%  75%  100%

Facebook

## For how long have you been a scout?

| | | |
|---|---|---|
| 0-5 years | 8% | 5 |
| 5-10 years | 15% | 9 |
| 10-20 years | 42% | 25 |
| 20-40 years | 30% | 18 |
| 40+ years | 5% | 3 |

## In which region are you a scout?

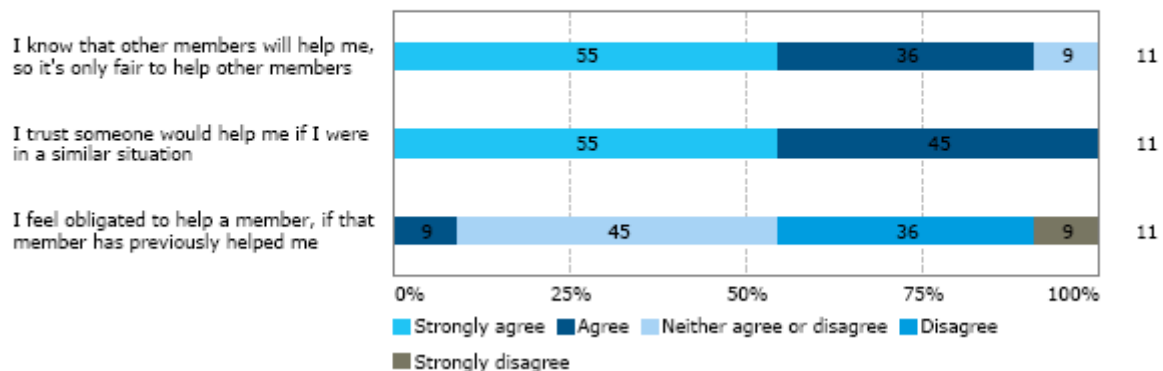| | | |
|---|---|---|
| Region Nordjylland | 8% | 5 |
| Region Midtjylland | 15% | 9 |
| Region Syddanmark | 15% | 9 |
| Region Hovedstaden | 53% | 32 |
| Region Sjælland | 8% | 5 |

To what extend do you agree or disagree with each of the statementsI use Facebook groups and sites in relation to scouting because

| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | |
|---|---|---|---|---|---|---|
| It gives me access to other scouts, I would not have connection to otherwise | 40 | 42 | 12 | 3 | 3 | 60 |
| To what extend do you agree or disagree with each of the statements I use Facebook groups and sites ... | 35 | 48 | 10 | 5 | 2 | 60 |
| It gives me confidence to be able to answer others questions | 2 | 15 | 57 | 15 | 12 | 60 |
| It gives me confidence in my own abilities to be able to answer others questions | 3 | 20 | 52 | 17 | 8 | 60 |

■ Strongly agree ■ Agree ■ Neither agree or disagree ■ Disagree
■ Strongly disagree

To what extend do you agree or disagree with each of the statementsI use Facebook groups and sites in relation to scouting because

**I earn respect from others by participating in the groups** — 2 | 18 | 45 | 22 | 13 — 60

**I feel that participation improves my status in DDS** — 2 | 22 | 33 | 30 | 13 — 60

**I like helping other people** — 38 | 52 | 7 | 3 — 60

**It feels good to help others solve their problems** — 30 | 55 | 10 | 2 | 3 — 60

0%   25%   50%   75%   100%

■ Strongly agree  ■ Agree  ■ Neither agree or disagree  ■ Disagree
■ Strongly disagree

To what extend do you agree or disagree with each of the statements

**I would feel a loss if the Facebook groups and sites relating to scouting were no longer available** — 47 | 30 | 12 | 7 | 5 — 60

**I feel obligated to share information and knowledge, relevant for others, in the Facebook groups and sites** — 13 | 23 | 32 | 23 | 8 — 60

**I feel obligated to answer other people questions, if I have a relevant answer** — 10 | 32 | 27 | 25 | 7 — 60

**I feel a great deal of loyalty to the Facebook groups and sites** — 12 | 33 | 32 | 17 | 7 — 60

0%   25%   50%   75%   100%

■ Strongly agree  ■ Agree  ■ Neither agree or disagree  ■ Disagree
■ Strongly disagree

