U.PORTO

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'My Dream is to make you smile, what about yours?'
THE MOTIVATIONS AND OUTCOMES OF STUDENTS'
VOLUNTEERING AT U. DREAM

Ana Rita Alves Rodrigues Miguel

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Supervised by
Luísa Helena Ferreira Pinto

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Abstract

The purpose of this study is to address the motivations and perceived outcomes of higher-education students volunteering to a non-profit organization. These goals are achieved through a case-study approach of U.DREAM. The data was collected through observation and semi-structured interviews to the volunteers and Alumni from U. DREAM Porto, Aveiro, Braga and Coimbra. Overall, 22 volunteers from different generations and departments were interviewed.

The findings from the thematic content analysis assist in answering the questions: What are the motivations of students' volunteers and the impacts created by volunteering? The findings suggest that the main motivators are altruistic, but there are also understanding motivations, social motivations, utilitarian motivations and enhancement motivations. It was also evident in the data that the organizational variables such as the organizational climate, positive relationships and the students' volunteer role identity have a big impact in the changes of their motivations. The outcomes are not limited to professional advantages, as there is a strong personal and interpersonal development, it has an intense impact on the students' future, makes them more independent, responsible and socially aware. This case-study helps develop our current understanding of the motivations and outcomes of students volunteering outside the mainstream approach of résumé building.

Resumo

O objetivo desta tese é estudar as motivações e impactos provenientes do voluntariado de estudantes universitários numa organização sem fins lucrativos. Estes objetivos são atingidos através de um caso-estudo à U.DREAM. Os dados foram recolhidos através de observação e entrevistas semiestruturadas aos voluntários e Alumni da UD Porto, Aveiro, Braga e Coimbra.

No total foram entrevistados 22 estudantes de diferentes gerações e departamentos. Os resultados da análise temática de conteúdo ajudaram a responder à questão: Quais são as motivações e os impactos criados pelo voluntariado? Os dados recolhidos sugerem que as motivações mais fortes são altruístas, mas também há motivação relacionadas com aprendizagem, motivações sociais, motivações utilitárias e motivações de melhoria de vida.

Nos dados recolhidos também foi evidente que as variáveis organizacionais como o clima organizacional, as relações positivas interpessoais e o *volunteer role identity* têm um grande impacto na alteração das motivações. Os resultados e impactos do voluntariado não estão limitados a vantagens profissionais, pois há um forte desenvolvimento pessoal e interpessoal, um grande impacto no futuro dos estudantes, tornando-os mais independentes, responsáveis e socialmente conscientes. Este caso-estudo ajuda a desenvolver o nosso conhecimento atual sobre motivações e impactos do voluntariado de estudantes fora da abordagem convencional do enaltecimento do *Curriculum Vitae*.

Palavras-chave: OSFL, Gestão de voluntariado, estudantes voluntários, motivações, impactos.

Códigos JEL: - L3 Nonprofit Organizations and Public Enterprise

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1. Introduction

Non-Profit Organizations (NPOs), according to Salamon and Anheier (1997) serve many functions, such as cultural expression, social cohesion and political action. They work towards a mission: the welfare (Hutton, and Philips, 2010).

Volunteers are the core of NPOs and volunteering is defined by Yaman (2005) as giving freely someone's knowledge, time, skills, background and know-how to achieve the goals of an organization. Considering the volunteers' major relevance for the well-functioning of NPOs and that they do not receive any monetary compensation, there has been a constant interest in understanding what drives them (Deery & Shaw, 1997). According to the literature, the new generation of high education students participate more in new types of volunteering (Hajnalka & Gabriella, 2012).

In the USA many universities have a tradition of involving students in volunteer activities (Bringle, 2011) and in the United Kingdom, volunteering has also been historically taken upon by university students (Brewis, 2010). However, most studies focus the involvement of students in service-learning activities. The volunteering activities which are not curriculum-related tend to be less prominent in the literature. As Rawlings-Sanaei and Sachs (2014) observed, there is a lack of a precise and clear definition of what is 'university students volunteering'. Therefore this study addresses this research gap by examining (1) the motivations of higher-education students who volunteer to a non-profit organization, and (2) the perceived outcomes from joining voluntary activities that are not part of the university curriculum.

To further understand the importance of context a case-study approach was used, by addressing the case of U.DREAM (UD). This is a peculiar and distinct organization for several reasons, such as: (1) targets only college students as volunteers, (2) volunteerism is not short-term and occasional, as in other NPOs, such as Banco Alimentar or summer Volunteering experiences; (3) in its mission, volunteers aren't just 'volunteers' but 'U-Dreamers' and full- members; (4) members are expected to hold a strong sense of belongingness and a volunteer role identity (Grube and Piliavin, 2000); and (5) it is a self-sustainable organization which does not rely only on donations to ensure long-term survival and sustainability. Regarding New and Traditional volunteering, UD is not short-term volunteering in the sense that it is not occasional or sporadic, but it has a predefined duration of two years. This is a clear differentiation point regarding other organizations

because even though there is a specific time commitment, which is common of short-term/modern volunteering, the commitment to UD takes a wider part of students' time and it can't be sporadic, as there is a continuous commitment, a plan to follow. Lastly, in its mission the volunteers have a 'Development System' that is a path they must be willing to commit in the process of self-development.

The structure of this report begins with a literature review, regarding the volunteering and focusing in students' volunteer specifically, by summing up: (1) what it is; (2) the students motivations, (3) the organizational variables impacting volunteers; and (4) the outcomes from volunteering. The following section describes the methodology, by explaining the case-study approach, the data collection process and the instruments used. Following the sample and the data analysis procedures are also described. Section 4 presents the empirical findings, by describing the case organization U.DREAM, notably its history, organizational mission and vision, organizational structure, business strategy, main activities and the management of Human and Resources (HRM). This sections also discusses the findings within the volunteering literature reviewed. Finally, the last section addresses the theoretical and managerial implications of this study, as well as the conclusions.

2. Literature Review

The Third sector is defined by Hodges and Howieson (2017) as 'the vast array of charities, voluntary organizations, community groups, cooperatives, mutual, and social enterprises' (p. 1). According to Franco (2005) non-profit organizations (NPOs), which are a vital part of the third sector, have various forms, configurations, goals and purposes to supply non-commercial aid to the community. Herman and Renz (2004) define NPOs as a product of the broader social, political, economic relationships and complex set of historical forces.

In Portugal, there are 17.012 NPOs according to the DES - Diretório da Economia Social (Campos, 2015), so it is no surprise that the university students are also part of this 'world'.

2.1. Volunteerism and its different types

One of the most valuable and critical resources of NPOs are the volunteers. Volunteerism is defined by Penner (2002) as 'long-term, planned, prosocial behavior that benefits strangers and occur within an organizational setting' (p.448). Likewise, the United Nations consider that 'volunteerism contributes to a more cohesive society by building trust and reciprocity among citizens' (UN, 2018)

For the past years the type of volunteering has been in constant change (Hustinx and Lammertyn 2003). There are two main types of volunteering: traditional and modern volunteering. According to Vantilborgh and collegues (Vantilborgh, Bidee, Pepermans, Willems, Huybrechts and Jegers, 2011) traditional volunteering, also named long-term volunteering, is defined as a continuous of serious commitments and effort towards volunteering. It involves an intense feeling of dedication to the community. Also, as reported by McCurley and Lynch (2011) the volunteers have a strong sense of affiliation to the organization and relate to the cause and mission. They show a strong personal and psychological investment in their volunteer role, from which they gain a sense of identity and belongingness.

On the other hand, the new/modern volunteering, also named short-term volunteering, has appeared in the last years and involves less commitment and engagement. It is more sporadic and occasional (Hustinx & Lammertyn, 2003) and volunteers are not

"true believers". Usually, they do not think the organization as a central part of their lives. They have the necessity to know what their work in the organization will be and what amount of time they will be asked to give. The modern volunteerism is growing as people feel the moral obligation, need or desire to help and donate their time on an episodic basis, rather than devoting their lives to it.

2.2. Volunteer Management

Connor (1995) considers that volunteer management is a continuous and methodical process of guiding volunteers in order to reach the organization's mission.

Regarding the management of student volunteers, the literature is more centred in service learning (S-L). Jacoby and associates (Jacoby et al., 1996) define it as an 'experiential education in which students engage in activities that address human and community needs together' (p. 5).

However, a crucial question remains: whether S-L programs should be considered a type of volunteering or an extension of it, since a forced activity cannot be considered volunteering, especially if it is not a personal choice to contribute to the wellbeing of the community (Holdsworth and Brewis, 2014). This is what Johnson-Coffey (1997) considers 'involuntary volunteering'.

The volunteering activities, which are not curriculum-related, tend to be less prominent in the literature (Rawlings-Sanaei & Sachs, 2014), which is addressed in this study.

2.2.1 What are student volunteers?

As stated by Bussell and Forbes (2001) volunteers work in many different organizations, fields and performing various tasks. They are not one big, homogeneous group as they have different cultures, beliefs, backgrounds, past life experiences and skills. Considering the reward/cost exchange, Cnaan, Handy and Wadsworth (1996) concluded that the higher the costs related to the volunteer activity the more altruistic are the reasons to volunteer.

Regarding the specific target of student volunteers, universities are increasingly persuading their students to engage in volunteer activities, such as community service or service-learning programs. The term "Student Volunteer" is used amongst the literature to refer to volunteering in organizations, associations, clubs and university-organized programs.

The literature shows that student volunteering has a historical background. In the United States, for example, Bringle (2011) stated that many universities have a tradition of involving students in volunteer activities such as fraternities, sororities, students' associations and organizations. Similarly, in the United Kingdom, Brewis (2010) said that volunteering has been historically taken upon by university students. However, most studies address the involvement of students in S-L related activities which are promoted to enhance learning.

2.2.2 Who are volunteers? - Volunteer characteristics

Even though there are many different types of volunteers, 'homogenous subgroups of volunteers can be segmented for target marketing purposes' (Tomkovick, Lester, Flunker, Wells, 2008, p. 248)

Bussell and Forbes (2001) showed that volunteering is more frequent among women than men and is also influenced by family background. Bussell and Forbes (2002) found that 'young people were more likely to volunteer if their parents had also volunteered' (Bussell & Forbes, 2002, p. 248). Smith (1999) also found that people who have part-time jobs are more likely to engage in volunteer activities than full-time workers. That is why students are a key niche, as usually they do not have a full-time schedule in university. Nichols and King (1999) showed that the shortage of volunteers may lead organizations to compromise their recruitment niche of student volunteers, and start recruiting more widely'.

According to Tomkovick, Lester, Flunker, Wells (2008) it is very understandable that NPOs target student volunteers specifically and create tailored job positions for them because of their varied skills, adaptation capacity, endless energy, creativity, potential and time availability.

According to Paull et al. (2016) there are three types of student volunteers identified in the literature: (1) *Academic student volunteer*: students who volunteer because of the credits earned in university courses; (2) *Facilitated student volunteer*: students who volunteer in an organization that has a relationship with the university; (3) *Independent student volunteer:* students who independently of their university, volunteer with organizations in which the activities may or may not be curriculum related.

According to Paull et al. (2016) there are also four organizational hosting types in the data: (1) *Host organizations with a student program*: organization which provides specific

volunteer activities related with the students' university studies (usually short-term); (2) *Host organization with mainstream student volunteers*: organization which is not specifically personalised for university students, and volunteers are expected to fit in with existing activities. (3) *Student-driven host organizations*, have the participation of students in community activities, or activities focused on the students as one of their main goals. In this situation, students manage these organizations; (4) *University volunteer activity,* in which the university creates activities or recruits students to help with university events such as orientation days.

There are also several aspects that must be taken into consideration regrading student volunteers. More than adults, they expect to feel valued by the organization, they do not like when adults have lower expectations for them just because they are younger or treat them in a condescending way. Most of them have never had any professional experience so they must be guided in a positive and supportive way (McCurley & Lynch, 2011). There is a great potential in these students as they are in a phase of personal and professional growth and development and will act responsibly if the organizations actually give them the accountability. They can wonder about the reasoning behind the organizations methods and procedures, they frequently provide new insights and ideas, and in the end, they expect volunteering to be joyful and satisfying (McCurley & Lynch, 2011).

2.2.3 Why do people volunteer? – Motivations

According to Nencini, Romaioli and Meneghini (2015) 'keeping volunteers committed and engaged is one of the toughest challenges for NPOs' (p. 1), so the main determinant of these organization's success is to understand the volunteers' motivations and expectations (Chambre, 1987).

The social exchange theory claims that people make choices to minimize cost and maximize reward (Homans, 1961). Rewards can be both tangible and intangible as long as individuals feel satisfaction. The relevant cost can be both economic and emotional or it can be a missed opportunity. A strict cost-reward analysis would suggest that there wouldn't be many people willing to volunteer, since volunteers are not payed (Handy et al., 2000). But the reality is that volunteering can be seen anywhere around the world. Which means that if volunteers find their motivations answered, they will be satisfied and willing to work towards the mission (Pauline, 2011).

Motivation can be defined as the driving force that makes people act in a certain way, commit to certain activities and work towards a goal (Campbell, Dunnette, Lawler and Weick, 1970). To be motivated means "to be moved" to perform a certain behavior. It is then widely accepted in the literature, that matching individuals' motivations with an organization's reward system by designing and assigning tasks in accordance to personal needs and expectations can substantially improve various outputs, such as commitment, satisfaction, and intention to stay (Clary and Snyder, 1991).

Motivations to volunteer

There are different perspectives on the motivators, so following is an analysis of the most prominent theories.

The first perspective is the Bierhoff's personal project approach (Bierhoff, Klein, and Kramp, 1991). The authors argue that there are dynamic links between values, attitudes, and identities. They claim that people who engage in volunteer work, most likely have a combination of egoistic and altruistic motives for doing so. They are likely to have some values that stress concern for others, and these values have a positive influence on their attitudes toward voluntary behaviour. Engaging in voluntary behaviour leads those who do it to perceive themselves as people who engage in altruistic behaviour and who are altruistically motivated.

The second perspective, from Cnaan and Goldberg-Glen (1991), who examined the motivations to volunteer (MTV) in different places of the world, shows that people engage in volunteer activities for different reasons: altruistic, utilitarian, and a third type, social motivations. Altruistic motives include helping valuable and noble causes, aid other human beings and the society around them. Altruism is defined by Phelps (1975) as a pure selfless act, motivated by helping others and with no personal benefits. Utilitarian motives include the desire to receive recognition and prestige from others, developing new skills, knowledge and techniques, improving résumés, making future professional contacts and improve their networks. Social motivations include the desire of making new friends, making new contacts and new colleagues, gaining a feeling of belongingness, or being socially pressured and have a moral duty.

Career motives are evident when the volunteers are working towards a better career future, such as a job or a good salary. The Economic theory by Katz and Rosenberg (2005) suggests that in a competitive market, volunteering works as a signalling role, showing that

the candidate has the qualities that make him/her the best choice. Also, Freeman (1997) claimed that if volunteering is an activity mainly intrinsically motivated, to attain personal satisfaction, then it is an egoistic motive, called the "theory of warm-glow giving" (Andreoni, 1990).

A third perspective, the functional approach to volunteer motivation, by Clary and Snyder (1991), argues that volunteerism may serve a varied number of functions for a volunteer. This model identifies different categories of functional volunteer motivations. *Career motivations* are directed toward improving a volunteer's opportunities in the paid Labor market. *Value motivations* proceed from the volunteer's personal moral and ethical values. *Social motivations* respond to a volunteer's need to behave in ways that are expected or desired by significant others, peer groups, or friends. *Protective motivations* are directed toward preventing or minimizing unpleasant feelings or circumstances. Volunteers *motivated by understanding*, seek to increase their awareness of particular questions or issues. *Enhancement motivations* seek to increase the value of a volunteer's life experiences. These multiple motivations can also have different weights for individuals: foreground and background motivations (Lidenberg, 2001). So, some types of motivations can be more important than others for volunteers.

A clear gap in the literature is that none of these theories concerning volunteers' motivation, explicitly incorporates the influence of the organization. (Grube and Piliavin, 2000; Omoto and Snyder, 1995). The literature does not consider the organizational aspects that can affect motivation, such as the organizational climate and the type of organization and its goals. To address this gap, this study aims to understand which motives lead student volunteers to join U.Dream and also how the organizational factors influence that decision.

Organizational motivators

The Volunteer Life Cycle shows that the initial motivations of volunteers can change over time. Attitudes, commitment, behaviour and reactions to the volunteer work change during the volunteering process. Furthermore, once a volunteer commits to a specific organization, other organizational variables take a significant part in the volunteer's commitment (Nencini, Romaioli & Meneghini, 2014).

After being part of an organization, one of the organizational aspects that will have a major influence in the volunteers' motivation is the organizational climate. The organizational climate is 'the shared perceptions of organizational policies, practices, and

procedures" (Reichers & Schneider, 1990, p. 22) and is based on the perceptions and feeling that volunteers have towards the practices, interactions, relationships and processes in their organization. Achieving goals and objectives is also crucial for organizational climate as well as the leadership and management members' relationship and support towards volunteers (Haski-Leventhal and Bargal 2008).

Another very important factor is the volunteer role identity. Grube and Piliavin (2000) introduced the concept of 'volunteer role identity', which relates to the amount of volunteer work that has a significant impact in the conceptualization of someone's own identity. This identity comes from the volunteering experiences in a certain organization and is about feeling that 'his or her role is important to the success of a valued organization (Grube and Piliavin 2000, p. 1109). This feeling has a strong impact in the amount of time that the volunteer will be willing to give to the organization. The role identity is promoted by the organizational personal experiences, the prestige of the NPO, the right use of resources and funds and by the importance of social networks associated to the volunteering (Grube & Piliavin, 2000). Therefore, the volunteers' sense of belonging and the fact that they care about the organization is directly linked to their level of commitment.

