

UNIVERSITY OF LJUBLJANA
SCHOOL OF ECONOMICS AND BUSINESS

MASTER THESIS

**THE USE OF GAMIFICATION IN SOCIAL MARKETING: THE CASE
OF ENVIRONMENTAL VOLUNTEERING AMONG YOUNG PEOPLE
IN SLOVENIA**

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AUTHORSHIP STATEMENT

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LIST OF ABBREVIATIONS

sl. – Slovene

- NGO - (sl. NVO - Nevladna organizacija); Non-governmental organization
- NPO - (sl. NPO - Neprofitna organizacija); Non-profit organization
- OGO - (sl. Socialni marketing opisuje segment ljudi, ki so odprti na dobre ponudbe v zameno za želeno obnašanje); Social marketing segment of people that is open to good offers in exchange for the desired behavior.
- SF - (sl. SF - Slovenska Filantropija): Slovenian non-profit organization called Slovenian Philanthropy. They run the online website Prostovoljstvo.org, the only website that offers volunteering opportunities in Slovenia. They focus solely on philanthropy and no environmental volunteering opportunities are offered.
- UNGA - (sl. GSZN - Generalna skupščina Združenih narodov); UN General Assembly

1 INTRODUCTION

Why should contributing to society be so serious? Humans have been playing games since ancient times (McGonigal, 2010). So why not harness this engaging and motivational power of games, and transform everyday activities into immersive and rewarding experiences, making societal contributions enjoyable and easy.

Gamification is one of the tools used in social marketing (Mitchell, 2020), a discipline pursuing the promotion of socially beneficial activities (Nazeer, 2018; Bowser et al, 2013) using techniques originally reserved for commercial marketing (Kotler, 2022). However, its essence lies in seeking win-wins for everyone involved (Lefebvre, 1992), unlike commercial marketing that has a reputation to hurt individuals, society (Kotler, 2022), and, last but not least, our planet (Kotler, 2022; Hastings & Domegan, 2023). As everyone is well aware, the world is facing a climate emergency and social change will ultimately be the key to developing sustainable solutions (Ganzevoort & Van Den Born, 2020, Woosnam et al., 2019; Randle & Dolnicar, 2009). One key aspect of long-term environmental sustainability thus requires social changes on the level of individuals. An important facilitator in this regard are environmental volunteering organizations, which aim to provide volunteering opportunities for individuals to improve their natural environment and take responsibility (Puiu & Udristioiu, 2023; Allred et al., 2014; Randle & Dolnicar, 2009). Gamification has thus far successfully engaged users in society-beneficial activities (Nazeer, 2018; Bowser et al, 2013), but can it be successfully integrated when promoting environmental volunteering?

This thesis investigates how gamification can encourage environmental volunteering among Gen Z in Slovenia using social marketing strategies. The study aims to identify key factors and gamification elements that enhance volunteer satisfaction by examining their motivations, barriers, and relationships with volunteering. It focuses on what makes the experience enjoyable and attractive, driving volunteers to seek, apply for, and remain engaged with opportunities through gamification. Furthermore, It will assess how the effectiveness of these elements varies with career motivation. The target segments are exposed to two prototypes that were created based on gamification theory and empirical insights. The ultimate goal was to create a gamification approach that not only attracts non-volunteers, but also retains and provides value to those who already volunteer. This leads to a critical question: What specific nuances must be considered when promoting an altruistic act like environmental volunteering to the diverse Gen Z audience?

The master thesis is structured into three sections: the theoretical foundation, empirical analysis, and conclusion. The first section explores social marketing in volunteerism, including relevant theories, a social marketing plan, and gamification theory with its application in volunteering. The second section details the purpose, goals, methodology,

and data analysis of both qualitative and quantitative studies. The thesis concludes by interpreting the findings and presenting final conclusions.

2 SOCIAL MARKETING IN VOLUNTEERING

2.1 The Essence of Social Marketing

Some experts, in the field of marketing, noticed that some human needs were hurting people and society (Kotler, 2022; Hastings & Domegan, 2023). However, marketing is not bad in of itself (Hastings & Domegan, 2023). Consequently, in 1971, two professors decided to use marketing to influence some of those questionable needs and behaviors (Kotler, 2022).

The discipline of social marketing can in essence be reduced to a process of seeking win-wins (Lefebvre, 1992) by applying commercial marketing concepts and tools to influence beneficial voluntary behavior (Andreason, 2002). Maibach (2003) describes social marketing as a process aimed at establishing a voluntary exchange between a marketing organization and its target audience, where both parties achieve mutual self-interest fulfillment. The marketing organization uses its resources to understand the perceived interests of target market members, to enhance and deliver the package of benefits associated with a product, service or idea, and to reduce barriers that interfere with its adoption or maintenance of the desired behavior. Target market members, in turn, expend their resources (e.g., money, time, effort) in exchange for the offer when it provides clear advantages over alternative behaviors. Success of the social marketing program is defined as successfully contributing to the well-being of target market members, or to society (Hastings & Domegan, 2023).

Furthermore, it is important to emphasize allowing freedom of making choices, since allowing target audiences greater freedom to make choices about their behavior is associated with greater ethicality of social intervention strategies. Consequently, one must adhere to the art and science of persuasion without crossing the line and manipulate or use propaganda (Kelman & Warwich, 1978). Furthermore, one must also establish that benefits exist to the ones social marketing tools are applied (Bowser at al, 2013).

Hastings and Domegan (2023) further explores various other definitions, all of which emphasize the comprehensive and strategic nature of social marketing, distinguishing it from mere social advertising. There is this multifaceted nature to social marketing as it is as well in commercial marketing. The essence of social marketing thus also lies in its holistic approach, which encompasses ensuring the right product is available at the right place and price, while also addressing the needs of all stakeholders, including suppliers, franchisees, and policymakers (Hastings, 2007). Social marketing can also be described as the development, execution, and management of programs intended to shape the acceptance of social ideas, incorporating aspects such as product planning, pricing, communication,

distribution, and marketing research (Kotler & Zaltman, 1971), but at the same time defined as the “the application of marketing knowledge, concepts and techniques to enhance welfare as well as economic ends.” (Lazer & Kelley, 1973, p. ix). Social marketing is a complex and multifaceted discipline, extending far beyond mere advertising. According to Hastings (2007), advertising is only a small component of social marketing efforts. One of these social marketing efforts is, for example, gamification (Mitchell, 2020).

While commercial marketing focuses only on influencing one type of behavior - making individuals to shop - social marketing is aiming to influence a variety of human behaviors (Hastings & Domegan, 2023). Furthermore, within the social marketing sphere appropriate jargon and labels are highly important (Hastings, 2007) and there are important distinctions between what labels we use in commercial marketing compared to social marketing. For example, the term ‘customer’ is associated with the idea of purchase and money changing hands. This term is thus not appropriate, since in social marketing money is in most cases not involved. Similarly, consumer is not the term which is appropriate, since it implies an ordinary citizen on the street. In social marketing, however, we seek even stakeholders and policymakers. In any case both the marketer and the client have to be actively involved in the process of behavioral change (Hastings, 2007).

Hastings and Domegan (2023) provide a mindset: “We social marketers need to be equally far-sighted and ambitious, especially with challenges like equality and climate. We also need stamina.” They provide positive encouragement by saying that progress has been made on a lot of fronts, but acknowledge that there is still much to be done.

2.2 How to use Marketing Tools in Volunteerism

While the definition of volunteerism varies from country to country, and even within countries, the definition adopted by the 2002 UN General Assembly (UNGA) is: “a wide range of activities, including traditional forms of mutual aid and self-help, formal service delivery and other forms of civic participation, undertaken of free will, for the general public good and where monetary reward is not the principal motivating factor» (United Nations Volunteers, 2022). Volunteerism is also a socially beneficial activity for a variety of reasons, ranging from reintegration into society and good relations within the community (O’Brien et al., 2011) to physical (Haake et al., 2022; Pillemer et al, 2010) and various mental health benefits (Piliavin, 2005; Pillemer et al, 2010; Tse, 2018; Jiang et al., 2021), as well as contributing to societal capital (Putnam, 2000) and a sense of community (Ohmer, 2007). Consequently, social marketing techniques can be used to market it (Stukas et al., 2008). since social marketing at its core aims to enhance welfare (Lazer & Kelley, 1973).

It is recommended to start one’s social marketing plan by evaluating the situation. One then follows up with defining the problem and assessing the competing forces. This helps answer

the three crucial strategic questions of the social marketing plan: “who we would like to do what, and how we can best empower them to do it?” (Hastings & Domegan, 2023, p. 55). Furthermore, a social marketing plan must be seen as an ongoing process with a sense of progressive and continuous learning to increase the possibility of its success (Hastings & Domegan, 2023).

2.2.1 The Client

Most social marketing campaigns start by trying to target everyone, since everyone would benefit from the behavior the campaign wants to promote. Thus Hastings (2007) recommends segmentation and then proceeds by targeting only the selected segments. In the example of volunteering, the primary client is the general public, except the vulnerable groups. One tries to avoid pushing behavioral change onto the vulnerable groups that are limited by either poverty, climate or oppression, since they are likely to have no real control of how they choose to behave, i.e. a person below the poverty line cannot possibly buy the best food, even if we market good eating habits to them. Furthermore, it is considered “victim blaming” and must be avoided (Hastings & Domegan, 2023).

A fundamental principle of social marketing is the centrality of the client in all strategic thinking, operations, and any strategic planning process (Andreason, 2002; Hastings, 2007). Hastings (2007) emphasizes that placing the consumer and other stakeholders at the heart of the business, rather than focusing solely on the “production”, is crucial in commercial marketing, as it is in social marketing. This approach involves actively listening to and understanding the behavior of the target audience, which in turn facilitates more effective influence over their actions (Hastings & Domegan, 2023).

Clients, i.e. the general public, identified in the volunteering realm fall into a spectrum of the level of receptiveness toward the message and their willingness to change their behavior. The persuasive techniques change, depending on the segment one decides to deal with. Specifically, the “strength” of the measures employed or “freedom” that is still available to targeted individuals to make their own decisions on how to behave (Kelman & Warwick, 1978; Maibach et al., 2002). The clients fall into a spectrum divided into three parts: those prone to behave as desired, those that are open to good offers (OGO), and those that are resistant to behave as desired.

Where the client will fall on this spectrum (Kelman, 1961), depends on:

- the client internalized group norms - they have been subjected to social influence
- the client identifies with another subject that follows certain groups norms
- the client seeks to “comply” to avoid punishments or receive awards.

Those “prone to behave as desired” may not need the gamification, since they may only need to be told where, when, and how to engage in the behavior (Maibach, 2002). Summarizing Stukas et al. (2008), educational campaigns may be enough to mobilize this segment. On the other end of the spectrum, those that “are resistant to behave as desired” may require pressure in the form and weight of the law, such as fines and penalties, in the combination with constant surveillance (Kelman, 1961). Those that are “open to good offers” (OGO) are thus open to influence, and be tempted by benefits and incentives, whether that be financial or non-financial incentives (Stukas et al., 2008), such as societal praise for being a volunteer or volunteering side-by-side with a celebrity.

Effective social marketing is not about meeting needs just once but about fostering continuous engagement and loyalty. As Hastings (2007) explains, successful social marketers aim to satisfy client needs repeatedly, not out of altruism but because it cultivates lasting loyalty and ensures sustained behavior change. By adhering to the "matching principle"—aligning volunteer activities and messages with volunteers' intrinsic motivations—organizations can enhance satisfaction and increase the likelihood of continued engagement and retention (Clary et al., 1996; Clary et al., 2003).

Furthermore, social marketers must recognize and address the gap between clients' knowledge and their behaviors. Hastings (2007) advises that social marketers should not view clients' poor decisions as a reflection of their intelligence but rather as an indication of the need to understand the clients' perspectives better. An illustrative example provided by Hastings (2007) contrasts two marketing approaches: one focused on educating the public about anatomical terms to promote a healthy behavior, and the other simplifying the message for practical effectiveness, since the clients did not actually need to know what the anatomically correct name is to understand what behavior is better.

2.2.2 Passive and Active Competition

Given that social marketers deal with voluntary behavior, their clients always have choices no matter what behavior they are choosing to promote, essentially implying inherent competition due to immense buyer power. They have the freedom and thus often continue with the current behavior (Hastings, 2007; Hastings & Domegan 2023). While the premise of marketing often revolves around understanding and outmaneuvering competitors, the logic shifts somewhat when applied to social marketing, where competition can be both passive and active.

Hastings (2007) introduced the concept of “Passive competition.” Passive competition involves alternative behaviors that individuals may find appealing, such as the perceived coolness and social acceptance associated with smoking. Social marketers must carefully examine these passive competitors to understand the benefits they offer and how to make

healthier alternatives more attractive (Hastings & Domegan, 2023). Understanding this concept is critical, as an inadequate grasp of competition would be "like a general ignoring decodes of enemy signals" (Hastings, 2007, p. 9). Lee & Kotler (2019) agrees, saying that decisions about volunteering or remaining in a volunteer position are not only based on weighing costs and benefits but also on comparing these factors with those associated with other competing behaviors (Kotler et al., 2002; Lee & Kotler, 2019). Social marketers must ask what needs are being satisfied by the current behavior, what products or services are used to satisfy those needs, and what behaviors are used instead. (Hastings, 2007). There are several internal barriers to change, which may be in the form of intentions, attitudes, feelings and beliefs (Hastings & Domegan, 2023).

Active competition, on the other hand, consists of organizations that actively promote behaviors contrary to social marketing goals, such as tobacco companies used to in the case of smoking (Hastings, 2007) or commercial marketing, encouraging consumption in the face of campaigns trying to reduce overconsumption (Hastings & Domegan, 2023). Recognizing and understanding the efforts of active competitors and consumer responses to them provides invaluable intelligence. Disregarding this would lead to strategic blind spots (Hastings, 2007). Furthermore, commercial marketing activities significantly shape the environment and influence various behaviors. Thus, overlooking the impact of social marketing would not only be ineffective, as it would neglect the broader determinants of behavior (Hastings, 2007; Hastings & Domegan, 2023).

Analyzing the competition's nature, both direct and indirect, is essential for understanding the target audience's time and attention. Direct competition includes behaviors, benefits, and motivations closely identified with the focal behaviors of the social marketing intervention, as well as personal (e.g., peer group) and wider (e.g., competing organizations) influences on both positive and negative behaviors. Indirect competition arises from the many other competing pressures for the target audience's time and attention, such as social marketing messages and the demands of everyday life (Hastings, 2007).

Furthermore, understanding the competition helps focus attention on the target audience and the many reasons why they may find it difficult to adopt or sustain positive behaviors and reject negative ones. It also identifies potential challenges and helps develop effective social marketing strategies for dealing with the competition and setting realistic objectives (Hastings, 2007). Hastings and Domegan (2023) add that one should transform passive competition into cooperation.

2.2.3 The Social Marketing Plan

A well-structured social marketing plan is essential for effective intervention. According to Hastings (2007), Hastings and Domegan (2023) and Lee and Kotler (2019), this plan should include:

- Situation Analysis
- Stakeholder Analysis
- Who/What/How (i.e, Segmentation and targeting, Objectives, Formulating the offer (product, price, promotion, place)
- Implementation
- Monitoring and evaluation

Hastings (2007) advises viewing the plan as a whole and as an ongoing process. Furthermore, when determining an appropriate social marketing technique or intervention strategy, three key questions should be considered. First, it is crucial to understand where people are in relation to a particular behavior, identifying the specific stage they are in. Second, it is important to analyze the factors that cause their current position, exploring the reasons behind their behavior. Finally, it is necessary to develop strategies on how to move them in the desired direction, focusing on methods to influence clients effectively (Hastings, 2007).

2.2.3.1 Situation and Stakeholder Analysis

Situation analysis is an analysis of the macro environment, in which the social marketing intervention will be implemented (Hastings & Domegan, 2023). Firstly, one must consider political, legal, economic, social, environmental and technological factors, also known as the PESTEL factors (Hastings, 2007; Hastings & Domegan, 2023). Secondly, decisions should be informed by SWOT analysis, mapping the organization's strengths and weaknesses against the marketing environment (Hastings, 2007; Hastings & Domegan, 2023, Lee & Kotler, 2019).

On the other hand, the stakeholder analysis focuses on the micro environment, of which focus is to identify and analyze the key stakeholders, such as the distributors, funders, competitors, customers and suppliers (Freeman, 1984).

A successful facilitation of behavioral change requires an in-depth understanding of the environmental volunteering market (Randle & Dolnicar, 2009). The situation analysis will inform a social marketer on any shortfalls and provide a realistic idea of the task, while the stakeholder analysis will provide insight into the propensity of stakeholders to either contribute to or hinder your plans, since they may control assets, information, communication, networks and policies. One can then evaluate whether to cooperate or compete when facilitating a desired behavior (Hastings & Domegan, 2023).

The situation analysis shows that volunteerism plays a central role in strengthening people–state relationships. It promotes better governance, helps build more equal and inclusive societies, and fosters stability. Increasingly, volunteers across the globe are forging closer partnerships with state authorities to address urgent development challenges, from climate change to ecosystem and biodiversity loss, to the effects of the COVID-19 pandemic. As shown by the 2022 State of the World’s Volunteerism Report (SWVR) entitled ‘Building Equal and Inclusive Societies’, despite the devastating socioeconomic impacts of this pandemic, global interest in volunteering has not waned. This latest SWVR presents new evidence on volunteer–state partnerships. It demonstrates how cooperation between volunteers and governments is helping build a culture of collaborative decision-making. On the other hand, the stakeholder analysis shows that in the case of schools and environmental activist groups are likely to cooperate and be helpful in changing and integrating environmentally friendly behaviors (United Nations Volunteers, 2021).

2.2.3.2 Segmentation and Targeting

Segmentation and targeting are critical components of a social marketing plan (Hastings, 2007; Hastings & Domegan, 2023, Lee & Kotler, 2019). According to Hastings (2007), segmentation involves analyzing personal characteristics, past behavior, and the benefits sought by different segments, to meet their desired benefits and needs as well as possible (Hastings, 2007; Hastings & Domegan, 2023). For example, in a commercial marketing context, previous purchase behaviors can be insightful; individuals who have previously used a product or category may be more inclined to switch to a similar one. Hastings and Domegan (2023) highlight the impracticality of providing unique offerings to each individual within a given population, thus recommending dividing the population into homogeneous segments. Certain segments may be resistant to change, and it is strategic to focus efforts on those more likely to adopt the desired behavior (Hastings, 2007; Omoto & Snyder, 1995). Research-based targeting is thus crucial, as opposed to default or happenstance approaches (Lefebvre et al., 1995), in other words, one must choose “priority groups,” with offerings better customized to those groups as opposed to providing a standardized solution to the whole population (Hastings & Domegan, 2023).

There are several criteria based on which one can segment a given population. For the volunteering and social marketing context specifically, Clary et al. (1998) demonstrated that people engage in their behavior for a number of different reasons with their 30-item instrument, also known as ‘the Volunteer Functions Inventory’ or ‘VFI’. The results obtained with the use of this technique are utilized for several key purposes within the realm of volunteerism and social marketing. They serve as a basis for segmentation, allowing for the categorization of volunteers into distinct groups based on their motivations, desired benefits, behaviors, and demographic characteristics. This segmentation enables the development of differentiated persuasive messages, facilitating the tailoring of

communication strategies to effectively resonate with each specific segment, as successfully proven by Clary et al. (1994) study. Consequently, we can see that evaluating motives of potential volunteers serves as appropriate motivational variables or psychographics (Kotler et al., 2002; Donovan & Hanley, 2003).

This tool is used to assess different reasons that people may have to volunteer, and, unlike other approaches in the field, this approach allows for the possibility of both other-focused and self-focused motives that has been proven to be useful in matching ads with motives of corresponding segments (Omoto & Snyder, 1995). In other words, selfless and selfish motives for helping. It can be used for both volunteers and non-volunteers, since it produced satisfactory psychometric properties in both segments (Clary et al., 1998; Okun et al., 1998). Stukas et al. (2008) summarized the categories of the VFI statements or desired benefits/expectations upon which segments can be evaluated on, created by Clary et al. (1998) (Appendix 2).

However, there is evidence that specific types of volunteerism may need an adaptation of these original VFI scale statements (Omoto & Snyder, 1995), such as in the branch of environmental volunteerism. Furthermore, one must be aware that Bussell and Forbes (2006) distinguish between two key types of motives that have to be evaluated: those that initially attract individuals to volunteering and those that sustain their continued involvement.

Once the segmentation has been done, one must choose the priority group. The group should be viable, accessible, and responsive. In other words, it must be big enough to make an impact on the problem one tries to tackle, based on the size of the group and level of need. The social marketer also needs to be accessed through the usable channels of communication and service delivery channels. Furthermore, the groups should have needed the social marketer can meet (Hastings & Domegan, 2023).

A social marketer can use GeMatrix and the product diffusion curve principles to determine which segment to target first. The GeMatrix, also known as the Ansoff Matrix or the Product-Market Growth Matrix. In a commercial context, the matrix is a strategic tool used by businesses to plan their growth strategies. It helps companies decide how to grow by focusing on two dimensions: products and markets. The Ansoff Matrix is widely used in strategic planning to help businesses assess the risks associated with different growth strategies and choose the one that aligns best with their goals and market conditions. Segments or products are categorized into Stars, Cows, Question Marks, and Dogs to guide strategic decisions. Stars represent high-growth, high-competitive strength areas that require substantial investment for continued growth and are seen as key future profit drivers. Cows, with strong market positions in low-growth areas, generate consistent cash flow with minimal investment and help fund other segments. Question Marks are in high-growth markets but have low market share; they require careful evaluation to decide

whether to invest in turning them into Stars or divest. Dogs, with low market attractiveness and competitive strength, typically drain resources and may be candidates for divestment (Jurevicius, 2023).

A social marketer can use these categories within the GE/McKinsey matrix to determine where to focus efforts (Jurevicius, 2023):

- Stars: Prioritize for aggressive growth and resource allocation.
- Cows: Maintain efficiency to generate cash flow that funds other segments.
- Question Marks: Evaluate potential for growth; invest selectively.
- Dogs: Limit or withdraw investment, focusing resources on more promising segments.

The Product Diffusion Curve is a concept from the Diffusion of Innovations theory, developed by Everett Rogers in 1962. It describes how a new product or innovation spreads through a population over time. The diffusion curve helps businesses understand the adoption process and tailor their marketing strategies to different groups of consumers at various stages of the product life cycle (Halton, 2023). The diffusion curve is typically an S-shaped curve, and the process is divided into five stages:

- Innovators (2.5%): The first group to adopt an innovation. They are risk-takers and willing to try new products or ideas, even if they are untested.
- Early Adopters (13.5%): This group adopts the innovation after seeing its benefits. They are opinion leaders and are often looked to by others as examples.
- Early Majority (34%): This larger group adopts the innovation after it has been proven and is becoming mainstream. They are more cautious and deliberate in their decision-making.
- Late Majority (34%): This group adopts the innovation after the majority of the population has already done so. They are skeptical of new innovations and typically wait until most of the uncertainty is resolved.
- Laggards (16%): The last group to adopt an innovation. They are resistant to change and will only adopt the new product or idea when it becomes necessary or when there are no other alternatives.

2.2.3.3 Objectives

In social marketing interventions, establishing clear objectives is paramount after a target group has been identified. (Hastings & Domegan, 2023). According to Hastings (2007), the process begins with a thorough understanding and consensus-building around the intervention's purpose, drawing on input from internal and external stakeholders. These objectives not only guide the intervention's direction but also serve as benchmarks for assessing progress, necessitating measurability and achievability. Hastings warns against overly ambitious goals, emphasizing instead the importance of consumer satisfaction as a critical metric for success, a sentiment echoed by Reichheld (2003) and integrated into

Hastings' framework. Furthermore, objectives should be crafted with sensitivity to the needs of clients and stakeholders (Hastings, 2007). Goals in the context of social marketing for volunteerism (Karl et al., 2008) are the following:

- Develop and manage satisfying volunteer tasks - designing volunteer opportunities that are fulfilling and align with volunteers' interests and skills.
- Minimize perceived volunteer costs and maximize volunteer benefits - reduce barriers to volunteering such as time commitments or logistical challenges while enhancing the rewards and recognition volunteers receive.
- Provide volunteer-friendly processes - streamline administrative procedures and communication channels to make volunteering straightforward and enjoyable.
- Promote meaningful volunteer experiences - ensure that volunteer activities contribute positively to volunteers' personal growth and sense of accomplishment.
- Monitor and grow relationships with returning volunteers amid rising competition - continuously assess volunteer satisfaction and engagement levels to strengthen relationships and retention rates.

Clear objectives should bring benefits, such as the improved collaboration between the stakeholders and enhanced evaluation, since it is much easier to confirm if the goal is successful, if one knows exactly what you are trying to achieve. Furthermore, it provides a clear focus to intervention design. The objectives need to adhere to two qualities: measurability and achievability. In other words, one needs a realistic hope of success and a way to measure the success or at least a proxy (Hastings & Domegan, 2023).

2.2.3.4 Formulating the Offer

Social marketing offerings are seen as worthy but hard work, and as a result, they are inherently unattractive. Moreover, social marketers often ask people to give things up, which places a greater premium on loss than on gain. In other words, social marketing frequently promises long-term, probabilistic benefits and deferred gratification, whereas passive competition often offers short-term, guaranteed, and definite benefits. Therefore, social marketers must push their audience in a positive direction by understanding their needs through careful and empirical research, which provides insights needed to devise offerings that meet psychosocial needs. It is recommended to put emphasis on the gains rather than losses. To satisfy the target audience's inherent self-interest, it is necessary to provide real benefits, which must incorporate both objective (technical benefits such as symptom relief or greater safety) and subjective (what the recipient feels about consuming the offering or engaging in a behavior) elements (Hastings, 2007).

One aims to formulate the offer, i.e. the behavior of volunteering, in a way that reduces the costs, barriers, struggles to volunteer, and enhances the benefits and satisfaction, to retain them as well (Karl et al., 2008). Formulating the offer involves designing it around the

needs and desirable benefits of the client, i.e. those who do not volunteer, which requires a sophisticated and a somewhat subtle approach (Hastings, 2007; Stukas et al., 2008). Evaluating motives of potential volunteers serve as appropriate motivational variables or psychographics, which inform the appropriate segmentation of the market, but also the design of varied volunteer activities, enabling the customization of the product or offer to better align with the preferences and expectations of different volunteer groups (Kotler et al., 2002). By adhering to the “matching principle”, which suggests aligning volunteer activities and messages with the intrinsic motivations of volunteers, organizations can enhance volunteer satisfaction. This alignment not only improves the overall volunteer experience but also increases the likelihood of continued volunteer engagement and retention (Clary et al., 1996; Clary et al., 2003).

The already mentioned ‘marketing mix’, often referred to as the 4Ps (product, price, place, promotion), is a valuable framework in social marketing (Hastings, 2007; Kotler et al. 2002; Maibach, 2003). Hastings (2007) notes that if the marketing mix is useful, it should be employed; otherwise, alternative frameworks should be considered. The social marketing mix proposed by MacFadyen et al. (2002) in the combination with the proposed framework to frame and evaluate volunteers specifically (Mitchell & Taylor, 2004), includes:

- Product - The behavioral offer made to clients, which needs to be repeated and sustained. This refers to the volunteer experience itself, encompassing the activities, tasks, and overall environment provided to volunteers. Here, Kotler et al. (2002) and Maibach (2003) emphasize that the product offered is the behavior itself and its associated benefits.
- Price - The costs the clients have to bear and the barriers they must overcome. This includes both the monetary and non-monetary costs associated with volunteering, such as time, effort, and any financial expenditures volunteers may incur. One must be upfront about costs of volunteering, and help potential volunteers overcome cost-related barriers. Any advertisement thus must be counterbalanced with honesty about potential challenges to avoid suffering unsustainable levels of turnover (Snyder, 1993).
- Place - The channels through which the change is promoted and the locations where the change is supported and encouraged. This element focuses on the ease with which individuals can donate their time and effort, considering factors such as location, scheduling flexibility, and accessibility of volunteer opportunities
- Promotion - The methods used to promote the change to the target audience. This pertains to the communication strategies employed by the organization to engage and inform potential and current volunteers, fostering a positive and motivating relationship.

Furthermore, the diversity of volunteer activities is significant, covering areas such as education, human services, health, public benefits, arts and culture, environment, and youth development. Different goals attract volunteers to different service areas (Stukas et al., 2008; Clary et al., 2003).

Hastings (2007) and Hastings and Domegan (2023) emphasize that making the offering appealing, affordable, accessible, available, and appreciated is crucial for an effective social marketing strategy. Another recommendation is 'flexibility.' Flexibility and compromise are essential in social marketing offerings. Adjusting the benefits to align with the target audience's preferences is vital for success (Hastings & Domegan, 2023). Without this flexibility, social marketing efforts may fail as it prevents necessary compromises that make clients more open to change. For example, instead of promoting absolute safety measures in HIV prevention, relative safety practices such as safer sex and safer drug use are advocated (Hastings & Domegan, 2023). Similarly, one must adjust the offer to the target audience and their motivations. For example, anti-smoking campaigns can highlight the positive attributes of non-smokers, like maturity and strong-mindedness, rather than just focusing on negative health impacts (Hastings, 2007; MacFadyen et al., 1998). In the case of volunteering, Dr. Anica Mikuš Kos, president of Slovenska Filantropija (SF) in Slovenia, has observed numerous benefits that volunteering provides to the volunteer and could be offered to the target group. She notes that volunteering facilitates learning, meeting new people, gaining new experiences, and fostering cooperation. Furthermore, it serves as an educational tool and often involves travel, broadening volunteers' horizons and enhancing their understanding of the world. Volunteering strengthens inner resilience, helps cope with personal challenges, improves physical health, boosts self-esteem, and enhances psychological resilience. It provides a sense of purpose and fulfillment, making volunteers feel useful and empowered to effect positive change. Furthermore, volunteering offers opportunities for socialization, expanding social networks, and connecting theory with practice, enriching the overall educational experience (Mikuš Kos, 2023). These well-known benefits must be packaged and communicated in an offering suitable to the target group. The target group must be tested on these benefits in the segmentation process and included when formulating the offer (Hastings & Domegan, 2023). Once a social marketer formulates the offer based on the situation analysis, stakeholder analysis, segmentation and targeting, the social marketer can start the implementation of the marketing plan (Hastings, 2007).

When formulating the offer, one can use amongst other techniques perform the Kano Model to bring a systematic perspective and analyze the possibilities of improving the quality and services. The Kano Model is a framework used to prioritize product and service features based on their impact on customer satisfaction. It categorizes features into five types: Must-Be (Basic) Features, which are essential and expected by customers, and their absence leads to dissatisfaction, though their presence does not increase satisfaction; Performance (One-Dimensional) Features, which have a linear relationship with satisfaction, meaning that the better they are, the more satisfied the customers become, and vice versa; Attractive (Excitement) Features, which delight customers when present but do not cause dissatisfaction when absent; Indifferent Features, which have no impact on customer satisfaction regardless of their presence; and Reverse Features, which are perceived

negatively by some customers, such that their presence can decrease satisfaction, and their absence can lead to increased satisfaction (Högström et al., 2010).

2.2.3.5 Monitoring and Evaluation

Philip Kotler stated that marketing is like a learning game, i.e. one makes a decision, watches the results, learns from those results, and is able to make better decisions (Lee & Kotler, 2019). Monitoring and evaluation must thus take place throughout the planning process. Or in other words, a social marketer must pause, reflect and take stock of what works well and what does not, since it is possible that one must adapt the offering in the light of new information and feedback from the market (Hastings, 2007; Hastings & Domegan, 2023). It's crucial to differentiate between monitoring and evaluation. Monitoring tracks progress during your social marketing effort to make necessary adjustments for achieving goals. Evaluation, on the other hand, is a final assessment that determines if objectives were met, reviews timeliness and budget adherence, identifies unintended consequences, evaluates the effectiveness of program elements, and suggests improvements for future efforts (Lee & Kotler, 2019; Kotler & Lee, 2006).

It is generally recommended that one monitors awareness levels, interest, attitudes, motivation, beliefs, and actual behaviors. Typically, one also evaluates delivery mechanisms, partnerships and communication materials. Furthermore, there are two types of evaluation. process evaluation and outcome evaluation (Hastings & Domegan, 2023).

To create a comprehensive plan for monitoring and evaluation, the plan must include five major components: purpose, results, methods, timing and budget (Lee & Kotler, 2019). In other words, a social marketer must define the reason for conducting the evaluation and identify the target audience, specify what metrics or outcomes will be assessed to fulfill the evaluation's purpose, outline the approach and tools you will use to collect and analyze the data, determine when the data collection will occur, who will be responsible, and whether there will be a pretest or pilot phase. And lastly, estimate the total cost required to carry out the evaluation.

Furthermore, Lee and Kotler (2019) advise to take time developing a plan for monitoring and evaluating before considering the budget, since the budget must include this fundamental piece of the social marketing plan.

2.3 Behavioral Change Theories

It is known that minority groups can initiate social change dynamics in the emergence of new social conventions. In other words, empirical research has proven the existence of a tipping point, when minority groups reached the critical mass and were consistently able to

overturn the established behavior. The required critical mass of about 25% but varies depending on certain identifiable features of a social setting (Centola et al., 2018). Adding even a single person to the cause or to behave a certain way changes the impact on the behavior in a certain culture from a failure with no traction to a rapid, dramatic change, triggering the conversion to the desired behavior of the rest of the population (Centola et al., 2018, Centola, 2018).

Theory on behavioral change on the individual level established that complex behaviors could take time to change and social circumstances enhance or limit everyone's ability to change. Moreover, other people have a big impact on what we will do (Hastings & Domegan, 2023). There are several theories one must get acquainted with, such as Stages of Change Theory, Social Cognitive Theory, and Exchange theory. Other theories include Theory of Planned Behavior, Organizational Change Theory, Social Learning Theory, Behavior Change Theory, Family Systems Theory, Persuasive Communications Theory, Relapse Prevention Model, and Principles of self-management (Hastings, 2007).

2.3.1 Stages of Change Theory

Hastings (2007) describes behavior change as a process rather than a binary decision, but instead is a gradual multistage process (Hastings & Domegan, 2023). It is also known as the Theoretical Model of Behaviour Change (Hastings & Domegan, 2023). Prochaska and DiClemente (1983) suggests that individuals move through five stages: precontemplation, contemplation, preparation, action, and confirmation (maintenance). The appropriate intervention strategy depends on the individual's position in this process. This model, however, has limitations. It does not assume a linear progression through stages, as individuals often relapse and may move through stages at different speeds. The updated 'spiral' model, proposed by Buxton et al. (1996), accounts for these dynamics. Emphasizing benefits in the early stages and costs in later stages is crucial. The goal should be to move individuals to the next stage rather than directly to the confirmation stage. In practice, focusing on those in the action stage can be more effective (Hastings, 2007).

Furthermore, Prochaska and DiClemente (1983) studied these tendencies in addictions, but their ideas can also be applied to any Hard-to-change behavior. Hastings and Domegan (2023) argue that our dependency on our current unsustainable ways of living is a form of addiction and should be approached in the similar manner.

2.3.2 Social Cognitive Theory

Social Cognitive Theory highlights the influence of both internal personal factors and environmental factors on behavior. Sussman's and Hansen's concept of 'denormalization' or

'normative education' aims to influence individuals' behavior by altering their perceptions of how common and normal certain behaviors are. Hansen (1990) suggests that adjustments in peer-oriented social settings, reduced availability of substances, and lowering expectations about the prevalence and acceptability of use can be effective. McFadyen (1998) identifies three determinants: immediate environment, wider social context, and personal characteristics. Each of these factors interacts with one another, emphasizing the need for social marketers to address both the immediate environment and the broader social context to avoid victim blaming. The theory, however, has limitations. It assumes a hierarchical system where knowledge is a prerequisite for behavior improvement, and it does not provide specific guidance on transitioning clients from one stage to the next (Hastings, 2007).

2.3.3 Exchange Theory

Exchange Theory posits that social marketers must offer something beneficial in exchange for the desired behavioral change. Bagozzi (1979) outlines that an exchange involves at least two parties, each with something of value for the other, capable of communication and delivery, free to accept or reject the offer, and finding the exchange appropriate or desirable. This theory, influenced by psychology and economics, views humans as beings inclined to improve their situation through cooperation and mutually beneficial exchange. Social marketing, therefore, seeks win-win scenarios. Bagozzi (1975) also posits that while commercial marketing often involves utilitarian exchanges, social marketing frequently deals with symbolic exchanges. Despite this, symbolic exchange should be seen as an opportunity. Additionally, incentives, even in the form of low fines, can significantly influence behavior, underscoring the importance of consulting with focus groups beforehand (Hastings, 2007).

3 GAMIFICATION

Humans have been playing games since ancient times (McGonigal, 2010). This universal human behavior is not just for entertainment but also for community involvement. Defined as using game mechanics and game dynamics to motivate a chosen behavior (Zichermann & Cunningham, 2011), gamification is currently used in a variety of different areas. For example, games have been integrated with social media and successfully engaged user behavior and some have been created to promote society-beneficial activities (Nazeer, 2018; Bowser et al, 2013). Since volunteering in nature is a way of enabling people to reintegrate into society, which has proven, amongst other things, to be useful for the entire community and the good relations between people in a society (O'Brien et al., 2011), volunteerism is also a society beneficial activity that gamification can be used to promote. In other words, the volunteering market can use gamification as one of the social marketing

tools (Hastings, 2007), since the tools that fall under the scope of social marketing aim to enhance welfare, as well as economic ends (Lazer & Kelley, 1973).

There is a slight distinction between a game and gamification. According to Salen and Zimmerman (2003), games are structured forms of play, usually undertaken for enjoyment and sometimes used as educational tools. Anderson (2011) expands on this definition, suggesting that "games exist all around us, whether we define them as such" (p. 154). Building on this understanding of games, gamification involves enhancing a service with game-like experiences to support user value creation (Huotari & Hamari, 2012). This concept is further described by Deterding (2011) as the integration of game design elements, such as scoring systems, in non-gaming contexts. Zichermann (2011) clarifies that gamification employs game mechanics and dynamics to motivate people, thereby leveraging the inherent engagement and motivational aspects of games in various applications.

3.1 Successful Game Design Characteristics

Gamification utilizes game mechanics and dynamics to foster motivation and engagement (Zichermann & Cunningham, 2011). According to Fu (2011), incorporating these elements is crucial for successful gamification in volunteerism. Briggs et al. (2007) describe game mechanics are the methods used within games to engage players. These include:

- Leaderboards
- Levels
- Achievements

Briggs et al. (2007) describe game dynamics refer to the psychological responses and motivations that result from gameplay, such as:

- Rewards
- Status
- Self-expression
- Altruism

3.1.1 Immersion and Flow

Immersion and flow are fundamental and guiding characteristics in the context of gamification and user engagement. According to Bartle (2004), immersion is described as "the illusion that a (computer) mediated experience is not perceived as the mediated experience" (p. 8). This form of virtual presence allows players to bridge the physical disconnect between the digital screen and their sense of interaction with the computer, effectively creating a seamless, immersive experience.

Figure 1: Flow Model



Source: Csikszentmihalyi (1990).

A crucial concept related to understanding immersion (Zichermann & Linder, 2010; Choi & Kim, 2004; Anderson, 2011) is "flow," a widely used term in the fields of psychology and game design and proposed by Bartle (2004). Originating from Csikszentmihalyi (1990), the flow model (Figure 1) posits that individuals can enter a state in which they become so absorbed in an activity that nothing else seems to matter. This state is described as so enjoyable that people are willing to engage in the activity even at great personal cost, purely for the intrinsic pleasure derived from the experience (Anderson, 2011).

According to Csikszentmihalyi (1990) flow model, flow is characterized by a balance between the challenges presented by an activity and the skills of the individual, leading to a deeply rewarding and focused engagement. This balance is essential in gamification, as it ensures that users remain engaged and motivated, thereby enhancing their overall experience and satisfaction with the gamified system (Figure 1).

3.1.2 The Structure Model for Design Features and Customer Loyalty

In analyzing the structure and functionality of games that promote the flow state and thus customer loyalty (Csikszentmihalyi, 1990) (Figure 2), five main categories can be identified: goals, operators, feedback, communication place, and communication tools. These categories provide a comprehensive framework for understanding the elements that contribute to a game's design and player experience.

Figure 2: The Structure Model for Design Features and Customer Loyalty

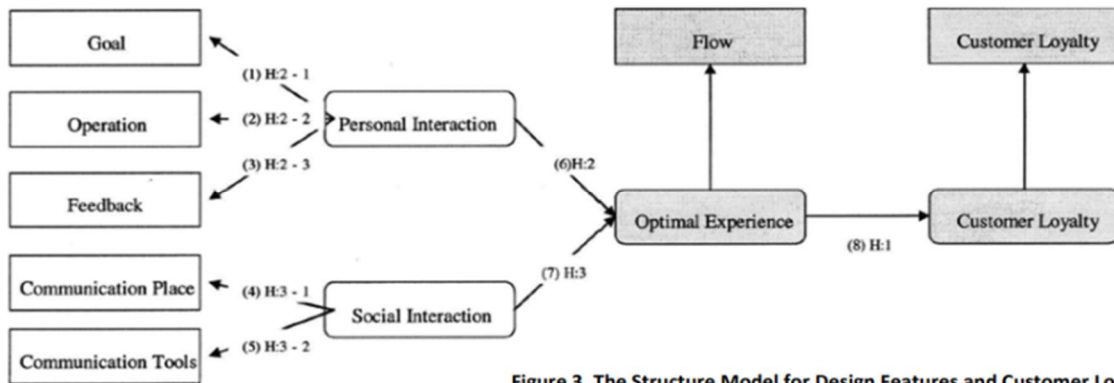


Figure 3. The Structure Model for Design Features and Customer Loyalty, (Image Source: Csikszentmihalyi, 1990)

Source: Csikszentmihalyi (1990).

Consequently, in game design, several key elements contribute to the immersive and interactive experience for players. Goals serve as the foundational targets that each participant aims to achieve throughout the game, providing a sense of direction and purpose (Crawford, 1982). Operators, on the other hand, act as tools or instruments essential for problem-solving within the game environment, encompassing items, virtual currency, and other aids that assist players in reaching their objectives (Zhang, 1997). Feedback mechanisms play a pivotal role by providing timely and relevant responses from the game system to players' actions with operators, thereby informing progress, reinforcing successful strategies, and guiding decision-making processes (Crawford, 1982). Additionally, games feature communication places where players gather to socialize and interact, fostering community within the virtual space (Harrison & Dourish, 1996). These spaces not only enhance the gaming experience through social engagement but also promote cooperative play and shared experiences among participants. Complementing these, communication tools within games enable direct interaction among players, facilitating the exchange of opinions, strategies, and support crucial for collaboration and relationship-building (Harrison & Dourish, 1996). Together, these elements form a cohesive framework that enhances player engagement, interaction, and enjoyment within the gaming environment.

3.1.3 A Sense of Progress

A pivotal motivation driving the implementation of gamification strategies is the "sense of progress" that users experience (Peters, 2011; Kleinberg, 2011). This concept is rooted in the human desire to perceive improvement and advancement in one's situation, even within the professional environment (Figure 3).

Figure 3: Analysis of Employee Motivations



Source: Amabile & Kramer (2010).

Research conducted by Amabile and Kramer (2010) underscores the significance of this motivation. Their study revealed that among various motivational factors—such as instrumental support, interpersonal support, collaboration, and engagement in important work—the most impactful element was the sense of progress. They found that employees derived substantial motivational benefits from perceiving continuous progress in their tasks and goals, which in turn enhanced their overall workplace satisfaction and productivity (Amabile & Kramer, 2010).

3.1.4 Common Game Mechanics

Bunchball (2010) proposed a Game Mechanics/Human Desires Matrix (Figure 4), which illustrates the interaction between basic human desires and game play mechanics. In this model, green dots signify the primary desire a particular game mechanic fulfills, while blue dots indicate additional areas it impacts. Primary human desires are fulfilled with game mechanics such as points are used to fulfill the desire for rewards, levels are used for fulfilling the need for status, challenges for achievement, virtual goods for self-expression, leaderboards for competition, and gifting and charity for altruism.

This matrix bears similarities to the model proposed by Zichermann and Cunningham (2011) but introduces two additional dimensions: ‘gifting and charity’ and ‘virtual goods. These new dimensions expand the scope of motivational strategies available for gamification, addressing a broader range of human desires.

Each game mechanic is particularly effective in motivating specific human desires. For instance, points are highly effective in engaging individuals who are motivated by rewards, while leaderboards appeal to those driven by competition. This variety in game mechanics

allows for targeting different audiences, each with their own interests and desires. It is thus essential to select the appropriate composition of game mechanics that will function as a cohesive system to engage targeted volunteers based on their motivations. By understanding and leveraging the different game mechanics, organizations can create more effective and engaging gamified experiences. This strategic selection ensures that the gamification efforts resonate with the intended audience, thereby enhancing engagement and participation. (Zichermann & Cunningham, 2011)

Figure 4: Game Mechanics/Human Desires Matrix

Game Mechanics	Human Desires					
	Reward	Status	Achievement	Self Expression	Competition	Altruism
Points	●	●	●		●	●
Levels		●	●		●	
Challenges	●	●	●	●	●	●
Virtual Goods	●	●	●	●	●	
Leaderboards		●	●		●	●
Gifts & Charity		●	●		●	●

Source: Bunchball (2010).

Adam Kleinberg (2011) provides the following guideline:

- Identify and define an objective - given the objective, you can assess user behaviors
- Engineer a path to your goals - identify and select behaviors to elicit from target users, ranging from detailed behavior to general behavior goals
- Provide rewards - providing incentives that are aligned with the core of the organization goals and the interests of the user
- Take a holistic view - avoid making a system that can be “gamed” by users. In other words, leave no room for user exploitation.
- Make it fun - make a game that is inherently unique, fun, and centered around the organization objectives

A group of game industry veterans that make education Youtube videos on games, the game industry, game design etc., provided a list of seven most common game design mistakes to avoid (Ask Gamedev):

- Starting Too Big: Begin with a focused core gameplay concept rather than attempting to implement too many features simultaneously.
- Player Onboarding: Ensure players can easily understand and engage with your game mechanics through clear tutorials and intuitive design.

- **Being Too Committed to an Idea:** Be open to iterating and pivoting based on feedback and market trends, as seen in the evolution of games like Fortnite.
- **Creating an Overly Rigid Design:** Allow for player creativity and exploration by designing flexible gameplay mechanics and environments.
- **Focusing on Story Too Early:** Balance narrative development with gameplay refinement; prioritize making the game fun to play before diving deeply into story.
- **Underestimating Polish:** Allocate sufficient time for tuning and polishing to enhance the overall player experience and avoid rushed releases.
- **Arbitrarily Adding Features:** Ensure every feature adds value and enhances gameplay rather than detracting from it; avoid feature creep.

3.2 Gamification and Volunteering

Social marketers have leveraged gamification to boost consumer motivation for engaging in prosocial behaviors through value exchange (Fu, 2011). "The Game of Life" by Fu, Y. C. (2011), focuses on designing gamification systems to increase volunteer participation and retention in nonprofit organizations. Fu's approach, however, is tailored to individual NGOs, without considering broader, platform-based solutions. The study focuses on a liaison agency that coordinates volunteers, such as the one at Trinity University, does partially overlap with the platform concept proposed in this thesis, suggesting that some of its principles could be scaled up. Fu (2011) contributes to the field by identifying three key constructs necessary to understand when applying gamification in volunteerism:

- Gamification,
- Volunteers and nonprofit organizations,
- Game design and theory

Gamification involves using game mechanics and dynamics to motivate individuals (Zichermann & Cunningham, 2011). Volunteers are defined as individuals who have freely and willingly committed their time and effort to a nonprofit organization for more than six months (Briggs et al., 2007). Nonprofit organizations, specifically entities (Haddow et al., 2003), provide the framework for exploring the applicability of gamification in volunteer programs.

Since it is critical for organizations to identify and understand individual's needs or motives to volunteer (Karl et al., 2008), Fu (2011) uses motives as a core basis when developing a gamification system for volunteers. Imperative to understand - the client will only be motivated if the gamification makes salient a user's already present real and intrinsic motivational needs (Deterding, 2011) further explored in the Player Motivations section.

Critics often view gamification as a marketing tool that manipulates users without their awareness (Anderson & Rainie, 2012). However, extensive research has established that volunteering provides a variety of benefits (O'Brien, 2011; Haake et al., 2022; Piliavin,

2005; Tse, 2018; Jiang et al., 2020; Putnam, 2000). Consequently, when gamification is applied to encourage volunteering, it is generally considered an ethical practice (Bowser et al., 2013) and thus a legitimate tool for social marketing (Mitchell, 2020; Mitchel et al., 2017).

In the context of citizen engagement, recent studies have explored the potential of gamification to enhance participation. For instance, an app designed to engage users through gamification revealed that its success depends on several factors, including convenience, pervasive design, usability, and clear task structuring (Bowser et al., 2013). This finding highlights that for gamification to be effective, especially in applications aimed at users with limited knowledge, it must be intuitively designed and accessible.

The Vol4All platform, described by Vakali et al. (2017), represents an attempt to create an attractive, citizen-centric platform that integrates gamification with geo-located volunteering opportunities and online visualizations. This platform is intended to enhance the volunteering experience by leveraging gamification to make volunteering an interactive and engaging city asset. However, the platform's success in terms of its gamification elements has not been empirically measured, and it appears that the Vol4All platform has not been fully realized.

Palacin-Silva et al. (2018) conducted an experimental study to further understand the impact of gamification on citizen engagement. Their research involved developing and comparing gamified and non-gamified versions of a mobile application designed to collect data for scientific purposes. The study found that the gamified version significantly increased Participatory Sensing (PS) engagement, as evidenced by a higher number of submitted data entries compared to the non-gamified version. PS, in this context, refers to citizen science, crowd-sensing, or crowdsourcing.

At the individual level, research suggests that while gamification can support behavior change and maintenance, it does not significantly enhance intrinsic motivation when users engage with gamified applications (Huotari & Hamari, 2012; Deterding et al., 2011). Moreover, the overall effectiveness of gamification and the specific contexts in which it is most successful remain areas of ongoing investigation (Hamari et al., 2014). In citizen science, gamification has been used to both motivate (Mason et al., 2012; Massung et al., 2013; Liu et al., 2011) and improve (Witt et al., 2013) participation, with outcomes ranging from positive (Liu et al., 2011) to mixed (Mason et al., 2012; Massung et al., 2013; Witt et al., 2013). Similarly, in the sustainability sector, gamification has shown promise in engaging customers, leading to positive results (Gnauk et al., 2012).

3.2.1 Volunteer as the Player

The end goal of applying gamification to volunteerism is to (Karl et al., 2008):

- Develop and manage satisfying volunteer tasks,
- Promote meaningful volunteer experiences,
- Monitor and grow the existing relationship with returning volunteers in the face of rising competition,
- Minimize perceived volunteer costs and maximize volunteer benefits, as well as
- Provide volunteer-friendly processes.

At the end of the day, individuals will continue to volunteer as long as their needs or motives are fulfilled by the activity of volunteering (Clary & Snyder, 1999). It is thus of utmost importance that one understands what those are and how they are then translated into a gamification scenario. Furthermore, Safrit & Merrill (2000) showing volunteers are demanding more entertaining, meaningful, and/or trendy issues. It is thus paramount that gamification attends to those needs as well. According to Yee (2006), player motivations can be categorized into three main components: Achievement, Social, and Immersion. Each of these components encompasses various aspects that drive gamer behavior and engagement.

3.2.2 Player Motivation

Achievement is further divided into advancement, mechanics and competition. Advancement is a type of motivation that stems from the desire to gain power, progress rapidly, and accumulate in-game symbols of wealth or status. Players motivated by advancement seek to level up quickly and achieve high ranks within the game, reflecting their progress and success. However, players interested in mechanics are motivated by understanding and optimizing the underlying rules and systems of the game. They enjoy analyzing the game's structure to enhance their character's performance and achieve maximum efficiency. This component emphasizes a strategic and analytical approach to gameplay. Lastly, competition (Yee, 2006; Zichermann & Cunningham, 2011). If a player is driven by competition, it means that the desire to challenge and compete with others is a significant motivator for them. Competitive players thrive on the opportunity to test their skills against others and enjoy the thrill of winning. Although competition can be tricky to implement in environments where cooperation is encouraged, it remains a powerful motivator for many gamers (Yee, 2006).

The social component is further divided into socializing, relationship, teamwork. Socializing is a type of motivation that involves an interest in helping and chatting with other players. Socializing players enjoy the communal aspects of gaming, such as forming connections, sharing experiences, and providing support to others. Similarly, those driven by the "relationship" aspect, are motivated by seeking to form long-term, meaningful connections with others. They value the social bonds that can be developed through gaming

and derive satisfaction from building these relationships over time. Lastly, players that are driven by “teamwork,” gain satisfaction from being part of a group effort is the hallmark of teamwork motivation. Players who enjoy teamwork find fulfillment in collaborating with others to achieve common goals, emphasizing the cooperative aspects of gameplay (Yee, 2006; Groh, 2012; Iacovides et al., 2013; Zichermann & Cunningham, 2011).

Lastly, immersion is further divided into discovery, role-playing, customization, and escapism. The “Discovery” is a type of player motivation involving finding and knowing things that most other players don’t know about, such as hidden secrets or Easter eggs within the game. Players driven by discovery (Yee, 2006; Zichermann & Cunningham, 2011) enjoy exploring the game world and uncovering its mysteries, creating a sense of depth and engagement. The second motivation that is a part of the immersion category is “Role-Playing.” It involves creating a persona with a background story and interacting with other players to develop an improvised narrative is a key motivator for role-playing. This component allows players to immerse themselves in a different character and experience the game world through that persona. Role-playing can range from dramatic and complex characters to simple, relatable personas, making it a versatile and engaging form of immersion. The third motivation that is a part of the immersion category is “Customization.” Players with an interest in customization enjoy modifying the appearance and attributes of their characters. Customization allows players to express their individuality and creativity, making their in-game avatars unique and personalized. Lastly, “Escapism.” Using the online environment to avoid thinking about real-life problems is a motivation for many players. Escapism provides a temporary reprieve from everyday stressors and challenges. However, in a gamified volunteering context, the aim might be to immerse players in a future-oriented, empowering experience that helps them face real-life problems with newfound confidence and resilience. Volunteering has been shown to empower individuals, helping them tackle their daily struggles more effectively (Yee, 2006).

According to Piliavin et al. (2002), continued participation in volunteer activities is internalized and adopted as a component of self-identity, becoming a sustained and integral part of a volunteer’s life. Therefore, the intrinsic motivations of role-playing can be related to the role identity theory of volunteers. This suggests that role-playing functions as a significant form of player motivation should be considered when designing gamified systems aimed at volunteer engagement.

Players’ choices of character types, such as wizards, archers, or warriors, are positively correlated with gender-based identities (Companion & Sambrook, 2008). This connection suggests that players often select game characters that resonate with their gender identity, reflecting broader social and cultural norms within the gaming environment.

Malone (1981) and Malone and Lepper (1987) identified five primary intrinsic motivations in role-playing gameplay:

- Choice: The ability to make decisions that influence the game.
- Control: The sense of having power over the game environment.
- Collaboration: Working with other players to achieve common goals.
- Challenge: Facing and overcoming obstacles.
- Achievement: Attaining success and reaching milestones.