To what extend do you agree or disagree with each of the statements

**I know that other members will help me, so it's only fair to help other members** — 30 | 47 | 22 | 2 — 60

**I trust someone would help me if I were in a similar situation** — 35 | 57 | 7 | 2 — 60

**I feel obligated to help a member, if that member has previously helped me** — 7 | 15 | 40 | 28 | 10 — 60

0%   25%   50%   75%   100%

■ Strongly agree  ■ Agree  ■ Neither agree or disagree  ■ Disagree
■ Strongly disagree

|  | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 0.10 | - | 60 |

- It has a positive impact on my reputation

|  | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 1.62 | - | 60 |

- I enjoy helping others

|  | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 2.43 | - | 60 |

- Gives access to a large network

|  | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 0.02 | - | 60 |

- It makes me believe in my own abilities

|  | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 0.27 | - | 60 |

- I feel obligated to help

|  | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 1.35 | - | 60 |

- I know others will help me if I asked a question

Your gender?

| | | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|---|
| Female | | | | | 72% | 43 |
| Male | | | | | 28% | 17 |

0% 25% 50% 75% 100%

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| Your age? | - | - | 30.72 | - | 60 |

## Overall Status

| | | | Respondents |
|---|---|---|---|
| New | 0% | | 0 |
| Distributed | 0% | | 0 |
| Partially Complete | 0% | | 0 |
| Complete | | 100% | 60 |
| Rejected | 0% | | 0 |

0% 25% 50% 75% 100%
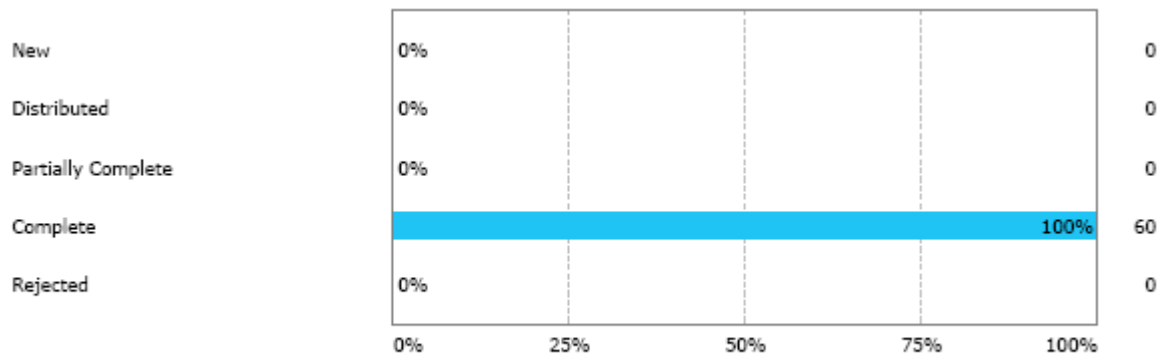
All adjusted data

For how long have you been a scout?



| | % | count |
|---|---|---|
| 0-5 years | 8% | 8 |
| 5-10 years | 16% | 15 |
| 10-20 years | 44% | 42 |
| 20-40 years | 28% | 27 |
| 40+ years | 4% | 4 |

In which region are you a scout?



| | % | count |
|---|---|---|
| Region Nordjylland | 6% | 6 |
| Region Midtjylland | 14% | 13 |
| Region Syddanmark | 23% | 22 |
| Region Hovedstaden | 45% | 43 |
| Region Sjælland | 13% | 12 |

To what extend do you agree or disagree with each of the statements I use Facebook groups and sites in relation to scouting because



| | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Total |
|---|---|---|---|---|---|---|
| It gives me access to other scouts, I would not have connection to otherwise | 33 | 47 | 12 | 4 | 3 | 96 |
| It gives me access to information and knowledge I would not else have access to | 31 | 53 | 10 | 3 | 2 | 96 |
| It gives me confidence to be able to answer others questions | | 15 | 57 | 16 | 11 | 96 |
| It gives me confidence in my own abilities to be able to answer others questions | 2 | 22 | 55 | 14 | 7 | 96 |