Another critical organizational variable for the volunteer's motivation are the relationships among volunteers (Nencini, Romaioli & Meneghini, 2014). For instance, Tang et al. (2010) showed that organizational support, such as positive relationships between volunteers, translates into a good organizational environment and higher satisfaction. This was also supported by other studies, such as Vecina et al. (2012), who showed that having positive relationships among the volunteers who volunteer in an organization for over 20 months, is a crucial motivation factor.

Nencini, Romaioli, and Meneghini (2014) concluded that in order to better retain the volunteers, an organization should foster a positive organizational climate and promote activities and experiences that reinforce the relationships and bonds among volunteers and between them and the management team.

As aforementioned, the trend of modern volunteering also affects the young volunteers' motivations and expectations. They are increasingly changing from a collective and long-term perspective towards a more individualistic and ad-hoc perspective (Hustinx and Lammertyn, 2003). Jamison (2003) observed this is leading to a more flexible

volunteering and volunteers might belong to different organizations in order to satisfy their motivations.

2.3. Volunteer results and impact in students

Eyler and colleagues (Eyler et al., 2001) identified several positive outcomes associated to students' volunteering. The first is *academic development*, such as development of new skills, knowledge and techniques, and practice of theory learnt in academic subjects. The second is *personal development*, such as personal identity, growth, interpersonal development, team management, leadership, time management, tasks distribution ability, communication competences, organization and self-esteem. Third is *social development*, such as the acceptance of other cultures and races, reduction of stereotypes, appreciation for diversity and social awareness. Lastly, the *career development* such as job-related skills and knowledge, new professional contacts, problem analysis, critical thinking and "real world" experience.

According to Cooper, Healy and Simpson, (1994), having leadership roles in organizations leads to higher educational enrolment, life purpose, cultural and political interests. Hodgekinson (2003) also added that people who volunteer are more likely to be more interested in politics, have stronger social networks and are, overall, more active and interested in the community. As Handy et al. (2010) noted: 'Studies based in the United States have found that students who volunteer are more likely than non-volunteers to have leadership ability, social self-confidence, and skills in critical thinking and conflict resolution' (p. 3). The literature also shows that volunteering can serve as a 'signalling device' through which volunteers signal to the potential employer that they are "desirable" because they serve the public good (Katz and Rosenberg, 2005).

The most frequently cited theory about the psychosocial development of volunteers is from Chickering and Reisser (1993), who describe this development in seven vectors: developing competences, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, establishing and clarifying purpose, and developing integrity. These vectors are stages that the students have to go through and they can do it at different rates. The stages don't follow a sequential order and they can interact with each other and be revaluated during the process.

2.4. Synthesis of the objectives

The present research has two main research objectives. The first objective is to examine the motivations amongst high-education students volunteering to a non-profit organization. The second objective is to explore the perceived outcomes and impacts of volunteering. Specifically, this research addresses the following research questions, listed in Table 1. These aims to orient the collection of data in the case-study organization: U.DREAM.

What are student volunteers' motivations?	What were the prime motivations?
	Did those motivations change during the path in UD?
	What was the role of UD in those changes?
	Motivation for other volunteers?
What are the impacts/outcomes from volunteering?	Past Outcomes
	Future Outcomes
	Volunteer Role Identity
(Supplementary question) **What would you change in the organization?**	Critical thoughts about UD

Table 1 - Research Question

Source: Author's own elaboration

3. Methodology

3.1. Methodological approach and procedures of data collection

The two key research objectives addressed in this study are: (1) examine the motivations amongst high-education students volunteering in a non-profit organization; and (2) explore the perceived outcomes of volunteering. These goals are achieved through a case-study approach to U.DREAM.

The present case-study is an in-depth investigation that was run during a four-month internship in this organization. This is a single and holistic case-study as there is only one unit of analysis focusing one particular students' NPO in its real-life context. UD was selected because of its critical and specific characteristics. Firstly, the fact that it is a students' organization: all volunteers are university students. Secondly, the fact that they are not 'just volunteers' but 'members', named 'U.Dreamers' - UDers. Thirdly, the volunteering is not short-term and sporadic but requires two-years commitment with a developmental path named 'Development System'.

This is a descriptive case-study aiming to explore and explain volunteering student's motivations and outcomes. To add to our understanding of volunteers' motivations, and following the literature, these are divided into (1) prime motivations; (2) other motivations (3) motivational changes during the volunteering experience; (4) the role of the organization in those changes; and (5) recommendations to motivate other students to volunteer. To further examine the outcomes of volunteering, these group is divided into: (1) past outcomes, (2) future/expected outcomes, notably how volunteering will influence volunteers' future; and (3) understand volunteers sense of belonginess to UD as an expression of 'volunteer role identity' (Grube & Piliavin, 2000). Finally, in expanding the case-study, one aims to understand volunteers thoughts about the organization.

Following a case-study approach, multiple methods and sources of evidence were used. This includes observation (e.g: general meetings, volunteers' assemblies, recruitment process, UDPortugal and local UDs meetings) followed by interviews. The goal of using a qualitative approach is because it "cultivates the most useful of all human capacities: The capacity to learn" (Patton, 1990, p. 1).

The observation analysis was crucial for this report, in order to take the researcher into the setting. The goal was to do a descriptive analysis based on the fieldwork experience of

being immersed in the organization during the four-months internship. It was a full-time internship with participant observation spent mostly in the headquarters of UDPortugal. I also worked in the local UDs, in the urban campaigns, went to companies, meetings, foster homes, and others. My chores were to deal directly with universities, companies, students and the children. I had to schedule meetings, help prepare workshops in universities from the External Academy, present UD to companies, help in events and activities with the children and was also part of the recruitment process of volunteers in September 2019.

Finally, the interviews with volunteers and UDREAM managers were a fundamental source of data. All interviews were semi-structured, with open questions and some pre-defined elements, aimed to be as flexible and in-depth as possible to capture new emerging and enriching themes. Following Patton (1990, p. 21): "qualitative findings are longer (when compared with quantitative), more detailed, and varied in content; analysis is difficult because responses are neither systematic nor standardized. Yet open-ended responses permit one to understand the world as seen by the respondents." In addition, direct quotations were reproduced to illustrate the meaning, since they "are a basic source of raw data in qualitative inquiry, revealing the respondents' depth of emotion, the ways they have organized their world, their thoughts about what is happening, their experiences, and their basic perceptions" (Patton, 1990, p. 21).

The use of mixed data permitted a detailed understanding of the case organization and a comprehensive portrait of volunteering motivators and outcomes.

3.2. Participants

To answer the research questions, 22 semi-structured interviews with UDers from different positions, departments, generations and offices (Porto, Aveiro, Braga and Coimbra UDs) were run. The goal is to achieve a broader vision from different people belonging to different departments, who are or have been in the UD at different stages of its existence, and who have different leadership roles and volunteer experiences. Following these selection criteria the result was 128 pages of transcribed interviews.

Table 2 summarizes the characteristics of research participants.

Nº	Gender	Age	City	Function	Course - University	How long in UD?
i1	F	23	Porto	Marketing & Director, Alumni	Psychology - FPCEUP	2014 - 2017

i2	F	20	Porto	Marketing	Sound and image - Católica	2017 - now
i3	F	24	Porto	Human Relations, Alumni	Master in innovation and entrepreneurship - FEUP	2014 – 2017
i4	F	22	Porto	Finances, Director & President, Alumni	Management - FEP	2016 – 2018
i5	M	23	Braga	HR	Master in biomedical engineering - Universidade do Minho	2017 - now
i6	F	18	Porto	Human Relations	Arts and multimedia -FBAUP	2018 - now
i7	M	20	Porto	Marketing	Sound and image - Católica	2017 - now
i8	F	20	Porto	Finances	Economics - Católica	2017 - now
i9	F	24	Porto	HR & Alumni	Master in Economics and international management - FEP	2017 – 2019
i10	F	21	Porto	HR & General direction	Master in Psychology and social organizations - FPCEUP	2017 - now
i11	F	25	Portugal	Ref & Alumni	Master in economics - Faculdade de Economia Minho	2016 - now
i12	M	23	Braga	Human relations, Director & General direction	International relations - Universidade do Minho	2016 - now
i13	M	22	Porto	HRH & Alumni	Master in Law of work – Católica	2016 – 2018
i14	M	24	Portugal	National Coordinator	Management – FEP	2017 - now
i15	F	26	Portugal	Marketing, Coordinator & Alumni	Master in graphic design - FBAUP	2015 - now
i16	F	25	Portugal	Finances, Director, Controller & Alumni	Master in biomedical engineering - Universidade do Minho	2016 - now
i17	F	19	Aveiro	Marketing	Management - Universidade Aveiro	2018 - now
i18	M	19	Coimbra	HR & Director	Economics - Universidade Coimbra	2018 - now
i19	M	18	Coimbra	HR	Economics - Universidade Coimbra	2018 - now
i20	F	22	Porto	Finances & Alumni	Economics - FEP	2016 - now
i21	F	25	Porto	HR, President & Alumni	Psychology - FPCEUP	2014 – 2018
i22	F	22	Aveiro	Human relations, Director & Alumni	Economics - Universidade Aveiro	2016 – 2018

Table 2 – Participants characteristics

Appendix 2 has more detailed information about participants

3.3. Data analysis

In order to do the data analysis, first there was an observation period with direct participation during the four months internship. There was a training period and learning about the organization, its history, its structure and strategy. There was also the participation in several meetings, events, gatherings, collective day Dreams, the study and analysis of UD's documentary, social networks and website.

Later, regarding the interviews, it was used the coding approach and Excel sheets to list the themes, categories and codes, as well as the patterns and the relationships amongst them. The process followed several stages. First, main themes were listed following the interview semi-structured guide (for details see Appendix 1). Second, there was an inductive analysis to find emerging themes and patterns by dividing the interviews in chunks, paragraphs, phrases and words. Third, a first cycle of coding were computed by identifying the codes in each interview. Following, a second cycle of coding was performed, by grouping subordinate codes into categories. The first codes were called Category 1, and the broader codes, the themes were called Category 2. Some Category 1 codes were divided in subcategories when there was a clear hierarchical structure. This helped sorting out the information, understanding the main themes and the relationships between categories. Following is presented a narrative description of the results by using direct quotes to illustrate major ideas and interviewees' feelings.

4. Findings and discussion

4.1. U.DREAM case-study

4.1.1 History

U.DREAM was founded in the 20th August 2013 at the school of economics from the University of Porto (FEP) by Diogo Cruz and other university students. All began with a dream from the founder and CEO - Diogo Cruz - a FEP student who had an health problem when he was younger and had the dream of creating a better atmosphere and support for children who were in the hospital.

U.DREAM is now one of the largest university students' organizations in Portugal. It is composed by over 250 high-education students from Porto, Braga, Aveiro, Coimbra (and Lisbon in 2019): 16 professionals composing the main staff, 17 national partners and over 200 Alumni, who materialized more than 50 Dreams.

UD believes that personal, human and professional development of university students is the key to a sustainable social change in Portugal. UD's main goal is to transform these students in social leaders: 'human beings who are prepared to understand the importance of their role in the society and community surrounding them, and mostly comprehend the impact they can have in the lives of those around them' (UD, company information).

UD is a self-sustainable social project promoted by students who believe they can change the world simply by caring. UD believes that education is the key, and that it should be shaped accordingly to the different needs of each one. Therefore, at UD there are no equal paths or identical people. UD is a place for each one to be whoever they want to be and do whatever makes them happy.

Being a UDer means "be someone with a giant heart who cares about others", means "to be available and able to put himself in second plan in order to help others", and "having a contagious positive energy expecting nothing else in return than a smile". It also means to be a more complete university student by having technical capabilities complemented by soft skills, but mostly making the conscious choice to renounce the comfort zone in exchange to help an organization whose final goal is to improve the life quality of people. And lastly, a UDer has to have the unique capacity and wish of changing the world and blindingly believing that it will eventually become true.

4.1.2 Organizational mission and vision

Hutton (2010) states that the mission of an organization describes its main motivation.

NPOs must have a clear and well defined mission because as there is no financial bottom line, the resources will be used for those activities which final goal is the achievement of the mission (Mara, 2000). The mission states the organization's internal and external objectives. Internally it helps motivating the staff and aligning their goals and expectations with the organization's. And externally, the mission is a way to attract members, donors, partners, sponsors, staff and volunteers to the organization (Brown & Yoshika, 2003).

In order to define the strategy for an organization, the mission is the first step that must be taken by stating its role in the community and what social problems it intends to solve (Ramanathan, 1982). The mission must be recognized along with the organization's objectives and goals.

According to the document analysis, UD's mission is to accompany and support children in a complicated health situation, culminating with the realization of their Dream. The goal is to motivate and stimulate the children and help them fight their current situation. At the same time the main goal of UD is to promote personal, human and professional development of university students through Education, in order to create a sustainable social change in Portugal and improve the quality of life of the people around them. UD's slogan is *"My dream is to make you smile, what about yours?"*. This slogan was created in the beginning of UD's existence, and it is used in all of UD's bracelets, videos, signs and images. It simplifies UD's message and goal which is to be happy while making other people happy. To help people remember that happiness must be trained, must not be forgotten and that we are also responsible for the happiness of those around us. It makes people think about their own Dreams, about what makes them truly happy.

4.1.3 Main activities

UD is divided in three main pillars: Social Impact, Developing System and Academy.

The first pillar is Social Impact. It is done by supporting, following and creating a better atmosphere for children and families who are in a complicated health situation. UD is present in the Instituto Português de Oncologia (IPO), Raríssimas and in Casa Ronald McDonald. UD volunteers get to know the child for three months, making regular visits to understand what the children like, their dreams, their favourite games and fantasies. After

this period there is one special day full of surprises and tailored just for the child: the Dream day. After this day there is still a follow-up period by a godmother or godfather who accompany the growth of the child and will be the representative of UD in the child's life. UD believes that the long-term presence in the child's life with the offering of therapies and educational programs is crucial and an important differentiator factor for the social impact of the organization. UD also works with foster homes and youth centres to create special days, make activities and offer a collective day Dream, full of experiences tailored to children characteristics, hobbies and interests. As well, UD creates urban campaigns with dynamics created for the local community. The goal is to interact with ordinary people who are in their day-to-day lives and remind them to be happy, to smile and to tell their friends and family they love them. There are also awareness campaigns in high schools in order to start raising social awareness in the younger minds. In 2017/2018 UD reached a total of 905 students. Now UD is beginning to visit nursing homes in order to offer some company to the elderly, listen to their stories and make the days of those who raised our generation, a little bit better and more joyful.

The second pillar is the Development System. It is a two-year process of individual growth that UD provides to its members in order to help them understand their personal and professional path. These activities include workshops, missions and challenges tailored to each one, as well as regular training programs. UD believes that self-knowledge leads to better future decisions both individually and in a team. Also, there aren't many moments for university students to stop and think about who they are, who they want to be, share it and discuss it with other people. By being divided in generations they guarantee semi-annual goals, both measurable and objective so that students can see the results of their work. The development system is divided in four stages:

1. **Generation 1.0 – 'Being available to learn' .** As a trainee in UD, the student is expected to understand how UD works, its different departments, methodology of development, his own role and path and reflect about his/her own beliefs, behaviours and life journey. Volunteers must be available to identify the reasons why they do what they do, and how they can be an important part of that plan.

2. **Generation 2.0 – 'The generation of the "Whys"'** In this stage, the student is no longer a trainee but a member of UD. It is the phase to explore oneself as a human being, the emotions and feelings, to develop self-conscious and understanding the reason why one took certain decisions in life in order to better know who each one

is. Volunteers learn, share, understand themselves better and feel a constant need to keep learning and improving.

3. **Generation 3.0 – 'My personal mark'** The student has grown and leaves a mark in UD and in the people of the organization. This is the semester where the volunteer develops the capacity to "teach". Each student will understand the impact on others, either supported by a team or leading projects. At this stage, volunteers become responsible for their own mark and for others. It is the time to feel the growing responsibility of leadership and learn how to self-manage own time and chores.

4. **Generation 4.0 – 'And they lived happily ever after'** At this stage, the students have a big share of strategic results and responsibilities. They must manage, guaranteeing the social impact and assuring the correct functioning of the Development System. During this step, UD challenges volunteers to think about the future, to understand future roles in the world: to choose a project that can be directed towards a person, a group of people or a community to make social impact. No matter the dimension. It is a personal project that has to be meaningful to the volunteer.

The third pillar is the Academy. This is a way to ensure that the social experiences have a high impact and that the development system is being properly applied. The Academy provides all the tools to achieve organizational goals, by adapting the challenges and plans to each generation, each department or position in the organization. The Academy is a crucial basis for UDer development. It provides the knowledge and soft-skills to learn how to deal with the impact of the social experiences they will be a part of, as well as the technical skills required by the department they are integrated in. UD believes that with this trade-off, they are motivating their volunteers and providing them the tools to become social leaders. The goal is make each volunteer willing to represent UD, work as a team in the best possible way and hopefully trying to change the world now and in the future.

Never forgetting one of UD's main mottos "Learn the best from others and teach the best of myself", the Academy is a wider and a more beautiful space than just an education space: it challenges the UDers to constantly improve themselves, the organization and make it richer, diverse, more human and more social.

4.1.4 Organizational structure

In large and complex organizations, top management isn't able to control directly all activities, but in smaller organizations the people in charge are usually involved in the operational activities, having a global vision and consequently direct control (Anthony & Young, 1989).

The top management team of UD is formed by the CEO - Diogo Cruz, the People and Culture coordinator - Bernardo Alba; and the Marketing coordinator - Diogo Mendes. They are all involved in operating activities and in the coordination of the projects because they have a clear overall vision of the organization.