These motivations are attained through elements such as character design (traits, skills, attributes, adornments) and narrative environment (quests, communication tools). Incorporating these elements into a gamified volunteer engagement system can help foster a strong role identity among volunteers, motivating them through a sense of progress, control, and collaboration (Malone, 1981; Malone & Lepper, 1987).

According to Bussell and Forbes (2006), the factors that initially attract volunteers may differ from those that sustain them. This insight is essential for developing gamification systems aimed at volunteer retention. By aligning volunteer engagement strategies with the Hero's Journey framework, organizations can create a narrative-driven approach that resonates with volunteers' intrinsic motivations.

3.2.3 Bartle's Player Types and Callow's Framework

Bartle's Player Types (1996) and Callow's Framework (2004) provide complementary insights into understanding and leveraging player motivations within gamified systems. These models can be effectively used to evaluate motivations based on players' interactions with either the game world or other players. Richard Bartle (1996) categorizes players into four types based on their primary motivations:

- Achievers: Motivated by acting upon the game world, focusing on accumulating points and status.
- Explorers: Enjoy interacting with the game world, seeking to discover and understand its mechanics.
- Socializers: Prefer interacting with other players, forming relationships and engaging in social activities.
- Killers: Motivated by acting upon other players, often through competitive and confrontational means.

However, Callow's Framework (2004) expands on these ideas, particularly in the context of volunteerism, by identifying motivations across diverse demographic and international segments, including various age groups of volunteers. The following is shown in Table 1.

- Helping Others (high humanitarian/high social): Aligns with socializers who are motivated by forming relationships and engaging in socially meaningful activities.
- Social Skills (low humanitarian/high social): Also relates to socializers but with a focus on developing interpersonal skills.
- Personal Development Skills (high humanitarian/low social): Corresponds with explorers who seek personal growth and understanding.
- Employment-Related (low humanitarian/low social): Matches achievers who are driven by advancement and career-related goals.

Table 1: Bartle's Player Types & Callow's Framework

Player Type	Player Type Traits	Callow (2004)	Segment Focus	Segment Traits
Achievers	Desire Advancement	High Humanitarian / Low Social	Employment-related	Seek Advancement
Socializers	Desire Social Relationships	Low Humanitarian / High Social	Social skills, making friends	Seek Social Interactions
Explorers	Desire World Environment Understanding	Low Humanitarian / Low Social	Personal Development	Seek New Understanding

Source: adapted from Bartle (1996); Callow (2004); Fu (2011, p.11).

Consequently, Callow's Framework (2004) provides a useful lens to align Bartle's player types with specific volunteer motivations. The following is shown in Table 1.

- Achievers: Their drive for advancement and status parallels the "employment-related" volunteer segment, focusing on career and personal achievement. They can be motivated through point systems and badges that signify progress and status within the organization.
- Explorers: Their curiosity and desire for understanding align with the "personal development skills" segment, emphasizing personal growth and knowledge. These might be engaged through tasks that involve learning and discovery, such as exploring new projects or initiatives.
- Socializers: Their focus on interaction and relationship-building matches the "social skills" segment, aiming to enhance social connections. Socializers thus can benefit from opportunities for collaboration and social interaction, such as team-based challenges and events.
- Killers: This type does not have a direct equivalent in Callow's Framework, as their competitive nature does not align with typical volunteer motives.

3.2.4 Hero's Journey and Volunteer Life Cycle

The Hero's Journey, as described by Campbell in "The Hero with a Thousand Faces," (2009) can be mapped onto the stages of the volunteer life cycle proposed by Bussell and Forbes (2006). This mapping allows for an assessment of a player's motivations at each juncture of progress in a game, aligning volunteer engagement with narrative structures common in storytelling and gaming. According to Bussell and Forbes (2006), the volunteer life cycle aligns closely with the stages of the Hero's Journey (Campbell, 2009). This alignment can help in understanding the various motivations and challenges volunteers experience throughout their involvement with an organization.

Hero's journey in relation with the stages of the volunteer life cycle (Bussell and Forbes, 2006), makes it possible to assess a player's motivations at each juncture of progress in a game. The alignment between Bussell and Forbes' (2006) volunteer life cycle (Figure 4) and Campbell's (2009) Hero's Journey can be summarized as follows:

- For the departure step, there are three sub-steps: Call to Adventure, Supernatural Aid, and The Belly of the Whale.
- For the initiation step, there are two sub-steps: Road of Trials and Atonement with the Father.
- For the return step, there are two sub-steps: Refusal of Return and Master of the two worlds

In the "Departure" phase, the journey begins with the "Call to Adventure", where individuals become aware of volunteer opportunities, much like receiving a pamphlet that sparks initial interest and awareness. This step is crucial as it initiates the volunteer's journey by providing essential information and creating intrigue. Following this, volunteers encounter #Supernatural Aid#, where experienced volunteers guide and mentor newcomers, offering the necessary support and encouragement to help them navigate the early stages of their volunteering experience. The final step in this phase is "The Belly of the Whale", representing the transformative moment when the volunteer makes a firm decision to commit to the cause, signifying a deeper level of engagement and readiness to face upcoming challenges (Bussell & Forbes, 2006; Campbell, 2009; Fu, 2011).

Moving into the "Initiation" phase, volunteers embark on the "Road of Trials", encountering various tasks and challenges that test their dedication and skills. This stage can be gamified by implementing task completion and point collection systems to motivate and reward volunteers. The next step, "Atonement with the Father", involves achieving significant milestones or receiving recognition for their contributions, which reinforces their commitment and provides a sense of accomplishment (Bussell & Forbes, 2006; Campbell, 2009; Fu, 2011).

Figure 5: The Volunteer Life Cycle



Source: Bussell & Forbes (2006).

Finally, in the “Return” phase, volunteers may experience the “Refusal of Return”, where they feel a strong connection to their work and hesitate to leave the organization. This stage highlights the deep bond and sense of purpose volunteers develop over time. The journey concludes with “Master of the Two Worlds”, where volunteers achieve a balance between their volunteering activities and personal life, becoming champions for the cause within their communities. This final step signifies the successful integration of their volunteer identity with their broader life, allowing them to advocate effectively for the organization (Bussell & Forbes, 2006; Campbell, 2009; Fu, 2011).

3.2.5 Measurements of Volunteer Engagement

Customer engagement is a critical aspect of evaluating the effectiveness of gamification strategies within various applications. The measurement of customer engagement can be approached through several dimensions, as identified by scholars such as Zichermann and Cunningham (2011). These dimensions include recency, frequency, duration, virality, and ratings. Each of these metrics provides a different lens through which customer interactions can be analyzed, offering comprehensive insights into user behavior and the impact of gamification. Furthermore, Vol4All platform’s measurable indicators described by Vakali et al. (2017) are described in Table 2.

Table 2: Vol4All Measurable Indicators

Performance/success Indicator	Target Value
Number of users involved in pilots volunteering cases	2000 newcomers yearly (based on Parallaxi's audience)
Number of volunteering tasks and content uploaded by users	10 events per month; 10 photos/posts per user
Number of Companies activated at the Vol4All platform	100 yearly (based on local active companies outlook)
Volunteering quests resolved (estimated that 30% of Pilot users will solve on average one quest)	At least 60% of volunteering tasks being resolved in less than a set deadline
Number of new volunteering categories submitted at the Vol4All platform	10 new categories or subcategories yearly in a volunteering topics hierarchy
Number of volunteering ideas approved by the authorities	At least 70% accepted to showcase the qualitative volunteering ideas sharing
Number of volunteering ideas adopted by the Industry and/or SMEs relevant stakeholders	Estimated that 30% of the ideas will be adopted yearly

Source: Vakali et al. (2017).

Recency refers to the average time period between one activity and the next. It is a measure of how recently a customer has engaged with the platform or product. Frequency measures the number of times an activity is participated in within a given time period. This metric is crucial for understanding how often users return to the platform or engage in specific activities. Duration is the length of time spent participating in an activity. Longer durations suggest that users find the activity compelling enough to dedicate extended periods to it. Virality is the rate at which an activity propagates from one user to other users. It measures the spread and influence of the activity within a user base. High virality indicates that users are not only engaging with the platform but also actively promoting it to others. Ratings involve the customer rating or review of the product. This metric provides direct feedback from users about their satisfaction and the perceived value of the gamification elements (Zichermann, 2011).

4 EMPIRICAL ANALYSES OF THE EFFECTIVENESS OF GAMIFICATION ELEMENTS IN MOTIVATING GEN Z TO ENGAGE IN ENVIRONMENTAL VOLUNTEERING

4.1 Purpose and Goals of Empirical Research

The primary objective of this study is to evaluate the effectiveness of gamification in environmental volunteering, specifically targeting young adults in Slovenia. This investigation employs both qualitative and quantitative research methodologies and

combines social marketing theory and gamification theory, which were adapted for the environmental volunteering context.

The qualitative analysis aims to uncover insights into the motivations, abilities, opportunities, barriers, associations, patterns, and relationships associated with environmental volunteering among young adults. It seeks to identify the factors influencing satisfaction with environmental volunteering and understand how various demographics, such as education level, gender, and employment status, affect volunteer behavior. The focus is on understanding why volunteers engage with non-profit organizations (NPOs), and what sustains their engagement. Additionally, the research aims to explore strategies to encourage non-volunteers to participate. The qualitative analysis thus tests the gamification elements, which were designed based on theoretical knowledge and created in Figma as if they were part of an actual application.

The quantitative research aimed to segment (Hastings, 2007) the Gen Z community based on psychographic variables (Clary et al., 1998) and descriptors, identify an appropriate targeting strategy (Hastings, 2007; Omoto & Snyder, 1995) through the lens of the product diffusion curve principles, explore barriers and passive competition to the desired behavior (Hastings, 2007; Kotler, 2022), and identify the desired volunteering type of events and areas of service (Stukas et al., 2008; Clary et al., 2003) Gen Z is currently interested in. These are important since it is crucial to formulate the gamification elements and other aspects of the social marketing plan based around the needs, desirable benefits, reducing costs, barriers and struggles of the client (Hastings, 2007; Stukas et al., 2008, Karl et al., 2008). The research also sought to determine if the proposed gamification elements as a whole increased the desire to volunteer, and assess the level of motivation induced by each gamification element individually, to determine their potential. Additionally, it explored the resources or benefits the target audience would want in exchange for the desired behavior (Hastings, 2007). The research also aims to estimate the number of volunteer hours that could be contributed to society. Furthermore, determine the number of friends needed to start volunteering so the participants would start volunteering as well to assess the speed of behavioral adoption and the potential virality of the volunteering initiative. Essentially, the quantitative analysis was conducted to provide realistic data on various environmental volunteerism characteristics and gamification patterns, previously seen in the focus groups, on a larger scale.

4.1.1 Hypotheses

Based on the diffusion curve principles and market conditions specific to the application, specifically environmental volunteering among young people living in Slovenia, I hypothesize that the current volunteers exhibit the highest potential to become the early adopters. By making educated assessments on the overall appeal of the segments and

relative advantages of the segments, the volunteers (both people that have volunteered in the past, as well as current volunteers) should score better on variables, such as product fit, likelihood/willingness to volunteer, majority rule potential, needed effort, competitive intensity, and attractiveness of the segment from a holistic marketing campaigns point of view. Consequently, I will test the following hypothesis.

Hypothesis 1: Compared to those who haven't volunteered before, those who have volunteering experience exhibit the highest propensity to serve as innovators on the app's diffusion curve.

Some individuals in a given population value career advancement, thus providing a gamification element like the "competences badges," which accentuate that one can achieve career-defining skills by volunteering, might help motivate these individuals to start volunteering, since the gotten skills and competences would have a more instant and tangible gratification in a form of a badge. The following hypothesis is therefore tested.

Hypothesis 2: Individuals who value career advancements as a result/benefit of volunteering demonstrate increased motivation to volunteer, as a result of utilizing the proposed gamification element about competences.

I presume that encouraging competition, while an otherwise altruistic and pure act such as volunteering might get different responses from different segments. I hypothesize that those who have experience volunteering do not appreciate competition elements, as opposed to those who have never experienced volunteering. I presume that those who have experienced volunteering associate it with pure intentions and cooperation, instead of competition.

Hypothesis 3: Competition is not an effective gamification element for motivating volunteering, as indicated by lower potential engagement in both experienced volunteers and those new to volunteering.

I presume that applying theoretically backed up and familiar gamification elements, while also providing different gamification elements for each of the player and volunteer types, will increase the likelihood of young people in the Gen Z community to volunteer.

Hypothesis 4: The proposed gamification elements successfully increases the likelihood of young people in the Gen Z community to volunteer.

4.2 Methodology of Qualitative Study

To support the empirical research, secondary research was conducted for the theoretical framework. The empirical phase utilized a hybrid methodology, combining qualitative and quantitative methods to leverage the strengths of both approaches. Since, Hastings (2007)

is underscoring the importance of consulting with focus groups before undergoing social marketing campaigns, focus groups were selected for qualitative data collection due to their advantages in exploring attitudes and emotions. They facilitate diverse perspectives, stimulate creativity, provide in-depth understanding, and offer real-time feedback. Focus groups are also cost-effective, efficient, flexible, and suitable for iterative design. However, they have limitations: small sample sizes may not be representative, and issues such as groupthink, dominant voices, and limited privacy can affect data quality. Additional challenges include potential moderator bias, an artificial setting, difficulties in managing conflicts, and complexities in analyzing qualitative data. Despite these drawbacks, focus groups are often used alongside other methods, like surveys or interviews, to provide a comprehensive view of user experiences. Effective planning and analysis are essential to address these limitations and optimize the insights gained (Hastings, 2007; Lawless, 2023).

The employed methodology involved conducting focus groups to collect qualitative data (Morgan, 1996), followed by transcribing the recorded discussions for analysis. Thematic analysis was then applied to identify recurring themes and patterns within the data (Terry et al., 2017; Guest et al., 2012). Subsequently, a comparative analysis was performed across the focus groups to uncover similarities and differences in responses. A semi-structured experience focus group (Krueger et al., 2020) was utilized. These sessions commenced with icebreaker and introductory questions designed to familiarize participants with the topic and materials (Krueger et al., 2020). Subsequently, the focus groups addressed general factors influencing volunteering behaviors and intentions, specifically examining the perception of volunteering, including passive competition and potential barriers to volunteer (Stukas et al., 2008; Hastings, 2007; Hastings & Domegan, 2023), as well as familiarity with current providers of voluntary work, highlighting active competition and barriers to volunteer (Hastings, 2007; Hastings & Domegan, 2023). In addition, a controlled experiment assessed gamification mechanisms, followed by focus groups dedicated to gathering user experiences and ideas, which were then used to generate ideas based on the collected feedback (Krueger et al., 2020). After the thematic analysis, I classified the gamification features into the Kano Model to bring a systematic perspective and analyze the possibilities of improving the gamification approach to encouraging environmental volunteering (Högström et al., 2010; Wang, 2020).

I conducted five focus groups. Three of which were non-volunteer groups and the other two were exclusively those who currently volunteer (for more details view Table 3 in Appendix 4.1). Focus groups were 50 % of time (45 min) focused on social marketing questions (motivations, lifestyle, associations, patterns, experiences), the second half (50% or 45 min) was focused on the UX design. Approximately 10 to 15 minutes of that was devoted to the walkthrough/presentation of the first prototype. and approximately 35 to 40 minutes was devoted to their first thoughts about the app, as well as feelings, associations, and feedback. Followed by specific questions from my side. The second half was purposely guided very

loosely or not at all to see what stood out to the participants and what was important to them.

Focus groups were conducted to test the gamification elements. Participants included both current volunteers, who are "prone to behave as desired," and non-volunteers, who are either "open to a good offer" or "those who are resistant to behave as desired" (Maibach et al., 2002; Stukas et al., 2008). Investigating all segments is crucial for understanding if the gamification elements can contribute to retention of existing volunteers and at the same time attract non-volunteers, as Bussell and Forbes (2002) differentiate between initial motivations for volunteering and those sustaining continued involvement. Furthermore, feedback from the qualitative research was used to refine the initial UX prototype into a second, more polished prototype, which was tested in the quantitative research phase using a questionnaire (Appendix 7). The second prototype focused on features with the highest potential identified in the focus groups and was designed to be more intuitive and user-friendly, with a professional look created by an experienced UX designer. Despite these refinements, the core concepts, design flow, and logic remained consistent between the prototypes, except the sole focus on the environmental volunteering opportunities.

ChatGPT was used to rewrite the text in all parts of the master thesis to avoid grammar mistakes, sound more concise and make the text sound professional and academic (OpenAI, 2024, 31 August, see Appendix 8 for the full transcript).

Focus Group Participants and Schedule

The focus groups included a diverse range of participants segmented into five distinct categories to ensure varied perspectives. The first group comprised full-time students, both native and international, who were neither working nor volunteering, and met on February 22nd, 2024, with five participants. The second group, consisting of part-time students balancing work and studies, gathered on February 21st, 2024, and had seven participants. The third group involved full-time working young adults, convening on February 26th, 2024, with five participants. The fourth group, including international volunteers living in Slovenia, met on February 21st, 2024, and also had six participants. Finally, the fifth group, made up of native Slovenian volunteers, gathered on February 28th, 2024, with six participants. I included both native Slovenians and foreigners, to account for the important potential young users in Slovenia. All participants were between 18 to 30 years old and are currently living in Slovenia. For more information about the participants, check Table 3 in Appendix 4.1. The level of volunteering experience varies significantly across the focus groups. Full-time Students (Focus group 1), Part-time Students (Focus group 2), and Full-time Workers (Focus group 3) have no volunteering experience. In contrast, International Volunteers (Focus group 4) exhibit substantial experience in both short-term and long-term volunteering roles, including full-time positions under the European Solidarity Corps in Slovenia. Similarly, Slovenian/Native Volunteers (Focus group 5) demonstrate extensive experience, primarily in short-term local initiatives, with some participants engaged in full-

time volunteering roles. This disparity highlights how varying levels of involvement and commitment to volunteering are associated with different stages of life and career focus.

Recruitment and Scheduling

Participants were contacted on-site, via social media, or by phone. They were redirected to Doodle.com to choose from available slots between 19th of February 2024, and 1st of March, 2024, from 19:00 to 21:00.

Focus Group Logistics

- Platform: Zoom
- Language: English
- Duration: 90 - 100 minutes
- Demographic Goals: Representative of all genders and diverse fields (majors or jobs)
- Focus Group Guides:
 - Focus group guide for non-volunteers (full-time students, part-time students, full-time workers) (Appendix 6.1)
 - Focus group guide for volunteers (international and Slovenian volunteers) (Appendix 6.2)

First UX Design Prototype

The initial prototype, created in Figma, consists of 29 screens that outline the app's complete concept, incorporating gamification elements to enhance user engagement. It features a central map connecting opportunities like donations, petitions, volunteering, and sustainable stores, allowing users to earn experience points (XP), achievements, and badges. Inspired by apps like Duolingo, PokemonGo, Instagram, LinkedIn and YouTube, the design ensures a familiar user experience. It integrates game design theory, player motivation models, and the volunteer life cycle for a balanced and engaging journey (Appendix 5)

The prototype aims to assess the effectiveness of gamification in a community-focused app by evaluating user engagement and participation in activities such as volunteering, petition signing, and donations. By providing multiple reward pathways and progress tracking, the design seeks to motivate users to become more active in their communities. The Figma prototype presents the app's comprehensive vision, ensuring users experience the full scope of its design and not just the gamification aspects.

Recordings and Consent

All participants were asked for their consent to be filmed, both audio and video. The audio was then transcribed with the free online tool TurboScribe and manually checked and corrected accordingly. All participants were informed that they will remain anonymous. Transcriptions are found in Appendix 3. Additionally, ChatGPT was used to remove the

names of participants from all transcripts to ensure anonymity (OpenAI, 2024, 4 September, see Appendix 8 for the full transcript)

Analysis

All responses gathered from participants are in an excel sheet in a concise short manner for easier analysis. These notes were taken while the focus group was happening. It includes their main demographic data (gender, age, nationality, major/field), and their response to each of the questions.

4.3 Data Analysis of Qualitative Study

4.3.1 Part One: Social Marketing Aspect

The social marketing analysis began by assessing participants' volunteering experience, revealing how different levels of involvement shaped their perceptions and attitudes. It then explored general views on the significance of volunteering in their lives. Key barriers to volunteering were identified, including obstacles and perceptions around voluntourism, which examines how combining tourism with volunteering affects willingness to engage. The study also considered how loneliness might influence volunteering motivations. Participants' familiarity with current volunteer providers was reviewed to gauge awareness of existing opportunities. Lastly, the analysis addressed how environmental concerns and anxieties impact motivations and engagement in environmental volunteering.

4.3.1.1 Motivations, Benefits and Expectations

Full-time Workers are primarily motivated by personal enrichment and exploration, especially regarding volunteering abroad (voluntourism) reflecting a more utilitarian view of volunteering. In contrast, International and Slovenian Volunteers show a deep respect for the reciprocal nature of volunteering and its potential for personal growth. This suggests differing motivations based on the level of experience and personal values. Some participants see volunteering as a way to explore new personal connections, networking and to a degree career advancement.

4.3.1.2 Biggest Barriers

In analyzing the barriers to volunteering identified across the focus groups, several common themes and notable distinctions emerge.

Trust and Transparency

This is a pervasive issue affecting multiple groups. Full-time Students (Focus group 1), Part-time Students (Focus group 2), International Volunteers (Focus group 4), and Slovenian/Native Volunteers (Focus group 5) all highlight a lack of transparency as a significant barrier. Full-time Students specifically call for mechanisms to rate organizations and their financial practices to ensure trust. Part-time Students emphasize transparency alongside their limited time constraints. International Volunteers stress that past experiences of exploitation underscore the need for trust and transparency, particularly with platforms like Workaway. Slovenian/Native Volunteers similarly underscore the importance of transparency, linking it to the prevention of exploitation and ensuring ethical practices.

All focus groups emphasize the importance of trust and transparency in volunteering. Full-time and Part-time Students, as well as Slovenian and International Volunteers, show significant concerns about potential exploitation and the ethical management of volunteering efforts. This suggests a common theme of needing clear, trustworthy practices in volunteer organizations. Full-time workers mentioned the theme, but the emphasis on it was lower.

International Volunteers and Slovenian Volunteers share concerns about the ethical implications of volunteering, particularly in international contexts. This reflects a heightened awareness of the complexities and potential exploitations in global volunteering practices.

Trust issues extend beyond transparency concerns and include fears of exploitation. International Volunteers and Slovenian/Native Volunteers both report experiences where they felt exploited, pointing to the critical role of trust and ethical practices in volunteering. International Volunteers specifically mention negative experiences with certain platforms, while Slovenian/Native Volunteers caution against scenarios where volunteering feels too much like paid work.

Time Commitment and Engagement

Full-time and Part-time Students, along with Full-time Workers, express concerns about the time commitment required for volunteering. This trend indicates that perceived time constraints and the need for structured involvement are critical factors affecting their willingness to engage.

This barrier is predominantly noted by Part-time Students and Full-time Workers. Part-time Students cite limited availability as a barrier to volunteering, in addition to the transparency issue. Full-time Workers, focused on their careers, experience a lack of time as a primary barrier, which significantly limits their ability to engage in volunteering activities. Time was not considered a barrier with the Slovenian and native volunteers.

4.3.1.3 Voluntourism

In examining perceptions of voluntourism (volunteering while traveling) across different focus groups, distinct patterns and trends and themes emerge, highlighting varied viewpoints and experiences.

Perception

Focus groups expressed some negative perception of voluntourism, associating it with abuse and exploitation. This sentiment reflects concerns about the ethical implications and potential for misuse within this form of volunteering. They also note the significant time commitment and weak community aspect associated with voluntourism, suggesting that while it has some perceived benefits, the risks and ethical concerns overshadow them. Furthermore, some participants would prefer local initiatives with a “act local, think global” mindset.

Nevertheless, the concept of voluntourism was met with some positive feedback as well, the trust issues being only a barrier. They associated voluntourism as a great way to better understand the country one is visiting. As well as help the community and nature, as a way to battle the negative effects of tourism.

Intensity of Discussions

Part-time Students (Focus group 2) and Full-time Workers (Focus group 3) did not discuss voluntourism, indicating either a lack of familiarity or a lower relevance of the topic within their volunteering contexts. This absence of discussion could reflect varying levels of engagement with voluntourism or differing priorities in their volunteering experiences.

On the other hand, Slovenian/Native Volunteers (Focus group 4 and 5) engaged in the discussions about voluntourism, which might indicate that the concept is relevant or impactful in their volunteering activities, and at the forefront when considering volunteering abroad.

Mixed Experiences

International Volunteers (Focus group 4) provide a more nuanced view, with mixed experiences regarding voluntourism. They report negative experiences with platforms like Workaway, citing issues of exploitation and insufficient regulation. In contrast, they view Woof more positively, appreciating its structured approach with proper care and regulation. This suggests that while some voluntourism platforms may be problematic, others offer a more regulated and ethical framework.

4.3.1.4 Familiarity with Current Providers of Voluntary Work

In analyzing the familiarity with current providers of voluntary work across various focus groups, several notable themes, trends and differences emerge:

Reliance on Personal Networks and Chance

Both Slovenian and Native Volunteers show a common reliance on personal networks and chance encounters to discover volunteering opportunities. Both groups identified similar sources such as word of mouth, university networks, social media, and local initiatives. This indicates a heavy dependence on informal methods and personal connections rather than structured or formal channels for finding volunteering roles. However, they highlight additional sources such as high school programs that require volunteer hours for graduation, which suggests a structured introduction to volunteering from an earlier stage. This group's diverse sources, including formal programs, suggest a broader range of methods for finding opportunities compared to other groups.

Lack of Information in Some Groups

Full-time Students (Focus group 1), Part-time Students (Focus group 2) and Full-time Workers (Focus group 3) did not provide information on their familiarity with current providers of voluntary work. This absence may reflect a lack of engagement with volunteering or an insufficient emphasis on the mechanisms for discovering volunteer opportunities within these groups.

4.3.2 Part Two: Gamification Aspect

The gamification analysis began by exploring participants' initial reactions and associations with gamification in volunteering to understand their perceptions right after a presentation of the UX design. It then examined their preferences and needs for gamification features in a volunteering app with guided questions. Finally, the study assessed the potential effectiveness of gamification elements in motivating and engaging volunteers, providing insights into their practicality and appeal, and possibilities of use. All features, thoughts, associations and ideas are categorized in the form of the Kano model in table 4 in Appendix

4.3.2.1 First Thoughts and Associations

The feedback from the various focus groups reveals nuanced attitudes toward gamification and UX design in the proposed volunteering app, highlighting distinct preferences and concerns among different user segments. This section explores the themes most important to the focus group, since these are the first thoughts and associations to the presentation.

Positive Perception of Gamification

Across the focus groups, gamification is broadly seen as a promising strategy for enhancing engagement in volunteering. All focus groups responded positively to the concept of gamification and enhanced user interaction. They appreciated features like XP points and badges, likening the concept to "Pokemon Go" and "Duolingo," making a positive association when doing so. However, some participants quickly stressed the need for transparency in the XP points system and were cautious about potential misuse of gamification elements, such as awarding minimal XP for reporting issues. All focus groups emphasized other accompanying features of the UX design, such as noting its potential to streamline the volunteering process and emphasizing the streamlined connection with opportunities.

Similarly, Full-time Workers (Focus group 3) expressed enthusiasm for gamification as a fun and motivational tool, particularly appreciating its suitability for spontaneous use during brief periods of free time. They found the UX design to be straightforward and convenient, highlighting the value of features like push notifications for weekend volunteering opportunities and the ability to review past volunteering activities. Although they favored practical functionalities over gaming aspects, they saw potential in gamification for making volunteering more accessible and engaging.

Skepticism

In contrast, International Volunteers (Focus group 4) and Slovenian/Native Volunteers (Focus group 5) exhibit a more cautious approach to gamification, particularly competitive elements. International Volunteers acknowledge the potential benefits of gamification for motivating non-volunteers but express reservations especially about competitive features. This was greatly emphasized, saying that it goes against volunteering. They prefer other attention-based and non-competitive elements that align with their intrinsic motivations and appreciate functionalities that contribute to a meaningful and fulfilling volunteer experience (collaboration-based gamification elements). The emphasis here is on creating a supportive and inclusive environment rather than fostering competition. Features like community progress indicators at various levels (local, national, European) are particularly valued. Furthermore, one of the first reactions of the two volunteering focus groups was about features like the map-view and list-view of the volunteering opportunities, and filtering, not about the gamification. The map feature was seen as a critical tool for navigating and discovering opportunities.

UX Design and Practical Features

All focus groups perceived the UX design as intuitive and user-friendly. Full-time Students and Part-time Students emphasize the necessity of a streamlined and easy-to-navigate interface and concluded that the UX presented to them was just that. They appreciate the simplicity and clarity of the app's design, which they believe is crucial for its adoption and effectiveness. Part-time Students, in particular, value the ease of setting up profiles and using the app, and they are enthusiastic about features like interest-based groups that foster

a sense of community. Furthermore, one of the participants in the Part-time Students focus group checked some volunteering platforms while on the Zoom call, and concluded that the UX presented was indeed better.

International Volunteers and Full-time Workers also stress the significance of practical features such as push notifications and the ability to track volunteering history. They highlight that while gamification can enhance engagement, the primary focus should be on functionalities that cater to users' practical needs. For them, these are the map feature, for instance, is highly regarded for its utility in locating and engaging with volunteer opportunities.

4.3.2.2 Brainstorming

User feedback from focus groups highlights distinct trends and preferences in the proposed volunteering app's UX design. These insights reveal varied needs and expectations across different user segments, offering valuable guidance for creating a user-centric platform that addresses common concerns and maximizes engagement.

Increasing Trust

Desire for Enhanced Transparency and Accountability: Across all focus groups, transparency and accountability emerge as key concerns. Full-time Students (Focus Group 1) and Slovenian/Native Volunteers (Focus Group 5) emphasize the need for robust mechanisms to ensure trust and integrity in the volunteering ecosystem. These participants suggest incorporating features such as a rating system for both organizations and volunteers, detailed comments on volunteering opportunities, and the ability to contact past volunteers for firsthand experiences. This focus on transparency underscores the importance of building trust through clear, accessible information and reliable feedback mechanisms. The inclusion of a minimal XP points system for reporting issues could incentivize users to actively participate in maintaining the quality and integrity of the platform.

Practical Functionalities

The need for practical, user-friendly features is a recurring theme across several focus groups. Full-time Workers (Focus Group 3) and Part-time Students (Focus Group 2) highlight the importance of functionalities that streamline the user experience. Suggested features include GPS tracking for locating volunteering opportunities, easy reporting systems, and the ability to export volunteering experiences to platforms like LinkedIn or as PDF/Word documents. Additionally, both groups emphasize the need for effective filtering options to match opportunities with users' specific needs, such as time availability, type of activity, and accessibility. These practical functionalities are crucial for ensuring that users can efficiently find and manage opportunities that align with their preferences and

constraints. Furthermore, they suggest a limited character descriptions of the volunteering opportunities for better clarity.

Gamification Improvements

The focus groups were divided on the topic of real-world discounts on the basis of collected XP, since they might incentivize misuse. They also propose adding features like badges for initiating conversations with NGOs. All focus groups suggested replacing daily streaks with weekly goals to avoid undue pressure, though some would rather not have streaks at all, since they can be demotivating if one loses it. Participants suggested to implement recognition for volunteering milestones, and are cited as effective motivators. Furthermore, adding features like congratulatory messages for first-time volunteers.

Additional Suggestions

Some participants propose additional UI enhancements, such as customizable color options and improved calendar functionalities to manage overlapping commitments. Specific suggestions include clarifying terms (e.g., renaming “teams” to more descriptive terms), providing detailed instructions for submitting proposals, and implementing filtering options for immediate volunteering opportunities.

Social and Community Features

Social connectivity and community features are valued by several focus groups. Part-time Students and Slovenian/Native Volunteers express interest in features that foster community engagement, such as the ability to invite friends, filter opportunities based on friends' applications, and achieve community-based milestones. These features could enhance user engagement by creating a sense of belonging and collaboration. The feedback suggests that integrating social elements into the app could strengthen its appeal by aligning with users' desires for communal involvement and shared experiences.

4.3.2.3 Potential of Use

The analysis of the potential use of the volunteering app across different focus groups, highlighting both common trends and unique preferences.

Value of Gamification

Time Constraints and Engagement

Part-time Students (Focus Group 2) express concerns about time constraints affecting their ability to fully engage with the app. Their limited availability impacts their perception of the app's potential uses, suggesting that time management and flexibility in the app's features could be critical for this group. They may benefit from features that accommodate their busy schedules, such as flexible volunteering options and efficient time management tools.

Motivational Aspects and Educational Value

Both International Volunteers and Slovenian/Native Volunteers highlight the importance of educational aspects and staying engaged beyond initial volunteering activities. They appreciate features that enhance the user experience without fostering competitive pressures. Their focus on the educational value and engagement suggests that incorporating elements that support ongoing learning and personal development could further align the app with their motivations.

Gamification vs. Centralized Database

While Full-time Students are enthusiastic about gamification as a primary engagement tool, International Volunteers and Slovenian/Native Volunteers find it a valuable, albeit secondary, enhancement. They place greater importance on the app's centralized database and filtering capabilities. This indicates a need for a balanced approach where gamification complements, rather than overshadows, core functionalities such as comprehensive and accessible volunteering opportunities.

Across multiple focus groups, the potential of gamification is recognized, though its perceived impact varies. Full-time Students (Focus Group 1) see significant potential in gamification, suggesting enhancements to increase usability and engagement. One may presume the gamification features for these segments are the Performance attributes in the Kano model. They believe gamification can simplify the volunteering process and boost involvement. In contrast, International Volunteers (Focus Group 4) and Slovenian/Native Volunteers (Focus Group 5) view gamification as a supplementary feature rather than the primary draw of the app. For these groups, the gamification elements, such as "goals" and badges, serve more as Attractive attributes in the Kano model, rather than central factors influencing their use of the app. Both groups emphasize the app's potential in providing a centralized database with robust filtering options and visual representations, such as maps and list views, as the primary value propositions.

Voluntourism Appeal

Full-time Workers' interest in voluntourism highlights a segment of users who are particularly drawn to short-term, exploratory volunteering experiences. This contrasts with the broader interest in ongoing engagement and educational value seen in International and Slovenian/Native Volunteers, suggesting that the app should cater to both short-term and long-term volunteering preferences.

Full-time Workers (Focus Group 3) place considerable value on voluntourism, viewing it as a significant aspect of the app's potential. They believe that including various voluntourism opportunities could enhance the app's appeal, suggesting that the app could serve as a tool for exploring short-term, engaging volunteer experiences aligned with their

career and personal interests. This focus highlights the potential for the app to cater to users seeking short-term, immersive volunteering experiences.

4.3.3 Part Three: Other Themes and Topics

The analysis of additional comments from the focus groups reveals nuanced perspectives on the integration of corporate support, marketing strategies, and the broader impact of volunteering.

Corporate Support and Advertising

Full-time Students (Focus Group 1) expressed a pragmatic approach toward integrating corporate support into the app's features. They supported the idea of allowing companies to back the "individual proposal" feature in exchange for promoting their social responsibility efforts. This suggests a willingness to incorporate corporate involvement to enhance societal impact, even if it involves some compromise on volunteerism ethics. The focus group's final acceptance of this idea reflects an understanding of the potential benefits of corporate partnerships, such as increased funding and resources for volunteer initiatives, balanced with the need to maintain ethical standards.

In contrast, there is no specific mention of corporate involvement or advertising in the additional comments from Part-time Students (Focus Group 2). This lack of discussion might indicate either a lesser concern about corporate support or a focus on different aspects of volunteering and app functionality.

Marketing Strategies

Part-time Students (Focus Group 2) highlighted that volunteering should be marketed as a source of social opportunities rather than a business advantage. They emphasized the importance of framing volunteering in a way that focuses on social connections and personal fulfillment rather than professional or business benefits. This approach reflects a sensitivity towards maintaining the intrinsic value of volunteering and ensuring that the marketing does not overshadow its primary social and altruistic goals.

The emphasis on marketing the social aspect aligns with the feedback from Full-time Students (Focus Group 1), who supported corporate involvement but were also aware of the need to balance advertising with ethical considerations. While Full-time Students focused on the integration of corporate support, Part-time Students were concerned with how volunteering is presented to potential users, suggesting that the app's marketing strategy should delicately balance both aspects to appeal to diverse user motivations.

Corporate vs. Social Aspects

A notable trend is the balancing act between integrating corporate support and maintaining the core values of volunteering. Full-time Students showed openness to corporate involvement if it benefits the volunteer community, while Part-time Students stressed the importance of marketing the social and personal benefits of volunteering. This indicates a broader trend of seeking a compromise where corporate support is integrated in a way that does not undermine the fundamental values of volunteering.

4.4 Methodology of the Quantitative Study

The methodology for this study was meticulously crafted to investigate the impact of gamification elements on environmental volunteering among Generation Z in Slovenia. The process involved the development of a comprehensive questionnaire, created with the expert guidance and oversight of Mediana, a reputable market research firm with extensive expertise in the field. Mediana played a crucial role in programming and distributing the questionnaire to 214 respondents, ensuring that the sample accurately represented Slovenia's gender and regional demographics. This demographic representation was essential for the validity of the research findings, as it captured regional variations in demographics, socio-economic conditions, and cultural practices, thus enabling more generalizable and accurate conclusions about the entire country.

The data collection for the questionnaire spanned from June 5th, 2024, to June 11th, 2024. The questionnaire comprised both close-ended and open-ended questions and was divided into two main sections: responses before and after exposure to a UX design video. The initial section aimed to explore various aspects of social marketing related to volunteering. This section included questions on participants' volunteering experience and status (q1), the frequency with which they consider volunteering as a weekend activity (q2), and their potential commitment to volunteering on a weekly or monthly basis (q3a, q3b). It also assessed the imitation coefficient, which measures how the behavior of one's social circle influences their own behavior (q4). Additional questions focused on motivations for volunteering (q6), areas of service interest within volunteering (q7), barriers to volunteering (q9), and associations and feelings related to volunteering (q10). Familiarity with current volunteering platforms was assessed through spontaneous recall (q12a) and aided recall (q13), with the aided recall list based on top-ranked platforms identified through searches using keywords such as "volunteering platform," "volunteering website," "volunteering opportunities," "prostovoljstvo Slovenija," and "volunteering abroad."

The second part of the questionnaire evaluated the effectiveness of the app and its gamification elements following exposure to the UX design video. This section included questions designed to measure the impact of the app's features on participants' likelihood to volunteer (q14), the perceived ease or difficulty of the app's UX design (q15), and the overall effectiveness of the app's UX and gamification elements in motivating volunteering (q16). These questions employed a 1-5 Likert scale, with the scale and question framework

provided by Mediana. Additionally, question q18 assessed the motivational impact of each gamification element individually, and question q19 evaluated the usability of the map feature. Both questions included concise descriptions to aid participant recall and ensure accurate understanding of each gamification element or feature.

The UX design video was 3 minutes and 44 seconds in length. It provided a succinct introduction to the app's concept in Slovenian, highlighting the map feature and main functionalities, and concluded with a presentation of the five gamification elements. The video was designed to be brief yet comprehensive to maximize participant engagement.

The scales and questions used in the questionnaire were adapted from established sources. The Volunteer Functions Inventory (VFI) statements (q6) were adapted from Clary et al. (1998), which assesses the motivations behind volunteering. The Likert scale used in questions q8, q10, and q18 was based on frameworks provided by Stukas et al. (2008), Clary, Snyder, & Worth (2003), and Hastings (2007). The measurement of barriers to volunteering and perceptions of competition was also informed by these sources, along with Kotler (2002) for insights on passive competition. The scales and constructs related to UX and gamification effectiveness were developed with Mediana's consultancy, leveraging their expertise in market analysis.

The data collected from the questionnaire was analyzed using Enginuis and SPSS software to identify patterns and correlations between gamification elements and potential volunteer engagement. The quantitative research aimed to segment Generation Z based on psychographic variables and descriptors, identify appropriate targeting strategies, and explore barriers and passive competition related to volunteering behaviors. This analysis also focused on understanding the areas of service that Gen Z is interested in and assessing the effectiveness of gamification elements in increasing the desire to volunteer. Additionally, it examined the resources or benefits that the target audience might be willing to exchange for engaging in the desired behavior and estimated the potential market for volunteer hours. The research sought to determine the coefficient of imitation to evaluate the potential speed and virality of behavioral adoption.

Some quantitative analysis techniques, particularly segmentation and targeting, required adaptation of traditional marketing methods to fit the social marketing context. They are discussed in the data analysis. Due to the lack of specific sources for these adaptations, improvisation was necessary. Chat GPT was used to determine which variables fall into the scope of segmentation data and which one into the discriminant data (OpenAI, 2024, 15 July, see Appendix 8 for the full transcript)) before the segmentation analysis commenced. Additionally, ChatGPT was used to rewrite the text in all parts of the master thesis to avoid grammar mistakes, sound more concise and make the text sound professional and academic (OpenAI, 2024, 31 August, see Appendix 8 for the full transcript).

4.5 Data Analysis of Quantitative Study

4.5.1 Demographics

The questionnaire included 214 participants, whose demographic characteristics are outlined as follows. The gender distribution was 53.4% men and 46.6% women (Table 14, Appendix 4.2). In terms of volunteering status, 41.6% have never volunteered, 43.2% have volunteered in the past, and 15.1% are currently volunteering, indicating that 56.7% of participants have some form of volunteering experience (Table 6, Appendix 4.2). The age groups were nearly equally represented, with 51.1% aged 15-24 and 48.9% aged 25-30 (Table 7, Appendix 4.2). The majority of participants were Slovene (98.1%), with 1.1% identifying as expats and 0.8% choosing not to disclose their nationality (Table 8, Appendix 4.2). Employment status varied, with 35.6% employed full-time, 41.4% engaged in student-type work, and 12.9% unemployed (Table 9, Appendix 4.2). Of all the participants 52.7% are students (Table 10, Appendix 4.2), with most (61.2%) are enrolled at the University of Ljubljana, 20.1% at the University of Maribor, and the remainder at other Slovenian universities (Table 11, Appendix 4.2). Regarding educational attainment, 45.9% have completed high school, while 39.6% have achieved higher education or beyond (Table 12, Appendix 4.2). Financially, most, 19.8%, of participants reported an average monthly net revenue of less than €420, and 17.4% reported no revenue; further details are presented in Table 13 in Appendix 4.2.

4.5.2 Testing Hypotheses

4.5.2.1 Hypothesis 1

Segmentation was performed using Enginius software, applying hierarchical clustering methods along with BoxCox standardization. The analysis forced three segments, and discriminant and classification analysis was conducted with 19 variables in the segmentation data (Table 18, Appendix 4.2) and 56 variables in the discriminant data (Table 19, Appendix 4.2).

Amongst the segmentation variables I used 5-step likert scales evaluating desired areas of service, desire for different types of volunteering opportunities, the degree to how influential is their closest circle on their behavior and amount of hours they could potentially contribute to volunteering. For the discriminant data, I employed the Volunteer Functions Inventory (VFI) developed by Clary et al. (1998) to segment participants based on psychographic variables such as motivation. A tool suitable for a diverse range of respondents (Clary et al., 1998; Okun et al., 1998), had to be adapted to the context of environmental volunteering (Omoto and Snyder, 1995). Due to the overall length of the questionnaire, I did not include all the original VFI statements. Instead, I selected three

statements per category of reason to volunteer, ensuring a concise and manageable assessment for respondents. (Appendix 7). Each statement was evaluated on a 5-step likert scale. Additionally, the respondents answered questions highlighted in Table 19, Appendix 4.2.

The accuracy of the model is 88%, as indicated by the global hit rate. Detailed results can be found in the confusion matrix (absolute values), confusion matrix (%), and confusion matrix (plot) in Appendix 4.2, Tables 15, 16, and Figure 6, respectively. The dendrogram represents the grouping process of observations into clusters. For this data it shows three clusters (Figure 7, Appendix 4.2). The scree plot shows the forced elbow at three segments (Figure 8, Appendix 4.2). The segmentation process involved the forced classification of participants into three distinct segments. The identified segments and their relative sizes are as follows: Segment 1 (65%), Segment 2 (7%), and Segment 3 (27%) (Appendix 4.2, Table 17). The segmentation space, illustrated in Figure 9 of Appendix 4.2, visually represents the distribution of participants across the various dimensions of the segmentation variables. Additionally, the spider chart in Figure 10, Appendix 4.2 provides a comprehensive view of segment characteristics. Detailed variable names and their respective explanations are outlined in Tables 2 and 3 in Appendix 4.2.

Based on the analysis of statistically significant differences among the segments in terms of segmentation variables (refer to Table 20 and Figure 11, Appendix 4.2) and the descriptor data for each segment (refer to Table 21 and Figure 12, Appendix 4.2), the following three segments were identified. For detailed descriptions of the segments refer to Table 42, Appendix 4.2.1.

- Segment 1: Those Open to Good Offers
- Segment 2: Those Resistant to Desired Behavior
- Segment 3: Casual Contributors

Next, I utilized the GE/McKinsey Matrix, adapting it to a social marketing context. I applied this technique to assess different market segments identified through segmentation analysis. Given that my focus is on promoting a single product, the app, evaluating based on product diversity was irrelevant. Instead, the goal was to determine the most promising segment to target first. The GE/McKinsey was conducted with the Enginius Software, and included rating weights on both horizontal (Table 11, Appendix 4.2) and vertical rating data (Table 23, Appendix 4.2), bubble sizes of the segments (Table 24, Appendix 4.2), and absolute scaling. The analysis did not include dynamic rating data.

For the targeting analysis, I focused on two primary categories: internal factors (horizontal rating data) and external factors (vertical rating data). Internal factors (Relative Advantage), assess the segments' willingness to adopt the app based on several considerations: product fit, alignment of characteristics, the perceived ease of UX, increased motivation, perceived usability. These considerations are based on how attractive a segment is to this app

specifically. The product fit is evaluated through survey questions and focus group insights, specifically addressing areas like environmental volunteering opportunities and other service areas. Questions q8, q6_3, q6_8, q6_16, and q10_5, as well as focus group discussions, provide insights into local and short-term volunteering (q17 - 3,4), remote volunteering (q17 - 5), and episodic volunteering (q17 - 6). Alignment of characteristics is another crucial aspect, assessed through questions q14_1 to q14_4 and focus groups, reflecting how well the app meets the specific needs of the segments. The perceived ease of UX is based on question q15 and focus group feedback, indicating the user-friendliness of the app. Increased motivation, derived from question q16 and focus group discussions, indicates how the app boosts motivation to volunteer. Finally, perceived usability is assessed through question q19 and focus groups, evaluating the overall usability of the app (Table 22, Appendix 4.2).

External factors (Overall Appeal) of the segments, measure the external attractiveness of each segment and are based on several considerations: the majority rule, needed effort, competitive intensity, attractiveness of the segment, and impact potential. These considerations are based on how attractive a segment is to this app specifically. The majority rule potential reflects the market size and speed at which volunteering might become a norm within the segment. Volunteering status indicates the segment's history with volunteering, assuming higher potential for those who have volunteered before, as reflected in question q4. The imitation coefficient shows the likelihood of individuals in the segment to start volunteering based on peer influence, also captured in question q4. Needed effort evaluates the effort required for a successful marketing campaign, considering awareness, availability, affordability, ability to use, and benefit perception. Awareness is based on question q2, availability on question q12, affordability on questions q9, q10_2, and q10_3, ability to use on question q15, and benefit perception on questions q10_1, q10_4, and q10_6. Competitive intensity measures awareness and competition with other volunteering platforms. This is evaluated through spontaneous recall, the average number of organizations named (q12a), and aided recall, the number of known organizations (q13). The attractiveness of the segment is assessed through factors such as student status, assuming students are easier to target through educational institutions, and location, targeting individuals in urban areas for easier accessibility. Additionally, impact potential is assessed through questions q3a and q3b, indicating the segment's potential for long-term commitment and social impact Table 23, Appendix 4.2).

Each segment was rated on these dimensions, with scores ranging from 1 (worst) to 5 (best), through group discussion to build consensus. Weights were assigned to each dimension, from 1 (least important) to 5 (most important), to reflect their relative significance. The ratings and weights were then multiplied and summed to identify the most attractive segments.

GE/McKinsey Matrix (Figure 13, Appendix 4.2) shows the highest potential in targeting segment 1, since it is located on the GE/McKinsey Matrix equivalent to “Stars” in the BCG matrix. Segment 3 follows, while segment 2 remains the “Dog” in the Matrix and no further commitment of resources should follow to this segment.

4.5.2.2 Hypothesis 2

An Independent Samples Test was used to compare two groups, career-driven and non-career-driven individuals in relation to how motivational the “Competences” gamification element. Individuals were categorized into these two groups based on their scores on the career factor of the Volunteer Functions Inventory (VFI). Specifically, those with an average score of 3.1 or higher on the career factor were classified as career-driven. Levene's Test for Equality of Variances was employed to determine whether the assumption of equal variances was met, guiding the selection of the appropriate t-test result row ("Equal variances assumed" or "Equal variances not assumed"). The analysis revealed that, on average, career-driven individuals scored 0.645 points lower on the motivation scale compared to non-career-driven individuals, with a p-value less than 0.05. This statistically significant difference suggests that career-driven individuals are less motivated by the app's "Competences" gamification element, implying a potential association between career orientation and reduced engagement with this specific gamification feature (Table 25, Appendix 4.2).

4.5.2.3 Hypothesis 3

Similarly, a One-Way ANOVA was conducted to examine differences in perceived ease of UX design and overall gamification elements across the three levels of volunteering status (current volunteers, past volunteers, and non-volunteers). Levene's Test confirmed the homogeneity of variances ($p > 0.05$), satisfying the assumption for ANOVA. The analysis revealed no significant differences in perceived ease of UX design, perceived usability of the map or overall gamification elements among the groups (Table 28, Appendix 4.2). However, significant differences were observed in the perception of leagues ($p = 0.022$) as a gamification element. This was the only gamification element showing a statistically significant difference (Table 28, Appendix 4.2), specifically between individuals who have volunteered in the past and those who are currently volunteering. The mean score for the leagues gamification element was lower for current volunteers (Mean = 2,28; Std. Deviation = 1,318) compared to past volunteers (Mean = 3,01; Std. Deviation = 1,1287). Overall mean of the whole sample was 2,84 (Std. Deviation = 1,295).

Frequencies showed that most participants still concluded that the “Leagues” are “quite motivating” for them, averaging 34,4% of people answering number 4 on the 5-step Likert

scale, and 7% concluded that the leagues would be “incredibly motivating”, answering number 5 on the 5-step Likert scale, while 16,3% concluded that it would be “slightly motivating”. Leagues are the second most encouraging gamification element, right after achievements, followed by goals (Figure 14 and 15; Table 33, 34, 35, 36, 37, 38, 39, and 40, Appendix 4.2).

Overall, in the fifth and fourth place accumulated we have - 36,9% respondents who would either be “incredibly motivating” or “quite motivating” by the overall gamification elements, and third place, slightly motivated individuals comprise 29% of the respondents (Table 34, Appendix 4.2).

4.5.2.4 Hypothesis 4

To examine whether volunteer status—defined as either currently volunteering or not—affects the motivation to volunteer as induced by the proposed app (measured by Q16, which assesses how motivational the app was perceived to be), an Independent Samples t-test was conducted. Volunteer status was categorized based on responses to q1: participants who were currently volunteering remained unchanged, while those who had never volunteered and those who had volunteered in the past were grouped under a single category. Levene's Test for Equality of Variances yielded a p-value greater than 0.05, indicating that the assumption of equal variances was met. The results of the Independent Samples t-test revealed no significant difference in the motivation levels between participants who are currently volunteering and those who are not (Figure 25, Appendix 4.2).

Furthermore, to examine whether the level of past volunteering experience (q1 - current volunteers, past volunteers, or non-volunteers) influences the motivation (measured by Q16, which assesses how motivational the app was perceived to be), a One-Way ANOVA was conducted. Levene's Test for Equality of Variances confirmed that the variances across the groups are approximately equal ($p > 0.05$), satisfying the assumption of homogeneity of variances. One-Way ANOVA did not reveal any significant differences in motivation levels among the different volunteering experience groups (Figure 26, Appendix 4.2). The mean motivation scores for each segment were as follows: current volunteers had a mean score of 2.88 (Std. Deviation = 1,251), past volunteers had a mean score of 3.10 (Std. Deviation = 1,043), and non-volunteers also had a mean score of 2.88 (Std. Deviation = 1,128). Overall mean of the whole sample was 2,97 (Std. Deviation = 1,112). These means suggest that the proposed app induces a modest increase in motivation to volunteer across all groups (Figure 27, Appendix 4.2) on a 5-point Likert scale (questionnaire in Appendix 7).

4.5.3 Basic Description According to the Questions

4.5.3.1 *Passive Competition and Barriers*

Next, the survey evaluated different types of barriers on 1-5 Likert scale from not a barrier at all, to a very big/important barrier to start volunteering. The following analysis was extracted.

Hobbies

Significant differences were found between groups ($P = 0.009$), specifically between those who volunteered in the past and those who are currently volunteering. The mean differences indicate that individuals who volunteered in the past (Mean = 3.23; Std. Deviation = 1.006) reported higher levels of hobbies as a barrier compared to those currently volunteering (Mean = 2.57; Std. Deviation = 1.072). Overall mean of the whole sample was 3.02 (Std. Deviation = 1,069) (Table 41, Appendix 4.2).

Perceived Difficulty of Volunteering

Significant differences were observed between groups ($P=0.01$), again specifically between those who volunteered in the past and those who are currently volunteering. The mean differences show that individuals who volunteered in the past (Mean = 3.04; Std. Deviation = 1.031) perceived higher difficulty in volunteering compared to those currently volunteering (Mean = 2.47; Std. Deviation = 1.080). Overall mean of the whole sample was 2.81 (Std. Deviation = 1,041) (Table 41, Appendix 4.2).

Anxiousness

The analysis revealed significant differences between groups ($P = 0.04$) in terms of perceived anxiousness, particularly between those who have never volunteered and those who are currently volunteering. The mean differences demonstrate that individuals who have never volunteered (Mean = 2.69; Std. Deviation = 1.243) reported lower levels of anxiousness compared to those currently volunteering (Mean = 2.80; Std. Deviation = 1.253). Overall mean of the whole sample was 2.91 (Std. Deviation = 1.257) (Table 41, Appendix 4.2).

Information

Significant differences were also found between groups ($P = 0.009$), specifically between those who are currently volunteering and those who have never volunteered. The mean differences suggest that individuals who have never volunteered (Mean = 2.92; Std. Deviation = 1.057) perceive a lack of information as a bigger barrier compared to those currently volunteering (Mean = 2.25; Std. Deviation = 0.937). Overall mean of the whole sample was 2.75 (Std. Deviation = 1,070) (Table 41, Appendix 4.2).