■ Strongly agree ■ Agree ■ Neither agree or disagree ■ Disagree
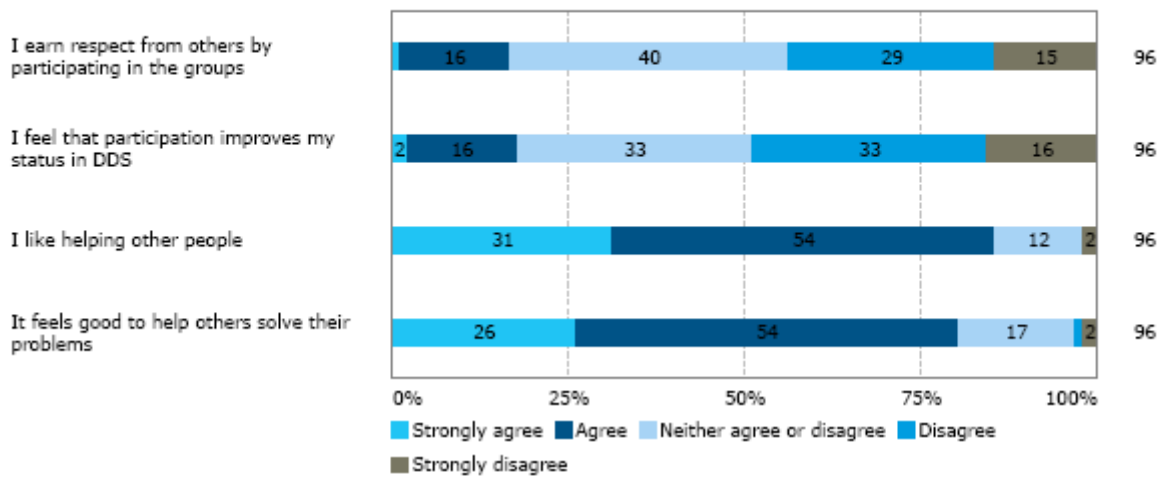■ Strongly disagree
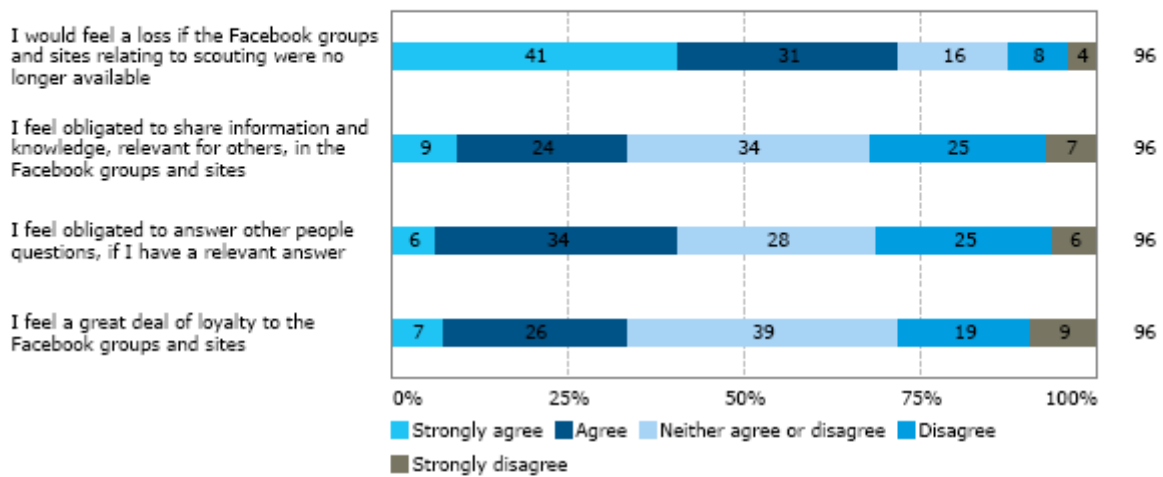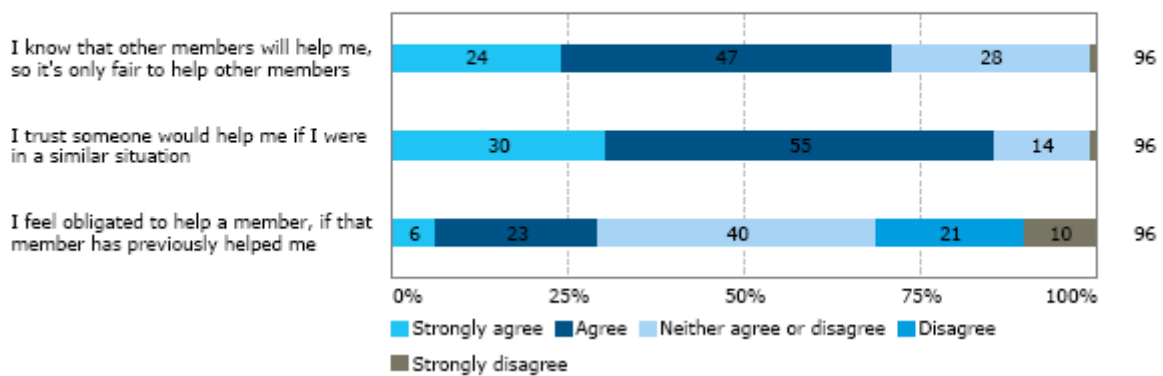
To what extend do you agree or disagree with each of the statements I use Facebook groups and sites in relation to scouting because

