TELEPHONE EMERGENCY SERVICES OF EUROPE:

SURVEY ON VOLUNTEER SATISFACTION AND MOTIVATION

2015

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Overview of telephone crisis lines

History of telephone crisis lines

Telephone help has a long history: organizations dealing with suicide prevention were first established at the beginning of the 20th century. In 1906, the Salvation Army established an anti-suicide office in London. In the same year, The National Save a Life League, was founded in New York City. In 1947, telephone help was available from a professional staff at the University of Vienna. In the 1950's, with the advent of the home telephone in Western Countries, Crisis Lines emerged and have spread so that they are now available worldwide. The telephone was preferred by many callers, because of its anonymity and because it could be reached from a wide range of geographic locations.

The earliest telephone crisis line service was established in 1953 by the Reverend Chad Varah, with the foundation of The Samaritans. Nowadays, there are over 300 volunteer-based Samaritan centers around the world, and the Samaritans of the United Kingdom have over 30,000 volunteers and 203 branches.

The first center was established in 1956 in Berlin, East Germany. In the USA, the Los Angeles Suicide Prevention Center was founded in 1958 and provided a 24-hour suicide prevention Crisis Line and used community volunteers in providing hotline services. In Australia, the Lifeline was established in 1963. Since this time, Crisis Lines have proliferated throughout Europe, Asia, Africa and the Americas. It is estimated that there are over 1,000 Crisis Lines worldwide.

- The International Federation of Telephonic Emergency Services (IFOTES) was founded in 1967 in Switzerland. Today IFOTES has 31 members based in 23 countries with 334 listening centres; works with more than 21,000 trained volunteers, 900 full- and part time staff, and cover over five million calls and 130,000 internet encounters annually. All volunteers benefit from training, supervision and counselling.

- In 1995, several major networks of Crisis Lines began working together to further knowledge exchange and increase collaboration among Crisis Lines globally. A first Memorandum of Understanding was signed in 2005 by three of the major Federations: IFOTES, LifeLine International and Befrienders Worldwide.

- In 2008, these networks joined together to form a global association called the Emotional Support Alliance (ESA). ESA promoted emotional well-being and emotional

support accessible worldwide. In 2013 ESA become the World Alliance of Crisis Helplines (WACH), a global alliance of international helpline networks promoting quality practice through sharing and collaboration. The founding members were: Befrienders Worldwide, International Federation of Telephone Emergency Services (IFOTES), LifeLine International, LifeLine Australia, the National Suicide Prevention Lifeline USA and De Leo Fund of Italy. A new Memorandum of Understanding was signed in 2015.

- Nowadays there are around 150, volunteer-staffed crisis hotlines in the USA, with 2,200 calls on a daily basis.

Crisis Lines provide an accessible resource to the community in general and to individuals at risk of suicide in particular. Crisis Lines offer people confidential emotional support combined with high trust levels that appeal positively to those seeking help at a time of psycho-social crisis. Crisis lines grant immediate emotional support in case of personal crisis, which is often associated with suicidal thoughts or tendencies. Suicidal crisis can be interrupted with this anonym way of help, therefore, in many countries, crisis lines are a part of the national suicide prevention strategy. However, some crisis lines have developed into a general help line.

Who answers Crisis Line calls?

Crisis Lines are organised and financed in different ways in the world: some are national Federations of centers managed by professionals, others are operated by smaller, non-governmental organizations with no or few paid personnel. Listeners usually have very different professional backgrounds and life experiences. There is no one typical volunteer-type, but studies regarding this question indicated that crisis centers should look for an emphatic and respectful personality within a listener, and the ability to establish good initial contact with callers. These attributes should be applied in selection procedures and criteria for the recruitment of listeners.

Practice experience by Crisis Lines over several decades has enabled the development of a range of different recruitment methods to best select those who can effectively connect with callers and provide a non-judgmental, empathic response to a caller. This recruitment process

often occurs during the training, as listeners will self-select 'out' or be advised that they are not suitable for the task of being a listener.

As the organizations mature and funds accumulate, there may be paid staff that provide the daily management of the Crisis Line and recruit, train and supervise the listeners. With an increasing number of calls, many Crisis Lines have found that paid personnel are required to meet demand – especially during late night or weekend periods.

Training and supervision

Training is a very important feature of all Crisis Lines worldwide, regardless of whether staff are paid or are volunteers. They are trained in a range of responses and in how to respond if a caller is in crisis.

There are different *core skills* targeted in trainings such as empathic listening, an ability to develop a connection with the caller, and an ability to collaborate with the caller to problem solve. Other *practical skills* need to be taught, such as the technical skills to use the telephone systems, record statistics or other caller notes, plus an ability to end the call if the caller is abusive or inappropriate. Aside from these core skills, a wide range of topics may be covered in training sessions, e.g. family violence; addictions, mental illness; childhood trauma; grief and loss, etc.

Training typically includes specific knowledge and skill development in recognizing and responding to caller *suicidality*. While some Crisis Lines have developed their own training programs for this component of the listener's role, others utilize well-regarded programs such as LivingWorks Applied Suicide Intervention Skills (ASIST), the UK STORM program, or QPR. This training is an essential element of preparation for listeners at Crisis Lines, recognizing that these services will support suicidal callers.

Most Crisis Lines have a supervision policy and procedures; this is a critical component of effective Crisis Line services. Supervision should cover the following 3 main areas:

(1) Debriefing and support

(2) Assistance with organizational/administrative procedures

(3) Skills development

Crisis volunteers' motivation

On the one hand, although there is extensive research on the motivational aspects of volunteering in general, very few studies focus on the crisis services. On the other hand, there is extensive research on the best methods for training volunteers and on effectiveness as professional counsellors at crisis services.

Volunteer work for crisis lines requires more commitment from the volunteer because it is longer than other volunteer placements and emotionally much more demanding. This is why the recruitment and the retention of volunteers at crisis hotlines and other crisis-related services is complicated. Considering the vast number of opportunities for volunteering, what motivates people to volunteer in emotionally taxing work, such as answering a crisis hotline, compared to other volunteer opportunities?

In 1972, McGee et al. identified 6 different reasons for why people might volunteer in crisis centers:

a) Help or gain satisfaction from helping others (73%)
b) Gain self-knowledge or become a better person in some way (45%)
c) Gain an understanding of suicidal acts and crisis intervention (39%)
d) Gain valuable practical experience (37%)
e) Desire greater emotional involvement with people (37%)
f) See crisis work as consistent with broad social goals (20%)

An understanding of volunteers' motivations specific to crisis-oriented work is key for managers in recruiting and retaining volunteers. In a recent study by Aguirre and Bolton (2013), the qualitative interpretive meta-synthesis of qualitative papers was used to identify the essential motivations of crisis volunteers. The study yielded four different motivations for choosing crisis volunteer work over other possibilities:

1. **Internal motivation to make an external difference:** Former crisis line callers who received appropriate help and would like to return this by way of helping:
   a. Altruism – a way to give back
   b. Giving back to the community

2. **Volunteer existentialism:** The extreme crisis that these volunteers respond to helps them gain a perspective on their lives and they become more aware of their interconnectedness with broader society. It provides a deeper understanding of the human condition.

    a. Realizations

    b. Deeper understanding of the human condition

    c. Interconnectedness

    d. Community sentiment and involvement

3. **Lived experience:** Personal experience in suffering; e.g.: family members of suicidal victims or former drug users.

    a. Experience with suicide

    b. Personal healing

    c. Self-concept

    d. Motivation to train

    e. Changed personal experiences

    f. Personal change (for example: self-awareness)

4. **Internal/personal fulfilment:** Volunteer work is rewarding and it helps moving through already occurring life changes in the volunteer's life.

    a. Altruism – a way to show gratitude

    b. Personal blessings

    c. Finding work challenging

    d. Free time

    e. Motivation to train

    f. Major life changes

    g. Changed personal experiences

    h. Motivational maturation

Reasons for leaving crisis-related roles were identified as well:

5. **Lack of direction/lack of support:** Lack of direction from the agency and lack of support in fulfilling the roles. This means no clear guidance in the following areas: To what extent are they supposed to intervene/are permitted to act?

Quitting is not always a product of a decreased motivation level, but can be the outcome of unabridged discrepancies between "expectations" and "reality". For volunteers, quitting can be extremely difficult. Volunteers expect to feel good about themselves, yet the organization expects them to act as free agents who can independently manage feelings of pain and self-doubt. When such discrepancies between expectations and reality occur, feelings of anger, anxiety and disappointment set in. As a result, stressful, devoted volunteers drop out to maintain their positive self-feeling. In order to understand the nature of volunteers' dropout and perseverance, close attention should be paid to processes of self-regulation in the context of the specific relations between the volunteers and the organization.

GRUNDTVIG – Lifelong Learning Programme

Telephone Emergency Services of Europe: Survey on Volunteer Satisfaction and Motivation

Most European TES[1]-organizations have joined IFOTES, the International Federation of Telephone Emergency Services. IFOTES works with more than 21.000 trained volunteers, 900 full- and part time staff, and cover over five million calls and 130.000 internet encounters annually. All volunteers benefit from training, supervision and counselling. To further optimize TES´ work, the partners intended to develop a detailed, standardized Europe-wide questionnaire (TESVolSat), evaluating volunteer dedication, motivation and satisfaction among Europe´s TES volunteers. Based on the results of the TESVolSat study, European TES head organizations and individual TES posts in Europe will be able to enhance the quality of their work, to calibrate their training programs and to better provide for their volunteers and callers. In turn, this will lead to a higher degree of commitment and satisfaction among the volunteers, the callers and counsel seekers across Europe.

Rationale of the TESVolSat study

The background of the study was twofold. The first aim was to enhance the satisfaction of volunteers trained by TES (by psychotherapists and other experts), and the second was to better serve the callers and those who seek counselling via mail, chat or personal encounters. The idea was to collect information on an international level in order to compare the differences in the various countries. This can help find better ways for recruiting and keeping volunteers at TES.

So far, different studies have been conducted in the countries but this is the first time when an international comparison can be made. On the basis of the collected data, different analyses can be carried out and so the quality of TES service can be improved across Europe. Also, the results can boost the support on the decision making level, encouraging the work with evidence-based results.

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[1] TES here and after means Telephone Emergency Services, another word for Crisis Lines

The survey aimed to collect information on motivation, satisfaction, needs and personal feelings. The findings help TES organizations in more efficiently evaluating their own work and help develop better services for their workers, as well as their callers.

In order to fulfill their task, all volunteers need in-depth training, proper supervision and a professional surrounding. It is our belief that those volunteers who experience a deep sense of understanding and identification with TES and its goals are also highly beneficial in their work.

Since each European TES head organization, and even each TES post, work on the basis of individual standards and procedures, so far it has been difficult to gain an in-depth understanding into the volunteers´ commitment, their questions and needs on a European level.

A common questionnaire will serve as a tool to scientifically evaluate the degree of motivation, identification, and satisfaction on a wider European level, thereby gaining insight into the level of satisfaction of TES volunteers. The intended outcome of the questionnaire is the development of common standards, ground rules and best practice tools for all European TES organizations alike.

In the past this has been elaborated on a strictly national or regional level only. Thus, this survey may provide answers to some of the following questions: What do we in Europe know about the needs and attitudes of our TES volunteers? How do they feel about themselves and their work? How well do they cooperate with the TES post´s staff and with other volunteers? What do our volunteers need long-term from the staff, the head organization, or even the public, to stay committed and motivated? Do they need different methods of training, supervision or individual counselling?

It is our belief, that this will enhance the commitment to the callers and the counsel seekers as well.

Methodology of the TESVolSat survey

As there were no international surveys on the motivation of TES volunteers, we used the questionnaires from the German survey ("Engagement und Zufriedenheit bei den ehrenamtlichen Mitarbeitern der TelefonSeelsorge in Deutschland, 2010"). Although the questionnaires were employed only in Germany, it was used none-the-less, and the results are available so it is possible to make a comparison of the results.

We asked about the demographic data (age, gender, marital status, occupation) and also we added some questionnaires about Meaning in Life and the WHO-5 Well-being questionnaire. Our goal was to get a broader picture of the satisfaction and psychological status of the volunteers in order to find more adequate ways to motivate them and help them work on the phone/internet (mail or chat).

The survey was created by the project group and then was translated into the various languages. There were at least two translations in all languages, which were subsequently merged into one survey. The translated version was checked by a focus group, where the questions were revised. The final questionnaire was put on the internet in all the languages. All languages had a different link and then the online version was rechecked again, following which the small errors were corrected.

The survey began in November 2014, and it was planned to be finished by the end of the same month. The national TES organizations informed their members about the task and motivated them through the local TES. After a month, as the number of answers was less than expected, the timeframe to fill out the survey was extended till the end of December.

After finishing the collection of answers, the database was created. The answers were first all collected and then the basic validity check was made. The answers collected by the online service provider had to be checked to correct the errors that were caused by the process of the online survey (e.g.: lost connection while filling out the survey, finishing too early, etc.) When finalizing this step, the final dataset was made.

Participants of the survey

The main participants of the survey were national TES organizations that were part of the TESVolSat project. They are listed in the analysis by country, however, in some countries other TES organizations exist also. During the data collection period, the survey was promoted by the participating organizations, but listeners of other TES (volunteers or paid) could answer the questions. These answers, if any, were also used in the questionnaire.

The main participants were the following:

- Belgium (Telefonhilfe-Anonyme Lebenshilfe in der Deutschsprachigen Gemeinschaft V.o.G.)
- Norway (Kirkens SOS i Norge)
- The Netherlands (Vereniging Sensoor)
- Spain (Asociacion Internacional Telefono de la Esperanza (Asites))
- Hungary (LESZ - Magyar Lelki Elsősegély Telefonszolgálatok Szövetsége)
- Austria (Verein zur Förderung der Telefonseelsorge Österreich - Notruf 142)
- Italy (Telefono Amico Italia)

During the survey, the project group received a lot of support from other partners, mainly from Germany and France, and the decision was made to have a separate analysis for those two countries as well. The number of answers coming from those countries made the analysis possible and valid. However, there were 441 answers from other countries where the country was indicated (Finland, Luxembourg, Sweden, Switzerland, Portugal, Slovenia, Czech Republic, Ukraine, Slovakia), and 673 answers without an indicated country of origin. These answers together are used in the analysis as "other countries."

Descriptive statistics of the TESVOLSAT survey

Data for this research was collected in 2014 via an online questionnaire. The sample consisted of 3952 answers provided by the telephone crisis workers of various countries participating in the survey.

	Number of the answers	Total number of volunteers/paid staff	Percentage of respondents
Belgium	204	1016	20.1%
Netherlands	321	900	35.7%
France	210	1450	14.5%
Austria	324	670	48.4%
Germany	642	8500	7.6%
Hungary	236	580	40.7%
Italy	300	614	48.9%
Spain	111	1042	10.7%
Norway	490	900	54.4%
Other countries	441	5211	8.6%
Missing data about the country	673	-	-
Total	3952	20,983	18.8%

The mean age of the participants was 57.3, among males 58.5 and 56.8 among females. The youngest was 20 years old, while the oldest 89. However, the difference between the highest and the lowest is quite large, the Standard Deviation shows, that most of the workers are around the mean age, so the most typical age group is the 45-70.

Gender

There were 849 (26%) men and 2380 (74%) women. This ratio (2.8 in favor of women) clearly shows the dominance of female workers in TES services. The disproportioned gender ratio affects other data in the database.

GENDER		GENDER PERCENT	AGE MEAN	AGE MIN	AGE MAX	AGE STD.DEV.
Male	849	26,2				
Female	2380	73,5	57,26	20	89	12,150
Other	8	,2				
Total	3237	100	3206			

Gender (%)
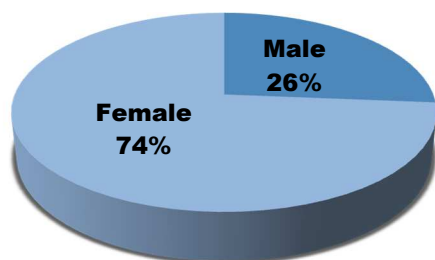
Gender - Age Mean Score			
	Male	Female	Other
Number of the Answers	849	2380	8
Mean	58,5	56,8	60,7
Std. Deviation	11,9	12,2	10,3
Minimum	22	20	49
Maximum	81	89	75

Gender (Number of Answers) / Country

Female — Male

	Female	Male
NORWAY	355	130
SPAIN	39	65
ITALY	205	93
HUNGARY	200	33
GERMANY	461	169
AUSTRIA	263	58
FRANCE	139	65
NETHERLANDS	240	71
BELGIUM	141	61
OTHER COUNTRIES	333	104

Gender (%) / Country

Female — Male

	Female	Male
Norway	73,0	26,7
Spain	61,9	37,1
Italy	68,8	31,2
Hungary	85,8	14,2
Germany	73,1	26,8
Austria	81,7	18,0
France	67,8	31,7
Netherlands	76,9	22,8
Belgium	69,5	30,0
Other countries	76,0	23,7
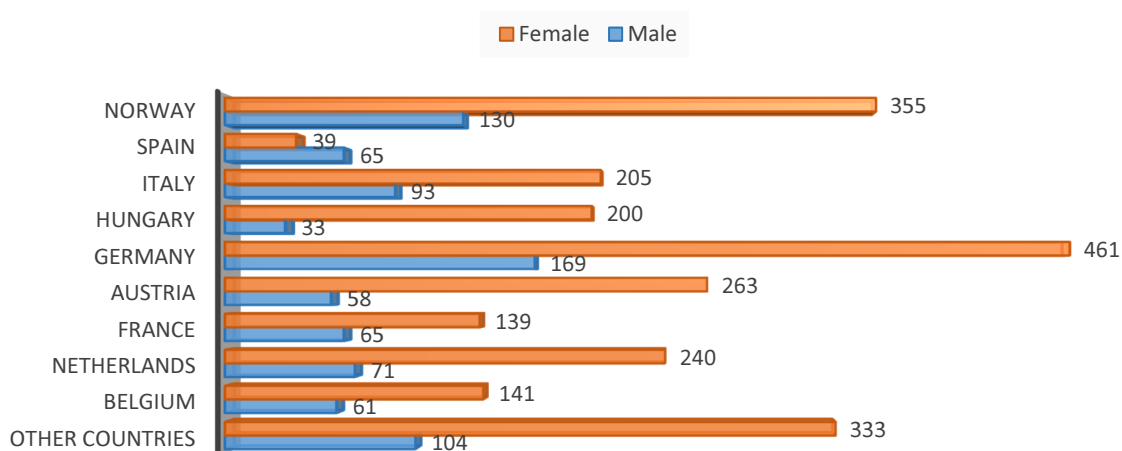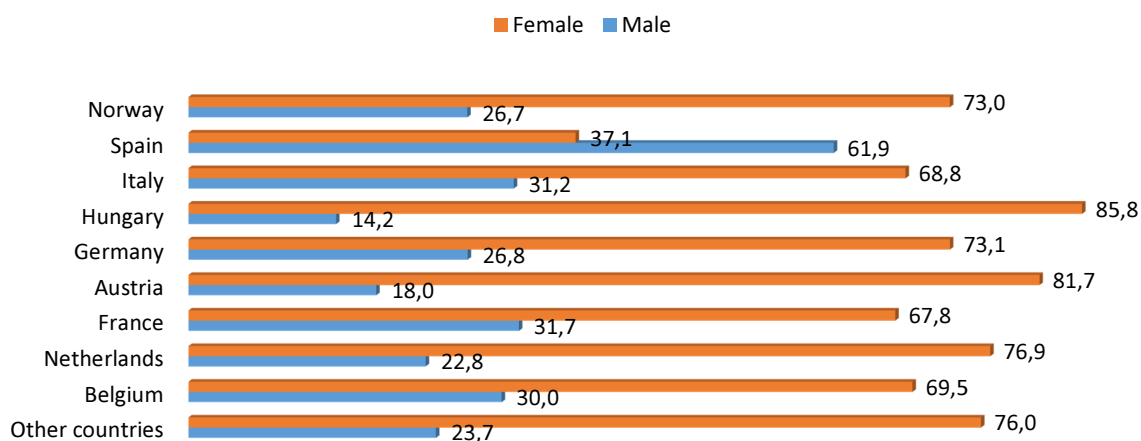
The majority of female participants (17.4%) belonged to the age group of 60-64 years, whilst the largest group of men (21.7%) was in the 65-69 age cohort. The majority of the sample (61%) was 65 years old or older; 40.5% of male and 34.6% of female participants in the whole study

were in this specific age group. This shows that although the mean age of men and women is close to each other, women seem to start working as volunteers for TES approximately 5 years earlier than men.