Logistics

Lastly, significant differences were identified between groups ($P = 0.008$), particularly between those who volunteered in the past and those who are currently volunteering. The mean differences indicate that individuals who volunteered in the past (Mean = 3.31; Std. Deviation = 1.108) reported higher logistical issues as a barrier compared to those currently volunteering (Mean = 2.63; Std. Deviation = 1.052). Overall mean of the whole sample was 3.05 (Std. Deviation = 1,182) (Table 41, Appendix 4.2).

4.5.3.2 Areas of Service

To examine whether the level of past volunteering experience (current volunteers, past volunteers, or non-volunteers) influences the desired area of service in the volunteering context, a One-Way ANOVA was conducted. Levene's Test for Equality of Variances confirmed that the variances across the groups are approximately equal ($p > 0.05$), satisfying the assumption of homogeneity of variances. Consequently, the One-Way ANOVA (Table 29, Appendix 4.2) did not reveal any significant differences in motivation levels among the different volunteering experience groups across most areas of service, such as education, health, public good, arts and culture, environment, and sports. However, significant differences were found in the following areas:

Area of Service: People

There were significant differences between groups ($P < 0.001$), specifically between those who volunteered in the past and those who have never volunteered. The mean differences indicate that individuals who have volunteered in the past are more inclined to serve in people-related areas (Mean = 3.43; Std. Deviation = 1.107) compared to those who have never volunteered (Mean = 2.75; Std. Deviation = 1.192). Overall mean of the whole sample was 3.17 (Std. Deviation = 1,208) (Table 29, Appendix 4.2).

Area of Service: Youth

Significant differences were also observed ($P < 0.001$), particularly between those who have never volunteered and those who are currently volunteering. The mean differences show that individuals who have never volunteered are less interested in youth-related services (Mean = 3.13; Std. Deviation = 1.120) compared to those who are currently volunteering (Mean = 3.91; Std. Deviation = 1.140). Overall mean of the whole sample was 3.43 (Std. Deviation = 1,081) (Table 29, Appendix 4.2).

Area of Service: Cyber Security

Lastly, significant differences were found ($P = 0.015$), specifically between those who have never volunteered and those who are currently volunteering. The mean differences indicate that individuals who have never volunteered are more inclined to serve in cyber security-related areas (Mean = 3.09; Std. Deviation = 1.237) compared to those who are currently

volunteering (Mean = 2.37; Std. Deviation = 1.140). Overall mean of the whole sample was 2.89 (Std. Deviation = 1,222). (Table 29, Appendix 4.2).

4.6 Testing the Research Hypotheses

Various statistical methods were utilized to assess the proposed hypotheses. For Hypothesis 1, which proposed that volunteers are more likely to be early adopters of the app, segmentation was conducted using Enginius software, involving hierarchical clustering and BoxCox standardization. The analysis considered 19 segmentation variables and 56 discriminant variables. Additionally, a One-Way ANOVA was performed to compare the perceived potential motivation based on the proposed app and gamification features across three groups: current volunteers, past volunteers, and non-volunteers regarding the 'Leagues' gamification element. Additionally, I performed the targeting analysis and One-Way ANOVA for perceived usability of the map or overall gamification elements among the volunteering status.

Hypothesis 2 examined whether career-driven individuals are more motivated by the 'Competences' gamification element. This hypothesis was tested using an Independent Samples Test to compare motivation levels between career-driven and non-career-driven individuals. The Volunteer Functions Inventory (VFI) was employed to categorize participants based on their career orientation, with a focus on how the 'Competences' element influenced their motivation.

For Hypothesis 3, which investigated the effectiveness of competition-based gamification elements, a One-Way ANOVA was used to assess perceived ease of use and overall motivation associated with the 'Leagues' element across three levels of volunteering experience. Cross-tabulation analyses were also conducted to examine how participants evaluated different gamification elements and the overall motivation potential.

Finally, Hypothesis 4 focused on whether the proposed gamification elements would increase the likelihood of volunteering among Gen Z. This was evaluated using an Independent Samples t-Test to compare motivation levels between current and non-volunteers, and a One-Way ANOVA to determine differences in motivation based on various levels of volunteering experience.

4.7 Interpretation of Findings

Hypothesis 1: Compared to those who haven't volunteered before, those who have volunteering experience exhibit the highest propensity to serve as innovators on the app's diffusion curve

Initially, it was hypothesized that current and past volunteers would demonstrate a greater likelihood of becoming early adopters of the app. However, the analysis revealed a more nuanced picture. Both quantitative and qualitative data provided somewhat divergent insights.

Segment 1, identified as having the highest potential in the GE/McKinsey Matrix, frequently considers volunteering when planning their weekend activities, more so than the other segments. Despite this, Segment 1, like the other segments, does not possess a substantial history of volunteering that would differentiate the segment from the other two. This finding indicates that prior volunteering experience does not significantly correlate with a higher propensity to be targeted first. Furthermore, no substantial differences in motivation levels were observed between current volunteers and non-volunteers, nor among those with varying levels of volunteering experience.

Quantitative analysis revealed that all gamification elements, except "Leagues," were equally motivating, with 36.9% of individuals reporting being highly or moderately motivated by these elements. The analysis did not show significant variations based on demographic descriptors such as age, student status, volunteering experience, location, revenue, or education level. Therefore, potential early users of the app could emerge from any demographic background.

Focus group discussions with Gen Z participants, both volunteers and non-volunteers, highlighted that the UX design of the app was perceived as intuitive and user-friendly. However, volunteers, particularly those with current or past experience, valued the app's centralized database—presented as a map or list with filters—more than the gamification features. The gamification elements, such as "goals" and "achievements," were regarded as supplementary features rather than primary incentives. Both Slovenian and international volunteer groups emphasized the app's value in offering a comprehensive database with robust filtering and visual representation options. This suggests that less effort might be needed to convince experienced volunteers to use the app, with the gamification features playing a secondary role.

Full-time students in Focus Group 1 expressed optimism about the gamification features, suggesting that enhancements could increase usability and engagement. This indicates that, for these participants, gamification features might be viewed as performance attributes in the Kano model. They believe gamification could streamline the volunteering process and enhance involvement.

The analysis found no significant differences in perceived usability of the map feature or overall gamification elements among the groups. Both volunteers and non-volunteers recognized the value of the centralized database similarly. Initial reactions from the fourth

and fifth focus groups (Slovenian/Native and International volunteers) focused more on the map and list views and filtering options, rather than gamification elements.

Summary:

- Qualitative Study: Volunteers generally showed less enthusiasm for gamification features compared to non-volunteers. For volunteers, the map and list features were more valued.
- Quantitative Study: Both volunteers and non-volunteers had similar responses to gamification features and the map feature.

Segmentation Findings:

- Segment 1: Volunteering experience not significant characteristic
- Segment 2: Volunteering experience not significant characteristic
- Segment 3: Volunteering experience not significant characteristic

Hypothesis 1 is partially correct and partially incorrect. According to Maibach et al. (2002), individuals who are or have been volunteers may be more inclined to engage with the app based on its functional features (e.g., map-view, list-view, and filters), rather than the gamification elements alone. Volunteers might perceive the app's added value more readily, but this is not due to gamification features specifically. However, gamification features are integral to the app's overall appeal and cannot be considered in isolation. Considering Centola et al. (2018) on critical mass, those with prior volunteering experience might be better positioned to help establish the app's user base and could be considered innovators in the app's diffusion curve.

Hypothesis 2: Individuals who value career advancements as a result/benefit of volunteering demonstrate increased motivation to volunteer, as a result of utilizing the proposed gamification element about competences.

The hypothesis suggested that integrating a gamification element like "competences badges," which highlights the acquisition of career-defining skills through volunteering, would enhance motivation for individuals who value career advancement. The premise was that these badges would offer instant and tangible rewards, thereby motivating career-oriented individuals to engage in volunteering.

The Volunteer Functions Inventory (VFI) included three statements related to career benefits from volunteering. Individuals scoring high on these statements were categorized as career-driven. Contrary to expectations, the "competences" gamification element did not significantly motivate career-driven individuals. Analysis revealed that career-driven participants scored, on average, 0.645 points lower on the motivation scale compared to their non-career-driven counterparts. This significant mean difference suggests that career-driven individuals are less influenced by the "competences" gamification element,

indicating that their intrinsic motivation for career advancement may outweigh the appeal of external rewards. Conversely, non-career-driven individuals might find such gamification elements more motivating, potentially highlighting an additional incentive for them to engage in volunteering.

Focus group discussions revealed that career advancement was a notable motivator for full-time and part-time students. Participants highlighted that volunteering offers valuable networking opportunities and helps in building connections within one's industry. However, there was little emphasis on the "competences" gamification feature specifically. Instead, participants valued features such as tracking volunteering history and exporting experiences to professional platforms like LinkedIn or as PDFs/Word documents. This suggests that those already inclined toward career advancement did not find the gamification element of "Competences" necessary to recognize the career benefits of volunteering.

Hypothesis 2 is proven incorrect. The evidence indicates that career-driven individuals may possess intrinsic motivation that does not require additional external gamification elements to spur engagement. They are likely already motivated by their career goals and may not find the "competences" gamification element as influential.

Hypothesis 3: Competition is not an effective gamification element for motivating volunteering, as indicated by lower potential engagement in both experienced volunteers and those new to volunteering.

The hypothesis posits that competition, specifically through elements like "Leagues," may not be effective in motivating volunteering. The analysis corroborates this hypothesis. Data from the questionnaire revealed that the "Leagues" gamification feature received strong negative feedback from current volunteers. While these individuals acknowledged that competition might be motivational for those new to volunteering, they felt that such elements did not align with their intrinsic motivations for volunteering. The competition-based approach could detract from their interest in other app features, such as the map functionality. Feedback collected via the survey, particularly from question 21, highlighted a clash between the competitive design and the intrinsic values of volunteering. Respondents suggested that competition contradicts the collaborative and altruistic nature of volunteering, advocating instead for gamification elements focused on community building and collective achievements rather than individual competition.

Qualitative data from focus groups further supports this hypothesis. Both International Volunteers (Focus Group 4) and Slovenian/Native Volunteers (Focus Group 5) exhibited a cautious stance towards competitive gamification elements. They acknowledged that while competitive features might incentivize non-volunteers, such elements were perceived as incongruent with the essence of volunteering. Participants emphasized the importance of

non-competitive, collaborative elements that foster a supportive and inclusive environment. They preferred gamification features that promote community progress and collective achievements at various levels (local, national, European), aligning more closely with their intrinsic motivations for volunteering.

Hypothesis 3 is supported by both quantitative and qualitative findings. Competitive gamification elements, such as "Leagues," are not effective in motivating volunteering among both experienced and novice volunteers. Instead, there is a preference for collaborative and community-oriented gamification features that resonate with the altruistic and cooperative values inherent in volunteering.

Hypothesis 4: The proposed gamification elements successfully increases the likelihood of young people in the Gen Z community to volunteer.

I presume that applying theoretically backed up and familiar gamification elements, while also providing different gamification elements for each of the player and volunteer types, will increase the likelihood of young people in the Gen Z community to volunteer.

The hypothesis asserts that theoretically grounded and familiar gamification elements will enhance volunteering among Gen Z individuals. The analysis supports this to a degree. Most gamification elements, excluding "Leagues," were found to be equally effective in motivating engagement, with 36.9% of participants reporting high or moderate motivation from these elements. This uniform appeal across various demographic factors (age, student status, volunteering experience, location, income, and education level) suggests that Gen Z volunteers could come from diverse backgrounds.

Participants generally found the gamification features intuitive and user-friendly. Although current volunteers might perceive less added value from gamification compared to non-volunteers, the survey data indicated no significant differences in motivation related to volunteering status or experience. Despite focus group feedback suggesting that gamification features alone might not attract existing volunteers, the questionnaire data did not support this view. Suggestions for refining gamification features were made to improve their effectiveness further.

Focus groups widely viewed gamification as a promising strategy to enhance volunteering engagement. Participants responded positively to features like XP points and badges, drawing favorable comparisons to "Pokemon Go" and "Duolingo." They appreciated the potential for increased user interaction but highlighted the need for transparency in the XP points system and caution against potential misuse, such as minimal XP for issue reporting.

All focus groups valued the app's UX design for its simplicity and functionality. Full-time Workers (Focus Group 3) and other groups recognized the practical benefits of features like

push notifications for volunteering opportunities and the ability to review past activities. They favored practical functionalities over gaming aspects but saw gamification as a tool to make volunteering more engaging and accessible.

Additionally, the feedback underscored that gamification elements should not be isolated but integrated with other app functionalities. Focus groups, including Full-time and Part-time Students, noted that a streamlined, user-friendly interface was crucial for adoption. Features such as interest-based groups and effective UX design were highlighted as essential for the app's success. Practical features like the map function were also highly regarded for their utility in locating volunteer opportunities.

Conclusion: Hypothesis 4 is supported, indicating that the proposed gamification elements can effectively increase the likelihood of volunteering among Gen Z individuals. However, for optimal effectiveness, these elements need to be adjusted and integrated with other key app features. Gamification alone is insufficient; practical functionalities and a user-friendly interface are also crucial to enhancing engagement and motivation.

4.8 Implications for Practice

The quantitative research revealed that there is no specific demographic segment more likely to become volunteers; instead, volunteers can emerge from various groups, irrespective of gender, age, volunteering experience, income level, employment status, or student status. No demographic variable was found to be significant, highlighting that prior volunteering experience does not necessarily predict the likelihood of adopting new volunteering apps. Consequently, organizations should target a broad Gen Z audience, including those with no previous volunteering experience, through effective marketing and outreach strategies. This approach allows organizations to choose target segments based on the cost-effectiveness of reaching specific groups.

The practical implications of the research underscore the need to adjust gamification functions according to the diverse motivations and preferences identified in the study. However, the data showed that the intended motivations and the elements designed to cater to them do not always align as anticipated. For example, elements aimed at promoting skill acquisition might actually motivate those who are not career-driven, even though these features were originally designed for individuals focused on career advancement. This suggests that the "competences" gamification element, which emphasizes career growth, may not be the most effective motivator for those who are already career-oriented. These users may derive greater benefits from features that allow them to track and showcase their volunteer experiences in professional contexts, such as LinkedIn integration or resume-building tools. Conversely, for individuals not primarily motivated by career goals, offering clear and immediate rewards, such as badges, might be more effective in encouraging initial engagement.

Moreover, the research indicates that competitive elements may not be the most suitable for promoting volunteering, as the concepts of competition and volunteering often conflict. Competitive gamification elements, such as "Leagues," may not resonate well with experienced volunteers, who tend to prioritize cooperation over competition. Therefore, it is advisable to incorporate elements and functions that emphasize community achievements over individual competition, as these are likely to resonate better with those who have prior volunteering experience. App developers should consider focusing on community-building features and collective achievements to align with these users' intrinsic motivations. While competitive elements may engage new volunteers, it is crucial to balance them with collaborative features to ensure they complement rather than undermine the core values of volunteering.

Focus groups further highlighted the importance of integrating gamification with practical functionalities. While gamification can enhance user engagement, it should not overshadow the app's essential design and functionality. To build and maintain user trust, it is crucial to ensure transparency in XP point calculations. Implementing weekly streaks instead of daily ones can help reduce the risk of burnout while keeping users motivated. Additionally, shifting from individual competition-based features to cooperation-based elements will better align with the values of both volunteers and non-volunteers by focusing on community progress and collective achievements. Incorporating functionalities that facilitate social connections and community building can further enhance overall user engagement, while providing a comprehensive activity log will enable users to track and reflect on their contributions effectively.

Furthermore, addressing barriers related to perceived difficulty and logistical issues by simplifying processes and offering clear guidance on volunteering logistics is essential. Enhancing the availability and clarity of information about volunteer opportunities is crucial to encouraging greater participation. For users with limited time, such as part-time students, offering flexible volunteering options and tools that accommodate varying schedules can make the platform more accessible. However, it is important to recognize that time constraints may not be a significant barrier for all user segments, as evidenced by feedback from both Slovenian and native volunteers.

In summary, the research emphasizes that balancing gamification with practical features and addressing user barriers are critical for developing an effective and inclusive volunteering platform. By ensuring transparency, fostering community, and providing flexible options, organizations can create a more engaging and accessible volunteer experience that supports broader societal participation in volunteering activities.

4.9 Limitations

Determining the optimal number of market segments involves balancing statistical fit, managerial relevance, and targetability, which often do not align perfectly, making the decision somewhat subjective. In this study, despite the data suggesting a preference for two segments, a decision was made to include three segments to balance these factors with the study's specific needs. Although the two-segment model demonstrated a higher overall fit, this solution had discrepancies in model performance metrics, such as uneven percentages in confusion matrices, which contributed to the decision to adopt three segments.

Additionally, the method of presenting the prototype design may have influenced the feedback obtained. Participants interacted with the app through a guided presentation rather than an independent exploration of a functional prototype. This context could have skewed their responses, as they were pre-informed about the app's purpose and guided during the presentation, potentially affecting their intuitive reactions.

Efforts were made to minimize social bias in focus group discussions, but some degree of bias may have impacted the results. Furthermore, my genuine enthusiasm shown to the participants during the focus group as a response to their positive feedback could have unintentionally reinforced favorable responses, introducing another potential bias - experimenter expectancy bias. The questionnaire aimed to reduce social bias by involving randomly selected participants who had no personal connection to me or the project, and were formally invited to the study by the Mediana company. Nevertheless, the questionnaire responses do not directly translate to a successful implication of the app in Slovenia. Pre-launch testing and ultimately launch data give more reliable data. Furthermore, the research does not definitively establish that the gamified mobile app will engage users or sustain their engagement over time. A recommended next step would be an experimental comparison between the gamified app and a non-gamified version over a set period to assess the impact of gamification on user engagement.

A notable limitation in the survey was an error in the Likert scale used to measure responses to gamification elements. The scale initially did not follow a consistent intensity progression, potentially affecting participant choices. This inconsistency was addressed post-data collection by revising the scale to ensure a logical order from "not motivational at all" to "extremely motivational." This adjustment may have influenced the results, highlighting the importance of accurate scale design in future studies.

5 CONCLUSION

With the pressing need for effective strategies to promote societal contributions, we aimed to harness the engaging power of games, traditionally used in commercial marketing, to make environmentally beneficial activities more appealing and rewarding. The study

focused on how gamification could transform volunteering into a more attractive and sustainable experience, ultimately encouraging broader participation and long-term engagement. Specifically, this study investigated the potential of gamification as a tool to enhance environmental volunteering among Generation Z in Slovenia.

The practical implications of this research are significant. The findings highlight the necessity of tailoring gamification elements to meet the diverse motivations and preferences of users. For example, features designed to promote career advancement, such as the "competences" element, may be less effective for individuals who are already career-focused and might be better suited for those who are not primarily driven by career goals. Additionally, competitive elements like "Leagues" may clash with the cooperative ethos of experienced volunteers, suggesting a need to shift towards community-oriented features that emphasize collective achievements. Furthermore, to effectively enhance user engagement, it is essential to integrate practical functionalities with gamification elements while maintaining the integrity of the app's core design. Key strategies include ensuring transparency in XP calculations, implementing weekly streaks to prevent burnout, and balancing competitive with cooperative features to sustain motivation and build trust among users. Moreover, simplifying processes and providing clear guidance on volunteering logistics are critical for overcoming barriers and increasing participation. Additionally, offering flexible options that accommodate varying schedules is also crucial, particularly for users with limited time. Ultimately, this research underscores the importance of a balanced approach that combines tailored gamification with practical solutions, fostering an inclusive and engaging volunteering platform.

In conclusion, the insights gained from this study pave the way for innovative approaches to volunteer engagement, promising a future where contributing to environmental sustainability becomes not only a responsibility but also a rewarding and enjoyable experience. By embracing the power of gamification, we can inspire the next generation to take active roles in shaping a better, more sustainable world, making volunteering a vibrant and integral part of their lives.

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APPENDICES

Appendix 1: Povzetek (Summary in Slovene Language)

Prispevanje k družbi ne bi smelo biti tako resno. Ljudje že od nekdaj igrajo igre, zato se poraja vprašanje, zakaj ne bi izkoristili te motivacijske moči iger in vsakodnevne aktivnosti spremenili v privlačne in nagrajujoče izkušnje, s čimer bi družbeno koristno delovanje postalo prijetno in enostavno. Gamifikacija, ki se uporablja v socialnem marketingu za spodbujanje družbeno koristnih dejavnosti, predstavlja enega izmed učinkovitih pristopov. Za razliko od komercialnega marketinga, ki lahko škoduje posameznikom, družbi in planetu, socialni marketing stremi k ustvarjanju win-win situacij za vse vpletene. V luči nujnosti trajnostnih rešitev za okoljske izzive postaja socialna sprememba ključna, še posebej pri prostovoljstvu v okoljskih organizacijah.

Magistrsko delo raziskuje, kako lahko gamifikacija spodbudi okoljsko prostovoljstvo med generacijo Z v Sloveniji z uporabo strategij socialnega marketinga. Cilj raziskave je ugotoviti ključne dejavnike in elemente gamifikacije, ki povečujejo zadovoljstvo prostovoljcev, pri čemer se osredotoča na njihove motivacije, ovire in odnose do prostovoljstva. Raziskava preučuje, kaj naredi prostovoljske izkušnje bolj privlačne in kako lahko gamifikacija prispeva k daljši vključenosti prostovoljcev. Poleg tega raziskava ocenjuje, kako se učinkovitost teh elementov razlikuje glede na karijerne motive posameznikov.

Magistrsko delo je strukturirano v tri glavne dele: teoretične osnove, empirična analiza in zaključek. Prvi del obsega raziskavo socialnega marketinga v kontekstu prostovoljstva, pregled relevantnih teorij, načrt socialnega marketinga ter teorijo gamifikacije in njeno uporabo v prostovoljstvu. Drugi del podrobno opisuje namen, cilje, metodologijo in analizo podatkov kvalitativne in kvantitativne študije. V tem delu se osredotoča na raziskavo vpliva različnih gamifikacijskih elementov na motivacijo uporabnikov ter analizira, kako ti elementi variirajo glede na karijerne aspiracije in pretekle izkušnje s prostovoljstvom.

Osrednje raziskovalno vprašanje se glasi, ali lahko gamifikacija učinkovito motivira generacijo Z k sodelovanju v okoljskem prostovoljstvu in kako lahko te elemente optimiziramo za različne segmente ciljne publike. Praktične implikacije raziskave so pomembne, saj poudarjajo potrebo po prilagoditvi gamifikacijskih funkcij glede na različne motivacije in preference uporabnikov, ugotovljene v okviru magistrske naloge. Kljub temu so podatki pokazali, da se motivacija in elementi, ustvarjeni za določeno motivacijo, ne uskladijo vedno. Na primer, elementi, ki spodbujajo pridobivanje kompetenc, lahko motivirajo tiste, ki niso tako karierno usmerjeni, kljub temu da so bili zasnovani za posameznike, ki so usmerjeni v kariero. Podatki so prav tako pokazali, da elementi, ki spodbujajo konkurenco, niso najbolj primerni za spodbujanje prostovoljstva, saj sta si koncepta v nasprotju. Namesto tega je priporočljivo vključevanje elementov in funkcij, ki poudarjajo dosežke skupnosti nad individualno konkurenco, saj bi takšni elementi bolje resonirali s posamezniki, ki imajo izkušnje s prostovoljstvom.

Kvantitativna raziskava je tudi pokazala, da ni specifičnega segmenta ljudi, pri katerih bi bila večja verjetnost, da postanejo prostovoljci. Prostovoljci lahko prihajajo iz različnih demografskih skupin, ne glede na spol, starost, izkušnje s prostovoljstvom, višino prihodka, zaposlitveni status ali študentski status. Nobena demografska spremenljivka ni bila signifikantna. Ena izmed ključnih ugotovitev raziskave je, da je poleg ohranjanja transparentnosti gamifikacijskih mehanizmov v kontekstu spodbujanja prostovoljstva nujno tudi optimizirati praktične funkcionalnosti, ki uporabnikom omogočajo boljše izkušnje. Gamificirani elementi namreč nikoli ne delujejo v vakuumu, temveč so del širšega konteksta.

S pravilnim pristopom ponujajo gamificirani elementi obetaven način za prihodnje pobude, usmerjene v trajnostne družbene spremembe. Raziskave namreč kaže, da ima gamifikacija velik potencial pri spodbujanju okoljsko in drugo naravnanih prostovoljskih aktivnosti, še posebej med generacijo Z. Pravilna integracija gamifikacijskih elementov lahko močno poveča vključenost in zadovoljstvo prostovoljcev, kar je ključno za doseganje trajnostnih družbenih sprememb. Vendar pa je za resnično nujno, da se te elemente natančno prilagodi različnim segmentom ciljne publike in specifičnim potrebam prostovoljcev. S tem lahko gamifikacija postane pomembno orodje pri oblikovanju bolj vključujoče, motivirane in trajnostne družbe.

Appendix 2: VFI Statements Summarized

Stukas et al. (2008) summarized the categories of the VFI statements or desired benefits/expectations upon which segments can be evaluated on, created by Clary et al. (1998).

- **Values:** Volunteering allows individuals to express humanitarian and prosocial values through action.
- **Career:** Engaging in volunteer activities provides opportunities to explore career options and can increase the likelihood of pursuing a particular career path. It offers practical experience and professional networking that can be invaluable for career development.
- **Understanding:** Volunteering helps individuals gain a greater understanding of the world, the diverse people within it, and ultimately, oneself. It fosters empathy and broadens perspectives.
- **Enhancement:** Volunteering boosts self-esteem, creates a sense of importance and being needed by others, and helps form new friendships. It enhances personal growth and social connections.
- **Protective:** Volunteering can serve as a means to distract oneself from personal problems or to work through these problems in a constructive and supportive environment. It offers a therapeutic outlet through service.
- **Social:** Volunteering satisfies the expectations of friends and close others, providing a sense of belonging and fulfilling social obligations. It strengthens social bonds and community ties.

Appendix 3: Transcriptions of Focus Groups

Important note: The transcriptions are divided into multiple parts, since the transcription tool had a 30 min limit. Be careful, since the numbering of speakers may change in each part.

Appendix 3.1: Full-time Students

Important note: The transcriptions are divided into multiple parts, since the transcription tool had a 30 min limit. Be careful, since the numbering of speakers may change in each part. This transcription has three parts/recordings.

RECORDING 1

[Speaker 1] Nina Planinšek, moderator

[Speaker 2] Participant 1

[Speaker 3] Participant 2

[Speaker 4] Participant 3

[Speaker 5] Participant 4

[Speaker 6] Participant 5

[Speaker 7] Participant 6

[Speaker 8] Liliana Marszałek, technical support

[Speaker 1] - Introduction [...] Now, to just have a little icebreaker, I would like to go around the room, and introduce ourselves, let's tell our age, what your major is or line of work and what you like to do in your free time. Who would like to start?

[Speaker 4] - Hello, my name is [name of participant], I'm from Romania, I am 25 years old. I graduated from law school and I'm currently doing my master's degree in European studies. What I like doing in my free time is learning languages. Right now I'm learning Slovene and German.

[Speaker 1] - [name of participant], go for it.

[Speaker 5] - Yeah, hi everyone, I'm [name of participant], I'm in my first year of master's studies, I'm 22, I'm studying marketing and communication. In my free time, I just walk my dogs.

[Speaker 1] - Okay, [name of participant].

[Speaker 2] - Hey, my name is [name of participant], I'm from Serbia and I'm 23 years old. I'm studying mathematics. I'm in my third year of bachelor studies and in my free time I like reading and watching movies.

[Speaker 1] - [name of participant], what about you?

[Speaker 3] - My name is [name of participant], I'm in my third year of law, so I'm 21 years old and yeah, in my free time I like to read books and go to the cinema.

[Speaker 1] - [name of participant], I feel like you want to talk.

[Speaker 6] - Hi, I'm [name of participant], I'm 23. I'm studying special education and focused on speech therapy, like for deaf people. I like to read or go climbing boulders.

[Speaker 1] - [name of participant]

[Speaker 7] - Yeah, hello, my name is [name of participant]. I study. I'm 23 years old, I study English and South Slavic languages. In my free time I like to read, watch movies.

[Speaker 1] - Okay, a bit of a different note here, but do you feel like you have a purpose in life or do you still like finding yourself at the moment? [name of participant], go for it.

[Speaker 5] - Well, I thought that I already found myself, but now I see and saw that I didn't. I'm in kind of a transition phase right now. I'm trying to figure out what niche I can go into in this whole marketing thing. To make it work, but nothing crazy.

[Speaker 1] - [name of participant].

[Speaker 2] - I know for sure it's mathematics. And I like mathematics. But I still don't know what exactly about mathematics I would like to do. Would I like to research it or to teach it or something different that is just connected to mathematics? Before I entered the faculty, I wanted to teach mathematics, but now I see a lot of different opportunities that are available. I lost myself and tried to re-find myself again.

[Speaker 1] - [name of participant], what about you? Did you find yourself?

[Speaker 3] - What was the exact question? Oh, have I found myself? Yeah.

[Speaker 1] - Do you already have a purpose in life?

[Speaker 3] - I feel like I did find myself with the decision of studying law. I'm not quite sure even what part of law or what occupation exactly, but I really enjoyed the subject and studying the subject. This is what I'm going to be doing for the next three more years. So, that's it for now.

[Speaker 1] - [name of participant]?

[Speaker 6] - Well, I just finished my first year of study, the Czech Sign Language. I think that I want to go there, but I want to finish the second school maybe. So, I'm not sure where I will end, if I want to be a translator or in some school. SO now it's just like open and maybe later it will show.

[Speaker 1] - It's still in the air. What about you, [name of participant]

[Speaker 4] - Well, I think that for now I'm redefining it because till now I had masters and everything was clear. I had to finish this and it was my aim. Now I have to be prepared for the job and that's a little bit more questionable, like what should I do next. So, I'm redefining this part of the job, you know.

[Speaker 1] - Okay, what about you, [name of participant]?

[Speaker 7] - I believe I still haven't found my true meaning and my true path. I do love English and South Slavic languages, but I'm not really sure if I want to pursue translation or teaching. I'm still not quite sure.

[Speaker 1] - I can see that it's a very homogeneous group here on that question. Now I really want to delve into the topic of volunteering and I would just like to hear your thoughts about it. What is your association, like what are your associations when you hear that word? Do you have any experience with it, negative, positive, anything goes?

[Speaker 4] - Well, I can start with it. I was a volunteer at a group, it was about theater. They were teaching me to do drama and so on, but at the same time I was a volunteer because after that we went to the stage and all the money that the organization was taking was for a good cause. So I would say that when I'm thinking about volunteering it's about time, you have to have time, but also helping others and having a good time with people that you are working with.

[Speaker 1] - The time aspect is very important and that community feels. Okay, who would like to go next? [name of participant], maybe you?

[Speaker 5] - Yeah, for sure. So I definitely have to agree with the time aspect and the interest. Maybe I would add passion. For example, my passion is definitely dogs. When I was in Greece and there they had this huge issue with stray dogs. I was not a part of a full-on organization or anything like that, but there was a group of people and we were feeding the dogs. Taking care that they have water and stuff. I feel like this passion is what you need to be a volunteer, so that this drives you forward in a way.

[Speaker 1] - So you kind of need that interest at the beginning to really get that passion in your work as a volunteer. Okay, what about you, [name of participant]?

[Speaker 2] - I'm kind of a volunteer at my faks because we have this tutoring system where older students help younger students and that's all on a volunteer basis. I agree with passion, with time, because I have to know that I can fully commit to someone that I'm helping or to something that I do. And I really enjoy volunteering because I know I'm helping someone and that someone will be better or will understand better or do better because of my help.

[Speaker 1] - What about you, [name of participant]?

[Speaker 3] - I have been a volunteer and I studied Slovene with a girl from Albania. But it was mostly about just being her company and helping her integrate. But I would say that from this experience, I learned that it's really important to have help when you start and mentorship through the process. So you can always ask for help. And also, it's important that you do something that you know how to do, you're good at doing. It doesn't matter if it's from the beginning, you can also learn to be good at it. The Slovene teaching part was really hard for me because I didn't have a good background in that. It's easier to help if you know you have steps on how to do it. But you can learn.

[Speaker 1] - Skills part of it, that competences beforehand. What about you, [name of participant]?

[Speaker 6] - In my case, since I was a child, I have gone to some church choir. I was about 17 years old, and then I became the leader of the group. And it was like volunteering. It was like something for me, something that I receive, I also want to give. So this was the main reason, I guess.

[Speaker 1] - So that you give and receive. You also get the benefits as well as giving away your time.

[Speaker 6] - I think that it just makes sense. So then I want to continue in the church.

[Speaker 1] - Is that an opinion in the whole group? So as well, you get a lot of benefits from volunteering.

[Speaker 5] - Definitely, definitely.

[Speaker 1] - What are those benefits, you think?

[Speaker 3] - You can learn something from anyone, even if they're younger, even if they have knowledge and skills and experience you don't have. Mostly experience. I feel like

that's a really big part of it, of what you receive. The feeling you helped someone or made something better.

[Speaker 1] - Is that experience also connected to getting better jobs? Being a better candidate in the market?

[Speaker 3] - Theoretically, yes. But it depends. This can be a factor for someone, but I feel like it shouldn't necessarily be a priority.

[Speaker 1] - What about you, [name of participant]? What do you think?

[Speaker 7] - Volunteering is very important. And through volunteering, I believe you've established a lot of connections with other people. And those connections are just, I believe, invaluable. So no better experience than that.

[Speaker 1] - So you also got a lot of friends from it, deep connections.

[Speaker 7] - Yeah, yeah. So I basically do part-time volunteering at my faculty. I do tutoring and advising for foreign students that come to faculty. And I got tutored on how to tutor them. So basically, it's a full circle moment for me. And it's fulfilling.

[Speaker 1] - Cool. Was that, for any of you, a reason to start volunteering? Trying to get new friends? Or maybe you were lonely and you were like, okay, I'm going to try to meet some people, get involved. Was that, for anyone, a reason to do it as well?

[Speaker 2] - Yes, because I don't find myself like a social butterfly. And I need something to get me going to meet new people. And that's why tutoring at my faculty was a great opportunity to meet new people and, at the same time, to help and to develop my social skills or my teaching skills.

[Speaker 1] - Okay. Were you, at any point, anxious about it? Was there any social anxiety involved here?

[Speaker 2] - Yes. I mean, when I came from Serbia, I didn't know anyone. And I was anxious. Will I be accepted? Or will people think that I'm strange? Would people behave like I'm some kind of failure or something like that? And that's why I didn't... I was afraid to make the first move, to make contact with people. And then COVID started, so it was even harder. And after that, I learned about tutoring at my faculty and that I can do that. And that's why I applied. Because I wanted to know someone. I knew that I can't be alone the whole time. And that's why I applied.

[Speaker 1] - So it was like you had the courage to do it. It was a challenge for you.

[Speaker 2] - Yeah. Because at one point, I was feeling alone. I was spending my whole day in this one room with four walls and just didn't know what to do. And I was feeling stressed. I was not feeling depressed, but I was feeling sad. And I didn't want to feel that for the rest of my days at faks. So I just had to have courage, and had to make myself go.

[Speaker 1] - Well, that's great to hear. Good for you. [name of participant], what do you have to say on the topic?

[Speaker 6] - For me, I usually know someone from the part that I want to volunteer. I don't think that I do it to get to know new people. I think that I know them and I want to do it for them. So I don't think that I want to find new friends.

[Speaker 1] - Wait. So it was like you already knew people that were volunteering, so you wanted to join them?

[Speaker 6] - No. I know maybe the people that I will be volunteering for.

[Speaker 1] - Okay. A bit of a different approach here. What about you, [name of participant]?

[Speaker 5] - I think I have a combination of both that were mentioned. I went with people I knew, but I also went to meet new people. I feel like volunteering is just some new space or I don't even know what to call it when you have these opportunities to expand in all ways.

[Speaker 1] - Okay. [name of participant], [name of participant], do you want to add here?

[Speaker 4] - I would say that you also asked if volunteering would help in the job. And I was thinking that it may help, but it depends really on if it is connected to what you are applying for. For me, I would apply for, let's say, for a justice job, something that is related to law. Most probably nobody would care that I was a volunteer somewhere else.

[Speaker 1] - Okay. [name of participant]?

[Speaker 3] - I didn't decide to volunteer with the motivation of meeting people because it was very individual based. So I just hung out with one person. But at the same time, I did decide to volunteer with people with migrant backgrounds. So in a sense, I did want to meet someone with that background, maybe learn about their experience and learn about their situation, how they're dealing with it. Part of it in that sense.

[Speaker 1] - That's very interesting. Maybe I want to expand it here to voluntourism. So it's a word that's a combination of volunteering and tourism. It's basically the idea of being able to travel and volunteer at the same time. For example, you would go for a week or for a weekend to, let's say, the Czech Republic, to Prague. And because you would be volunteering, you would get free accommodation, or at least a discount at a hostel or free food. How does this concept, this idea, ring with you? Maybe [name of participant], you can start us off.

[Speaker 4] - I would say first that, of course, it sounds good for me, because that means that also I will have an experience of being abroad. But then also, I have to think about the money - who is going to pay for this? The sponsorship is the first thing that comes to my mind. Where do we have this money from? If everything would be all right, and everything is fine, this volunteership means more opportunity for me and for the people that I'm going with. To meet more people and to see more places and so on. So just to answer straight, yes, I would like this idea.

[Speaker 1] - Maybe I didn't understand it correctly, but you're saying that you're worried where this money would come from, that you...

[Speaker 4] - Yeah, like, who is sponsoring me going there? This is volunteering for me, because I do it for free. But I would like to know how this organization that I'm volunteering at had the money to pay for all this accommodation. That I am sure that there is no black money or I don't know.

[Speaker 1] - Trust is very important and you need that transparency to consider going somewhere. Okay. Anyone else? Do you agree with this or do you have a different opinion?

[Speaker 3] - I think for me it would be important if the experience is actually for the people you're volunteering for, or is it maybe more for you. I mean, it is obviously a factor, but it just depends on who is the focus. Because the focus should be on the thing where people volunteer for, not just you having fun.

[Speaker 1] - So, you think it's important what kind of values you go for. Not, that you're searching for the benefits, but you should be the one giving the benefits first and foremost. Does anyone have a combination of these or do you agree?

[Speaker 6] - I think it would be both. For example, that you volunteer in the morning and then in the afternoon you have free time so you can do whatever you want or do. So, I think that it could be both. It's also nice that when you do something for others, others do something for you. For example, to have the accommodation or the food, or you maybe can pay less. It could be better somehow, maybe.

[Speaker 1] - You think it would be better if you just had the discount, not free stuff?

[Speaker 6] - Maybe both.

[Speaker 1] - Interesting. Does anyone agree with that, that it was just better to have a discount rather than free stuff giving out, or at least both?

[Speaker 5] - I was on one exchange with this organization, Cherry International¹, and I was actually following their stuff and they're doing this voluntourism. Some of my friends actually went for half a year and they did this volunteering, and they had a great experience. I feel like there are many ways in which you can do it, about the money. Sometimes everything is covered, all expenses. In this case, all expenses for flights, accommodation, food, everything was covered, and what they were doing was, they were actually just helping the community. They were gardening and taking care of kids. They were extremely, extremely happy about it. I'm thinking of doing something similar for half a year, but not next year, the year after I finish my master's. I'll take a year off and I'll definitely do it. I feel like it's a great thing to do.

[Speaker 1] - I wanted to comment that I see that in this group you did both short volunteering and long-term. So you are open to both, even like six-month volunteering opportunities, as well as a weekend or a week. What about you, [name of participant]? What do you think about this concept?

[Speaker 2] - I think it's a good idea, but I feel like it can be used in a bad way for people just to go to see different places and just forget about volunteering. It's a scary thought. I mean, not scary, scary, but it can be misused.

[Speaker 1] - Right. So, I see a lot of similarities between you and [name of participant]. The purpose, the intention is highly important here. Did I miss someone? [name of participant], I don't think you talked, right?

[Speaker 7] - No, I didn't. It is an interesting concept. I do like it, but I can see what [name of participant] is saying. The abuse part of volunteering and tourism.

RECORDING 2

[Speaker 1] Nina Planinšek, moderator

[Speaker 2] Participant 1

[Speaker 3] Participant 2

[Speaker 4] Participant 3

[Speaker 5] Participant 4

[Speaker 6] Participant 5

[Speaker 7] Participant 6

[Speaker 8] Liliana Marszałek, technical support

[Speaker 1] - Can you tell me where you find this volunteering opportunity that you were a part of? How did you find out about it?

[Speaker 6] - Me? I found it on the faculty, it was a big poster and I was like, why wouldn't I try? I got accepted into volunteering and everything went fine.

[Speaker 1] - [name of participant], where did you find it?

[Speaker 2] - Sorry, I just have to add something. So I was very enthusiastic about this volunteering thing before. But on the other side, I very much agree with everything that everyone else said about the trust thing. That's why I have to add this. I would only do it with this organization [Cherry International Foundation] because I already cooperated with them and they gave me the best experience ever. So that's why I would go into something like this. Otherwise, I definitely agree with potential issues. Now about the people, like how I came into the thing that I did. I basically just met people on the street. And they told me about what they're doing and I just went.

[Speaker 1] - Is that a similar story with any of you? No? [name of participant], how did you find it?

[Speaker 3] - I was part of it. I was small and I was in the group and then I started to volunteer for them. And also I was volunteering at some group for children with Williams syndrome. I came there because of my aunt, that she's part of the organization team. So I knew somebody and she asked me if I could do it.

[Speaker 1] - Personal word of mouth kind of way as well. [name of participant], you said faculty, right?

[Speaker 7] - My situation is similar to [name of participant]'s. I just saw a poster at the faculty and came along. That's it.

[Speaker 5] - And for me, it is like [name of participant] said, a friend of a friend of my mother knew about me.

[Speaker 1] - Very typical story. [name of participant], you too?

[Speaker 4] - I just decided I want to do it. I knew, I would probably know a little bit what kind of volunteering I want to do. I contacted an organization that does that. And this is how I started. It was my own initiative.

[Speaker 1] - Explaining UX design I would really like to hear your thoughts. What's your first thing you want to say?

[Speaker 3] - Maybe I have the most stupid question, but what is the goal of this app? Like to cheer people to volunteer or to do things?

[Speaker 1] - It's a centralized database of all volunteering opportunities. So you can choose and pick. The whole purpose is to get people who are not initially motivated to volunteer to start volunteering. Did I explain it?

[Speaker 3] - Yeah. And my second thought was if you had the XP. I think that the people can put the trash there on their own because they wanted the XP. That was my thought about it.

[Speaker 1] - So you're saying that the XP point is kind of a distraction. It's not the right intention to do the volunteering work.

[Speaker 3] - I'm not sure if it's like that, I need to think about it. Does the XP give you anything or why do people want to take the XP?

[Speaker 1] - The same way you're doing Duolingo. Just for the sake of it. But how would the idea of the XP giving you discounts and sustainable stores, how's that?

[Speaker 3] - Like discounts in the stores? That's cool. I understand that it's like Duolingo, but I'm not sure if you can pick up one trash each day. I don't know if it means volunteering, like if it's enough for the volunteer.

[Speaker 1] - You don't perceive it as fulfilling or satisfying.

[Speaker 2] - If I can just add something here, I kind of agree. I feel like this gamification element of the application is in a way not needed. I would not need it. But maybe that's just my personal strive for this kind of thing. Although I really do like the informational part of the app, like the map, the idea of the map and the idea of having them divided. Also it's kind of clear, even though you have to rush and still didn't get lost. So I feel like this is good. For example, this list of options is very good. Maybe I would like the names to be even more concrete, like I don't need the romanticizing effect. But maybe that would be attractive to someone. I just wanted to mention that before we were talking about how

volunteering is this, like you give, but you also receive something. So I like how you added this in the app already, like the benefits.

[Speaker 4] - I just want to check what the groups actually mean, what are the groups?

[Speaker 1] - Teams. If you select the urban jungle team, it would only select those that you can volunteer in a town that is benefiting the town. if it's an EcoNavy, it would be in any way connected to the sea. So either we'd be collecting trash from the sea or sending emails to a company that is polluting the sea or doing a campaign by the sea.

[Speaker 4] - Okay, I feel like that's good, but there needs to be an explanation about this somewhere in the app. I didn't get it at first. What do you do when you choose a team?

[Speaker 5] - Maybe team is not the best word. Maybe you should change the word team with something else. I understand the icons and maybe what is written under every icon. But teams are the one that actually is confusing the concept. I would say, in my opinion.

[Speaker 4] - I'm also not opposed to collecting points or whatever. I feel like this app gives everyone something. So some people maybe appreciate the fun of collecting points, but for others it won't matter and they're gonna use the informational part of it, which I think it's really, really useful with connecting. But it's important that you actually get the organizations to cooperate for this. If you do, then it would be genius, but they need to be on board with joining this app.

[Speaker 7] - I would like to say something about points. I like it as it is, just to collect some XP, but I think that system would be abused if you could use it for discounts or free stuff or something like that. I think that it should just stay in the app, like some in-app reward, nothing beyond that.

[Speaker 4] - Yeah, I agree with that.

[Speaker 5] - But I would also ask you, how do you do the XP? What measures? How can you give XP? What is the function that you have that stabilizes how much XP you are going to receive? It's like, how much time do I spend for the activity that is going to be equivalent to an XP number or how do you do it?

[Speaker 1] - Well, we don't have the formula yet. But it would definitely be taken into account. Like, the more local it is, the more XP or certain guidelines that are going to be confirmed by the organizations in this industry. I really want to make it as sustainable as possible and to give rewards where users need to be rewarded. But we don't have the criteria yet, if that's what you're asking.

[Speaker 5] - Yeah. And also people for gaining more XP can put trash on the road and then they will take a picture of it. I guess that this can be problematic.

[Speaker 1] - Okay. And you need to know what the XP formula is, right? You need that transparency?

[Speaker 5] - It would be nice to be there, so we will know how you are gaining that XP.

[Speaker 1] - Great. Okay, that's a wonderful point.

[Speaker 5] - It is like Duolingo. You are doing one lesson and you know that for that lesson, I will have 20 XP or whatever.

[Speaker 1] - That's a very good point. [name of participant]?

[Speaker 6] - I like the innovative design. So it basically streamlines volunteering, if I understood it. It makes it far easier to connect people with like-minded people and I like the game element. The game element reminds me of Pokemon Go, the game where you walk around and catch those little things. That game actually made people walk many kilometers to catch an egg and subconsciously improve their health. I mean, you walk 10 kilometers just to open an egg. So I see potential here too, if you just pick one piece of trash, it's far better that one piece of trash was picked than left alone. I mean, there's just positives too. That's it.

[Speaker 1] - Okay. Any other thoughts?

[Speaker 3] - Maybe a question. What would be in my profile if you said that you can click on something and then the organization gets your data? So it would be like my name, surname, and would it also be my CV or what the organization can get from me?

[Speaker 1] - Yes. Like what your favorite team is. You would also have to answer not personal questions, but that's how the organization could get to know you. I was doing an interview with Greenpeace and the first thing they asked their volunteers is "what does volunteering mean to you? What kind of expectations do you have of volunteering?". So they can kind of go towards you in what you want from volunteering as well. It's also your kind of history of what you've already done, what you've already achieved. You could also view achievements on your profile and your streak shown as well. There's photos from history, what you've already done. I think that's the point of the profile and your competencies. That's one of the most important things, you know.

[Speaker 3] - So it should show only the thing that you do in the app or for example, like in the past. It wouldn't be like you can, for example, upload a document about the things that you did before?

[Speaker 1] - Yes, you can. You can include any PDF that like most represents you.

[Speaker 3] - You said that you have a click button. So maybe it would be better if you can add another button. So because it could be a mistake. So maybe it would be better to double check for events.

[Speaker 1] - So when you click this, you want to just verify it once more?

[Speaker 3] - Yeah, it could be easily mistaken.

[Speaker 2] - Yeah, I agree. Here I also got a bit scared. Like I would just click it and I will get signed. I have one more question for you. Like I was talking to many people and they have this feeling that they sometimes are at one spot and then they have one hour time. And it would be good if the application would recognize where you are and then you could just click like, okay, I have one hour and it would just highlight the activities that you can participate in. What you can do basically around you within the time that you set.

[Speaker 1] - So it would just be like from this point on, I have one hour, give me something to do.

[Speaker 2] - Yeah, like I'm at this exact spot. I have one hour, like whatever. And what can I do? No matter the team, like the way that you have it set up right now.

[Speaker 1] - That's awesome, actually. That can be done. Is there anything else you think you need in the profile of the organization as well?

[Speaker 3] - Maybe that there would be some information if you need to buy your own ticket or the accommodation or if they just have everything prepared for you.

[Speaker 1] - So that would be in the description of the event.

[Speaker 6] - Maybe the past experiences of previous volunteers that have already done one stint of volunteering. So you can read about their experiences.

[Speaker 1] - When these volunteers upload something to their profile, you can also see it here.

[Speaker 6] - Yeah. So basically their comment on that specific volunteering mission, if I can say it that way.

[Speaker 4] - Yes, or maybe if they consent, like a few volunteers that have experienced this, their contact can be there and you can ask them or contact them and ask them about it. I would like to ask about the streak because it's hard for me to imagine how could you do every day to get streaks, because that has to be a small easy task.

[Speaker 1] - Yeah, definitely. We've also been kind of trying out maybe a weekly streak, so you only do something every week.

[Speaker 4] - Yeah, I thought because if you already have the points then the streaks are not that necessary for me.

[Speaker 2] - Yeah, definitely. I think it's important to be a bit realistic and this would also just disturb me in a way. So I agree with what you just said.

[Speaker 1] - There would also be a function where all the competencies that you get could be either downloaded as a PDF or Word document, so you can use it in CVs. There's also an option where you can directly upload your volunteering opportunities that you did, like a volunteering experience directly to LinkedIn as well. How's that?

[Speaker 5] - Yeah, I agree.

[Speaker 1] - Yeah, I'll go through that one more time.

[Speaker 5] - I have a question about your own event. How do you know that somebody that is writing "I want to do an event", will really want to do it? Let's say you have a person that just wants to joke and he will write that I want to do this. How can you check that this is real or not, if I can do my own event?

[Speaker 1] - How would you solve it? Do you guys have any ideas?

[Speaker 5] - Maybe you can do for every profile five stars. Let's say I will do an event and every person that is coming to my event, they can rate how good the experience was. So, like review-based.

[Speaker 1] - So, it's kind of like you can report those users that are not serious.

[Speaker 2] - How is this legally backed up? Like, can you just gather huge amounts of people? Like to what extent do you expect those events to go? Then some legal stuff can come in and maybe you'll just have issues with this part of the app, like?

[Speaker 1] - Well, the example that Greenpeace gave me was that some group of people contacted them, they were from Murska Sobota. So like the far end of Slovenia. Well, I guess that's the part of partners as well, they need the mentorship. You can't just do something on your own, right? You can, but you can do some damage.

[Speaker 2] - So basically these are just some proposals for events, not like actual events.

[Speaker 1] - Yeah, proposals. It has another function that is in debate at the moment. These proposals can be, if they're verified, if the guidelines are okay, and other people can see them and join if they want to be a part of this project as well and kind of contribute to the team. Okay, anyone else? How's this individual initiative ringing with you guys? [name of participant]?

[Speaker 4] - You would give a proposal and then you're gonna get verified and then you can do this event or you have to get a partner in some organization for it?

[Speaker 1] - If you get verified, other people can see it. But you still don't have an organization, an organization still has to join you. I guess you need more instructions here.

[Speaker 4] - Can you do the event without cooperation of some other organization or not?

[Speaker 1] - I'm thinking no. I feel like that would be a really nice way to make small events, but...

RECORDING 3

[Speaker 1] Nina Planinšek, moderator

[Speaker 2] Participant 1

[Speaker 3] Participant 2

[Speaker 4] Participant 3

[Speaker 5] Participant 4

[Speaker 6] Participant 5

[Speaker 7] Participant 6

[Speaker 8] Liliana Marszałek, technical support

[Speaker 4] - It can't be verified or like it can be not safe for people trying to participate in them even though it's cute and I can imagine how it would work in an ideal world. But it's hard to imagine. It has to be verified.

[Speaker 3] - Or maybe you can do such events but with a maximum number of like 30 people coming so the risk of something happening is less high. If it is not okay people can

report that person that was organizing it. So you have some autonomy but at the same time you still keep it safe.

[Speaker 4] - But the app cannot control how many people come and that I mean it is not preventative. It's just after it happens you can say oh it was actually not okay but you cannot do something like upfront about it.

[Speaker 2] - Maybe you can do a proposal for those organizations. That people can see it only after some organization is included and wants to participate. In that way you can kind of avoid that legal aspect because those organizations would cover that, because they are actually organizing their other stuff. You can also avoid a lot of people gathering at one place that can be a disturbance.

[Speaker 1] - Yeah, what do others think about this one? What do the rest say?

[Speaker 3] - Yeah, I think it's a good idea.

[Speaker 1] - [Name of participant], does it go?

[Speaker 4] - Yeah, I think by including organizations you're putting work on them. They're not going to be prepared to participate in many suggestions. So I feel like that's a downside but I don't have an alternative way to leave that to an individual more because of what we already talked about. I feel like it is a good option. It's just less spontaneous and easy.

[Speaker 2] - I mean organizations can be there just for backup just for that legal aspect and you can be kind of the organizer and they are just backing that crowd.

[Speaker 1] - Okay, how would you feel here if companies could give you either money or mentorship or trash bags if they see something that they want to support in the local environment? Not just organizations but companies as well.

[Speaker 3] - They will give you money or just some other stuff?

[Speaker 1] - Whatever you kind of need like trash bags or what do you need to carry out a cleaning of a river or something.

[Speaker 3] - So as long as it is not money I think that it is okay. I think that with money you also have some legal issues. You have to like present to the state why and so on. But actually it's a good idea.

[Speaker 6] - I think it shouldn't be advertised that they did that if they do like. It shouldn't be for that purpose for them. So you don't become like an app promoting companies.

[Speaker 3] - Yes, but at the same time I think that maybe you will need some help. Usually the only advantage for them is that they will have to be shown up like hey guys I helped you so at least that's what you can do, you know. Like this is the reason they are helping you otherwise I don't think that somebody [company] will have the interest to help.

[Speaker 5] - Yeah, I agree here. There is no motivation for them otherwise. For the majority of the companies. I feel like the result is good either way. Like even if we promote them for free in a way but still they did contribute to the society or to whatever aspect we are volunteering in so.

[Speaker 1] - I can see that whilst the company in some way helps you and it still advertises there's a couple people right now in the group that does still consciously understand that that motivation has to be in place if they wanted to. Does anyone else? [Name of participant], do you want to say something? I feel like you want to say something.

[Speaker 4] - I know they need motivation or something but I feel it spoils it a bit for me just morally.

[Speaker 1] - Okay, anyone else? [Name of participant], what do you think?

[Speaker 2] - Well, if advertising is the only price you have to pay for help to carry on some mission to do something good, to make something better, I think that's fair. Why would they? I mean they are giving something to you and advertising is kind of the least you can do. I agree totally with the motivation part and that those companies should have that motivation set good. But you can't make them want to do good. And if they want to help you and are okay with just advertising I think that you should take their help.

[Speaker 1] - What about you [Name of participant]? You've been quiet a bit.