I earn respect from others by participating in the groups — Agree 16, Neither agree or disagree 40, Disagree 29, Strongly disagree 15 — 96

I feel that participation improves my status in DDS — 2, 16, 33, 33, 16 — 96

I like helping other people — Strongly agree 31, Agree 54, Neither agree or disagree 12, 2 — 96

It feels good to help others solve their problems — Strongly agree 26, Agree 54, Neither agree or disagree 17, 2 — 96

Strongly agree  Agree  Neither agree or disagree  Disagree
Strongly disagree

To what extend do you agree or disagree with each of the statements



I would feel a loss if the Facebook groups and sites relating to scouting were no longer available — 41, 31, 16, 8, 4 — 96

I feel obligated to share information and knowledge, relevant for others, in the Facebook groups and sites — 9, 24, 34, 25, 7 — 96

I feel obligated to answer other people questions, if I have a relevant answer — 6, 34, 28, 25, 6 — 96

I feel a great deal of loyalty to the Facebook groups and sites — 7, 26, 39, 19, 9 — 96

Strongly agree  Agree  Neither agree or disagree  Disagree
Strongly disagree

To what extend do you agree or disagree with each of the statements



I know that other members will help me, so it's only fair to help other members — 24, 47, 28 — 96

I trust someone would help me if I were in a similar situation — 30, 55, 14 — 96

I feel obligated to help a member, if that member has previously helped me — 6, 23, 40, 21, 10 — 96

Strongly agree  Agree  Neither agree or disagree  Disagree
Strongly disagree

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 0.08 | - | 96 |
| - It has a positive impact on my reputation | | | | | |
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 1.45 | - | 96 |
| - I enjoy helping others | | | | | |
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 2.56 | - | 96 |
| - Gives access to a large network | | | | | |
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 0.03 | - | 96 |
| - It makes me believe in my own abilities | | | | | |
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 0.19 | - | 96 |
| - I feel obligated to help | | | | | |
| What are the top three reasons for you personally to use Facebook groups and sites to seek and share information in relation to scouting<br><br>Place your top three with the numbers 1, 2 and 3. Number 1 is the most important reason. | - | - | 1.36 | - | 96 |

- I know others will help me if I asked a question

## Your gender?

| | | | | |
|---|---|---|---|---|
| Female | 71% | | | 68 |
| Male | 29% | | | 28 |

0%    25%    50%    75%    100%

| | Scale minimum | Scale maximum | Average | Index | Respondents |
|---|---|---|---|---|---|
| Your age? | - | - | 31.23 | - | 96 |

## Overall Status
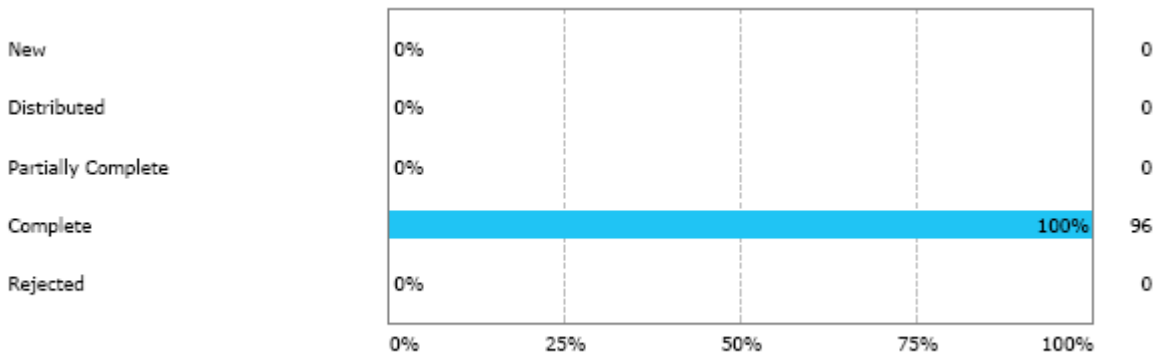
| | | |
|---|---|---|
| New | 0% | 0 |
| Distributed | 0% | 0 |
| Partially Complete | 0% | 0 |
| Complete | 100% | 96 |
| Rejected | 0% | 0 |