Age range / Gender (Number of the Answers)

Age range	Male	Female
24 years or less	7	51
25-29 years	16	49
334 years or less	26	76
35-39 years	28	71
40-44 years	35	113
45-49 years	68	205
50-54 years	75	325
55-59 years	112	348
60-64 years	159	411
65-69 years	183	405
70-74 years	101	225
75-79 years	31	66
80-84 years	3	7
85-89 years	0	5
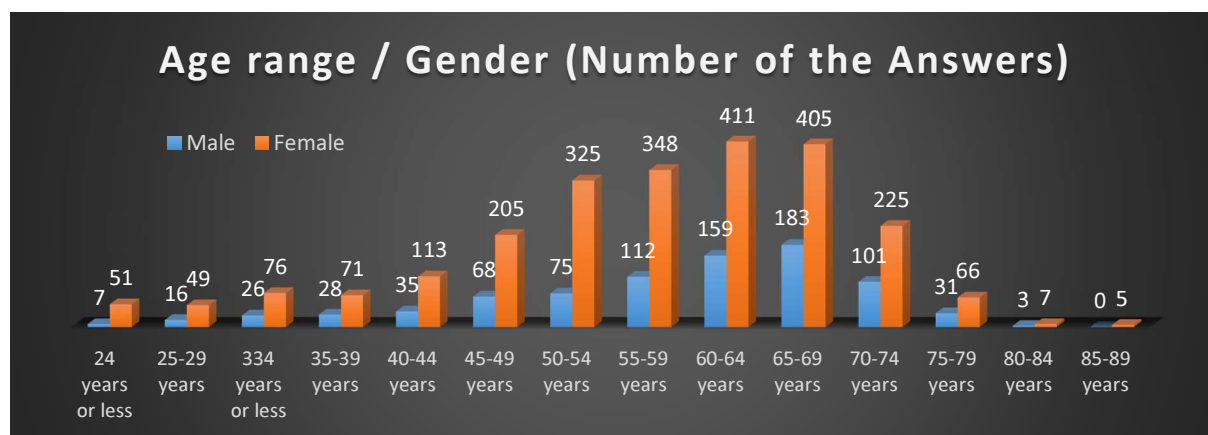
Among all assessed countries, the majority of the population (with one exception: France) falls into the 45-74-year age range. The highest proportional age range among the 35-64-year-olds can be seen in Hungary. The largest portion of the lowest age groups can be seen in Norway (11%) and Italy (9.8%), which, compared to the percentages of other countries in the survey, are remarkably high. Nevertheless, in Norway the two highest age groups (35-64 and 65 years or older) show similar percentages. Conversely, in other countries (except France), an opposite tendency is true; typically the highest percent of TES workers falls under the 35-64-year age range. As the supply of the TES service is a crucial point, it is important to analyze the practice of recruitment in these countries.

Age range (%) / Country

Country	65 years or older	35-64 years	34 years or less
NORWAY	43,4	45,4	11,2
SPAIN	27,1	66,4	6,5
ITALY	17,3	72,9	9,8
HUNGARY	19,5	76,2	4,3
GERMANY	22,2	69,6	8,1
AUSTRIA	23,4	70,9	5,6
FRANCE	53,7	42,9	3,4
NETHERLANDS	39,5	53,7	6,8
BELGIUM	30,2	64,9	5,0
OTHER COUNTRIES	43,1	52,6	4,3
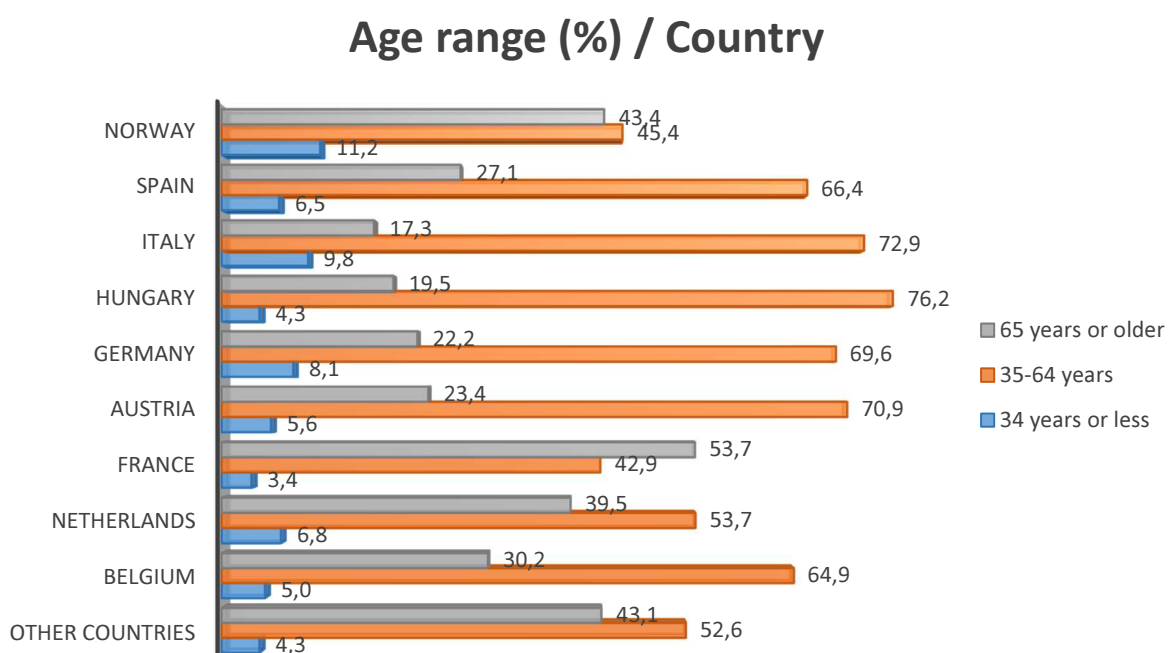
Religion

We inquired about religious practice with the question: <u>Do you practice any religion?</u> We did not differentiate between the religions, but we wanted to get a picture concerning the way of practice. This points to the community role of the religions.

DO YOU PRACTICE ANY RELIGION? (%)

Category	Value
no answer	3,6
non believer	9
no	19,7
yes, regularly in a religious community	11,6
yes, sometimes in a religious community	9,1
yes, in my own way	25,3
yes	21,7

Most of the TES workers answered this question (96.4%), 9% of whom stated that they are not religious. 20.7% practice their religion within a religious community and 25.3% in their own way; 21.7% did not state how they practice. This shows that most TES workers are religious, however, there are vast differences in the way of practice. Religion and spirituality may have an influence on life meaning, motivation and other psychological factors also.

Education

Level of education (%)

- Basic school
- Vocational training or high school
- University or college - 3 years or less
- University or college - more than 3 years

2,7

29,6

19,6

48,1
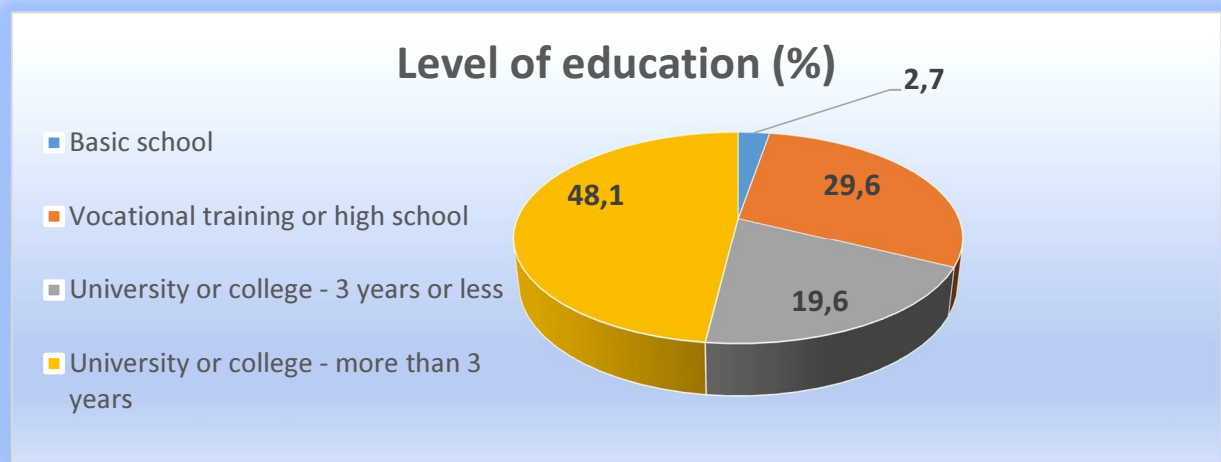
We inquired about the level of education among TES workers. Almost half of the participants have received a college or university degree where they had to study more than 3 years (48.1%) and 19.6 % studied less. 29.6% of the participants possess a vocational or high school degree. Less than 3% (2.7%) has a basic school education. This shows that the level of education is quite high among TES workers.

Education level (%) / Gender

- Male
- Female

	Basic school	Vocational training or high school	University or college - 3 years or less	University or college - more than 3 years
Male	2,4	23,3	18,3	56,0
Female	2,9	31,9	20,0	45,2
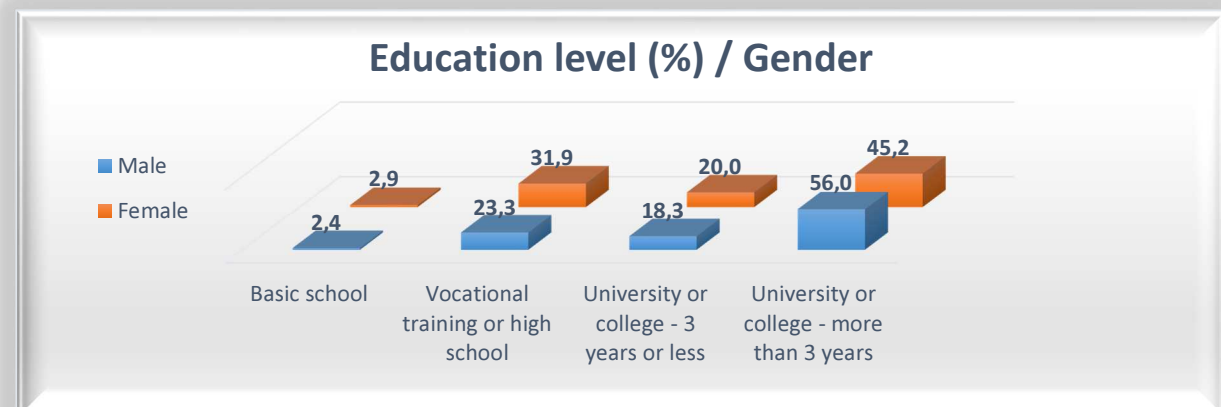
Most of the participants (74.3% of men and 65.2% of women) had a university or college degree. 23.3% of male and 31.9% of female participants had a high school diploma or received vocational education. Only 2.4% (male) and 2.9% (female) of participants had a basic school education. The education level of male participants is a little bit higher than that of females'. The figure shows that people of higher education start to work at TES. The age partition of TES

workers also influences the education level, and a higher education level implicates a higher socioeconomic status and better health.

Education level (Number of Answers) / Country
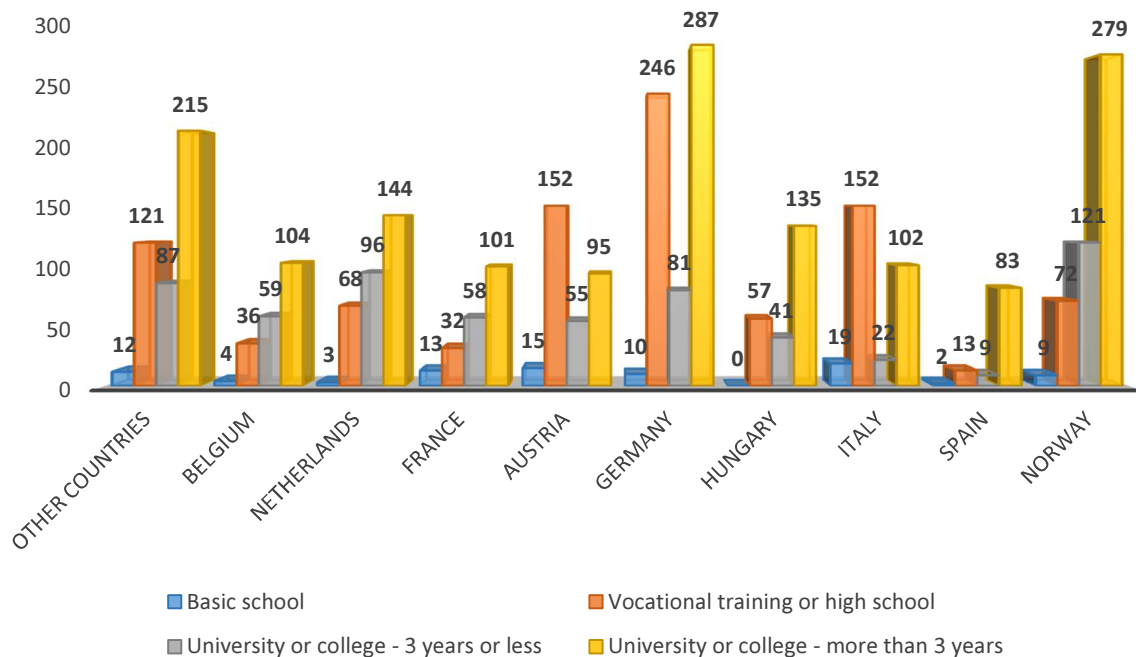
Education level (%) / Country

Legend: Basic school; Vocational training or high school; University or college - 3 years or less; University or college - more than 3 years
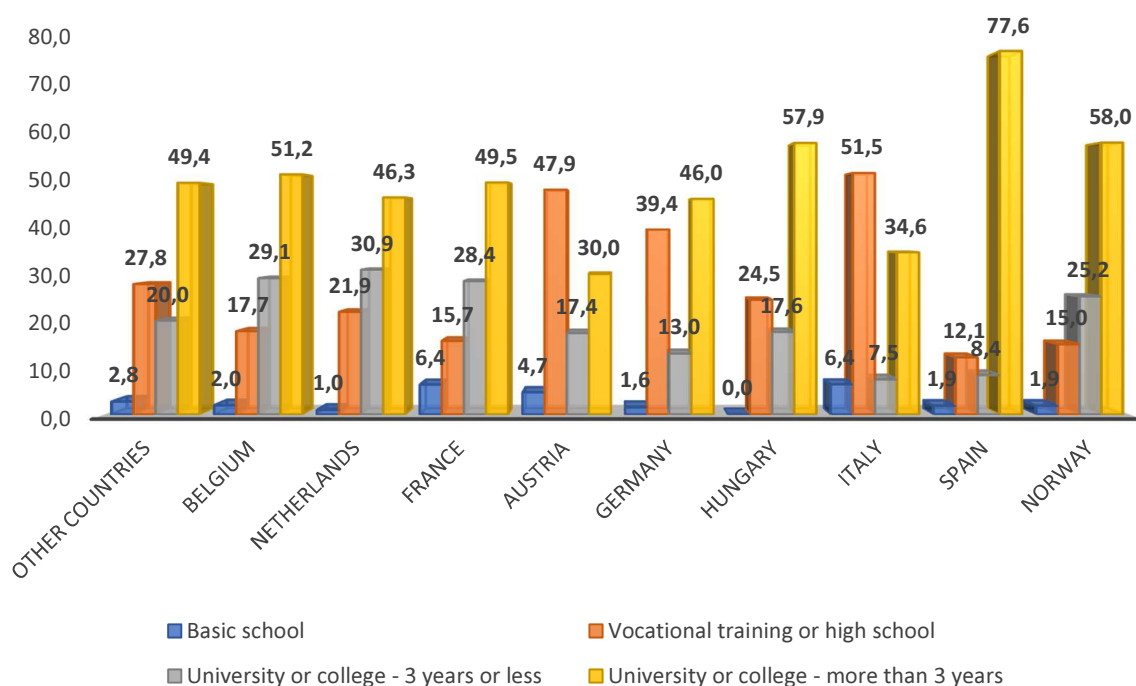
Most of the participants have a college or university degree. There are two exceptions: Austria, where it is at the same percent as the people with vocational training or a high school diploma, and Italy, where the number of the latter outperforms the higher levels. Spain and Norway show the most extreme difference between the different levels of education (college and university diplomas are more dominant).

We must emphasize that the education level does not affect the level of knowledge regarding the work performed at TES. However, different levels of education among countries imply different recruiting processes. The high level of education in Norway is interesting if we consider the low age mean in the same country.