[Speaker 6] - I think that you can maybe make an arrangement with them. For example when they want to give you something for and it will be also for advertising, maybe you can arrange that they will also advertise you. I think that it's also good for them because they have a good name so it could be maybe helpful that they can say "okay, so we are working together on this project". It could be good for advertisement of the app or of volunteerism.

[Speaker 1] - Cool, what about you [Name of participant]?

[Speaker 7] - I don't really have anything to add. I mostly agree with group members.

[Speaker 1] - Can we also talk about the left button with easier ways to help out.

[Speaker 2] - I think that icon is misleading, because of that plus sign. It's like you're adding your own mission or something. Icon would be okay to change.

[Speaker 1] - Okay, anyone else? Did you also get that inclination? Okay, so there's no moral issues here with this kind of arrangement.

[Speaker 3] - What do you want to report? I don't understand. If I report something then I will have more XP and it feels like I can complain about anything in my mind. And then I will have some XP at the end of the day. I don't know how to put this in words. It's like I feel I can report a little thing that maybe is not an important thing, it is just something that I feel confused about.

[Speaker 1] - You definitely pointed out a problem. If you try to report a restaurant that is using unnecessary plastic, how are you gonna, what's the report gonna look like, how are you gonna verify that and like what's the standard here of reporting like what are the conditions. I guess that's definitely a problem we have not yet solved. Are there any ideas in the group?

[Speaker 4] - Maybe if a certain number of people report the same problem then this problem gets verified but that doesn't answer the problem with points.

[Speaker 5] - I also don't have the solution with the points. Maybe some organizations or companies are checking different aspects. Maybe the reports that are connected to what one company is already checking should go to this company. They can also verify it because otherwise there's so much legal thinking behind it. I don't know how you will even verify it. Then the second question will be how will you give them the points?

[Speaker 3] - What I wanted to point out is what would you report in your day-to-day life? You will go somewhere and report something that is wrong. What would be something that is wrong that you would report? That's actually my question because this feels confusing for me. I was thinking about what I would report from today or like from last month. I feel like there is not much to report.

[Speaker 5] - I think this is actually a very good point that you just made. I think for today I would probably just report that the trash is overfilled. But this has nothing to do with volunteering. It just has to do with how the system works, when they come and take the trash. We cannot do anything about this with this app. I probably would not use this feature. I would use the informational part of the app and for the other I would not. But that's just me.

[Speaker 2] - It kind of feels unnecessary now, when you hear these critics. It's just not useful.

[Speaker 5] - It just adds complications.

[Speaker 1] - What if you had examples of what is wrong? The cafe or restaurant can be doing for example promoting coca-cola and plastic all over and giving discounts to buy it.

[Speaker 2] - I feel even if you include this in the app and even if people do use it it will not do anything. It will not change anything. Just reporting in some app that some restaurant is doing something. I think that it doesn't have a point.

[Speaker 1] - So you need to know how this data is going to be used.

[Speaker 2] - I mean, is there any restaurant that will change their usage of plastic just because hundreds of users of this specific app are complaining about it?

[Speaker 1] - For example, when I was volunteering in Norway, it's good if you already have the database where you need to clean. So you don't need to have an extra day just to search for areas around. So people can just report it in this case. For the cafes or with unnecessary plastic an organization already needs this information because they can't go to every cafe. But if this data is already verified, they can start sending emails or start going there giving them alternatives of products. This data can be used by someone else who actually needs it. Because they can't go to every location and seek where the trash is.

[Speaker 2] - So you're saying that those reports will be linked to those organizations that are already investigating.

[Speaker 1] - Yes, so I guess in this case you would need more information here, like how this information is going to be used.

[Speaker 2] - Yes, that would be helpful.

[Speaker 4] - Maybe the points for this are not really necessary? If you don't find a way to figure out how to give them? I feel like you can keep the feature without the points giving.

[Speaker 2] - Or give minimal, like five points to every person.

[Speaker 6] - I can't unsee it. The symbol on the map. Like this square. It just reminds me of another symbol, if you know what I'm meaning. It's somehow confusing which symbol, but in Czech it symbolizes a woman lady's part.

[Speaker 1] - That's a very good point, thank you. Symbols mean different things in different countries. Thank you so much. If you want to add something you can stay a little longer. Thank you so much for your time.

Appendix 3.2: Part-time Students

Important note: The transcriptions are divided into multiple parts, since the transcription tool had a 30 min limit. Be careful, since the numbering of speakers may change in each part. This transcription in particular has four parts/recordings.

RECORDING ONE

[Speaker 1] Nina Planinšek, moderator

[Speaker 2] Participant 1

[Speaker 3] Participant 2

[Speaker 4] Participant 3

[Speaker 5] Participant 4

[Speaker 6] Participant 5

[Speaker 7] Participant 6

[Speaker 8] Liliana Marszałek, technical support

[Speaker 1] - First part of our time together is just going to be used for a better insight in who you are, what your motivations are. And in the second part, we will delve into UX. I will present to you the app, the design, and then we will follow up with some questions. Now, let's go around the group and briefly introduce ourselves. So give me your name, your age, your major and line of work. And yeah, [name of participant], why don't you start?

[Speaker 2] - Of course. Okay, so my name is [name of participant]. My age is 27 and my employment is in sustainable development and strategic investment of Slovenia. That's my development and I mostly focus on European and Slovenian grant applications for resources for companies and life cycle assessment of products, services, and companies. And my motivation is that I actually want a better sustainable world for my children and their grandchildren. So that would be a quick summary from my side.

[Speaker 1] - Cool. [name of participant], you go.

[Speaker 3] - Hi, everyone. My name is [name of participant]. I'm 23 years old. I'm currently studying PR and marketing communications in Slovenia and Ljubljana. And I'm also working at a nonprofit organization called Društvo AED, which we collect money from people and we invest into setting up defibrillators. I know that's how it's called in English. It's called AED, so automatic external defibrillators. That's it.

[Speaker 1] - [name of participant], go for it.

[Speaker 5] - Hi, my name is [name of participant]. I'm 24 years old. I'm studying video production in Ljubljana. And I also work in a theater in Italy. This is done in Slovenia. And I'm also doing PR for the theater. So that's it.

[Speaker 1] - [name of participant]?

[Speaker 4] - Hi, I'm [name of participant]. I'm 21 years old. I'm studying computer science. And right now I'm just finishing my final thesis. So I'm not working.

[Speaker 1] - [name of participant]?

[Speaker 6] - Hello, I'm [name of participant]. And I'm a master's marketing student in Ljubljana. And I finished my bachelor's degree in marketing. And yes, I'm not currently employed. So thank you.

[Speaker 1] - [name of participant], you're our last one.

[Speaker 7] - Hello, sorry, my camera isn't working. My name is [name of participant]. And I'm a student of nature conservation in Koper.

[Speaker 1] - First thing, I would really want to know about you guys is how your free time looks like, like what do you usually do before and after college slash work and on the weekends?

[Speaker 2] - I guess I'll start because I'm first. Does my free time look like, okay, to put it short, my free time looks like x at the moment, because I usually get up at eight and come home at eight. And after that, I have roughly one hour to work out. And afterwards, I repeat it the next day. And on weekends, I do my best to go outside, preferably climb a high mountain, the higher the better, to get some exercise in. And when time allows it, I actually either travel, travel inside of Europe to one country or another, or I do some photography.

[Speaker 1] - Who wants to go next?

[Speaker 3] - In my free time, I usually do some, I'm usually doing sports, I go to fitness or I play tennis. Or I just enjoy my free time with colleagues. We often go for a drink. We maybe go watch a football game. And I also go for a lot of walks, because I live near a forest. So the walks are really relaxing. And that's about it.

[Speaker 1] - Okay, [name of participant], give us an insight.

[Speaker 5] - Okay. In my free time, I'm probably doing on the weekend, we are going airsoft. If you know what it's airsoft, okay. Then by the week, we are meeting with friends going on, how you say, car meetings and enjoying our free time. And usually I'm mixing my free time with my working time. So there's not much space for free time.

[Speaker 1] - Okay, what about you, [name of participant]?

[Speaker 4] - I guess in my free time, I like to run a lot. Also, I started swimming recently. Also, I'm really into philosophy. So I try to read as much as I can, when I have free time. And I'm working on my final thesis. So there's no free time.

[Speaker 1] - Didn't know about swimming.

[Speaker 6] - During my studies, I usually study during my free time. But also I'm trying to mix it with watching movies, for example, or just going for a walk. Also like photography and meeting friends, like just some regular stuff.

[Speaker 1] - And you, [name of participant]? What do you do?

[Speaker 7] - In my free time, I usually read. Not a lot of hobbies.

[Speaker 1] - And what do you think? Like, is this something you do habitually as like just what you've always done, what your friends are doing? Or is it like something you intentionally decide to do?

[Speaker 7] - I think it's a habit. I've been reading since I was very, very little.

[Speaker 1] - Okay. What about you guys? Is there any like, yeah, that you think about what you're going to be doing? Is there any planning involved? Or is it just habitual?

[Speaker 2] - Hmm. It depends. The last time we went on a trip, for example, to Ireland, there was actually no planning involved. The only thing that was planned was that we bought the plane tickets like two months in advance. And that was the only thing that was planned. Everything was basically all of it, so to say. And everything else I do is more or less a habit. Working out at eight, nine, 10, even 11 in the night is basically a habit. And single goes from my mountain climbing on the weekends. It became a habit. I nominate [name of participant] to be the next person.

[Speaker 4] - Yeah, I guess it depends. I mean, if I currently like training, I'm on a plan. So I have to force myself to do it. But otherwise, I just have an urge to do the things that I'm currently doing. I guess, I mean, if it's something that I'm trying to upgrade, like I will try to cook for myself. That would be purposeful and to not spend money on takeouts. So I guess that would be like a purposeful thing that I do. But I try to make my free time free flowing and to fill them with things that I like to do, actually.

[Speaker 1] - I'm very curious, like, this is going to be a bit of a new, like on a different note. But do you have a purpose in life? And is it involved in either your free time or work?

What does a purpose in life mean to you? I know about you, [name of participant], of course, you can tell us. Anyway,

[Speaker 2] - I'm not going to be first. I'm always first. So someone else.

[Speaker 5] - Didn't understand the questions quite well.

[Speaker 1] - Okay, so a bit of an on a different note. But I'm really interested in if you have a purpose in life. Do you feel like you have a purpose? And in what way is it involved in your life? Like, how are you connected to your purpose?

[Speaker 5] - Oh, I don't know quite well. Like, for real.

[Speaker 1] - Okay.

[Speaker 5] - The connection is unstable. Just a second.

[Speaker 1] - What about you guys?

[Speaker 5] - I'll be back in two minutes.

[Speaker 1] - Okay, cool.

[Speaker 3] - I think that that's, oh, sorry, [name of participant], you can go.

[Speaker 7] - Continue. I just wanted to say a very hard question.

[Speaker 1] - It's a very hard question. Why is it so hard?

[Speaker 7] - Kind of philosophical.

[Speaker 1] - Okay, so you don't have a purpose. I guess purpose can also be a mission in life. Something you strive towards, something that inspires you.

[Speaker 7] - But to some people, the purpose is just getting a job. To others, it's getting a specific job. To others, it's, let's say, getting married. To others, it's going on many trips.

[Speaker 1] - Okay, so what is your purpose? Or any of you guys? Is there something important? Or like, what?

[Speaker 7] - A little bit different. I don't think I can make it big. I think that's impossible. And I also like animals. That's why I'm studying what I am. Someone else is.

[Speaker 1] - Hey, [name of participant], you go. Oh, [name of participant], sorry. You wanted to say something.

[Speaker 3] - It's okay. I agree with [name of participant] that I think that if I talk to myself, my purposes have changed throughout the years. So I think when I was little, my purpose or my goal was totally different.

RECORDING TWO

[Speaker 1] Nina Planinšek, moderator

[Speaker 2] Participant 1

[Speaker 3] Participant 2

[Speaker 4] Participant 3

[Speaker 5] Participant 4

[Speaker 6] Participant 5

[Speaker 7] Participant 6

[Speaker 8] Liliana Marszałek, technical support

[name of participant] talks about goals to put first changing the world and on the second place profit. He believes that in that case you would have fulfillment in your life.

[Speaker 3] - I don't want to comment on your purpose because that's your personal thing but if you /problem with internet connection/ you would go through a month how do you live you also have to /problem with internet connection/. You said, [name of participant], that your purpose is not dependent on like what you would do this thing even though even if you would not be paid for it. I wanted to ask you how do you go if you only do this thing that drives you, the things that feed your purpose and you don't get paid for it? How do you go through the month? How do you pay rent? How do you pay for food?

[Speaker 1] - Well, for example I have a part-time job that only takes me around 15 hours a week but it basically pays my bills. I live below kind of my standard so I can put all my effort into what's my purpose. Like to what I feel really connected to. So I kind of try to create a life. So I can first build what I want and then make a living out of it. If I like just going away from the part-time job but yeah. I mean, I'm not paid to do a lot of things in my life and I still do them. For example for me I connect with what [name of participant] said but of course you know it's kind of different for everyone.

[Speaker 2] - The hardest part is actually finding your purpose that you can actually live off. That's the hardest part and something that's not accessible for everyone. But I would say that if you put people first and profit second you're going to live a fulfilling life and get

through a month without living way below your means and you're going to be happy. You're going to live a fulfilling life. Because for example our society is shaped in a way that material things matter. But in reality we don't need a lot of material things to be happy.

[Speaker 4] - Now I get what we are talking about. Sorry. My purpose is, I'm not kind of really a job, but yes, we are working in amateur theater so that's our purpose and that's my purpose. To make people happy, to do a great show. And that people, when they get out of the theater, that they are happy, that they have seen something new. Nice. And they go home with some thoughts and some great expressions.

[Speaker 1] - So interesting, your hobby is what gives you the purpose.

[Speaker 4] - I want to someday just mix it with my job and my purpose. So something like that.

[Speaker 1] - That's cute. Anyone else or should we move on? [Name of participant] wants to say something.

[Speaker 6] - Yeah I can just add, that I agree with others that maybe my purpose is more like self-realization. It can be connected to my career or something like a field of study and also like with some hobbies. I just think it's really important to do something that you really like. Like not to regret when you're old. Like for wasting some time when you were young, etc. You know that like there's so many examples when people are getting older and they're thinking like I should do this or this. And they should be doing other things. So it's kind of maybe all about this could be.

[Speaker 1] - Okay let's move on to volunteering. How do you currently perceive volunteering? Have you ever tried it? What's your like? Anything that comes to mind. Like what, maybe why haven't you done it so far? Or what is stopping you from volunteering? What is volunteering for you if it is even?

[Speaker 5] - I just volunteered for one organization and it was back home. It was like a special needs school and it was not only for kids it was for adults only. So we could not interact too much with the people, but we could do some other things to take a load off the teachers that were super underpaid for the stuff that they were doing. It was like an all-day school so that's where I volunteered. Where I would love to volunteer again is closely related to my field. I would love to promote tech and science to young girls. That's what I kind of am very very passionate about, like making it more accessible for girls to step into tech as a field. But the thing that kind of sometimes turned me away from volunteering when I had opportunities is that the organizations are not transparent enough for me. So sometimes you just feel like you're somehow being taken advantage of. You're putting all this work especially if it's not directly working with people that you're like putting in this

work and somebody's like abusing your will to help. So I guess that's where I volunteered, what I would love to do and why I haven't done more.

[Speaker 1] - What kind of information would you need to kind of increase that transparency?

[Speaker 5] - Yeah, if there's like donations and stuff like that I would like more transparency with where the money is going. Like obviously the people that are working not volunteering. But working in the organizations they need to be paid obviously, like their job, but especially back home, like there's always something sketchy going on. There's always some random accounts, like they don't set up the charity accounts correctly. So that there's so much space, for you know, blurred lines. That's what I would like, especially if there's money involved. I want it to be transparent.

[Speaker 1] - What about you guys? Like why maybe why haven't you done something already?

[Speaker 2] - I'll go second then I have to admit I did not volunteer in the traditional sense. Let's say we go to help in a dog shelter, the elderly home or something like that for example. But I did volunteer in a way like an ace and picked up the trash in nature, for example just grabbing a bag and picking up all the trash and then throwing, okay not throwing it away but putting it in the correct place, so it can be this part disposed of. And actually to have mentoring sessions with promising entrepreneurs to help them on their journey to either a refined business idea, get financial support and to give them some connections to help them push forwards etc. And of course financial support for some groups in Slovenia that would be my way of volunteering.

[Speaker 1] - By the way, it's a completely good answer if you just like the volunteering stuff just didn't pop into your mind as something that you may do over the weekend but um I'm really interested if that was the case.

[Speaker 4] - I volunteered, like donating money to floods. Let's see last summer to /lucha/ and this stuff and I only I donated to radio one because I only trust them. Because like [name of participant] said, I don't trust other organizations and stuff like that. I don't know why. I don't have a specific reason, but I always see the promotions of getting money based on how much they got it. And I throw the clothes, like the one I got over and are too small, for this kind of box to just get to the people.

[Speaker 1] - This is a very good topic you opened up. What do you perceive as volunteering? You said donations. Do you perceive petitions as one form of volunteering to a degree for example or like what are the different kinds of volunteering that you okay

are petitions a volunteering thing and donations are kind of in the same group money and giving out clothing and food for example is that something you put into the same group?

[Speaker 4] - Yes. Because I help as much as I can. I don't know, yeah that's volunteering and that's kind of helping others to get better and stuff like that.

[Speaker 1] - What about you [name of participant]?

[Speaker 3] - I just said I understand volunteering only as helping people and not getting any money in exchange. That's my definition of volunteering. I never thought that donations also go in the same category.

[Speaker 1] - Have you perceived volunteering as a source of like work experience or to better your CV at least in your field? Have you ever considered that? I guess [name of participant] you already told us that there was a good bridge into the tech world as a woman. Is there any other major?

[Speaker 5] - I didn't do it but I would like to.

[Speaker 1] - [Name of participant] first and then [name of participant].

[Speaker 6] - When you asked about the volunteer the first thing I had in my mind was just all about like this experience that you get. So it's really nice because you can train yourself a little bit and get a new experience and I usually like. I didn't volunteer a lot during my studies or just life, maybe like one or two times. I don't remember. And I usually like to put it in my CV just because it shows that I did something, you know, that wanted to improve some of my skills. So yes, it's really nice.

[Speaker 3] - For me, getting new experience and meeting new people is the main reason to volunteer. That's like I volunteered at Tedx event in Klagenfurt and that like different marketing or public relations events in Slovenia. And like my main motivation to be a part of such events, to be a volunteer, was to get some experience and to meet new people.

[Speaker 1] - [Name of participant], you're kind of shy. What do you have to say?

[Speaker 7] - I volunteered during a biology conference and it was an interesting experience. So I was happy I did it.

[Speaker 1] - Interesting. A lot of people either want to volunteer for a CV. Some people I was talking to in an organization said that a big motivation is also loneliness or in other sense that they have some form of social anxiety and therefore also want to meet a new

friend. Like you guys being in your 20s is it hard to make new friends? Is something important to you?

[Speaker 3] - My answer is yes. Of course. Because, like in my case, I moved from Austria to Ljubljana and when I moved here I didn't have a lot of friends. It was Corona time, so there was no socialization or meetings. We also had school on the computer. And being in a student association of public relations of Slovenia, which you can also look at as or understand as volunteering, being a part of that was very important in my life. To meet new people, and to later on... Like first we met online and then later on we also met in real life. So you can say that volunteering was like a very important step in my life to meet new friends in Ljubljana.

[Speaker 1] - That's great to hear.

[Speaker 2] - I agree. Let me say, for example, picking up trash. There actually was that one girl - yes it all started with women - that I actually met in school and I forgot to ask for her number. And of all of the people I could have met while picking up the trash it was actually her. She was picking up the trash as well. So that was the plus point for connecting people. Yes it's a funny story but it's the true one. And second one, helping people with their business ideas. This actually is my main source of expanding my social circle. I've actually met a lot of people, some of them were only acquaintances, met once, twice maybe and then just flowed. But with rest, we kept in contact and some of them actually became business partners in the future. Like at this moment they're actually developing something special with one of those people. That was in one of my mentoring classes so I'd say volunteering is a great source of expanding your social circle. Because I do agree that it doesn't matter that much what you know but who you know. That's going to get much farther in life with a giant social circle than with your knowledge.

[Speaker 1] - That's great to hear. [Name of participant], [name of participant], do you have anything to say?

[Speaker 6] - I agree, because for example, my mother always says that you need to like to build communications with people. And it makes sense to be honest. Sometimes it's like it's not about how many people you know, it's like about who you know as you said before. I'm not sure if now I want to find as many friends as possible. I think I'm more in my comfort zone when I have my close friends and I can just be with them. But it's really important sometimes to communicate and find, because through communication you can just find some new opportunities which is really nice.

[Speaker 1] - What about you [name of participant]?

[Speaker 5] - I don't really like using people as resources. It's so problematic for me. Like you expand your social circle, so you can maybe get something that you want. That's like the wrong way to approach people. Seeing them as something that you can... like if you look at someone and think, okay I can gain something more than a friendship, I think that's a very very wrong thing to do. Of course if the situation progresses, and someone recognizes something in you that's maybe something that they're looking for or that they can recommend you for. Great. But I feel like it's such a capitalistic thing to just look at people and see what they can bring you. It's crazy.

[Speaker 2] - I'd actually like to expand on this. It's at first when you put it like that it might sound like people are just a tool that's supposed to be used for I don't know for my own personal gains. But in the end all of this is built on friendship and mutual understanding. I would just like to point out that it isn't like this that I do something for you, you do something for me. Because then it's a transactional relationship and I wouldn't say us people are made for traditional relationships. But we're actually meant to have a deeper connection with other people and those transactional relationships are something that's not going to last. At least not for a long time. Maybe yes, we're going to do one business thing one time and then it's going to be all over. But if you're friends at the end of the day we're actually going to go to a coffee talk about our life goals, maybe discuss some problems. Open up a little bit and it's going to be built from that. But in order to get this friendship we actually do have to go out of our comfort zone and expand our social circle. But it's important to have the right mindset for this. So you don't go meeting people with the intent to use them like a tool, but with the actual intent, that you actually want to meet this person. If it happens that you can help them and they can help you, even better.

[Speaker 1] - I completely agree with this um like a lot of my friends then turned into partners. I just like going to events. I like going to just being in different kinds of circles just because I mean of course that you need to really connect to the person if you even want to go further than that I definitely understand you. One thing you also mentioned and I think it was like 10-15 minutes ago, but it was like that you went to Ireland right? So there's this new concept. It's voluntourism. It's basically volunteering in tourism. How do you feel about the idea of being able to travel and volunteer? Volunteering whilst traveling you are able to get free accommodation and free food or at least a discount? When you go there either for the weekend or the week. Is that something that rings for you?

[Speaker 2] - It doesn't ring from my personal experience, but I have to tell you I have to tell some backstory. The reason we went to Ireland is because one of my friends [name of participant] is actually an au pair there. Do you guys know what au pair is? I think we can draw some powers with volunteering tourism, because, like I said, I understand volunteering tourism in a way that I go to a foreign country to help people there and I get food, accommodation, a voucher, whatever if I understand correctly.

[Speaker 1] - A lot of companies just give out free food because, I don't know, you'd clean up trash in their town. I got a free sauna every Sunday and stuff like that.

[Speaker 2] - Okay. Then I can actually draw some powers with being an au pair. Because one of the reasons she went to Ireland is to gain a lot of work experience. Because it's a completely different perception, mentality. There is a different mentality as Slovenes' have two children in preschool kindergartens and the mentality that parents have in Ireland. In preschool kindergarten teachers, to keep it simple, they are not as honored here as they are there. That's in Ireland for example a lot of weight is given in kindergarten education, because they know that this little balls of happiness are our future generation and therefore world is going to be built on them. And the main reason was to get this experience in, and to experience the culture, and everything else as well. I would draw some power with volunteering tourism, because if I go to a foreign country and may get some free food, accommodation or sauna for example, that would be amazing. Especially with the beer. But at the end of the day I get to meet new people, and I get some experience that's going to help me on either my journey or maybe in the company as well. Because we, I work 99% of the time with large corporations, and they're not just from okay that's your education, the education part is even becoming less and less important. But who you are as a person is becoming more important.

[Speaker 1] - Okay I'm so sorry, if you can summarize it a little bit. Shorten it.

[Speaker 2] - The main point is they don't just look at the school but actually your extra activity as well. Who you are as a person. If we're going to fit into the team.

[Speaker 1] - Okay. What about you guys? How is the idea resonating with you?

[Speaker 4] - I don't have a specific comment, but I guess it would be nice to just travel around and do some volunteering to get some food or some recommendations and stuff like that. I'm usually the one who goes around the world and just pays for the stuff. And just go around and do some sightseeing and stuff like that. And just get relaxed and maybe just do some volunteering to get some benefits. It's good.

[Speaker 1] - Okay, cool. [Name of participant], is something that you would share?

[Speaker 3] - I have nothing to add to [name of participant]'s comment. I totally agree with him. It would be nice to go on a trip and like to help maybe a local community and in exchange get to meet people, to meet local people, to get to know maybe some local spots. That would be interesting. I think so too.

[Speaker 1] - What about you [name of participant]?

[Speaker 5] - I agree. Nothing to add. I think for me it would be a little bit stressful. Because when you are moving somewhere, like if you're even moving for just one week for this traveling and volunteering you still need a little bit time for adaptation and other stuff. So I think for me it would be a little bit stressful. But also it would be interesting. Especially if like all this accommodation stuff and food and other things would be provided. It would be nice but also it's a bit stressful I guess.

[Speaker 1] - Maybe a longer volunteering period instead of just like a weekend where you would just fly in and fly back out or something like that. If we move right along the environmental issues and anxiety now. To what extent do you feel any anxiety? And is that anxiety having an impact on your life? Environmental anxiety or like anxiety related to climate change and is that anxiety having an impact on your day-to-day life.

[Speaker 4] - It doesn't have an impact but I'm curious what is going to happen. Because of all the stuff that is going around us, just climate changes and stuff like that. But what is happening with the world it's not giving me anxiety. But it's kind of worrying me, so it's not like anxiety.

[Speaker 1] - [Name of participant], how do you feel?

[Speaker 3] - It is not giving me anxiety, at least not now.

RECORDING THREE

[Speaker 1] Nina Planinšek, moderator

[Speaker 2] Participant 1

[Speaker 3] Participant 2

[Speaker 4] Participant 3

[Speaker 5] Participant 4

[Speaker 6] Participant 5

[Speaker 7] Participant 6

[Speaker 8] Liliana Marszałek, technical support

[Speaker 2] - Maybe I think about the topic more when I, for example, see a video online with a bunch of trash in oceans or, for example, I was in Belgrade this weekend and I saw a lot of trash on the streets. So those are the moments when I think more about the situation and about nature and about the environment. But no, I'm not feeling any anxiety.

[Speaker 1] - Okay, so kind of like when it's in front of you, then you understand the whole picture of what's going on and then forget when you go on with your day-to-day life?

[Speaker 2] - Yeah, because it's not on top of my list to worry about throughout the day. Because I have other stuff to worry about. It's not like I don't care about it, but it's hard to think about all the stuff that happens throughout the day, about all the wars, about all the bad things that happen throughout the day. So yeah, I think that in my head it's in my top five things that I worry about, but it's not like a constant thing that I would look at the world and only think about this.

[Speaker 1] - Okay, if anyone wants to add here to this last question and then we can move on to the UX. Does anyone else want to add a quick opinion? Okay, then let's move on to the UX design. explaining UX design [...] Now, I know this was a lot, but what comes to mind first, after hearing all this? [name of participant], maybe you start the discussion.

[Speaker 3] - Okay, I have to admit, I do like the entire concept. I really do like it, because it's the first time I actually see some kind of a gamification of the volunteering scene. All of the volunteers that I know do not get people, because there is no central authority to connect all of the volunteer organizations we have in Slovenia. At least I do not know of it. And they do not know of it. So this is an amazing start. And plus, I see a way to expand this, and include companies, organizations as well. Why is this important? Because the CSRD standards, the Corporate Sustainability Reporting Standards, will actually force companies to cooperate with the local environment. This is actually a great ready-made solution to go to large companies and say, hey man, we know you can help the environment, and you don't even have to lift your finger. And plus, it will actually get some excellent incentive for people to work. I'm looking at the value proposition at the moment. I see, yes, okay, I get to meet new people, thumbs up, I get certificates, hell yes, certificates with work experience, and plus, if I actually get something tangible (because a lot of people are still materialistic), and if you onboard companies, (yes, there's going to be promotional stuff from the companies, what can we do). But it's actually an incentive for a lot of people to go here. Because, I'm going to get a water bottle, for example, a sustainable aluminum water bottle. And I'm going to do my best, actually, to get it. And you can actually go - I change experience for that. A company organizes an event where all of the highest experience earners have a meetup. This is a way to, because, Green Key is the certificate for sustainable restaurants, and one of their priorities is to actually work with the local environment. One of the easiest ways for restaurants and cafes to join would be with this app. This is actually another great business venture for them. So maybe you can contact people, companies that have the Green Key certificate, and ask them as well, what would they think of this. One of our highest problems when it came to getting, preparing restaurants for Green Key certificates was actually to get them to cooperate with the local environment. This was actually the biggest problem we had, because they were like "what, no, that's going to take a lot of time and effort from our side". This would be great to fill that gap. I think it would be actually nice if the users would have an option to rate their organizations. Because like [name of participant] said before, there's a lot of shady business going on in the organizations, and this actually gives some credibility to the organizations that are running

the entire show. But there's no need to actually make the ratings visible, but just slowly eliminate them or something. So people know that they're the ones that are actually doing good, are put at the top, and because you do not publicly show the rating, you probably won't get dragged to court. I think that would be great. I would actually like a way to be a freelancer. I know that personally that streak is going to die pretty quickly, because I tried Duolingo, and these streaks for me, they did not last. Basically a way to be a freelancer in a way, I can actually just hop on, get some experience, and then I can actually decide to which team I wanted to go - maybe the underdogs, maybe the top performers - but it's my choice. Maybe an idea for a flash event, because one company actually made it like this.

[Speaker 1] - [name of participant], you have a lot of ideas. I think we're gonna have a call tomorrow. [name of participant], please take it away, I can't wait to hear your opinion.

[Speaker 4] - I'm doing some of the graphic design, and this stuff too. It's very great, because it's simple. I also checked the other apps that already exist, from the origin. They're quite complicated, some of them, not all of them. I like it, because it's simple, that's why I put it down. I have one question, how can you verify, there's trash on the street, and how can you verify this?

[Speaker 1] - I would literally have to go and verify, because otherwise people would just go and click on the maps, and they would just get their XP. I would have to go for a walk, and actually see if it's trash there. Or an organization would go to the maps, go pick up trash, and if there's no trash there. Yeah, something like that.

[Speaker 4] - Okay, good point. But if this gets bigger, the whole of Slovenia starts to use it, you would go, like, one day to Nova Gorica, one day to Novo Mesto, just to check this thing out. Something like that, the camera, and just take a picture, and maybe some video, and just upload it to the administration, that just checks it.

[Speaker 1] - You can check the GPS on the photo, right?

[Speaker 4] - You can just track this, the location. You always accept, like, okay, you can use my microphone, my camera, my location, and they just press accept all of these things. Like, the stuff, it was with the scooters? There were left in Ljubljana, and people were getting mad, because these things were all around. And then you just take a picture, and people see it, oh, it's not parked, they'll get it, and you will get a fine. You know what I mean. Like the example of taking pictures and videos of stuff that needs to be taken away, or needs to be done. And one thing, can you do the export of all the CV of the volunteering you do, and all of the work that you have done?

[Speaker 1] - Export? Well, I wanted to connect to LinkedIn, so it would just show up on your LinkedIn.

[Speaker 4] - No just to connect it to LinkedIn, but also to get one PDF of all the stuff, you can just upload it.

[Speaker 3] - I'd agree with [name of participant] here, because a lot of people do not use LinkedIn. It's actually better if you export it, like, a Word document, or a PDF.

[Speaker 4] - For example you have two options, LinkedIn and PDF. That's it.

[Speaker 1] - [name of participant], what do you have to say?

[Speaker 2] - I totally agree with [name of participant] and [name of participant] about the design and the simplicity of that. It looks like it's simple, it's easy to use, you can get used to it, quite quickly. I also like the idea of putting people into groups, the mountain, the ocean, and that stuff. I think that's awesome.

[Speaker 1] - Why do you think that's a good idea? What comes to mind?

[Speaker 2] - Because when we get put into teams or groups, and these groups get a name, we automatically feel like we are part of something more than just being in an app. Being the part of, I don't know, the Alps team, or the mountain team, feels like we are a part of a smaller community, rather than just to be a part of all the people that are using the app. I think that it's a good thing, so that people feel to be a part of a smaller group. Maybe there could also be events, especially for these groups, or some educational things, some workshops for people that are interested about ocean problematics, or about the Alps, and stuff like that. So automatically, you put people in different groups, which also tells you their interests. So this is awesome, that's good.

[Speaker 1] - I feel like you kind of connect more. For example, I would definitely be in the Ancient Forest Forever. Actually, I've been meaning to ask you guys, what do you think about the names? Is it something that I created two different ways of going at it? But this one is, I guess, more the humor of it, the casualness. Tell me your opinion here.

[Speaker 3] - For me, yes, I like the humor of this. Of the Ancient Forest Forever. It's actually that group for me. I'm the humorous type.

[Speaker 1] - Okay.

[Speaker 4] - Yeah, me too.

[Speaker 1] - Okay, nice. I'm also. Let's make it more casual, guys. [name of participant], did you want to say something else?

[Speaker 2] - Yes, I wanted to say that I had a similar question, as [name of participant] had. Who's gonna review the reports? I think that that could be a big problem. You also said that people could say that a company is greenwashing, who's gonna review that? If I go to a local restaurant, and I'm not happy with their attitude, or with their food, I could also just go on this app, and say, oh, they're greenwashing, even though that may not be true. If you put some power into people's hands, so they can give reviews, they can critique people, companies. You also have to have a really good system which reviews these reports. This can destroy a company's reputation, and companies will not be happy to be on this app. But all in all, great design. The main thing for me is that the design is simple, easy to understand. I think that that's the first thing, one of the most important things, when you open an app. You want to be able to understand it quickly, and then you can be happy about the names, the funny names, and other stuff. But in first place is that it's simple to use, and it's practical, and that's what this app is.

[Speaker 1] - Okay. [name of participant]?

[Speaker 5] - Yeah, I also really like it. I like that you have the rankings. I use Strava, it's this running app, so whenever I get "you're a local legend", "you're doing the best at this" I'm even more motivated to continue to do it. If someone has overtaken me as a local legend, I go on a run, no matter what, so I really like, like, the incentive. I really like the embryo that you're showing right now. I really, really enjoyed that one. I feel like it's so interesting to see it grow. Also, there was an app for study sessions, and it showed you a tree that was growing. I always continued not using my phone, so I would not kill the tree. So I guess this was also, like, similar to that. That would incentivize people to continue to collect the points.

RECORDING FOUR

[Speaker 1] Nina Planinšek, moderator

[Speaker 2] Participant 1

[Speaker 3] Participant 2

[Speaker 4] Participant 3

[Speaker 5] Participant 4

[Speaker 6] Participant 5

[Speaker 7] Participant 6

[Speaker 8] Liliana Marszołek, technical support

[Speaker 1] - Okay, nice. So no one is grossed out by the embryos?

[Speaker 3] - Can I ask something?

[Speaker 1] - Yeah, sure.

[Speaker 2] - But I do see a lot of people that actually might be grossed out.

[Speaker 1] - I apologize, I didn't hear, was it [name of participant]?

[Speaker 4] - Yes, [name of participant] wanted to add something.

[Speaker 1] - Okay, sorry, my connection went bad. Okay, I'm so sorry. [Name of participant], what did you want to say?

[Speaker 3] - So first of all, I like the random option. Also the embryos are nice. As for trash, I was wondering, for example, cities have people who pick trash, you might see trash now and after a few hours it would be gone. And if you reported that, even if it's actually there and took a picture, it would be gone soon or the next day. So that one confuses me. And I was wondering, does it have something, let's say, usually when I want to volunteer to go somewhere, I usually have a problem getting there since I don't have a license. And buses are either, let's say, rare or don't go to faraway places out of cities or smaller cities, towns. So it would be nice if there was an option to, I don't know, like a chat group with other participants or some kind of other option. I don't have a ride, for example. So from, let's say, I could go to Ljubljana with a bus since they're common, but I needed to go really out of the city, somewhere in the middle of nowhere. I would have a hard time getting there since it's far by foot and it would be hard to get a bus.

[Speaker 1] - Okay, so one option is remote volunteering. The second option is that you also have an option to chat on this app. Or you would want it inside the app integrated or is it okay to have it outside, like on WhatsApp or chat messenger or something?

[Speaker 3] - Perhaps it would be nice to have it in the app. If you only wanted not to make friends, I mean, you could still make friends and then add them to Instagram. But if you just wanted to get there, maybe people have different opinions, but technically you could still add them to Instagram once you get closer. But sharing your Instagram, some people may not be too comfortable with that. As a shy person, I'm saying that.

[Speaker 4] - I will agree with you. I know I should be quiet, but I got the point from [name of participant]. I also am the person who doesn't have a license. Okay, I have a license, but I can't drive. Yeah, otherwise it's hard. And if you don't have numbers, you can't connect with these people to ask them. It will be much easier to have in every activity also this group chat and you can ask about it if someone is going and if you can join. And maybe if there will be some notifications.

[Speaker 5] - I have something to say about that. Actually, my friend, she was doing an app. It wasn't similar to this, but she was also considering connecting people to meet in real life. She was actually advised to outsource it. To do it from another app, because you want to remove responsibility if something bad happens. You want to be not connected to that. She was actually doing something for the dog sitting or stuff like that. So she was actually like, just share the contact somewhere else and remove yourself from the potential unwanted situations.

[Speaker 1] - Noted. Okay, I'll balance this out - as a shy person, you kind of want it in the app and outsource. Okay, I have it down.

[Speaker 2] - Because I think this is a lawsuit waiting to happen. Because if they chat in your app and let's say for a meetup to drive or whatever and something bad happens, you're going to be held responsible for this.

[Speaker 5] - Exactly. This was exactly what she was warned with. So you can share email or something else. You just don't want it to be associated with your product.

[Speaker 2] - The easiest part is just give them a link, just link them to the local public transit and it's their problem. Can we actually install the app? Do we have to log in or something?

[Speaker 1] - Well, at first I was like - no, you don't have to. Because you kind of want the person to get familiar with it. But if you want to apply for the volunteering task or donation or whatever, then you kind of have to create the profile, right?

[Speaker 2] - So I can log in with my social profiles. If possible.

[Speaker 1] - Okay, Google just one click.

[Speaker 2] - Google, Apple and Facebook, I think are the popular ones.

[Speaker 1] - Actually, by the way, I really like the streak. I would die before my Duolingo streak dies. Honestly, like so many things happened in my day, but I still got this streak. Okay, so this option, you said it was good. [Name of participant], is there any... Okay, I think I have additional questions and I think we have five minutes more. Do you have any good ideas of what to put as symbols for different volunteering, like XP options? Or are these okay? explaining and showing symbols

[Speaker 2] - The only thing I would maybe change is the icon for the stores. Because the light bulb is usually associated with innovation and something new. And well, my personal thought when seeing the light bulb with a dollar is basically something that we're going to

innovate etc. A store is not my first, but maybe a shopping cart or something would be a better option from a user experience standpoint. But all of the rest, I like them.

[Speaker 1] - [Name of participant]?

[Speaker 6] - I totally agree with [name of participant] about the icon for the store.

[Speaker 1] - Yeah, I didn't like it either. Shopping cart.

[Speaker 6] - And I have a question about the icon for the petitions. Why is it important that the location of petitions are in the app? You could also have just an extra button of all the petitions in like, I don't know, you could search for Ljubljana, Novo Mesto and so on or for Slovenia. And you just have a list of petitions because having a location where the seat of the company is that promotes the petition tells me nothing.

[Speaker 1] - Well, it's a good thing you said that. In that case, we can just put it under this button, right? On this one here. So it can just be one of the options. I think I created a separate version of this one. When you would click this button that was before here, right? You would have different kinds of options. This one as well. And maybe the sign petitions one or something. And then you can click it. You know, like, what's it called? Glovo? Something like that. How's that?

[Speaker 7] - Yeah, this one is good.

[Speaker 2] - It gives me an idea how to make this app a little bit simpler and then clutter it. The central icon, I cannot draw here. Yeah, it's in the central icon. No, no, don't move around. Come on. And the central icon with the three apply, just remove it. Put the plus button in there. And then depending on the group you choose, it gets colored. And when you click this plus button, it opens up for all the extra information. So maybe it resembles Instagram from a user experience standpoint and something people are familiar with. Maybe an idea.

[Speaker 1] - The thing is that this is a very important button. It's actually when you press it, you get the gamification elements. And it kind of has to be the central one.

[Speaker 4] - [Name of participant], you need to sum up.

[Speaker 1] - Okay, so thank you so much for coming. Thank you for the [expletive] compliments. I can't believe it. I was kind of nervous about it. So I'm really happy you like it so far. Again, thank you so much. And you have free coffees for a month. So please come to Ljubljana if you can get the chance.

Appendix 3.3: Full-time Workers

Important note: The transcriptions are divided into multiple parts, since the transcription tool had a 30 min limit. Be careful, since the numbering of speakers may change in each part. This transcription in particular has three parts/recordings.

RECORDING 1

[Speaker 1] Participant 1

[Speaker 2] Nina Planinšek, moderator

[Speaker 3] Participant 2

[Speaker 4] Participant 3

[Speaker 5] Participant 4

[Speaker 6] Participant 5

[Speaker 7] Liliana Marszołek, technical support

[Speaker 8] Participant 6

Introduction

Introduction

Please tell me your name, your age, your line of work, and what you like to do in your free time. I think maybe [name of participant], you can start.

[Speaker 3] - I'm 24 years old. My work is tax consulting at Ernst & Young. In my free time... I was a dancer, a professional dancer for quite a long time, for 14 years. I'd say I'm retired now and I'm teaching today.

[Speaker 2] - Great to hear the updates a bit about your life. [name of participant], what about you?

[Speaker 4] - Hi, my name is [name of participant]. I'm 28 years old. I work now in marketing as a product manager in telecommunications. What do I like to do in my free time? I really like to read. I like to hang out with friends and I like doing yoga. What else? I like cooking as well.

[Speaker 2] - Very cool. [name of participant], what about you?

[Speaker 5] - Hello. I'm [name of participant]. I'm 24 years old. Right now I'm working in the laboratory of histopathology where we analyze human body parts. And in my free time, I really like to do sports and I love cooking and all about food. That's pretty much it.

[Speaker 2] - Awesome. What about you, [name of participant]?

[Speaker 1] - My name is [name of participant]. I'm 24. I'm currently unemployed because Slovenian is required everywhere, apparently. I have been doing my bachelor's in English for the past four years. I've been in Slovenia for six years now. I've been volunteering in NGOs for the past three years. In my free time, I host board games and do lots of art.

[Speaker 2] - We have a very diverse group. Now, a bit on a different note, but do you feel like you already found your purpose or are you still finding yourself?

[Speaker 5] - Well, I think I'm still finding myself because I know what my dreams are, but I'm still looking to figure out how to chase my dreams. So, I'm in the middle of looking or seeking or everything else. I've not found it yet.

[Speaker 2] - Cool. What about you, [name of participant]?

[Speaker 3] - I don't know. I'd say I'm trying to find it. I think I'm getting there, but I think there's still a lot that I need to find or get to know. So, it's a process, I'd say.

[Speaker 2] - Did you feel like you needed to experience more things?

[Speaker 3] - Yeah, definitely. I mean, work-wise, personal-wise, whatever-wise. I did a transition, the rotation at work. I tried something and I said "okay, I'm going to try something else" and I rotated. Also, in my personal life, I'm trying new stuff constantly. I think there are things that I need to do in order to get to know what my purpose is, what I really want to do. I'm getting there.

[Speaker 2] - So, some research is needed. What about you, [name of participant]?

[Speaker 4] - I'm the oldest participant, so maybe I should have my shit together already. I don't think I found my purpose quite yet. I do think that that's a lifelong process and those things change as well. I have different aspirations as I did at 24 that I do now and I do expect that will change a couple of times in my lifetime. I wouldn't say I have it all figured out.

[Speaker 2] - What about you, [name of participant]?

[Speaker 1] - I'd say I'm sort of getting there. Before that, I had to follow people because of different situations. If you're an immigrant, you can't really be free to do whatever or explore or anything. Because of that, I had a humongous setback. For example, even if I could study for bachelors, I don't need either of the ones I have now. It was just something I had to do because nothing else was in English here, for example.

[Speaker 2] - From which country are you? I think I forgot.

[Speaker 1] - I don't really talk about it.

[Speaker 2] - Oh, okay. Well, my next... Oh, we have [name of participant]. Hi.

[Speaker 6] - Hello. I'm sorry I'm a little bit late.

[Speaker 2] - No worries. Maybe you can just tell us your name, your age, and your line of work.

[Speaker 6] - Yes. My name is [name of participant]. I'm 29 years old. I'm French. What is the last question? What's your line of work?

[Speaker 2] - Where do you work? In what field?

[Speaker 6] - For now, I don't have work. But I was working more with children and pedagogy.

[Speaker 2] - Okay. Cool. Again, a very diverse group. Now I really want to dive into the topic of volunteering. I think, [name of participant], you already told us that you were volunteering for a time, so can you tell us perhaps maybe your experience with it? How do you perceive volunteering? Yeah, whatever comes to mind.

[Speaker 1] - As I said, I was in Slovenia for about six, seven years now. I didn't even know about volunteering three, four years ago. It was very hard to find a proper community or even purpose if you don't have friends or even family in the same city. When I found the organization I was working for during my ESC and before that even, it helped to give me some kind of sense of belonging, and I could actually input some of my interests and efforts. It's been like three, four years now. Plus I have expanded to other locations as well. It's quite an enriching experience, mostly positive things.

[Speaker 2] - Did you find your community there, friends?

[Speaker 1] - I mean, it's not the best, but it's better than it was before. It's quite limiting because it's a small country, so it's the best you can get so far.

[Speaker 2] - We're a small country. What were you volunteering in?

[Speaker 1] - Well, the queer stuff.

[Speaker 2] - Oh, nice, pride. So you mostly feel like it's a positive experience for you. What was negative about it?

[Speaker 1] - For sure, financing. Because all of us are struggling about financing, especially also finding new participants and new volunteers. I spoke to other NGOs, and they all keep saying that they don't see much of a future in the youth centers, because it starts going there less and less [participants]. They [participants] have better communities from school. There's less reason for youth centers, for example. And also because of mall and other municipality fundings or ESC projects - it's so saturated that not everybody gets the money to do anything. Like, for example, I spoke to a few coordinators. They have applied for so many projects, and it was such a low payback.

[Speaker 2] - So it's not like you don't have enough volunteers, it's just the money.

[Speaker 1] - That as well, we don't have enough volunteers either. For example, most of the volunteers are students, because they have extra time. But once they start working, they have no time for this anymore. Likewise, it's very hard for them to even participate. That's why we have mostly students who come here for studying, they have a dorm. Otherwise, it's very difficult.

[Speaker 2] - What about any of you? Have you also had any experience in volunteering?

[Speaker 4] - Well, I helped for several months in the Azilni Dom over the weekend. Just cleaning up, distributing goods and stuff like that. Other than that, I spent some time in France, like traveling for volunteering. We were reconstructing some old walls in the countryside.

[Speaker 2] - How was it, both of those experiences?

[Speaker 4] - The French one was maybe more physically challenging and really nice, and more relaxing definitely. The one in Ljubljana - I was helping in Ljubljana and in Logatec - was maybe more stressful and psychologically difficult, but also a very nice experience, I can say.

[Speaker 2] - I guess, a question for you as well, and as well as others, but why aren't you currently volunteering?

[Speaker 4] - Lack of motivation. I'm working full-time, and I always feel like there's other stuff to do in my free time. I know I could find time for volunteering as well, if I really wanted to. So, I think it's just a lack of motivation, to be honest.

[Speaker 2] - It's just too much work. I guess you would rather spend your time with friends?

[Speaker 4] - Maybe that, but I think I could still find time, like once or twice a week, if I put my mind to it.

[Speaker 2] - What about you, [name of participant]? Why do you think you haven't volunteered yet?

[Speaker 3] - I'm thinking all the time, if I ever volunteered. I did it rarely, I guess. To be honest, I don't know why I didn't. Maybe because when I was still dancing, I really had a lack of free time. When I stopped, I really liked the free time that I got. If I ever did something, I did it as a job, for money, so I could then spend and go around the world, travel. Maybe, as [name of participant] said, I just don't put my mind to it enough. I think, for me, the most common reason, or the biggest reason is that I don't earn from it. Which doesn't sound good. I guess I do the jobs for the money, so I can then, you know, afford something for myself. I'd say that's maybe the main point of it. I don't mind volunteering, I would. I just don't go there, if that makes sense. I have nothing against it, I think it's very, very good that people do that. I should do it, try it as well, but I just don't get myself there.

[Speaker 2] - Okay, what about you, [name of participant]?

[Speaker 5] - Well, I have never been volunteering. I'm always working. I really worked, like, every weekend, when I'm in high school, or even in middle school. I always worked. Even now, I have two jobs. Well, probably the second job, I can say that, I am partly volunteering, because I get paid, that's for sure, but I just spend extra time for free, learning, and doing all the other things more. I've never been volunteering.

[Speaker 2] - I can see a lack of time in the full-time worker segment.

[Speaker 5] - I have this job. I'm far away, I spend three hours driving to my job, and back home. So, I get home very exhausted. When I do my second job, I have a little time, or no time. So, I don't do volunteer work.

[Speaker 2] - What about you, [name of participant]?

[Speaker 6] - Yes, I did two volunteering in Slovenia. The first one, it was a long-term volunteering in a school, where there were kids who had disabilities and special needs. I was working with an educator. And after, I did team volunteering in the south of Slovenia, and it was more physical work in farms. Basically, it was to help the local people with work in farms. Also the rehabilitation of some houses, also work in school. I have two different experiences.

[Speaker 2] - Okay. Do you have, like, any negative comments about it? Like, what would you change in the volunteering world?

[Speaker 6] - Yeah, maybe about the economical situation. You have pocket money, and it's very nice, and you have the accommodation, and the food also for free. So, it's very nice. But you have to be very, very careful about the money that you have. I was working before, so I had a little bit more money back. So it was more comfortable for me. But I imagine if you didn't have money back, or parents who can help you, it can be very complicated. I think if you don't have the opportunity to have your parents, or your family, or a previous job, it's not easy economically to do volunteering in another country.

[Speaker 2] - Well, you actually opened up the next topic, which is voluntourism, a combination of volunteering and tourism. So, the idea is that you're able to travel and volunteer at the same time. You volunteer, and you just get free accommodation and or food. Now, how does that idea, like, sound like to other participants? Do you like that? Have you participated in that? Would you do it now, when you're full-time workers? Would you be able to?

[Speaker 1] - I mean, we had the same year as [name of participant]. That's why we met last year. It was also in my ESC. For me, the change was not that drastic, because I already lived in Slovenia. I was already volunteering in the same organization. It's just that "now I get paid, and I have a room to live in now", which is like a bonus. Now that I'm off that contract, I kind of see the main differences. I don't have as much time. I don't have enough freedom. I want to continue working there, and help, and put effort, but I also need to live on something. For example, the entire January, I couldn't even get into the office, because of work. If I could do it again, I would. But when it comes to ESC, you can only do it once in a lifetime, the long-term one. And once you do the long-term one, you cannot do the short-term ones anymore, which I didn't know, actually. For example, if people have enough education and knowledge about the opportunities to have, be a volunteer in tourism, and all that stuff, it's the best experience, for sure. People need to actually know about all this, and it's usually very hard to get information, unless you already know somebody who knows something.

[Speaker 2] - You were talking about long-term volunteering plus tourism, kind of combination. What about shorter, over the weekend, or a week-long volunteering session abroad?

[Speaker 1] - Those sound amazing, as long as it actually is balanced. For example, when it comes to Erasmus ESC exchanges, the pay for the transport is not enough, especially from Slovenia. It always goes over budget, and even though you keep saying, adjust to inflation. It's not about distance [price], it's about what actually is happening in the world. If it's actually fair, and it's balanced, and it's not just "oh, you're very close to us, so it should be very cheap to actually travel", but that's not reality. Same about accommodation. They have increased the price of pocket money over the last year, but it took them a while to

adjust to inflation. That being said, we didn't have enough relief. It's actually quite an ideal situation to have enough money to travel, to leave on, and then come back, and not actually overcharge. During my ESC, we had to pay extra from our money, because the organization didn't have enough money. Ideally, yes, I would. But in practice, there are many intricacies.

[Speaker 2] - Interesting. What about you, [name of participant]?

[Speaker 4] - The long-term volunteering seems appealing, but that would bring certain implications. Like leaving the job, and not earning for a certain amount of time. I guess, it is limited to people who can afford that, and who can think of an amount of savings, just for daily life, while volunteering. But the short-term ones seem more interesting, just because it's easier to take a few days off from work, and go help somewhere else, and also travel a bit.

[Speaker 2] - Very nice. How many days are we talking here?

[Speaker 4] - For the short-term? Three to four.

[Speaker 2] - What about you, [name of participant]? How is this whole idea?

[Speaker 3] - Actually, I never thought about going to volunteer in some other country. I don't know why I missed that. But I find it interesting, not for the long-term, because I am trying to focus on my career. I guess, long-term volunteering would mean leaving the job, or really getting a gap from learning. Which I think would then haunt me later. But if we're talking about short-term, let's say, 7 days, or even 14 days, I would be actually up for it. If you go abroad as a tourist, or as a volunteer, I wouldn't actually mind that much, as long as I'm going abroad, for example. So, I think it could be fun. I would actually think about it, if I have an option. And of course, if it would be possible to leave work for a week, or 14 days, just like that, it would be a considerable option.

[Speaker 2] - Cool. What about you, [name of participant]? I know you're busy a lot in your life. You do so many things, but...

[Speaker 5] - That's true. I never really thought about leaving the country. Even on my vacation, I'm only going to Croatia. It's the nearest sea here. On one hand, I do know that I will get a lot of knowledge. I really like to learn new stuff. In that way, I would really like to go. But in another way, I'm busy all the time. I'm like that person who is really active and hyperactive, actually. So, I really don't have time. Or even if I could have time, I would go for a week or two. But in the short term, that could work. But in the long term it's like a full job you have here in your hometown. And leaving that job for so long... Well, I would rather not leave my job for longer volunteering.

[Speaker 2] - So, you opened up a topic about motivations, why you would go. And you said that you want to learn something, right? You would go, if you had the time, you would go to see the sites and explore. Is that the same for all of you as well? Would that be the motivation?

[Speaker 1] - I was just saying, yes. I would add to the foreign aspect, because I'm here with Erasmus people and the locals. You can tell a lot about their perspective on things for those who have left the country and come back, and those who have never left Slovenia or the Balkan countries. Same goes for Erasmus who just left their country. In a few months, they change a lot of their perspective on things. Erasmus sort of, as well, a lot of volunteers actually remained here. Because they can see now the differences in their own country and just in general. So, I would say people learn a lot through just different environments in general.