UD's Organizational Structure is constituted by U.DREAM Portugal which is the headquarters responsible by the sustainable and long-term development of UD, and it is divided in the Business Department and the National coordination which manages the local UDs: Porto, Aveiro, Braga and Coimbra. The local UDs are divided in four departments: Marketing, Human Relations, Human Resources and External Relations and Finances. In each local UD there is one President and one Director per department. The students are integrated in one department and specialize in that area during their volunteering journey. The organization works with dozens of external companies and operates every day under a business discipline. Following is a brief description of the activities run by each department.

1. **External Relations and Finances Department** This is the department responsible for the first contact with the external companies, by scheduling the meetings and preserving smooth relationships. This department is also responsible for the impact created in both high schools and companies with the social awareness campaigns and the fundraising for new card-members. Volunteers from this department must have both the strictness and dynamic to make budgeting control while preserving external relations such as Dreams, events or campaigns.

2. **Human Resources Department.** This is the department responsible for the recruitment, selection, motivation and smooth follow-up of the most crucial resource in the organization: its members. In UD the volunteers are considered members, UDreamers. They are not just short time occasional volunteers; they are the core of the organization. That is the reason for the term Member instead of Volunteer. This department is responsible for managing Dream teams, events or urban campaigns, create communication and motivation strategies. The volunteers

of this department are team leaders and guides. They must have high human skills, being the best at managing, analyzing and evaluating people. They are also responsible for the management of human resources (HR) in all the intern projects, create teambuilding activities, organize retreats and gatherings, mentoring, schedule general meetings and manage teams. They are also the ones making sure the godmothers/godfathers have the necessary support and backup from the organization and also ensure the management of the Alumni network.

3. **Marketing department**. This is the department responsible for the creation and management of UD's brand, its positioning in the social sector, in the city and wider community. They are responsible for UD's communication, such as the physical channels and digital ones (Facebook, Instagram and website). They are also the ones who ensure the creation and execution of urban campaigns and brand expansion campaigns. Working in either video, photography, design or marketing, they are responsible for the creation of content and the communication plans of Dreams, events and campaigns.

4. **Human Relations Department**. This is the department that is closest to the little heroes: the children. They are the ones in charge of every single detail of the Dream day, the follow-up with the families and children, promoting regular visits either in the institutionalized context or in their homes and contribute to the construction and development of a strong relationship between the families and UD's team. All UD's differentiate themselves by an emotional but also rigorous commitment, developing didactic and pedagogical techniques that allows them to reach an excellence standard in the accompaniment of the children. This department is also responsible for organizing activities, special days and collective Dream days for children in foster homes.

In order to decide to which department each student will be a part of, during the recruitment process, even though they can say which department they prefer, there is a number of personal and technical interviews, group dynamics and evaluations, in order to understand what department would be the best fit.

Overall, there are specific processes for each departments, rules and plans to follow. The activities and shores are manged and supervised by UDPortugal team, to make sure there aren't overlapping shores, or problems within or between departments. Even

though the students are divided by departments there are many activities and moments where the members have to work with people not just from different departments but also different generations and even different cities. The goal is for the students to learn how to work with dissimilar people, from diverse backgrounds, courses, universities and places, in order to prepare them for their future.

4.1.5 Business Strategy

According to Moore (2000) all organizations benefit from developing a strategy. Traditionally the use of strategies is generally acknowledged as a managerial instrument that can strongly influence the success of organizations (Miles & Snow, 1978). Chandler (1962) describes strategy as the determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out these goals.

Although UD is by definition an NPO, it can be seen as a Social Enterprise. Costanzo et al. (2014) defined social entrepreneurship as any opportunity seeking behavior directed at filling social gaps while remaining economically sustainable. Therefore, as other social enterprises, UD has two tiers of management focusing on different types of businesses. The volunteers in the local UD offices work towards the local social impact while UD Portugal's paid staff aims to ensure the sustainability of the organization over the long-term.

Central to UD is to be self-sustainable, which is attained by several ways:

1. **Services provision to Companies.** These services are paid and include: (a) marketing services, such as design projects, brand identity, photography, video, social media management and organization of events; (b) human resource management services, such as leadership training, coaching, teambuilding activities, people management, team management, career management, happiness at work and social responsibility activities; (c) social activities, such as seminars and presentations, social campaigns, urban campaigns and activities with children, elderly or young people from some associations.

2. **External Academy**. By having trained and certified lecturers, UD is in the process of expanding the knowledge they share with the students, to other students outside U.DREAM. Identifying gaps in the educational system, such as the inexistence of training in: time management, self-knowledge, personal development, teamworking,

and others, UD is providing workshops and courses in cooperation with many students organizations across the country. It has already reached over 2.500 students and a total of over 200 hours of training.

3. **Card-Members**. The membership card is a combination of exclusive discounts with UD' sponsor companies providing members the opportunity to be part of an unique and memorable experience and moments of UD. There are two different modalities: (a) Friends card-members, who pay a fee of 12€/year and have discounts in the brands who sponsor UD, discounts in UD's events such as the Anniversary, the Gala Hero and the International Day of Children. U.DREAM friends are also invited to an annual gathering in UD's headquarters. (b) The Hero card-member pays a fee of 5€/month, additionally to the benefits of friend membership, he/she is invited to participate in the creation of a Dream, has a free entrance to the Hero Gala dinner, can participate in one urban campaign and has special exclusive promotions and receives a Merchandising kit. Nowadays UD has over 1.700 card-members. Overall, 54% of the card-members are of the type Friend and 46% are Hero. The profit from the card-members is used to pay operational expenses such as rent, water, light and internet.

4. **Card Partnerships.** Nowadays UD has 36 card-partners that include: MCDonalds, Prozis, Uniplaces, Universidade Católica do Porto, Wall Street English, Teatro Nacional São João and Science4You. These partners make contributions for Dreams, long-term impact in children and aid in other social impact experiences.

5. **Portugal2020 Partners**. UD has 17 Sponsors from Portugal2020 who make contributions for Dreams and activities, and include: Delta Café, Prio, Impacting, Mindera, Fresenius Kabi, Portugal Inovação Social, Câmara Municipal do Porto, FAP, Universidade do Porto and Universidade Católica do Porto.

6. **Merchandising.** Includes revenues from the sale of mugs, notepads, pencils, flash drives, water bottles, and bags, which can be bought in the local UDs, during the events or even online in the website.

4.1.6 Human resource management

Management, which has been defined by several academics as "working with people", is the most difficult and crucial task of organizations. Given that volunteers do not receive any monetary compensation, they must be motivated and feel integrated in the team so

they are willing to work towards the organization's goals and mission. In the case of UD, having four local offices (Porto, Braga, Aveiro e Coimbra) which are fully run by volunteers, there is an extensive HRM process which begins with the recruitment and selection process. In every recruitment UD has an average of 250 applicants in Porto, 180 in Braga and 120 in Aveiro. There are more applicants than volunteer positions: over 200 applicants in Porto for 13 available positions.

The integration process is about making trainees feel comfortable and welcomed, providing a motivational environment. It starts with a volunteers gathering for a weekend, with diverse activities, such as teambuilding, bonding and dynamics, in order to let them know a bit more about the organization, themselves and the teammates. UD has an average retention rate of trainees of 95%, which means that in the end of the first semester as a trainee, that is the percentage of members who have the technical and human capabilities to become members of the organization. Then the development process continues during the remaining three semesters.

Regarding the training there is an intense personal and departmental training as explained in the Development system. Each student volunteer receives 60 hours of free personal and professional training per semester.

Retention and motivating is closely related to a sense of belongingness, a feeling of continuous growth and development, satisfaction and recognition by the organization and this is achieved by empowering the volunteers, allowing them to be more autonomous by giving them responsibilities, common respect, trust, open communication, inclusion and support. Each student commits from 8 to 12 hours of social impact and training per week. UD is about people and is about high-education students. This is one key aspect that UD worries about: turn each volunteer into a full member and a true UDer. This simple definition gives a wider and stronger sense of the volunteer role identity, as mentioned by Grube and Piliavin (2000). Volunteers are nurtured to feel like a strong and important part of the organization, which in turn will drive them work towards the goals and mission.

4.2. Main student volunteers' motivations

This section presents the main findings from the semi-structured interviews. The findings are organized by research question, notably: (1) What are students volunteers' motivations? (2) What are the outcomes and impacts of students' volunteering.

4.2.1 Prime motivations

Regarding the first research question there was a division between the prime motivations, the changes of those motivations during the path in UD, the role of UD in those changes and finally the recommendations to other volunteering students.

Main motivations	Number of references	Percentage
Social Impact	12	55%
Identification with organization/mission	4	18%
Development	3	14%
Wanting a change	2	9%
Impact in an UDer	1	5%
Socialization	0	0%
Wanting to be in an organization	0	0%
Total	22	100%

Table 3 - Prime motivations

Regarding the first topic about the students' prime motivations, the results of the interviews showed that the main motivation of the students is the social impact (55%). There is also a high identification with the organization (18%), a wish for both personal and professional development (14%), a desire for change and the fact that they had seen the impact of UD in other students. There were no answers regarding the CV, socialization or wanting to be in an organization as prime motivations.

Motivations	Number of references	Percentage
Social Impact	46	35%
Identification with organization/ mission	29	22%
Development	25	19%
Impact in an UDer	9	7%
Socialization	9	7%
CV	6	5%
Wanting to be in an organization	2	2%
Total	132	100%

Table 4 – Other motivations

Regarding the various motivations, the data collected shows that volunteers have more than one motivation to volunteer, and the motivations have different weights. This finding supports Lidenberg (2001) theory that multiple motivations can have different weights for individuals: foreground and background motivations. So, some types of motivations can be more important than others for volunteers. For the interviewed volunteers, the social

impact motive was the one mentioned more frequently. This includes students who want to do volunteering, who did volunteering during their childhood, who want to be with the children and the families to make the Dreams happen, who want to help others and to change the world. Social impact is the most common motivation as interviewee 9 explained: *'It was a little bit of that, trying to be one of those people that I considered super-heroes and try to make those Dreams, something so big and so amazing, happen.'* Interviewee 11 also added: *'It was the fact that I believed I could change the life of those people who deserved it so much. Thinking that by giving my attention and my time to those families, could bring a long-term impact to them'.*

These results are in line with the findings from Unger (1991) who found altruistic reasons were among the primary motivations to volunteer. "The volunteer appears to be motivated by his or her perception of the needs of others in the community." (Unger, 1991, p. 93).

U.Dream volunteers emphasized that if it was just about the CV and professional experience they could have chosen other organizations, as interviewee 4 says: *'The social part ended up having more weight, because if it was just for the professional experience or getting some recognition in terms of CV, I would have gone to another organization.'* Hence, UD was chosen because they considered it more complete, with many opportunities, as follows: *'UD was the students' organization, at least that I knew, that gathered the best of two worlds: in one side the professional environment, and when I say professional I mean there was an organized structure, methodical and that generates personal and professional development in a student, what he expects to get in an extracurricular activity, but on the other hand gives him a human component with no possible comparison with other organizations. (…) UD gathers the two things in a symbioses that gives us a Super complete experience.'* (Interviewee 4).

Still under the social impact motivation, some students mentioned that as they have been doing volunteering since they were kids, now they want to keep doing it. This is consistent with the findings from Skramstad (2014) who concluded that motivation is higher for students who have previously volunteered. Interviewee 1 says*: 'I came from a school that had many volunteering projects, so it was always something that made a lot of sense to me, and something determinant to keep volunteering as I used to when I was a kid'.*

Identification with the organization is the second biggest motivation. This category includes students having an identification with the project, feeling more identified during the recruitment process, relating with health problems, having family members who had cancer, recognizing the quality of the organization, the fact that it is an unique organization and it has a long-term social impact, and by a friend's recommendation. Besides the social impact, the students consider the mission and goals of UD a main motivation for them to give their time and effort, and they identify themselves with UD. Interviewee 21 says: *'I do not believe in volunteering where you just give two hours per week in trying to solve a problem and then it is over. (…) What makes sense to me is to do it in a sustainable way in which we can actually give tools to fix the problem, and not just to have a relieve of self-conscience that we gave our best, or our time and that is enough. So, UD presented itself as the ideal solution'.* As interviewee 9 puts it *'These guys want to change the world, and me too, so my motivation was to find people who had the same vision of mine about the world, which is: Nothing is impossible, we can all change the world, each of us has a mission and if one has impact even in one person only, it was already worth it.'*

Some volunteers mentioned the fact that they weren't that eager to get in the organization, until experiencing the process of recruitment where they started identifying more with the organization and really wanted to be selected. A particularity in the answer of interviewee 3, is the impact UD had on her as she remembers the precise date that she got into UD, five years ago: *'In the beginning I wasn't that excited, but during the whole recruitment process, the spirit started getting entrenched in me, and I finally got in the team in the 18th of October 2014.'* There are also many people saying that they 'felt in love' with the organization during the UD presentations, as interviewee 8 explains: *'It was a culmination of listening about what UD was in a way that I was super delighted, in which they explained so well their objectives, their values, the departments (…) It was really to listen to those people talking in a way I've never seen before'.*

These findings support Bierhoff's personal project approach (Bierhoff, Klein & Kramp, 1991) in that individuals who volunteer, most likely have a combination of egoistic and altruistic motives for doing so. As well as Cnaan and Goldberg-Glen (1991), who examined the motivation to volunteer (MTV) defined by two main types of motivation: altruistic and utilitarian, and a third type which is social motivations. Altruistic motives include helping valuable and noble causes, aid other human beings and the society around

them (Cnaan and Goldberg-Glen's, 1991). In this case, both social impact and identification with the organization are too key altruistic motivations to join UD.

The third most common motivation was the opportunity for development. It regards both professional and personal development. The students want to learn, to grow and to get out of their comfort zone. They see UD as the *'best of two worlds'* as it gives them both development and social impact, and an entirely new challenge. As mentioned by Interviewee 14: *'What made me get in UD was both professional and personal components. (...) but mostly the personal component. I had some personal problems (...) I knew how good they were and it was time to learn and grow with them.'*

According to Cnaan and Goldberg-Glen's (1991), utilitarian motives include the desire to receive recognition and prestige from others, developing new skills, knowledge and techniques, improving résumés, making future professional contacts and improve their networks. In accordance with this framework the curriculum vitae (CV) was included in this categorization. But according to Clary and Snyder' (1991) there are more types of motivation including: Understanding motivations and Career motivations. The 'Development' category found in UDers answers applies both to Understanding motivations and career motivations. Regarding the Personal development, volunteers seek to increase their awareness of particular questions or issues – understanding motivations. And it is also included in the categorization of Career motivations because regarding the Professional Development, students are improving their opportunities in the paid labour market.

Additionally, the Economic theory by Katz and Rosenberg (2005) suggests that in a recruitment process in the competitive labour market, a candidate who used to be a volunteer, possesses qualities associated with volunteering that make him the best choice. This was regarded in the interviews, even though there were only 5% of mentions to CV. Interviewee 1 said *'I always thought I had to stand out in order to have a job, so one crucial motivation was the curriculum, I am not going to lie to you.'*

Moreover, Freeman (1997) claimed that if volunteering is mainly motivated in order to get a personal satisfaction, then it is an egoistic motive called the "theory of warm-glow giving" by Andreoni (1990). From the data collected, the students believe that it is not a bad thing to feel good about doing good. Even though volunteers get a good feeling from helping others, there is still a difference between doing it mainly because it makes them happy or because they want to help others. As interviewee 8 states *"I am a person who says*

there are only egoistic good deeds. Because when you do something good, and you feel good about it, you want to do it more and more. And what a beautiful thing is that, is there something more marvellous than to feel so good about doing something good that we want to do it more and more?' As well as interviewee 13 who added: *'There is a certain egoism in volunteering, without people noticing it. I feel good because I am doing good to others, the goal is to understand if I am doing it because I want to help others or because by helping others I am automatically feeling good about myself. I think that it takes some pretty big challenges in youth volunteering to determine these boundaries.'*

According to Cappellarri and Turati (2004) social motivations include the desire of making new friends, new contacts and new colleagues, gaining a feeling of belonging, or by social pressure and moral duty. According to this definition, the socialization category belongs in this categorization. This is also proved in the study of Skramstad (2014) who documented stronger motivations from students who are not local, and who have a small network in the city. Also, Bussell and Forbes (2002) showed that volunteering eases the need for affiliation, and the achievement of a sense of belonging and making friends. As interviewee 12 says *'One of my main reasons was my necessity of feeling of belonging. I just got to university, I was a bit lost, didn't know how to fit in, and to be a part of an organization was something really appealing to me, especially with UD's mission and goals.'*

Lastly, the motive of wanting to be in an organization, wanting a change and seeing impact in an UDer was also mentioned and fills the definition by Clary and Snyder (1991) of enhancement motivations, which seek to increase the value of a volunteer's life experiences. As interviewee 6 exemplifies *'My biggest motivation was to give a sense to my life, I was a bit lost in university, and with what I was doing, and I felt I had goals but I would never work on them, and I wanted to do something for other people.'*

4.2.2 Motivations' changes during the path in UD

According to the literature, the volunteer life cycle shows that the initial motivations of volunteers can change over time. Different attitudes and behaviours, reactions to the volunteer work, adjustments to other life factors can change over time as well as volunteers' commitment. This was also mentioned in the students' interviews.