Family status

Family status is very important, as one's social network, e.g. the support one receives from family members, is a crucial factor in voluntary work. Social assistance/ social support influences the motivation of work, physical and mental health, and serves as a protective factor in mental disorders and burn-out. However, the role of family status was not investigated in this report.
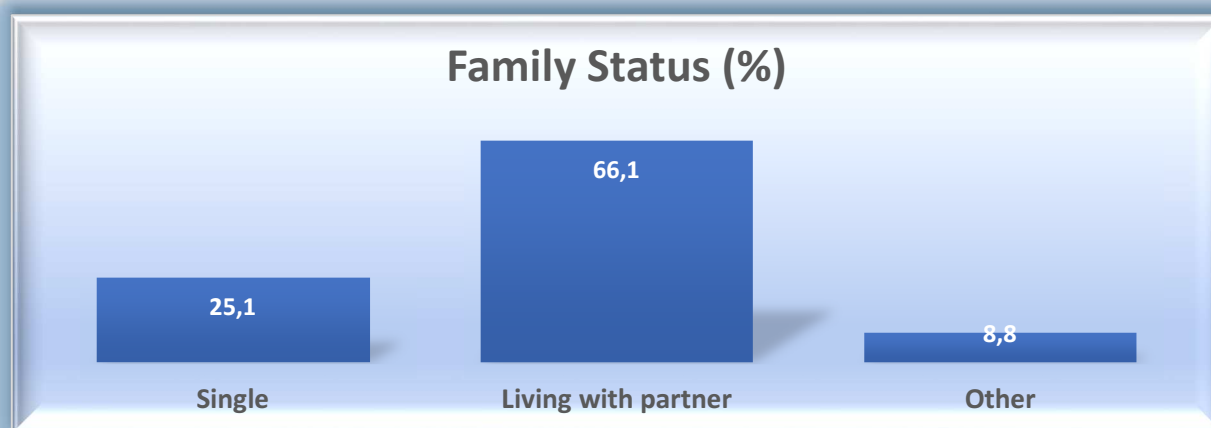
Most of the participants (66.1%) live with a partner, 25.1% of them are single, and 8.8% answered "other." As we did not define what "living with partner" means, it can signify being divorced and living with another partner, or just living with a partner, etc. We can assume that the situations, which are not easily defined are among the "other" answers. This means that approximately 25% of the workers is living alone and 75% can receive support from a partner.

Working hours

The largest proportion of participants worked between 10 and 19 hours per month (52.3%, 52.5% (♂), and 52.9% (♀) for the whole sample, men, and women, respectively).

Almost a quarter of the participants (22.9%) reported to spend 20-29 hours per month performing voluntary work. There was no significant difference between men and women with regard to voluntary work hours per month. 7.7% of the persons worked more than 30 hours and 17.1% less than 10 hours per month.

Working Hours Range (%)

17,1	52,3
	22,9
	7,7

Less than 10 hours   10-19 hours   20-29 hours   30 or more hours
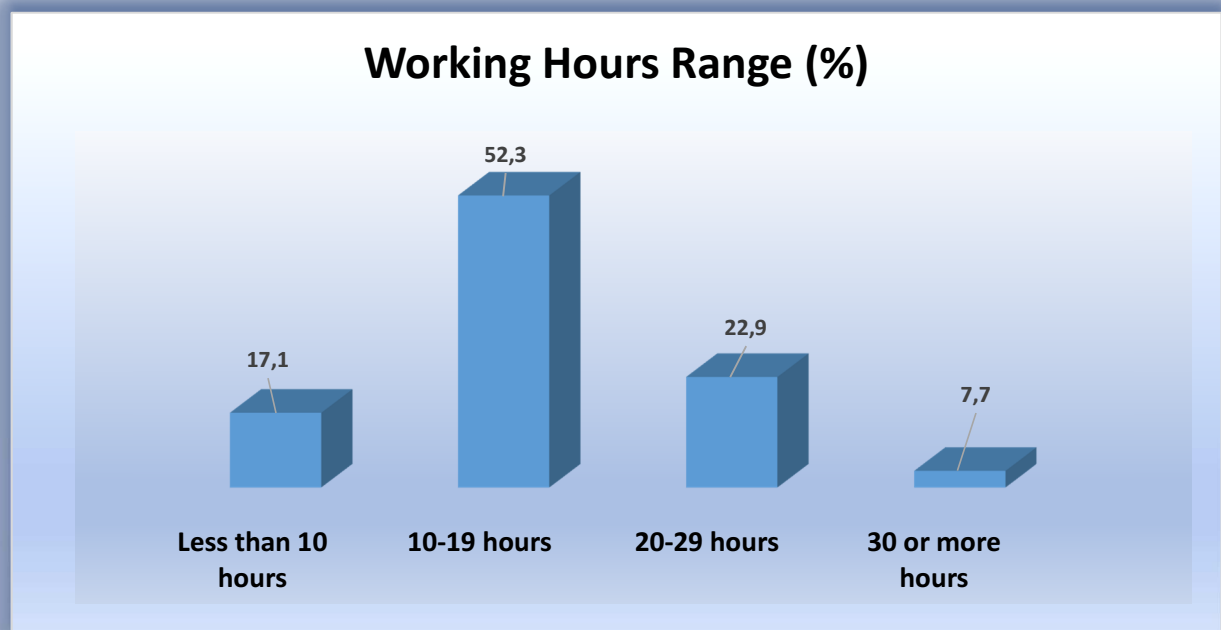
If we consider working hours by country, we can see that there are vast differences. We can observe the longest work hours in Hungary (36% of participants reported above 30 working hours). In France 51.7% and in the Netherlands 42% of participants complete 20-29 working hours. In all other countries participants work less than 19 hours.

As we will observe in the subsequent analysis, the ideal working hours are between 10 and 29. The high percentage of long shifts increases the risk of burn-out in Hungary.

Working Hours (Number of the Answers) / Country

Country	Less than 10 hours	10-19 hours	20-29 hours	30 or more hours
NORWAY	106	340	30	5
SPAIN	12	42	35	20
ITALY	47	191	46	14
HUNGARY	14	57	80	85
GERMANY	60	435	125	19
AUSTRIA	40	241	36	7
FRANCE	7	73	108	21
NETHERLANDS	32	117	131	32
BELGIUM	13	116	59	13
OTHER COUNTRIES	182	96	123	27

Working Hours (%) / Country

Country	Less than 10 hours	10-19 hours	20-29 hours	30 or more hours
NORWAY	22,0	70,7	6,2	1,0
SPAIN	11,0	38,5	32,1	18,3
ITALY	15,8	64,1	15,4	4,7
HUNGARY	5,9	24,2	33,9	36,0
GERMANY	9,4	68,1	19,6	3,0
AUSTRIA	12,3	74,4	11,1	2,2
FRANCE	3,3	34,9	51,7	10,0
NETHERLANDS	10,3	37,5	42,0	10,3
BELGIUM	6,5	57,7	29,4	6,5
OTHER COUNTRIES	42,5	22,4	28,7	6,3

Working years for TES, volunteers and paid staff

The majority of participants (94%) performed their work on a volunteer basis and only 6% of the entire study population worked as paid staff. This reflects the structure of TES work in all countries.

The number of years worked for TES is usually higher for paid staff than the volunteers. Considering the high standard deviation, it shows that there is no typical length of TES employment, neither as a volunteer nor as paid staff. Male members of staff usually work approximately 1.5 years longer.

The amount of years worked increases naturally with age; above 75 years, the number of paid staff sharply decreases due to retirement.

If we view the figures by country, we can observe that the average amount of working years is higher for the volunteers, except in Italy. In Italy, the amount of years worked is higher among the paid staff, however, it is due to their low number (2) in the sample; hence, statistically it does not vary from the other countries.

How many years have you been active in TES, disregarding possible shorter breaks?		
	Working Years Paid Staff	Working Years Volunteers
Number of the Answers	218	3540
Mean	9,8	6,9
Std. Deviation	8,1	6,8

Working Years / Gender		Working Years Paid Staff	Working Years Volunteers
Male	Number of the Answers	41	786
	Mean	11,3	7,1
	Std. Deviation	9,7	7,4
Female	Number of the Answers	115	2165
	Mean	9,6	7,0
	Std. Deviation	8,0	6,6

Working Years (Mean Score) / Age range

Legend: ■ Active in TES, Volunteers ■ Active in TES, Paid

Age range	Volunteers	Paid
24 YEARS OR LESS	2,9	0,8
25-29 YEARS	2,2	3
334 YEARS OR LESS	3	2,3
35-39 YEARS	3,6	5,9
40-44 YEARS	4,6	6,1
45-49 YEARS	5,1	8
50-54 YEARS	5,8	12,1
55-59 YEARS	6,4	13,3
60-64 YEARS	7,8	12
65-69 YEARS	7,7	10,8
70-74 YEARS	10,3	9
75-79 YEARS	14,4	3,8
80-84 YEARS	16,1	
85-89 YEARS	22,6	
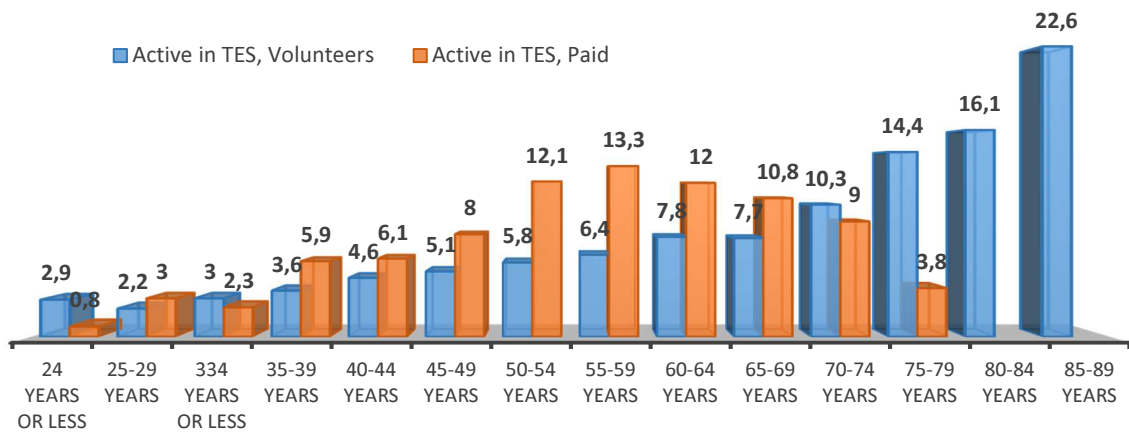
Working Years (Mean Score) / Countries

Legend: ■ Active in TES, Paid ■ Active in TES, Volunteers

Country	Volunteers	Paid
NORWAY	5,1	7,7
SPAIN	7,4	8,3
ITALY	6,4	2,5
HUNGARY	8,4	10,7
GERMANY	7,9	11,6
AUSTRIA	8,3	11,1
FRANCE	6,7	12,0
NETHERLANDS	6,7	12,4
BELGIUM	7,0	14,7
OTHER COUNTRIES	6,9	9,0
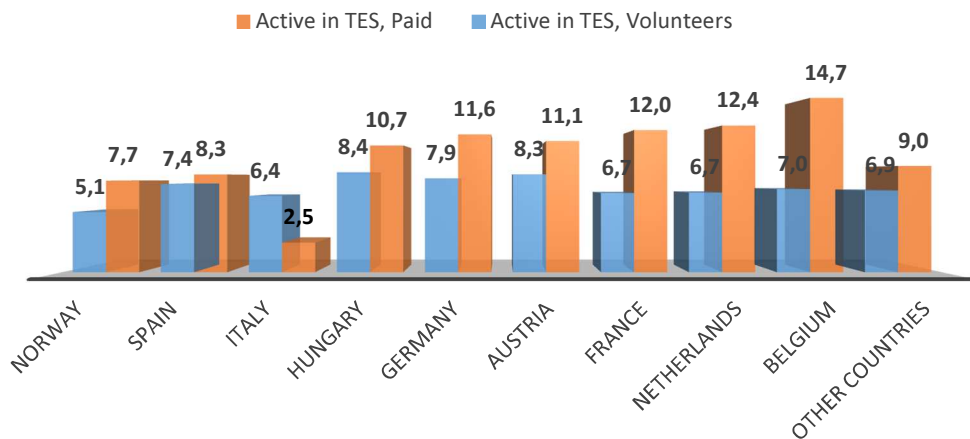
Paid Staff and Volunteers (Number of the Answers) / Country

Legend: ■ Paid Staff (Number of the Answers) ■ Volunteers (Number of the Answers)

Country	Volunteers	Paid Staff
NORWAY	449	25
SPAIN	105	4
ITALY	281	2
HUNGARY	216	10
GERMANY	584	30
AUSTRIA	307	14
FRANCE	200	3
NETHERLANDS	295	21
BELGIUM	188	7
OTHER COUNTRIES	367	45
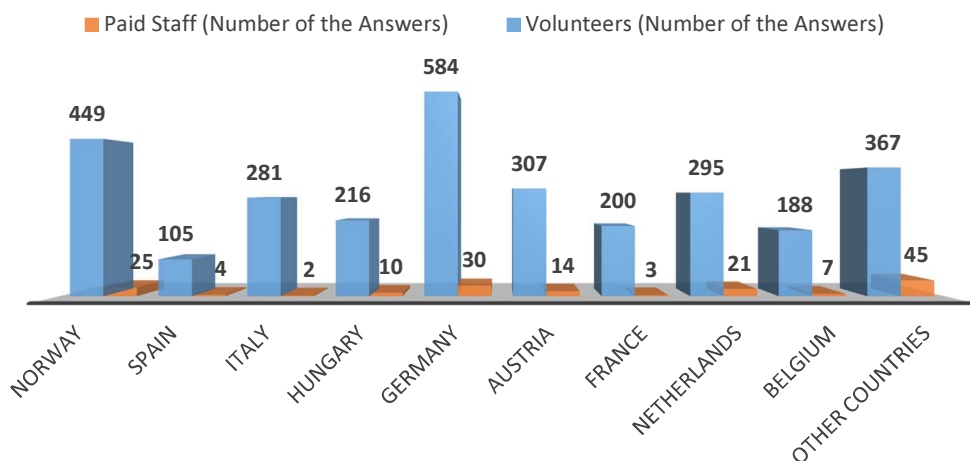
Working department

We inquired about the work department, and the place of work had to be marked. The possible answers were phone, chat, face to face, email, group trainer. In the 40-64 age group, the dominant job execution takes place over phone. Above 70 years of age, there is a huge variety concerning how the job is performed (marked as "other"). The result reflects the fact that most of the help is provided over the phone, however, modern technology has been gaining an increasingly vital role. This can be observed in Norway, where the number of helpers via email is about 40% of those over the phone.

Working Department (Number of the Answers) / Country

Working Department (Number of the Answers) / Age range

Age range	Phone	Face to Face	Chat	Email	Group Trainer
24 YEARS OR LESS	50	1	22	8	0
25-29 YEARS	57	5	14	8	4
334 YEARS OR LESS	87	5	24	14	9
35-39 YEARS	87	1	7	6	11
40-44 YEARS	136	7	17	18	19
45-49 YEARS	261	8	24	26	23
50-54 YEARS	367	16	47	39	44
55-59 YEARS	440	11	46	53	38
60-64 YEARS	547	15	45	46	47
65-69 YEARS	573	11	47	78	48
70-74 YEARS	320	6	27	52	19
75-79 YEARS	93	1	4	21	8
80-84 YEARS	9	0	0	3	0
85-89 YEARS	5	0	1	0	0
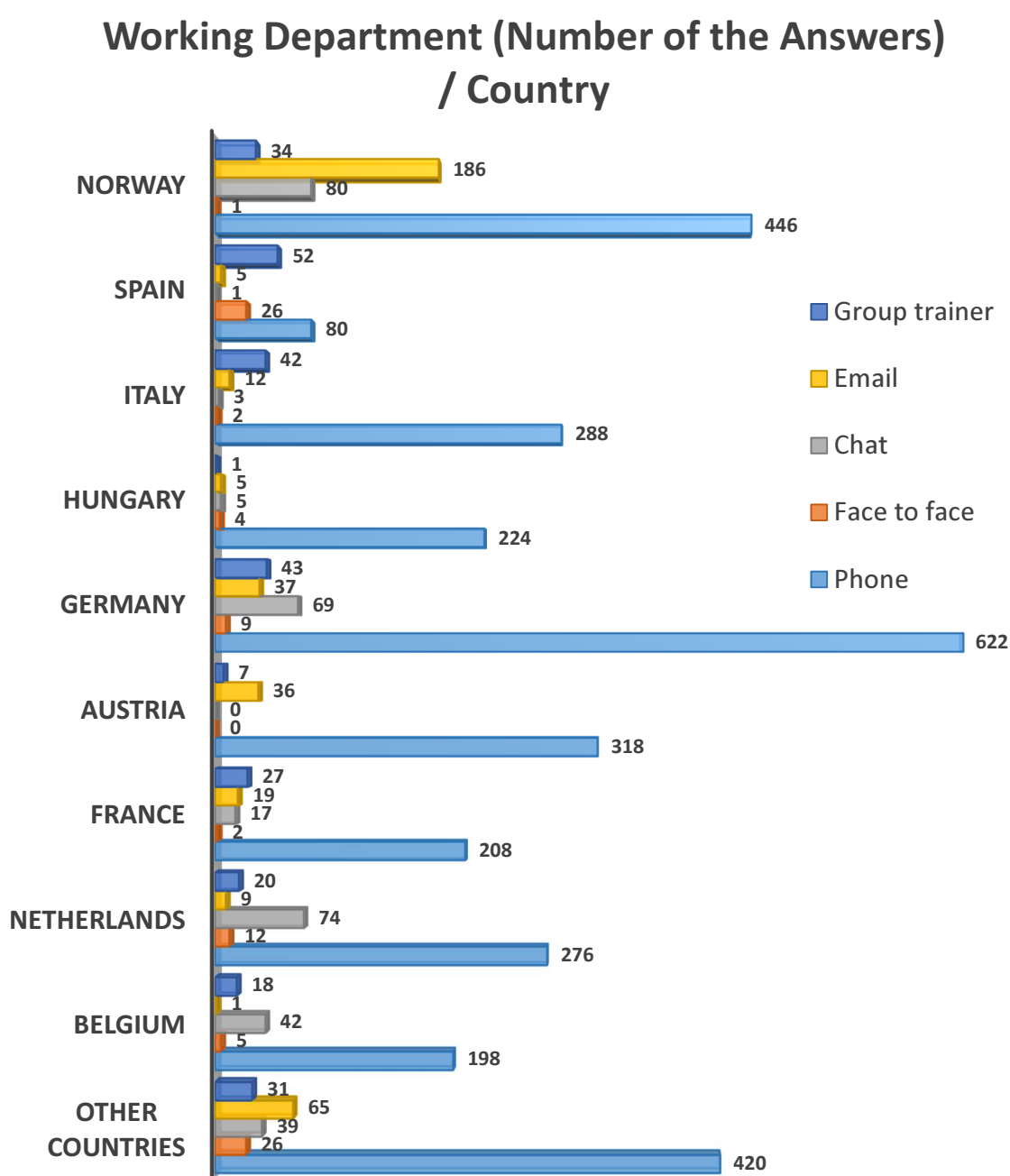
Shifts – together or alone?

One of the largest burdens is to be alone during a shift, so we inquired about this as well. We can see that a big part of the work is performed alone when the workers are on the phone, and also a lot has to be done when it varies (between working alone and together), so partly that means work alone as well. As we will see in the following, working alone is de-motivating, therefore it suggests that there should be efforts to decrease the number of shifts alone in all TES.