0%    25%    50%    75%    100%

**Questions for Morten, trainer of the module " Facebook and social media"**

Morten is the man behind the initiative "Bedre brug af sociale medier i DDS"- Better use of social media in DDS, and was the trainer at UMF2015. "Bedre brug af sociale medier i DDS" has a site on FB, and has 133 fans following the initiative. This short dialog took place in the short period between a module and dinner- actually we missed the better part of dinner.

Prior to the weekend, I had stated a few questions for Morten, which can be seen below.

**Baggrund for at starte FB initiativet "Bedre brug af sociale medier i DDS"**
Har en Bachelor i innovation og produktudvikling -> se potentialet i ting. Så hvad FB kunne gøre i spejder sammenhæng.

- Forsøg på dialog med kommunikation i DDS uden held( de forstår ikke hvad FB kan og er)
- Formålet ligger i navnet
- Var et personligt anliggende til at starte med, men grundlagde initiativet for at gøre det formelt
    - Afsender af budskabet
    - Ikke stated som et personligt initiativ men som en paraplyorganisation. Budskaberne kommer fra Bedre brug… ikke fra Morten.
- Formelt ved brug af Facebook
    - Bruger principperne ved at vise det

**Eget initiativ, eller ?**
Ja, han har taget det på sig. Det er endnu ikke et formelt udvalg, fokus i DDS.

**Hvordan bliver initiativet mødt af folk?**
En gruppe af folk støtter op om paraplyorganisationen.
Nogle giver input
Korpsledelsen er skeptiske( vil ikke af med den magt i form af viden de har)
Ved sidste korpsrådsvalg, faciliterede Morten en taletidsrunde for korpsledelses kandidaterne, hvor de på en FB ville være til rådighed i en time, to kandidater ad gangen, og svare på spørgsmål. En del kandidater tog imod initiativet privat, men som samlet ledelse er de imod FB og det som det kan. ( Spejdercheferne deltog ikke i initiativet, muligvis fordi de ikke ville lægge pres på andre kandidater(Mortens holdning))

**Hvad motiverer dig personligt at benytte FB?**
Benytter sig ikke af FB privat.

**(Ny spørgsmål, afledt af ovenstående svar) Hvorfor så benytte FB i spejdersammenhæng generelt?**
- Koble folk sammen
- Kan lade viden flyde

- Lavt hængende frugter ved at dele eksisterende viden blandt spejdere

**Og i vidensdeling sammenhæng**

Koble folk sammen

**Top 3 grunde til at bruge Sociale medier i DDS**

- Udvikling af aktiviteter til at lave godt spejderarbejde
- Involvering - mindske afstanden mellem ledere og ledelsen
- Synlighed, vise hvad spejdere egentligt er, påvirke folks opfattelse af os, spejdere.

**Hvad influerer på om folk bruger FB?**

- Facebook alder( Det Danske Spejderkorps gruppen, er fra 2007, lige fra FB starts) da det er ved at være et gammelt medie, er det ikke alle som bruger det specielt nu ikke de unge.
- Hvis mangel for social interesse -> er der ikke et grundlag for platformen
    o Vi vil have de sociale relationer

**Andet:**

Udfordring:  At gøre folk opmærksomme på **hvor** meget viden de faktisk ligger inde med, som andre kunne få så meget ud af.

Nyt projekt: Koble DDS's aktivitetsdatabase sammen med FB

Notes from the UMF2015 module about how to attract, motivate and retain volunteers.