Motivations Change	Yes	No	-
Motivations changed?	14	3	5
Percentage	64%	14%	23%

Expectations matched?	15	3	4
Percentage	68%	14%	18%
Total	22		

Table 5: Motivations and expectations

Regarding the changes of motivations most students said their motivations changed, reaching the expectations of 68% of the students who answered positively. Interviewee 16 says: *'I feel like the expectations didn't match in the sense that the results were even larger than what I've imagined in the beginning'.* As well as interviewee 8, who added: *'It was amazing, amazing, amazing the experience I had in UD. It overcame all the expectations.'*

Category	Number of references	Percentage
Personal development	39	23%
Social impact	36	22%
Like UD	28	17%
People	24	14%
Difficulties	14	8%
Volunteering different than expected	12	7%
Professional development	9	5%
UD's sustainability	5	3%
Total	167	100%

Table 6: Motivational change

The main motivational changes were on a larger focus on personal development. As aforementioned, this is something that UD puts an effort on: the personal development of their students. The interviewees recognized that the organization changed their behaviours, made them grow, changed their personal vision of the world, made them gain self-confidence, challenged them to get out of their comfort zone, gain conscience that there is always a lot to learn, understand people better and lastly a feeling of responsibility. Interviewee 13 said: *'UD changed the way I see the world, it literally gave me a new pair of glasses to see how people are, how people relate to each other, what moves them and why they act that way. It also made me realize that the world spins in a very similar way even though we are all different, the fact that we all want happiness, we all want love and that it isn't wrong to believe in these things, because deep down we all want the same thing.'* Interviewee 14 added: *'UD makes you more human, allows you to see the other side (see things from a different perspective)'.* Interviewee 5 also mentioned: *'UD gave me the conscience that there is a lot to walk, a path to follow even inside of us, and everyday there is something to learn, UD gave me that.'*

The social impact were also frequently mentioned emphasizing the impact UD has on: children, families, strangers, ordinary people, old people, their own families and friends, showing that it is possible to change the world.

Finally, there were some comments reflecting the fact that the volunteering experience wasn't what volunteers expected, either because the department wasn't the one they applied to, the idea was different, they weren't the ones who were directly with the children, their first social experience was only later or there were few social experiences. Interviewee 15 said: '*My expectations and motivations were really to be with the children. I got in UD and suddenly I was in the Marketing department, which I wasn't expecting, and I understood I wasn't going to be with the kids. So my expectations weren't reached (…) but I continued having a great love for UD. Because when I get involved in a project I give 200% and UD is a really beautiful project, with really beautiful people (…) and I also understood that for UD as UD it made more sense and they needed me to do what I was doing than being in Dreams*'.

There were also several comments about '*liking UD*'. These include the fact that the organization makes sense, they '*wore the t-shirt*', they liked UD a lot, they have a feeling of belongingness as they got involved, spent a lot of time in UD and recognized its quality. Interviewee 3 concluded: '*we end up getting involved in such a deep way, that I never even dreamt that the feeling of belonging to this team could be so big, so gratifying, so 'love to the t-shirt' as it was*'. As interviewee 14 puts it '*I really felt in love with the project and couldn't leave. I really wore the T-shirt* (famous expression that appears many times "Vestir a camsiola"). *I really wore the T-shirt and every day I was happy about it and about waking up in the morning to go work in something so impressive (…) it makes you understand you can change the world with the people around you*'.

'*People*' was also one of the main themes during the interviews. Interviewees said they like the people in UD a lot, they created friendships, they met people who believe in the same things, they started paying more attention to their own families and there is a mutual worrying about each other. Interviewee 20 said: '*I understood that there was something special about the people who were in UD (…) I felt a change not just in the way I took care of people around me, the way I was so much more conscious, aware and sensible to what they were feeling and living*'.

The organizational variables that can affect motivation (Grube and Piliavin, 2000; Omoto and Snyder, 1995) were overlooked by the literature. In UD's case, it is clear that

the organizational climate is crucial for UDers as mentioned, for instance, by interviewee 14: *'People who are so different, but as they are in such a genuine climate where they can be what they want to be and what they are, they like each other for their more genuine side'.* As well as interviewee 12: *'we end up spending long hours with these people, but are always very, very intense hours, in which we all work for the same goal, the same mission. We work in a very rigorous environment but at the same time with a lot of informality, with all the teambuilding moments, all the interaction and because people are so open hearted and with a huge sensibility, we create strong friendships.'*

According to Haski Leventhal and Bargal (2008) if volunteers have positive relationships with the other volunteers, this results in a good organizational climate and increased satisfaction with the activities performed. This is also supported by other studies, such as Penner (2002) and Vecina et al. (2012) who showed that the initial motivation to serve in an NPO can relate to some individual and organizational variables. Once someone commits to a specific NPO, further organizational variables contribute towards sustaining or reducing this commitment. Grube and Piliavin (2000) added that when volunteers are already socialized into their role within an NPO, their satisfaction and commitment are strongly sustained by the presence of positive interpersonal relationships within the NPO, rather than by the type of activities they carry out. Nencini, Romaioli and Meneghini (2014) also concluded that in order to better retain the volunteers, an organization should foster a good organizational climate and promote activities and experiences that strengthen the relationships and bonds between the volunteers and also with the management members. Interviewee 10 verbalized these links, by mentioning: *'In order for you to dedicate a lot to UD, many things need to be put aside, your family, your friends, and this only happens if you have very strong things inside UD who motivate you to do it, and I feel that UD's personal relationships are the strongest things. Probably when I leave UD, I will remember the people I met, the relationships I created, much more than some projects I worked on or the chores I did.'*

When asked about the importance of people during their path through UD, most students replied that *'UD are people'*. They also talked about the strong friendships, which motivates them to work more, being in a safe environment, meeting people with similar values, wanting to see other people happy and growing and sharing experiences. The impact people have in each other inside UD was mentioned several times, as interviewee 21 illustrates: *'It was one of the most beautiful things I had from UD. The relationships you*

create, the connections not just with the organization but also with the people around you, sharing experiences, I think it really changed my life (…) If it wasn't for the people around me and me believing in the project and the people who were a part of it I obviously wouldn't be a part of UD'. Interviewee 20 added: 'When someone asks me what is UD, the word that comes to my mind is People.'

'UD are people, really. It is from people to people and it teaches you how to be a person in its most intrinsic beautiful way (…) So you are surrounded by beautiful people who change you (…) Imagine, if Florence is the place in the world with more masterpieces per square meter, UD is the place in the world where people show more affection and love per square meter. It is ridiculous.' (Interviewee 14).

Interviewee 8 also added: 'These were the people who made me change my life and who showed me that maybe being happy is something that is a part of us, that if we surround ourselves by the right people we will probably be happier in such a more intense way, and so, so much more full, satisfying and fulfilling.'

Finally, interviewee 1 noted: 'I think the personal relationships are one of the most important things in UD, because I never had the courage to leave UD, or to get mad at UD because I liked the people so much, and the people were the core of the organization'.

These findings illustrate a strong feeling of volunteer role identity (Grube and Piliavin, 2000). This identity comes from: (a) the prestige of the NPO; (b) the volunteering experiences which have an impact in the volunteers; and (c) the importance of the social networks built during the volunteering process.

The volunteers' sense of belongingness and the fact that they care about the organization is directly linked to their level of commitment. This is illustrated by interviewee 15: 'You totally feel like it is a family. I am 300 km from my family and I still feel at home.' And interviewee 1 added: 'I had many friends in UD so I was always there in the headquarters and that would make me work more, and knew our projects better and ended up doing more things because I had friends there (…) I felt comfortable in the organization'. These organizational variables will be examined in more detail further in this report.

4.2.3 UD's role in the motivational changes

Development system, generations and departments

One of the organizational variables analyzed in the literature reviewed was the organizational climate, as mentioned above. The organizational climate is based on the perceptions and feelings that volunteers have towards the practices, interactions, relationships and processes in the organization, which will have a major influence in the volunteers' motivation (Reichers & Schneider, 1990). The interpersonal relationships were already mentioned above, and in this section there is an analysis of the organizational structure and processes of UD.

The 'development system (DS', the 'generations' and the UD departments are some of the main organizational variables that affect how students feel about UD and influence the motivational changes..

Overall, the students feel that the 'development system' is important, well-structured and it is a differentiator factor from other organizations. Interviewee 10 referred: *'The DS form UD is something really, really well idealized, and it is something really differentiating from other organizations that brings real results in people, and it is really amazing to see people developing.'* Interviewee 16 added: *'The DS is mostly what comes to give a meaning to the social experiences that we live during UD. Because we really learn a lot when we are with the children and the families, and people we see in the streets, and we face things that are fortunately not very natural to us, or that we never had to deal with before. And the fact that we start knowing ourselves better, the fact that we try to understand those around us, to understand our influence on others, it also makes us being able to deal with those situations in a better way.'*

Volunteers also say it is a growing project, is expanding and needs to be improved and refined. Interviewee 21 said: *'I think the DS is an idea with great potential really, and even though there is still a lot to grow and develop, it is already pretty good'.*

On the other hand, there are also several less positive references: that it is too standardized, too structured and it should be freer. Interviewee 8 said: *'It makes sense but I think what I would change would be to give a little bit more lightness to that system, of space, of wings for people to open and do not be so constrained to the system.'* And interviewee 13 complemented: *'I think the only difficulty is that it demands a big availability from people.'*

The personal development was mentioned many times as there is an individual follow-up of the members and it is tailored specially for the students. Interviewee 12 mentioned: *'It is a system that makes us understand our believes, it questions them, without ever saying they are wrong but working as a window of self-knowledge. And I think, no, I am certain, for the results- I see it has a long-term effect in the people who go through it.'*

Regarding the 'generations' and 'UD departments' there is a generalized opinion that all makes sense: it is well structured, assures technical development (it is a preparation for life), is a gathering of different people from different courses that creates a feeling of belongingness. Interviewee 9 said: 'Regarding the generations, it is something really nice, because it ends up being like a belonging group, you got in UD with those people, at that time, in that year, in that day, in that month, and in spite of the differences, the different ages, the different ways of thinking, it is always like a stamp 'We got in that day' (…) and the fact is that even though you work in a department, you will actually work with people from other departments, and that is something Super interesting and atypical that does not happen in other organizations.'

Interviewees also pointed out some problems and things that can be changed, such as when someone does not pass generations, when they have different rhythms, the possibility of loss of group spirit or people getting too attached. One aspect that came up during the interviews is that some people answered the question by saying that the generations should last more time. Interestingly, one of the problems also noticed was that UD takes 'too much of their time', which is contradictory. Interviewee 10 added: *'what I would change is this vison of the generations the "batches", because just because you got in UD in a certain year, or a certain semester, it does not mean you will develop yourself in the same rhythm as other people, and it does not need to be like that. Your development is your development, it is not mandatory that you pass the four generations in four semesters: you can take your time, and people still does not have that notion'.*

The volunteers also reported that these specific structures of UD have a strong impact on their UD's path, which support the conclusion that the organizational variables can have a strong impact on volunteers' motivations and its changes over time.

Advice to other students

The main advice provided to future colleagues was that 'volunteering is a complement to university'. It allows students to grow and develop, to challenge themselves, to gain

professional experience, and it is both a complement and a motivation to university studies. Interviewee 5 noted: *'my most crucial advice is 'Get involved! Go, do it, test your limits, because it is in your limits that you find evolution!'*

They also mentioned the social impact, helping others, having an impact in other peoples' lives, finding their own cause, relativize themselves, volunteer because it makes sense, and be happy while doing it. There were also several advices to dedicate time, get involved and finding the balance not to get too much involved: *'It is about giving what you need, and not what you do not need anymore. You give time, and you need time, and I think that is good.'* (Interviewee 1).

Interviewees also mentioned the fact that students must be responsible about it, think about the consequences of their actions and take it seriously. They added that volunteering will give friends for life and also many lessons for the future. Interviewee 1 summed it: *'Your life is really having an impact in other peoples' lives and if you make mistakes it will be reflected. (…) You must be careful and respect your decision of doing volunteering.'*

4.3. Impacts and outcomes of volunteering

Regarding the outcomes of volunteering there is a division between past outcomes and impacts in the students' future.

4.3.1 Past Outcomes

Regarding the past outcomes, the answers are divided in the personal and professional competences gained, the main challenges and growing peaks, the importance of interpersonal relationships in UD, the effects of UD's experience compared to other organizations and lastly the social impact created and the impact in their family and friends.

Personal and professional development

Category	Subcategory	Number of references	Percentage	Category Percentage
Personal	Self-knowledge	23	13%	35%
	General	22	12%	
	Emotional	18	10%	
Professional	General	48	27%	35%
	Leadership	14	8%	
Interpersonal	-	43	24%	24%
Social	-	9	5%	5%

Conscience			
Total:	177	100%	100%

Table 7: Personal and professional development

The main impact of volunteering was in terms of personal and professional development.

The personal category was divided in self-knowledge, which includes growing up, getting to know themselves better, balancing emotional and rationality, knowing personal strengths and weaknesses and understanding how one can improve. The second category was general personal competences gained, such as resilience, modesty, proactivity, self-confidence, persistency, patience, extroversion, observation capacity, positivity and spirit of sacrifice. The last subcategory is emotional, which includes showing love, having emotional intelligence, talking about emotions, talking about the problems, and lastly, being more open. Interviewee 5 added: *'I came from a place where I was perfectly adapted, I felt pretty comfortable and I even had and innocent arrogance, a little too much maybe. And UD, the challenges it gave me, made me deal with a new reality.'* Interviewee 15 noted: *'UD taught me to work relation before reason'.*

According to Eyler and others (2001) there are several positive outcomes associated to students' volunteering. The data collected was compared with this theoretical framework. According to the authors, 'personal development' is about team management, leadership, time management, tasks distribution ability, personal competences, organization and self-esteem. Some of these competences, such as time management, leadership, organization and tasks distribution availability, were considered professional competences by the students, and will be mentioned below in the professional competences. As mentioned above, the personal competences are one of the main focuses of UD. The data provided show that UD takes the personal development a step further, to another level when compared with other volunteering organizations and even when compared to the theoretical framework. As interviewee 22 claimed: *'I always valued my family a lot (…) I simply never demonstrated it strongly. And with UD I started changing my mindset and being more comfortable with my feelings and my emotions, and myself in general'.*

The collected data show that professional development can be divided in general competences and leadership skills. Regarding the general competences the students

mentioned gaining technical competences, public speaking, responsibility, organization, managing time, method, discipline and gaining experience. Interviewee 2 said: *'My parents say I spend a lot of time in UD, and I always tell them that if I know how to film and edit it is because of UD, because in university I do not learn anything.'*

Leadership skills include leading, being leaded, giving feedback, receiving negative feedback and giving the benefit of the doubt. Interviewee 1 commented: *'as a leader I think it helped me a lot to give the benefit of the doubt, to listen to the others, having an active listening, the true active listening, and the true desire to listen to others, because as a leader I felt I had a department full of so different people, and I had to learn how to give a criticism to someone, a compliment, a request had to be in a very specific way, each person dealt with things in a different way and I had to be able to read them, listen and know them.'*

According to Eyler and others (2001) 'career development' included job-related skills and knowledge, new professional contacts and "real world" experience. UD students develop professional skills, technical skills, deal with real companies, have meetings, have results to achieve, are divided in different departments with different goals and experience the corporate and professional world. They also learn other professional competencies, such as time management, leadership, organization and tasks distribution availability. Interviewee 12 said: *'at a professional level, I feel I am a person with a large capacity to manage my time, in managing my tasks, presenting results and doing things, I feel that when I will be in the business world, in a company, I will be much more disciplined, more methodical (…) we work in departments, in a corporate style, which makes it being a practise for the company we will work on one day.'*

The 'academic development' (Eyler & others, 2001) is the development of new skills, knowledge and techniques, practice of theory learnt in academic subjects. Data shows that the practice of theory learnt in academic subjects is not a main focus at UD, because UD is not a S-L program organization. The goal is not necessarily to develop what volunteers are studying in university but rather the opposite: to learn the complementary things that they do not learn or experience in university. There is a process of developing new skills, technical knowledge and practical experience. Even though it is not a goal to practise theory learnt in university, some students work in a department of UD related to their studies. For example interviewee 7 which studies Sound and Image in the university, works in the Marketing department in UD, more specifically in Video, so he gets to practise what

he is learning in university 'It was about putting in practise what I am learning (in university)'.

Challenges and growing peaks

Regarding the main challenges and growing peaks that the students felt during their UD's path, these were the following answers:

Category	Subcategory	Number of references	Percentage	Category percentage
Professional	General	18	14%	38%
	Leadership	30	24%	
Personal	Emotional	13	10%	21%
	Self-knowledge	2	2%	
	General	11	9%	
Interpersonal	-	22	17%	17%
Social conscience	-	17	13%	13%
Time	-	13	10%	10%
Total:	-	126	100%	100%

Table 8: Challenges and growing peaks

The students mentioned the same categories as in the personal and professional development question, with the addition of one category: Time. Time is about the volunteers' families who do not understand the amount of time spent in UD, which leads to conflicts and a dislike of UD from their part, and also the difficulty of managing time between university, UD, work and life, which was mentioned often by the students. Interviewee 2 noted: *'The challenge was to be able to manage the university, the Dream, the Academy without leaving anything behind'*; and interviewee 11 added: *'I think that it was the comprehension of people around us, family and friends who didn't understand why I gave so much of my time to this project.'*

Volunteers also mentioned the interpersonal relationships, which include the relationships with members, dealing with different people, understanding others, reflecting more, teamwork, listening and trusting others. Interviewee 10 said: *'By being in different teams it was always different people, and I had to adapt to them, different work rhythms, different goals and every time I was integrated in a new team it was a big challenge and a big growth.'*

Social conscience was also mentioned numerous times and it is about having a wider social conscience, about the children and how to interact with them, how to react, how to deal with a child's death, the Dreams, learning to relativize everything and dealing with more complicated life situations.