Working Department (Number of the Answers) / Shift

■ Alone ■ Together with one or more persons ■ It varies

Working Department	Alone	Together with one or more persons	It varies
PHONE	2071	695	859
FACE TO FACE	45	31	43
CHAT	155	110	113
EMAIL	119	207	104
GROUP TRAINER	112	83	138

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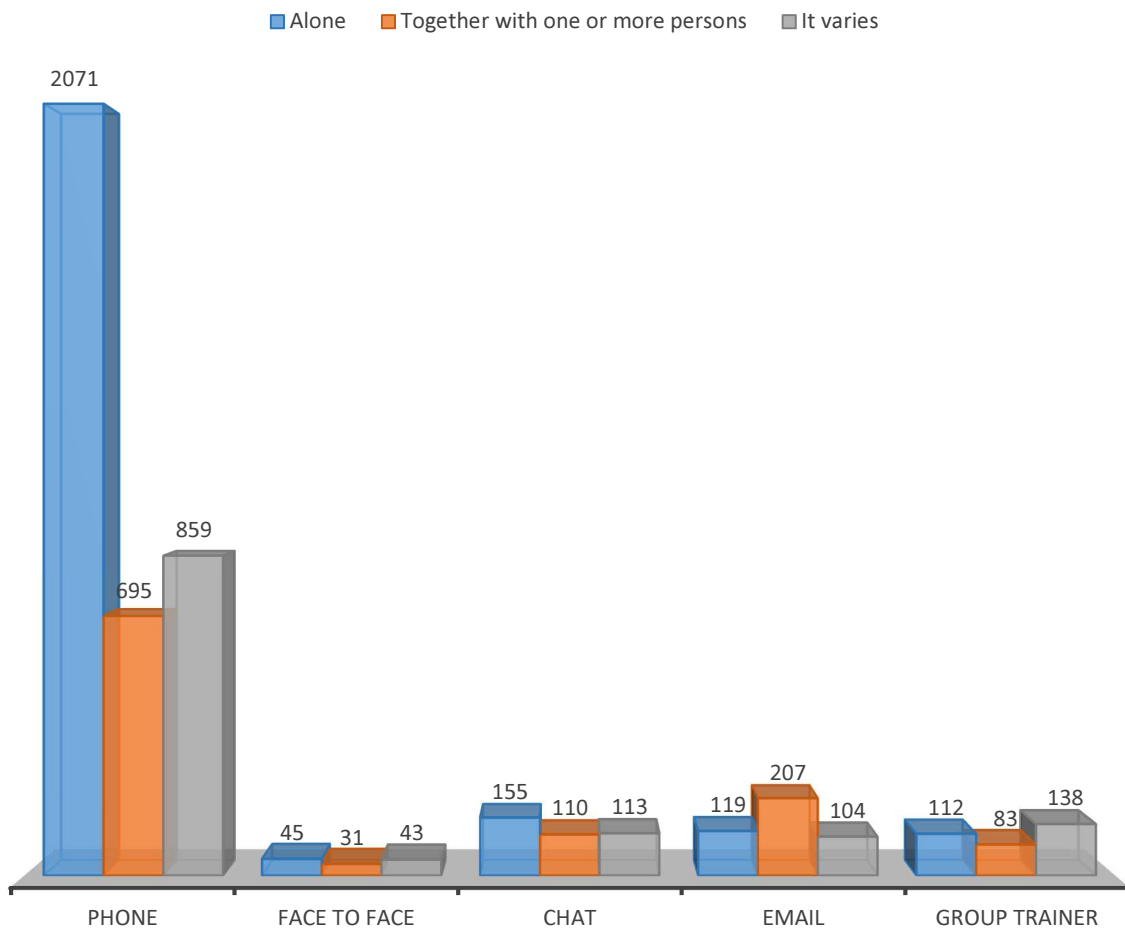
Shift (Number of the Answers) / Countries

■ Alone   ■ Together with one or more persons   ■ It varies

Country	It varies	Together	Alone
NORWAY	49	432	3
SPAIN	48	28	34
ITALY	138	13	144
HUNGARY	92	19	121
GERMANY	95	17	528
AUSTRIA	102	50	170
FRANCE	22	0	186
NETHERLANDS	66	41	208
BELGIUM	68	20	114
OTHER COUNTRIES	106	44	285

Shift (%) / Countries

■ Alone   ■ Together with one or more persons   ■ It varies

Country	It varies	Together	Alone
NORWAY	10,1	89,3	,6
SPAIN	43,6	25,5	30,9
ITALY	46,8	4,4	48,8
HUNGARY	39,7	8,2	52,2
GERMANY	14,8	2,7	82,5
AUSTRIA	31,7	15,5	52,8
FRANCE	10,6	0,0	89,4
NETHERLANDS	21,0	13,0	66,0
BELGIUM	33,7	9,9	56,4
OTHER COUNTRIES	24,4	10,1	65,5

Kind of work

The largest groups of volunteers were retirees (33.9%), full time employees (26.2%) and part time employees (12.9%), while the smallest groups were jobseekers (3.6%) and students (2.5%).

KIND OF WORK (%)

- fulltime; 26,2
- part-time; 12,9
- sometimes; 1,8
- self-employed; 4,2
- retired; 33,9
- job seeking; 3,6
- studying; 2,5
- no paid work; 10,7
- other; 4,1
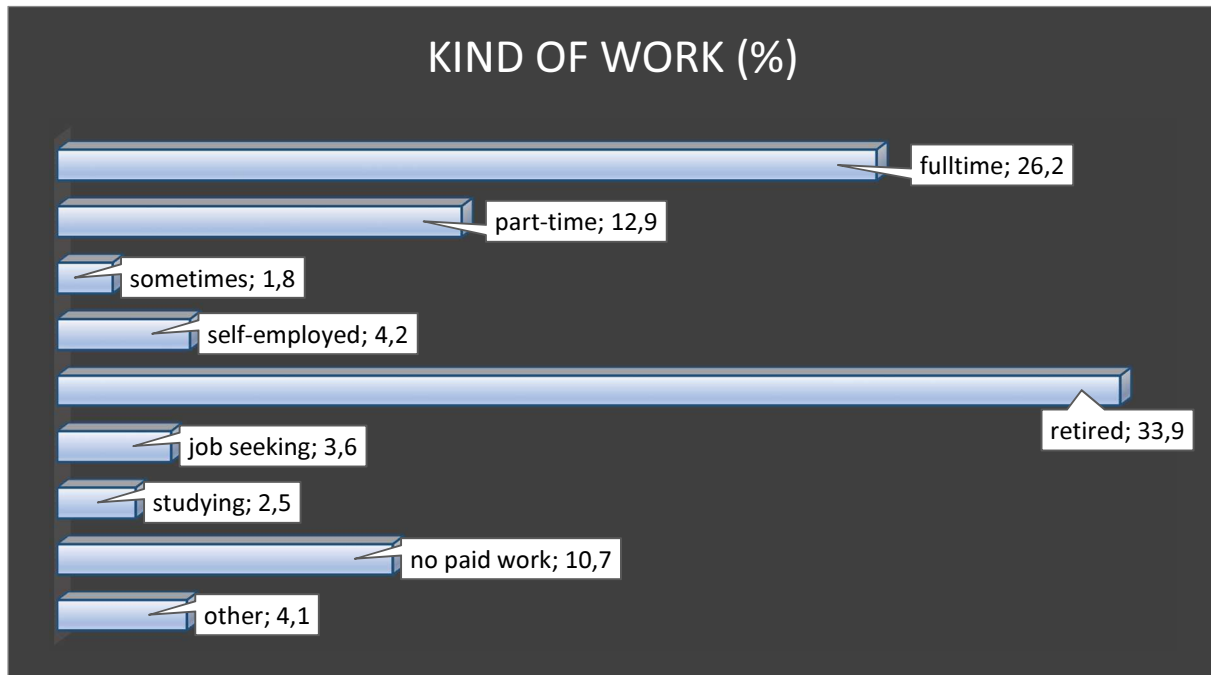
In most countries, the majority of participants are retired individuals or full time workers, and the retired comprise the largest group in France. The other categories exhibit a variance among countries.

Regarding motivation it would be worth investigating the background of volunteer distribution. The difference in the kind of work performed besides volunteering might be connected to financial issues, family status, age and cultural differences.

Kind of work (Number of the Answers) Norway

fulltime	144
part-time	54
sometimes	9
self-employed	5
retired	141
job seeking	7
studying	14
no paid work	53
other	63

Kind of work (%) Norway

fulltime	29,4
part-time	11,0
sometimes	1,8
self-employed	1,0
retired	28,8
job seeking	1,4
studying	2,9
no paid work	10,8
other	12,8

Kind of work (Number of the Answers) Spain

fulltime	36
part-time	5
sometimes	1
self-employed	3
retired	35
job seeking	3
studying	4
no paid work	3
other	21

Kind of work (%) Spain

fulltime	32,4
part-time	4,5
sometimes	,9
self-employed	2,7
retired	31,5
job seeking	2,7
studying	3,6
no paid work	2,7
other	18,9

Kind of work (Number of the Answers) Italy

fulltime	110
part-time	18
sometimes	4
self-employed	28
retired	80
job seeking	15
studying	6
no paid work	13
other	44

Kind of work (%) Italy

fulltime	36,7
part-time	6,0
sometimes	1,3
self-employed	9,3
retired	26,7
job seeking	5,0
studying	2,0
no paid work	4,3
other	14,7

Kind of work (Number of the Answers) Hungary

- fulltime — 79
- part-time — 7
- sometimes — 7
- self-employed — 17
- retired — 65
- job seeking — 7
- studying — 8
- no paid work — 13
- other — 33

Kind of work (%) Hungary

- fulltime — 33,5
- part-time — 3,0
- sometimes — 3,0
- self-employed — 7,2
- retired — 27,5
- job seeking — 3,0
- studying — 3,4
- no paid work — 5,5
- other — 13,9

Kind of work (Number of the Answers) Germany

- fulltime — 161
- part-time — 112
- sometimes — 12
- self-employed — 23
- retired — 159
- job seeking — 13
- studying — 17
- no paid work — 51
- other — 94

Kind of work (%) Germany

- fulltime — 25,1
- part-time — 17,4
- sometimes — 1,9
- self-employed — 3,6
- retired — 24,8
- job seeking — 2,0
- studying — 2,6
- no paid work — 7,9
- other — 14,6

Kind of work (Number of the Answers) Austria

- fulltime — 72
- part-time — 51
- sometimes — 2
- self-employed — 17
- retired — 99
- job seeking — 13
- studying — 6
- no paid work — 23
- other — 41

Kind of work (%) Austria

- fulltime — 22,2
- part-time — 15,7
- sometimes — ,6
- self-employed — 5,2
- retired — 30,6
- job seeking — 4,0
- studying — 1,9
- no paid work — 7,1
- other — 12,7

Kind of work (Number of the Answers) Netherlands

- fulltime — 27
- part-time — 48
- sometimes — 4
- self-employed — 8
- retired — 85
- job seeking — 21
- studying — 7
- no paid work — 68
- other — 53

Kind of work (%) Netherlands

- fulltime — 8,4
- part-time — 15,0
- sometimes — 1,2
- self-employed — 2,5
- retired — 26,5
- job seeking — 6,5
- studying — 2,2
- no paid work — 21,2
- other — 16,5

Kind of work (Number of the Answers) France

- fulltime — 29
- part-time — 10
- sometimes — 0
- self-employed — 4
- retired — 120
- job seeking — 6
- studying — 4
- no paid work — 17
- other — 20

Kind of work (%) France

- fulltime — 13,8
- part-time — 4,8
- sometimes — 0,0
- self-employed — 1,9
- retired — 57,1
- job seeking — 2,9
- studying — 1,9
- no paid work — 8,1
- other — 9,5

Kind of work (Number of the Answers) Belgium

- fulltime — 31
- part-... — 25
- someti... — 3
- self-... — 7
- retired — 78
- job... — 8
- studying — 4
- no paid... — 26
- other — 18

Kind of work (%) Belgium

- fulltime — 15,2
- part-... — 12,3
- someti... — 1,5
- self-... — 3,4
- retired — 38,2
- job... — 3,9
- studying — 2,0
- no paid... — 12,7
- other — 8,8

Kind of work (Number of the Answers) Other Countries

Category	Value
fulltime	92
part-time	56
sometimes	11
self-employed	14
retired	149
job seeking	16
studying	5
no paid work	54
other	44

Kind of work (%) Other Countries

Category	Value
fulltime	20,9
part-time	12,7
sometimes	2,5
self-employed	3,2
retired	33,8
job seeking	3,6
studying	1,1
no paid work	12,2
other	9,9

Working for other organizations as a volunteer

In Hungary, Italy and Spain, participants only work for one voluntary organization (vs. multiple organizations). The largest amount of people who work for a multiple number of organizations can be found in Netherland, Norway and Austria.

Do you also work as a volunteer for other organizations? (Number of the Answers)

Legend: Yes, No

Country	Yes	No
Norway	250	235
Spain	28	82
Italy	81	217
Hungary	64	171
Germany	297	339
Austria	166	157
France	89	120
Netherlands	172	143
Belgium	88	115
Other countries	196	235

Do you also work as a volunteer for other organizations? (%)

■ Yes ■ No

Country	Yes	No
Norway	51,5	48,5
Spain	25,5	74,5
Italy	27,2	72,8
Hungary	27,2	72,8
Germany	46,7	53,3
Austria	51,4	48,6
France	42,6	57,4
Netherlands	54,6	45,4
Belgium	43,3	56,7
Other countries	45,5	54,5

Where did you get information about the possibility to work at TES?

The internet, posters, leaflets and social media represent the most common sources of inspiration for deciding on voluntary work. Other important drivers include references in newspapers/ broadcasts and spoken references from friends or neighbors who have already worked as volunteers. The least significant sources of impact are information centers, seminars, workshops and courses.

Where did you seek information before you decided to volunteer? (Number of the Answers)

Source	Number
From friends, neighbours etc. who worked for TES already	773
From a person/persons who spoke to me directly	770
From an information centre or honorary post agency	394
From references in a newspaper or broadcast	838
From seminars, workshops, courses	403
(green bar)	1291

Where did you seek information before you decided to volunteer? (%)

- From friends, neighbours etc. who worked for TES already
- From a person/persons who spoke to me directly
- From an information centre or honorary post agency
- From references in a newspaper or broadcast
- From seminars, workshops, courses
- From other sources like internet, posters, leaflets, social media

What prompted your initial idea to volunteer at TES?

The strongest drivers in becoming a volunteer at TES were references in newspapers or broadcasts, as well as motivation by own life experiences as encouragement. Personal experience using TES services signified the driver of the least impact.

What promted your initial idea to volunteer at TES (Number of the Answers)

- other sources e.g. internet, posters, leaflets, social media; 610
- own life experiences motivativated me to work for TES; 1446
- seminars, workshops, courses; 243
- my own experiences using TES services; 96
- references in a newspaper or broadcast; 1420
- an information centre or honorary post agency; 199
- someone spoke to me directly; 656
- friends, neighbours etc. who already worked for TES; 834
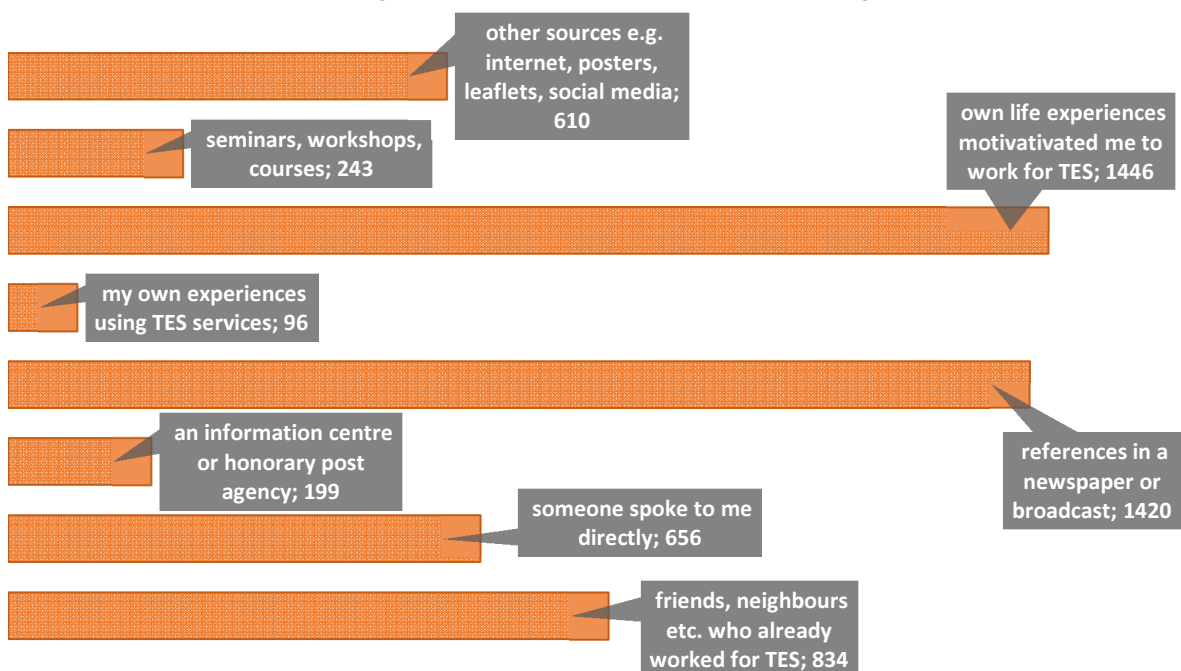
Motivation of the volunteers – what were the reasons to start?

To recruit volunteers, it is crucial to know what their reasons to come and work for TES are. We offered 21 choices and the possible answers were "absolutely yes", "yes", "more or less", "no", "not at all", and "cannot remember" (as it might have been a long time ago). After rating the choices, we inquired about the three most important reasons in order to learn what is really important when recruiting volunteers.

1. **I wanted do something for society**
2. **I wanted to help another person**
3. **This work was part of my religious conviction**
4. **The work seemed exciting**
5. **I wanted to increase my skills**
6. **I wanted gain valuable experience**
7. **I wanted to broaden my perspectives in life**
8. **the work seemed useful for my career**
9. **I hoped to find friends**
10. **I wanted to use existing skills**
11. **I wanted to learn something new**
12. **I wanted to increase my self-confidence**
13. **I felt good about myself by working for a good cause**
14. **I get more esteem here than in my job or housework**
15. **I wanted to be active/involved.**
16. **I liked feeling needed**
17. **I wanted to spend my time in a useful way**
18. **I wanted to learn about myself and develop further**
19. **I wanted do something totally different from my job**
20. **I wanted to become self-reliant and take responsibility**
21. **Other reasons**

The following figures display the number of answers concerning the first, second and third most important reason to start at TES.