[Speaker 2] - What about you, [name of participant]? Where would you go for a short-term volunteering slash tourism thing?

[Speaker 6] - I don't really know. I was more looking to find something again in Slovenia, because I started volunteering in Slovenia and I love it. I think if I do another one, maybe in Slovenia, or maybe... I don't know. I don't really know what to answer.

[Speaker 2] - It is very theoretical. Okay, let's go to the next topic, which is environmental issues and anxiety. Now, do you guys feel any anxiety connected to climate change and other environmental issues? Maybe [name of participant], you can start.

[Speaker 4] - I wouldn't say I feel anxiety about it on a daily basis, every hour of the day. But when I do start to think about it, then yes, it is a worrying situation. We see it in the weather right now, how it's getting warmer. And it gives me anxiety, because I don't think we have a solution for it. I don't think things will dramatically change, even if we are aware of the problem. Just because of how our economy works and how human psychology works. So, that is worrying and it gives me some anxiety.

RECORDING 2

[Speaker 1] - Participant 1

[Speaker 2] - Nina Planinšek, moderator

[Speaker 3] - Participant 2

[Speaker 4] - Participant 3

[Speaker 5] - Participant 4

[Speaker 6] - Participant 5

[Speaker 7] - Liliana Marszałek, technical support

[Speaker 2] - What about you, [name of participant]?

[Speaker 1] - Well, I wouldn't say it gives me anxiety on a daily basis. But if you read enough news, you can even only scroll on LinkedIn, you get a lot of posts talking about environmental issues. I'm anxious about it because I think it's a big problem, it influences us basically almost on a daily basis. I wouldn't say there is enough doing on it because I feel like there is nothing doing on it. There is lots of talking and talking and talking, as politics usually does, and then they do some deal, blah, blah, blah, and basically nothing comes out. They say this and they say that and it's nothing. I do feel anxious about it when I think about it. We should be doing more. At least I'm trying to do it more in my family. For example, we tried many things to kind of step back from heating on oils or wood or whatever. But then again, if you do the solar cells, did you really do anything good to the environment or bad? So then you're thinking "should we do this, should we not"? And then you're becoming again, "what is better, what is worse"? It's a game, what is right and what is wrong because I feel like sometimes we run out of good options. There are options, but they're only bad. So you gotta take the least bad. When I start to really talk about or discuss this with friends, it gives me lots of anxiety.

[Speaker 2] - So you do talk about it amongst your friends?

[Speaker 1] - Just a few days ago I was with my roommate outside going through the woods. I think we had a knife with us, because there were bears in this forest, you know, as a precaution. And at some point we were joking about who could throw the knife into the tree and it would stuck. And I tried and my roommate was like, "no, don't do that, you're hurting the tree, it's not good for the tree". And I was like, "it's just a little knife, we wouldn't do that bad". And then we started a discussion about cutting trees. There is a normal circle where we cut trees and use them for our survival, but we do it too much. And she was like, "we shouldn't do it at all". And I was like, "are you sure we shouldn't do it at all?". And then we came into a discussion and we came to a conclusion. I guess we will still cut trees, but definitely it should be reduced. I do get in conversations about that because I kind of like to talk about environmental issues or social issues or even politics and so.

[Speaker 2] - What about you, [name of participant]?

[Speaker 6] - I'm quite worrying about all of it because, like I said in the beginning, I care about food and health and hormone balance and all of that. I think that the environment is quite important here. We live in a world where we have very nutritional, depleted food every day and it's concerning to me. I really think about it every day more, how to stop or how to get more vitamins and minerals from nature. I do think about how to create a better world or better surroundings. I work on it.

[Speaker 2] - I do want to pivot right now a little bit into the topic of, how hard or easy do you consider making friends in your 20s slash late 20s? Is this something important?

[Speaker 5] - When I was in Slovenia, it was easiest because I met other volunteers on the training sessions, etc. So it was very easy. Coming back home it was harder. But finally, I still have the same friends as before, like friends from university, friends from my job, friends from high school, or other activities. I think I don't do many new friendships. But it's more difficult, I think. When you are studying, it's easiest. When you are doing some activities like that, it's easiest. After you are in a work routine it's easier just to keep the friends that you had. It's different. I don't think it's easy.

[Speaker 2] - I guess, [name of participant], you're in this kind of same situation as [name of participant], yes?

[Speaker 4] - Late 20s. I do think it definitely gets harder to make new friends later on. Just because you're not exposed so much to environments such as university and high school and those type of things where you usually meet friends. As [name of participant] said, it's easier to keep the old ones than to make new ones. Just because a lot of people also then start to have families and like kids and stuff like that. And maybe making friendships, it's not a priority for them as well.

[Speaker 2] - Is this something you're basically not concerned about? You're not looking for new friends? You're just kind of settled in?

[Speaker 4] - It's always nice to have another friend. There's no such thing, I think, as having too many friends. Of course, I stay open to it and I will always stay open to it throughout my life. But I wouldn't say I'm very actively doing it.

[Speaker 2] - [name of participant], you can answer this as well and then we can move on to the gamification.

[Speaker 1] - To be honest, I rarely thought about it. I stick to the friends I have. I am an extrovert. Finding people to hang out with was never really a problem for me. But when I meet a few people that I really get close to, then I kind of stick to them, try to stick with them. I don't really search for others. But it happened to me many times that I met new people. I became friends with them, maybe not as close as I expected, or I want. But it's not that hard. Even when I went to work, there were new people coming in, so I met them and with a few of them I got along really well. When I'm dancing, I meet some other people. When I go out to do some boxing, I meet new people again. Maybe it's just about luck or just being very talkative so you get along with the people somehow. But, nowadays, I'd say that it can be hard for some people to get friends because there's still a lot of things that you need to consider when you meet people. You can easily get rejected nowadays or people

are just strange and you don't get along with them. Or your views are so different from theirs that you're just like, "wow, I really have nothing to talk about with them". Everyone is getting really unique. So, it might be a challenge.

[Speaker 2] - Okay, that's an interesting perspective. So we're now done with the questions. I'm going to show you my UX design. Explaining UX design I would really like to hear your first thoughts.

[Speaker 4] - I can start. I think it's a really lovely idea. I like how different opportunities are presented on the map. You can easily see the information or have the idea where things are going on, which I think is really nice. I don't think we have anything similar right now, at least not in Slovenia. I'm sure you have websites where you can see different volunteering jobs, but I haven't seen it presented like that yet. So, I think that's really cool. I also quite like the gamification part. It seems quite fun. And the design seems really cute.

[Speaker 2] - After a good start. What about you, [name of participant]?

[Speaker 1] - I'd say, good job. The first thing I thought about when I saw the map was, "okay, that's good". Sometimes you really have a few minutes or half a day off or a day off and you're kind of struggling with what to do and you're figuring out what to do. I think that could be cool. Let's check what's close and let's maybe do some volunteering. That would actually be a good idea for every day. You have it in your head. Basically, we use phones all the time. Very convenient. I like the look. I like the gamification part. It kind of motivates you to do it. Good job.

[Speaker 2] - What about you, [name of participant]?

[Speaker 3] - I also love the idea. I love games in general. Whenever something important has to become a game, all the perks to it. I do find it a bit complicated, but I believe it's still in the draft phase, so by chance it will become more simple to use the interface and stuff. I do love the idea of goals and achievements because it's very important to keep the motivation high. Especially for new apps and volunteering in general. Perks to it.

[Speaker 2] - [name of participant], what confused you? What is complicated?

[Speaker 3] - I mean, there are many things. It's a bit of TMI, because it is all at once. If it was some kind of welcome screen, instructions, what to check first, what to check next. It's just generally how complicated apps usually go. For example, if I just start with the map part, it's all quite clear, you won't see all the buttons. But when we go into more text and more opportunities like scrolling, it becomes a bit too much information. But I don't know if we can make it any simpler, to be honest.

[Speaker 2] - What about you, [name of participant]? What are your thoughts?

[Speaker 5] - It's very, very nice. It's more clear to see which project and which people, etc. So it's like a very, yeah, very nice project and prototype. I think it will be easier with this kind of prototype.

[Speaker 2] - In what situations or opportunities would you use this?

[Speaker 5] - You spoke about climbing. I like to climb a lot. So I think for this kind of activity, I will. Also, if there is some project about environmental protection etc., I will also be interested. I will want to participate. I think there will be a lot of different projects. I'm curious to a lot of things.

[Speaker 2] - Nice. What about you, [name of participant]?

[Speaker 4] - You can use push notifications. That's like the next level, definitely. It makes it much more accessible if you have it on your phone and you maybe just quickly check. I think the process is usually quite longer if you want to volunteer for an organization. This seems to make it a lot more accessible and easier. And more convenient to do it if you have a few hours to spare.

[Speaker 2] - Nice. What about you, [name of participant]? In what situation would you use this?

[Speaker 3] - You have like a few minutes a day. You can like walking around, especially if you're taking a walk. Like my primary use for sure will be just browsing the map a bit. About the longer opportunities, it kind of does interact, if you have time or you have too much work to do. Because it's kind of hard to plan out the future events and stuff. I would say there's several uses I would use. One being the map. And secondly, what can I do this weekend? I would like to separate those into two. What can you do?

[Speaker 2] - Hmm. [name of participant]? What do you think?

[Speaker 6] - Well, I really love it. Most of the color, green. I also love it where you can actually report local bars or restaurants. Quite a lot of them aren't really nice about nature and the trash they throw away. Even oils and food can be polluted very much. So I really like that part. I also love the part when you can do a little game. And the map, I really like it because it's nice to look at and you can just know where you are at the moment.

[Speaker 2] - Okay, nice.

[Speaker 6] - Well, I need to apologize. I really need to go now. I'm leaving tomorrow early for work.

[Speaker 2] - Okay. Thank you so much for coming. I really appreciate it.

[Speaker 6] - Okay, thank you. Bye.

[Speaker 2] - Can we maybe talk about the social aspect of it? Like having a calendar with your commitments is this something that you'd find useful?

[Speaker 4] - Does it mean like real life friends or friends that you have on the app?

[Speaker 2] - I guess those who you are friends with on the app. Because only those commitments we can actually see and store in your calendar.

[Speaker 1] - I think it's useful if not for the future, at least for the past. So it stays in your calendar what you did. Is it an option that it stays inside in your calendar?

[Speaker 2] - Yes.

[Speaker 1] - I think it's good. Let's say I would actually seek for my group of friends to use it. And then, okay, on Saturday, we're free. Are we doing this? Yes, we are. So kind of this. With or without the calendar, I think we could do it. So it's a nice option. It's a nice add-in, but kind of not useful. Useful in a way. Maybe for someone. For me, not that much, maybe. Someone else would say, "oh, perfect, I need a calendar". I probably wouldn't use it that much.

[Speaker 2] - What about this filter? Is there any other option that you're missing here?

[Speaker 1] - Maybe part of the day?

[Speaker 4] - Maybe the field? Like if it's teaching, cleaning the trash. Just to get a general idea of the field.

[Speaker 2] - What do you understand about tasks? Is the task the field? It was meant to be. But what do you understand under that word?

[Speaker 4] - Under the task, I see it more specified. Something would be field is more general to me.

[Speaker 2] - Do others agree? Okay, cool. Anything else? So we said part of the day, field?

[Speaker 1] - Maybe the equipment, if you need any equipment or not.

[Speaker 2] - If we look at the profile of the organization, is there something missing that you would find useful?

[Speaker 3] - I'm not sure how common it is for Europeans, but sometimes Latino opportunities are not for everyone. And then you kind of find out at the very end of the process and like, "oh, sorry, can't actually come". For example, because the country is not like a partner or some other reason.

[Speaker 2] - Oh, like disabilities?

[Speaker 3] - Not, not that. If it's Erasmus, then it's usually selected countries that can go and get refunded for. Can you go if you're not part of the European Union? For many things I can't go because I don't have a passport, for example. I'm not sure how common it is for Slovenians, but like to travel abroad, it's quite sometimes specific who can go. But also disability. For example, I had some volunteers who have cerebral palsy, so they can't really use their hands. It would be nice to know if some certain task is very heavy on a certain part of the body or something.

[Speaker 2] - Okay. I'll go through. About the teams. Was this intuitive? Did you understand it? Oh, there's also a button for random options. So if you don't know what to do that day, the app can provide a recommendation. But my question is about the teams. Is that something that was understood? Was it confusing? Did you understand what it was about?

[Speaker 3] - It seems intuitive. Do you have some place where you can actually check in text what they mean? If it's the first time you open this, where do you check what this actually means? I need additional information.

RECORDING 3

[Speaker 1] Nina Planinšek, moderator

[Speaker 2] Participant 1

[Speaker 3] Participant 2

[Speaker 4] Participant 3

[Speaker 5] Participant 4

[Speaker 6] Participant 5

[Speaker 7] Liliana Marszałek, technical support

[Speaker 4] - I agree. It does seem kind of intuitive and straightforward.

[Speaker 1] - What about the word teams? Is that confusing? Does it say what it's supposed to say for you, in your mind? Okay, people are agreeing. Do you have any problems with other symbols?

[Speaker 2] - What exactly is this Earth meaning and 239? Maybe I missed it out somewhere.

[Speaker 1] - So, when you click it, you go to this link.

[Speaker 2] - Okay, I missed it. Okay.

[Speaker 1] - Maybe one last question. Do you feel like there's something missing?

[Speaker 4] - Not really. It says when it is, where it is, maybe city. But that, I guess, you can see already on the map. So, I'm not sure if my comment makes any sense, really.

[Speaker 1] - I'm writing it up. Well, in this case, maybe I'll just walk over one more time if you guys have any more thoughts.

Scrolling

[Speaker 1] - Maybe just one more thing. Do you think you would be using this? You can propose a project to an organization? Would this be a function that you would be using?

[Speaker 2] - I think that's a good idea. Because maybe some places that volunteering would either have them make it better or it's needed that some things are done and nobody really cares about it. So, you propose a project and it's the least you can do. It's a proposal.

[Speaker 1] - But would you have the time to actually do this local project?

[Speaker 2] - Oh, if you're proposing then it's lead by you. I mean, it depends on the time. How much this thing would mean to you. I'm sure there would be people that would actually use this and make projects and expand the community, the app community. Myself, probably wouldn't run a project because of the job and the lack of time, of course. But I'm sure some people would find time and do it. As I said, it doesn't hurt to have an option to run the projects because some people are struggling finding the projects. And also, if they don't find a project and make one, how to get it to the people? I think the easiest way is when the app is used by many people, of course.

[Speaker 3] - I do agree with [name of participant], actually. Because if you're the one proposing, it doesn't mean you have the time for it. Especially if you just wrote it and then you get a reply months later and you have no time anymore. But it could be used as more

petition. And then the more petitions you have, the more people's willingness to do it. And then organizations can actually pick up. Because at our organization, we sometimes have bosses struggling to find ideas. We don't know what people want. But then we have this kind of database of, "okay, there's a lot of demand for this kind of issue or for this kind of change". Maybe we should actually focus on this then. Because somebody wrote this, we'll have some kind of reference. We can actually ask more of those people who have messaged that petition, for example.

[Speaker 2] - A suggestion that just popped up to me. Maybe some people know the project but wouldn't like to lead them. It would be a very good option that there would also be a mark on the map where there is a leading opportunity or new project opportunity. Maybe someone who is eager to do it. And they're scrolling and see, okay, it's an option. "Okay, I could actually lead that project". And maybe someone else's idea and some other people take over it. Still, nothing bad in it. Because the project still will be executed then.

[Speaker 4] - In general, I would just add that I like the idea because it gives a lot of opportunity for more local projects. Maybe on a global scale, the administrators of the app cannot have a track on. Through this, there are new ideas that can be born, more locally based. But otherwise, I agree with others as well. I just wanted to add that.

[Speaker 3] - Great. On the topic of local, do you have any issues about language, though? For example, will it be in Slovenian or translated or only in English, the entire thing?

[Speaker 1] - Good point. I mean, our aim is that it could be over the whole Europe, plus Liechtenstein, Norway. At least we see the big potential in it. In that kind of way, definitely English. But, of course, that is, you know, years in advance. By then, you might have someone in Slovenia, specifically just for Slovenian proposals. But it's actually a very good point. Because if these are local issues, where people can speak Slovenian, it would be better to have it in local languages. It's a good point.

[Speaker 3] - It does create more opportunities for English speaking, because you want to have it more international. And then also about volunteering. Plus, if it's mostly aimed at youngsters, like below 40 years old, most people do speak English, and they don't mind it. I mean, as a foreigner in Slovenia, I had a lot of backlash about my English. And Slovenians don't really want to even speak English, even though they know it. When it comes to opportunities, I do foresee that in the future, it might become more Slovenian. Just because it's easier on people, it's also easier to get involved within your own local community. For now, English is the best option. It's easier to troubleshoot one language than to translate every single thing you change that applies to everything.

[Speaker 4] - Maybe language could be one of the filters. Like, how did you pick a local opportunity, or a language in which it's, like an international thing and activity is, for foreigners and internationals, or if it's maybe on a local level.

[Speaker 1] - That's actually a very good point. That's a very good filter. Are there any more ideas popping up or suggestions, comments, constructive criticism, and so forth? No? In that case, I thank you again for coming today. I really appreciate your help.

Appendix 3.4: International Volunteers

Important note: The transcriptions are divided into multiple parts, since the transcription tool had a 30 min limit. Be careful, since the numbering of speakers may change in each part. This transcription in particular has four parts/recordings.

Mentioned organizations

- Zavod BOB, LivadaLAB - <https://www.zavod-bob.si>, <https://www.zavod-bob.si/livada/>
- Veles - <https://www.kmetija-veles.si>
- Drustvo Lojtra - <https://www.drustvolojtra.si>
- KNOF - <https://knof.si>
- Ljubljana Pride - <https://ljubljanapride.org>

RECORDING 1

[Speaker 1] Nina Planinšek, moderator

[Speaker 2] Participant 1

[Speaker 3] Participant 2

[Speaker 4] Participant 3

[Speaker 5] Participant 4

[Speaker 6] Participant 5

[Speaker 7] Participant 6

[Speaker 8] Liliana Marszałek, technical support

[Speaker 1] - Introduction

[...] Now, some icebreaker questions. I would really like to go to each of you. Please introduce yourselves. Like what's your age and what your major is or line of work. Let's start with [Name of Participant]. I'm sorry if I murdered your name.

[Speaker 3] - No, it's OK. I actually use the nickname [Name of Participant]. Maybe I can also change it. [Name of Participant] is like my official name, but it sounds too official for me. So I don't use it. I'm from Hungary, and I'm 23, and I'm with Zavod BOB in Ljubljana. And what do you mean by major? Like in general?

[Speaker 1] - What you study.

[Speaker 3] - OK, so I have a bachelor's degree in commerce and marketing. So it's kind of like an economics, business degree. And so sustainability wasn't my first choice after high school, let's say. So it's a new direction I'm taking.

[Speaker 1] - [Name of Participant], introduce yourself a little bit.

[Speaker 5] - Hello. I'm 22. And I live in Rennes, which is a bit west of Paris. And I'm currently doing my last year studying engineering, studying energy systems. Doing this volunteering in Slovenia was to kind of have a break from this stressful world sometimes and discover new approaches to the world.

[Speaker 1] - [Name of Participant]?

[Speaker 6] - I'm [Name of Participant] from Italy. I'm 25. I'm volunteering in Litija, which is more or less 30 kilometers from Ljubljana. I studied bioinformatics as my master, but it's not really connected with what I'm doing here. Actually, I'm here because I didn't want to go ahead with what I studied. So I'm here to discover more about this field of sustainability, but not only.

[Speaker 8] - Are you in the youth center in Litija?

[Speaker 6] - What?

[Speaker 8] - Are you in the youth center in Litija? Because I heard that in Litija it's like a youth center where they have solidarity projects.

[Speaker 6] - It was in the youth center until a couple of years ago. Now they have stopped having volunteers. I'm in Drustvo Lojtra. It's another association that works with young people.

[Speaker 8] - OK, thank you.

[Speaker 6] - No problem.

[Speaker 1] - Hi. [Name of Participant], did I say that correctly?

[Speaker 4] - Yes, [Name of Participant]. So, hello. My name is [Name of Participant]. I'm originally from Russia, but I live in Italy. Last year I was a volunteer in Slovenia, in Krško, in KNOF. I was doing different projects in the sustainability area, mostly in fashion. We were creating some second-hand clothes, upcycled second-hand clothes. I've already graduated from university. I was majoring in fashion. So, that's it.

[Speaker 1] - OK. [Name of Participant]?

[Speaker 7] - Hi. My name is [Name of Participant]. I'm from Portugal. I'm 29 years old. I'm in Srebrenica, also in KNOF, currently. I'm also working mostly with recycling plastic. Also, my personal project is into biomaterials. I have a degree in design. So, yeah, it's that.

[Speaker 1] - Oh, got it.

[Speaker 2] - Hi, I'm [Name of Participant]. I'm French as well. I studied the museum's student art history. I have a master's degree. And last year, I was a European Solidarity Corps volunteer at Ljubljana Pride, which is a LGBT youth association in Slovenia. And right now, I am employed by the association as a project manager.

[Speaker 1] - OK. So, a really, really diverse group. Liliana, you outdone yourself. OK. So, what are you doing in your free time if you decide not to volunteer? What do you do? OK, I'm just going to choose [Name of Participant] or [Name of Participant]. OK, great.

[Speaker 7] - Yeah, I was going to ask, do you mean now?

[Speaker 1] - What do you usually do in your free time?

[Speaker 7] - Normally, here I go hiking.

[Speaker 1] - OK. See? Easy. This is like introductory questions. Anyone else?

[Speaker 3] - OK. So, we usually do programs together with the other volunteers I'm with at Bob. But to be honest, since we work in the afternoons, it's hard to do programs during the week so much because we should do them in the morning. So, it's more like free time on weekends for me.

[Speaker 1] - OK. What did you say? What do you do over the weekends?

[Speaker 3] - I don't think that there is really something that's repeating. It's like we have an idea, we go there, we want to... Yeah, it's nothing repeating.

[Speaker 1] - OK, cool. Adventure time, I guess. [Name of Participant], you wanted to say something.

[Speaker 6] - Yeah. I like doing music in general. So, I'm playing the guitar and I'm learning to play percussion here in Slovenia. And I like to play chess and to read books in general. And sometimes going hiking also.

[Speaker 1] - OK. [Name of Participant]?

[Speaker 2] - Mostly, I read academic or novels and that's it.

[Speaker 1] - OK, we have some readers. I also read a lot, yeah. [Name of Participant]?

[Speaker 4] - During weekends, I like going hiking or just going to new places to discover. In the evening, I usually read or do some embroidery.

[Speaker 1] - [Name of Participant]?

[Speaker 5] - During my free time, I will just spend time with my roommates, my housemates and friends from school. And on my own, I play trombone in an orchestra. So, I practice trombone and I also play video games.

[Speaker 1] - Just to understand correctly, I think Lilka told me. So, you volunteer full-time here as a way of just being able to live here. Is that correct? Or are you just volunteers in your free time as well?

[Speaker 5] - I didn't understand the question for me in particular.

[Speaker 1] - OK. OK. So, Lilka, maybe you can help out here. But just to understand your life right now.

[Speaker 8] - Nina just wanted to ask if all of us are currently involved or if we went on a European Solidarity course program. So, we were like full-time volunteering. It's what Nina wanted to ask.

[Speaker 1] - Is that what you're doing right now?

[Speaker 5] - No. No, I was volunteering from February to July and it was full-time volunteering. But not anymore. Now, I'm back in my home and doing my studies.

[Speaker 1] - Same question to everyone else.

[Speaker 6] - I am volunteering full-time now.

[Speaker 2] - I was volunteering full-time before.

[Speaker 4] - I also was volunteering full-time before.

[Speaker 7] - I'm currently volunteering full-time.

[Speaker 1] - A bit on a different note here. But do you feel like you have a purpose in life? Or are you still finding yourself? Are you connected with what you're supposed to be doing? A bit of a philosophical question, I know. But it sparks up actually great discussions later on. [Name of Participant]?

[Speaker 6] - I'm here in Slovenia partly because of that. I mean, I wouldn't say that I'm looking for the meaning of life here. But it's also to understand myself better and understand what I want from life, let's say.

[Speaker 1] - OK. [Name of Participant], what about you?

[Speaker 7] - OK. I would say I feel I do. But sometimes I get a bit lost. I have to go back. Not go back, but like go to the base, let's say.

[Speaker 1] - [Name of Participant]?

[Speaker 3] - I kind of know for sure that I want to stay in the sustainable development direction, as in life. But I'm taking it step by step. So also here to figure it out and also here to learn more, let's say.

[Speaker 1] - I'm also aiming for sustainability here. So I totally get you. [Name of Participant]?

[Speaker 2] - I think I still like finding my way because I have so many interests. And sometimes it's like for one month and sometimes it's for one year and sometimes it's like forever. So, like sustainability, I'm interested in it. But also my studies were in museums and art history. So I'm also interested in that. But also human rights and it's endless. So I'm just a very curious person.

[Speaker 1] - And I think [Name of Participant] and [Name of Participant], you haven't answered.

[Speaker 4] - Well, I'm more like [Name of Participant]. Like I'm interested in many things. So I personally think that in life, there cannot be just one purpose. So in different periods of life, you have different purposes, different interests. And it's always changing. So right now, I'm on this period. Also some searching, new goal or new purpose, new value. So that's it.

[Speaker 1] - And [Name of Participant], go for it.

[Speaker 5] - I don't really believe in purposes or that I don't believe that I have a purpose in life. So my approach is more that I'm looking for a life that suits me and that I feel well. And that's it, I'm still making my way. I'm just making my way and making my way through life. I don't really believe in a purpose.

[Speaker 1] - Interesting. OK, so one of the reasons you're here is because you spend some time in your life or are currently volunteering. Now, can you tell me your experience with volunteering? It's a very open question. So whatever comes to mind, you can have a little monologue. [Name of Participant], kick us off.

[Speaker 6] - You mean volunteering in general in my life or my ESC volunteer?

[Speaker 1] - Let's start with the general in your life.

[Speaker 6] - OK. I mean, I didn't do that much volunteering before coming here. I had some experiences, some brief experiences like spots during different periods of my life. But when I did, I always kind of felt that it was something that I wanted to have. So I don't really know why I didn't get it on. But now that I'm here, I think it was mostly a really good opportunity for me. This is volunteering to try new things in a frame that is supposed to also help the local community. So that's still volunteering. But at the same time, it allows me to try stuff in a kind of flexible way in an area where I'm not really that knowledgeable because I didn't study this stuff. But I think it's a good combination of trying and helping at the same time. So I find that I'm useful even if I don't really know that much about how to do stuff. So I'm helping while learning. So I think it's a good combination.

[Speaker 1] - I like that. I completely understand that. You feel more useful. Even if you don't have that much experience, you can still contribute to society and feel good. I guess. Did I say it correctly now?

[Speaker 3] - Yes, it's perfect. I actually agree with this, having the chance like this to do something that, for example, we wouldn't be able to get a job, maybe in. Let's say sustainability on the level that we are active in now. And for me, maybe the first thing that came to my mind is that usually when you volunteer, you meet people who are also kind of open-minded like you in that sense, that they also go there to meet other people. They also go there to learn. And that can be a really good base, a common base for you to learn from each other and build connections.

[Speaker 1] - And is that like for long-term volunteering, such as for the European Solidarity Corps or also like short-term volunteering type thing?

[Speaker 3] - I mean, like long-term, it's easier to actually get to know each other and learn more from each other. In the short term, you really have to have a strong connection to have an impact on each other. So more like a long-term.

[Speaker 1] - OK. [Name of Participant]. How is volunteering currently?

[Speaker 7] - Currently? OK. Overwhelming. Because like here I find so many opportunities, things to do, and simply there is no time enough to do all the things I would like to do. So in a way. Sometimes it feels overwhelming, like in a good way. But back home, I was a volunteer in a dog shelter for a few years previously. And also I am a volunteer in my senior organization. It's more related to arts and sustainability. And still here and previous, I always felt good and volunteered. And it's something that I can stay beyond the time that it's supposed to be because I really want to help. So for me, that is. Like there is no schedule, let's say for me, for volunteering. It's like until the things you want to do, it's done. I'm there and I'm happy.

[Speaker 1] - [Name of Participant], what is your experience with volunteering?

[Speaker 4] - My experience as an ESC volunteer was like the first time when I really dedicated full-time for such a long time to being a volunteer. It became a very interesting experience for me because it really gives you an opportunity to try something that you would probably in life wouldn't dare or like it would be hard to realize some plans, some ideas. And volunteering experience gave me this opportunity. And it was very interesting. And also in terms of I met so many people and just overall living in different countries, trying to adapt to another culture. It's still a whole new experience. So for me, it was definitely an interesting and really nice experience.

[Speaker 1] - [Name of Participant], what do you have to say?

[Speaker 5] - The main thing that comes out is that when I first decided to do volunteering, I thought for me it was a way to help people or to contribute to something. But what I take back is that I feel like it was more of me getting help, me learning things and getting tools from the places I was. Maybe because I was volunteering in a permaculture farm. So it was not like social places where the action is to help people. I was volunteering on farms. So the action was to just produce food for ourselves. So there was no really solidarity inside what we were doing. And so I felt like I received much more than I really helped people. And, I mean, I'm fine with it. But it was just what surprised me or that I didn't expect. I don't feel like an altruist after this volunteering.

[Speaker 1] - That's a great way to put it. [Name of Participant], what do you have to say? What comes to mind?

[Speaker 2] - Well, before doing my one-year European solidarity for volunteering, I did volunteer before at the sustainable club at my school. And also during the pandemic, I was doing some volunteering, but I've never done anything like, really not even full-time, but really involved in volunteering. I've never done it before. And as I said, I studied museums and art history. But I always had in the back of my mind that I wanted to go one year abroad to gain experience abroad. And also because I feel like this experience abroad, often you

can get a position that you couldn't get in your own country. Because they would want someone qualified or with enough experience with these volunteering opportunities. Often they ask you to have fewer skills and knowledge and they are more ready to teach you. So this was also an opportunity for me, because basically I arrived at Ljubljana Pride and I became like a project manager. And I work on a European project and I had never done that before. So I learned everything kind of on my own. I wanted to go abroad because like on your CV when you went abroad one year, two years, it's already like good for your employers. They like it. And also to get a position I couldn't get in my own country, because it wasn't related at all to my studies. And also because, as I said, it was an LGBT association. And I feel there are so few actual jobs in LGBT association in Europe that it's kind of a privilege to be able to do that. Because it was basically the only position related to LGBT topics I could find at the time. So this is also like why I volunteered. But like I said, it was more in project management. So at some point, I felt like I didn't really like helping people. But I think it was more because I wasn't in direct contact with the people. I wasn't implementing activities because I'm actually very bad at that. I'm good at project management. But that means there is kind of a distance with the people who are helping. So sometimes it can be a little bit, let's say, confusing. And also like we had actually a sustainability project, like how to relate sustainability to queerness. So that was like a really interesting topic to explore if I need to like sustainability and stuff.

[Speaker 1] - Well, that's great. OK, so one of my questions right now is like, where did you find an organization where you volunteered? And I'm asking more like short-term volunteering. So excluding the European Solidarity Corps. If you have volunteered in the past and like how did you find that volunteering opportunity? [Name of Participant], you said you volunteered briefly, right?

[Speaker 6] - Mostly I would say word to mouth. Someone told me that this was happening. I tried stuff like that. Maybe sometimes I looked for stuff, but I would say that most of the time was by more word of mouth.

[Speaker 1] - Yeah. What about you guys? Anyone want to add?

[Speaker 7] - OK, so my first experience was in the dog shelter. And at the time I really wanted to volunteer in a dog shelter. So I searched for it. And I already knew some of the dog shelters. So I just approached them and I ended up one of them was, I mean, more than one. But the first kind of that answered me back. I stayed there. Then my home organization, I got to know it was a recommendation from a person. Actually, I was in a job interview and they recommended this place to do volunteering.

[Speaker 1] - Right. What about anyone else?

[Speaker 2] - I can go with this. So for me, one of the things I volunteered with was, as I said, like a club in my university. So in this case, it was like a university network, but I found a volunteer opportunity. And then during the pandemic, I was volunteering with another organization. I found it through a newspaper article or through social media. And then I like to look for information on their website.

[Speaker 1] - How did you find them on social media?

[Speaker 2] - I'm following like a bunch of accounts. Sometimes like organizations or people, they're going to say "oh, I was volunteering with this person". They're going to newspapers. They also have social media accounts. So maybe someone is going to relay an article. I think it was like this.

[Speaker 1] - OK, cool. Anyone else that has experience?

[Speaker 5] - There's an ecovillage that I did volunteering in Germany and that I found on the ecovillage network, the global ecovillage network. It's a website. It's also an association.

[Speaker 1] - So how did you find out about it?

[Speaker 5] - I heard about it during my volunteering in Slovenia. People talk to me about this network. And there's also a telegram group, whose purpose is to share volunteering opportunities related to sustainability.

[Speaker 1] - OK, [Name of Participant]?

[Speaker 3] - For me, it's not really like my experience. I've just seen it around me. One is that I know that in the European Solidarity Corps, you can also do short-term volunteering. So I suppose people find it on the website or the platform of the organization. And in Hungary, you have to do a certain hour of volunteering to get your high school diploma. So there's also the schools who help the students to find these kinds of volunteering. And I think in Hungary, mostly people know the organizations like the bigger ones. And then if they want to do just a couple of times, go to an event and help out. Then it's because they know the organization, not because you find the event or something.

[Speaker 1] - And I think we have one more, right?

[Speaker 4] - Yes, I didn't volunteer before for a long time. But I want to share about the European Solidarity Corps because I knew about this project after graduating from university. I was on a bachelor's degree and I was searching for some program which would be interesting for me. But specifically in sustainability or ecology. But I couldn't find anything which would really catch my attention. And later during COVID times, I found

this program through social media, Instagram. Because I was following a girl who talks about NGO opportunities, basically in Russia. And she was doing some video.

RECORDING 2

[Speaker 1] Nina Planinšek, moderator

[Speaker 2] Participant 1

[Speaker 3] Participant 2

[Speaker 4] Participant 3

[Speaker 5] Participant 4

[Speaker 6] Participant 5

[Speaker 7] Participant 6

[Speaker 8] Liliana Marszołek, technical support

[Speaker 6] - She was doing some video calls, like live events on Instagram, also with other people who did volunteering or work in NGO organizations. I just knew the goal. So that's how I found out about the girl who volunteered before. And I knew about the organization. So I basically came for organization and I found out what they are doing, what their projects were, in which country, etc.

[Speaker 1] - We've already discussed this a little bit, I think everyone touched on these points. Why did you volunteer? I guess [Name of Participant], you said you liked dogs and you wanted to be in the shelter, right?

[Speaker 7] - For me, what I did in high school was more about really solidarity and helping out children who have either health or mental disabilities or financial problems. So it was more about helping others. For me this is more about learning and getting the chance to have a practical experience in sustainability.

[Speaker 1] - Same, [Name of Participant]?

[Speaker 5] - Go towards a direction that I like to see in the world. ESC volunteering is a bit of a special thing, but in general volunteering is a way to create that sense of community that is going a bit lost. It's the easiest way to create some sense of community and connection between people and helping each other out.

[Speaker 1] - OK, who would go next? Let's say [Name of Participant].

[Speaker 3] - There were two main reasons. First one is that I wanted to learn how to do gardening and grow food. I wanted to go to the farm. The main reason was that I felt there was a disconnection between my studies and the world I've always been living in. I've

always lived in cities. In my studies, it's engineering, it's a lot focused on technology. They talk about the ecological crisis and stuff, but it's always through the technological prism. I wanted to see another view of the world, more poetic and more connected to the living world and less to finance indicators. That's what I came to look for, to find this other approach to living.

[Speaker 1] - OK, did any of you guys ever like to stop volunteering by the way? Like for example in the previous focus groups, they really talked about trust in the organization, they saw some sketchy stuff about what they were doing with the money and they stopped volunteering. Did you have any other reasons?

[Speaker 7] - I have something similar. Because the organization I was in Hungary - that I started in high school - was kind of falling apart and after a while it just didn't work. It's not the same anymore, let's say.

[Speaker 4] - OK, I have another reason. In the dog shelter, after I was there for four years, and last year we had kind of a new way of new volunteers. We had more volunteers than the time that we had to go there. It was more people, they were not fighting, but even sometimes fighting a bit to see who will go there to the space to take care of the dogs. I started feeling I was not needed anymore there. They were good with a lot of volunteers and at this time I was already a volunteer in my home organization, so I slowly stopped going to the dog shelter. After that we had a project related to animal rights, so I could even link the two organizations in the project. That was the reason to stop.

[Speaker 1] - Anyone else that likes to contribute to this question?

[Speaker 3] - Yes. In my village in Germany, it was a short term volunteering, it was supposed to be five or six weeks and I left earlier for two reasons. First is personal because I was doing a total of six months of volunteering and I was tired of it actually. I didn't expect it and I wanted to come home. I also felt that I was used. I was working in a farm of the EcoVillage and I felt that it was too much work that was asked of me. It was more of work than volunteering. I wasn't okay with it. We just talked about it with the people from the EcoVillage and there wasn't anger or anything. We understand and you can also leave if you want. It was calm.

[Speaker 3] - A friend of mine volunteered also in a place that they found on Workaway. They were really exploited, they didn't even have enough food. This also happens. OK. She left in a week.

[Speaker 1] - I heard from a few people that there's a thin line between working and then volunteering. People just kind of exploit you. Damn, OK. Anyone else want to contribute to this question? No? Nothing comes to mind? OK. Then I guess we're gonna go through.

We have this new term that's going around which is voluntourism. It's volunteering and tourism. How do you feel about the idea of being able to travel and being a volunteer at the same time? Of course, you've all done long-term, let's focus maybe on the short-term kind of travel and tourism, volunteering at the same time.

[Speaker 5] - You mean something like Workaway or Woofing or it's just in general?

[Speaker 1] - It's more like how do you see a volunteering event. For example, you help in the Czech Republic and get pre-accommodation for the weekend or something.

[Speaker 5] - I don't see anything wrong with it. If you're looking for a way to travel on a budget, I think it could be a good idea. It's more about traveling than volunteering, I would say. Volunteering becomes more of a way of sustaining yourself while you're traveling rather than you are volunteering and then you have the side effect that you're also discovering a new culture or trying new experiences. It seems a legit thing to me.

[Speaker 1] - Anyone else want to contribute? Oh, [Name of Participant].

[Speaker 2] - Yes, because I was thinking, there are two kinds of volunteerism. There is what you talk about, which seems honest, and then there is the stuff like go visit India and help for two weeks in an orphanage or something. And also we are asking you for money, but we are not going to give it to the orphanage. We're going to keep the money. I think this is the worst end of volunteerism. It's like the white savior mentality, basically. And obviously, for me, this is not OK. So I think it also depends on which country. If it's in Europe, I feel like I'm helping my neighbors. If it's in other countries, I feel like I'm kind of in a white savior mentality or using resources that could be used by locals instead. And I'm just this white person that's middle class and I want to visit, but I don't want to pay. So instead, I'm volunteering, but it might not even help a lot. So for me, this would be like bad volunteerism. It really depends on the location and if I'm really bringing something more or if what I'm doing could be done by the local people. And maybe it would be even better if it was done by local people because it would be like some kind of training opportunity or they could put it on their CV. So we need to understand that what I'm doing, someone from the town couldn't do it, basically. But they need me and not that they need me just to receive funding from some organization or something like that.

[Speaker 1] - Yeah, there's definitely this dark side of volunteering for sure. Like these orphanages are basically businesses.

[Speaker 2] - Yeah, exactly. This is what I was thinking about. But this is like the worst end, obviously. So I think it really depends on your personal ethics and also on specific occasions. But for me, it's also really dependent on the location, as I said.

[Speaker 1] - Yeah, volunteering opportunities would have to be more verified and more like correctly rated. That's definitely a problem. And I think [Name of Participant], you wanted to say something, right? Just so I don't forget you.

[Speaker 4] - Actually, I wanted to ask just to be sure I understood the question. Is it like using volunteering as a way to travel or not?

[Speaker 1] - It's like volunteering and tourism at the same time. So you go there and you volunteer a portion of the time, you still get to see the city and you get maybe at least a discount on your accommodation. And so you can go to another country, volunteer for a short period. And then come back. And you can do it on a budget, you know, see the city, see the sights.

[Speaker 2] - I think a good example of that would be like in Workaway, there are a lot of opportunities. You go to a youth hostel like Spain and you volunteer like three hours per day. In exchange, you have free accommodation in one of the dormitories, but you still have to pay for your food. And it means you have quite a lot of time to explore the city. I guess this would be a very specific example, if you want. For me, that is what I understand as well. And this is what I've seen a lot of.

[Speaker 1] - What's your guys' experience with Workaway?

[Speaker 5] - I did some Workaway, mostly just in Italy, around Italy. But for me, it was overall always a positive experience. Maybe I was just lucky with the hosts. I don't know. I tried to choose them carefully. But for me, it was mostly not about traveling. It was mostly about looking for experiences where I could learn something that I didn't know how to do. Or to meet people that seemed interesting to me. But in general, I always had good experiences.

[Speaker 1] - OK. That's great. Well, anyone else? Have you experienced that?

[Speaker 2] - Yes. Sorry, I'm talking a lot.

[Speaker 1] - Go for it.

[Speaker 2] - I don't know about Workaway, but I have a friend who did. And she had a really bad experience. Basically, she has a tiny house. So she was looking for a kind of a long-term place where she could park her tiny house. And in exchange, she would help the people. Let's say it's a farm. So she would help with animals or something like this. So she tried this with a couple. But it was what we talked about before. It was literally like exploitation. They wanted her to work like seven hours per day, every day, no weekend and stuff like that. But usually, Workaway, it's like 20 hours per week. And then she realized

that actually this has happened to other Workaways before. But I think on Workaway, the negative reviews are not always visible or the host can remove them. Or this is what she told me at least. What other people told me as well. So this means that you may be able to see only positive or medium reviews. But maybe not the negative reviews. And from what I understand, this happened quite a lot. Because a French newspaper did a lot of research into that. They interviewed a lot of people. And this happens that the host, when it's a bad host, they remove the review. And also because Workaway, you can't rejoin anyone from Workaway. So you can't say, I was exploited by this person. Because for example, the Woofing website, it's a really registered non-profit in a lot of countries. And I know, because my mother is a farmer. So sometimes she has people from the Woofing coming. And if there is an issue, there is someone who can join the Woof, I think. And some people have actually been removed because they were bad hosts. And also in France, you need insurance when you have a volunteer. And Woofing, the volunteer is insured. For example, my mother is a farmer. So she has insurance because she's a farmer. And she has insurance for her volunteers through that. But if you're a Workawayer, you might not have insurance. So if you're doing work on a farm and you're hurt, it might also be difficult to get social security or whatever. So from what I understand, Workaway has way more opportunities, but it's way less regulated. So I think this is also why a lot of people, way more people have issues with Workawayer than Woofing. But as I said, it also really depends on where people end up.

[Speaker 1] - OK. It's really great information, guys. Anyone else experience with Woof or Workaway? OK, one more question before we go to the UX design. So we have environmental issues and anxiety. Do you feel anxiety in regards to climate change? And to what extent does that impact your day-to-day life?

[Speaker 7] - Maybe I wouldn't call it anxiety. Just being conscious about it. Actually know what's going to happen regarding climate change and the environment. So in my everyday life, it's there, definitely. But it's more about trying to understand the possibilities and what can be changed. And it's more from a professional point of view than from a personal anxiety point of view. I don't see it in a positive way.

[Speaker 1] - Anyone else?

[Speaker 4] - As a designer, I'm really focused on sustainability. I cannot separate personal from professional on this topic. And for me, it helps when I think more locally, because if I look more globally, it's like my action actually doesn't mean anything. Like it's really like I feel like no hope at all. But I kind of started changing from thinking more locally and liking my actions and the way I live. If I can influence some people around me, it's already positive. So it's already changing positively. It's so I'm doing something positive and something that I see. And that brings me how I feel more fulfillment in it. So, yeah, so I try

to focus more on the local level and not so much global, because globally I totally get overwhelmed and it feels hopeless, you know?

[Speaker 1] - Think global, but act locally. And [Name of Participant], you agree?

[Speaker 5] - I also agree with [Name of Participant]. I wouldn't call it anxiety. I would just say that if I look at the global picture, I can get quite frustrated just because I see that people that may have the power, if you want to call it so, or the capabilities of having a global impact, they don't really seem to care about it. Or this is what it appears to me. So I think that local impact is what we can focus on because I think it still can make a change, at least in the way I see the world.

[Speaker 1] - Yeah, I'm still pretty positive about it. I'm delusionally positive that it's going to be completely okay at some point. [Name of Participant]?

[Speaker 6] - I wanted to share this. I am interested in fashion. Every time I go to shops like H&M, Zara, I get super anxious. Feeling these textures which are super cheap and don't have any quality and there are so many of these clothes. And you imagine that if they release like four collections in a year, it's going to be like a huge amount of stuff. Or if you go to some shop and you see a huge amount of plastic toys, which also gives me super anxiety. So I try to avoid such places most of the time. But overall, yes, it's like when I think globally, it doesn't seem to be possible that we can influence so many people, so many places, so many countries. So in that sense, I guess we should focus on ourselves and what we can do.

[Speaker 1] - Hey, [Name of Participant], I don't think you said anything yet.

[Speaker 3] - Yeah, I think for the main part, I would agree with what was said before. And I would just add that I'm calm about it. I'm in this relatively privileged position that I will clearly not be the first one to suffer from climate change. Or many of the ecological crises. In a way, I don't manage to feel the injustice that a large part of humanity suffers from. And with my mind, I think there is an injustice, but it's only with my mind. I don't feel any anger inside me. Or that is something I'm questioning.

[Speaker 1] - I didn't catch that. So you don't feel anger?

[Speaker 3] - I think there are enough things to feel anger. But I observe that I don't like that. I observe injustice. And I also observe that I don't feel the anger inside me. I'm still having this calm relationship to it. And yeah, it raises questions inside me.

[Speaker 1] *Explaining UX design*

RECORDING 3

[Speaker 1] Nina Planinšek, moderator

[Speaker 2] Participant 1

[Speaker 3] Participant 2

[Speaker 4] Participant 3

[Speaker 5] Participant 4

[Speaker 6] Liliana Marszołek, technical support

[Speaker 7] Participant 5

[Speaker 8] Participant 6

[Speaker 1] - Explaining UX design Give me your first thoughts, please.

[Speaker 3] - If it was me, if I had to use this application, I really liked the idea of gathering in the same place several opportunities. Usually, it's something that you have to go gather in many different places and to have it all in a map. I think it could be really useful for people that want to do this kind of activity. I like the design. Personally, I would not be that much interested in the gamification part of it in the sense that I would use it more to be aware of what are the opportunities around or to create an opportunity myself. But maybe I'm just not the type of person that is into gamification. So it's just personal feedback. I really like the idea of the button, the head button, where you can create your own opportunity. I don't know if you already thought it that way, but I think it could be useful if these ideas would be visible not only to organizations, but also to other users. If I see that someone has an idea for a project that I think is cool, I can join them or tell them that I want to help because it can create a bigger team. And I didn't really understand the teams.

[Speaker 1] - The teams are different topics of volunteering. So in this case, EcoNavy would be connected to anything connected to the sea. So either picking up the trash from the sea or around the sea or battling companies that are polluting the sea. So anything kind of connected to it.

[Speaker 3] - OK. I see. But in general, if there was an application like this, I would use it not for the gamification part, but for exploring the different opportunities that I can get in where I am. Also to connect with people that do it and see what creates a network.

[Speaker 1] - Awesome. [Name of Participant], what do you have to say?

[Speaker 2] - So I think basically the same as [Name of Participant]. I really liked the first part of the application, this part of gamification. It's funny because in the past, when I discovered this gamification, like to do with yourself, I was actually super excited about it. It seemed good, but sometimes then after a while I kind of gave up. And here I like some of the features you have on it. Like for example, to see if I can track what I already did

before. I like that part. Then the part, the points and comparing it to other people, it was something I will not care about. And also the design of the first part. I really like how you organize it. It seems really easy and like logic to find them, to look for these opportunities. I think I don't have anything more to add, but if I remember something or come out, I will say.

[Speaker 1] - Awesome. [Name of Participant]?

[Speaker 4] - I wonder how you would get all the data and to put all the volunteerings in one place. If that was possible, I think it would be great to have on your map, like different opportunities next to you. I think that's a great idea. I also really like the head thing. And as you said, [Name of Participant], if other people can click and just say, "Hey, I want to join". I would also not choose the gamification part and I will go further actually. There's a side of it that I also think is dangerous. For example, the daily streak - I think you have to question the purpose of your app. I think you want to foster volunteerings or bring about this sense of community and your goal. I don't think it is because people open the app every day. And I think this enters into some kind of attention grasping standards that we are used to in our world with social networks that often want to grab us. And this daily streak for me is like a red alert when I see it on apps. That's my personal way of functioning. I think it doesn't serve the purpose. That's my opinion. But also I understand that the gamification part, you could reach a public that maybe would not be interested without it. So this is something I get. But I think it's really a dangerous road between playing and attention grasping and also losing sense of the first purpose, which is to get this sense of community. I don't want to end on it because it was maybe negative feedback, but I would be interested to have this map of local actions next to me. I think that's funny and that would be interesting.

[Speaker 1] - Yeah, I'm very curious because you guys are already pretty well connected into the world of volunteering. I think you have a lot of experience with it. The 50% or 60% of people who are not connected to it and not thinking about it at all, how to get them to... I feel like gamification is not going to be something people do on a long-term basis, but it's something that should get them at least to do the first step, even if it's for selfish and materialistic reasons. But I actually totally get your point and I should definitely look into how to... Yeah, it's a very good point. I'll definitely look into that.

[Speaker 2] - I agree with you in that, but for me, it's hard because then you cannot control this part. Make the people make the first step and then convert them more to be more than in the app for volunteering and community. I understand that, but for me, it's... We never know what will happen. I have friends who have started volunteering for traveling. That is why previously, I didn't understand the question well because I know some people, they use this short term, like you take change to just travel. But I know some of them after that, they start really volunteering, not because of travel. Because they start selfishly, like just

for traveling and now they are writing projects with me and others about good actions to do. It's not more about traveling. Traveling, it's not anymore the first thing they are interested in. It's just a bonus, let's say.

[Speaker 1] - I feel like the experience of volunteering is so powerful and feeling all the connections you make in that world. The gamification part kind of becomes irrelevant or something, but it's a tricky play to... I'm sorry, did I interrupt you by the way?

[Speaker 2] - No, I have finished.

[Speaker 3] - I get the point of gamification to attract people that maybe wouldn't download the application if it was just a volunteering map. I would just maybe be careful of how you deal with the gamification because for example, the league part and the ranking part, for me, doesn't clash quite with the idea of volunteering because it creates a bit of a sort of ranking in between volunteers. So who is doing more volunteering, who is a better volunteer. And I know that's not the purpose of the leagues and of the ranking, of course. For me, when I saw that part, it clashed a bit with the idea I have of volunteering. So maybe if you still would like to keep the gamification to attract people, I would maybe think about how to do it in a way that is not overtaking the volunteering part, but just a way to attract people.

[Speaker 1] - So can I maybe just remove or make smaller the part of competition that maybe there is on this ranking?

[Speaker 2] - Yeah, I'm thinking maybe this ranking can become like a competition, just to be on top. So people will do this action just to gain more points. This is the most dangerous part in that sense. When I learned about gamification, it was a way to improve myself, but to kind of make it more funny and more easy to track. So I was kind of not competing or just trying to be better than previous, like the day before.

[Speaker 6] - OK, we are also going out of time soon. So also [Name of Participant], [Name of Participant] and [Name of Participant], can share their thoughts. Sorry for interrupting.

[Speaker 1] - Yeah, forget about the time. [Name of Participant], go for it.

[Speaker 7] - So I actually would join the approach of [Name of Participant] - that this strike part is what kind of takes away the quality of volunteering. It kind of pushes you to do it constantly and not think about why you're doing the actual activity. I like the collecting part, because that is not that competitive. And maybe that could still work. But I also understand that you have to like to draw in certain groups who need this kind of a competitive approach. But to be honest, I also think these XP points might be too much. But at the same time, then you have these programs that you showed, that it's like in a

couple of weeks. That actually means that you can really choose what you want to do. And so from one side, you have this strike part of the app, but from the other, you also have this more conscious. And deciding on what you want to do. I don't know if it's clear what I'm trying to say.

[Speaker 1] - I don't think so. Say a few more sentences.

[Speaker 7] - So I also don't think that trying to do strikes is a good way of keeping people for using the application, because volunteering is not really about that. But of course, gets people to use the application. But at the same time, I think there's the part of your app that is not about the strikes. It's about actually choosing what you want to do, because you can find these trainings and everything. What I really wanted to say about the part that you can say what you want to do, what you want to volunteer about. I don't think organizations have the resources to find individuals or small groups of people and say "okay, we are going to support you". So maybe from the other way around. I think it's more realistic that organizations can somehow share their resources, that they have trash bags, or they have a coordinator who can work with you for a while. And then somehow people find the organizations. I don't think these organizations are going to start to look for people, basically.

[Speaker 5] - I had more technical questions. You were giving the example of this volunteering opportunity in a fjord in a Scandinavian country, right? But how does that work? Like, do people apply? Or like you said, you can add it to a calendar? But it's more like a logistical part, because this is kind of what I do with my organization. Is it just to know the opportunity? Or do you have information about how to apply and stuff like this? Because for me, this wasn't very clear.

[Speaker 1] - All the information you give in your profile. Then the organization also knows and can get back to you.

[Speaker 5] - OK, so for example, you add this opportunity, and then the organization might say "you're selected", or "you're not selected", for example?

[Speaker 1] - For example, yes.

[Speaker 5] - OK, so this was more like a technical question. For the global idea, I think it's also what other people have said. For me, gamification is not really my thing. And at first, I didn't understand the aim of the points. And I understood it's for the ranking, but they don't have any other like purposes from what I understand. So I think I would use it as a repertory of opportunities available to me, like those around me that I can do. But it's also like my mindset, because I'm already in a volunteering mindset. So I would look for opportunities. I'm not like someone you want to try to convince to start volunteering. So

this is why I wouldn't be interested in gamification. But I don't think I'm the target for this app, basically. So not even if the central database wouldn't just have all these [gamification] is interesting, because you can see opportunities. But the gamification part, I wouldn't like to use it. I would use it [app] because basically, it's always annoying when you want to volunteer, but you don't really like the place, you start looking on the internet, social media, it's not very clear, you lack information. So this would be like a good alternative. Because if you have a lot of things in the same place. So for this part, it would be really good. But like the gamification parts, that's not really what I pay attention to basically.

[Speaker 1] - OK. I think we have [Name of Participant]. Go for it.

[Speaker 8] - Yes. So first, I really like the app. And the idea, I think it would be cool to have this in different cities. So if someone is traveling from one city to another, can see some events, something is happening in this area of sustainability in different places. This is what I really liked. Also, the second thing I like is that you can add some stuff like I picked up the trash, or I can report some unsustainable event. Stuff like this, you can add some containers for clothes or some other stuff. I really like the idea. And from the rest like you guys already said, I didn't really understand the meaning of the teams. For example, if I would like to join, I wouldn't just consider volunteering in the sea, I would search for the whole database, what kind of activities I like the most. I wouldn't divide them into different teams. Also, second, the idea with strikes was like everyday gaming points, I didn't get it very much. For example, if there are some activities for free two days, it doesn't really make sense. How do you like going to use it? How are you gonna gain experience every day?