'My biggest challenge in UD was definitely Cristiana's Dream. Because we were starting to understand what her favourite things were, what she liked, but during this getting to know process, Cristiana passed away. So, we were lost. But actually, she really had a special passion for a diary she used to write. And she wanted to publish a book someday, but unfortunately she wasn't able to do it, so even though she passed way, me and my Human Relations colleagues in a conversation, concluded we should still make her Dream come true. So, we started working (…) it was really a gathering of strengths and we did publish the book.' (Interviewee 3)

This quote shows one of the differentiator factors of UD. Because many times, the focus isn't the child, but specially the family, because they are living a period of their lives where no one is there for them, they are the ones who need to be there for their child, and it can be overwhelming. Like interviewee 12 noted about the social impact: *'these are families who mainly spend their days working to get money for the therapies and spend their free time trying to play games with their children who are going through these health problems, without having the means to provide them new playful moments. (…) It is a feeling, I believe, and I saw from these families, a feeling of happiness, a feeling that they are not alone, that there are people who worries about them, and that they do it for a simple smile, this is the largest social impact we can have in the families who end up being a bit abandoned.'*

According to Eyler and others (2001) 'social development' is the acceptance of other cultures and races, appreciation for diversity and social awareness. As many interviewees said: *'UD is about people'.* The interpersonal development and the social impact are two main outcomes of UD. The social impact is about worrying about others, being more selfless, knowing different realities and life situations and relativize own problems.

Interpersonal relationships

Regarding the importance of interpersonal relationships in UD, as mentioned before, it is a crucial organizational variable that works as a motivation for people to work and stay in

the organization. But the relationships who come out of UD are also an important outcome.

Category	Number of references	Percentage
UD is about people	54	28%
Strong friendships	50	26%
Motivation to work more	33	17%
'Safe place'	20	10%
Want to grow and develop	12	6%
Sharing	11	6%
Similar values	11	6%
Total:	191	100%

Table 9: Interpersonal relationships

The interpersonal relationships were included by Eyler et al. (2001) in the 'social development' category, which involves dealing with different people, from different courses, different backgrounds, creating strong relationships and connections with members, understanding others, listening and being able to work as a team.

As mentioned before, *'UD is about people'* (54 references), which shows how people are important, how UD are the people, how it is a special and unique context: people are a reason not to get mad at UD, for giving up doing other things and make a stronger and real social impact. Interviewee 5, commented: *'I think the personal relationships are the basis of UD';* and interviewee 21 added: *'I think it was one of the most beautiful things I had from UD, and even nowadays most of my friends I met them in UD'.*

Volunteers emphasized strong friendships, liking the people a lot, continue being friends after UD because they have lived very intense moments together. Interviewee 3 described: *'it is with the biggest happiness that I say that today I take people from there who I really hope are with me for the entire life.'*

The data showed the impact that people have in UD. It is noticeable from the narratives, as interviewee 2 said: *'that is where I felt the 'switch' that I could start sharing with people, because they actually care about how I am, they actually want to listen and help you (…) it is important because we really like UD because of the people that are there'.* Interviewee 9 added: *'The amazing thing about UD is that you will meet people who really believe in a different world. And the strength that you get by knowing people like you, gives you an empowerment, a completely different thing in your life which is, making you believe that there are people like you out there thinking that way, and if those people*

exist, you really can and you are right to think about the things you think and want to change, in wanting to be happy, in wanting to give to others. It is definitely feeling like you are not alone in this world. (…) It is a "t-shirt you wear" and never take off.'

UD and other organizations

Would the effects be the same?		
No	Do not know	Yes
20	2	0
91%	9%	0%

Table 10: UD and other organizations

Regarding the effects of UD's experience compared to other organizations, the results show that 20 UDers think the experience wouldn't be the same in other organizations. The two students who say that they do not know, they justify it saying they do not know every other organization so they do not want to judge without knowing. As interviewee 5 noted: *'of course not! (laughing) Each association is an association, each period is each period, people are all different, so I think the effects could never be the same in another organization'* Interviewee 7 added: *'Never in life. They could never be the same in another organization'.*

Following table shows the differences and similarities mentioned by students, between UD and other organizations.

Category	Number of references	Percentage
UD is more complete	38	21%
Is special	28	15%
UD is the people	26	14%
People with same values	21	11%
'Safe place'	18	10%
Similar things to other organizations	17	9%
Better structure and organization	16	9%
Social impact	15	8%
More about people and less about results	4	2%
Total:	183	100%

Table 11: Comparing UD with other organizations

Once again they mention that UD is more complete than other organizations, as it provides a wider training, involving a professional and corporate component, social impact, interpersonal and personal development and self-knowledge. Volunteers recognized they gained competences they would not get through the university curriculum and lastly there was a focus on development. Interviewee 3 said: *'I have no doubt that UD made me a better person, and if I could go back in time and choose another organization I wouldn't change nothing about my choice. Nothing!'*. Interviewee 21 added: *'you are going to develop a large system of social responsibility and you are going to understand better and better what's your role in your community, in your country, in the world, in which you are going to get to know yourself so much better, the way you work, what you want to be, and the way you want to relate to other people. So, there is a multiplicity of aspects and opportunities that do not exist in other organizations.*

Overall, they mentioned that UD is special, unique and stands out. It nurtures several details that characterize UD well and a particular way to get people involved in the projects that only those who are inside can fully understand. Interviewee 2 sums it up: *'UD is very, very UD, it is very characteristic, we are very characteristic, it is hard to explain, we are very our own selves. But I think volunteers wouldn't be the same in other associations because UD has many little things and details that only who's in the inside can understand.'*

Once again interviewees highlighted how important the people are in UD and how it is a differentiator factor. They mentioned the fact that it brings together people with the same values and it is a 'safe place'.

Regarding the characteristics that are similar to other students' organizations, they include the fact that they also want to help people. The principles and the spirit might be the same, since they also target young people. However, other university organizations are more directed to the corporate world despite focusing on professional development. As interviewee 5 puts it: *'I think it is the same in the sense that we are all young and participate for a cause and in that sense the growing and learning of teamworking might be the same. But never exactly the same because the principles differ, and the spirit is different.'*

There are also several mentions of differentiator factors such as the structure and organization, the social impact and the fact that UD cares more about people than results. Interviewee 4 noted: *'UD gives us the chance to be in a safe place to grow, to screw up, to tell someone you made a mistake, it is the perfect place'*. Interviewee 11 added: *'Sometimes it happens that a child we are following ends up dying, and that isn't hidden, we do not lie*

about it or try to conceal it. The students live that experience, live the mourning, they live the mourning with the families.' Interviewee 13 observed: *'If someone identifies himself with the culture of the organization, he/she creates an emotional connection with the organization, and he will put more of himself into the mission. I think that is one of the crucial factors in UD: the culture. UD has an amazing culture for the impact, for wanting to change the world, wanting to see other people happy, wanting their members to be happy, and I think that is an amazing thing (…) it is a great differentiator factor: the identification with the culture and the values'.*

Social Impact and impact in students' family and friends

This theme was addressed by asking UDers about the social impact they created during their path in UD and also what was the impact UD had in their family and friends.

Category	Subcategory	Number of references	Percentage
Outside UD		72	47%
Family	Positive	33	22%
	Negative	7	5%
Friends		42	16%
Inside UD		9	6%
In themselves		7	5%
Total:		152	100%

Table 12: Social impact, family and friends

The type of social impact that was mostly mentioned was the impact students had on people outside UD, such as the children, the families, the long-term impact such as therapies, the 'normal' people target by the urban campaigns, the students in schools and the elderly. Interviewee 2 recalled: *'In a Dream we offered a school kit to Fábio, because he never went to school, and as soon as he got the backpack, he opened it and said "This pencil box is something you would really like", and he gave it to his brother "Oh you would love this notebook" and he gave it to his other brother. We were stunned'.* As interviewee 4 noted: *'Of course I am a little drop in the ocean, but I do not mind'.* Volunteers know how hard it is to actually change the world, but as UD's campaign slogan said '*It is impossible to change the world, but no one is going to try as hard as us.'*

'In the Dreams I had the luck to participate in, I learnt a lot from everything that surrounded us, to see that the super heroes live in those houses (the children), and that we

are guys with good hearts and want to change the world, but if we need super-heroes, Batmans, Supermans or Captains, they are all there.' (Interviewee 14)

Regarding the impact of UD in their own families, interviewees made several positive references and a few negatives. The positive impact includes the fact that after the 'Gala' families started understanding and feeling UD's happiness and goals, having pride in their children for being a part of something so good. The impact in the UDer is multiplied by the family, which starts also doing good things and having different behaviours. Often parents started volunteering and students spent more time with their families, showing and giving them more love. As interviewee 4 stated: *'There are many people who change their behaviour drastically, or at least they become more conscious, and that is a multiplying effect because the parents see the voluntary kids changing and maybe in the next day they are different themselves.'*

Interviewee 3 noted *'But why? Why do you spend so much time there? Come home''* (parents would say) And I would try hard to explain, really hard, that UD requires time, that I liked to be there, that it was a place that truly made me happy, but I think they only truly understood when I took them to UD's Anniversary and later to the 'Gala'. They got a 'breath of fresh air of UD' in those events, that is when they understood. My mother even dropped a tear saying that what we were doing was indeed something unbelievable. And she hugged me. And I will never forget that. It will be one of those moments that scarred me a lot, a lot, till today.'*

However, there are still many families who do not understand what UD is about, who do not like that their kids spend so much time there instead of studying. The negative side is reflected by the families who do not care about UD, do not like students to spend so much time in there, and lastly the fact that the UDers themselves feel like they aren't spending enough time with their parents or giving them enough. Interviewee 2 said straightforwardly: *'My family does not really like UD, my parents (…) they see me spending a lot of time there and say I do not care about university and get mad.'* Interviewee 21 added: *'Regarding my family, I started spending less and less weekends at home, and I think only after I left UD I started to apply the knowledge UD gave me in my family and friends, and I am basically trying to work on those relationships now.'*

Regarding the impact on friends, some volunteers mentioned that they brought some of them to UD, started joining other associations, changing their way of seeing the world.

They considered UD had a big impact in their lives as the students started giving their friends more love, valuing them more and passing UD's messages. Interviewee 17 mentioned: *'Regarding my friends and family those messages of 'I love you' started appearing and I am sure they appreciated them and I made their day a little bit better.'* Interviewee 5 added *'In my friends and family (…) I made them more conscious to the meaning of the small things, of relativizing each other and prioritize love above all. In my friends (…) also with regular texts, that I even do nowadays, when I know they are going through harder times, make a call, and things like that'.*

4.3.2 Impacts in the Future

These impacts are about how the volunteering outcomes changed the way the students see their future, how the experience affected them and how UD changed their future perspectives.

Category	Number of references	Percentage
Future	42	35%
Personal development	19	16%
Relativize	16	13%
Thinking	15	13%
UD gave the tools	13	11%
Interpersonal development	11	9%
Professional development	4	3%
Total:	**120**	**100%**

Table 13: Changes and differences in the future

Regarding the Future, students say UD gave them more trust and changed the way they see the future, making them more prepared for the challenges. UD gave them a different way of seeing the world, gave them more options for the future, new ways to see their careers in a more social way, and they want to continue creating social impact because they understood they can make a difference. Interviewee 6 said: *'I had my goals, but I felt like something was missing, I didn't feel happy, and I think UD changed the way I see the future but it also changed the way I see my day to day and the way I react to people who appear in my life. UD made me see other realities besides mine, in IPO and APC and it made me have a new contact with the world.'*

Interviewees mentioned once again how UD developed them in a personal way, it made them relativize themselves and their own problems because of seeing such harder realities. They also mentioned that UD made them think more about things around them, about life and happiness. Interviewee 4 described it: *'It is not something direct. It is not me being in the headquarters that made me do this, it is not the experience of a Dream, it is the conscious, it is not the being there, it is the after being there, doing conscious thinking about who you are, read about it, thinking about yourself. UD does not give you anything if you do not do nothing about it. UD gives you a bridge and you can choose to cross it or to continue underneath. I chose to cross it, thank god, and I feel like I am way more guided to what makes me happy.'*

4.3.3 Volunteer Role Identity

In addressing this theme, interviewees have a clear and strong sense of belongingness and identity related to UD, they are not just student volunteers, this isn't just an organization, they are UDers, and they are proud of it.

Definition of a UDer

There were several answers to this question, such as *'an UDer is someone who worries about others, worries about their friends and family, someone who shows love, who shares, who believes in people, even strangers, is someone who likes people a lot, accepts differences, pays more attention to the details and to those around them'*. Interviewee 1 mentioned: *'above all, is about liking people a lot. Liking a lot, and that is what I feel when I go to headquarters, even if I do not know the people, I feel like they have this in common. They love a lot, they have a big will to know other people, there is a large curiosity in growing and learning from others.'*

The key feature of an UDer is about believing that one can actually make a change, about helping others, about being and making other people happy, wanting to develop themselves, grow and learn. It is a spirit, a way of living and having goals and believing one can have social impact. Interviewee 7 defined it: *'Being a UDer is being happy and making other people happy, knowing you have a huge role in the world, in the people around you and that it only depends on you to have impact'*. Interviewee 6 added: *'It is about being a conscious person, and I think that consciousness is first about ourselves and then about others. Having the consciousness that we have things to improve, and that we must*

improve every day in order to evolve and be able to give more to others. Also, I think being an UDer is to have a big balance between the rational and the emotional'.

Continuing UDer

When asked if they will continue to be UDers, everybody said 'yes'. All interviewees guaranteed they will continue to be UDers. They said it is a way of thinking, about having certain values. They noted that some people are UDers before being in UD or even without ever being there. It is something rooted in a person. Interviewee 1 said: *'The recruitment process selects people who already have a 'UD mentality'. So, I think when we get in UD, we are already UDers (…) and we continue being because we already were.'*

All mentioned that once an UDers that is forever, they will never forget, because the experiences were so intense that changed them. It is a life experience that cannot be "unlearnt". Interviewee 3 said: *'It is like riding a bicycle, from the moment you start riding it you can't forget it'.* Interviewee 10 added: *'From the moment you learn how to be an UDer, to develop it, that feeling of UDer won't disappear after you leave UD. I do not even think it makes sense because those are things that change you, change your core. And if it changes your core it will follow you everywhere. That is the goal of UD. Give you the tools and skills, so when you become a mother, when you have an organization, or in your work, with your family, you carry these lessons, this change and this way of thinking to the rest of your life (…) because UD is preparing me in a safe place, being developed, and when I leave UD I will be challenged in other ways but I will be ready, I will take the UDer to other people.'*

UD volunteers want to keep practising and passing to others the lessons learnt from UD: creating a "micro world" and keep practising so they, and others, do not forget. Interviewee 5 said: *'I would love to pass these values, to create a micro world around me, or a nanoworld inside this huge world where I continue being a UDer and the ones around me too.'* Interviewee 12 also added *'These experiences are recorded in my personal DNA (…) And it is a large responsibility of taking this way of being to the society, to the others because of our growth, and it makes me smile and gives me hope of a better Portugal, a better world, happier people.'*

This data displays a strong sense of belongingness and identity related to UD. All volunteers displayed a rooted sense of volunteer role identity (Grube and Piliavin, 2000). As mentioned, interviewees did not consider themselves just 'student volunteers. They are

UDers. They are the people who make UD grow and continue to learn and evolve. They will not stop being UDers just because they will leave UD. They said it is a way of being, a way of thinking and seeing the world.

What they will feel about UD in 20 years' time

Category	Number of references	Percentage
'Saudade', love and pride	53	52%
Important stage of their lives	35	35%
People	7	7%
Future	6	6%
Total:	101	100%

Table 14: What they will feel in 20 years

The feelings of 'Saudade', love and pride were the most mentioned during the interviews (53 references). It is all about 'saudade', nostalgia, gratitude, pride, love for UD, happiness and remembering it with love. During the interviews was perceptible the love in the students' voices, the emotion, the histories and memories that were coming to their minds. Interviewee 1 put it simply: *'I was happy here, I was truly happy in UD.'* Interviewee 15 added: *'I hope to see my UD's path as a book full of stories (..) I hope I am still close to the people in UD, the people I met there and that it isn't a closed book in my library but and encyclopaedia of my life and I will still be part of it.'*

They also mentioned it was an important stage in their lives, a milestone in their education that made them grow and learn a lot. They also mentioned the people they met, the relationships they made and how they hope to find more organizations like this in the future and to keep in touch with UD.

Interviewee 6 said: *'I will feel a lot of pride in what I did, in the people I met, because I truly admire them, and I hope one day I can follow the examples of the people I met in UD.'*

Interviewee 12 added: *'It is a cycle of love. It was someone who cared about people he didn't even meet, for creating this, which then made me start having this feeling of huge concern about other students, for the people of the city, which will definitely generate this love and worrying about other people (…) I do not believe there are many places which*

can give me the family UD gave me, but I will also feel very accomplished, because I will create small UDs in the places I go.'

Keep forever

When asked about what they would keep with them for the rest of their lives, volunteers gave the following answers:

Category	Number of references	Percentage
People	29	31%
Social impact	27	29%
Moments	18	19%
Growth	16	17%
Values	4	4%
Total:	94	100%

Table 15: Keep Forever

'The people. This all makes sense if it is for the people. From the moment it stops being about people, from the moment my thoughts are only about myself, it is not right and we are clearly doing something wrong'. (Interviewee 5)

The most common answer was: People. They also mentioned the social impact and the people they had an impact on, the moments and experiences they lived. Interviewee 11 added: *'The memories of the Dreams. Having a mother who adopted a kid with autism, seeing this mother who only gives love, holding you, thanking you for what you did, for something 20 years-old students did, it is a unique sensation. (…) Those memories will always be with me. And every time I doubt myself, I will get those memories back to remind myself of what we are capable of.'*

Volunteers also mentioned the growth, being challenged, learning lessons and finding their own life path. Interviewee 4 noted: *'The key lesson I learnt is the one I told you before: You are only a piece of the world, so you have to serve others and that service is what gives you freedom.'* Interviewee 16 added: *'It is those "chapadas de luva branca" that some kids we met and their parents gave us, of explaining to us what life is really about.'*

In summing up the impacts and outcomes of volunteering, the data of this study is consistent with the predictions of the psychosocial development theory from Chickering

and Reisser (1993), who described volunteers' development as proceeding along seven vectors:

(1) Developing competence – As mentioned, UD's students go through a Development System where they develop both professional and personally, expanding their interpersonal and social competences.