What was the reason for you to start as a TES volunteer? - FIRST (Number of the Answers)

#	Value
1	902
2	1033
3	98
4	130
5	204
6	95
7	131
8	51
9	8
10	193
11	68
12	13
13	100
14	8
15	99
16	20
17	165
18	115
19	53
20	3
21	27

What was the reason for you to start as a TES volunteer? - FIRST (%)

#	Value
1	25,2
2	28,9
3	2,7
4	3,6
5	5,7
6	2,7
7	3,7
8	1,4
9	,2
10	5,4
11	1,9
12	,4
13	2,8
14	,2
15	2,8
16	,6
17	4,6
18	3,2
19	1,5
20	,1
21	,8
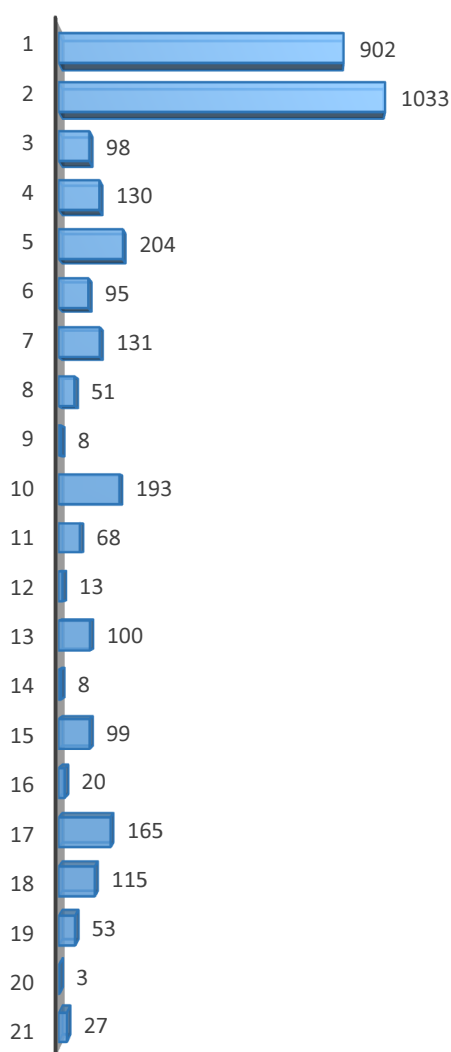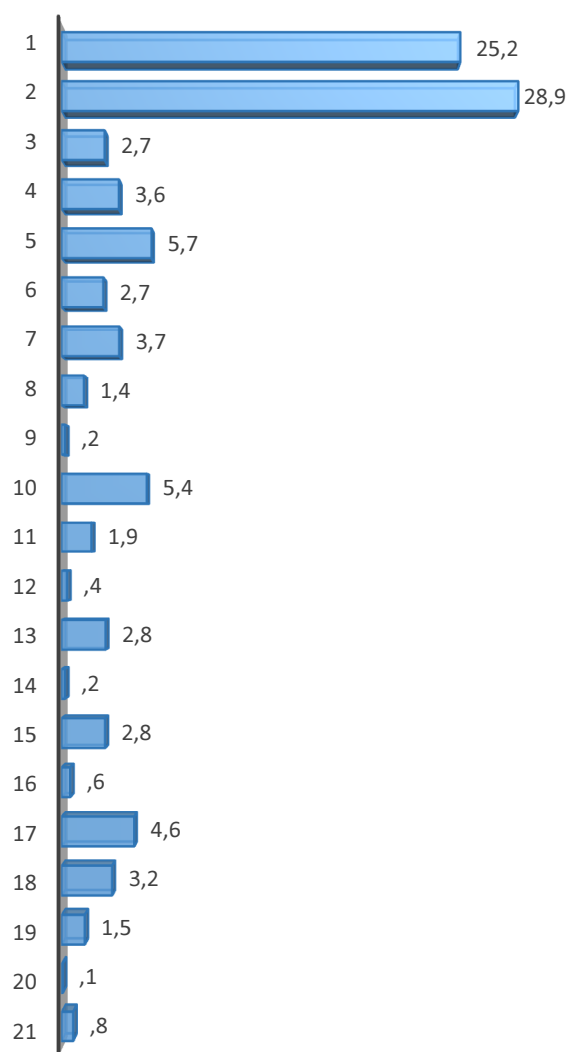
The most important reasons were clearly helping attitudes: firstly, "I wanted to help another person" and secondly, "I wanted to do something for the society."

What was the reason for you to start as a TES volunteer? - SECOND (Number of the Answers)

Category	Value
1	306
2	627
3	159
4	172
5	289
6	249
7	264
8	61
9	21
10	311
11	147
12	34
13	175
14	22
15	163
16	65
17	197
18	157
19	58
20	13
21	9

What was the reason for you to start as a TES volunteer? - SECOND (%)

Category	Value
1	8,6
2	17,6
3	4,5
4	4,8
5	8,1
6	7,0
7	7,4
8	1,7
9	,6
10	8,7
11	4,1
12	1,0
13	4,9
14	,6
15	4,6
16	1,8
17	5,5
18	4,4
19	1,6
20	,4
21	,3
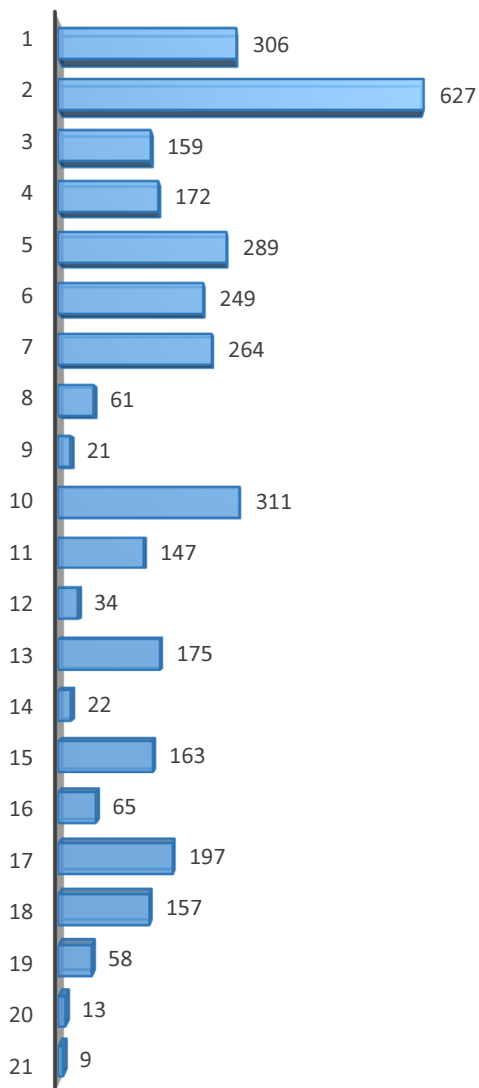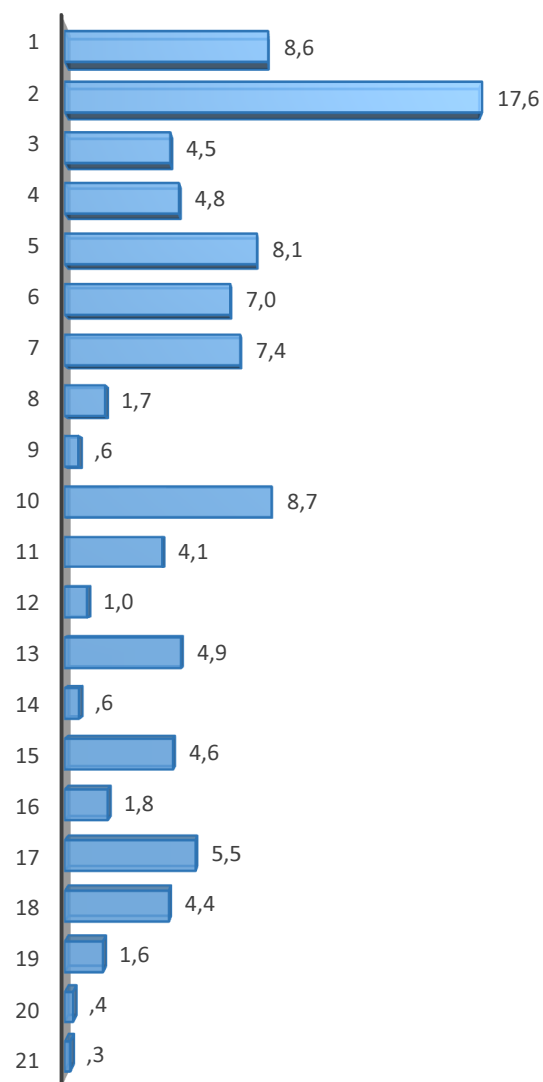
Aside from the helping attitude, other important points emerged as well. Skills, knowledge, perspectives and experience also signified vital points – illustrating that this is an important value for the volunteers and also a valuable quality of TES.

What was the reason for you to start as a TES volunteer? - THIRD (Number of the Answers)

Category	Number
1	174
2	171
3	146
4	166
5	190
6	213
7	264
8	66
9	41
10	272
11	239
12	38
13	208
14	38
15	253
16	113
17	377
18	296
19	132
20	18
21	32

What was the reason for you to start as a TES volunteer? - THIRD (%)

Category	%
1	5,0
2	4,9
3	4,2
4	4,7
5	5,4
6	6,1
7	7,5
8	1,9
9	1,2
10	7,8
11	6,8
12	1,1
13	5,9
14	1,1
15	7,2
16	3,2
17	10,8
18	8,4
19	3,8
20	,5
21	,9
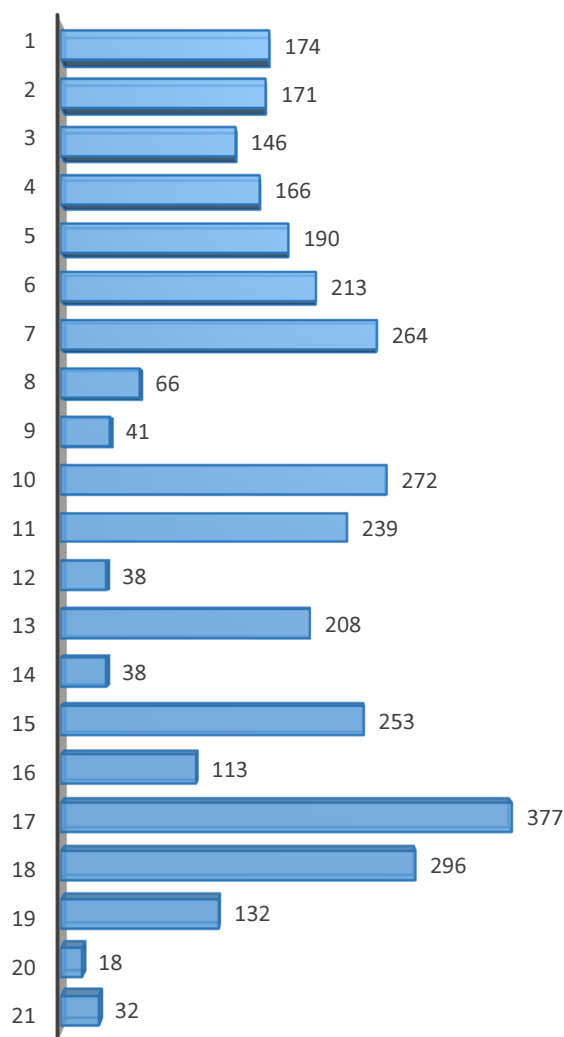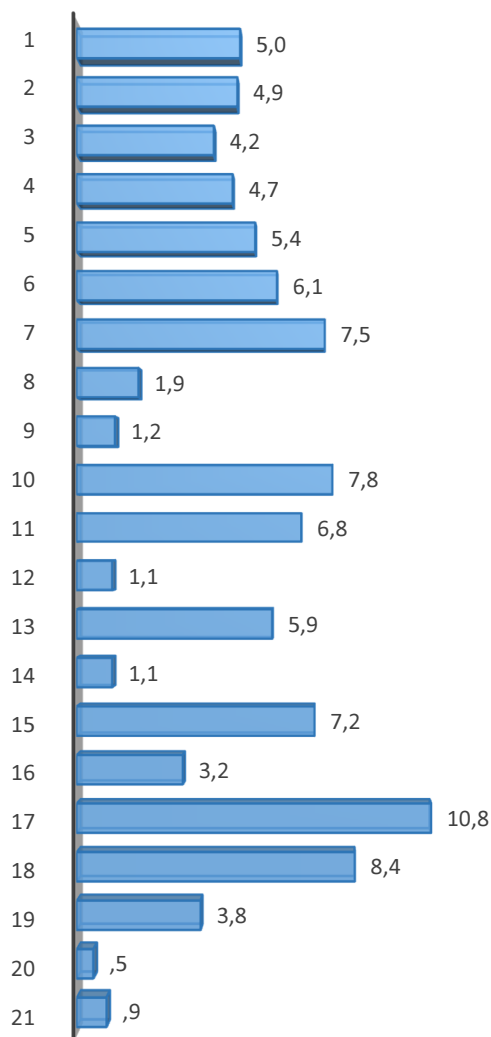
Upon inspection of the third important reason, we can see another crucial quality of TES that can be used to increase the interest towards this work. Spending time in a useful way and also learning about oneself and developing mean competence and meaning in life are very important for volunteers.

Motivation of the volunteers – what are the reasons to continue?

After recruiting the volunteers it is also important to know what drives them to stay and work for TES. We offered 24 possible choices, which were almost the same as the starting questions, but added three more concerning the trainings. The answers could be the same, that is "absolutely yes", "yes", "more or less", "no", "not at all", and "cannot remember". After rating the choices we inquired about the three most important reasons to find out which are the most crucial when recruiting volunteers.

1. **Do something for society**
2. **Help another person**
3. **This work is part of my religious conviction**
4. **The work is exciting**
5. **Increase my skills**
6. **Gain valuable experience**
7. **Broaden my perspectives in life**
8. **The work is useful for my job career**
9. **Make friends**
10. **Use my knowledge/skills**
11. **Learn something new**
12. **Increase my self-confidence**
13. **Feel good about myself working for a good cause**
14. **I get more self-esteem here than in my job or housework**
15. **I want to stay active/involved**
16. **I feel needed**
17. **I spend my time in a useful way**
18. **I learn about myself and develop myself further**
19. **I do something totally different than in my job**
20. **I'm self-reliant and take responsibility**
21. **To obtain advanced training and supervision**
22. **Quality of training/ advanced training**
23. **Access to important information, for example about mental health**
24. **Other reasons**

The following figures display the number of answers concerning the three most important reasons provided.

What are the reasons for you to continue at TES? - FIRST (Number of the Answers)

1	794
2	912
3	97
4	186
5	142
6	94
7	109
8	17
9	10
10	152
11	29
12	14
13	143
14	16
15	92
16	44
17	91
18	144
19	23
20	7
21	64
22	45
23	21
24	24

What are the reasons for you to continue at TES? - FIRST (%)

1	24,0
2	27,6
3	2,9
4	5,6
5	4,3
6	2,8
7	3,3
8	,5
9	,3
10	4,6
11	,9
12	,4
13	4,3
14	,5
15	2,8
16	1,3
17	2,8
18	4,4
19	,7
20	,2
21	1,9
22	1,4
23	,6
24	,7
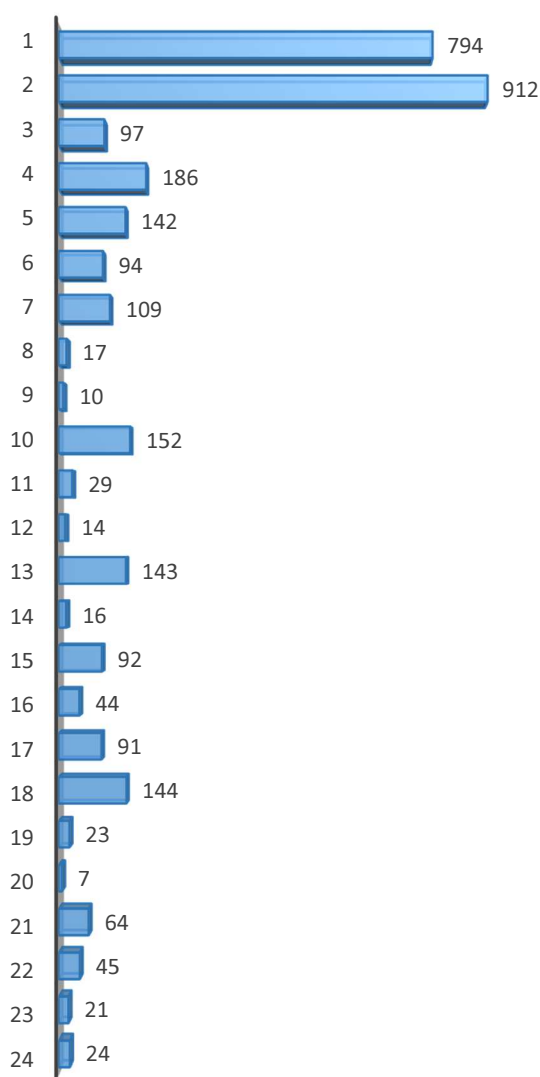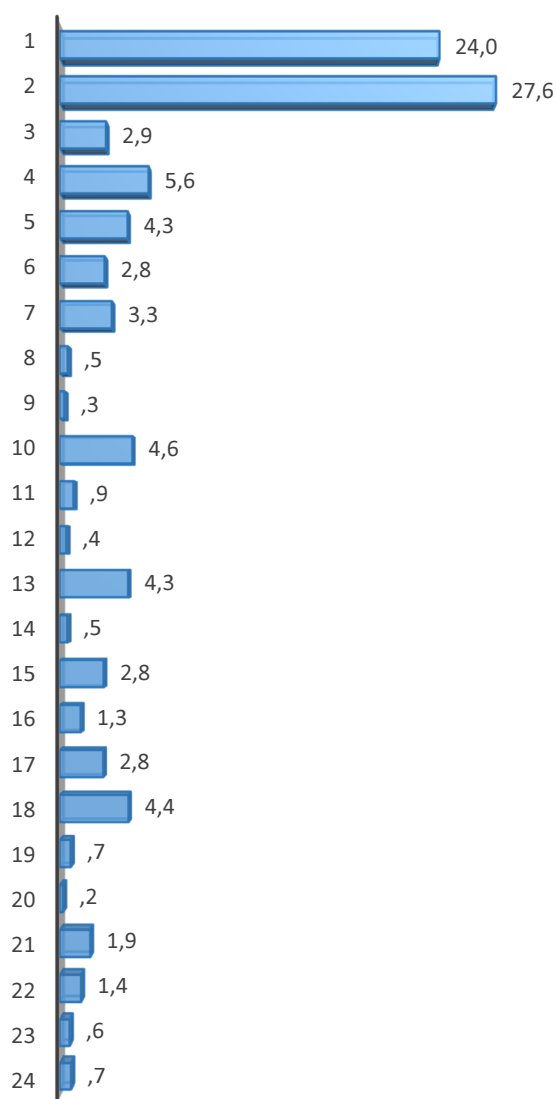
It is clear that the key reasons to keep on volunteering for TES are the same as the starting motivations. The helping attitude, helping another person or doing something for the society are by far the most vital reasons.