[Speaker 1] - So what about if it's per week? Does that solve the problem?

[Speaker 8] - Per week, it can work also. And I also actually liked the idea with achievements. For example, it works in some travel apps. They give you achievements, like that you visit your first country, like five countries, then stuff like this. Here, we can add something like congratulations with your first volunteering, for your first long volunteering - in the sense of maybe you did some volunteering experience for three, four days - or gaming achievements. For me it makes more sense. For example, I'm also not interested in gaining points every day in Duolingo. For some people, it can also give anxiety. It really lowers the quality. Some people just can start like doing some stuff and adding some events just to gain points without really making any impact. So the idea with achievements, otherwise, for me, it's more interesting. Sometimes I'm also interested in that.

[Speaker 4] - I can also add that I love the design of the embryos. I think you should capitalize on it. I think there is a way that's like addiction-based or like attention-based way to implement it, and I really like the idea. And I think you should choose it.

[Speaker 6] - We're already out of time.

[Speaker 1] - OK, then just one more question. Wait, there's so many questions in my mind.

[Speaker 6] - OK, so maybe I will, I have one that we didn't ask, and we need the answer. It will be nice to get it from you. So what kind of information do you need about volunteering opportunities when you are clicking on the button to see the...

RECORDING 4

[Speaker 1] Nina Planinšek, moderator

[Speaker 2] Participant 1

[Speaker 3] Participant 2

[Speaker 4] Liliana Marszałek, technical support

[Speaker 5] Participant 3

[Speaker 6] Participant 4

[Speaker 7] Participant 5

[Speaker 8] Participant 6

[Speaker 4] - ...organization and volunteering opportunity? If you want to have a short description that will be similar to every organization what information should be included? For example, the number of hours, equipment, or skills.

[Speaker 2] - For me the most important thing would just to have a clear idea of what the volunteering action is about. Because then the amount of hours, the skills, I think it really depends on how much time you want to dedicate to it. I mean, since it's volunteering and not a job, I have in my head, it's really personal how much time and how much skills you can share. For me the most important thing would be just a description. Not too. It depends on how much you need it to clarify what's the action and what the volunteering is about so that I have an idea who I want to reach.

[Speaker 6] - How physical it's going to be. If people actually should be prepared for building a house or it's just going to be picking up trash. Because it can be a little bit different and people are not always prepared to actually do what they should do.

[Speaker 1] - [Name of Participant]?

[Speaker 3] - Yes I have the same answer as [Name of Participant]. I think of a way to implement it. You talked about the form that you would put, and I think something quite actionable to give a proper description would be to ask the organizations to give a typical day. For example to really dive into the concrete things and get a grasp of what you will do. You would of course have one or two sentences, like "this volunteering is about removing trash from the fjord in Norway. So typically in a day you wake up at that time

and you take your breakfast with this many volunteers, and then we go there. We do it for two hours then we eat in this place specifically and then maybe we have this meeting with someone that is a fisher or anything”. To translate the idea in the daily life actions to get a grasp of what is done in the volunteering.

[Speaker 1] - I love that anyone else wants to contribute? OK I guess there's one more question that we have time for. Explaining celebrity thingi This celebrity is this something that you think would be motivating? What's your thoughts here [Name of Participant]?

[Speaker 2] - Personally, I wouldn't care. But maybe people would - I mean it's hard to answer for everybody, I can just answer for myself.

[Speaker 1] - [Name of Participant]?

[Speaker 1] (4:58 - 5:12) - Celebrity - is like Beyonce or...? I don't understand it well.

[Speaker 1] - If I get Beyonce to use this app then... I don't know. A local celebrity I guess.

[Speaker 3] - I don't think it would matter for me. But I would like to stress what [Name of Participant] said about the fact that for this kind of attraction part that we're not in the target. Because we're already in this world. I feel like I would not be representative.

[Speaker 5] - I can add that maybe it will be interesting to know that some celebrities are also using the app and also doing volunteering. Even if it's like local ones. I think it will be interesting just to know that we can maybe connect with these people. Maybe it's someone we admire and it's hard to reach. In that way I think it will be kind of a good thing to know. Sometimes these people we know are working on sustainability and they have some followers and we also are a follower of them. Sometimes they create these events where you can go and it's hard to reach them. Just knowing that they may be at this event may attract more people to go and it's an opportunity to also connect with them and share some ideas or learn with them. In that way I think it can be interesting.

[Speaker 1] - OK we're over time. If anyone wants to add something to the discussion. It can be based on this question or if you want to just add more thoughts, please do so. I'm happy to hear a few more things from you guys.

[Speaker 6] - I just have this about celebrities. I don't know how local celebrities do volunteering, but I'm not sure if they do it. Maybe they organize their own way of volunteering and not join random events. I don't know if they would use the app constantly.

[Speaker 2] - I think it would be a good idea, like what [Name of Participant] said, as a way to connect with these people. I don't know if we could have a section for it. I don't know

how you can actually say that a person is a local celebrity, how you can choose that someone is a local celebrity. If there were some verified profile or stuff like that it could be good to have a section with this profile. That you can contact them, or propose them project, or stuff like that. To reach them. First you have to convince them to use the application. It would be a good way also for people to connect on projects. to have a way to reach these people. Maybe a more direct way than general social media.

[Speaker 1] - Thank you so much for giving me so much information and thank you for contributing to this app.

Appendix 3.5: Slovenian Volunteers

Important note: The transcriptions are divided into multiple parts, since the transcription tool had a 30 min limit. Be careful, since the numbering of speakers may change in each part. This transcription in particular has three parts/recordings.

RECORDING 1

[Speaker 1] Participant 1

[Speaker 2] Participant 2

[Speaker 3] Nina Planinšek, moderator

[Speaker 4] Participant 3

[Speaker 5] Participant 4

[Speaker 6] Participant 5

[Speaker 7] Participant 6

[Speaker 8] Liliana Marszałek, technical support

[Speaker 3] - So, let's get a little icebreaker going. I would like to go around the room, and everyone introduces themselves, their age and their line of work or their major, if you're still studying, and what you like to do in your free time. Maybe, [Name of participant], you can start.

[Speaker 1] - Sure. Hi, everyone. I'm [Name of participant], I'm 30. I studied architecture, but then I dabbled with editing texts, a bit of management, and now I hopefully will be able to design board games. I already completed one board game. Currently, I'm in development of the second. In my free time, I mostly like to hike in the mountains or sleep in the mountains. And most of the time, I'm dancing swing.

[Speaker 3] - Cool. I'm happy to hear that you're doing the second one now. Please, invite me to the testing.

[Speaker 1] - Okay.

[Speaker 3] - Maybe, [Name of participant], you can go.

[Speaker 6] - Hi, I'm [Name of participant]. I'm 24. Currently, I'm working on my master's thesis. I'm studying public relations. In my free time, I sing in a choir. Currently, I'm into reading. I also started my own book club. That's something about me.

[Speaker 3] - Cool. What about you, [Name of participant]?

[Speaker 7] - Hi, [Name of participant] here. I'm 25. I'm also a master's student. I'm studying spatial planning. In my free time, I'm doing sports, like gym, and also hiking, like [Name of participant] said. I'm also reading, drawing, nothing big.

[Speaker 3] - We have a diverse group. What about you, [Name of participant]?

[Speaker 2] - Hi, I'm [Name of participant]. I'm 24. I work in administrative support. In my free time, I do a bunch of things. Currently, the main focus is sewing.

[Speaker 3] - What kind of organization do you do administrative work?

[Speaker 2] - I work at an organization for youngsters and adults with autism in Slovenia.

[Speaker 3] - [Name of participant]?

[Speaker 5] - Hi, I'm [Name of participant]. I'm 28, and I did a master's in ecology and biology. But now I work in a humanitarian organization, like a youth worker, kind of a project worker. When I have some free time, I try to do some reading and go on walks, hikes, spend time in nature, and do bird watching sometimes.

[Speaker 3] - That's interesting. You have a really healthy group. Everyone is doing their own thing. What about you, [Name of participant]?

[Speaker 4] - I'm [Name of participant]. I'm 31. I was studying architecture. Now I work as an architect. In my spare time, I'm also in a choir and do a lot of reading and walking and music and movies.

[Speaker 3] - Let's go into the topic of volunteering. All of you here are Slovenian volunteers, that's why you're here. I'm really interested to hear about your experience with it. You can tell what you did, or what you liked, what you didn't like, so anything goes, whatever comes to mind. Who would like to start? [Name of participant], maybe you.

[Speaker 2] - I have no idea where to start, because I could tell so many things. I started at the exact same association where I work now. So, this was my first experience with any kind of work anywhere. Then there was work at a gallery. This one was a little more challenging, for about a year. Then they didn't need me anymore. Then there was a very short experience where I learned not to repeat the same mistakes again. Well, I don't like how it ended, but I couldn't continue for various reasons, and they were very...

[Speaker 3] - What were those reasons?

[Speaker 2] - Various reasons. I'm gonna say that it was a situation where it was not as important as they seemed to be. I explained to them that I can't continue anymore, and then they told me I would get them in trouble, because this was... They got finances, and then... And before that, they reported us. I don't even know. It was just so bad. I zoned out a little, but... I'm sorry. Then there was the fourth work where I got to really work with people. For the first time, that was the main focus, socializing. I'm still there, and it's just helping or leading workshops for youngsters and adults, mostly with special needs, but not limited to that.

[Speaker 3] - You've been all around. What about you, [Name of participant]?

[Speaker 1] - One question. Does activism count as volunteering?

[Speaker 3] - Yes, you can talk about your activism.

[Speaker 1] - That was kind of the start. After my studies, I joined the youth activism group, Mladi za podnebno pravičnost, and I was active there for like a year and a half. And what did we do? We did everything. It was actually a good learning experience for me. We organized meetings. I learned how to facilitate meetings. We organized protests, some more artistic events, like when we created banners or some art. We learned how to do online marketing, how to talk to reporters, how to talk in front of the camera, and just a lot of other micro skills that actually became really useful later in my career. After this, and that's where we met Nina, I joined another activist group called Aktivni državljani, where we wanted to do a modern take on what the political party actually is. I guess all those skills from before came in handy. But in the end, it was a bit of a bad experience, not because of the people. But I learned my limits. I was kind of burned out. So I had to take a step back and just focus on myself, on how to have a good quality relaxation time. Because I kind of ignored that before. And after that, there was quite a big gap where I didn't do much volunteering. But during COVID-19, I joined Caritas to distribute food. And during last August, actually a lot of houses in my inner family got flooded. So it was still helping the family, but I guess it's volunteering because we had to clean a few houses and there was a lot of work to do. And that's it.

[Speaker 3] - So from one of your volunteering experiences, you improved your CV in a way. So it helped. Were there any other benefits that you saw?

[Speaker 1] - Well, just getting to know a lot of different people. And I made some friendships and connections that are good and also useful from a business perspective even now. So even in my board game, my first board game was environmentally themed. And a lot of people, a lot of contacts I made during my activist years actually helped me develop this game and also later to produce it, distribute it. And now actually in like one, two weeks we are sold out right now. And in like two weeks we will do a reprint.

[Speaker 3] - Oh, nice.

[Speaker 8] - I was playing in your game, you know? I was like, “you seem to me like that I saw you already somewhere”. And then I was, “we were playing your game”. Now I remember you.

[Speaker 1] - Great. So it left an impression.

[Speaker 3] - To do a little intermezzo, this is his game presenting board game. So it's called “No Planet B” and it's basically like you cooperate to save the planet. It's actually really cool. What about you, [Name of participant]? Can you tell us your experience?

[Speaker 4] - During my studies, I started volunteering with Open Houses of Slovenia and also a music festival in NUK and another music festival later on. Because some people were like the same in both. It wasn't environmentally or socially relevant, I guess. It still gave me a little bit of competence for other things. And then after I finished my studies, I applied... I don't know how that's in English. So when I applied there, I got this notification that they have this national mobility scheme and I got to work in Germany for a couple months. I wanted to do this event management like I did with my volunteering things. I was struggling with architecture. So I didn't know if I wanted to continue. I wanted to do this, but I didn't find it. I ended up doing architecture. And then when I came back, I got a job in architecture, but I still was struggling. So then I was like, okay, I need a little bit of a break. I've heard a lot of people that did this European Solidarity Corps thing. I applied, I got it. I worked for a year in a nature reserve, which was kind of like similar competences that I already got from all this festival work, because it was mostly just in contact with visitors and with people and things like that.

[Speaker 3] - For the most part, was it a positive experience for you?

[Speaker 4] - Yes. I feel like every volunteering that you do is always positive. Of course, there's things that can go wrong, but for the most part it was nice.

[Speaker 3] - [Name of participant], what about you?

[Speaker 7] - I was wondering why is [Name of participant] so familiar? I was also in Mlada Podnebno Pravičnost. I was active, but it was COVID, and I stopped. But the volunteering experience that I like also talking about is from the European Solidarity Corps. I went to Portugal, and I worked in a national park. I just work in the forest, we were planting trees, taking care of plants that needed care. We were taking care of biodiversity and invasives, stuff like that. It was an amazing experience.

[Speaker 3] - Was that a motivation you went there, so you wanted to help the forest there? Is that why you went there?

[Speaker 7] - I had a gap year between my diploma and my master's. I like nature. I like working in nature. And I wanted to get some skills with forest work, not for any specific reason, just because I really like it. I had time, and I wanted to do something for the environment and everything. And also, I wanted to go to Portugal, because we all know the weather is amazing there. It was also a big motivation for me.

[Speaker 3] - What about you, [Name of participant]? And maybe the question goes to [Name of participant] and [Name of participant] as well. So why did you start volunteering or activism?

[Speaker 1] - Why? That's not a simple question. Now I do it because it just feels good. And I learned that it feels good. But back then, after my studies, I just needed to do something meaningful. I didn't have a feeling that anything I would... If I just got a job and started doing something, that would hold any meaning to me. So at that moment, it was the moment with Greta. I just kind of thought it made sense, also from a scientific point of view. I just met a lot of interesting people there. And for a year and a half, it gave me meaning. And then, of course, I looked for other challenges. It was actually my motivation that was pretty intrinsic, personal.

[Speaker 3] - Cool. We have different motivations here from [Name of participant] and [Name of participant]. What about you, [Name of participant]?

[Speaker 4] - I think it started with the Open Houses. It was kind of connected to my studies. And after that, with the festivals, it was mostly just something to do during the summer. The primary goal for me is always to help people to alleviate some of their loads or from work if I can just do a little bit on the side that makes their days easier. It's always something that I strive to do. I think mostly just that. And then also when I was deciding for this ESC, you can decide between different categories. I wanted to do something environmental because also for my thesis, I tried to do something like a sustainable building. It was

something that if it's completely outside of my field of work, it's still something that could maybe also be a good reference later. And also I like nature a little bit.

[Speaker 3] - [Name of participant], what about you, your experience?

[Speaker 5] - Mine is similar to [Name of participant]'s. Like the first organization that I volunteered for, I work now. So the first organization was Caritas. I worked as an animator for children in summer camps, because we have summer camps for children with social boundaries. And now it's very funny, because now I actually organize these camps. But that was volunteering before. So I see it from a different perspective. I started volunteering because my friend was already there for a few years and she was like, "you have to go. You're going to like it". I was very skeptical because it was definitely out of my comfort zone to have 40 kids at the summer camp, without any experience. But then I loved it and I continue many years after. That was like my first volunteer job, but I did many others. I did a lot. I volunteer in three different countries outside Slovenia, also the European Solidarity Corps and on my expenses as well. In Slovenia, I volunteered for a student society for biology students. I volunteered there for three years, inaudible

[Speaker 8] - I have just one question, DSB or another one?

[Speaker 5] - The other one.

[Speaker 8] - Biodiva is from Primorska and Ljubljana one is DSB.

[Speaker 5] - DSN.

[Speaker 8] - OK, thank you.

[Speaker 5] - From Maribor is DSN - Društvo Študentov Naravoslovja. Everything I did was either nature-based or with kids or with animals, but mostly natural protection because it's associated with my degree.

[Speaker 3] - I can see that you guys have been kind of busy in the past years. [Name of participant], I don't think I asked you yet.

[Speaker 6] - My first experience was actually also in the summer camp. It was a singing camp for children and I was like babysitting or just playing with them. Then my second experience was in an association that wanted to raise awareness about mental health. I was helping them with social media mostly. And then my third experience actually started this year and I work with children and adults with autism and other diseases. And I like hanging out with them and helping them with their everyday choices. And I just had great experiences. Nothing negative to say.

[Speaker 3] - Why did you volunteer at those places?

[Speaker 6] - I started because they just asked me if I had time. And, like [Name of participant] said, I want to do something meaningful. I want to help. That's the main reason why.

[Speaker 3] - Well, a bit on a different note here, but do you think you found maybe yourself, like your purpose in these volunteering opportunities? This question is for everyone.

[Speaker 6] - I would say it definitely helped on my path. In searching for my purpose and meaning. I wouldn't say that just volunteering gave me this, but like it's a very powerful element.

[Speaker 3] - What do others think about this topic? Finding yourself, finding purpose and volunteering being maybe one of those contributing factors that can help with that. Do you agree, disagree? Maybe [Name of participant]?

[Speaker 1] - Like I said before, I would definitely agree. It's not that I wanted to find purpose, just it helped me like a tool, like a process, searching process. Because in a really short span of time, you try so many different things, so many different skills. I guess it speeds up the whole finding your purpose process. So, I would definitely recommend it to anybody.

[Speaker 3] - [Name of participant]?

[Speaker 7] - It didn't change any of my long-term plans. I already knew what I'm going to study, so I wouldn't say it actually gave me purpose, but it doesn't mean I don't think it is like an almost necessary experience. It changes you, but it didn't change my professional path, if that's the question. But maybe it changed me, because before I didn't actually live in the forest for 24 hours a day. So, that's something.

[Speaker 3] - That actually sounds pretty awesome. I'd like to open up a new topic, like it's kind of connected to what we're talking about, but it's voluntourism. It's a concept where you combine tourism and volunteering. The idea is that you can volunteer and because you volunteer, you get either free accommodation, free food, and it can be either short-term or long-term. I think [Name of participant] was doing the European Solidarity Corps. That's, for example, a long-term situation where you can go to a different country. But also, this concept can be applied to short-term volunteering. Going somewhere for a weekend or a week. I would just like to open up this discussion about this concept. Maybe, [Name of participant]?

[Speaker 2] - I find the idea great, but it hasn't happened for me yet. I hope someday. I hope one year, but by the time I'm 30, not after that, right? Because there's another thing, more opportunities before that, as far as I know. It hasn't happened because I'm just taking such little steps. I've never even traveled anywhere by myself. But I've heard of this. Someone said Solidarity Corps. I have a friend who's crazy about volunteering and he's staying in Hungary for a year now. And I think he's doing that because he keeps mentioning Solidarity Corps. And he's doing a bunch of different things there, like working really hard. And I know he's having a blast too. It is kind of like he's a tourist. He's on some kind of a vacation. When I look at him and what he does, I really want to do something like that too.

[Speaker 3] - Why do you think you haven't?

[Speaker 2] - I could say that if I haven't done it, because I haven't wished for it enough, maybe. That's usually how it goes. And it's also about making a decision. It's really vague in my head right now.

RECORDING 2

[Speaker 1] Participant 1

[Speaker 2] Participant 2

[Speaker 3] Participant 3

[Speaker 4] Nina Planinšek, moderator

[Speaker 5] Participant 4

[Speaker 6] Participant 5

[Speaker 7] Participant 6

[Speaker 8] Liliana Marszałek, technical support

[Speaker 4] - [Name of participant], what about you?

[Speaker 1] - Actually, I never thought about it, never did it. I guess, now that I know it exists, it will depend on my personal situation. I can certainly see that it's a good experience. But right now, I also have many obligations. I can't really take a few months off. But if it ever comes like I need a new chapter in my life, I guess that's a good way to start, right?

[Speaker 4] - [Name of participant], you agree?

[Speaker 7] - I also did European Solidarity Corps, and I also did [voluntourism] on my expenses. I had to pay for my own transport. The European Solidarity Corps is a very good program, because they pay everything for you, and they find your accommodation, you get travel expenses, etc. But for us biologists, it's very hard to get a job, like as a student, so we have to do lots of volunteering. Sometimes it's very sad, because then you see the price, because they want you to actually pay for that. And that's not a hundred euros, it's a couple

of thousand euros, just for you to volunteer and work for them for free, for two, three months, or a year. So the European Solidarity Corps is a very good program, like everybody has an opportunity to go abroad and volunteer, because if you're not a very expensive person, you can live on a budget, and it's fine.

[Speaker 4] - Do you feel like your current lifestyle also supports short-term volunteering like going into a different country for a week and a week, and volunteering?

[Speaker 7] - More like no than yes. Now I just try to do like once a month a volunteering day, because I actually cannot manage more. But I only have like this many days of vacation, and then if I spend everything for two weeks of volunteering, if I really wish to, I would go for it, but I would need to really think it over.

[Speaker 4] - It's definitely not the first thing you would do, for example, with your time off. What about you, [Name of participant]?

[Speaker 5] - I think I'm a perfect example for that. As I said before, one of the motivations for me was also going to Portugal. I was a voluntourist. I would say that I could volunteer, like completely for free in my area, but I don't think I would ever go abroad and pay everything by myself to volunteer, like [Name of participant] said. I think you should get something in return, not the salary or something, but some expense, you know, something to accommodate at least.

[Speaker 4] - In this case, wouldn't it be like [Name of participant]'s situation?

[Speaker 5] - We actually had the same situation, because we were both in the European Solidarity Corps. [Name of participant] said she volunteered in other places too, but at least for me, it was only the European Solidarity Corps. So I think it's fair to get something in return. Something small at least. If you go abroad, if you volunteer in your city or town, then it's different.

[Speaker 4] - [Name of participant], do you want to go? Have any opinions?

[Speaker 3] - I would subscribe to volunteering. Tourism. I don't know. I feel like it's beneficial for both sides. You get to go on vacation -kind of - but also do something good as well. It's economically better if you stay somewhere for a longer time and do something in that area than just go on a trip for a weekend. If you get some accommodation covered and some food or something for doing something back, it's good. Although I could see problems with it, because usually you go somewhere as a tourist to kind of relax and not do much.

[Speaker 4] - What about you, [Name of participant]?

[Speaker 2] - I actually got familiar with this word [voluntourism] one month ago. I actually listened to, or a friend told me, about a dark side of voluntourism. Because there actually are a lot of people that are exploited, and they are put in a bad situation, just because then you can go to, help them, and you feel good, but you actually don't help them. I just wanted to put this point out. But I would love to go somewhere and actually help and do voluntourism. But I would be very careful when choosing where to go and what my responsibilities are.

[Speaker 2] - You'd really be cautious.

[Speaker 5] - Can I ask what would be the situation when you volunteer and don't help the people around you?

[Speaker 2] - The people don't get your help, or maybe in the case of the environment, they do first some harm, then you come and help, and then they just put everything down. And you are doing this work on and on. Maybe I can find a video about it and share it with you, if you are interested.

[Speaker 4] - Yeah, it's a very big problem. I don't know about the European situation, but especially African countries, it can be a business. They make it worse, so you give them more money. I think we concluded the first part. Now, I will give you a brief presentation of the app. Explaining UX design I would really like to hear your first thoughts.

[Speaker 6] - So, this is already in use?

[Speaker 4] - No, not yet. This is only in UX design. We're just designing the concept right now.

[Speaker 6] - I have no clue about apps, so maybe some of my questions will be... I don't know. How is Greenpeace in there, if this is not in use?

[Speaker 4] - I did an interview with them, and they were mentioning this activist training, climbing buildings, and stuff like that. It was an interesting volunteering opportunity, or a way to help the community out. So this is an actual event. I didn't make it up, but the app doesn't exist yet in the physical form. I hope I answered your question.

[Speaker 5] - I think it's a really good idea, this part when you can make an event. For example, I found this trash, or whatever needs to be made. I really like that. I think if I had the app, I would use that. I would mostly scroll those local events around me that people posted, over some big events in Norway. If you know what I mean. That's very useful, and

I don't know if something like that exists already. I believe not. But I got a bit lost with this embryo idea. Now, if you can explain it again.

[Speaker 4] - Each embryo needs a certain number of XP points to grow. You choose an embryo based on the XP points that it needs. You commit to a certain number of XP points. For example, we've chosen an embryo that needs 200 XP points, and it's a goal.

[Speaker 5] - So, basically, it's just another idea to keep you motivated.

[Speaker 4] - Yes. It's a gamification now.

[Speaker 5] - Good idea, I guess. But it's a lot. I mean, you have this Duolingo-styled league thing, you have the strike, and you have the embryo. I would get lost. But maybe if you use it a lot, it adds some more fun to the game.

[Speaker 4] - Which of these gamification elements would be motivating for you? If any.

[Speaker 5] - Just my personal opinion, I was never a big fan of this Duolingo league idea. Even in Duolingo, I don't really care about it. But achievements and embryos, I think that's very similar. And I think that would keep me motivated more. But it's just me.

[Speaker 4] - We are here for individual personal opinions. So, I'm happy you shared yours. What about you, [Name of participant]?

[Speaker 2] - I would use this app just to search for opportunities and to report. The gamification part, for me, it's not like a big thing, and I wouldn't use it. Maybe the strike is nice, but it would be a little bit unmotivating if I couldn't do it every day. It would be difficult for me to try to strike and I wouldn't be successful. I really like this map and that you have different things like the volunteering opportunity, the donation part. Can you please maybe move around? Just to give me some ideas. What is the app about? Ah, I didn't actually understand the teams part. So, maybe if you explain it one more time.

[Speaker 4] - When you click, for example, the EcoNavy team, it will only highlight those [opportunities] that are connected to that interest. It will be anything connected to water or sea. In this case, it would be either taking the trash out of the sea or sending emails to a company that's polluting the sea. Kind of filtering based on interests.

[Speaker 2] - Maybe the first thing I would be interested in is the location. To filter it out based on the location and then based on the activity.

[Speaker 4] - You would first search on the map, what's the closest to you, and then go for the more precise...

[Speaker 2] - Yes. I'm in Ljubljana, I want to see what I can do in Ljubljana. And then I have the EcoNavy, da-da-da-da, and other things.

[Speaker 4] - I'm also interested if for anyone else, this team function or interest function... Was it intuitive for you? Or did you also have problems with it? Any thoughts on it? Maybe [Name of participant]?

[Speaker 3] - I didn't really focus on it that much. I think I had other things, but I thought that maybe there could be... I mean, it's just four teams. I don't know if that's enough to cover everything, but I guess maybe there is. I just wanted to say that I agree with this game aspect. I think it could be too stressful and competitive. I would personally prefer it if it was more like a scrapbook or like a diary for myself. Just to keep track of what I've done. And then also that you can cover everything you've done in the past. I liked the achievements part, because then you can be "I did this part and this part". And also have it labeled and have achievements and competences and export it kind of as a CV later if you need it. Also, this embryo, I think it's maybe too biological because not all volunteering is based on biology and ecology. Maybe it's also social and something else. I also agree with [Name of participant] that I think location should be first. It's easier to search in a local area or if you already have an idea like, "oh, I want to go to Portugal" and then you search in Portugal or directly there. I like this part that you can contact them, but I feel like maybe there could be another button to add. Because you said that there is one that is like that when you press it, it's like it sends the connection or like... It sends you basically the application. I feel like there could be also one to just bookmark it, just for yourself, before you apply. That you have somewhere, "I want to go to this one, this one, this one". And then you see in the calendar if they overlap or when you can go and stuff like that. So it's easier to plan. So just to bookmark before you actually apply.

[Speaker 2] - It's a very good idea. And maybe also one box when you can ask direct questions if you have some more. We can contact the organization.

[Speaker 3] - If it's like abroad, you said that there is mentioned what they give you. Like what is kind of your benefit. But maybe if it's abroad... Do they just expect for you to travel there on your own expenses and stuff like that maybe? But that's probably like then in the description, right?

[Speaker 4] - Yeah. That would be included in the transportation details.

[Speaker 1] - Just a quick point. I think this is really important because there are so many opportunities and so on. You need kind of a quick way to determine if it's something you're interested in. You won't go through 10 opportunities and read everything. I think what [Name of participant] said, that if you can quickly check, is this like paid, not paid, in the

same country or other country? So just to have maybe four or five symbols that you like really quickly tells you the most basic things about each opportunity. And that would really speed the experience of the user. And then if you're really interested in something, you click it and read everything. So you can get a really quick overview about something.

[Speaker 2] - Can I add one more thing? Like when you go to a profile, maybe some bullet points, like when, where, what are the tasks? Because the description can be a little bit overwhelming when you're searching.

[Speaker 6] - I would like to add something about the button that turns from gray to green. It said with a press the application already tells the organization that I'm interested. Is that how it is?

[Speaker 4] - Yes.

[Speaker 6] - That's a little quick and I'm just imagining myself using this app. And I also see that the buttons are on the right where I'm scrolling. I can imagine pressing this accidentally so many times and then sending this message that I don't want to send. And then we mentioned all these things. We want to have little buttons that present the most basic information and the bookmarking and what else. And what if these things and also this button were listed and we had something like the three dots, where you have three dots in the corner. If you click on it, you have more options. And we would have all these options under that. If you get what I'm saying.

[Speaker 5] - I think you want to say that not just one click is enough to apply. You want to click three points, like triple points, and then you get the option. So like apply and bookmark and blah, blah, blah. One click is not enough to apply directly.

[Speaker 4] - Cool. Can we go back to the teams? Because I think it was the question before.

[Speaker 5] - Do I understand it right that when you open the app, you apply to one of those teams or two more?

[Speaker 4] - You don't. It's a form of a filter. So you don't commit to anything. You're just going to commit to a team if you choose one.

[Speaker 5] - Again, if I imagine myself using this app, I would apply to all the teams and just see for the opportunities. Because it doesn't mean that if I'm more into forests that I don't want to help clean the seashore or something from time to time. So I would say that, in my opinion, those things are not even that necessary. Filtering could be enough.

[Speaker 1] - I would agree here with [Name of participant]. Maybe filtering in some other way, more like what is the nature of the action, the task would be more useful. But I'm also interested in filtering what my friends are interested in. Because I was thinking that this app could really use more of a social dimension as well. In those achievements, I think the most motivating thing for myself is seeing my friends that also use the app, their experience, not so much the badges and the embryos. And it would actually be really nice that when you join an action, you can invite friends to join an action. I think that would be a really powerful function because it's not just what you're doing. It's of course who you're doing it with. And we all like to volunteer with friends, right? So I think this is a really powerful way to use this app. I also have here on the list that there should be some kind of favorites, but I think this is like bookmarks, right? Just the way that you can, if you see something you really like or the team, that you can always favorite something and then you just click on a star and already all your favorites are there. I'll be from the UX perspective. I think there are quite a lot of buttons on the first page, especially for the first time user. So I have two suggestions. Take them or leave them. One is that I think this app needs a kind of a tutorial, like something that walks you through the first time you use it. You could hide most of this. I love that bottom on the bottom, like that tree, because my thumb is really near. And maybe if you press the president button, then you get that plus and the brain and all other buttons, everything. I guess this app will be geolocated? So it will show, "okay, you are standing here and around you are all these things you can do". I think most of the time I would just click on something that's really near me. But if I want all these extra options, I will just click this action button. It's like, you know, do the action button. And then you get different categories of actions. It would really clean up. It wouldn't scare people away the first time they click on the app. Because most of the time we just look at the map and click on those icons. One thing about that daily strike, I think it's a really good idea, but it's really demotivating if it resets. I think you can think about it not as a score pointer, but as a modifier. Basically you get a score, but if you have a monthly strike, you get a score boost. If you have a weekly strike, you get some score boost. And of course, if you keep daily strikes, you get an even bigger score boost. And then you actually would be motivated because your score could only increase. You would also be motivated because your score would increase faster if you would do it regularly. I think you get the best of both worlds with this design.

[Speaker 5] - So maybe it could be a very addictive app. I can see that. Like semi-social media.

[Speaker 1] - I also think that the biggest motivator for people here would be social. Like I said, do the action with a friend. Maybe have a really, really simple option to post something you've done. We all like to brag. If there are a lot of different actions and a lot of different organizations... I also don't know how all these applications to actions are done, but maybe...

RECORDING 3

[Speaker 1] Nina Planinšek, moderator

[Speaker 2] Participant 1

[Speaker 3] Participant 2

[Speaker 4] Participant 3

[Speaker 5] Participant 4

[Speaker 6] Participant 5

[Speaker 7] Participant 6

[Speaker 8] Liliana Marszałek, technical support

[Speaker 2] - Maybe somehow manage this app with some of these organizations. That actually your user's profile and their history and their data can actually be used as an application for some of these events. They would officially accept your profile from this app for officially applying for some of these actions.

[Speaker 1] - Actually that's the idea.

[Speaker 2] - Then you got this correct. I think that's it.

[Speaker 6] - I have one more question. What does the user profile look like?

[Speaker 1] - It is not yet done. For the most part, it's still being created based on the interviews with organizations and what they need. It's stuff I have already mentioned. What kind of competence you already have, but it's also like questions that organizations want to know. For example, Greenpeace specifically wanted to know what do you expect about volunteering. It's supposedly that's important information for them because then they can kind of go towards you and work with you with those expectations and try to meet them. So questions like that would be included as something you can set up in your profile and answer those questions. But it would also be your posts and what you've done so far, your XP points, the friends you added, the people you follow. So you can imagine it like an Instagram profile kind of situation, but with more information useful for organizations as well.

[Speaker 6] - Okay. I don't really like the idea that there is an IG profile, but on the other hand, I would really appreciate it if there is a function that can show me what is my match with organizations. Without scrolling through all the opportunities. Just like a new window where I can see "okay, so you have these skills and this organization is searching for those skills. Maybe you are interested in?".

[Speaker 2] - One more idea regarding those achievements. Are you familiar with that example from England when they did on the street pavement, they draw the community's

consumption of energy. And then everybody tried to lower their energy because they saw how the whole community progresses. And they also competed with another street. There were like two streets competing. And here are two important factors. First is that your progress bar is not necessarily not only your personal progress bar, but a community progress bar. So maybe you can see a progress bar in your city. Like Ljubljana has maybe like 50 resolved issues and 300 unresolved and so on. And compared to Maribor, I guess we're better or something, right? So maybe like community progress bars and also like comparing communities with one another. I think that would be really motivating. And it's not like a negative competition, right? Anyway, it encourages the right behavior, right?

[Speaker 1] - That's a good one. What about you, [Name of participant]? I don't think I've heard anything from you yet.

[Speaker 4] - I like it. If that would be possible, that when you apply to volunteer, that you do like a short questionnaire? For example, as an organizer, I would like to know if you can come, if you have your own car, or do you want to do car sharing, or do you need a ride. Like this kind of thing. Also when the organization is putting activity out, it should be said like, "okay, you can come with public transport or you cannot come with public transport", which is also very important information for me. I actually like the shells and the achievements. But maybe it's a little bit too much. I thought about Pokemon Go because everybody's collecting those badges from the gym. Pokemon Go was very, I think it's still very popular. I think it's a good principle to collect different badges, maybe some of them are more rare, because it's not an activity that occurs every week. But maybe it's an activity that occurs like every six months. So it's kind of like getting a rare badge or something like that. And then maybe also for volunteering that they should write, "it's open for everyone". Or maybe "it's not open for everyone". Maybe you need this "Be a level two in project management". Like you have to have some achievements already done. If they're looking for somebody more experienced, or if it's open for everyone, everybody can apply. If it's more specific, or not.

[Speaker 5] - Since we have this embryo here, if you do want to go in this direction of something evolving, or giving some information that there could be something about like general knowledge or current events that when you finish a job or volunteering that you get a little tidbit about maybe where you've been or what you've done. That is also a little bit educational or something.

[Speaker 1] - Can you tell me more about your idea?

[Speaker 5] - I don't know, it's not developed. Because with the embryo, you said that it evolves and then you see how... I don't know, maybe I understood it wrong. But I thought that when you finish volunteering, you get these extra points. And then at the end, it evolves

and you get to know something about it, about what this is, or what it was supposed to be, or something like that.

[Speaker 1] - So your idea is specifically for the embryos? You want to know more about the animal, like why it is extinct?

[Speaker 5] - Yes, but it could be just like general knowledge. If I volunteer to clean beaches, then maybe it could be some general knowledge about beaches or about corals or about what is happening now. There was like an oil spill somewhere and we should be aware of it or something like that. When you finish, it opens up and you can read it and then you move on.

[Speaker 1] - We were actually debating doing something similar with the map as well. Like there's a lot of interesting things happening in nature. And by clicking on, just like exploring the map, you would get little bits and pieces of different kinds of, for example, mycelium. Mushrooms are actually very interesting. They behave in various interesting and intelligent ways. I'm glad you pointed out that you're also interested in the educational aspect of what you've done.

[Speaker 3] - I think we didn't talk about that yet. So what is stopping people from applying to volunteering and just not showing up? Is there going to be like a report that the organizer needs to make? If yes, is there going to be any consequence of applying and not showing up? Because I feel like that's, it could be very annoying to especially small organizers. If I'm just wanting to clean some small area of whatever I found in the forest and three people apply and two of them don't show up what is the consequence?

[Speaker 1] - The idea we're debating is that there are ratings on both the organization and the volunteer. You can either comment on how the organizer was organizing the volunteering event, as well as the organization can comment positive things about you that you've done. Or I guess even expose repeated behaviors like that to protect other organizations.

[Speaker 3] - So you collect stars? How many out of five or how would it look?

[Speaker 1] - The concept is not yet developed. Yes, we are thinking of common stars or basically numbers. How are you feeling about those options?

[Speaker 3] - I think that's fair. It's not stopping. For example, if somebody has like one out of five, they start this app, they don't really know how to behave and how it's going to... If they start with three zero ratings and then get five-star ratings, do the old ratings get deleted or not? It could be a bit unmotivated if those old reviews stay with you for the whole time.

[Speaker 1] - Because after a while you can become better...

[Speaker 3] - Couch surfing, it's a good example. You can't delete or edit the reference, which is a good thing, because you want to know exactly where you're staying with. But on the other hand, I've heard about a lot of examples, from people that had perfect scores and then one person just wrote them an extremely bad review. Then they basically had to delete the account because of this super bad review. Or maybe like they had two good reviews and one extremely bad. And you can't really use this account anymore.

[Speaker 1] - That's a very interesting problem. We were also debating about it in a different group. I think it was a Workaway problem as well. The hosts had the power to delete comments, but that also contributed to a lot of extortion because people weren't properly informed. It's definitely going to be an interesting problem to solve. I honestly have no solutions for it yet, but definitely a good thing to point out here.

[Speaker 2] - I also think this is a crucial problem to solve. Just one idea I was thinking of. Like in gaming, when you have multiplayer gaming, if a person leaves the room or leaves the game, during the match or he gets like a timeout punishment, right? But I'm not sure if this is applicable in this situation. It's not something that stays with you. It's not like your reputation is ruined, because you didn't show up one time or something. But there's still a punishment so that you can't use the app for a day or a week or something. Or maybe it depends on how big of a commitment you avoid. Could be a way to explore.

[Speaker 1] - I really like the timeout option. I just got the idea, like we could do a reduction of XP points, or something.

[Speaker 2] - Maybe. Just one problem with XP points. If the person is not motivated by the XP, so I like to use the app, I don't care about the score or something, then this is not really a punishment.

[Speaker 3] - But maybe the XP points could be the representation of the person, of the profile. Not the stars one to five, but the XP. I was comparing this app with Couchsurfing before, but now I'm thinking that it's not really fair. Because it's not really connected, right? Couchsurfing is still more serious than not showing up. So, maybe it's not a fair comparison. Just a thought.

[Speaker 1] - Okay, I'll just try to see if it's anything we might have missed.

[Speaker 7] - I'm just adding to the idea of making the filter at the front page with more options. I would love that.

[Speaker 2] - And maybe also to save some filters, right? For instance, when you use Google Sheets, you can do really fine filtering, then you save it. If you're interested in forest actions in a certain area with certain people with certain groups, those are like four layers of filtering. And you don't want to click everything every time. But maybe it comes back to those favorites, right? Maybe you can also save your favorite filters, if they are really complex. This really allows you to personalize the app, right? And the more personalized the app is, the more people will use it.

[Speaker 5] - If we're on the topic of personalization, then you can also add different backgrounds and colors for stuff like that.

[Speaker 1] - Well, I think that concludes our focus group. I would like to thank you again for all the amazing contributions.

Appendix 4: Analysis

Appendix 4.1: Qualitative Analysis

Table 3: Characteristics of Focus Groups' Participants

Focus group 1	Focus group 2	Focus group 3	Focus group 4	Focus group 5
Full-time students	Part-time students	Full-time workers	International volunteers	Slovenian volunteers
18 -30 years old	18 -30 years old	18 -30 years old	18 -30 years old	18 -30 years old
not volunteers	not volunteers	not volunteers	volunteers	volunteers
Native or international, not working,	Native or international, working & studying,	Native or international, not working,	International	Native Slovenian
22.02.2024 19:00	21.02.2024 19:00	26.02.2024 20:00	21.02.2024 20:30	28.02.2024 20:00
6 participants	6 participants	5 participants	6 participants	6 participants
4 females, 2 males	3 females 3 males	3 females 1 male 1 non-binary	2 females 4 males	4 females 2 males
ages 21 to 25	ages 20 to 27	ages 24 to 29	ages 22 to 29	ages 24 to 30
Field: - Marketing and Communication - Mathematics - European Studies - English - Special Education	Field: - Nature Conservation (student), working in bookstore - PR and Marketing - Communication (NGO focusing on defibrillators) - Marketing Student (currently employed) - Video Production, - Theater and PR - Computer Science (currently unemployed)	Field: - Laboratory - Marketing, Project Management Consulting - Unemployed (previous work in children's pedagogy) - Unemployed (Bachelor's in English)	Field: - KNOF (currently working with biomaterials) - Engineering - Zavod BOB (gardening), formerly studied commercial communication - Art History, Ljubljana Pride Manager, Fashion (upcycling) - Bioinformatics	Field: - Architecture, text editing, creating board games - Administrative Support - Studying Special Planning - Youth Worker, studied Biology - Study Public Relations

Source: Own work.

Table 4: Kano Model Featuring Categorization of Gamification Features Based on Qualitative Analysis Across the Gen Z Sample

Category	Feature	Description
Must-Be	Transparent XP System	Clear allocation of XP points to avoid misuse
	Community Progress Bars	Indicators showing collective community achievements
	Cooperation-based Gamification Elements	Cooperation-based gamification elements that prioritize collaboration over rivalry.
	Map & List-View	Visual and list-based navigation to find opportunities
	Filtering Options	Various filters to match opportunities with user preferences (time, activity type, etc.)
	Push Notifications	Alerts for new volunteering opportunities
	Calander Functionalities	calendar functionalities to manage overlapping commitments.
Performance	XP Points	Points to motivate and reward engagement
	‘Achievements’ Gamification Element	Achievements and badges to motivate and reward engagement. Achievements are gathered either on specific volunteering events or due to accumulated effort in signing petitions or donations.
	‘Goals’ Gamification Element	The common, rare and legendary plants and animals are selected beforehand without knowing what they will become. The more XP the player gathers the faster the plant or animal can grow into an adult version and reveals its species.
	Interest-Based Groups	Join groups based on interests, engage with friends
	Milestone Recognition	Rewards for significant achievements
Attractive	NGO Interaction Badges	Badges for initiating meaningful conversations with NGOs

(table continues)

(continued)

Category	Feature	Description
	‘Leagues’ Element	Gamification Rankings and leagues that foster competition and pressure. After a week of collecting XP, the player gets either demoted or promoted in a given league.
	First-Timer Congrats	Messages congratulating first-time volunteers
	Customizable Color	Options to customize app appearance (color)
	Track Volunteering History	Logs past volunteering activities for reflection and professional use
Indifferent	Weekly Goals	Goals set on a weekly basis instead of daily streaks
Reverse (Negative)	Overly Competitive Challenges	Competitive elements that prioritize rivalry over collaboration.
	Daily Streaks	Rewards for consecutive daily use; seen as pressuring

Source: Own work.

Appendix 4.2: Quantitative Analysis

Table 5: GE/McKinsey Matrix Enginius Analysis Settings

	Option	Selection
	Rating weights	Yes
	Dynamic ratings	No
	Bubble sizes	Yes
	Market shares	Market shares
	Scaling	Absolute scaling
	Date and time	2024-07-24 20:36:45 UTC

Source: Own work.

Table 6: Volunteering Status Frequencies and Percentages

		Volunteering Status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nikoli še nisem bil-a prostovoljec-ka	89	41,6	41,6	41,6
	Trenutno sem prostovoljec-ka	32	15,1	15,1	56,8
	V preteklosti sem bil-a prostovoljec-ka	93	43,2	43,2	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 7: Age Groups Frequencies and Percentages

		age group			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-24	109	51,1	51,1	51,1
	25-30	105	48,9	48,9	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 8: Nationalities Frequencies and Percentages

		Nationality			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Državljanstvo Slovenije	210	98,1	98,1	98,1
	Drugo državljanstvo: 	2	1,1	1,1	99,2
	Ne želim odgovoriti	2	,8	,8	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 9: Nationalities Frequencies and Percentages

		Zaposlitveni status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Redno zaposleni	76	35,6	35,6	35,6
	Zaposleni za skrajšan delovni čas	1	,3	,3	35,9
	Študentsko delo	89	41,4	41,4	77,3
	Nezaposleni	28	12,9	12,9	90,2
	Nič od navedenega	21	9,8	9,8	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 10: Status Student - Frequencies and Percentages

		Student status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Da	113	52,7	52,7	52,7
	Ne	101	47,3	47,3	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 11: Students' Universities - Frequencies and Percentages

		University			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Univerza v Ljubljani	69	32,4	61,4	61,4
	Univerza v Mariboru	23	10,6	20,1	81,6
	Univerza na Primorskem	7	3,2	6,0	87,6
	Univerza v Novem mestu	4	1,8	3,5	91,1
	Drugo: 	10	4,7	8,9	100,0
	Total	113	52,7	100,0	
Missing	System	101	47,3		
Total		214	100,0		

Source: Own work.

Table 12: Level of Finished Education - Frequencies and Percentages

		Level of finished education			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	nedokončana osnovna šola	1	,5	,5	,5
	dokončana osnovna šola	14	6,7	6,7	7,2
	dokončana 2 ali 3 letna strokovna šola	7	3,4	3,4	10,7
	dokončana 4-letna srednja šola	98	45,9	45,9	56,6
	dokončana 2, 3 letna višja šola	8	3,7	3,7	60,4
	dokončana visoka šola, fakulteta ali več	85	39,6	39,6	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 13: Average Revenue - Frequencies and Percentages

		Avg. Revenue			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	manj kot 420 EUR	42	19,8	19,8	19,8
	nad 420 - 870 EUR	18	8,4	8,4	28,2
	nad 870 - 1060 EUR	18	8,5	8,5	36,7
	nad 1060 - 1260 EUR	24	11,3	11,3	48,0
	nad 1260 - 1540 EUR	24	11,3	11,3	59,4
	nad 1540 - 2060 EUR	22	10,3	10,3	69,6
	nad 2060 in več EUR	8	3,7	3,7	73,4
	nimam lastnih dohodkov	37	17,4	17,4	90,8
	<i>ne želim odgovoriti</i>	20	9,2	9,2	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 14: Gender - Frequencies and Percentages

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moški	114	53,4	53,4	53,4
	ženski	100	46,6	46,6	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 15: Segmentation - Confusion matrices (count)

	Predicted 1	Predicted 2	Predicted 3	Total
Segment 1	131	0	9	140
Segment 2	0	16	0	16
Segment 3	17	0	41	58
Total	148	16	50	214

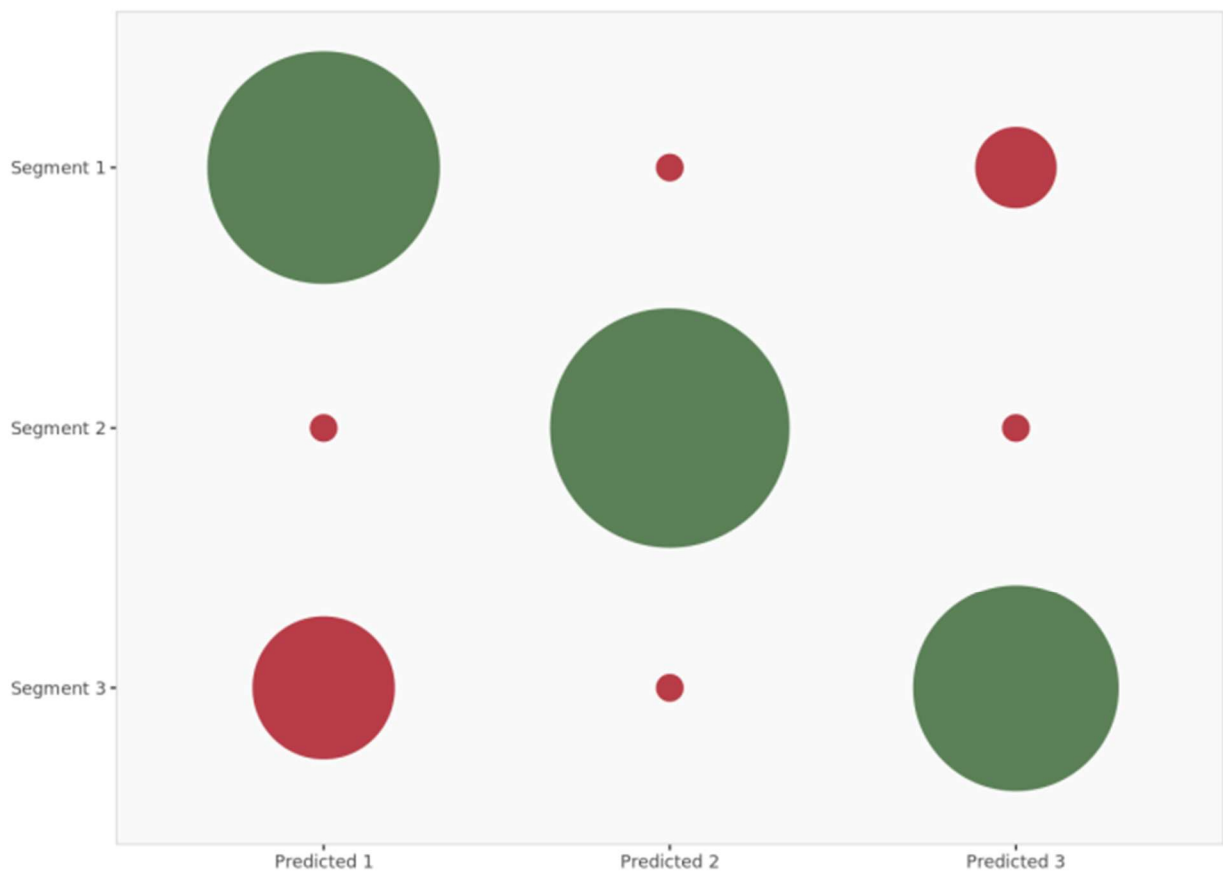
Source: Own work.

Table 16: Segmentation - Confusion matrix (%)

	Predicted 1	Predicted 2	Predicted 3	Total
Segment 1	94%	0%	6%	100%
Segment 2	0%	100%	0%	100%
Segment 3	29%	0%	71%	100%

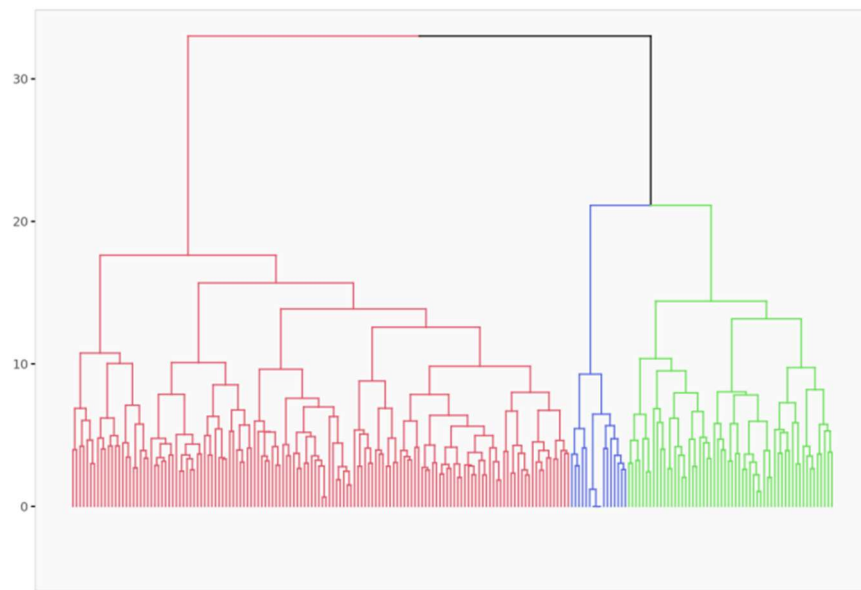
Source: Own work.

Figure 6: Segmentation - Confusion matrix (plot)



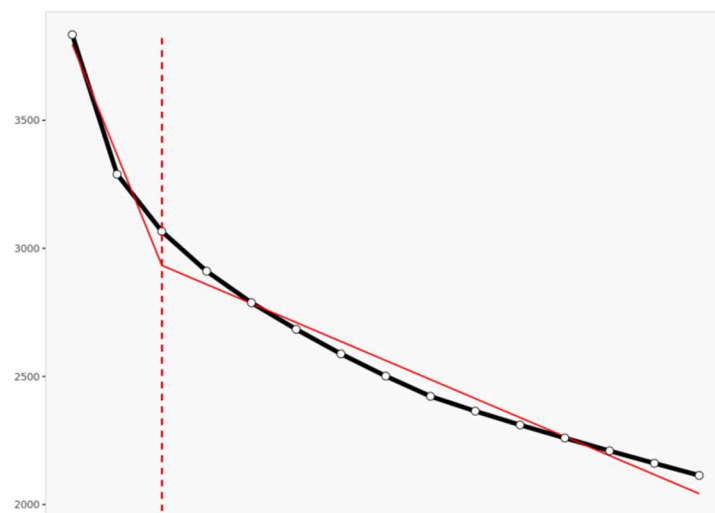
Source: Own work.

Figure 7: Segmentation - Dendrogram



Source: Own work.