**Hvorfor meldt jer til dette modul?**

- Mangler leder
- Hvordan motiverer vi dem vi har, til at blive

**Hvorfor er I frivillige?**

- Uanset "hvad" der kommer ind -> så kommer der et bedre menneske ud af det i den anden ende
- Selv startet pga. fællesskab og oplevelser -> gerne give det videre
- Personlig udvikling
- Oplevelser
- Udvikling i børnene
- Naturen
- Fordi det er sjovt at kunne lege

**Model presented by the teacher**



# Hvorfor frivillig?

Når vi taler om at tiltrække og fastholde frivillige, er det vigtigt at være opmærksom på, at der kan være store forskelle på hvorfor, en person vælger at lægge et stykke frivilligt arbejde.

I det følgende skelnes mellem tre grundlæggende årsager til at være i det frivillige arbejde. Disse kan betragtes som yderpunkter og i praksis vil de fleste frivillige nok finde motivationer i alle tre årsager.

### Det personlige udbytte
Dette kan være et helt konkret udbytte – f.eks. at man får adgang til Roskildefestivalen mod at arbejde 32 timer, eller mere generelt, at man kan samle point til en uddannelse eller får nogle erfaringer, som man kan bruge i andre sammenhænge.

Det personlige udbytte kan også være et hyggeligt socialt samvær.

### Projektet
Den frivillige har en særlig interesse, som bruges i et konkret projekt. Det kan være et enkeltstående arrangement (f.eks. en ornitolog, der arrangerer en fugletur for spejderne) eller et løbende projekt (f.eks. en genbrugsbutik).

Projektet kan være en væsentlig del af organisationens formål eller mere perifært som indsamling af midler til at fremme formålet.

"Projektet" kan også være en specifik interesse (f.eks. friluftsliv), som er den del af organisationens arbejde, uden at være dens primære formål.

### Det store formål
Her er det organisationens overordnede formål, der er afgørende for den frivillige.

Frivillige, der arbejder for formålet er ofte "Tordenskjolds soldater", der påtager sig enhver opgave, så længe de kan hjælpe med at opfylde formålet. Nogle giver penge – andre giver arbejdskraft (eller begge dele).
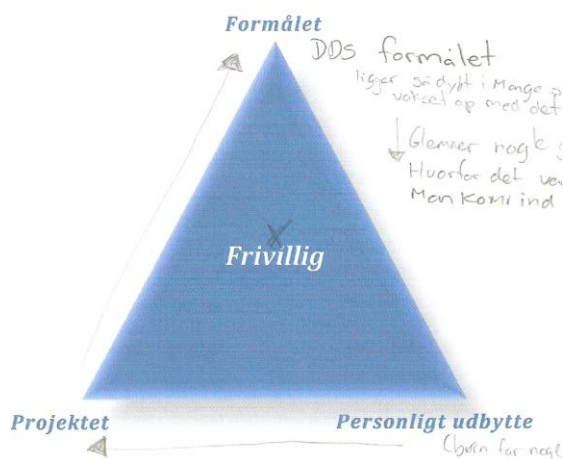
Det er sjældent svært at fastholde dem, der kommer for formålet. Problemet er oftere, at de påtager sig for meget og til sidst brænder ud eller ikke kan løse alle opgaverne tilfredsstillende.

## APPENDIX 10: FACEBOOK POST

**Christina Fausbøll**
17. april · København

**Er der nogen som ved hvordan mobilforbindelsen og specielt mobiltbredbånd fungerer på Hylkedam?**
**Er ved at planlægge en aktivitet, som kræver netforbindelse, så vil lige sikre mig at den kan afvikles inden jeg planlægger for meget** 🙂

Synes godt om · Kommenter · Del · 👍 1 💬 11

👍 Lene Terp Randrup synes godt om dette.

**Jesper Birk Jensen** TDC har mast lige ved så de skulle have fuld styrke på 4G. 3 giver tre 3G streger udenfor, indenfor er det nærmest håbløst - Ved ikke med Telenor og Telia.
17. april kl. 11:41 · Fjern Synes godt om · 👍 1

**Christina Fausbøll** TAK Sjæff! Jeg har Oister( 3), så burde være sikret 😃
17. april kl. 11:43 · Synes godt om · 👍 1

**Jesper Birk Jensen** Velbekomme 😃
17. april kl. 11:50 · Fjern Synes godt om · 👍 1

**Trine Sundgaard Christensen** Hylkedam har også trådløsnetværk.
17. april kl. 12:15 · Fjern Synes godt om · 👍 1

**Jesper Birk Jensen** Ja men det kører bare ikke særligt godt 😕 - Selvom der er fuld WiFi styrke, så er det langt fra altid at der rent faktisk er forbindelse ud af huset.
17. april kl. 12:18 · Redigeret · Synes godt om