What are the reasons for you to continue at TES? - SECOND (Number of the Answers)

#	Number
1	249
2	519
3	140
4	172
5	187
6	236
7	206
8	36
9	22
10	221
11	93
12	26
13	215
14	24
15	151
16	94
17	142
18	222
19	25
20	24
21	128
22	81
23	31
24	3

What are the reasons for you to continue at TES? - SECOND (%)

#	%
1	7,6
2	15,8
3	4,3
4	5,2
5	5,7
6	7,2
7	6,3
8	1,1
9	,7
10	6,7
11	2,8
12	,8
13	6,5
14	,7
15	4,6
16	2,9
17	4,3
18	6,7
19	,8
20	,7
21	3,9
22	2,5
23	,9
24	,1
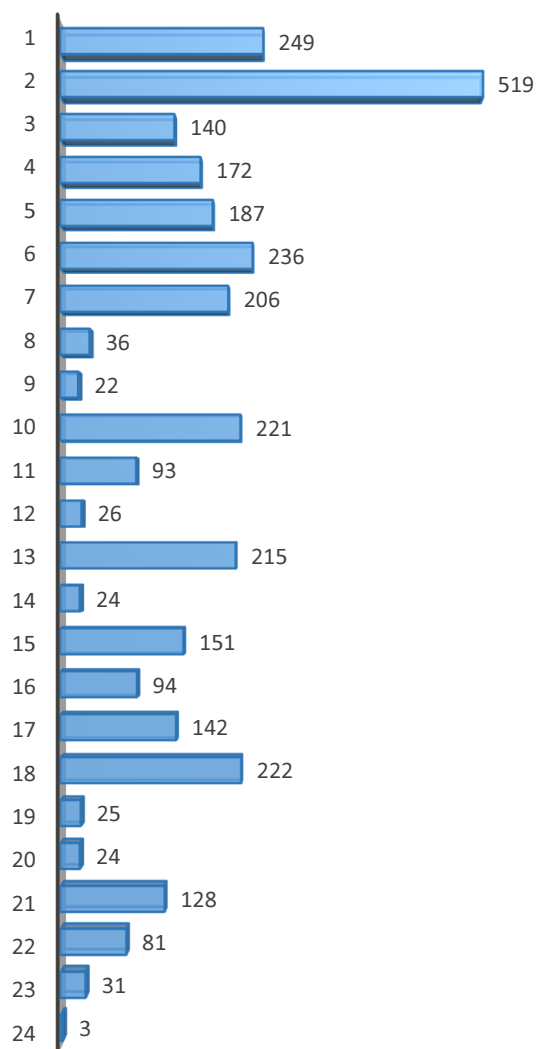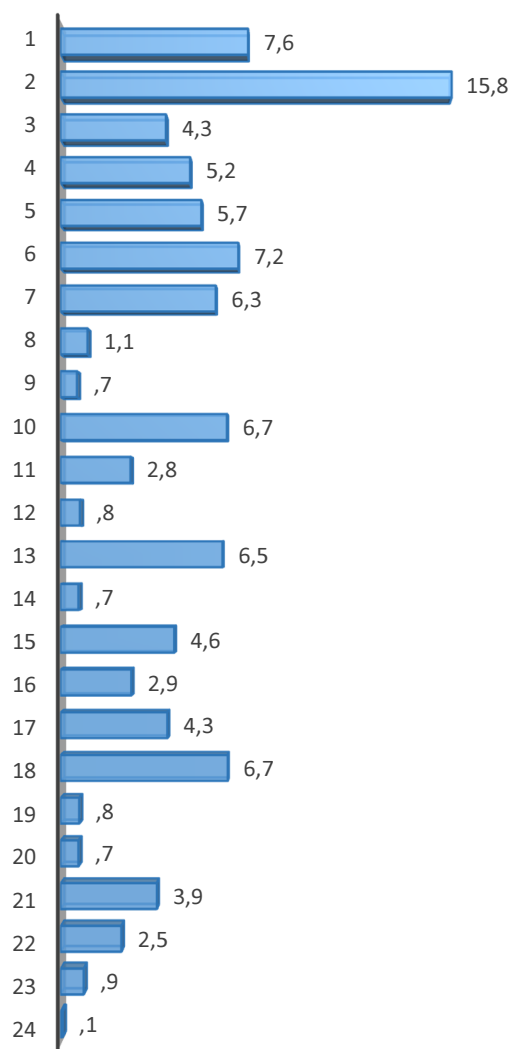
The second set of important drivers in staying involved with TES activities was to help another person (15.8%), and to do something for society (7.6%). However, perspectives, knowledge, skills, and self-development also came up. It is imperative that the volunteers feel they fulfilled the aims they had hoped to achieve.

What are the reasons for you to continue at TES? - THIRD (Number of the Answers)

Question	Number of Answers
1	134
2	138
3	110
4	142
5	146
6	176
7	200
8	37
9	37
10	179
11	119
12	29
13	257
14	26
15	214
16	127
17	246
18	271
19	80
20	38
21	190
22	182
23	110
24	21

What are the reasons for you to continue at TES? - THIRD (%)

Question	%
1	4,1
2	4,3
3	3,4
4	4,4
5	4,5
6	5,4
7	6,2
8	1,1
9	1,1
10	5,5
11	3,7
12	,9
13	7,9
14	,8
15	6,6
16	3,9
17	7,6
18	8,3
19	2,5
20	1,2
21	5,9
22	5,6
23	3,4
24	,6
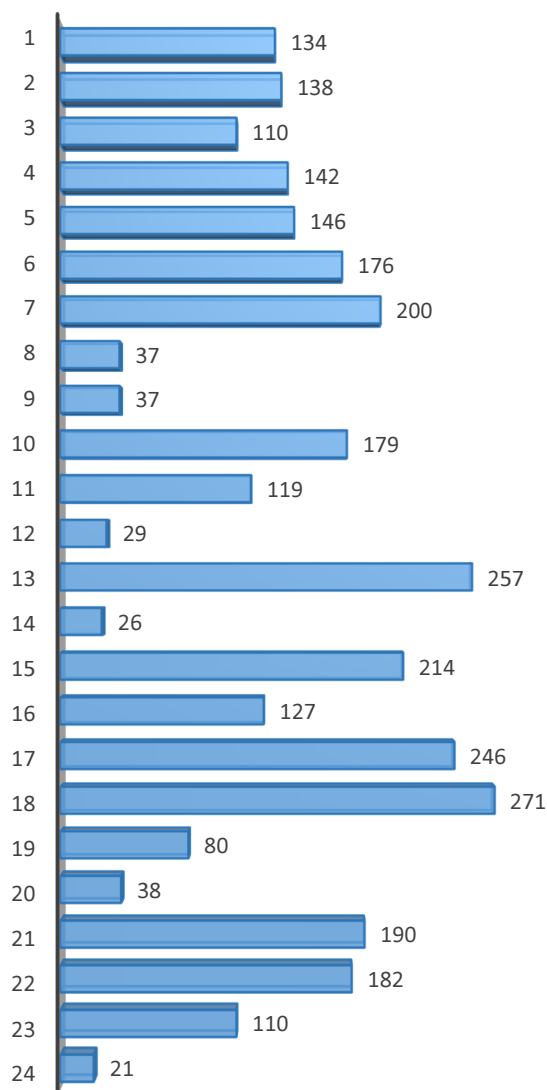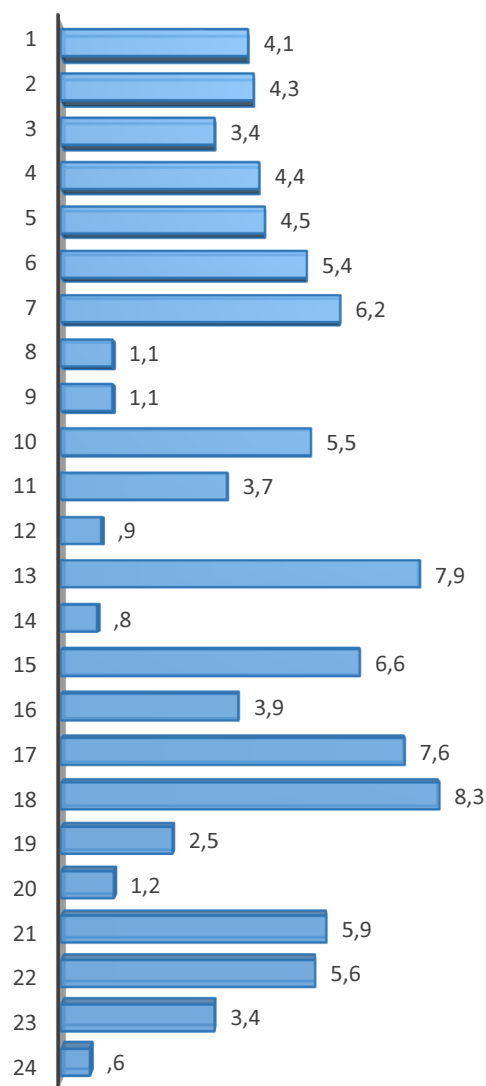
The third set of reasons for staying involved with TES activities was to learn about themselves and to develop themselves further (8.3%), as well as feeling pleased in working for a good cause (7.9%). Nevertheless, question 21 and 22, concerning the training and supervision offered by TES, received a high value as well, illustrating the importance of the services and offers conveyed to the volunteers.

Support from TES

One of the most important aspects is that volunteers should feel that they are needed and supported by their organization. In doing this work, they offer their time for free; help and support encourages them, and they can be de-motivated if they are not satisfied with what they are receiving. We wanted to assess this kind of satisfaction, therefore, we asked them the following question: *Thinking about voluntary work, what could TES do in order to support your commitment? How satisfied are you with the following aspects?* The answers ranged from "very satisfied" to "not satisfied." The various possible modes of support were summarized in the following 23 points:

1	Quality of initial and advanced training
2	Diversity of topics for advanced training
3	Written acknowledgments and references about your TES work (e.g. for job applications)
4	Appreciation and thanks from paid staff
5	Personal attention from paid staff
6	Regular face to face contact with staff member
7	Insurance coverage
8	Support of volunteer work by external experts
9	Gifts
10	Equipment (e.g. telephone system, computer, accommodation)
11	Refund of travel expenses
12	Refund of other expenses
13	Sufficient number of paid staff
14	Spiritual encounters
15	National internet forum for TES volunteers
16	Participation in IFOTES activities (like Congresses)
17	Advanced training for volunteers on a local level
18	Advanced conferences open to volunteers
19	Advanced training for volunteers on a national level
20	Intervision
21	Supervision
22	Regular social activities with peer groups
23	Socializing, celebrating

The following charts display the results as well as the top three most important answers.

Support from TES - FIRST (Number of the Answers)

Category	Value
1	1447
2	162
3	26
4	216
5	86
6	140
7	10
8	73
9	2
10	122
11	23
12	9
13	27
14	17
15	6
16	20
17	137
18	24
19	26
20	77
21	261
22	32
23	17

Support from TES - FIRST (%)

Category	Value
1	48,9
2	5,5
3	0,9
4	7,3
5	2,9
6	4,7
7	0,3
8	2,5
9	,1
10	4,1
11	0,8
12	,3
13	0,9
14	,6
15	0,2
16	,7
17	4,6
18	0,8
19	0,9
20	2,6
21	8,8
22	1,1
23	,6
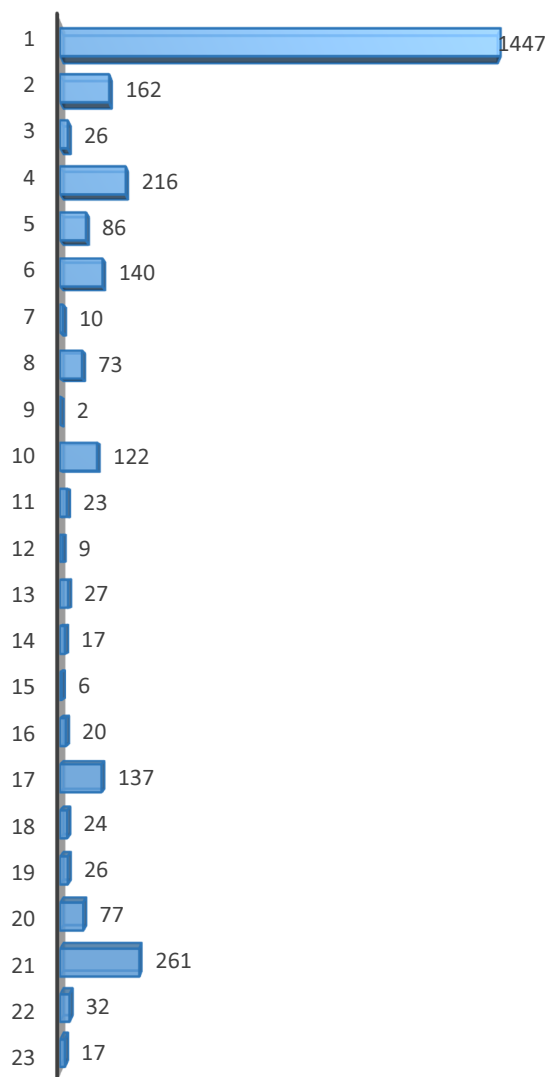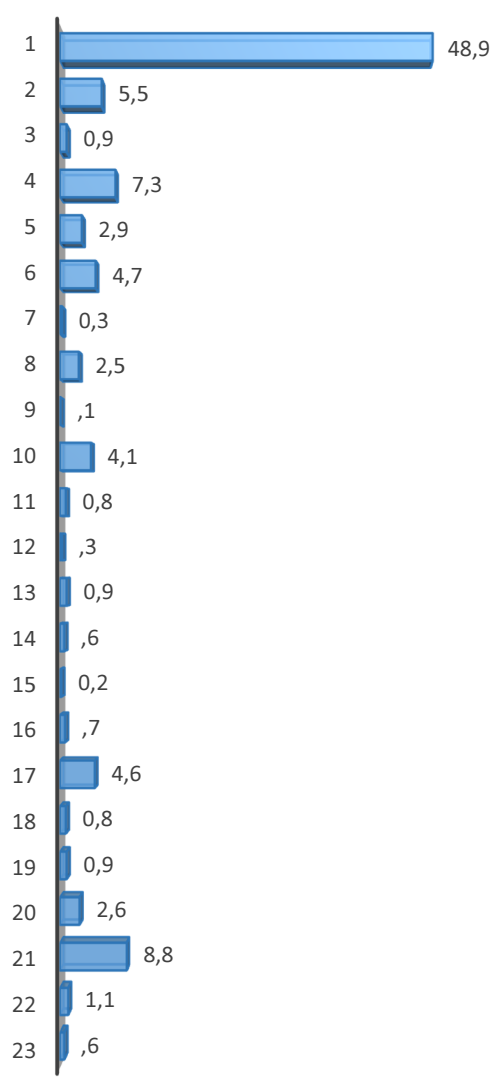
Undoubtedly, the most vital point is signified by the quality of initial and advanced training. It clearly demonstrates the main focus of support the volunteers expect and feel satisfied with. Second in the set is supervision, which also articulates the skills of the service. Appreciation and thanks from paid staff emerges as the third most important point within the first set.

Support from TES - SECOND (Number of the Answers)

Item	Value
1	234
2	594
3	35
4	247
5	166
6	207
7	13
8	127
9	7
10	159
11	56
12	20
13	35
14	32
15	20
16	33
17	269
18	67
19	75
20	111
21	299
22	77
23	44

Support from TES - SECOND (%)

Item	Value
1	8,0
2	20,3
3	1,2
4	8,4
5	5,7
6	7,1
7	0,4
8	4,3
9	0,2
10	5,4
11	1,9
12	0,7
13	1,2
14	1,1
15	0,7
16	1,1
17	9,2
18	2,3
19	2,6
20	3,8
21	10,2
22	2,6
23	1,5
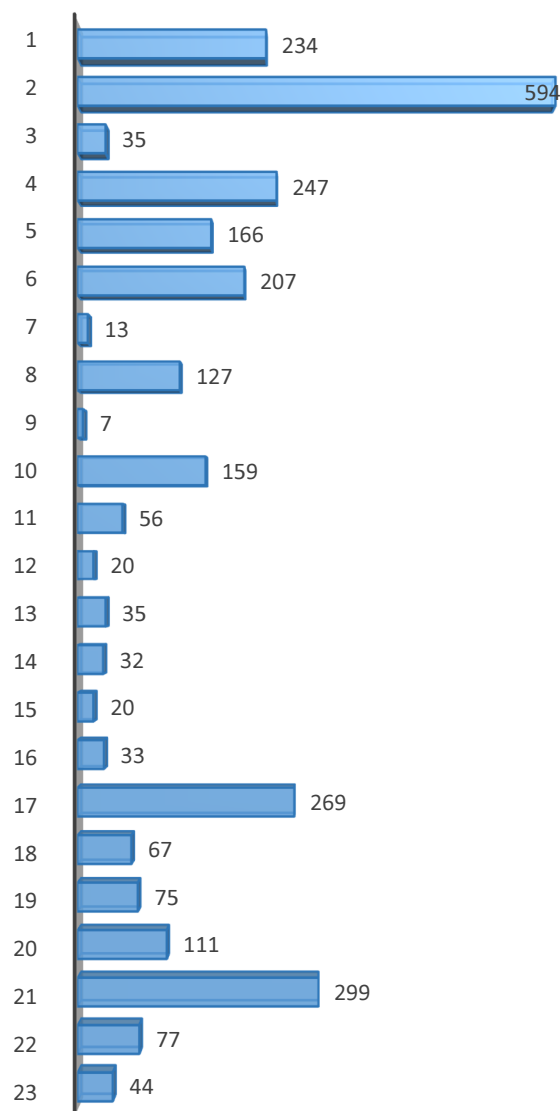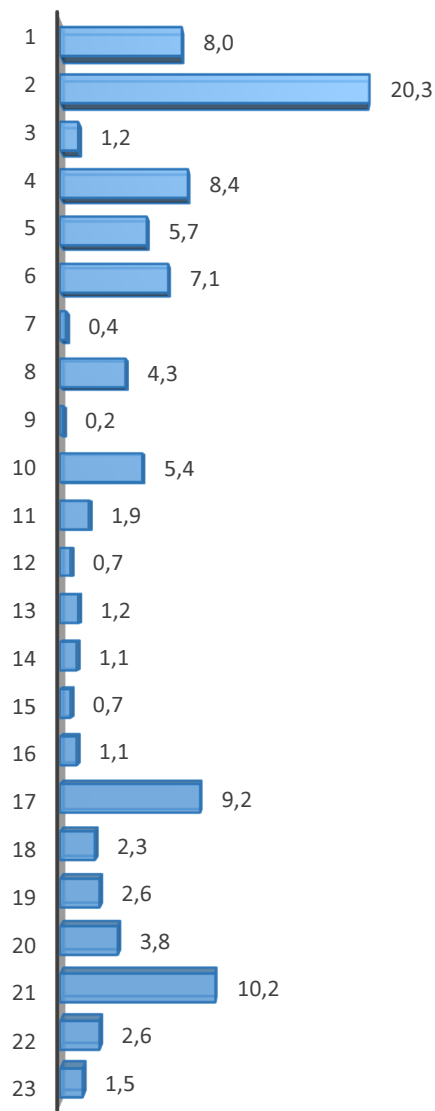
In the second set of results, we can see that the diversity of topics during trainings acquired a high score. This again speaks of available trainings and skills, as do the other two high-ranking points displayed in this chart (supervision and advanced training for volunteers).