(2) Managing emotions – One of the main aims of UD is helping the students cope and develop their emotions, being able to talk about their feelings and problems, balancing the rational and the emotional dimensions.

(3) Moving through autonomy toward interdependence – UD's students are given a great deal of autonomy and responsibility in local UDs, being responsible for keeping it sustainable and to reach certain goals and results. The goal in the Development System is that in the first stages and generations they learn to then teach others to create social impact on their own and in their future lives.

(4) Developing mature interpersonal relationships – mentioned several times, the interpersonal relationships and the social networks are one of the main basis of UD.

(5) Establishing identity – this also relates to the volunteer role identity mentioned by Grube and Piliavin (2000), which focus how the volunteer work has a significant impact in the conceptualization of one's own identity. The students identified themselves as UDers, inside and outside UD, during and after UD. Because being a 'UDer is a way of thinking', something that is 'deeply rooted', that 'once learnt cannot be unlearnt'. The data evidenced clearly a clear volunteer role and an established identity.

(6) Establishing and clarifying purpose – UDers have goals: they want to change the world even if through the smallest gestures. They will do it with the children they contact, the kids' families, their own families, their friends, strangers in the street and elderly. They want to make other people happy, as the slogan of UD announces: *'My dream is to make you smile. What about yours?'*

(7) Developing integrity – As shown, to be a UDer is to choose not to look away. Involves being socially responsible every day. It is about being honest with oneself and others. Is holding certain values and passing them on to others.

This case-study shows that a new type of approach to social impact, volunteering and non-profit organizations is possible. UD is a peculiar case because it reunites the students' professional, personal and interpersonal development and the social impact in one sole organization. This is the first point that is ground-breaking for organizations in Portugal, and it is an example that a more complete and complex approach is possible.

It is also a proof that it is not a bad thing to feel happy about doing good. Doing good is a necessary thing. Andreoni (1990) claimed that if volunteering is mainly motivated by personal satisfaction, then it is an egoistic motive called the "theory of warm-glow giving". UDers are clearly happy while volunteering, and they have to be because if they aren't happy, how are they supposed to make other people happy? And if their motives were egoistic, they wouldn't be donating 8 to 12 weekly hours to an organization. So they show that it is ok to feel good about volunteering, because feeling good is a consequence of the work and not a main motivation to do it.

This case-study shows as well, that the personal development of students, even though in a traditionalistic approach could be considered an egoistic motivation, is a mean to reach a bigger level of social impact. Because UD shows that the social impact isn't just about trying to create a change in others by helping children, elderly or strange people in urban campaigns. That is just the beginning. But the long-term goal, is to teach these students and provide them with the tools to become better adults, people who are more conscious and who will multiply this social awareness and this constant search for happiness, when they grow up and go into the 'real world'. So this motivation and this impact UD has in its students, this Development System that is created and specifically tailored for each one of them, can't be seen as an egoistic motivation. It is a whole new perspective of social impact. It has a multiplying effect, because if today UD has 250 students that will have a path of 2 years in UD, if they can influence even just two people in a positive way during their lives, and the cycle is able to go on, it is already a pretty significant impact. Because the students of nowadays are the future professionals, parents and grownups of their communities tomorrow. So, not everything is so black and white, not altruistic versus egoistic, there is way more to it, there are new perspectives, new approaches, new ways to reach a wider and more sustainable social impact.

4.4. Critical thoughts about UD

This last theme refers to what students think should change in UD, considering that 'UD is people' and grows with feedback. The following table summarize the main issues.

Category	Number of references	Percentage
UD's structure	11	34%
More communication	7	22%
Social impact	6	19%
Less workload	4	13%
Nothing	3	9%
Keep growing	1	3%
Total:	32	100%

Table 16: What to change?

The issues UDers would majorly change would be some specific structures of UD, such as: (1) the sustainability model which needs to be reformulated or have some new additions in order to make it more effective; (2) make the DS more free in order for people not to be so constrained in terms of the generations and goals to achieve; (3) improve the Alumni network, which is a crucial part of UD as it is made by the people who were there, and there must be a better system to engage and don't forget about these people; (4) put more resources in the external academy; and lastly, (5) give more autonomy to the local UDs. They also mentioned there should be a better communication between management and students, transparency and more sharing among local UDs.

There were also several mentions on how the social impact could allow other people, besides students, to be a part of some campaigns as some suggested more diversity of social experiences. Interviewee 14 added: *'It is interesting because this is something that was thought about a lot, and is always under construction, it will always be in the 99%. But I think there are things we can start changing and paying more attention to. At the social impact level, now we started going to elderly homes. Imagine start having an impact in the fires in Coimbra, the aging in Porto, in Aveiro the pollution for example?'*

'UD is bigger than the sum of all of us. UD is what it is because it had the feedback of many people, and is continuously trying to improve itself and we had the ability to listen, and see it grow' Interviewee 14 said. UD grows with feedback, with new ideas, new inputs. The final goal is to improve the university students, make them better people, provide them with the tools to help create a better world. So this expansion, these new ideas are

ideas to have in consideration, to keep in mind and be analysed by the management, to understand if they are viable, and if they go towards UD's mission and long-term sustainability. Because are ideas like this that make UD grow, develop and improve every day.

Regarding the possibility of people seeing UD as a cult or a sect because of the UDers' strong volunteer role identity, a cult is defined by the Cambridge Dictionary (2019) as 'a religious group, often living together, whose beliefs are considered extreme or strange by many people.' First of all, nowadays the social awareness, the human rights, the search for happiness is something that is more and more in the spotlight, not something considered strange or extreme. By analysing several definitions, UD does have gatherings and retreats, and it does have one 'leader'. But all the other aspects are completely opposite. To begin, UD does not see people outside the organization as bad people, unfaithful or sinners. It does not exploit its members economically, and is neither intolerant or authoritarian (Ross, 2009). Additionally, when leaving a cult people become renegades, treated in a hostile way, and in UD the moment when the path ends, is a beautiful moment, where the students will be challenged by the world, try to improve things around them, is a moment of joy. And lastly, in most cults things are done in benefit of the cult itself and in UD is the opposite, the goal is to create a positive social impact, for the society to improve, the community to gain, and the world to become a better place.

5. Conclusion

This dissertation aimed to determine the motivations amongst high-education students volunteering to a non-profit organization and explore the perceived outcomes of volunteering.

The results of this study highlight that students have several reasons to volunteer and these reasonings have different weights. The strongest motivations are the altruistic ones such as wanting to create social impact and identifying themselves with the organization. There are also understanding motivations, social motivations, utilitarian motivations and lastly enhancement motivations. It was also evident in the data analyzed, that the organizational variables have a crucial impact in the changes of the motivations during the path in UD such as the organizational climate, the positive relationships they created and the volunteer role identity the students partake.

Based on this study, there is likewise a better understanding of the outcomes and impacts of volunteering in university students which include a personal, professional and interpersonal development and social awareness, which the students consider stronger and more complete than in other organizations. The experience has a strong impact in their future and in the way they perceive their role in the world. It gives them more independence, experience, provides them with a strong identity role which endures even when leaving the organization and lastly has an big impact not only on them but also in their family and friends.

Overall, the findings of this study offer a compelling understanding of independent students volunteers (Paull et al., 2016) who volunteer independently of their studies. Who they are, what motivates them, what impact the volunteering has in their lives and what is the role of the organization in this experience.

5.1. Limitations and future research

The results obtained in this research should be interpreted taking into account its limitations. First, this study is limited by the number of its participants, 22 students interviewed, even though there are 250 in the organization. Secondly the veracity of the students' answers when asked about their motivations, because they might want to hide some egoistic reasonings.

Regarding the future research it would be of major interest to analyse in 10 or 20 years the impact UD actually had in these students' lives. To understand how these future grownups look back and see their experience in UD with a different life perspective, more experienced and more mature. How it really affected their lives, their jobs and career, the way they manage their interpersonal relationships, how it affected the way they perceive the world. That would have a significant value in order to understand if the short-term impacts became long-term impacts, if UD really had such an effect in their lives after all, to understand if its mission is really being fulfilled.

It would also be interesting to study organizations who might start adopting a more complex perspective of types of development for their students and analyse the pros and cons compared to UD's Development System.

5.2. Theoretical contributions

Firstly, this case-study contradicts the "theory of warm-glow giving" by Andreoni (1990) because it shows that it is not a bad thing to feel happy about doing good. The students must feel happy about volunteering in order to make others happy.

And also, this case-study shows that the personal development of the students, cannot be seen as an egoistic motivation. Just like helping children, elderly or strangers, it is a mean to reach a wider level of social impact. The long-term goal, is to teach these students to become better adults, more complete, more happy, people who are more conscious and who will multiply this social awareness and this constant search for happiness when they grow up and go into the 'real world'. This organization shows that a Development System tailored specifically for each one of them, can't be seen as egoistic, is a whole new perspective of social impact. It has a multiplying effect, because the students of today are the future of tomorrow. It is a new dimension of social impact, taking in consideration the long-term impact.

5.3. Practical contributions

The present research provides practical contributions that may be significant for several students' organizations in order to understand what drives the students, what motivates them and what they take in consideration when choosing and deciding to continue volunteering in an organization. It also shows the impact an organization can have in the

students motivations, the outcomes and impacts volunteering has in their lives and what they value the most and will treasure from that experience. This can contribute to a better management of the students' expectations, goals and even job positions for volunteering.

Lastly, UD shows that it is possible to reunite the students' professional development, the personal development, the interpersonal development and the social impact in one sole organization. It also shows a Development System where all these components are agglomerated showing that it is indeed possible to accomplish such method.

To conclude, this study highlights that a new type of approach to social impact, volunteering and non-profit organizations is possible. There are new perspectives, new approaches to reach a wider and more sustainable social impact.

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Appendixes

Appendix 1 - Interview

1. Recordas-te quais foram as principais motivações que te fizeram querer entrar na UD? Algumas tinham mais peso que outras? Porquê?
2. Sentiste que essas motivações foram mudando ao longo do teu percurso na UD? Sentiste que as tuas expetativas iniciais foram alcançadas? Queres dar exemplos?
3. O que é que pensas do Sistema de Desenvolvimento da UD? O que é que mudavas? Porquê?
4. Queres desenvolver a tua opinião sobre a divisão por gerações e departamentos? O que é que mudavas?
5. Que competências pessoais / profissionais adquiriste?
6. Quais foram os principais desafios e pontos de crescimento que notaste no teu percurso?
7. Qual foi a importância das relações interpessoais que criaste na UD para continuares o teu percurso?
8. Sobre os efeitos da experiência na UD, achas que seriam iguais noutra associação? Porquê? O que é igual e distintivo na UD? Porquê?
9. Qual foi o impacto social que criaste? E nos teus amigos e família?
10. Como é que a tua pertença à UD te afetou a nível pessoal? Porquê? Achas que mudou o modo como vês o futuro?
11. O que é para ti ser um UDer?
12. Achas que vais continuar a ser um UDer? Porquê?
13. Se pudesses mudar alguma coisa na UD o que era? Porquê?
14. Tens alguns conselhos ou experiências a partilhar com outros estudantes sobre o voluntariado jovem?
15. Em 20 anos, quando olhares para o teu percurso na UD, o que achas que vais sentir?
16. O que é que vais guardar para sempre? Porquê?

Appendix 2 – Bibliographic data from interviewees

Name	Gender	Age	City	Function	Course - University	GPA. Did UD affect your performance?	How did you find UD?	How long have you been in UD?	Extracuricular activities
i1	F	23	Porto	Marketing e Diretora, Alumni	Psicologia - FPCEUP	14,4. Não	E-mail da faculdade - 1º semestre	2014 - 2017	Antes: voluntariado no Rosário no secundário e depois na AE durante a faculdade durante pouco tempo.
i2	F	20	Porto	Marketing	Som e imagem - Católica	Não sabe. Sim - positiva: Melhor organização de tempo	Por amigo - 12º	2017 - agora	Ballet 15 anos, na Casa-voluntariado com velhinho e Missão País uma vez por ano
i3	F	24	Porto	RelH, Alumni	Mestrado Inovação e Empreendedorismo - FEUP	17. Não	FEP e por amiga - 1º semestre	2014 - 2017	Antes: projetos de voluntariado, JAP- num projeto de ideias inovadoras e empreendedoras e equipa universitária de voleibol.
i4	F	22	Porto	Ref, Diretora e Presidente, Alumni	Gestão - FEP	15,3. Sim - positiva: Melhor organização de tempo	Apresentação - 1º ano	2016 - 2018	Durante: FEP International case-studies e voluntariado AEFEP
i5	M	23	Braga	RH	Mestrado Engenharia Biomédica - Universidade do Minho	14. Sim - Maioritariemente positiva: Energia. Negativa: cansaço.	Amiga - Universidade	2017 - agora	Antes, durante e depois: râguebi a ensinar crianças, AE, conselhos pedagógicos, voluntariado mais pequeno. Agora envolvido numa associação de paralisia
i6	F	18	Porto	RelH	Artes plásticas e multimédia - FBAUP	Não sabe. Sim - positiva: Melhor organização de tempo	Amiga - há um ano	2018 - agora	Faz parte da UPruning
i7	M	20	Porto	Marketing	Som e imagem - Católica	13,6. Sim - Positiva: Melhor organização do tempo.	Irmão - 12º	2017 - agora	Sim, quando entrou para a UD entrou para o Já te Explico e Just a Chance.
i8	F	20	Porto	Ref	Economia - Católica	13. Sim - Negativa: Menos estudo	Banca da faculdade	2017 - agora	Antes: Caso da Católica. Durante: dança.
i9	F	24	Porto	RH & Alumni	Mestrado Economia e Gestão Internacional -FEP	15. Sim - positiva: Melhor organização de tempo	Rpariga num campo refugiados	2017 - 2019	Antes: AISEC, núcleo de estudantes de gestão em Coimbra, ESN Coimbra. Depois: formadora da PAR e faz parte da Associação Timor.
i10	F	21	Porto	RH e Direção Geral	Mestrado Psicologia nas organizações socias - FPCEUP	16,2. Sim - positiva: Melhor organização de tempo	Monitar campo de férias - 13 a	2017 - agora	Antes: coordenadora de um grupo de jovens Durante: projeto de mentoria da faculdade Antes: teve num projeto de investigação na faculdade.
i11	F	25	Portugal	Ref & Alumni	Mestrado Economia - Faculdade de Economia Minho	17. Sim - positiva: mais eficiente	Palestra - 1º ano de mestrado	2016 - agora	Antes: desporto de alta competição durante 8 anos.
i12	M	23	Braga	RelH, Diretor e Direção Geral	Relações internacionais - Universidade do Minho	13,5. Sim- positiva: tornou-o mais rigoroso e metódico	Apresentação - 1º semestre	2016 - agora	Durante fez parte do Núcleo do Curso CECRI, Presidente da Comissão de Festas do curso e escreve pontualmente para o Jornal Académico.

i13	M	22	Porto	RH & Alumni	Mestrado Direito do trabalho - Católica	16. Não	Redes sociais e convite em headhunting - há 3 anos	2016 - 2018	Antes: voluntariado uma IPSS, Banco Alimentar, faz parte da Associação Magos de Ouro, parte da Comissão de Curso e AE. Durante: fazia parte do projeto Missão País, e Pastoral Universitária. Agora: Missão país,
i14	M	24	Portugal	National Coordinator	Gestão - FEP	11,2. Não	Amigo e primo - há alguns anos	2017 - agora	Antes e durante: aplicação NightOut.
i15	F	26	Portugal	Marketing, Coordenadora & Alumni	Mestrado Design gráfico - FBAUP	16. Sim - Negativo: Não fazia um equilibrio, a UD era mais importante.	E-mail da faculdade - 1º semestre	2015 - agora	Antes Grupo de jovens, voluntariado de crianças, música.
i16	F	25	Portugal	Ref, Diretora, Controler & Alumni	Mestrado Engenharia Biomédica - Universidade do Minho	15,7. Sim - positiva: Melhor organização de tempo	Jornadas - 4 anos	2016 - agora	Antes: Jogou volley durante 11 anos, Associação Académica da Universidade do Minho, e durante criou a Associação
i17	F	19	Aveiro	Marketing	Gestão - Universidade Aveiro	12,5. Sim - Negativa: Menos estudo	Amigos - 1º ano	2018 - agora	Antes: outras Associações.
i18	M	19	Coimbra	RH & Diretor	Economia - Universidade Coimbra	13. Não	Primeira reunião em Coimbra - último ano	2018 - agora	Missão País e outros voluntariados de curta duração antes.
i19	M	18	Coimbra	RH	Economia - Universidade Coimbra	12. Não	Amigo - último ano	2018 - agora	Não tem
i20	F	22	Porto	Ref & VPE & Alumni	Economia - FEP	13. Sim - Negativa: Menos estudo	Apresentação - 1º ano faculdade	2016 - agora	Antes: Lar de idosos. Durante: outra organização de cariz social o Já te Explico e outros grupos da faculdade.
i21	F	25	Porto	RH, VPI & President & Alumni	Psicologia - FPCEUP	14,4. Mairitariamente negativa: menos estudo. Positiva: experiêncai de campo no que	Amiga - há alguns anos	2014 - 2018	Antes: Mesa da Assembleia Geral da Faculdade de Direito, cofundou a Sociedade de debates da Universidade do Porto.
i22	F	22	Aveiro	RelH, Diretora & Alumni	Economia - Universidade Aveiro	15. Sim - Negativa inicialmente: Menos estudo, mas depois aprendeu a organizar o tempo.	Apresentação - 3 anos	2016 - 2018	Antes e durante: Associação de Jovens Empreendedores e Aveiro Smart Business.

Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	%	Categoria 2	Total	%
Impacto Social / Voluntariado	Impacto social.				2				1	1	2	2						1	1		2			12	9%	Impacto social.	46	35%
V. Infância		3								1														4	3%			
Crianças / Sonhos					2								3			3	3		1		2		1	15	11%			
Ajudar outros							1				2	1	1				2					1		8	6%			
Mudar o mundo										1														1	1%			
Famílias					1																			1	1%			
Querer continuar a fazer voluntariado		2					1			1					1									5	4%			
CV	CV	3																						3	2%	CV	6	5%
Destacar		1																						1	1%			
Má média		1																						1	1%			
Futuro					1																			1	1%			
Desenvolvimento profissional	Desenvolvimento				3					2					3									8	6%	Desenvolvimento	25	19%
Desenvolvimento pessoal					2										3									5	4%			
Des. Pessoal - Querer aprender															1			1						2	2%			
Des. Pessoal - Querer crescer													1	1										2	2%			
Des. Pessoal - sair da zona de conforto														1										1	1%			

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Subcategoria	Categoria	Contagens (por coluna)	Total	%	Agrupamento	Total	%
Melhor de dois		1	1	1%			
Novo desafio		3, 1, 1, 1	6	5%			
migos a candidatarem-s	Socialização	1	1	1%			
Amigos Lá		1, 1	2	2%			
Conhecer pessoas		1, 1	2	2%	Socialização	9	7%
Necessidade de pertença		2, 1	3	2%			
Nova cidade		1	1	1%			
Identificação Projeto	Indentificação com organização / Missão	1, 2, 1, 1, 1, 1, 1, 1, 1	10	8%			
Recrutamento		3, 1, 1	5	4%			
Sessão apresentação		1, 3	4	3%			
Relacionar com problemas de saúde		1	1	1%	Indentificação com organização / Missão	29	22%
Familiar com cancro			0	0%			
Qualidade da oranização		1	1	1%			
Projeto com efeito a longo prazo		1	1	1%			
Organização única		1	1	1%			
Recomendação de amigo		2, 2, 1, 1	6	5%			
Sempre teve atividades extracurriculares	Querer estar numa organização	1	1	1%	Querer estar numa organizaçã	2	2%
Não estar noutras		1	1	1%			
Querer mudar	Querer mudança	1	1	1%			
Dar sentido à vida		1	1	1%	Querer mudança	6	5%
Perdido no curso		1	1	1%			
Perdido		2, 1	3	2%			
Impacto em amigo	Impacto num UDer	2	2	2%			
Paixão de UDer		2	2	2%	Impacto num UDer	9	7%
Impacto em familiar		4	4	3%			
Impacto em casa		1	1	1%			
			132	100%			

Appendix 4 – interviews question 2

Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	%	Categoria 2	Total	%
Departamento diferente	Voluntariado diferente do esperado	1														1								2	1%	Voluntariado diferente do esperado	12	7%
Ideia diferente		2														1								3	2%			
Não estar com crianças		1			1											1								3	2%			
1a experiência social mais tarde			1		1											1								3	2%			
Poucas experiências sociais					1																			1	1%			
Desenvolvimento Pessoal	Desenvolvimento Pessoal	2				1	1			2		1	1	2			1			1			2	14	8%	Desenvolvimento Pessoal	39	23%
Mudou forma de ser		1																						1	1%			
Fez crescer		2										1	3							1			1	8	5%			
Mudou a visão pessoal						1								1	3									5	3%			
Ganhar confiança							1												1					2	1%			
Sair da Zona de conforto														1										1	1%			
UD dá consciência que há muito para aprender						1				1														2	1%			
Perceber que são as pequenas coisas														1	1									2	1%			
Perceber melhor pessoas														2										2	1%			
Desafios (com sentido e objetivos)									1															1	1%			
Sentir responsabilidade		1																						1	1%			
Desenvolvimento de liderança	Desenvolvimento profissional	2																						2	1%	Desenvolvimento profissional	9	5%
Desenvolvimento profissional (experiência)		2		1	2						1			1										7	4%			

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Subcategoria	Grupo		Total	%	Grupo	Total	%
Impacto social	Impacto social.	1 1 1 1 1 1 1 3 2	12	7%	Impacto social.	36	22%
Ser padrinho		1	1	1%			
Acreditar na missão		1 2	3	2%			
Crianças		1 2 1 1 2 2 2 1	12	7%			
Alunos		1	1	1%			
Pessoas 'normais'		1	1	1%			
Neles próprios		1	1	1%			
Família deles		1	1	1%			
Amigos		1	1	1%			
É possível mudar o mundo		1 1 1	3	2%			
Gostar muito das pessoas	Pessoas	1 1 1 1 1 1 2 1	9	5%	Pessoas	24	14%
Amizades		1 1 1 1 1 1	6	4%			
Família		1	1	1%			
Pessoas que acreditam no mesmo		1 1	2	1%			
A energia		1	1	1%			
Preocupação mútua		1 1	2	1%			
Gerir e ensinar pessoas (UDers)		3	3	2%			
Faz sentido	Gostar da UD	1 1	2	1%	Gostar da UD	28	17%
Vestir (amor) a camisola'		1 1	2	1%			
Sentimento de pertença		1 1 1	3	2%			
Envolvimento		1	1	1%			
Gostar + a partir de experiência social		1	1	1%			
Passar muito tempo na UD		2	2	1%			
Gostar muito da UD		1 1 2 1 2 1 1 1 1	11	7%			
Dois mundos		1	1	1%			
O ambiente		1 1	2	1%			
Qualidade da UD		3	3	2%			

Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	%	Categoria 2	Total	%
Não saber o que é ao inicio	Dificuldades		1	1		1												2						5	3%	Dificuldades	14	8%
Percurso difícil					1																			1	1%			
Ritmo acelarado					1																			1	1%			
Muita coisa					1																			1	1%			
Altos e baixos						1	1																	2	1%			
Quase para sair		1																						1	1%			
Membro mau		2																						2	1%			
UD tem de continuar a evoluir																	1							1	1%			
Importância do back-office	Sustentabilidade da UD	2												1										3	2%	Sustentabilida de da UD	5	3%
Eventos			1																					1	1%			
Ver resultados								1																1	1%			
																								167	100%		167	100%

Appendix 5 – Interviews question 3

Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	%	Categoria 2	Total	%
É importante			1			1								2		2		1						7	6%	SD é importante	34	27%
Faz todo o sentido	SD é importante	1				1	2	2	1	1	1	1		1		1	2		1		1	1		17	13%			
Bem estruturado						1			1	1		1	1				1		1					7	6%			
É diferenciador										1						1								2	2%			
Incompreensivel para outros											1													1	1%			
É uma escola informal (complemento)	Desenvolvimento pessoal												3		1									4	3%	Desenvolvim ento pessoal	19	15%
Acompanhamento individual dos membros								1									1							2	2%			
Des. Pessoal é muito importante		1							1		1		2	1	1		1	1			1			10	8%			
É natural												1												1	1%			
Adequado aos estudantes												1								1				2	2%			
Dá mais consciência													1		1									2	2%			

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Item	Categoria	Total	%	Grupo	Total grupo	% grupo
Feedback é super importante	Aspetos cruciais	2	2%	Aspetos cruciais	7	6%
Roda de autogestão		2	2%			
Capacidade critica		1	1%			
Grande mudança nele	Criou uma mudança	5	4%	Criou uma mudança	12	9%
Vê-se resultados		4	3%			
A longo prazo		1	1%			
Acontece com todos		2	2%			
Não devia ser 'vendido'	Não devia ser a comunicação	1	1%	Não devia ser a comunicação	6	5%
Estar na comunicação nova da UD		1	1%			
Impacto social não pode ser 2º plano		1	1%			
Pessoas a entrarem com esse objetivo (e não pela causa social)		2	2%			
Pessoas menos genuínas		1	1%			
Demasiado estruturado	Demasiado padronizado	8	6%	Demasiado padronizado	23	18%
Crescer em determinada altura		3	2%			
Parece uma escola		1	1%			
Devia ser mais livre		3	2%			
Demasiado profissional		1	1%			
Feedback não tão bom em algumas fases		2	2%			
Dantes era algo + natural /sem se notar		1	1%			

	Projeto em crescimento																								Total		%	Projeto em crescimento		
Às vezes pessoas desmotivam								2																	2		2%			
Problema: quando alguém não passa de geração												2													2		2%			
Está a crescer e a ser melhorado		3	1	1		3												1							9		7%			
Tem de ser limado			2							1							1								4		3%	Projeto em crescimento	26	20%
Trabalhar + a parte técnica					1																				1		1%			
Tira muito tempo							2	1																	3		2%			
Devia-se medir impacto nos estudantes								3																	3		2%			
Ter exemplos de empresas								1																	1		1%			
Mais formações									1																1		1%			
Pessoas certas a aplicar																		2							2		2%			
Dedicar mais tempo			1		1																				2		2%			
																									127	100%		127	100%	

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Appendix 6 – Interviews question 4

Categoria 1	Categoria 2	i9	i10	i12	i13	i14	i15	i17	i18	i19	i20	i22	Total	%	Categoria 2	Total	%
É importante	Gerações faz sentido	1					1						2	3%	Gerações faz sentido	24	36%
G Faz todo o sentido			1	1		1			1			1	5	8%			
Bem estruturado				1				1					2	3%			
Periodo certo						1							1	2%			
Processo gradual				1	1							1	3	5%			
Há um crescimento													0	0%			
Acolhimento		1				1			1				3	5%			
Amizade entre gerações						1							1	2%			
Cursos diferentes						1							1	2%			
Pessoas diferentes		1				1							2	3%			
Ligação forte			1										1	2%			
Sentimento de pertença		1				1						1	3	5%			
D Faz todo o sentido		1	1	1		1		1	1	1			7	11%			

Item	Grupo	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	Total	%	Grupo	Total	%
Bem estruturado	Departamentos faz sentido	1		1				1	1					4	6%	Departamentos faz sentido	30	45%
Permite organização				1					1					2	3%			
Uma equipa		1												1	2%			
Preparação para a vida						1		1						2	3%			
Desenvolvimento técnico			1								1	1		3	5%			
Vê-se resultados			1			1				1				3	5%			
Foco de empresa						2		1						3	5%			
Permite criação de processos						1								1	2%			
Permite replicação noutras cidades						1								1	2%			
Trabalhar com outros departamentos		1												1	2%			
Departamentos conjugam-se		1				1								2	3%			
Quando alguém não passa	Problemas		1											1	2%	Problemas	6	9%
Ritmos diferentes			1											1	2%			
Nao precisam de serem líderes para liderar						1								1	2%			
Perde-se espírito de gurpo							1							1	2%			
Pessoas ficam demasiado apegadas / fechadas			1				1							2	3%			
A visão das gerações	O que mudar		1											1	2%	O que mudar	6	10%
Mais tempo para cada G					1	1								2	3%			
Todos os membros deviam passar por experiências sociais						2								2	3%			
Limar arestas					1									1	2%			
														66	100%		66	101%

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Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	%	Categoria 2	Total	%
Resiliência	Pessoais: Gerais	2								1						2								5	3%	Pessoais: Gerais	22	12%
Humildade		1						1																2	1%			
Proatividade		1											1						1				1	4	2%			
Auto-confiança																					1	1		2	1%			
Presistência				1																				1	1%			
Mais extrovertido							1				1													2	1%			
Paciência														1						1				2	1%			
Capacidade de observação														1										1	1%			
Mais positivo																				1				1	1%			
Sair da zona de conforto													1											1	1%			
Sacrificio				1																				1	1%			
Pereceber que é um percurso	P: Autoconhecimneto					1		1																2	1%	P: Autoconhecimneto	23	13%
Crescer						1						1												2	1%			
Conhecer-se melhor						1	2			1		1	1	3			1					1		11	6%			
Equilibrar emocional e racional																					1			1	1%			
Saber no que é melhor ou pior							1																	1	1%			
Perceber o porquê							1			2								1						4	2%			
Perceber como melhorar							1			1														2	1%			
Demonstrar amor	P: Emocionais		1																					1	1%	P: Emocionais	18	10%
Inteligência emocional									1				1	2									1	5	3%			
Falar de emoções			1						1								1				1			4	2%			

Pessoais: 35%

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Item	Categoria	Total	%	Categoria	Total	%	
Falar de problemas		3	2%				
Ser + aberto		5	3%				
Comptências técnicas	Profissionais: Gerais	12	7%	Profissionais: Gerais	48	27%	Profissionais: 35%
Falar em público		5	3%				
Responsabilidade		4	2%				
Organização		6	3%				
Gestão de tempo		4	2%				
Método		3	2%				
Rigor		5	3%				
Ganhar experiência		9	5%				
Liderar		7	4%	Prof: Liderança	14	8%	
Ser liderado		2	1%				
Dar feedback	Prof: Liderança	2	1%				
Receber feedback negativo		2	1%				
Dar benefício da dúvida		1	1%				
Saber ouvir		6	3%	Interpessoais	43	24%	
Comunicação		6	3%				
Trabalho em equipa		12	7%				
Lidar com pessoas diferentes	Interpessoais	9	5%				
Gerir conflitos		3	2%				
Gerir pessoas		4	2%				
Confiar		3	2%				
Relativização do Eu		3	2%	Consciência Social	9	5%	
Maior consciência social	Consciência Social	2	1%				
Preocupação com outros		3	2%				
Mais altruísta		1	1%				
		Total 177	100%		177	100%	

Apendix 8 – Interviews question 6

Categoria 1	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	Percentagem	Categoria 2	Total	Percentagem
Humildade							1																1	1%	Pessoais	11	9%
Proatividade	2										1			1									4	3%			
Resiliência			1																				1	1%			
Eficiência								1															1	1%			
Paciência														1									1	1%			
Autoconfiança																1		1		1			3	2%			
Conhecer-me melhor							1																1	1%	Autoconhecimento	2	2%
Perceber que é um percurso							1																1	1%			
Mais aberto								3		1			1										5	4%	Emocionais	13	10%
Falar de emoções								1	1														2	2%			
Gerir emoções								2													1		3	2%			
Gerir expectativas								1															1	1%			
Demonstrar aos outros									1														1	1%			
Melhorar relação com familia																					1		1	1%			
Conhecimento técnico							1	2		1			1			1							6	5%	Profissionais	18	14%
Perceber papel na UD	2																						2	2%			
Organização	1				1																		2	2%			
Método					1																		1	1%			
Falar em público						1	1								1								3	2%			
Mais desenrascado		1						1															2	2%			
Foco empresarial	1																			1			2	2%			
Relação com membros					1												1	1		2			5	4%	Interpessoais	22	17%
Lidar com pessoas diferentes					1	1				1							2			2			7	6%			
Compreender outros					1								1	1									3	2%			
Mais reflexão					1																		1	1%			

Pessoais: 35%

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		Total	%	Categoria	Total	%	
Trabalhar em equipa	3 ... 1	4	3%				
Ouvir	1	1	1%				
Confiança	1	1	1%				
Liderar	3, 2, 1, 1, 1, 1, 1	10	8%				
Ser liderado	1, 1	2	2%				
Gerir pessoas diferentes	2, 1, 1	4	3%	Liderança	30	24%	
Ensinar	1, 1	2	2%				
Motivar	3	3	2%				
Prol da equipa	1, 1	2	2%				
Liderar pessoas da mesma idade	1	1	1%				
Feedback construtivo	2	2	2%				
Lidar com feedback negativo	1, 1	2	2%				
Manter energia e confiaça	1	1	1%				Profissionais: 35%
Perceber o seu tipo de liderança	1	1	1%				
Maior consciência social	1	1	1%				
Crianças	1, 1	2	2%				
Como interagir	2, 1	3	2%				
Como lidar	1, 1	2	2%				
Morte de uma criança	1	1	1%	Realidade social	17	13%	
Sonho	2, 2	4	3%				
Ser Padrinho	1	1	1%				
Relativizar tudo	1	1	1%				
Lidar com situações de vida mais complicadas	1, 1	2	2%				
Família não percebem tempo passado na UD	1	1	1%	Tempo	13	10%	
Gerir tempo com faculdade/ trabalho/ vida	3, 3, 4, 1, 1	12	10%				
Total		126	100%		126	100%	

Appendix 9 – Interviews question 7

Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	Percentagem	Categoria 2	Total	%
Muito importante	UD são pessoas	1	1		1	2	1	2	2	1		1	1	1		1	2	1	1	1	1	1	2	24	13%	UD são pessoas	54	28%
Especial e bonito					1	1							1		3			1			1	1		9	5%			
UD são pessoas		2			1				1	1			2		1					1				9	5%			
Para não se chatear		1																						1	1%			
Ainda gostas mais da UD								1		1							1						1	4	2%			
Abdicar de outras coisas				1						1														2	1%			
Início difícil porque as pessoas dão-se tão bem					1		1																	2	1%			
Impacto social ainda mais verdadeiro					1	1																		2	1%			
Maior orgulho e felicidade de UD				1																				1	1%			
Queres que elas estejam bem	Querer ver bem e evoluir	1																						1	1%	Querer ver bem e evoluir	12	6%
Querer ver os outros a crescer		1	1					1	1															4	2%			
Querer ajudá-los			1					1																2	1%			
Coompreensão aos erros		1																						1	1%			
Pessoas mudaram-no												1		1			1		1					4	2%			
Trabalhar para a mesma missão	Motivação para trabalhar mais				1	1							1			1							1	5	3%	Motivação para trabalhar mais	33	17%
Motivacão para continuar		1			2			1	1	1				1										7	4%			
Queres trabalhar mais		1						1			2			1							1			6	3%			
Fazer mais atividades		1				1																		2	1%			
Poder trabalhar com amigos		1											2								1			4	2%			
Passar mais tempo na sede		1								1		1												3	2%			
Para não sair		1	2							1											2			6	3%			