**Henrik Ulriksen** Har også Oister, og de gange jeg har været på Hylkedam har forbindelsen været næsten ikke eksisterende. Det trådløse netværk på Hylkedam er heller ikke noget at prale af ift. hastighed og hvor mange brugere det kan trække.
17. april kl. 14:34 · Synes godt om

**Jeppe Ørtoft Kromand** jeg havde 4g med Telia 🙂
17. april kl. 15:06 · Synes godt om

**Simon Bønløkke** Jeg har prøvet med Woop for et par år siden, uden den store succes 😕. Det kan kun være blevet bedre.
17. april kl. 15:14 · Synes godt om

**Henrik Koch-Poulsen** Hvis du har 3mobil virker det ikke
17. april kl. 18:48 · Synes godt om

**Jacob Christiansen** Normal ikke så god hvis man skal have data igennem.
17. april kl. 19:31 · Synes godt om

**Christina Fausbøll** Tak for alle jeres input. Lydet til at jeg må forberede mig på det værste og håbe på det bedste 🙂
18. april kl. 08:38 · Synes godt om

Fra: **Peter Tranevig**
Sendt: 10. august 2015 11:22:42
Til: Christina Fausbøll

Hej Christina

Tak for din besked. Hermed de tal vi lige umiddelbart kan trække:

| Total | Mænd | Kvinder | |
|---|---|---|---|
| 28414 | 15734 | 12653 | Totale medlemstal |
| 3381 | 1851 | 1530 | Antal medlemmer 16-23 år |
| 6491 | 3572 | 2913 | Antal medlemmer ≥24 år |

Uden på nogen måde at være tal-mand, så kunne en metodemæssig overvejelse være, at der jo ikke er overensstemmelse mellem vores medlemsstatistik og medlemmer på facebook. Men det har du sikkert taget højde for.

Alt det bedste og glæder mig til at læse dit resultat.

Alt det bedste, Peter

Peter Tranevig
Kommunikationschef

Arsenalvej 10
1436 København K
Tlf. 23 29 33 62
Mail: pt@dds.dk

Den 09/08/2015 kl. 11.28 skrev Christina Fausbøll

Hej Peter

Ja i må yderst gerne få en kopi af mit speciale når det er færdigt, ville kun være rart hvis det kunne komme til gavn. Havde også planlagt at dele resultaterne på Facebook.

Min arbejdende titel på mit speciale er; Motivation and knowledge sharing through social media within a voluntary organisation. MIn problemformulering lyder pt.

" Based on the concept of Social Capital, what motivates volunteers to share knowledge on Facebook within a voluntary setting",  og Casen for mit i mit projekt er jo så DDS og spejdere.

Jeg har gennemført en spørgeundersøgelse på Uddannelsesmarkedet forår 2015 samt i to grupper på Facebook.( Det Danske Spejderkorps, og WebHjælp: For alle Gruppeweb-, Blåt Medlem- og Facebook-folk i DDS). Jeg har ialt får 96 besvarelser. Men for at jeg kan sige noget om det er representativt for hele populationen, mangler jeg lidt information omkring total populationen. De eneste medlemstal jeg har kunnet finde er i årsregnskabet fra 2013, og det er derfor jeg har taget kontakt til jer.

Håber at det gave et bedre indblik i projekt, og hvis der er noget konkret som du ønsker at vide så vil jeg gerne svare på spørgsmål.  Jeg er nået til at skulle skrive konklusionen på hele projektet, så det er ved at være ved vejs ende.

Spejderhilsen
Christina

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From:
To:
Subject: Tal på medlemmer
Date: Fri, 7 Aug 2015 12:07:52 +0000

Hej Christina

Tak for din besked og interesse for at skrive speciale om et spejderrelateret emne. I forhold til at kunne levere talmateriale skal jeg lige forstå din problemformulering og case en anelse mere i dybden. Det kunne jo være interessant hvis det var en rapport, der kunne være med til at belyse områder vi som organisation kunne blive klogere på.

På forhånd tak og god weekend, Peter

Peter Tranevig
Kommunikationschef

<DDS_logo_cmyk.jpg>

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