Figure 8: Segmentation - Scree Plot



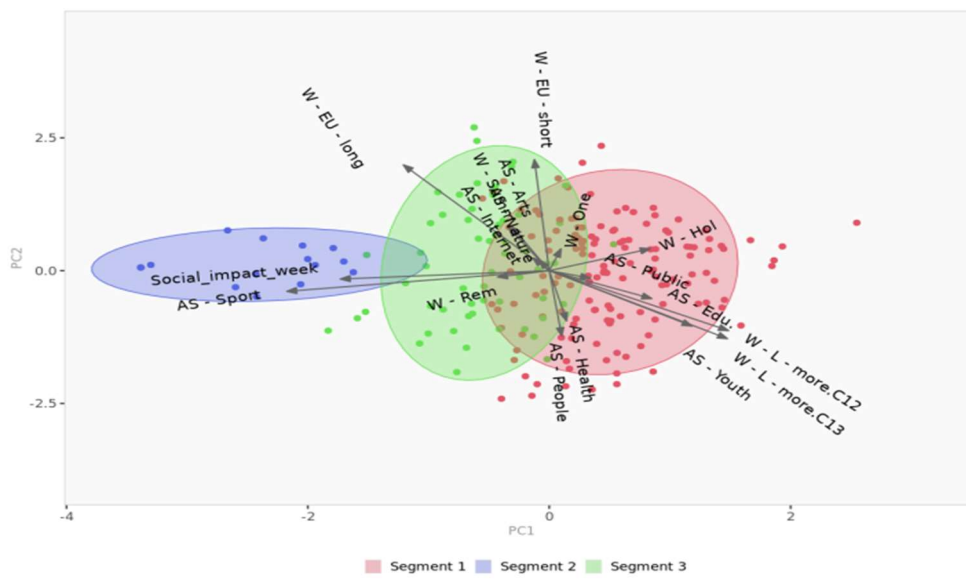
Source: Own work.

Table 17: Targeting - Segments' Relative Size

	Population	Segment 1	Segment 2	Segment 3
Size	214	140	16	58
Relative size	100%	65%	7%	27%

Source: Own work.

Figure 9: Segmentation - Segmentation Space



Source: Own work.

Figure 10: Segmentation - Spider Chart



Source: Own work.

Table 18: Segmentation Variables Breakdown

Label	Name	Question (Translated to English)
AS - Edu.	q8_1	Education (e.g., instructions, educational workshops, conferences...) (1-isn't motivated by this area of service, 5-extremely motivated by this area of service)
AS - People	q8_2	Work with people (e.g., shelters for the homeless, disaster assistance, working with immigrants, nursing homes, working with people from less privileged backgrounds...). (1-isn't motivated by this area of service, 5-extremely motivated by this area of service)
AS - Health	q8_3	Health (e.g., volunteering in hospitals, health education...) (1-isn't motivated by this area of service, 5-extremely motivated by this area of service)
AS - Public	q8_4	Public good (e.g., advocacy, changing political programs, encouraging voter participation...) (1-isn't motivated by this area of service, 5-extremely motivated by this area of service)
AS - Arts	q8_5	Arts and culture (e.g., museums, concerts, festivals...) (1-isn't motivated by this area of service, 5-extremely motivated by this area of service)
AS - Nature	q8_6	Environment (e.g., nature conservation, litter collection, gardening, tree planting...) (1-isn't motivated by this area of service, 5-extremely motivated by this area of service)
AS - Youth	q8_7	Youth development (e.g., mentoring, working in youth centers...) (1-isn't motivated by this area of service, 5-extremely motivated by this area of service)
AS - Internet	q8_8	Internet security (e.g., training on cybersecurity, white hat hackers, fraud protection...) (1-isn't motivated by this area of service, 5-extremely motivated by this area of service)
AS - Sport	q8_9	Sports (e.g., assisting with sports events, summer camps, coaching, refereeing at matches...) (1-isn't motivated by this area of service, 5-extremely motivated by this area of service)
W - EU - short	q7_1	I want to volunteer in a European country for a short period (from 3 days to 7 days; 4 hours a day) (1 - completely disagree, 5 -completely agree)
W - EU - long	q7_2	I want to volunteer in a European country for a longer period (from 1 to 6 months; 4 hours a day) (1 - completely disagree, 5 -completely agree)
W - L - more	q7_3	I want to volunteer locally or in the area where I currently live (duration: 2 to 5 hours, once a week) (1 - completely disagree, 5 -completely agree)
W - L - less	q7_4	I want to volunteer locally or in the area where I currently live (duration: 2 to 5 hours, once a month) (1 - completely disagree, 5 -completely agree)
W - Rem	q7_5	I want to be a remote volunteer (with a schedule that I set myself; duration: 1 to 2 hours) (1 - completely disagree, 5 -completely agree)
W - One	q7_6	I want to volunteer at one-time events where I would get a unique behind-the-scenes view (e.g., sports events, congresses, conferences...) (duration: 8 to 10 hours; 1 to 2 days total) (1 - completely disagree, 5 -completely agree)
W - Summ	q7_7	I would prefer to be a volunteer during summer holidays rather than during the rest of the year. (1 - completely disagree, 5 -completely agree)
W - Hol	q7_8	I would like to dedicate a few hours of volunteer work during the holiday season. (1 - completely disagree, 5 -completely agree)
Social_impact_week	q3a & q3b	Combined q3a and q3b divided by 4.33 (52/12) How many hours per week can the segment volunteer?

Source: Own work.

Table 19: Descriptor Variables Breakdown

Label	Name	Question (English Translation)
Frequency	q2	How often do you think about volunteering when deciding what to do over the weekend?
Volunteering level	q1	(1 - not volunteering, 2 - volunteered in the past, 3- currently volunteering). Higher the number the higher the level of involvement in the society.
Gender	spol	Indicate your gender (1-man, 2, woman)
Age	lroj	Age
Student	q12	Are you currently studying? (1=yes, 2=no)
Location	nas1	Where do you live? (1 - urban, 2-rural)
Revenue	doh1 (recoded)	What is your personal average neto revenue?
Education	izo	Level of completed education
Product_fit	average of product_fit related questions (q6_3 + q6_8 + q6_16 + q10_5 + q17_3 + q17_4 + q17_5 + q17_6)/8	Appendix E-3.2
Imitation_coef	q4	Imagine your close friends start volunteering. How many close friends would need to start volunteering to inspire you to start volunteering? Enter the number of friends.
Affordability	average of affordability related questions (q9_all + q10_2 + q10_3)/13	Appendix E-3.2
Benefit_Perc.	average of benefit perception related questions (Selfish + q10_1 + q10_4 + q10_6)/4 with q_6 recoded	Appendix E-3.2
Spontaneous	number of organizations named in q_12a	Appendix E-3.3
Aided	number of organizations named in q_13	Appendix E-3.4
Anxious/low.s.e.	average of low self-esteem or anxiousness related questions q6_5, q6_7, q6_8, q6_13, q9_9, q10_3	Appendix E-3.2
Allignment	average of alignment of desired characteristics in the proposed app related questions (q14_1 + q14_2 + q14_3 + q14_4)/4	Appendix E-3.2
E - positive	q10_1	Volunteering is generally a positive experience. (1 - completely disagree, 5 - completely agree)
E - scary	q10_2	Volunteering is scary. (1 - completely disagree, 5 -completely agree)
E - anxious	q10_3	Volunteering gives me social anxiety. (1 - completely disagree, 5 -completely agree)
E - important	q10_4	Volunteering is an important part of society. (1 - completely disagree, 5 -completely agree)

(table continues)

(continued)

Label	Name	Question (Translated to English)
E - imperative	q10_5	Volunteering is crucial for addressing climate change impacts. (1 - completely disagree, 5 -completely agree)
E - a waste	q10_6	Volunteering is a waste of time. (1 - completely disagree, 5 - completely agree)
UX	q15	How would you rate the ease of use of the app you saw in the video? (1 - extremely complex, 5 -extremely easy)
increase	q16	To what extent would the app encourage you to volunteer? (1- not encouraging at all, 5-extremely encouraging)
Gamification	q18_1, q18_2, q18_3, q18_4, q18_5	How motivating are gamification elements like streaks, leagues, goals, achievements, and competencies in an app for volunteering? (1-not encouraging at all, 5 - extremely encouraging)
S – English	q20_1	I don't mind if the app is available only in English. (1 - completely disagree, 5 -completely agree)
S- C - no mon	q20_2	Companies could invest in volunteer activities with everything except money. (1 - completely disagree, 5 -completely agree)
S - C - w mon	q20_3	Companies could invest in volunteer activities, including money. (1 - completely disagree, 5 -completely agree)
S - comp gam.	q20_4	Competition with other users in the app seems appropriate. (1 - completely disagree, 5 -completely agree)
S – oblig	q20_5	I think volunteering should be a mandatory part of studying. (1 - completely disagree, 5 -completely agree)
E - Zemljevid	q19_1	How useful do you find the following feature in the app? - Map: Shows all possible volunteering activities, events, donations, petitions, and sustainable shops. (1-not useful at all, 5-extremely useful)
O – trust	q11_1	I can trust the organization. (1 - completely disagree, 5 -completely agree)
O - int/val	q11_2	Their mission aligns with my interests and values. (1 - completely disagree, 5 -completely agree)
O – transp	q11_3	The organization is transparent about financial matters. (1 - completely disagree, 5 -completely agree)
O – Sup	q11_4	The organization provides a supportive environment. (1 - completely disagree, 5 -completely agree)
O – power	q11_5	The organization has influence/power in addressing the issue. (1 - completely disagree, 5 -completely agree)
O - interesting	q11_6	The organization offers an interesting volunteer activity. (1 - completely disagree, 5 -completely agree)
O - diverse	q11_7	The organization offers a variety of volunteer activities. (1 - completely disagree, 5 -completely agree)
Protective	q6_7, q6_9, q6_11	Statements: 1. Volunteering helps me feel less sad. 2. Volunteering makes me feel less lonely. 3. Volunteering relieves my guilt for having more than others. (Scale: 1 - completely disagree, 5 - completely agree)

(table continues)

(continued)

Label	Name	Question (Translated to English)
Values	q6_3, q6_8, q6_16	Statements: 1. I must help solve problems (e.g., climate change, concerns for those less fortunate). 2. I am really concerned about global warming and climate change. 3. I feel compassion for people/animals/plants affected by climate change. (Scale: 1 - completely disagree, 5 -completely agree)
Career	q6_1, q6_10, q6_15	Statements: 1. Volunteering can help me get the job I want. 2. Volunteering allows me to build new contacts that could help with my job or career. 3. Volunteering allows me to explore different career options. (Scale: 1 - completely disagree, 5 - completely agree)
Social	q6_2, q6_4, q6_6, q6_17	Statements: 1. My friends are already volunteers, which encourages me to volunteer. 2. People close to me want me to become a volunteer. 3. People I know have a shared interest in social work. 4. Others close to me highly value social work. (Scale: 1 - completely disagree, 5 -completely agree)
Understanding	q6_12, q6_14, q6_18	Statements: 1. I can learn more about issues that interest me through volunteering. 2. Volunteering allows me to gain a new perspective on situations/things. 3. Volunteering allows me to learn things directly and practically. (Scale: 1 - completely disagree, 5 -completely agree)
Enhancement	q6_5, q6_13, q6_19	Statements: 1. It gives me a sense of worth. 2. Volunteering increases my self-confidence. 3. Volunteering makes me feel needed/useful in society.
B - Time	q9_1	Time constraints (1-not a barrier at all, 5-incredibly big barrier)
B - Money	q9_2	Financial constraints (1-not a barrier at all, 5-incredibly big barrier)
B - Job	q9_3	Work (job) obligations (1-not a barrier at all, 5-incredibly big barrier)
B - Family	q9_4	Family obligations (1-not a barrier at all, 5-incredibly big barrier)
B - Friends	q9_5	Social obligations (1-not a barrier at all, 5-incredibly big barrier)
B - Hobbies	q9_6	Hobbies and interests (1-not a barrier at all, 5-incredibly big barrier)
B - Difficulty	q9_7	Expected difficulty of the volunteer activity (1-not a barrier at all, 5-incredibly big barrier)
B - Sensitivity	q9_8	Emotional sensitivity (to the issue) (1-not a barrier at all, 5-incredibly big barrier)
B - Anxious	q9_9	Emotional overload (social anxiety) (1-not a barrier at all, 5-incredibly big barrier)
B - Information	q9_10	Lack of information (where to volunteer) (1-not a barrier at all, 5-incredibly big barrier)
B - Logistics	q9_11	Logistics (transport to the volunteer location) (1-not a barrier at all, 5-incredibly big barrier)

Source: Own work.

Table 20: Segmentation - Significant Differences in Segmentation Variables

	Population	Segment 1	Segment 2	Segment 3
AS - Edu.	3.44	3.90	2.13	2.69
AS - People	3.20	3.51	1.25	3.00
AS - Health	2.97	3.23	1.31	2.81
AS - Public	2.91	3.29	1.19	2.47
AS - Arts	2.99	3.37	1.75	2.41
AS - Nature	3.42	3.70	2.13	3.10
AS - Youth	3.49	3.83	1.81	3.12
AS - Internet	2.82	3.14	1.88	2.31
AS - Sport	3.21	3.28	2.50	3.22
W - EU - short	3.09	3.30	1.25	3.10
W - EU - long	2.77	2.90	1.19	2.90
W - L - more.C12	3.39	3.83	1.25	2.93
W - L - more.C13	3.64	4.06	1.31	3.28
W - Rem	3.20	3.53	1.81	2.78
W - One	3.68	3.99	2.38	3.28
W - Summ	3.15	3.44	1.69	2.84
W - Hol	2.81	3.19	1.13	2.36
Social_impact_week	3.242	4.189	0.322	1.762

Source: Own work.

Figure 11: Segmentation - Significant Differences in Segmentation Variables – Visual



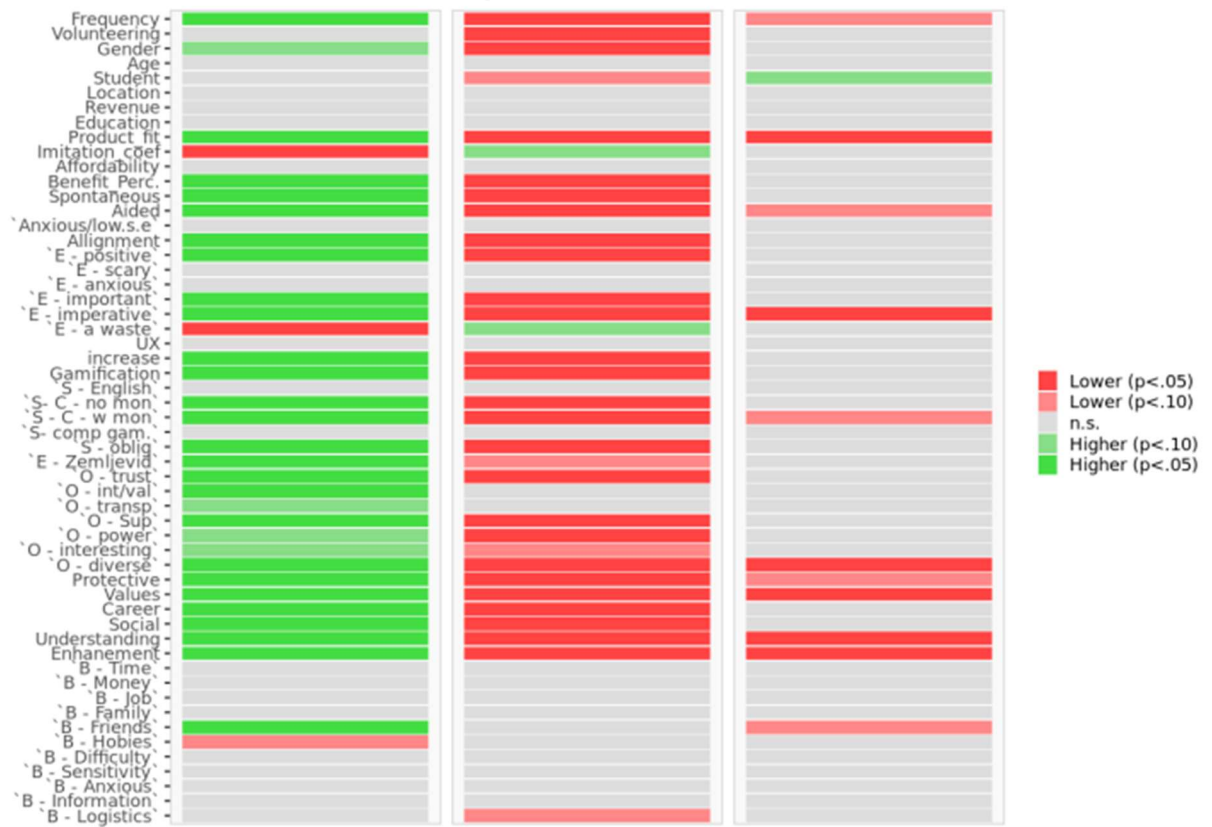
Source: Own work.

Table 21: Segmentation - Significant Differences in Descriptor Variables

	Population	Segment 1	Segment 2	Segment 3
Frequency	2.33	2.50	1.31	2.19
Volunteering	1.75	1.80	1.19	1.78
Gender	1.57	1.61	1.25	1.53
Age	24.1	24.0	23.5	24.5
Student	1.44	1.42	1.25	1.53
Location	1.46	1.46	1.44	1.47
Revenue	3.72	3.69	2.94	4.02
Education	4.62	4.66	4.69	4.50
Product_fit	3.46	3.73	2.25	3.13
Imitation_coef	3.23	2.74	5.55	3.76
Affordability	3.00	3.01	2.82	3.02
Benefit_Perc.	3.29	3.41	2.43	3.24
Spontaneous	0.355	0.429	0.063	0.259
Aided	NA	NA	0.375	0.655
'Anxious/low.s.e'	1.32	1.33	1.25	1.31
Alignment	3.87	4.06	2.47	3.81
'E - positive'	3.95	4.08	2.75	3.97
'E - scary'	1.92	1.90	1.88	1.98
'E - anxious'	2.40	2.44	2.06	2.38
'E - important'	4.09	4.30	2.69	3.97
'E - imperative'	3.21	3.52	2.00	2.79
'E - a waste'	1.72	1.63	2.31	1.79
UX	3.71	3.76	3.63	3.64
increase	3.00	3.16	1.81	2.95
Gamification	3.04	3.20	1.75	3.03
'S - English'	3.34	3.26	3.50	3.47
'S- C - no mon'	3.00	3.11	2.44	2.90
'S - C - w mon'	3.87	4.03	3.25	3.67
'S- comp gam.'	2.99	3.06	2.50	2.97
'S - oblig'	2.86	3.13	1.25	2.64
'E - Zemljevid'	4.14	4.24	3.56	4.07
'O - trust'	4.24	4.37	3.50	4.14
'O - int/val'	4.03	4.14	3.56	3.90
'O - transp'	3.98	4.07	3.50	3.88
'O - Sup'	3.98	4.09	3.19	3.93
'O - power'	3.88	3.96	3.19	3.90
Protective	2.88	3.12	1.42	2.72
Values	3.55	3.81	2.38	3.25
Career	3.36	3.51	2.00	3.36
Social	2.95	3.08	1.78	2.94
Understanding	3.77	4.02	2.33	3.55
Enhancement	3.52	3.80	2.08	3.24
'B - Time'	3.98	3.94	3.81	4.10
'B - Money'	3.21	3.15	3.13	3.36
'B - Job'	3.90	3.91	3.75	3.93
'B - Family'	3.27	3.24	3.00	3.43
'B - Friends'	3.07	3.19	2.69	2.86
'B - Hobies'	3.00	2.89	3.50	3.10
'B - Difficulty'	2.80	2.86	2.50	2.74
'B - Sensitivity'	2.72	2.76	2.56	2.67
'B - Anxious'	2.92	2.96	2.81	2.84
'B - Information'	2.74	2.77	2.44	2.76
'B - Logistics'	3.05	3.09	2.50	3.10

Source: Own work.

Figure 12: Segmentation - Significant Differences in Descriptor Variables – Visual



Source: Own work.

Table 22: Targeting - Horizontal Rating Data with Weights

	Rating Data	Segment 1	Segment 2	Segment 3	Weights
1	Product Fit	4	2	3	3
2	Alignment of Characteristics	4	1	4	2
3	Perceived Ease of UX	4	4	3	1
4	Increased Motivation	3	1	3	5
5	Perceived Usability	5	2	4	4

Source: Own work.

Table 23: Targeting - Vertical Rating Data with Weights

	Rating Data	Segment 1	Segment 2	Segment 3	Weights
1	Critical Mass Potential	5	1	3	4
2	Needed Effort	5	1	3	5
3	Competitive Intensity	2	5	3	1
4	Attractiveness of the Segment	3	2	4	3
5	Impact Potential	5	1	2	2

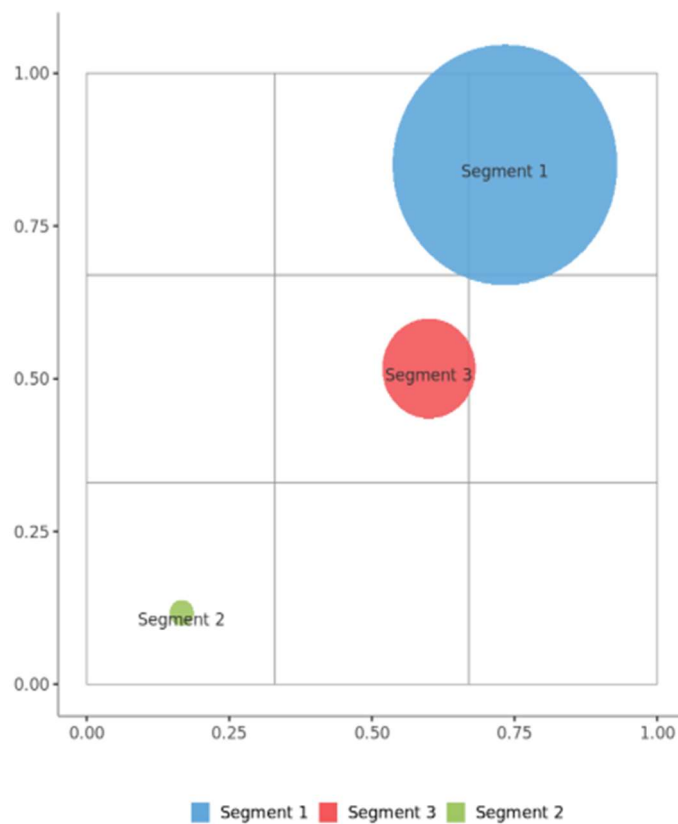
Source: Own work.

Table 24: Targeting - Bubble Sizes

Segment 1	Segment 2	Segment 3
65	7	27

Source: Own work.

Figure 13: Targeting - GE/McKinsey Matrix



Source: Own work.

Table 25: Independent Samples Test - Volunteering Status and Increase in Motivation

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Increase	Equal variances assumed	2,202	,139	,509	212	,306	,611	,108	,213	-,311	,527
	Equal variances not assumed			,461	40,269	,323	,647	,108	,234	-,365	,582

Source: Own work.

Table 26: One-way ANOVA - Volunteering Experience Level and Increase in Motivation

ANOVA					
Increase	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,582	2	1,291	1,045	,354
Within Groups	260,775	211	1,236		
Total	263,357	213			

Source: Own work.

Table 27: One-way ANOVA - Volunteering Experience Level and Increase in Motivation (Descriptives)

Descriptives								
Increase	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
never a volunteer	89	2,88	1,128	,119	2,64	3,11	1	5
volunteered in the past	93	3,10	1,043	,108	2,89	3,32	1	5
currently volunteering	32	2,88	1,251	,220	2,43	3,33	1	5
Total	214	2,97	1,112	,076	2,83	3,12	1	5

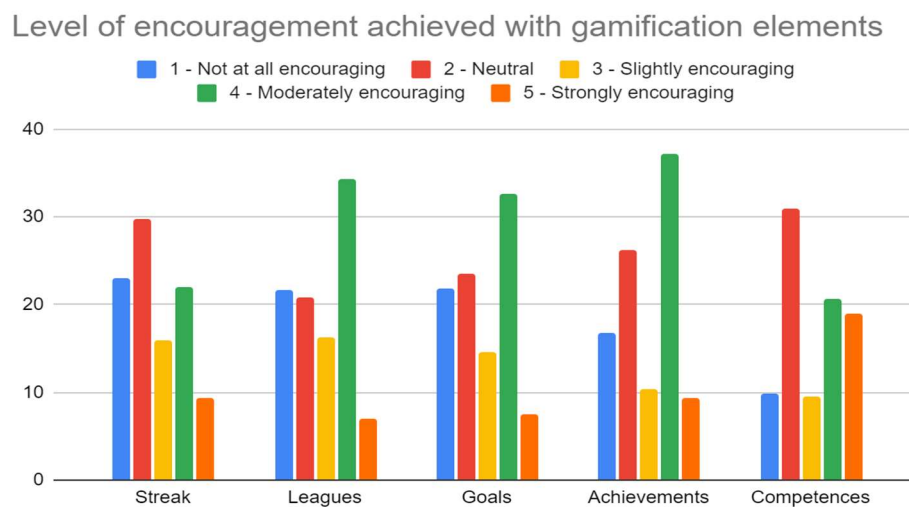
Source: Own work.

Table 28: One-way ANOVA - Volunteering Experience Level and Individual Gamification Elements, Suability of Map, Overall Gamification

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Increase	Between Groups	2,582	2	1,291	1,045	,354
	Within Groups	260,775	211	1,236		
	Total	263,357	213			
H - Gamification (q18 all)/n	Between Groups	4,320	2	2,160	2,264	,106
	Within Groups	201,329	211	,954		
	Total	205,649	213			
UX	Between Groups	1,654	2	,827	1,719	,182
	Within Groups	101,493	211	,481		
	Total	103,147	213			
E - Streak	Between Groups	4,157	2	2,078	1,227	,295
	Within Groups	357,327	211	1,693		
	Total	361,484	213			
E - Lige	Between Groups	12,668	2	6,334	3,878	,022
	Within Groups	344,626	211	1,633		
	Total	357,294	213			
E - Cilj	Between Groups	9,065	2	4,533	2,700	,070
	Within Groups	354,221	211	1,679		
	Total	363,286	213			
E - Dosežki	Between Groups	7,291	2	3,646	2,186	,115
	Within Groups	351,930	211	1,668		
	Total	359,221	213			
E - Kompetence	Between Groups	1,812	2	,906	,518	,597
	Within Groups	369,280	211	1,750		
	Total	371,092	213			
E - Zemljevid	Between Groups	4,043	2	2,021	1,991	,139
	Within Groups	214,229	211	1,015		
	Total	218,271	213			

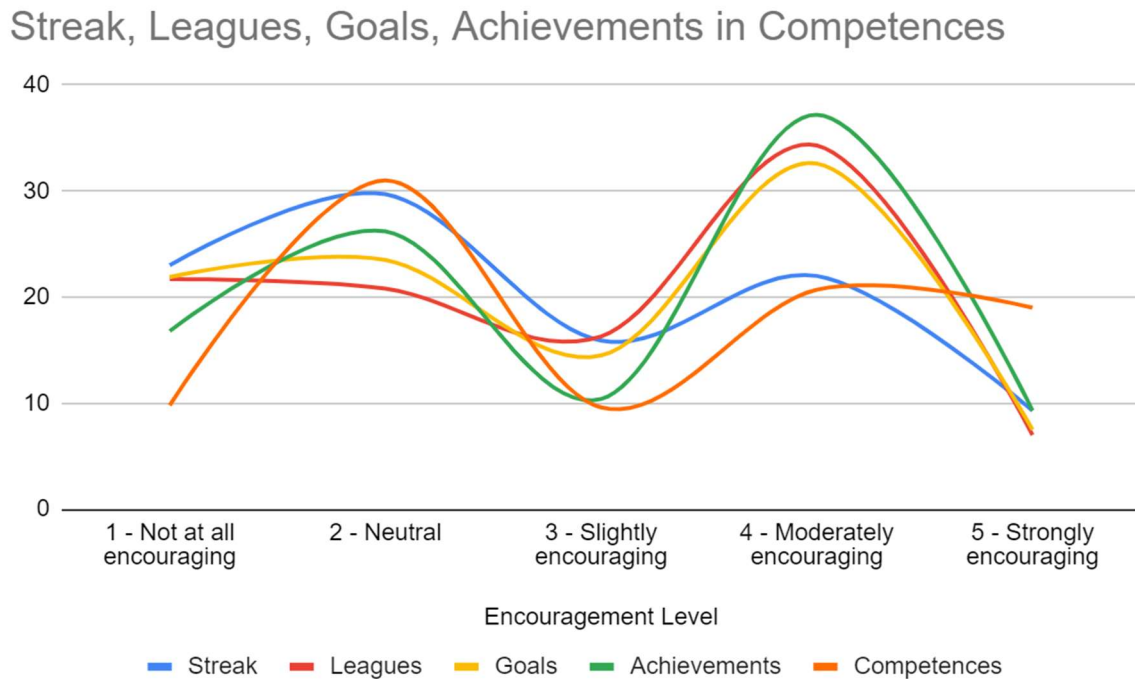
Source: Own work.

Figure 14: Comparison of Level of Encouragement of the Individual Gamification Elements - Bar Chart



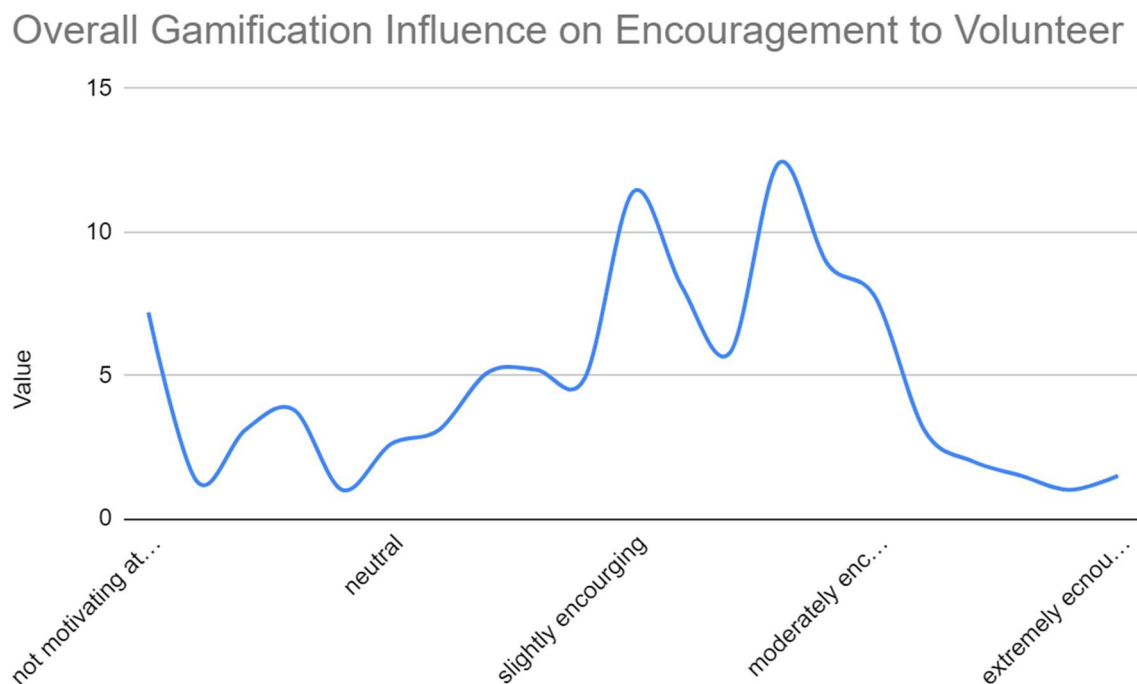
Source: Own work.

Figure 15: Comparison of Level of Encouragement of the Individual Gamification Elements - Line Chart



Source: Own work.

Figure 16: Overall Gamification Influence on Encouragement to Volunteer



Source: Own work.

Table 29: One-Way ANOVA - Volunteering experience level and Areas of service

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
AS - Izobraževanje	Between Groups	2,656	2	1,328	1,050	,352
	Within Groups	266,935	211	1,265		
	Total	269,591	213			
AS - Delo z ljudmi	Between Groups	26,657	2	13,328	9,891	<,001
	Within Groups	284,324	211	1,348		
	Total	310,981	213			
AS - Zdravje	Between Groups	4,995	2	2,498	1,701	,185
	Within Groups	309,904	211	1,469		
	Total	314,899	213			
AS - Delo za javno korist	Between Groups	4,113	2	2,057	1,247	,290
	Within Groups	348,099	211	1,650		
	Total	352,212	213			
AS - Umetnost in kultura	Between Groups	1,536	2	,768	,543	,582
	Within Groups	298,422	211	1,414		
	Total	299,958	213			
AS - Okolje	Between Groups	1,875	2	,938	,746	,476
	Within Groups	265,197	211	1,257		
	Total	267,072	213			
AS - Razvoj mladih	Between Groups	17,081	2	8,540	7,776	<,001
	Within Groups	231,741	211	1,098		
	Total	248,822	213			
AS - Internetna varnost	Between Groups	12,414	2	6,207	4,286	,015
	Within Groups	305,555	211	1,448		
	Total	317,969	213			
AS - Šport	Between Groups	2,020	2	1,010	,586	,557
	Within Groups	363,603	211	1,723		
	Total	365,623	213			

Source: Own work.

Table 30: Independent Samples Test - Student status and Environmental Area of Service

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
AS - Okolje	Equal variances assumed	4,242	,041	-1,658	212	,049	,099	-,253	,153	-,554	,048
	Equal variances not assumed			-1,673	211,478	,048	,096	-,253	,151	-,552	,045

Source: Own work.

Table 31: Independent Samples Test - Social Anxiety and Encouragement to Volunteer due to the Proposed App

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
						One-Sided p	Two-Sided p			Lower Upper
Increase	Equal variances assumed	4,744	,031	,249	212	,402	,804	,041	,165	-,284 ,366
	Equal variances not assumed			,269	153,521	,394	,788	,041	,152	-,260 ,341

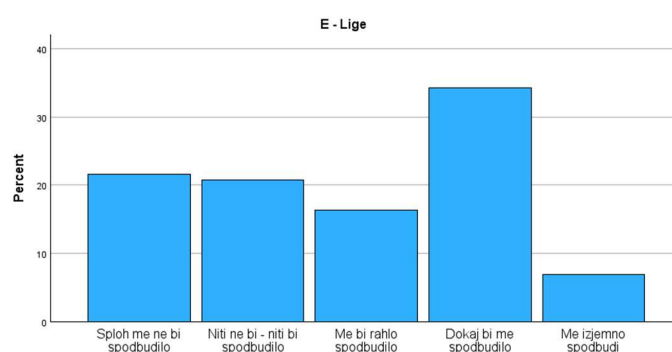
Source: Own work.

Table 32: Independent Samples Test - Career-Driven Individuals and Encouragement to Volunteer due to the Proposed Gamification Element "Competences"

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
						One-Sided p	Two-Sided p			Lower Upper
Increase	Equal variances assumed	2,192	,140	-4,232	212	<,001	<,001	-,645	,152	-,945 -,345
	Equal variances not assumed			-4,079	141,350	<,001	<,001	-,645	,158	-,958 -,332
E - Competence	Equal variances assumed	,574	,449	-4,273	212	<,001	<,001	-,772	,181	-1,129 -,416
	Equal variances not assumed			-4,310	161,983	<,001	<,001	-,772	,179	-1,126 -,419

Source: Own work.

Figure 17: Bar Chart - How Motivational is the "Leagues" Gamification Element



Source: Own work.

Table 33: Frequencies – Perceived Ease of UX Design

		UX			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Zahtevna / zapletena	9	4,2	4,2	4,2
	Niti zapletena, niti enostavna	66	30,9	30,9	35,1
	Preprosta	119	55,4	55,4	90,6
	Zelo preprosta	20	9,4	9,4	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 34: Frequencies – Level of Motivation to Volunteer Induced by the App

		Increase			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sploh me ne bi spodbudila	24	11,0	11,0	11,0
	Niti ne bi, niti bi spodbudila	50	23,4	23,4	34,4
	Rahlo bi me spodbudila	62	29,1	29,1	63,5
	Dokaj bi me spodbudila	64	30,1	30,1	93,6
	Izjemno bi me spodbudila	14	6,4	6,4	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 35: Frequencies – Level of Motivation to Volunteer Induced by the Gamification Element “Streak”

		E - Streak			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sploh me ne bi spodbudilo	49	23,0	23,0	23,0
	Niti ne bi - niti bi spodbudilo	64	29,7	29,7	52,7
	Me bi rahlo spodbudilo	34	15,9	15,9	68,6
	Dokaj bi me spodbudilo	47	22,0	22,0	90,7
	Me izjemno spodbudi	20	9,3	9,3	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 36: Frequencies – Frequencies – Level of Motivation to Volunteer Induced by the Gamification Element “Leagues”

E - Lige

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sploh me ne bi spodbudilo	46	21,7	21,7	21,7
	Niti ne bi - niti bi spodbudilo	45	20,8	20,8	42,5
	Me bi rahlo spodbudilo	35	16,3	16,3	58,8
	Dokaj bi me spodbudilo	73	34,3	34,3	93,0
	Me izjemno spodbudi	15	7,0	7,0	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 37: Frequencies – Frequencies – Level of Motivation to Volunteer Induced by the Gamification Element “Goals”

E - Cilj

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sploh me ne bi spodbudilo	47	21,9	21,9	21,9
	Niti ne bi - niti bi spodbudilo	50	23,5	23,5	45,4
	Me bi rahlo spodbudilo	31	14,5	14,5	59,9
	Dokaj bi me spodbudilo	70	32,6	32,6	92,5
	Me izjemno spodbudi	16	7,5	7,5	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 38: Frequencies – Frequencies – Level of Motivation to Volunteer Induced by the Gamification Element “Achievements”

E - Dosežki

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sploh me ne bi spodbudilo	36	16,8	16,8	16,8
	Niti ne bi - niti bi spodbudilo	56	26,2	26,2	43,0
	Me bi rahlo spodbudilo	22	10,4	10,4	53,5
	Dokaj bi me spodbudilo	80	37,2	37,2	90,7
	Me izjemno spodbudi	20	9,3	9,3	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 39: Frequencies – Frequencies – Level of Motivation to Volunteer Induced by the Gamification Element “Competences”

		E - Kompetence			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sploh me ne bi spodbudilo	21	9,8	9,8	9,8
	Niti ne bi - niti bi spodbudilo	66	31,0	31,0	40,8
	Me bi rahlo spodbudilo	21	9,6	9,6	50,4
	Dokaj bi me spodbudilo	66	30,7	30,7	81,0
	Me izjemno spodbudi	41	19,0	19,0	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 40: Frequencies – Frequencies – Level of Perceived Usability of the Map Feature

		E - Zemljevid			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sploh ni uporabno	7	3,1	3,1	3,1
	Niti ni - niti je uporabno	16	7,7	7,7	10,8
	Malenkost uporabno	10	4,8	4,8	15,6
	Uporabno	96	44,8	44,8	60,4
	Zelo uporabno	85	39,6	39,6	100,0
	Total	214	100,0	100,0	

Source: Own work.

Table 41: Multiple Comparison – Barriers to Volunteer Based on Volunteering Status

Multiple Comparisons							
Tukey HSD							
Dependent Variable	(I) Vol_status_level	(J) Vol_status_level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
B - Time	never a volunteer	volunteered in the past	-,101	,128	,710	-,40	,20
		currently volunteering	-,141	,177	,704	-,56	,28
	volunteered in the past	never a volunteer	,101	,128	,710	-,20	,40
		currently volunteering	-,040	,176	,971	-,46	,38
	currently volunteering	never a volunteer	,141	,177	,704	-,28	,56
		volunteered in the past	,040	,176	,971	-,38	,46
B - Money	never a volunteer	volunteered in the past	,048	,183	,962	-,38	,48
		currently volunteering	,382	,253	,288	-,22	,98
	volunteered in the past	never a volunteer	-,048	,183	,962	-,48	,38
		currently volunteering	,334	,252	,383	-,26	,93
	currently volunteering	never a volunteer	-,382	,253	,288	-,98	,22
		volunteered in the past	-,334	,252	,383	-,93	,26
B - Job	never a volunteer	volunteered in the past	-,199	,142	,341	-,53	,14
		currently volunteering	-,049	,196	,966	-,51	,41
	volunteered in the past	never a volunteer	,199	,142	,341	-,14	,53
		currently volunteering	,149	,195	,724	-,31	,61
	currently volunteering	never a volunteer	,049	,196	,966	-,41	,51
		volunteered in the past	-,149	,195	,724	-,61	,31
B - Family	never a volunteer	volunteered in the past	-,528 [*]	,162	,004	-,91	-,15
		currently volunteering	,097	,223	,901	-,43	,62
	volunteered in the past	never a volunteer	,528 [*]	,162	,004	,15	,91
		currently volunteering	,625 [*]	,222	,015	,10	1,15
	currently volunteering	never a volunteer	-,097	,223	,901	-,62	,43
		volunteered in the past	-,625 [*]	,222	,015	-1,15	-,10
B - Friends	never a volunteer	volunteered in the past	-,307	,155	,120	-,67	,06
		currently volunteering	-,075	,214	,935	-,58	,43
	volunteered in the past	never a volunteer	,307	,155	,120	-,06	,67
		currently volunteering	,232	,213	,523	-,27	,73
	currently volunteering	never a volunteer	,075	,214	,935	-,43	,58
		volunteered in the past	-,232	,213	,523	-,73	,27
B - Hobies	never a volunteer	volunteered in the past	-,257	,156	,228	-,62	,11
		currently volunteering	,400	,216	,154	-,11	,91
	volunteered in the past	never a volunteer	,257	,156	,228	-,11	,62
		currently volunteering	,657 [*]	,214	,007	,15	1,16
	currently volunteering	never a volunteer	-,400	,216	,154	-,91	,11
		volunteered in the past	-,657 [*]	,214	,007	-1,16	-,15
B - Difficulty	never a volunteer	volunteered in the past	-,330	,152	,079	-,69	,03
		currently volunteering	,242	,210	,482	-,25	,74
	volunteered in the past	never a volunteer	,330	,152	,079	-,03	,69
		currently volunteering	,572 [*]	,209	,018	,08	1,07
	currently volunteering	never a volunteer	-,242	,210	,482	-,74	,25
		volunteered in the past	-,572 [*]	,209	,018	-1,07	-,08
B - Sensitivity	never a volunteer	volunteered in the past	,012	,179	,997	-,41	,43
		currently volunteering	,487	,247	,122	-,10	1,07
	volunteered in the past	never a volunteer	-,012	,179	,997	-,43	,41
		currently volunteering	,475	,246	,133	-,11	1,05
	currently volunteering	never a volunteer	-,487	,247	,122	-1,07	,10
		volunteered in the past	-,475	,246	,133	-1,05	,11

(table continues)

(continued)

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Vol_status_level	(J) Vol_status_level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
B - Anxious	never a volunteer	volunteered in the past	-,456 [*]	,185	,038	-,89	-,02
		currently volunteering	-,105	,255	,911	-,71	,50
	volunteered in the past	never a volunteer	,456 [*]	,185	,038	,02	,89
		currently volunteering	,351	,254	,352	-,25	,95
	currently volunteering	never a volunteer	,105	,255	,911	-,50	,71
		volunteered in the past	-,351	,254	,352	-,95	,25
B - Information	never a volunteer	volunteered in the past	,166	,156	,536	-,20	,53
		currently volunteering	,670 [*]	,216	,006	,16	1,18
	volunteered in the past	never a volunteer	-,166	,156	,536	-,53	,20
		currently volunteering	,504	,215	,052	,00	1,01
	currently volunteering	never a volunteer	-,670 [*]	,216	,006	-1,18	-,16
		volunteered in the past	-,504	,215	,052	-1,01	,00
B - Logistics	never a volunteer	volunteered in the past	-,374	,172	,078	-,78	,03
		currently volunteering	,308	,238	,401	-,25	,87
	volunteered in the past	never a volunteer	,374	,172	,078	-,03	,78
		currently volunteering	,682 [*]	,237	,012	,12	1,24
	currently volunteering	never a volunteer	-,308	,238	,401	-,87	,25
		volunteered in the past	-,682 [*]	,237	,012	-1,24	-,12
E - Lige	never a volunteer	volunteered in the past	-,138	,190	,746	-,59	,31
		currently volunteering	,585	,262	,069	-,03	1,20
	volunteered in the past	never a volunteer	,138	,190	,746	-,31	,59
		currently volunteering	,723 [*]	,261	,017	,11	1,34
	currently volunteering	never a volunteer	-,585	,262	,069	-1,20	,03
		volunteered in the past	-,723 [*]	,261	,017	-1,34	-,11

*. The mean difference is significant at the 0.05 level.

Source: Own work.

Appendix 4.2.1: Detailed Descriptions of the Segments

Table 42: Segmentation - Key Distinguishing Characteristics Between the Segments

Characteristic	Segment 1	Segment 2	Segment 3
Label	Those Open to Good Offers	Those Resistant to Behavior as Desired	Causal Contributors
Motivation and Engagement	High motivation and engagement; frequent consideration of volunteering activities.	Low motivation and engagement; rarely considers volunteering.	Mixed or unspecified motivation; varying levels of engagement.
Volunteering Experience	Minimal history of involvement but highly positive about volunteering.	Minimal history of involvement; does not view volunteering positively.	Variable history of involvement; attitudes towards volunteering vary.
Interest Areas	Education, health, public good, arts, nature conservation, youth development, internet security.	Limited interest in various areas of service.	Low motivation across various areas of service.
Preferred Volunteering Formats	Short-term, long-term, local, remote, one-time events; prefers summer holidays and holidays.	Low inclination towards all volunteering formats.	Preferences for volunteering formats are not clearly defined.
Alignment and Gamification	Strong alignment with interests; encouraged by gamification elements.	App is less aligned with needs; little encouragement from gamification elements.	Some aspects of the app may be useful, but overall motivation is less pronounced.
Perception of Volunteering	Sees volunteering as crucial for addressing global issues; values personal and social impact.	Views volunteering as impractical and not beneficial.	Mixed perceptions; does not see volunteering as crucial for global issues.

(table continues)

(continued)

Characteristic	Segment 1	Segment 2	Segment 3
Time Commitment	Average of 4.189 hours per week; approximately 217.8 hours per year.	Average of 0.322 hours per week; approximately 16.7 hours per year.	Average of 1.762 hours per week; approximately 91.7 hours per year.
Barriers to Volunteering	Minimal concerns about barriers such as time, financial issues, or job obligations.	Faces minimal barriers but lacks interest.	Barriers like time and financial constraints do not prominently affect them.

Source: Own work.

Segment 1: Those open to good offers

Segment 1 is comprised of individuals who exhibit a high level of motivation and engagement when it comes to volunteering due to the proposed app. They more frequently consider volunteering when planning their weekend activities, compared to other two segments, but similarly to other two segments do not have a substantial history of involvement in volunteering activities. This segment sees volunteering as a highly beneficial and positive experience and values it as an essential component of society.

They are particularly drawn to diverse areas such as education, health, public good, arts, nature conservation, youth development, and internet security. Their enthusiasm extends to various volunteering formats, including short-term and long-term opportunities in European countries, as well as local, remote, and one-time events. Segment 1 individuals prefer to volunteer during summer holidays and the holiday season, and they are willing to dedicate a significant amount of time each week to volunteering.

Segment 1 participants also perceive the app's alignment with their interests as strong, are encouraged by gamification elements, and find the app to be highly beneficial. They are highly positive about volunteering, see it as crucial for addressing global issues like climate change, and believe that volunteering can enhance their career prospects. They are also motivated by personal values and the social impact of their actions. Despite their high engagement, they have minimal concerns about barriers such as time constraints, financial issues, or job obligations, indicating a strong commitment to their volunteering endeavors.

An average person within this segment is willing to dedicate an average of 4.189 hours per week to volunteering. Over the course of a year, this amounts to approximately 217.8 hours

(4.189 hours $\times$ 52 weeks). This significant commitment underscores their deep engagement and willingness to contribute meaningfully to various causes.

Segment 2: Those resistant to behave as desired

Segment 2 consists of individuals with low engagement and motivation towards volunteering. They rarely think about volunteering when making weekend plans and have minimal involvement in volunteering activities. Their perception of volunteering is not very positive; they do not see it as a critical or beneficial part of addressing societal issues.

These individuals show little interest in various areas of service such as education, health, public good, arts, nature, and youth development. They have a low inclination towards volunteering in European countries, whether short-term or long-term, and are not interested in local or remote volunteer opportunities. Their willingness to dedicate time to volunteering is minimal.

Segment 2 members find the app less aligned with their needs and are not significantly encouraged by its features or gamification elements. They generally view volunteering as an impractical use of time and do not see significant personal or career benefits in it. They are less influenced by their social circles to volunteer and face minimal barriers related to time, money, or job obligations. Overall, their low engagement reflects a disinterest in volunteering as a meaningful or necessary activity.

They are not inclined to dedicate much time to volunteering, averaging 0.322 hours per week, equivalent to approximately 19.32 minutes. In a year, this amounts to approximately 16.7 hours (0.322 hours $\times$ 52 weeks). This minimal commitment reflects their low engagement and disinterest in volunteering as a meaningful or necessary activity.

Segment 3: Causal Contributors

Segment 3 includes individuals with mixed or unspecified preferences regarding volunteering. Their frequency of thinking about volunteering and level of involvement are not clearly defined, indicating variability in their engagement and motivation. Their attitudes towards volunteering are also varied, with neither a strong positive nor negative view.

In terms of interest, Segment 3 shows low motivation across various areas of service such as education, health, public good, arts, nature, and youth development. Their preferences for volunteering opportunities, including short-term and long-term options in European countries, local, remote, or one-time events, are not distinctly defined.

These individuals might find some aspects of the app useful, but overall, their motivation to volunteer and their commitment are less pronounced. They are not significantly influenced by the app's features or gamification elements and do not perceive volunteering as crucial for addressing global issues like climate change. Barriers such as time, financial constraints, or job obligations do not prominently affect them. Their mixed or unspecified preferences suggest a more reserved or tentative approach towards volunteering and related activities.

They are willing to volunteer an average of 1.762 hours per week. Over a year, this totals approximately 91.7 hours ($1.762 \text{ hours} \times 52 \text{ weeks}$). This intermediate level of commitment indicates a more reserved or tentative approach towards volunteering and suggests that while they are open to volunteering, their engagement is not as pronounced as in Segment 1.

Appendix 5: Gamification Elements

The first prototype presented to the focus group participants was created by me in Figma software. It had 29 screens, which included the whole concept of the app and gamification elements. I presumed it was important for participants to experience the whole idea, not just gamification elements without context. The screens included a central element that connected all parts of the app. It was a map, upon which you could select amongst donations, petitions, volunteering opportunities and sustainable stores. I included donations, petitions and sustainable stores. Not just volunteering. I presumed the gamification elements would not work if they were only reliant upon the users doing volunteering. The second prototype was the same in its essence, apart from a more professional look created by an experienced student and did not include just environmental opportunities.

I presumed that there needed to be easier ways to gather the XP points, achievements and badges at the start of “the journey.” In any case, the users would need to start volunteering eventually if they wanted to rank higher on leaderboards or speed up the growth of their animals and plants. The look of element “Achievements” gathered from volunteering are also slightly cooler as opposed to the ones achieved from donations and petitions. With donations and petitions, the user would have an easier time to hold on to their daily/weekly streak (daily streak was replaced with the weekly streak in the second prototype due to the overwhelming negative feedback, and multiple suggestions to change it to a weekly streak) at the beginning of the gameplay. I presumed it could create a “simple” habit that can grow into something “bigger,” which could be a task such as signing one petition per week. This was adapted from the concept of immersion and flow, characterized by a balance between the challenges presented by an activity and the skills of the individual, leading to a deeply rewarding and focused engagement (Csikszentmihalyi, 1990). I presume that for a person who hasn’t been active in a community, signing one petition is enough of a challenge to overcome at the very beginning. Here it is important to note the flexibility of the offering emphasized by Hastings (2007) and Hastings and Domegan (2023). Without this flexibility, social marketing efforts may fail as it prevents necessary compromises that make clients more open to change. For example, instead of promoting absolute safety measures in HIV prevention, relative safety practices such as safer sex and safer drug use are advocated. In the case of the app, the donations and petitions are added as a form of flexibility - promoting various contributions to the society, not just volunteering.

The app included various filters I presumed were important to Gen Z based on which they can find the best suitable offering, as well an attractive look to the volunteering opportunities, petitions, donations and sustainable stores. In other words, I wanted to include enough photos, clickbait, short and concise descriptions and achievements. The look was inspired by the most well-known apps, like Duolingo, Instagram and Youtube, to make it familiar and intuitive.

The UX is in accordance with the game design theory and guidelines. Furthermore, the Figma design was based on components of the player motivation (Yee, 2006), alignment between Bartle's player types (1996) and Callow's framework (2004), the theory of role-identity of the player (Piliavin, Grube, and Callero, 2002), and alignment between the hero's journey and volunteer life cycle (Bussell and Forbes, 2006; Campbell, 2009).

Appendix 6: Focus Group Guides

Appendix 6.1: Non-volunteer Focus Group Guides

Introduction (presentation to participants):

At the beginning, self-presentations and individual participants.

Greetings to all! Thank you for responding to the invitation and attending today's gathering together. This session will be recorded and we ask you to only speak in English for the duration of this focus group, since not only Slovenians are present today. Lilka here will be technical support and will take care of the transcriptions and recording.

Additionally, If you have trouble expressing yourself in English in some parts, you can, of course, tell us in Slovene. I think this concludes all the formalities and I think we can begin with our discussions!

First part of our time together will be used to get a better insight into who you are and what your motivations are. And in the second part we will delve into the UX! I will present to you the app and then follow up with questions about it.

Ice-breaker Questions

Let's go around the group and briefly introduce ourselves! Tell us your name, your major and/or line or work (industry) **depending on the group you have**

1. Introductory questions - Free Time

We'll start off with some easy questions. These questions basically try to seek out how your life looks on a daily and weekly basis. Please be sure that this is a safe place, and everything you say will remain confidential. So please tell us the truth as accurately as possible.

- Give us an insight into how your free time looks! What do you usually do before and after college/work and on the weekends?
- Are you satisfied with how you currently spend your free time? Or do you want to improve it in some way or another?
- How do you usually decide what to do over the weekend? Do you think it's habitual aka you do what you always do? Or do you decide what you do over the weekend more intentionally?
- A bit on a different note, but do you feel like you have a purpose in life or are you still finding yourself? What is that purpose you feel connected to?

2. Perception of Volunteering

You were put into this focus group based on the fact that you are currently not a volunteer. Nonetheless:

- How do you currently perceive volunteering?
- Why do you think you have never tried volunteering? Why haven't you done something so far? What is stopping you from volunteering?
- What activity do you think can be replaced with volunteering in your life? / in other words, what do you do now instead of volunteering?
- To what extent do you perceive volunteering as an activity where you could hang out with friends?
- To what extent do you perceive volunteering as an activity where you could also get exercise?
- Do you have any friends that volunteer? And now picture that 2 of your closest friends start to volunteer: How do you think that would influence how you spend your free time?
- And now picture that several of your college classmates/work colleagues start to volunteer. They do not have to be your closest ones. How do you think that would influence how you spend your free time?
- What causes do you think you would volunteer in if you had to choose? (*humanitarian, environmental, with the elderly, disabled, immigrants...*)
- How do you perceive volunteering as a source of work experience and CV betterment? Have you ever considered volunteering to gain experience? Is that something you need aka do you want to gain more experience before entering the labor market/find a job?
- What about remote volunteering? Have you tried it OR would you be open to it? Would you recommend remote volunteering? Put examples here! Examples have to be diverse so they actually want to do that based on their major, occupation or interests: administrative tasks, social media management, other remote jobs

3.1. The International Edge - Voluntourism (Volunteering & Tourism)

- How do you feel about the idea of being able to travel and volunteer? By volunteering whilst traveling, you would be able to either have free accommodation and/or food. When do you think you would use the opportunity where you would e.g. go to Czech Republic for the weekend or week and get free food just by giving some time to volunteering.