Support from TES - THIRD (Number of the Answers)

#	Value
1	134
2	139
3	58
4	193
5	120
6	196
7	14
8	150
9	7
10	179
11	63
12	23
13	61
14	50
15	22
16	66
17	273
18	108
19	106
20	115
21	425
22	163
23	206

Support from TES - THIRD (%)

#	Value
1	4,7
2	4,8
3	2,0
4	6,7
5	4,2
6	6,8
7	0,5
8	5,2
9	0,2
10	6,2
11	2,2
12	0,8
13	2,1
14	1,7
15	0,8
16	2,3
17	9,5
18	3,8
19	3,7
20	4,0
21	14,8
22	5,7
23	7,2
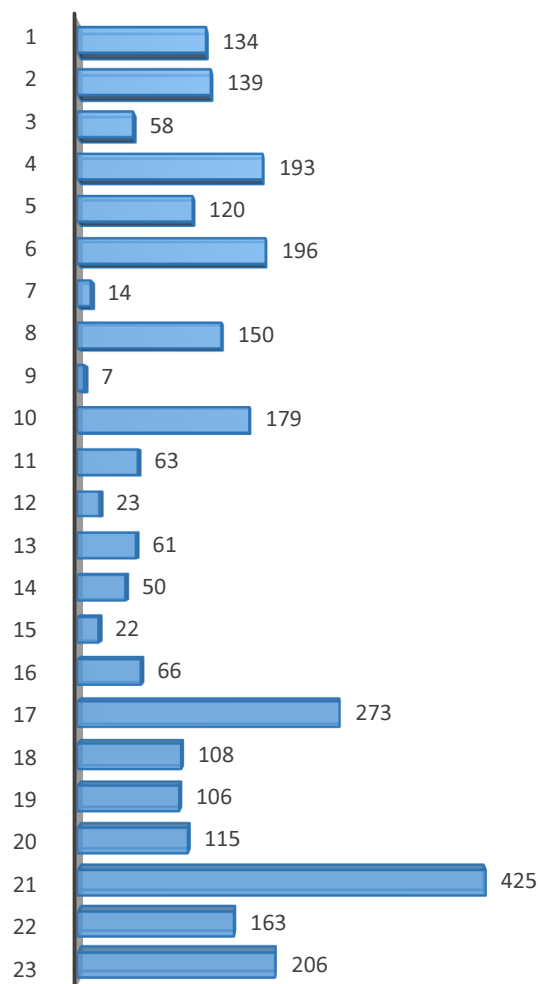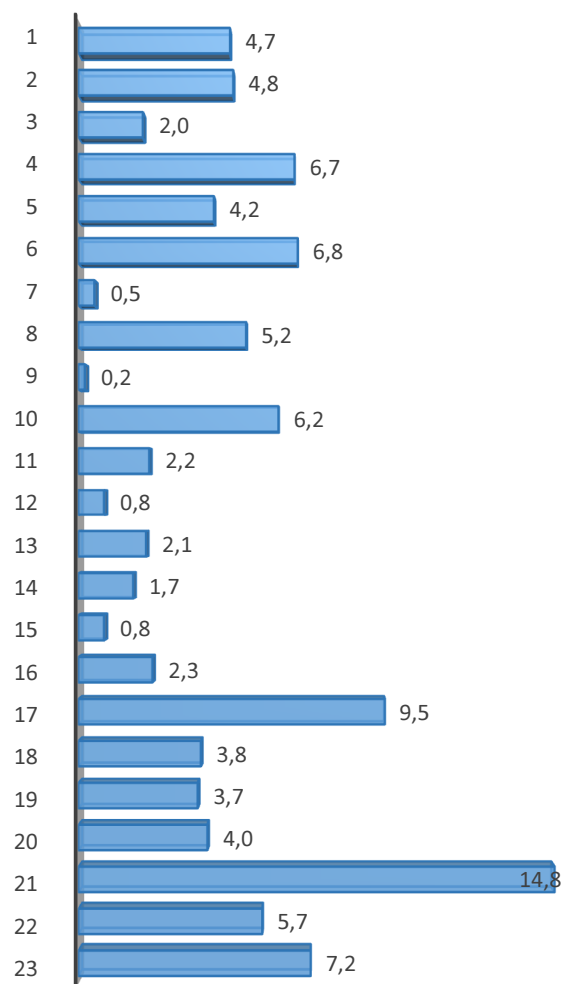
In the third set of results, supervision received the majority of votes, followed by advanced trainings. As the third highest-ranking point in this set, we can see the 23rd point (socializing, celebrating), illustrating the importance of community, the social capital of work at TES.

Which groups of callers are difficult to talk to?

We asked participants to identify the kinds of callers they do not like to talk to. Clarifying this has great significance, as supposing there are callers who are typically hard to handle, trainings and other tools need to target improving attitudes towards them.

This was an open-ended question, thus the answers were recoded into the following categories:

1. Suicidal callers – callers who are at prompt suicide risk
2. Frequent/repetitive callers
3. Sex callers
4. Aggressive/insulting/racist/chauvinist callers
5. Highly/long-term depressed/mentally ill callers
6. Intoxicated/addicted callers
7. Callers committing (sexual) abuse/violence
8. Silent callers
9. Callers with whom it is difficult to come into contact
10. Not serious calls
11. Other

The recoding was performed in all languages by native speakers.

The result shows that there are differences in the attitude of the male and female TES workers. For women, the most difficult group is sex callers who harass them on the phone. The frequent, repetitive callers, who require a lot of time and the seriously, long-term mentally ill follow in the list of difficult groups, as do the aggressive, insulting callers. For men, frequent callers and seriously, long-term mentally ill callers signify the most difficult group, next in line are the aggressive callers. For both genders, suicidal callers are still a problem, perhaps even the most difficult to handle. It is important to deal with this issue, as the original aim of TES in most countries is to help suicidal callers in crisis situations. In order to define the burden of these callers on TES workers, it is worth comparing the differences among countries under analysis, and contrasting them with the statistics of the same countries, if these are available.

Difficult Groups (%) / Gender

■ Male ■ Female

Group	Male	Female
suicidal callers	5,9	8,9
frequent/repetitive callers	12,0	12,6
sex callers	4,0	16,6
aggressive/insulting callers/racism/chauvinism	7,4	10,7
highly/long term deppressed/mentally ill callers	9,7	11,8
intoxicated/addictive callers	4,9	3,6
(sexual) abuse, violence	2,9	5,4
silent callers	1,4	1,2
difficult to get into contact	4,0	4,8
not serious callers	4,6	7,6
other	9,5	8,7

Difficult groups by countries, ratio of the answers (mentioned/total per gender)

Belgium

■ Male ■ Female

Group	Male	Female
suicidal callers	8,2	12,8
frequent/repetitive callers	23,0	24,1
sex callers	1,6	10,6
aggressive/insulting callers/racism/chauvinism	6,6	9,2
highly/long term deppressed/mentally ill callers	13,1	11,3
intoxicated/addictive callers	3,3	0,7
(sexual) abuse, violence	4,9	4,3
silent callers	1,6	2,1
difficult to get into contact	6,6	5,7
not serious callers	3,3	7,1
other	8,2	9,9

Netherlands

Legend: ■ Male ■ Female

Category	Male	Female
suicidal callers	7,0	8,8
frequent/repetitive callers	11,3	8,3
sex callers	4,2	12,5
aggressive/insulting callers/racism/chauvinism	5,6	15,8
highly/long term deppressed/mentally ill callers	4,2	9,2
intoxicated/addictive callers	0,4	1,4
(sexual) abuse, violence	2,8	0,4
silent callers	0,0	0,4
difficult to get into contact	5,6	7,1
not serious callers	4,2	2,9
other	11,3	9,2

France

Legend: ■ Male ■ Female

Category	Male	Female
suicidal callers	13,8	19,4
frequent/repetitive callers	10,8	9,4
sex callers	6,2	21,6
aggressive/insulting callers/racism/chauvinism	9,2	9,4
highly/long term deppressed/mentally ill callers	18,5	18,7
intoxicated/addictive callers	6,2	3,6
(sexual) abuse, violence	1,5	10,8
silent callers	4,6	2,2
difficult to get into contact	3,1	4,3
not serious callers	6,2	23,7
other	13,8	15,1

Austria

Legend: ■ Male ■ Female

Category	Male	Female
suicidal callers	3,4	7,2
frequent/repetitive callers	13,8	13,3
sex callers	1,7	11,4
aggressive/insulting callers/racism/chauvinism	10,3	12,2
highly/long term deppressed/mentally ill callers	13,8	16,3
intoxicated/addictive callers	5,2	4,6
(sexual) abuse, violence	10,3	4,2
silent callers	0,0	1,1
difficult to get into contact	0,0	1,5
not serious callers	3,4	4,6
other	13,8	6,8

Germany

Male Female

Category	Male	Female
suicidal callers	4,1	8,5
frequent/repetitive callers	11,2	12,1
sex callers	3,6	20,8
aggressive/insulting callers/racism/chauvinism	8,9	7,6
highly/long term deppressed/mentally ill callers	11,2	11,3
intoxicated/addictive callers	5,9	2,2
(sexual) abuse, violence	3,6	10,8
silent callers	0,6	0,2
difficult to get into contact	1,8	1,3
not serious callers	10,7	8,7
other	11,8	7,6

Hungary

Male Female

Category	Male	Female
suicidal callers	3,0	3,0
frequent/repetitive callers	24,2	23,5
sex callers	3,0	15,5
aggressive/insulting callers/racism/chauvinism	21,2	29,5
highly/long term deppressed/mentally ill callers	9,1	11,0
intoxicated/addictive callers	0,0	2,5
(sexual) abuse, violence	0,0	2,5
silent callers	3,0	2,0
difficult to get into contact	0,0	0,5
not serious callers	18,2	32,0
other	6,1	13,5

Italy

Male Female

Category	Male	Female
suicidal callers	1,1	14,6
frequent/repetitive callers	8,6	9,8
sex callers	9,7	15,1
aggressive/insulting callers/racism/chauvinism	4,3	3,4
highly/long term deppressed/mentally ill callers	3,2	10,2
intoxicated/addictive callers	1,1	1,0
(sexual) abuse, violence	0,0	5,9
silent callers	0,0	0,5
difficult to get into contact	1,1	2,9
not serious callers	1,1	0,5
other	9,7	8,3

Spain

Male ■ Female ■

Category	Male	Female
suicidal callers	16,9	12,8
frequent/repetitive callers	12,3	12,8
sex callers	4,6	2,6
aggressive/insulting callers/racism/chauvinism	1,5	0,0
highly/long term deppressed/mentally ill callers	9,2	5,1
intoxicated/addictive callers	3,1	2,6
(sexual) abuse, violence	4,6	0,0
silent callers	1,5	0,0
difficult to get into contact	0,0	12,8
not serious callers	0,0	0,0
other	4,6	2,6

Norway

Male ■ Female ■

Category	Male	Female
suicidal callers	2,3	2,8
frequent/repetitive callers	7,7	9,3
sex callers	3,8	22,0
aggressive/insulting callers/racism/chauvinism	6,2	5,9
highly/long term deppressed/mentally ill callers	7,7	13,2
intoxicated/addictive callers	10,8	8,5
(sexual) abuse, violence	1,5	2,5
silent callers	1,5	0,3
difficult to get into contact	11,5	15,2
not serious callers	0,8	1,7
other	9,2	7,9

Other countries

Male ■ Female ■

Category	Male	Female
suicidal callers	5,8	11,1
frequent/repetitive callers	11,5	11,1
sex callers	1,0	16,2
aggressive/insulting callers/racism/chauvinism	7,7	10,8
highly/long term deppressed/mentally ill callers	9,6	8,7
intoxicated/addictive callers	4,8	5,7
(sexual) abuse, violence	1,9	6,0
silent callers	2,9	3,3
difficult to get into contact	4,8	2,1
not serious callers	1,9	2,1
other	4,8	7,5

WHO-5 Well-being questionnaire

By employing the widely-used WHO-5 questionnaire, we inquired about the mood of participants in the preceding two weeks, in order to estimate their well-being. The statements to be rated were the following:

Over the last two weeks…

- I have felt cheerful and in good spirits
- I have felt calm and relaxed
- I have felt active and vigorous
- I woke up feeling fresh and rested
- my daily life was filled with things that interest me

WHO-5 Score	Number of the Answers	Percent
<50 pct	291	9,2
>50 pct	2864	90,8
Total	3155	100,0

The volunteers were asked to indicate for each of the five statements which is closest to how they have been feeling over the last two weeks. The answers ranged from 0 to 5, where the higher numbers signified better well-being and the sum of the answers was calculated.

WHO-5/Gender/Country (Number of the Answers)
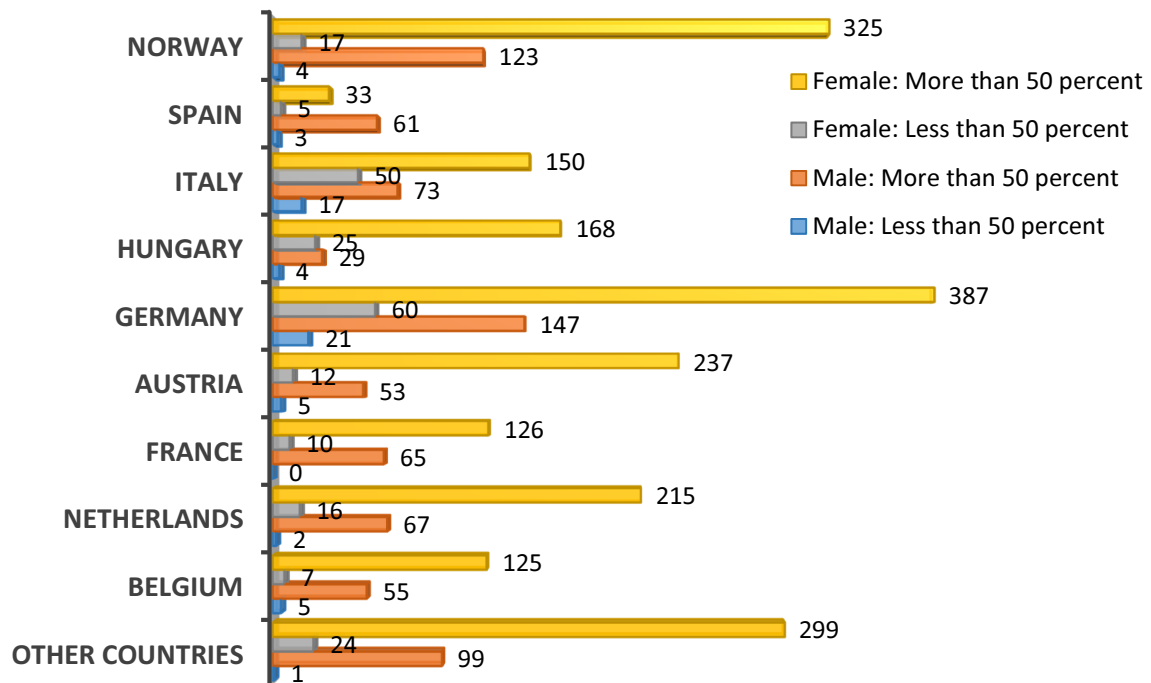
The result then can be compared between countries and also, the 50% of the maximum point can be taken as a cut point. Below 50% the well-being is considered low.

54

Life meaning

The Life meaning questionnaire provided us an opportunity to inquire about some of the volunteers' feelings and emotions. The answers help us gain a deeper understanding of our volunteers' and workers' motivations. It is pivotal to know what they look for in life, what is important to them and what drives them.

The statements were the following:

1. I feel my life is part of a larger plan.
2. My life has no direction and meaning.
3. Many things in life give me great joy.
4. I am able to forgive myself and others.
5. I doubt that my life makes a difference.
6. My values and beliefs guide me daily.
7. I feel in tune with people around me.
8. I am at peace with my place in life.

The possible answers were "no", "sometimes", "frequently", and "no answer" in case the volunteer did not want to provide an answer. Regarding this questionnaire, it is beneficial to analyze the questions separately. We have to consider that some statements have an opposite nature, that is, the higher score signifies less meaning in life (statement 2 and 5).

Life Meaning Questionnaire (Number of the Answers)

■ No ■ Sometimes ■ Frequently

Statement	No	Sometimes	Frequently
I FEEL MY LIFE IS PART OF A LARGER PLAN	555	869	1383
MY LIFE HAS NO DIRECTION AND MEANING	2263	443	163
MANY THINGS IN LIFE GIVE ME GREAT JOY	50	435	2602
I AM ABLE TO FORGIVE MYSELF AND OTHERS	48	785	2226
I DOUBT THAT MY LIFE MAKES A DIFFERENCE	1725	940	216
MY VALUES AND BELIEFS GUIDE ME DAILY	77	424	2519
I FEEL IN TUNE WITH PEOPLE AROUND ME	57	696	2307
I AM AT PEACE WITH MY PLACE IN LIFE	106	563	2366

The answers from the various countries are quite similar, however, some slight differences can be observed. Concerning the first question (life is a part of a larger plan), Austria, Germany and Hungary provided less "no" answers compared to "frequently," while with regard to Belgium, the Netherlands and France, the number of the latter closely follows the former.