Subcategoria	Categoria	Total	%	Categoria	Total	%
Valores que unem	Valores iguais	7	4%	Valores iguais	11	6%
Querer ajudar outros		1	1%			
Respeito mútuo		1	1%			
Pessoas querem mudar o Mundo		2	1%			
Partilha de conhecimento	Partilha	2	1%	Partilha	11	6%
Partilhar a vida		3	2%			
Partilhar felicidades		2	1%			
Partilhar problemas		3	2%			
Roda autogestão		1	1%			
Amizades	Amizades fortes	21	11%	Amizades fortes	50	26%
Gostar muito das pessoas		6	3%			
Continuam a dar-se depois de sair		3	2%			
Amigos para a vida		12	6%			
Momentos muito fortes		6	3%			
Relações fortes		2	1%			
Confiança	Espaço seguro'	5	3%	Espaço seguro'	20	10%
União		3	2%			
À vontade		1	1%			
Família		4	2%			
Energia		1	1%			
Relações genuinas		2	1%			
Espaço seguro (Podes ser quem quiseres)		2	1%			
Demostrações de afeto		2	1%			
Total:		191	100%		191	100%

Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	%	Categoria 2	Total	%
UD é mais completa	Mais completa	2						1							2							1		6	3%	Mais completa	38	21%
Formação mais global		2						1							2							1		6	3%			
Componente profissional/		2		1					1		1			1								1		7	4%			
Impacto social																								0	0%			
Interpessoal				2					2	1				1								1		7	4%			
Desenvolvimento Pessoal				1						1	2			1								1		6	3%			
Autoconhecimento										1	1	1												3	2%			
Competências que não ganhas na faculdade												1												1	1%			
Desenvolvimento dos membros														1	1									2	1%			
Única	Especial			1					2		1			1	1		1	1		1	1	1		11	6%	Especial	28	15%
Destaca-se			1									1		1		1				1				5	3%			
Muito característica			1																	1				2	1%			
Pormenores pequeninos			1			1														1				3	2%			
Forma como desenvolvemos projetos											2								1					3	2%			
Só quem está consegue perceber			1			1	1										1							4	2%			
UD é as pessoas														1			1			1			2	5	3%			
Teambuildings						1																		1	1%			
Preocupação com os outros										3								1						4	2%			
Relações entre pessoas								1		3									1		1		1	7	4%			

Item	Categoria	Total	%	Grupo	Total	%
Bolha Actimel	UD é as pessoas	2	1%	UD é as pessoas	26	14%
Roda de Autogetsão		1	1%			
Pessoas diferentes (cursos)		1	1%			
Mais motivação		2	1%			
Dinâmica + natural		2	1%			
Integração e acolhimento		1	1%			
Identificação com missão	Mesmos valores	3	2%	Mesmos valores	21	11%
Amor à UD		3	2%			
Pessoas com mesmos valores		8	4%			
Traços culturais UD		7	4%			
Crecer num sitio seguro	Espaço seguro	10	5%	Espaço seguro	18	10%
Poder fazer erros		4	2%			
Trabalho em equipa		4	2%			
Estrutura sólida		7	4%			
Transparência	Estrutura e organização	2	1%	Estrutura e organização	16	9%
Sistema que permite várias UDs		1	1%			
Boa organização		2	1%			
Profissionalismo		4	2%			
Processo de recrutamento		0	0%			
Causa	Impacto social	4	2%	Impacto social	15	8%
Impacto social médio/longo prazo		8	4%			
Nível de envolvência com as familias		1	1%			
Aprender a lidar com morte e luto		1	1%			
Recaídas das crianças		1	1%			

Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	%	Categoria 2	Total	%
Ajudar pessoas	Igual noutras		1			1		1		1	1							1			1			7	4%	Igual noutras	19	10%
Princípios						1																		1	1%			
Espírito						1																		1	1%			
Jovens						1			1															2	1%			
Desenvolvimento profissional		1						1	1			1	1								1			6	3%			
Divisão por departamentos						1						1												2	1%			
Outros lugares: demasiada competição	Mais pessoas menos resultados				1																			1	1%	Mais pessoas menos resultados	4	2%
Outros: preocupação com resultados									1						2									3	2%			
																								185	100%		185	100%

Appendix 11 – Interviews question 9

Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	%	Categoria 2	Total	%
Sonho	Fora da UD	1	1			1			1	1	1	1	1		1			1	1		1	4	1	17	11%	Fora da UD	72	47%
Familias		1	2		3			1				1	5			1					1		1	16	11%			
Crianças			1			1		2	1		1	1	1			2		1		1			1	13	9%			
Terapias a longo prazo		1											2										1	4	3%			
Campanhas: Pessoas 'normais'		1				1	1	1	1	1	1		2		1			1	1					12	8%			
Escolas									1						2					1				4	3%			
Desconhecidos no dia a dia							1					1	1						1					4	3%			
Idosos								2																2	1%			
Membros UD	Dentro UD	2			2				1	1			1	1		1								9	6%	Dentro UD	9	6%

	Categoria	Total	%	Categoria	Total	%
Sente que falhava com a familia pelo tempo	Familia: negativo	2	1%	Familia: negativo	7	5%
Não ligam muito à UD		1	1%			
Não gostam que passe tanto tempo na UD		3	2%			
Não percebiam no incio		1	1%			
Depois de Gala perceberam e sentiram a Felicidade da UD	Familia: positivo	2	1%	Familia: positivo	33	22%
Orgulho		3	2%			
Impacto nela é multiplicado pela familia		5	3%			
Pais começam a fazer voluntariado		1	1%			
Passar mais tempo com eles		4	3%			
Dar + amor		13	9%			
Teve impacto		5	3%			
Levar amigos para UD	Amigos	2	1%	Amigos	24	16%
Irem paara outras Associações		1	1%			
Mudar a forma de ver o Mundo		6	4%			
Consideram UD um percurso de impacto		2	1%			
Dar-lhes mais valor		1	1%			
Dar-lhes mais amor		9	6%			
Passar mensagens UD		3	2%			
Impacto neles	Neles mesmo	7	5%	Neles mesmo	7	5%
		Total: 152	100%		152	100%

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Appendix 12 – Interviews question 10

Categoria 1	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	%	Categoria 2	Total	%
Crescimento	1					1				1			1							1			5	4%	Desenvolvimento pessoal	19	16%
Mudança		1																		1			2	2%			
Desenvolvimento pessoal	1	1	1				1			1			1							1			7	6%			
Autoconhecimneto							1					1				1				1		1	5	4%			
Experiência	1												1										2	2%	Desenvolvimento profissional	4	3%
Comptências técnicas	1												1										2	2%			
Preocupação com os outros		1			1	1	1	1	1														6	5%	Interpessoais	11	9%
Mais valor à familia							1												1				2	2%			
Importância das pessoas					1				1														2	2%			
Aceitar pessoas diferentes												1											1	1%			
Persistência							1																1	1%	Deu ferramentas	13	11%
Despertou coisas				1											1								2	2%			
Valores				1										1									2	2%			
Deu ferramentas				2					1				1	1	1								6	5%			
Espírito crítico				1																			1	1%			
Paciência				1																			1	1%			

Categoria	Total	%	Grupo	Total	%
Conhecer outras realidades	4	3%	Relativizar	16	13%
Relativizar problemas	4	3%			
Mais emocional e sensivel	3	3%			
Lidar com luto e morte	2	2%			
Dar + valor a coisas pequenas	3	3%			
Mais confiança no futuro	4	3%	Futuro	42	35%
Mudou forma como vê futuro	7	6%			
Diferente forma de ver o mundo	6	5%			
Quer que filhos vão para a UD	1	1%			
Mais opções de futuro	5	4%			
Formas de ver a carreira (vertente + social)	8	7%			
Continuar a criar impacto social	5	4%			
Perceber que conseguem fazer a diferença	4	3%			
Mais preparado para desafios	2	2%			
Pensar sobre a vida	4	3%	Pensar	15	13%
Sobre felicidade	4	3%			
Faz-te pensar	7	6%			
Total	120	100%		120	100%

Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	%	Categoria 2	Total	%
Saber gerir o tempo	Ter objetivos	1		1											1									3	2%	Ter objetivos	8	5%
Equilibrar vida profissional e pessoal		1		1										1										3	2%			
Tem objetivos pess. E prof.		1					1																	2	1%			
Aproveitar os dias	Felicidade							1																1	1%	Felicidade	20	13%
Pereceber que a feliciadde se constrói													1	1										2	1%			
Ser feliz		1			2	1		2					1				1	1						9	6%			
Fazer feliz						1		2				1	1				1	1		1				8	5%			
Querem um mundo melhor	Acreditar que pode fazer a diferença										2											2		4	3%	Acreditar que pode fazer a diferença	28	18%
Acredita que pode fazer a diferença								1		1		1										1		4	3%			
Saber que pode ter impacto em back-office		1																						1	1%			
São as pequenas coisas								1		1								2						4	3%			
Não precisa reconhecimento		1																				1		2	1%			
Papel importante no mund								1					1		1		1					2		6	4%			
Só depende de ti								1																1	1%			
Dar o melhor		1																						1	1%			
Não desistir							1							1		1		1				1		5	3%			
Vontade de crescer e aprender	Querer crescer e melhorar	1					1			2			1	2										7	5%	Querer crescer e melhorar	13	8%
Perceber que é um caminho																						1		1	1%			
Partilhar conhecimnento													1	1										2	1%			
Querer melhorar													1		1				1					3	2%			

Subcategoria	Categoria	Total	%	Categoria	Total	%
Preocupar-se com amigos e família	Preocupado com pessoas	2	1%	Preocupado com pessoas	32	21%
Demonstrar amor		5	3%			
Partilhar		1	1%			
Acreditar nas pessoas		1	1%			
Querer conhecer pessoas novas		1	1%			
Desconhecidos		1	1%			
Gostar muito de pessoas		2	1%			
Preocupação com os outros		9	6%			
Aceitar diferenças		1	1%			
Mais atento às coisas pequenas		4	3%			
Atenção aos que nos rodeiam		5	3%			
Dedica o seu tempo a outras pessoas	Ajudar	4	3%	Ajudar	24	16%
Quer ajudar pessoas		7	5%			
Relativização do Eu		3	2%			
Ficar feliz por ajudar		3	2%			
Consciência social		2	1%			
Causar impacto social positivo		5	3%			
É um estado de espírito	É uma forma de ser e estar	5	3%	É uma forma de ser e estar	14	9%
da UD e alguns já o têm antes		3	2%			
Mesmo dentro da UD nem todos o são		1	1%			
Raras e diferentes		4	3%			
É ser e estar		1	1%			

Categoria 1	Categoria 2	i1						i12			i17			Total	%	Categoria 2	Total	%
Resposável	Equilibrio entre racional e emocional	1	1					1			1			4	3%	Equilibrio entre racional e emocional	14	9%
Profissioanlismo		1				2								3	2%			
Equilíbrio entre racional e emocional				1	1									2	1%			
Boa energia					1									1	1%			
Sensibilidade					1									1	1%			
Sonhador			1							1				2	1%			
Relativizar problemas			1											1	1%			
													Total	153	100%	Total:	153	100%

Appendix 14 - Interviews question 12

Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	%	Categoria 2	Total	%
Mentalidade UD	É uma mentalidade	1											1				1							3	3%	É uma mentalidade	25	28%
Valores		2		1	1	1	1							2			1							9	10%			
Já são UDers antes da UD		1								1			1				1		1					5	6%			
Enraizado		1		1											1							1		4	4%			
Faz sentido		1						1									1	1						4	4%			
Experiências tão intensas	Não desaprendes												1		1		1							3	3%	Não desaprendes	24	27%
Não desaprendes		1	1	1				1		1	1	1	2		1	1				1		1		13	14%			
Mudam-te			1									1	1	1	1		2			1				8	9%			
Vestir a camisola'	Queres continuar perto	1							1									1						3	3%	Queres continuar perto	5	6%
Continua a querer tar perto		1																						1	1%			
Continuar a ajudar depois de sair		1																						1	1%			
Transmitir aos outros						1				2		2												5	6%			

Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	Percentagem	Categoria 2	Total	Percentagem
Criar um micro mundo	Continuar a treinar e trasnmitir				1																			1	1%	Continuar a treinar e trasnmitir	22	24%
Tens de continuar a 'treinar' para manter				1				1	1	1	1			1	1		2			1				10	11%			
Espero que não haja momento em que me				1	1				1					1			1				1			6	7%			
Continuar a ter impacto social	Continuar a criar impacto social						1			1			1						1					4	4%	Continuar a criar impacto social	14	16%
Ser e fazer feliz							1			1			1	2		1			1					7	8%			
Continuar na vida das famílias					1																			1	1%			
Esperança por um mundo melhor											1								1					2	2%			
																							Total: 90	100%	Total:	90	100%

Appendix 15 – Interviews question 13

Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	Percentagem	Categoria 2	Total	Percentagem
Modelo de autossustentabilidade	Estruturas da UD	1																						1	3%	Estruturas da UD	11	34%
Sistema de Desenvolvimento mais			1			1			1															3	9%			
Rede Alumni								1	1					1	1				1					5	16%			
Apostar na Academia Externa														1										1	3%			
Mais autonomia das locais							1																	1	3%			
Nada	Nada					1												1			1			3	9%	Nada	3	9%
Continuar a crescer	Continuar a crescer						1																	1	3%	Continuar a crescer	1	3%
Menos tempo e trabalho	Manos carga de trabalho				1	1														1	1			4	13%	Manos carga de trabalho	4	13%
Permitir outras pessoas em algumas campanhas												1							1					2	6%	Impacto social	6	19%
Pessoas não se esquecerem da missão	Impacto social															1								1	3%			

Categoria 1	Categoria 2		Total	%	Categoria 2	Total	%
Pessoas não se esquecerem da missão	Impacto social	1	1	3%	Impacto social	6	19%
Mais diversidade de exp. Sociais		1 1 1	3	9%			
Mais transparência	Mais Comunicação	1 1	2	6%	Mais Comunicação	7	22%
Mais comunicação		1 1	2	6%			
Mais partilha entre UDs locais		1	1	3%			
Relacionamento entre membros		1 1	2	6%			
		Total	32	100%	Total:	32	100%

Appendix 16 - Interviews question 14

Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	%	Categoria 2	Total	%
Responsabilidade e rigor	Levar a sério	2												1										3	3%	Levar a sério	9	9%
Pensar nas consequências de atos		1												1										2	2%			
Não para o CV				1	1									1				1						4	4%			
Dedicar tempo	Dedicar	2		1				1		1		1		1	1						1			9	9%	Dedicar	19	18%
Envolvam-se						1	1			1		2		1		1	1					1		9	9%			
Equilíbrio para não envolver demasiado																				1				1	1%			
Complemento à faculdade	Complemento à faculdade			1	1				1				1									1		5	5%	Complemento à faculdade	38	37%
Motivação para a faculdade				1																				1	1%			
Desafiem-se						2			1	1		1	1	1			1	1		1	1			11	11%			
Experiência profissional				1								1	2						1		1			6	6%			
Crescer e desenvolver				1		1	1			1			2	1	3	1		2		1				15	14%			
Para ajudar os outros						1	1	1	1	1		1				1	1							8	8%			
Relativização do EU							1																	1	1%			

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Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	%	Categoria 2	Total	%
Ter impacto na vida dos outros	Impacto social								1	2		1				1			1			1		7	7%	Impacto social	30	29%
Descobrir a sua causa				1						1														2	2%			
Porque faz sentido					1				1															2	2%			
Sejam felizes a fazê-lo					1		2	1		2			1		1		1					1		10	10%			
Amizades para a vida	Para a vida				1			1					1											3	3%	Para a vida	8	8%
Lidar com situações que te preparam para a vida									1	2				1					1					5	5%			
																						Total:	104	100%		104	100%

Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	%	Categoria 2	Total	%
Saudades das pessoas	Pessoas	1																	1			1		3	3%	Pessoas	7	7%
Relações interpessoais		1						1				1			1									4	4%			
Guardar com amor	Saudade, amor e orgulho																				2	1		3	3%	Saudade, amor e orgulho	53	52%
Saudade		1		2							2	1		1				1	1					9	9%			
Nostalgia			2	1		1		1	1		1	1	1									1		10	10%			
Gratidão									1			1	1							1				4	4%			
Orgulho		1				1		1				1	1	1	2	1	1	1			1			12	12%			
Era feliz ali		1	1	1							1		1	2	1		1				1	1		11	11%			
Amor pela UD			1					1			1										1			4	4%			
Ponto muito importante na vida	Ponto importante na vida				2		1	1	3	1	1		1		2					1		1		14	14%	Ponto importante na vida	35	35%
Marco na Educação					1						1									1				3	3%			
Fez-me crescer		1			1		2	1	1		2		1	1		1	1							12	12%			
Aprendi muito							1	1			1		1						1			1		6	6%			

																									Total	%		Total	%
Espero que haja mais organizações assim	Futuro						1					1	1												3	3%	Futuro	6	6%
Quer manter contacto			1														1	1							3	3%			
																									101	100%		101	100%

Appendix 18 – Interviews question 16

Categoria 1	Categoria 2	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	Total	%	Categoria 2	Total	%
Pessoas para a vida	Pessoas	1	2	1	2	3	1		2	1	2	1	2	2	1	1	1	1			1	2	2	29	31%	Pessoas	29	31%
Crianças	Impacto social					1			1		1		1		1	1		2					1	9	10%	Impacto social	27	29%
Famílias			1						1		1		1			1				1		2		8	9%			
Sonho			1			1					1		1				1	1		1				7	7%			
Campanhas						1		1									1							3	3%			
Histórias	Momentos			1		1								1										3	3%	Momentos	18	19%
Momentos		1					1		1			1	1						1				2	8	9%			
Experiências		1	1	1			1					1					1	1						7	7%			
Aprendizagens	Crescimento				1			1		1				1	1	1				1	1			8	9%	Crescimento	16	17%
Crescimento								1		1		2								1				5	5%			
Desafios		1		1																				2	2%			
O rumo														1										1	1%			
Valores	Valores					2			1															3	3%	Valores	4	4%
Sentimento de que estamos a fazer a coisa						1																		1	1%			
																							Total	94	100%	Total:	94	100%

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