3.2. Familiarity with Current Providers of Voluntary Work

- Tell us which organizations you know that provide voluntary work?

4. Environmental Issues and Anxiety

- To what extent do you feel any anxiety and is that anxiety having an impact on your day to day life?
- To what extent do you think volunteering can help with environmental issues if even any?

5. Loneliness

- How hard or easy would you consider making good friends in your 20s? How important is making friends to you currently?
- Do you think volunteering could be a good solution to the problem of either social anxiety or making friends?
- Which volunteering opportunities do you think would be best suited for people who are lonely, in other words, where would they feel most comfortable starting out? What characteristics should these volunteering tasks need to have?

6. UX/UI/Gamification Elements

Be sure to say they should ignore the different styles for the most part, since this is not the end result

Presentation: 10 - 15 min

Important information to include in the presentation:

1. you could see all the available volunteering spots and tasks for the next year or so
2. You would also be able to put forward your own ideas and create your own volunteering opportunities, where the NGO could apply to give you funds, mentorship and or provide any additional material you might need (such as trucks, trash bags, protective gear, etc.) and thus make it easier to do your own thing as well?
3. You would be able to see where your friends are going to volunteer so you can join them
4. Easier way to see where you can donate and sign petitions. That way you have all in one place and you can sign quickly, since your details would be saved to the device safely.

- First thoughts and associations

If the conversation subsides:

- What do you like, what didn't you like?
- What functions do you need?
- What kind of information do you need about the volunteering work before applying?
- What kind of information do you need about the organization before applying?
- What do you want to have as challenges? Are the challenges intriguing enough?
- What would you like to have in the social part of the app?
- I am most interested in how useful you think the centralized database is to you? As well as the function of making their own events?
- Would you be open to an application, where you could see all the available volunteering spots and tasks for the next year or so?
- What do you think about the teams and groups and how would you name them? Is it better to go for a more somewhat humor-like and relaxed speaking in the app.
- What do you feel like it's missing in the app?

- Does the calendar with your friend's volunteering commitments motivate/inspire you to do smth as well?
- Do you have any good ideas of what we can put as the symbols for different faculties.
- Celebrity addition
- Sending compliments when you get an achievement?
- What kind of information would you want on a volunteering opportunity?
- What kind of filters would you need when you are searching for an optimal volunteering opportunity?

Appendix 6.2: Volunteer Focus Group Guide

Introduction (presentation to participants):

At the beginning, self-presentations and individual participants.

Greetings to all! Thank you for responding to the invitation and attending today's gathering together. This session will be recorded and we ask you to only speak in English for the duration of this focus group, since not only Slovenians are present today. Lilka here will be technical support and will take care of the transcriptions and recording.

Additionally, If you have trouble expressing yourself in English in some parts, you can, of course, tell us in Slovene. I think this concludes all the formalities and I think we can begin with our discussions!

First part of our time together will be used to get a better insight into who you are and what your motivations are. And in the second part we will delve into the UX! I will present to you the app and then follow up with questions about it.

Ice-breaker Questions

Let's go around the group and briefly introduce ourselves! Tell us your name, your major and/or line of work (industry) **depending on the group you have**

1. Introductory questions - Free Time (Passive Competition) - 5 min

We'll start off with some easy questions. These questions basically try to seek out how your life looks on a daily and weekly basis. Please be sure that this is a safe place, and everything you say will remain confidential. So please tell us the truth as accurately as possible.

10min

- What do you do instead of volunteering a.k.a. what are you doing in your free time if you decide not to volunteer?
- Are you satisfied with how you currently spend your free time? Or do you want to improve it in some way or another?
- A bit on a different note, but do you feel like you have a purpose in life or are you still finding yourself? What is that purpose you feel connected to?

2. Experience in Volunteering (20 min)

You were put into this focus group based on the fact that you are currently not a volunteer. Nonetheless:

- Tell us about your experience with volunteering. What are your volunteering tasks?
What do you do?
 - a. What did you like? What did you dislike when it comes to volunteering?

b. Where do you volunteer? Which organization is it/are they? Do you trust your organization?

- Where did you find this volunteering opportunity? Like how did you find it? Where or how did you search for it?
- Based on what did you decide on the current volunteering opportunity? What triggered you or pulled you in to apply? How do you or did you decide where you want/wanted to volunteer?
- Why are you volunteering?
- How committed are you to the volunteering work aka how much of your time do you commit to volunteering work? When do you not volunteer - seasonally, annually, monthly? What's the frequency / or how many times? What influences you to volunteer in a particular time or not?
- Why did you change organizations in the past? If you haven't changed organizations in the past, why do you think so? How does your political view or personal beliefs influence your choices in volunteering work? Have you ever stopped volunteering and why?

Additional

- How do you perceive volunteering as a source of work experience and CV betterment? Have you ever considered volunteering to gain experience? Is that something you need aka do you want to gain more experience before entering the labor market/find a job? Has volunteering contributed to you gaining a job?
- What about remote volunteering? Have you tried it OR would you be open to it? Would you recommend remote volunteering? Put examples here! Examples have to be diverse so they actually want to do that based on their major, occupation or interests: administrative tasks, social media management, other remote jobs

3.1. The International Edge - Voluntourism (Volunteering & Tourism) - 5 min

- How do you feel about the idea of being able to travel and volunteer? By volunteering whilst traveling, you would be able to either have free accommodation and/or food. When do you think you would use the opportunity

4. Environmental Issues and Anxiety (5 min)

- To what extent do you feel any anxiety and is that anxiety having an impact on your day to day life?
- To what extent do you think volunteering can help with environmental issues if even any?

5. Loneliness (10 min)

- How hard or easy would you consider making good friends in your 20s? How important is making friends to you currently?
- Do you have any friends that volunteer? How do you think that would influence how you spend your free time and volunteering time?
- Was loneliness or making friends a reason for you to start volunteering? What made you finally get out of their comfort zone and start volunteering? What contributed to you feeling more comfortable for you to do that?
- Do you think volunteering could be a good solution to the problem, since you can meet a lot of people during that? - Did you meet any friends? Was the experience of volunteering a good bridge to those friendships, as in did it help to establish bonds without feeling pressured to do so? How would you explain why volunteering helps and makes it easy to make friends?

6. UX/UI/Gamification Elements

Be sure to say they should ignore the different styles for the most part, since this is not the end result.

Presentation: 10 - 15 min

Important information to be included in the presentation

1. you could see all the available volunteering spots and tasks for the next year or so
2. You would also be able to put forward your own ideas and create your own volunteering opportunities, where the NGO could apply to give you funds, mentorship and or provide any additional material you might need (such as trucks, trash bags, protective gear, etc.) and thus make it easier to do your own thing as well?
3. You would be able to see where your friends are going to volunteer so you can join them
4. Easier way to see where you can donate and sign petitions. That way you have all in one place and you can sign quickly, since your details would be saved to the device safely.

- First thoughts and associations

If the conversation subsides:

- What do you like, what didn't you like?
- What functions do you need?
- What kind of information do you need about the volunteering work before applying?
- What kind of information do you need about the organization before applying?
- What do you want to have as challenges? Are the challenges intriguing enough?
- What would you like to have in the social part of the app?
- I am most interested in how useful you think the centralized database is to you? As well as the function of making their own events?
- Would you be open to an application, where you could see all the available volunteering spots and tasks for the next year or so?

- What do you think about the teams and groups and how would you name them? Is it better to go for a more somewhat humor-like and relaxed speaking in the app?
- What do you feel like it's missing in the app?
- Does the calendar with your friend's volunteering commitments motivate/inspire you to do smth as well?
- Do you have any good ideas of what we can put as the symbols for different faculties
- Celebrity addition
- Sending compliments when you get an achievement.
- What kind of information would you want on a volunteering opportunity?
- What kind of filters would you need when you are searching for an optimal volunteering opportunity?

Appendix 7: Questionnaire

q1 Označite tisti odgovor, ki velja za vas.

- 1 Nikoli še nisem bil-a prostovoljec-ka
- 2 Trenutno sem prostovoljec-ka
- 3 V preteklosti sem bil-a prostovoljec-ka

\$q1==2 OR

\$q1==3

q1a Naštejte organizacijo ali organizacije, preko katerih ste prostovoljili.

\$q1==2 OR

\$q1==3

q1b Na katerih področjih ste že bili prostovoljec-ka?

- 1 Izobraževanje (npr. inštrukcije, izobraževalne delavnice, kongresi...)
- 2 Delo z ljudmi (npr. zavetišča za brezdomce, pomoč ob nesrečah, delo s priseljenci, domovi za upokoјence, delo z ljudmi iz manj spodbudnih okolij...)
- 3 Zdravje (npr. prostovoljstvo v bolnici, zdravstvena vzgoja...)
- 4 Delo za javno korist (npr. zagovorništvo, sprememba političnih programov, spodbujanje k udeležbi na volitvah...)
- 5 Umetnost in kultura (npr. muzeji, koncerti, festivali...)
- 6 Okolje (npr. ohranjanje narave, pobiranje smeti, vrtnarjenje, saditev dreves...)
- 7 Razvoj mladih (npr. mentorstvo, delo v mladinskih centrih...)
- 8 Internetna varnost (npr. usposabljanje o kibernetiski varnosti, beli hekerji, zaščita pred goljufi...)
- 9 Šport (npr. pomoč pri organizaciji športnih prireditev, poletni tabori, trenerstvo, sojenje na tekmah...)
- 10 Drugo (prosimo, vpišite):

\$q1==2 OR \$q1==3

q1c Označite vse vire informacij, preko katerih ste izvedeli za prostovoljsko aktivnost.

- 1 Naključno
- 2 Od ust do ust
- 3 Preko družbenih omrežij
- 4 Videl-a sem plakat
- 5 Moja izobraževalna institucija (osnovna šola / srednja šola / fakulteta) je pomagala najti prostovoljsko aktivnost zame
- 6 Preko lokalne organizacije, s katero sem že bil-a seznanjen-a
- 7 Preko spletne strani / platforme, ki omogoča pregled in izbor prostovoljskega dela
- 8 Preko spletnih brskalnikov
- 9 Drugo (prosimo, vpišite):
- * 10 Ne vem

\$q1c_5==5

q1dod1 Ali za vas velja sledeča trditev: »Pri moji izobraževalni instituciji (osnovna šola/srednja šola/fakulteta) je bilo prostovoljstvo obvezno za dokončanje moje izobrazbe.«?

- 1 da
- 2 ne
- 3 ne vem

\$q1c_3==3

q1dod2 Kako ste preko družbenih omrežij izvedeli za prostovoljsko aktivnost?

- 1 Objave vplivnežev na Instagramu
- 2 Objave družine, prijateljev, znancev na Instagramu
- 3 Objave organizacije, ki ponuja prostovoljsko delo, na Instagramu
- 4 Objavljeni dogodki na Facebooku
- 5 Objave vplivnežev na Facebooku
- 6 Objave družine, prijateljev, znancev na Facebooku
- 7 Objave organizacije, ki ponuja prostovoljsko delo, na Facebooku
- 8 Objave vplivnežev na Tik Toku
- 9 Objave družine, prijateljev, znancev na Tik Toku
- 10 Objave na družbenem omrežju X (prej: Twitter)
- 11 Drugo (prosimo, vpišite):
- * 12 Ne vem

q2 Kako pogosto razmišljate o prostovoljstvu, ko se odločate, kaj boste počeli čez vikend?

- 1 Nikoli
- 2 Skoraj nikoli
- 3 Včasih
- 4 Skoraj vedno
- 5 Vedno

q3a Koliko ur tedensko bi realno lahko posvetili prostovoljstvu na teden?

- 1 Ne bi mogel-a prostovoljiti vsak teden
- 2 Število ur, ki bi jih lahko tedensko posvetil-a prostovoljstvu:
- 3 Ne vem

is_numeric(\$q3a_opn) OR \$q3a==3 OR \$q3a==1

\$q3a==1

q3b Koliko ur mesečno bi realno lahko posvetili prostovoljstvu na mesec?

- 1 Število ur, ki bi jih lahko mesečno posvetil-a prostovoljstvu:
- 2 Ne vem

is_numeric(\$q3b_opn) OR \$q3b==2

q4 Predstavljajte si, da vaši bližnji prijatelji začnejo prostovoljiti.

Koliko bližnjih prijateljev bi se moralo začeti ukvarjati s prostovoljnimi dejavnostmi, da bi vas navdušilo, da bi tudi vi začeli s prostovoljstvom?

Vnesite število prijateljev.

1 Število prijateljev:

2 Ne vem

is_numeric(\$q4_opn) OR \$q4==2

q6 V kolikšni meri se strinjate, da bi naslednji razlogi pripomogli k vaši udeležbi na prostovoljski aktivnosti.

	Sploh se ne strinja m	Se ne strinja m	Niti ne strinja m, niti strinja m	Strinj am se	V celoti se strinja m
q6_1 Prostovoljstvo mi lahko pomaga, da pridem do zelenega delovnega mesta.	1	2	3	4	5
q6_2 Moji prijatelji so že prostovoljci, kar me spodbudi k prostovoljstvu.	1	2	3	4	5
q6_3 Moram pomagati rešiti problem (podnebne spremembe / skrbi me za tiste, ki imajo manj od mene / ...).	1	2	3	4	5
q6_4 Ljudje, ki so mi blizu, želijo, da postanem prostovoljec.	1	2	3	4	5
q6_5 Mi daje občutek vrednosti.	1	2	3	4	5
q6_6 Ljudje, ki jih poznam, imajo skupni interes za družbeno-koristno delo.	1	2	3	4	5
q6_7 Prostovoljstvo mi pomaga, da se počutim manj žalosten-na.	1	2	3	4	5
q6_8 Resnično me skrbi globalno segrevanje in podnebne spremembe.	1	2	3	4	5
q6_9 S prostovoljnimi delom se počutim manj osamljen-a.	1	2	3	4	5
q6_10 S prostovoljstvom lahko vzpostavim nove stike, ki bi mi lahko pomagali pri poslu ali karieri.	1	2	3	4	5
q6_11 Prostovoljno delo me osvobodi občutka krivde, ker imam več sreče kot drugi.	1	2	3	4	5
q6_12 Izvem lahko več o problematiki, ki me zanima.	1	2	3	4	5
q6_13 Prostovoljstvo poveča mojo samozavest.	1	2	3	4	5
q6_14 Prostovoljstvo mi omogoča, da dobim nov pogled / perspektivo na situacijo / stvari.	1	2	3	4	5
q6_15 Prostovoljstvo mi omogoča raziskovanje različnih kariernih možnosti.	1	2	3	4	5
q6_16 Čutim sočutje do ljudi in / ali živali in / ali rastline, ki jih prizadenejo podnebne spremembe.	1	2	3	4	5
q6_17 Drugi, s katerimi sem si blizu, visoko cenijo družbeno-koristno delo.	1	2	3	4	5
q6_18 Prostovoljstvo mi omogoča, da se stvari naučim neposredno in s prakso.	1	2	3	4	5
q6_19 Zaradi prostovoljstva se počutim potrebnega / uporabnega v družbi.	1	2	3	4	5

q7 Na lestvici od 1 ("sploh se ne strinjam") do 5 ("v celoti se strinjam") ocenite, v kolikšni meri se strinjate z naslednjimi izjavami.

	1 Sploh se ne strinja m	2 Se ne strinja m	3 Niti ne strinja m, niti strinja m	4 Strinja m se	5 V celoti se strinja m
q7_1 Želim prostovoljiti v tuji evropski državi , kjer bi v zameno za prostovoljsko delo dobil-a zastonj hrano in zastonj prenočišče (trajanje: od 3 dni do 7 dni; 4 ur na dan)	1	2	3	4	5
q7_2 Želim prostovoljiti v tuji evropski državi , kjer bi v zameno za prostovoljsko delo dobili-a zastonj hrano in zastonj prenočišče (trajanje: 1 do 6 mesecev; 4 ure na dan)	1	2	3	4	5
q7_3 Prostovoljiti želim v bližnji okolici oziroma v kraju, kjer trenutno prebivam (trajanje: 2 do 5 ur, enkrat tedensko)	1	2	3	4	5
q7_4 Prostovoljiti želim v bližnji okolici oziroma v kraju, kjer trenutno prebivam (trajanje: 2 do 5 ur, enkrat mesečno)	1	2	3	4	5
q7_5 Želim biti prostovoljec-ka na daljavo (po časovnici, ki bi si jo zastavil-a sama; trajanje: 1 do 2 uri)	1	2	3	4	5
q7_6 Želim biti prostovoljec-ka na enkratnih dogodkih , kjer bi dobil-a unikaten vpogled v zakulisje teh eventov (npr. športni dogodek, kongres, konferenca...) (trajanje: 8 do 10 ur; 1 do 2 dni skupaj)	1	2	3	4	5
q7_7 Raje bi bil-a prostovoljec-ka med poletnimi počitnicami , kot med preostalim delom leta.	1	2	3	4	5
q7_8 Rad-a bi namenil-a nekaj ur prostovoljskega dela med prazničnim časom .	1	2	3	4	5

q8 V kolikšni meri se poistovetite z naslednjimi razlogi za udeležbo v prostovoljski aktivnosti?

	1 Sploh se ne poisto vetim	2 Se ne poisto vetim	3 Niti ne poisto vetim, niti poisto vetim	4 Se poisto vetim	5 V celoti se poisto vetim
q8_1 Izobraževanje (npr. inštrukcije, izobraževalne delavnice, kongresi...)	1	2	3	4	5
q8_2 Delo z ljudmi (npr. zavetišča za brezdomce, pomoč ob nesrečah, delo s priseljenci, domovi za upokojence, delo z ljudmi iz manj spodbudnih okolij...)	1	2	3	4	5

q8_3 Zdravje (npr. prostovoljstvo v bolnici, zdravstvena vzgoja...)	1	2	3	4	5
q8_4 Delo za javno korist (npr. zagovorništvo, sprememba političnih programov, spodbujanje k udeležbi na volitvah...)	1	2	3	4	5
q8_5 Umetnost in kultura (npr. muzeji, koncerti, festivali...)	1	2	3	4	5
q8_6 Okolje (npr. ohranjanje narave, pobiranje smeti, vrtnarjenje, saditev dreves...)	1	2	3	4	5
q8_7 Razvoj mladih (npr. mentorstvo, delo v mladinskih centrih...)	1	2	3	4	5
q8_8 Internetna varnost (npr. usposabljanje o kibernetski varnosti, beli hekerji, zaščita pred goljufi...)	1	2	3	4	5
q8_9 Šport (npr. pomoč pri organizaciji športnih prireditev, poletni tabori, trenerstvo, sojenje na tekmah...)	1	2	3	4	5

q9 V kolikšni meri bi naslednji faktorji/omejitve predstavljali oviro, če bi želeli prostovoljiti?

	Sploh ni ovira	Rahla ovira	Zmer na ovira	Pome mbna ovira	Izjem no zahtev na ovira
q9_1 Čas	1	2	3	4	5
q9_2 Finančne omejitve	1	2	3	4	5
q9_3 Delovne (službene) obveznosti	1	2	3	4	5
q9_4 Družinske obveznosti	1	2	3	4	5
q9_5 Socialne obveznosti	1	2	3	4	5
q9_6 Hobiji in interesi	1	2	3	4	5
q9_7 Predvidena težavnost prostovoljske aktivnosti	1	2	3	4	5
q9_8 Čustvena preobčutljivost (ob stiku s posledicami problematike)	1	2	3	4	5
q9_9 Čustvena preobremenjenost (socialna anksioznost)	1	2	3	4	5
q9_10 Informiranost (ne vem kje lahko prostovoljim in kje najti informacije)	1	2	3	4	5
q9_11 Logistika (transport do mesta opravljanja prostovoljske aktivnosti)	1	2	3	4	5

q10 Na lestvici od 1 do 5 ocenite, v kolikšni meri se strinjate z naslednjimi izjavami. Prosimo, izrazite svoje mnenje tudi, če v preteklosti še niste prostovoljili.

1 Sploh se ne strinja m	2 Se ne strinja m	3 Niti ne strinja m, niti strinja m	4 Strinja m se	5 V celoti se strinja m
-------------------------------------	----------------------------	--	----------------------	-------------------------------------

q10_1 Prostovoljenje je na splošno pozitivna izkušnja.	1	2	3	4	5
q10_2 Prostovoljstvo je strašljivo.	1	2	3	4	5
q10_3 Prostovoljstvo me navdaja s socialno anksioznostjo.	1	2	3	4	5
q10_4 Prostovoljstvo je pomemben del družbe.	1	2	3	4	5
q10_5 Prostovoljstvo je ključno pri izboljšanju posledic podnebnih sprememb.	1	2	3	4	5
q10_6 Prostovoljstvo je potrata časa.	1	2	3	4	5

q11 Kako pomembne so vam oziroma bi vam bile naslednje lastnosti pri izbiri prostovoljske organizacije? Prosimo, odgovorite na vprašanje, četudi do sedaj še niste prostovoljili

	Sploh ni pomem bno	Ni pomem bno	Niti ni, niti je pomem bno	Pomem bno	Zelo pome mbno
q11_1 Organizaciji lahko zaupam.	1	2	3	4	5
q11_2 Njihovo poslanstvo je usklajeno z mojimi interesi in zanimanji.	1	2	3	4	5
q11_3 Organizacija je transparentna glede finančnih zadev (od kje prejema denar in za kaj točno ga uporabljajo).	1	2	3	4	5
q11_4 Organizacija ponuja podporno okolje (poskrbi za dobrobit svojih prostovoljcev)	1	2	3	4	5
q11_5 Organizacija ima vpliv / moč pri reševanju problematike.	1	2	3	4	5
q11_6 Organizacija ponuja zame zanimivo prostovoljsko aktivnost.	1	2	3	4	5
q11_7 Organizacija ponuja več različnih prostovoljskih aktivnosti.	1	2	3	4	5

q12 Ali veste, kje iskati priložnosti za prostovoljno delo, če bi želeli biti prostovoljec?

1 Da

2 Ne

☐ \$q12==1

q12a Katere platforme, ki omogočajo pregled in izbor prostovoljskega dela, poznate?

q13 Katere od naslednjih platform za prostovoljstvo poznate?

	Da	Ne
1 Prostovoljstvo.org	1	2
2 Woof	1	2
3 Workaway	1	2

4 European Solidarity Corps	1	2
5 VolunteerMatch	1	2
6 Idealist	1	2
7 All for Good	1	2
8 Serve.gov	1	2
9 UN volunteers	1	2

q14 Ocenite, v kolikšni meri bi naslednje lastnosti aplikacije pripomogle k vaši udeležbi pri prostovoljskih aktivnostih.

	Sploh ne bi vplival o	Niti ne bi, niti bi vplival o	Rahlo bi vplival o	Dokaj bi vplival o	Izjem no bi vplival o
q14_1 Vse možne prostovoljske aktivnosti bi bile prikazane na enem mestu.	1	2	3	4	5
q14_2 Možnost enostavne prijave na prostovoljske aktivnosti.	1	2	3	4	5
q14_3 Na izbiro bi bilo veliko zanimivih prostovoljskih aktivnosti.	1	2	3	4	5
q14_4 Na izbiro bi bilo veliko raznolikih prostovoljskih aktivnosti.	1	2	3	4	5

q15 Prosimo, oglejte si video.

Kako bi ocenili enostavnost uporabe aplikacije, ki ste jo videli v videu?

q15_1 Zelo zahtevna / zapletena

q15_2 Zahtevna / zapletena

q15_3 Niti zapletena, niti enostavna

q15_4 Preprosta

q15_5 Zelo preprosta

q16 V kolikšni meri bi vas aplikacija spodbudila k prostovoljstvu?

1 Sploh me ne bi spodbudila

2 Niti ne bi, niti bi spodbudila

3 Rahlo bi me spodbudila

4 Dokaj bi me spodbudila

5 Izjemno bi me spodbudila

q17 Predstavljajte si, da imate na voljo prikazano aplikacijo. Na lestvici od 1 do 5 ocenite, v kolikšni meri se strinjate z naslednjimi izjavami?

1 Sploh se ne strinja m	2 Se ne strinja m	3 Niti ne strinja m, niti strinja m	4 Strinja m se	5 V celoti se strinja m
-------------------------------------	----------------------------	--	----------------------	-------------------------------------

q17_1 Želim prostovoljiti v tuji evropski državi , kjer bi v zameno za prostovoljsko delo dobil-a zastonj hrano in zastonj prenočišče (trajanje: od 3 dni do 7 dni; 4 ur na dan)	1	2	3	4	5
q17_2 Želim prostovoljiti v tuji evropski državi , kjer bi v zameno za prostovoljsko delo dobili-a zastonj hrano in zastonj prenočišče (trajanje: 1 do 6 mesecev; 4 ure na dan)	1	2	3	4	5
q17_3 Prostovoljiti želim v bližnji okolici oziroma v kraju, kjer trenutno prebivam (trajanje: 2 do 5 ur, enkrat tedensko)	1	2	3	4	5
q17_4 Prostovoljiti želim v bližnji okolici oziroma v kraju, kjer trenutno prebivam (trajanje: 2 do 5 ur, enkrat mesečno)	1	2	3	4	5
q17_5 Želim biti prostovoljec-ka na daljavo (po časovnici, ki bi si jo zastavil-a sama; trajanje: 1 do 2 uri)	1	2	3	4	5
q17_6 Želim biti prostovoljec-ka na enkratnih dogodkih , kjer bi dobil-a unikaten vpogled v zakulisje teh eventov (npr. športni dogodek, kongres, konferenca...) (trajanje: 8 do 10 ur; 1 do 2 dni skupaj)	1	2	3	4	5

q18 Kako spodbudni so se vam zdeli naslednji elementi aplikacije? V kolikšni meri bi vas spodbudili?

Splo h me ne bi spodb udilo	Niti ne bi - niti bi spodb udilo	Me bi rahlo spodb udilo	Dok aj bi me spod budil o	Me izje mno spo dbu di
---	---	-------------------------------------	--	---------------------------------------

q18_1 Zaporedni dnevi aktivnosti



1	2	3	4	5
---	---	---	---	---

Zaporedni dnevi aktivnosti: Z vsakim zaporednim tednom aktivnosti v družbi (trajnostnim prostovoljstvom, podpisovanjem peticij, doniranjem ali s trajnostnimi nakupi) se ti število dni in tednov povečuje. En teden še mogoče lahko zamrzneš, potem pa se število dni vrne nazaj na nič!

q18_2 Lige



1 2 3 4 5

Lige: Zbiraš XP točke s trajnostnim prostovoljstvom, podpisovanjem peticij, doniranjem, trajnostnimi nakupi. En teden imaš časa, da zbereš dovolj točk, da se povzpneš v svoji ligi! Če pa jih ne zbereš dovolj, padeš iz svoje trenutne lige! Tekmuješ lahko z ostalimi regijami, z drugimi državami ali s poljubno vasico v bližini.

q18_3 Cilji



1 2 3 4 5

Cilj: Na slepo izbereš svoje seme, jajce ali mladička. Vsako pa potrebuje različno število XP točk, da zraste v veličastno in končno obliko živali ali rastline, ki jo nato dodaš v svojo kolekcijo, vidno vsem!

q18_4 Dosežki



1 2 3 4 5

Dosežki: Vsaka trajnostna prostovoljska aktivnost ima svoj dosežek. Če se, na primer, naučiš plezati po stavbah

za izobešanje plakatov, prejmeš redek dosežek “Urban monkey!” (slov. “Mestna opica!”)

q18_5 Kompetence



1 2 3 4 5

Kompetence: Za kompetence se moraš močno potruditi. Samo organizacije ti lahko dajo kompetenco. Pridobljena kompetenca ti odpre vrata k prostovoljstvu na višjih nivojih. Na primer: social media manager (level 3), na podlagi katere te lahko kontaktirajo organizacije, ki potrebujejo osebo s prav tvojimi referencami/kompetencami.

q19 Kako koristna se vam zdi naslednja funkcija v aplikaciji?

Splo h ni upor abno	Niti ni - niti je upor abno	Mal enko st upor abno	Upor abno	Zel o upor abno
------------------------------	--	-----------------------------------	--------------	--------------------------

q19_1 Zemljevid



1 2 3 4 5

Zemljevid: prikazuje vse možne trajnostne prostovoljske aktivnosti, dogodke, donacije, peticije in trajnostne trgovine. S klikom na simbol se ti odpre zelena vsebina.

q20 Na lestvici od 1 do 5 ocenite, v kolikšni meri se strinjate z naslednjimi izjavami?

1 Sploh se ne	2 Se ne	3 Niti ne strinja	4 Strinja m se	5 V celoti se
---------------------	------------	-------------------------	-------------------	---------------------

	strinja m	strinja m	m, niti strinja m		strinja m
q20_1 Ne moti me, če bi bila aplikacija na voljo samo v angleščini.	1	2	3	4	5
q20_2 Podjetja bi lahko investirala v prostovoljske aktivnosti z vsem - razen z denarjem.	1	2	3	4	5
q20_3 Podjetja bi lahko investirala v prostovoljske aktivnosti z vsem - vključno z denarjem.	1	2	3	4	5
q20_4 Tekmovanje z drugimi uporabniki na aplikaciji se mi zdi primerno.	1	2	3	4	5
q20_5 Mislim, da bi prostovoljsko delo moralo biti obvezen del študija.	1	2	3	4	5

q21 Tukaj lahko dodate komentarje, izboljšave in kritike glede predstavljene aplikacije.

spol Označite vaš spol:

- 1 moški
 - 2 ženski
 - 3 drugo
-

Iroj Označite letnico rojstva

doh1 Kakšen je vaš OSEBNI povprečni neto mesečni dohodek?

- 1 manj kot 420 EUR
 - 2 nad 420 - 870 EUR
 - 3 nad 870 - 1060 EUR
 - 4 nad 1060 - 1260 EUR
 - 5 nad 1260 - 1540 EUR
 - 6 nad 1540 - 2060 EUR
 - 7 nad 2060 in več EUR
 - 11 nimam lastnih dohodkov
 - 12 *ne želim odgovoriti*
-

izo Vaša dokončana izobrazba (zadnja šola, ki ste jo dokončali, redno ali izredno)

- 1 nedokončana osnovna šola
- 2 dokončana osnovna šola
- 3 dokončana 2 ali 3 letna strokovna šola
- 4 dokončana 4-letna srednja šola
- 5 dokončana 2, 3 letna višja šola
- 6 dokončana visoka šola, fakulteta ali več

stud Ali trenutno študirate?

- 1 Da
- 2 Ne

\$stud==1

univ Na kateri univerzi študirate?

- 1 Univerza v Ljubljani
- 2 Univerza v Mariboru
- 3 Univerza na Primorskem
- 4 Nova univerza
- 5 Univerza v Novi Gorici
- 6 Univerza v Novem mestu
- 7 Univerza Alma Mater Europaea
- 8 Drugo:

\$univ==1

unilj Na kateri fakulteti Univerze v Ljubljani študirate?

- 1 Akademija za glasbo
- 2 Akademija za gledališče, radio, film in televizijo
- 3 Akademija za likovno umetnost in oblikovanje
- 4 Biotehniška fakulteta
- 5 Ekonomska fakulteta
- 6 Fakulteta za arhitekturo
- 7 Fakulteta za družbene vede
- 8 Fakulteta za elektrotehniko
- 9 Fakulteta za farmacijo
- 10 Fakulteta za gradbeništvo in geodezijo
- 11 Fakulteta za kemijo in kemijsko tehnologijo
- 12 Fakulteta za matematiko in fiziko
- 13 Fakulteta za pomorstvo in promet
- 14 Fakulteta za računalništvo in informatiko
- 15 Fakulteta za socialno delo
- 16 Fakulteta za strojništvo
- 17 Fakulteta za šport
- 18 Fakulteta za upravo
- 19 Filozofska fakulteta
- 20 Medicinska fakulteta
- 21 Naravoslovno-tehniška fakulteta
- 22 Pedagoška fakulteta
- 23 Pravna fakulteta
- 25 Veterinarska fakulteta
- 26 Zdravstvena fakulteta
- 27 Drugo:

\$univ==2

unimb Na kateri fakulteti Univerze v Mariboru študirate?

- 1 Ekonomsko-poslovna fakulteta
- 2 Fakulteta za elektrotehniko, računalništvo in informatiko
- 3 Fakulteta za energetiko
- 4 Fakulteta za gradbeništvo, prometno inženirstvo in arhitekturo
- 5 Fakulteta za kemijo in kemijsko tehnologijo
- 6 Fakulteta za kmetijstvo in biosistemske vede
- 7 Fakulteta za logistiko
- 8 Fakulteta za naravoslovje in matematiko
- 9 Fakulteta za organizacijske vede
- 10 Fakulteta za varnostne vede
- 11 Fakulteta za strojništvo
- 12 Fakulteta za turizem
- 13 Fakulteta za zdravstvene vede
- 14 Filozofska fakulteta
- 15 Medicinska fakulteta
- 16 Pedagoška fakulteta
- 17 Pravna fakulteta
- 18 Drugo:

\$univ==3

unipri Na kateri fakulteti Univerze na Primorskem študirate?

- 1 Fakulteta za humanistične študije
- 2 Fakulteta za grajeno okolje
- 3 Fakulteta za management
- 4 Fakulteta za matematiko, naravoslovje in informacijske tehnologije
- 5 Fakulteta za turistične študije – Turistica
- 6 Fakulteta za vede o zdravju
- 7 Pedagoška fakulteta
- 8 Drugo:

\$univ==4

uninu Na kateri fakulteti Nove univerze študirate?

- 1 Evropska pravna fakulteta
- 2 Fakulteta za državne in evropske študije
- 3 Fakulteta za slovenske in mednarodne študije
- 4 Drugo:

\$univ==5

uning Na kateri fakulteti Univerze v Novi Gorici študirate?

- 1 Akademija umetnosti
- 2 Fakulteta za humanistiko
- 3 Fakulteta za naravoslovje
- 4 Fakulteta za podiplomski študij
- 5 Fakulteta za vinogradništvo in vinarstvo
- 6 Fakulteta za znanosti o okolju

7 Poslovno-tehniška fakulteta

8 Drugo:

\$univ==6

uninm Na kateri fakulteti Univerze v Novem mestu študirate?

1 Fakulteta za ekonomijo in informatiko

2 Fakulteta za poslovne in upravne vede

3 Fakulteta za zdravstvene vede

4 Fakulteta za strojništvo

5 Drugo:

\$univ==7

uniam Na kateri fakulteti Alma Mater Europea študirate?

1 Alma Mater Europaea - Evropski center, Maribor

2 Alma Mater Europaea - Fakulteta za humanistični študij Institutum Studiorum Humanitatis, Ljubljana

3 Drugo:

zapst Kakšen je vaš trenutni zaposlitveni status?

1 Redno zaposleni

2 Zaposleni za skrajšan delovni čas

3 Študentsko delo

4 Nezaposleni

5 Nič od navedenega

\$zapst==1 OR \$zapst==2

zappod Na katerem področju ste zaposleni?

1 Administracija

2 Bančništvo, finance

3 Elektrotehnika, elektronika, telekomunikacije

4 Farmacija, kemija

5 Gostinstvo, turizem, potovanje

6 Gradbeništvo, arhitektura, geodezija

7 Izobraževanje, prevajanje, kultura, šport

8 Javni sektor, nevladne organizacije

9 Kadrovanje, HR

10 Kmetijstvo, ribištvo, gozdarstvo

11 Komerciala, prodaja

12 Kreativa, design

13 Lesarstvo

14 Marketing, PR

15 Matematika, fizika in naravoslovje

16 Mediji

17 Nepremičnine

18 Osebne storitve in varovanje

19 Pravo in družboslovje

20 Prehrambena industrija, živilstvo, veterina

- 21 Proizvodnja
- 22 Računalništvo, programiranje
- 23 Računovodstvo, revizija
- 24 Socialne storitve
- 25 Strojništvo, metalurgija, rudarstvo
- 26 Tehnične storitve
- 27 Transport, nabava in logistika
- 28 Trgovina
- 29 Upravljanje, svetovanje, vodenje
- 30 Vojska
- 31 Zavarovalništvo
- 32 Zdravstvo, nega
- 33 Znanost, tehnologija
- 34 Drugo:

clanig Koliko ljudi trenutno živi v vašem gospodinjstvu (vključno z vami)?

- 1 v gospodinjstvu živim sam-a
- 2 dva
- 3 tri
- 4 štiri
- 5 pet
- 6 šest ali več

druzinskistat Kakšen je vaš družinski status?

- 1 Samski
- 2 V partnerski / zakonski zvezi brez otrok
- 3 Družina z otroki (tudi enostarševska)

deca Ali v vašem gospodinjstvu bivajo otroci ali mladostniki, mlajši od 18 let?

- 1 Da
- 2 Ne

drz Katere državljanstvo imate?

- 1 Državljanstvo Slovenije
- 2 Drugo državljanstvo:
- 3 Ne želim odgovoriti

vodja Ali vi osebno pretežno odločate o nakupih živil v vašem gospodinjstvu?

- 1 da
- 2 ne

regija Prosimo, označite statistično regijo, v kateri živite.

- 1 Pomurska
- 2 Podravska

- 3 Koroška
 - 4 Savinjska
 - 5 Zasavska
 - 6 Spodnjeposavska
 - 7 Jugovzhodna Slovenija
 - 8 Osrednjeslovenska
 - 9 Gorenjska
 - 10 Notranjsko-kraška
 - 11 Goriška
 - 12 Obalno-kraška
-

nas1 V kakšnem naselju živite?

- 1 urbano (mestno okolje)
- 2 ruralno (vaško okolje)

Appendix 8: OpenAI

(OpenAI, 2024, 15 July)

Purpose: Chat GPT was used to determine which variables fall into the scope of segmentation data and which one into the discriminant data before the segmentation analysis commenced.

Settings: /

Input parameters: /

Prompt/Instructions: The instructions had multiple steps.

Step 1: Providing information

“I will now give you the table but with information. And then I will give you the questionnaire from which you will extract the information. Do it in a form of a table, with columns: variable name, variable number, questionnaire question/statement:

table:	Variable Name	Questionnaire Number	Question (Translated into English)
Frequency	q2	extract question from questionnaire for each questionnaire number	
Protective	q6_7, q6_9, q6_11	extract statement from questionnaire for each questionnaire number	
Values	q6_3, q6_8, q6_16	extract question from questionnaire for each questionnaire number	
Career	q6_1, q6_10, q6_15	extract question from questionnaire for each questionnaire number	
Social	q6_2, q6_4, q6_6, q6_17	extract question from questionnaire for each questionnaire number	
Understanding	q6_12, q6_14, q6_18	extract question from questionnaire for each questionnaire number	
Enhancement	q6_5, q6_13, q6_19	extract question from questionnaire for each questionnaire number	
Selfish	average of selfish reasons to volunteer related questions	q6_1, q6_5, q6_7, q6_9, q6_10, q6_11, q6_12, q6_13, q6_14, q6_15, q6_18, q6_19	
Selfless	average of selfless reasons to volunteer related	q6_2, q6_3, q6_4, q6_6, q6_8, q6_16, q6_17	
Appendix E-3.2 AS - Edu.	q8_1	extract statement from questionnaire for each questionnaire number	
AS - People	q8_2	extract statement from questionnaire for each questionnaire number	
AS - Health	q8_3	extract statement from questionnaire for each questionnaire number	
AS - Public	q8_4	extract statement from questionnaire for each questionnaire number	
AS - Arts	q8_5	extract statement from questionnaire for each questionnaire number	
AS - Nature	q8_6	extract statement from questionnaire for each questionnaire number	
AS - Youth	q8_7	extract statement from questionnaire for each questionnaire number	
AS - Internet	q8_8	extract statement from questionnaire for each questionnaire number	
AS - Sport	q8_9	extract statement from questionnaire for each questionnaire number	
W - EU - short	q7_1	extract statement from questionnaire for each questionnaire number	
W - EU - long	q7_2	extract statement from questionnaire for each questionnaire number	
W - L - more	q7_3	extract statement from questionnaire for each questionnaire number	
W - L -			

more q7_4 extract statement from questionnaire for each questionnaire number W -
 Rem q7_5 extract statement from questionnaire for each questionnaire number W - One
 q7_6 extract statement from questionnaire for each questionnaire number W -
 Summ q7_7 extract statement from questionnaire for each questionnaire number W - Hol
 q7_8 extract statement from questionnaire for each questionnaire number B -
 Time q9_1 extract statement from questionnaire for each questionnaire number B -
 Money q9_2 extract statement from questionnaire for each questionnaire number B - Job
 q9_3 extract statement from questionnaire for each questionnaire number B -
 Family q9_4 extract statement from questionnaire for each questionnaire number B -
 Friends q9_5 extract statement from questionnaire for each questionnaire number
 B - Hobbies q9_6 extract statement from questionnaire for each questionnaire number
 B - Difficulty q9_7 extract statement from questionnaire for each questionnaire number
 B - Sensitivity q9_8 extract statement from questionnaire for each questionnaire number
 B - Anxious q9_9 extract statement from questionnaire for each questionnaire number
 B - Information q9_10 extract statement from questionnaire for each questionnaire
 number B - Logistics q9_11 extract statement from questionnaire for each questionnaire
 number E - positive q10_1 extract statement from questionnaire for each questionnaire
 number E - scary q10_2 extract statement from questionnaire for each questionnaire
 number E - anxious q10_3 extract statement from questionnaire for each questionnaire
 number E - important q10_4 extract statement from questionnaire for each questionnaire
 number E - imperative q10_5 extract statement from questionnaire for each
 questionnaire number E - a waste q10_6 (recoded) extract statement from
 questionnaire for each questionnaire number O - trust q11_1 extract statement from
 questionnaire for each questionnaire number O - int/val q11_2 extract statement from
 questionnaire for each questionnaire number O - transp q11_3 extract statement from
 questionnaire for each questionnaire number O - Sup q11_4 extract statement from
 questionnaire for each questionnaire number O - power q11_5 extract statement from
 questionnaire for each questionnaire number O - interesting q11_6 extract statement from
 questionnaire for each questionnaire number O - diverse q11_7 extract statement from
 questionnaire for each questionnaire number Comp q12 extract question from
 questionnaire for each questionnaire number App - one place q14_1 extract
 statement from questionnaire for each questionnaire number App - easy q14_2 extract
 statement from questionnaire for each questionnaire number App - interesting q14_3
 extract statement from questionnaire for each questionnaire number App - diverse
 q14_4 extract statement from questionnaire for each questionnaire number UX
 q15 extract question from questionnaire for each questionnaire number increase
 q16 extract question from questionnaire for each questionnaire number E -
 Streak q18_1 extract question from questionnaire for each questionnaire number E - Lige
 q18_2 extract question from questionnaire for each questionnaire number E - Cilj
 q18_3 extract question from questionnaire for each questionnaire number E -
 Dosežki q18_4 extract question from questionnaire for each questionnaire number
 E - Kompetence q18_5 extract question from questionnaire for each questionnaire

number E - Zemljevid q19_1 extract question from questionnaire for each questionnaire number Gamification average of q18 likert scales Appendix E-3.2 S - English q20_1 extract statement from questionnaire for each questionnaire number S- C - no mon q20_2 extract statement from questionnaire for each questionnaire number S - C - w mon q20_3 extract statement from questionnaire for each questionnaire number S- comp gam. q20_4 extract statement from questionnaire for each questionnaire number S - oblig q20_5 extract statement from questionnaire for each questionnaire number Product_fit average of product_fit related questions $(q6_3+q6_8+q6_16+q10_5+q17_3+q17_4+q17_5+q17_6)/8$ Appendix E-3.2 Imitation_coef q4 extract question from questionnaire for each questionnaire number Affordability average of affordability related questions $(q9_all + q10_2 + q10_3)/13$ Appendix E-3.2 Benefit_Perc. average of benefit perception related questions $(Selfish+q10_1+q10_4+q10_6)/4$ with q_6 recoded Appendix E-3.2 Spontaneous number of organization named in q_12a extract question from questionnaire for each questionnaire number Aided number of organization named in q_13 extract question from questionnaire for each questionnaire number Social_Impact_week combined q3a and q3b divided with 4.33 (52/12) Appendix E-3.2 Anxious/low.s.e. average of low self-esteem or anxiousness related questions q6_5, q6_7, q6_8, q6_13, q9_9, q10_3 Appendix E-3.2 Allignment average of allignment of desired characteristics in the proposed app related questions $(q14_1+q14_2+q14_3+q14_4)/4$ Appendix E-3.2

Questionnaire: *copied questionnaire from Appendix G**

Overall result: ChatGPT provided with a version of the table from the Table 18 and 19 in Appendix D-2”

Step 2: “Which of the following variables have to be put into descriptor variables and which have to be put in the segmentation variables. Basically divide these variables into descriptors and segmentation variables. Tell me this information for all the variables I have given you”

Overall result: “Certainly! To classify the variables into descriptors and segmentation variables, we need to understand their roles:

1. **Descriptor Variables:** These are typically demographic, behavioral, or psychographic variables that describe the characteristics of individuals or entities within each segment. They help in understanding the profile of each segment.
2. **Segmentation Variables:** These are used to divide the market into distinct groups or segments based on specific criteria or behaviors. These variables are the basis for the segmentation process.

Here is the classification of the given variables:

Descriptor Variables

1. E - Map (q19_1)
2. Gamification (average of q18 Likert scales)
3. S - English (q20_1)
4. S - C - no mon (q20_2)
5. S - C - w mon (q20_3)
6. S - comp gam. (q20_4)
7. S - oblig (q20_5)
8. Product_fit (average of product_fit related questions)
9. Imitation_coef (q4)
10. Affordability (average of affordability related questions)
11. Benefit_Perc. (average of benefit perception related questions)
12. Spontaneous (number of organizations named in q_12a)
13. Aided (number of organizations named in q_13)
14. Social_Impact_week (combined q3a and q3b divided by 4.33)
15. Anxious/low.s.e. (average of low self-esteem or anxiousness related questions)
16. Allignment (average of alignment of desired characteristics in the proposed app related questions)

Segmentation Variables

1. E - Map (q19_1)
2. Gamification (average of q18 Likert scales)
3. Product_fit (average of product_fit related questions)
4. Imitation_coef (q4)
5. Affordability (average of affordability related questions)
6. Benefit_Perc. (average of benefit perception related questions)
7. Social_Impact_week (combined q3a and q3b divided by 4.33)
8. Anxious/low.s.e. (average of low self-esteem or anxiousness related questions)
9. Allignment (average of alignment of desired characteristics in the proposed app related questions)

Detailed Explanation:

- E - Map, Gamification, Product_fit, Imitation_coef, Affordability, Benefit_Perc., Social_Impact_week, Anxious/low.s.e., Allignment: These variables can serve dual purposes as both descriptors and segmentation variables. They can describe segments and also form the basis of segmentation.
- S - English, S - C - no mon, S - C - w mon, S - comp gam., S - oblig, Spontaneous, Aided: These are mainly descriptor variables as they describe attitudes, knowledge, and behaviors but do not inherently segment the market.

By distinguishing these variables, you can better understand and target different segments within your market.

Step 3: “Have you categorized all the variables?” (I repeated this step twice until he gave me a complete result.”

Overall result: “Let's ensure that we have considered all the variables mentioned in the questionnaire for categorization into descriptor variables and segmentation variables. I will list all the variables again and classify them accordingly.

Complete List of Variables with Categorization

Descriptor Variables

1. Demographics:

- Age (q1)
- Gender (q2)
- Education level (q3)
- Employment status (q4)
- Income level (q5)
- Marital status (q6)
- Number of children (q7)

2. General Attitudes towards Volunteering:

- q10_1: Prostovoljenje je na splošno pozitivna izkušnja.
- q10_2: Prostovoljstvo je strašljivo.
- q10_3: Prostovoljstvo me navdaja s socialno anksioznostjo.
- q10_4: Prostovoljstvo je pomemben del družbe.
- q10_5: Prostovoljstvo je ključno pri izboljšanju posledic podnebnih sprememb.
- q10_6: Prostovoljstvo je potrata časa.

3. Platform Knowledge and Preferences:

- q12: Ali veste, kje iskati priložnosti za prostovoljno delo, če bi želeli biti prostovoljec?
- q13: Katero od naslednjih platform za prostovoljstvo poznate?
- q14: Ocenite, v kolikšni meri bi naslednje lastnosti aplikacije pripomogle k vaši udeležbi pri prostovoljskih aktivnostih.
- q15: Kako bi ocenili enostavnost uporabe aplikacije, ki ste jo videli v videu?
- q16: V kolikšni meri bi vas aplikacija spodbudila k prostovoljstvu?

4. Importance of Organizational Characteristics:

- q11_1: Organizaciji lahko zaupam.
- q11_2: Njihovo poslanstvo je usklajeno z mojimi interesi in zanimanji.
- q11_3: Organizacija je transparentna glede finančnih zadev (od kje prejemajo denar in za kaj točno ga uporabljajo).
- q11_4: Organizacija ponuja podporno okolje (poskrbi za dobrobit svojih prostovoljcev).
- q11_5: Organizacija ima vpliv / moč pri reševanju problematike.
- q11_6: Organizacija ponuja zame zanimivo prostovoljsko aktivnost.
- q11_7: Organizacija ponuja več različnih prostovoljskih aktivnosti.

5. Factors Encouraging Participation:

- q6_1 to q6_19 (Various reasons that could encourage participation in volunteering)

6. Obstacles to Volunteering:

- q9_1 to q9_11 (Various obstacles that could prevent someone from volunteering)

Segmentation Variables

1. Volunteering Frequency and Preferences:

- q8_1: Izobraževanje (npr. inštrukcije, izobraževalne delavnice, kongresi...)
- q8_2: Delo z ljudmi (npr. zavetišča za brezdomce, pomoč ob nesrečah, delo s priseljenci, domovi za upokojence, delo z ljudmi iz manj spodbudnih okolij...)
- q8_3: Zdravje (npr. prostovoljstvo v bolnici, zdravstvena vzgoja...)
- q8_4: Delo za javno korist (npr. zagovorništvo, sprememba političnih programov, spodbujanje k udeležbi na volitvah...)
- q8_5: Umetnost in kultura (npr. muzeji, koncerti, festivali...)
- q8_6: Okolje (npr. ohranjanje narave, pobiranje smeti, vrtnarjenje, saditev dreves...)
- q8_7: Razvoj mladih (npr. mentorstvo, delo v mladinskih centrih...)
- q8_8: Internetna varnost (npr. usposabljanje o kibernetski varnosti, beli hekerji, zaščita pred goljufi...)
- q8_9: Šport (npr. pomoč pri organizaciji športnih prireditev, poletni tabori, trenerstvo, sojenje na tekmah...)

2. Preferences for Volunteering Conditions:

- q17_1: Želim prostovoljiti v tuji evropski državi, kjer bi v zameno za prostovoljsko delo dobil-a zastonj hrano in zastonj prenočišče (trajanje: od 3 dni do 7 dni; 4 ur na dan)
- q17_2: Želim prostovoljiti v tuji evropski državi, kjer bi v zameno za prostovoljsko delo dobili-a zastonj hrano in zastonj prenočišče (trajanje: 1 do 6 mesecev; 4 ure na dan)
- q17_3: Prostovoljiti želim v bližnji okolici oziroma v kraju, kjer trenutno prebivam (trajanje: 2 do 5 ur, enkrat tedensko)
- q17_4: Prostovoljiti želim v bližnji okolici oziroma v kraju, kjer trenutno prebivam (trajanje: 2 do 5 ur, enkrat mesečno)
- q17_5: Želim biti prostovoljec-ka na daljavo (po časovnici, ki bi si jo zastavil-a sama; trajanje: 1 do 2 uri)
- q17_6: Želim biti prostovoljec-ka na enkratnih dogodkih, kjer bi dobil-a unikaten vpogled v zakulisje teh eventov (npr. športni dogodek, kongres, konferenca...) (trajanje: 8 do 10 ur; 1 do 2 dni skupaj)
- q7_1: Želim prostovoljiti v tuji evropski državi, kjer bi v zameno za prostovoljsko delo dobil-a zastonj hrano in zastonj prenočišče (trajanje: od 3 dni do 7 dni; 4 ur na dan)
- q7_2: Želim prostovoljiti v tuji evropski državi, kjer bi v zameno za prostovoljsko delo dobili-a zastonj hrano in zastonj prenočišče (trajanje: 1 do 6 mesecev; 4 ure na dan)
- q7_3: Prostovoljiti želim v bližnji okolici oziroma v kraju, kjer trenutno prebivam (trajanje: 2 do 5 ur, enkrat tedensko)

- q7_4: Prostovoljiti želim v bližnji okolici oziroma v kraju, kjer trenutno prebivam (trajanje: 2 do 5 ur, enkrat mesečno)
- q7_5: Želim biti prostovoljec-ka na daljavo (po časovnici, ki bi si jo zastavil-a sama; trajanje: 1 do 2 uri)
- q7_6: Želim biti prostovoljec-ka na enkratnih dogodkih, kjer bi dobil-a unikaten vpogled v zakulisje teh eventov (npr. športni dogodek, kongres, konferenca...) (trajanje: 8 do 10 ur; 1 do 2 dni skupaj)
- q7_7: Raje bi bil-a prostovoljec-ka med poletnimi počitnicami, kot med preostalim delom leta.
- q7_8: Rad-a bi namenil-a nekaj ur prostovoljskega dela med prazničnim časom.

Summary

- **Descriptor Variables:** These include demographic information, general attitudes towards volunteering, platform knowledge and preferences, importance of organizational characteristics, factors encouraging participation, and obstacles to volunteering.
- **Segmentation Variables:** These include preferences and frequency of volunteering activities, and specific preferences for volunteering conditions (like locations, durations, and formats).

This classification should cover all the variables you have provided. If there are any additional variables not included here, please let me know so I can add them to the appropriate category.”

(OpenAI, 2024, 31 August).

Purpose: ChatGPT was used to rewrite the text in all parts of the master thesis to avoid grammar mistakes, sound more concise and make the text sound professional and academic.

Settings: /

Input parameters: /

Prompt/Instructions: The instructions had two steps.

Step 1: “Please rewrite this text so it is more concise, academic and professional. Remove any grammar mistakes.”

Overall result: *Due to the length and frequency of outputs, the overall result is not provided*

Step 2: Now connect the sentences better.”

Overall result: *Due to the length and frequency of outputs, the overall result is not provided*

(OpenAI, 2024, 4 September)

Purpose: Additionally, ChatGPT was used to remove the names of participants from all transcripts to ensure anonymity

Settings: /

Input parameters: /

Prompt/Instructions: “I will give you a focus group transcript. We have to make sure that the participants remain anonymous. Every time there is a name of a participant mentioned put “[name of participant]” instead of the actual name. Also now remove spaces between [Speaker #] and their response.

Put this instead: [Speaker #] -

Transcript: *Due to privacy reasons and length I cannot include the original transcript here.* “

Overall result: Results seen in Appendix. Nothing was changed, except the changes I included in the instructions. No names are included in the transcriptions.