Life Meaning (Number of the Answers) / Belgium

Legend: ■ No ■ Sometimes ■ Frequently

Statement	No	Sometimes	Frequently
I FEEL MY LIFE IS PART OF A LARGER PLAN	53	52	67
MY LIFE HAS NO DIRECTION AND MEANING	137	30	9
MANY THINGS IN LIFE GIVE ME GREAT JOY	3	48	140
I AM ABLE TO FORGIVE MYSELF AND OTHERS	2	66	121
I DOUBT THAT MY LIFE MAKES A DIFFERENCE	95	67	21
MY VALUES AND BELIEFS GUIDE ME DAILY	9	29	150
I FEEL IN TUNE WITH PEOPLE AROUND ME	4	51	133
I AM AT PEACE WITH MY PLACE IN LIFE	3	44	141

Life Meaning (Number of the Answers) / Norway

Legend: ■ No ■ Sometimes ■ Frequently

Statement	No	Sometimes	Frequently
I FEEL MY LIFE IS PART OF A LARGER PLAN	71	151	195
MY LIFE HAS NO DIRECTION AND MEANING	279	70	48
MANY THINGS IN LIFE GIVE ME GREAT JOY	4	44	413
I AM ABLE TO FORGIVE MYSELF AND OTHERS	5	95	353
I DOUBT THAT MY LIFE MAKES A DIFFERENCE	342	73	17
MY VALUES AND BELIEFS GUIDE ME DAILY	16	75	354
I FEEL IN TUNE WITH PEOPLE AROUND ME	5	67	381
I AM AT PEACE WITH MY PLACE IN LIFE	21	92	328

Life Meaning (Number of the Answers) / Netherlands

Legend: ■ No ■ Sometimes ■ Frequently

I FEEL MY LIFE IS PART OF A LARGER PLAN
- No: 93
- Sometimes: 78
- Frequently: 107

MY LIFE HAS NO DIRECTION AND MEANING
- No: 193
- Sometimes: 56
- Frequently: 21

MANY THINGS IN LIFE GIVE ME GREAT JOY
- No: 5
- Sometimes: 48
- Frequently: 243

I AM ABLE TO FORGIVE MYSELF AND OTHERS
- No: 3
- Sometimes: 57
- Frequently: 233

I DOUBT THAT MY LIFE MAKES A DIFFERENCE
- No: 144
- Sometimes: 114
- Frequently: 22

MY VALUES AND BELIEFS GUIDE ME DAILY
- No: 12
- Sometimes: 54
- Frequently: 225

I FEEL IN TUNE WITH PEOPLE AROUND ME
- No: 4
- Sometimes: 50
- Frequently: 244

I AM AT PEACE WITH MY PLACE IN LIFE
- No: 9
- Sometimes: 35
- Frequently: 252

Life Meaning (Number of the Answers) / France

Legend: ■ No ■ Sometimes ■ Frequently

I FEEL MY LIFE IS PART OF A LARGER PLAN
- No: 45
- Sometimes: 49
- Frequently: 72

MY LIFE HAS NO DIRECTION AND MEANING
- No: 128
- Sometimes: 32
- Frequently: 10

MANY THINGS IN LIFE GIVE ME GREAT JOY
- No: 4
- Sometimes: 49
- Frequently: 148

I AM ABLE TO FORGIVE MYSELF AND OTHERS
- No: 4
- Sometimes: 58
- Frequently: 136

I DOUBT THAT MY LIFE MAKES A DIFFERENCE
- No: 108
- Sometimes: 58
- Frequently: 15

MY VALUES AND BELIEFS GUIDE ME DAILY
- No: 4
- Sometimes: 27
- Frequently: 166

I FEEL IN TUNE WITH PEOPLE AROUND ME
- No: 3
- Sometimes: 49
- Frequently: 147

I AM AT PEACE WITH MY PLACE IN LIFE
- No: 7
- Sometimes: 40
- Frequently: 146

Life Meaning (Number of the Answers) / Germany

Legend: ■ No ■ Sometimes ■ Frequently

Statement	No	Sometimes	Frequently
I FEEL MY LIFE IS PART OF A LARGER PLAN	112	190	241
MY LIFE HAS NO DIRECTION AND MEANING	486	86	19
MANY THINGS IN LIFE GIVE ME GREAT JOY	12	67	528
I AM ABLE TO FORGIVE MYSELF AND OTHERS	7	172	426
I DOUBT THAT MY LIFE MAKES A DIFFERENCE	289	240	46
MY VALUES AND BELIEFS GUIDE ME DAILY	12	78	506
I FEEL IN TUNE WITH PEOPLE AROUND ME	13	167	421
I AM AT PEACE WITH MY PLACE IN LIFE	21	98	486

Life Meaning (Number of the Answers) / Austria

Legend: ■ No ■ Sometimes ■ Frequently

Statement	No	Sometimes	Frequently
I FEEL MY LIFE IS PART OF A LARGER PLAN	21	83	183
MY LIFE HAS NO DIRECTION AND MEANING	269	21	7
MANY THINGS IN LIFE GIVE ME GREAT JOY	3	24	277
I AM ABLE TO FORGIVE MYSELF AND OTHERS	3	60	239
I DOUBT THAT MY LIFE MAKES A DIFFERENCE	170	107	12
MY VALUES AND BELIEFS GUIDE ME DAILY	2	33	267
I FEEL IN TUNE WITH PEOPLE AROUND ME	6	54	246
I AM AT PEACE WITH MY PLACE IN LIFE	5	32	267

Life Meaning (Number of the Answers) / Hungary

Legend: No (green) · Sometimes (blue) · Frequently (yellow)

Statement	No	Sometimes	Frequently
I FEEL MY LIFE IS PART OF A LARGER PLAN	27	48	116
MY LIFE HAS NO DIRECTION AND MEANING	182	25	6
MANY THINGS IN LIFE GIVE ME GREAT JOY	1	27	189
I AM ABLE TO FORGIVE MYSELF AND OTHERS	3	23	190
I DOUBT THAT MY LIFE MAKES A DIFFERENCE	170	32	5
MY VALUES AND BELIEFS GUIDE ME DAILY	3	13	190
I FEEL IN TUNE WITH PEOPLE AROUND ME	1	44	172
I AM AT PEACE WITH MY PLACE IN LIFE	2	48	167

Life Meaning (Number of the Answers) / Italy

Legend: No (green) · Sometimes (blue) · Frequently (yellow)

Statement	No	Sometimes	Frequently
I FEEL MY LIFE IS PART OF A LARGER PLAN	60	76	131
MY LIFE HAS NO DIRECTION AND MEANING	201	59	11
MANY THINGS IN LIFE GIVE ME GREAT JOY	12	70	198
I AM ABLE TO FORGIVE MYSELF AND OTHERS	16	123	143
I DOUBT THAT MY LIFE MAKES A DIFFERENCE	126	98	33
MY VALUES AND BELIEFS GUIDE ME DAILY	5	33	242
I FEEL IN TUNE WITH PEOPLE AROUND ME	12	101	166
I AM AT PEACE WITH MY PLACE IN LIFE	29	86	159

Life Meaning (Number of the Answers) / Spain

Legend: No (green), Sometimes (blue), Frequently (yellow)

Statement	No	Sometimes	Frequently
I FEEL MY LIFE IS PART OF A LARGER PLAN	14	24	53
MY LIFE HAS NO DIRECTION AND MEANING	84	8	1
MANY THINGS IN LIFE GIVE ME GREAT JOY	0	8	94
I AM ABLE TO FORGIVE MYSELF AND OTHERS	0	17	85
I DOUBT THAT MY LIFE MAKES A DIFFERENCE	41	25	9
MY VALUES AND BELIEFS GUIDE ME DAILY	4	13	84
I FEEL IN TUNE WITH PEOPLE AROUND ME	2	24	75
I AM AT PEACE WITH MY PLACE IN LIFE	1	15	84

Life Meaning (Number of the Answers) / Other Countries

Legend: No (green), Sometimes (blue), Frequently (yellow)

Statement	No	Sometimes	Frequently
I FEEL MY LIFE IS PART OF A LARGER PLAN	59	115	214
MY LIFE HAS NO DIRECTION AND MEANING	298	54	30
MANY THINGS IN LIFE GIVE ME GREAT JOY	6	48	364
I AM ABLE TO FORGIVE MYSELF AND OTHERS	4	110	295
I DOUBT THAT MY LIFE MAKES A DIFFERENCE	238	125	32
MY VALUES AND BELIEFS GUIDE ME DAILY	10	65	331
I FEEL IN TUNE WITH PEOPLE AROUND ME	7	85	316
I AM AT PEACE WITH MY PLACE IN LIFE	8	70	331

A useful tool for analysis – the factors

For better understanding we created factors of the different questionnaires. Instead of working with all the questions separately, it is advised to group the questions based on their correlation.

The main aims of factor analysis are

- To reduce the amount of variables when dealing with a large number of them, in order to present findings in a more lucid manner.
- When we have a large number of variables, we want to find an easier and more understandable way to explain the findings so we reduce the number of variables.
- To search for structure in the relationships among variables, in order to classify the information.

The basic idea behind factor analysis is that if we use a set of questions regarding the same issue (e.g. Reasons for you to continue at TES), then there are correlations between the various answers. Staying with the same question, if we look at three possible answers "to learn something new", "to gain valuable experience", and "to help another person", then we can assume that those who find it important to learn something new will also think that experience is important. They also might think that helping another person is a goal, however, it is independent from the previous answers as those answers are not correlated.

The factor analysis will check all those correlations between the answers and will help us form groups which are closely related. This method has several advantages:

1. Analyzing the result
   a. There are 24 answers in the questionnaire "What are the reasons for you to continue at TES." We can analyze them one by one, however, it is time-consuming and might become confusing, as not all answers are relevant for all readers. Instead, we reduce the number of answers by creating and classifying (naming) the factors, and then we can get a clearer picture regarding which values are important for the volunteers.
   b. If we rank the answers according to importance, it will reflect less concerning the values behind the answers. Yet if we rank the factors, the underlying values become apparent.

2. Turning the results into daily practice

    a. The aim of the analysis is to improve the work-related circumstances of the volunteers. When we look at the answers, we might find that there are needs that are difficult to fulfill in our country, in our TES. However, if one answer is correlated with another, we can improve our offers by replacing them with each other. Recalling the same example from the survey, if we find it difficult to provide opportunities to learn new things, then we can offer more possibilities to gain valuable experience.

To find the correlating answers, we used the factor analysis module of the SPSS statistical program. We used this method in the case of the following questions:

- What were the reasons for you to start as a TES volunteer?
- What are the reasons for you to continue at TES?
- A general question: considering what is important for your life, what you want to achieve, how do you value the following points?
- Thinking about voluntary work, what could TES do in order to support your commitment? How satisfied are you with the following aspects?

The results of the analysis are the following:

What were the reasons for you to start as a TES volunteer?

In this questionnaire, we found 6 different factors with regard to the reasons for starting to work as a TES volunteer.

Factor	Items
1. Personal Growth	4. The work seemed exciting
	5. I wanted to increase my skills
	6. I wanted gain valuable experience
	7. I wanted to broaden my perspectives in life
	11. I wanted to learn something new
	18. I wanted to learn about myself and develop further

In the **Personal Growth** factor, the answers are all related to personal growth, skills, and showing an interest in improving one's own abilities.

Factor	Items
2. Social Competence	9. I hoped to find friends
	12. I wanted to increase my self-confidence
	14. I got more esteem here than in my job or housework
	20. I wanted to become self-reliant and take responsibility

In the **Social Competence** factor, answers are related to social competencies, important skills in being part of a social network.

Factor	Items
3. Personal Utility	15. I wanted to be active/involved
	16. I like feeling needed
	17. I wanted to spend my time in a useful way

In the **Personal Utility** factor, the feeling of self-importance and sense of life for the person are expressed through the activities based on the personal values.

Factor	Items
4. Social Utility	1. I wanted to do something for society
	2. I wanted to help another person
	13. I felt good about myself when working for a good cause

In the **Social Utility** factor, answers pertain to utilizing one's social sensibility.

Factor	Items
5. Skill Utility	8. The work seemed useful for my career
	10. I wanted to use existing skills

In the **Skill Utility** factor, answers reflect a willingness to use personal skills.

Factor	Items
6. New skill	19. I wanted do something totally different from my job

The **New Skill** factor is comprised of one answer only, but it is important to see whether performing a job that differs from their everyday activities is an explicit aim of the volunteers or not.

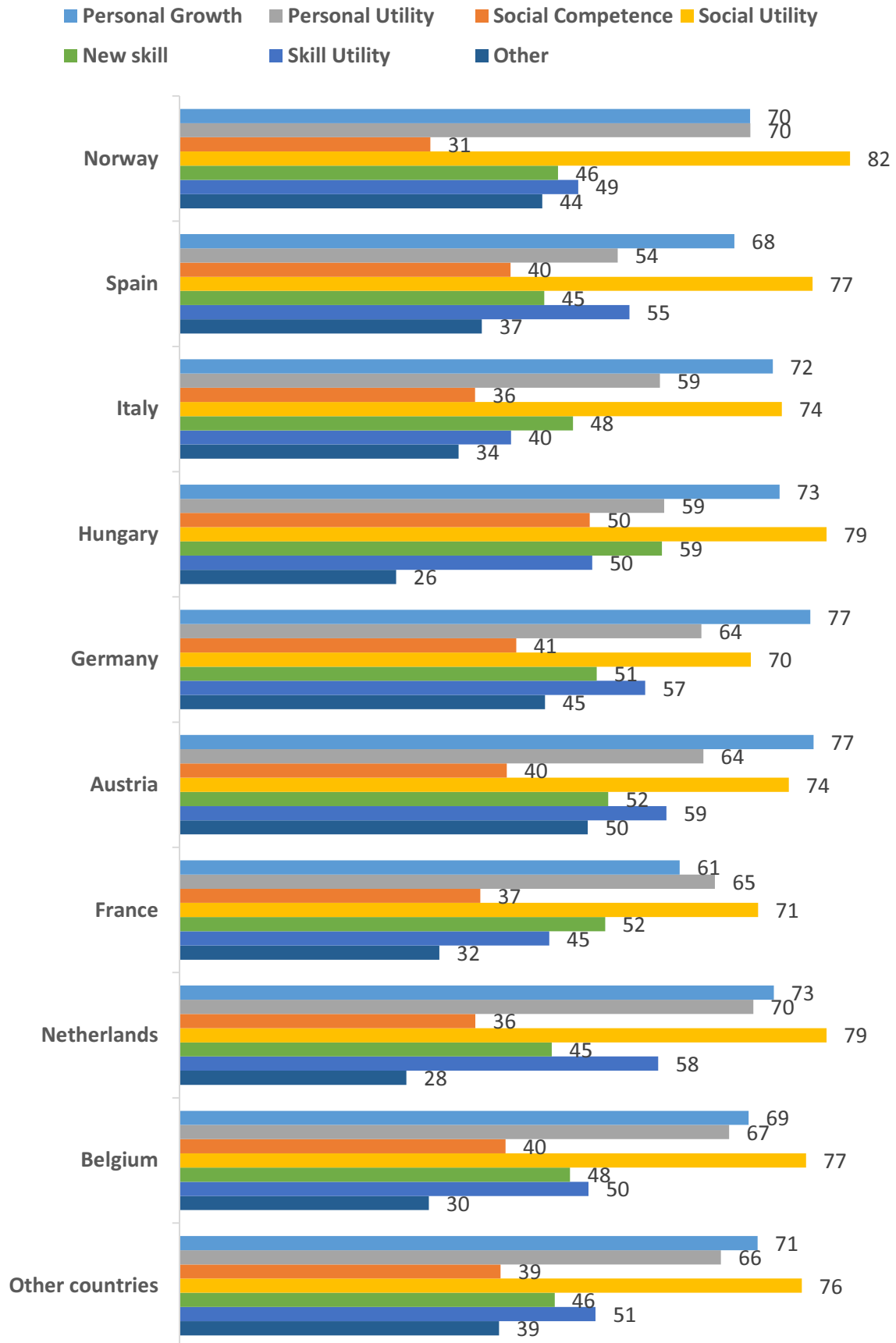| Factor	Items
7. Other	3. This work was part of my religious conviction
	21. Other reasons

In the **Other** factor, there are two answers which are not related to the other answers – it is worth stressing that religious conviction is not related to any other answers.

Reason to start as a TES volunteer

Category	Value
PERSONAL GROWTH	72,4
SOCIAL COMPETENCE	38,7
PERSONAL UTILITY	64,7
SOCIAL UTILITY	75,3
SKILL UTILITY	52,0
NEW SKILL	49,3
OTHER	38,9
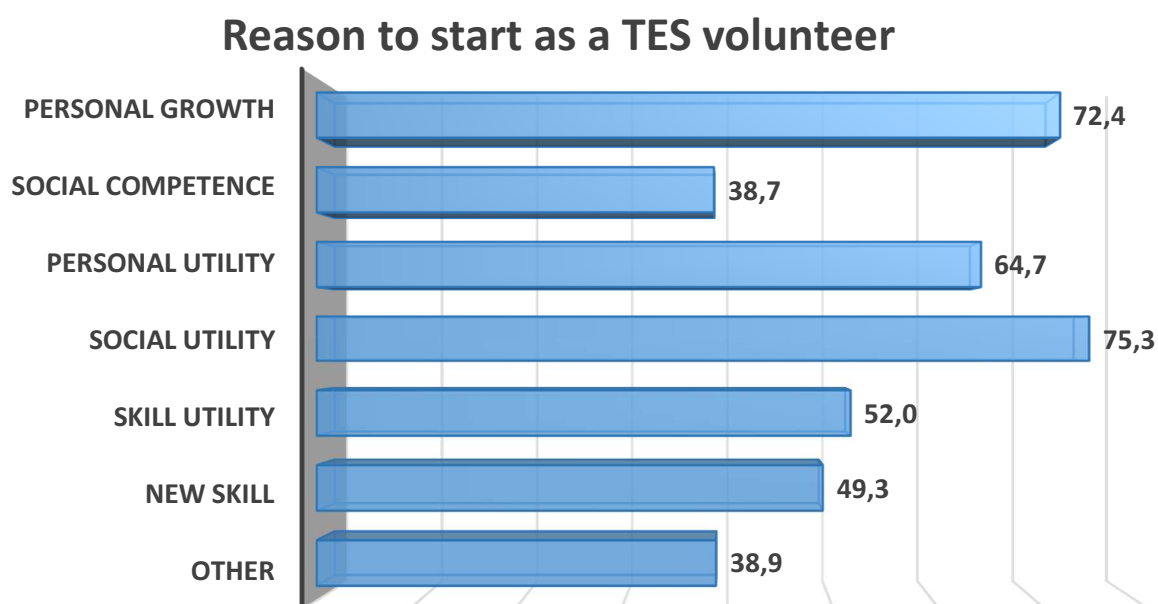
If we compare the answers of the different factors, we get a picture about the most important reasons for the volunteers to start work at TES. We can see that the possibility to utilize social skills and the potential for personal growth were the two most important reasons – showing us which topics should always be addressed when recruiting new volunteers. It is interesting to mention that social competence is not a vital factor; based on the answers, we can assume that applicants felt their competencies are well-developed and wanted to utilize them.

Reason to start as a TES volunteer / country

Legend: Personal Growth, Personal Utility, Social Competence, Social Utility, New skill, Skill Utility, Other

Norway
- Personal Growth: 70
- Personal Utility: 70
- Social Competence: 31
- Social Utility: 82
- New skill: 46
- Skill Utility: 49
- Other: 44

Spain
- Personal Growth: 68
- Personal Utility: 54
- Social Competence: 40
- Social Utility: 77
- New skill: 45
- Skill Utility: 55
- Other: 37

Italy
- Personal Growth: 72
- Personal Utility: 59
- Social Competence: 36
- Social Utility: 74
- New skill: 48
- Skill Utility: 40
- Other: 34

Hungary
- Personal Growth: 73
- Personal Utility: 59
- Social Competence: 50
- Social Utility: 79
- New skill: 59
- Skill Utility: 50
- Other: 26

Germany
- Personal Growth: 77
- Personal Utility: 64
- Social Competence: 41
- Social Utility: 70
- New skill: 51
- Skill Utility: 57
- Other: 45

Austria
- Personal Growth: 77
- Personal Utility: 64
- Social Competence: 40
- Social Utility: 74
- New skill: 52
- Skill Utility: 59
- Other: 50

France
- Personal Growth: 61
- Personal Utility: 65
- Social Competence: 37
- Social Utility: 71
- New skill: 52
- Skill Utility: 45
- Other: 32

Netherlands
- Personal Growth: 73
- Personal Utility: 70
- Social Competence: 36
- Social Utility: 79
- New skill: 45
- Skill Utility: 58
- Other: 28

Belgium
- Personal Growth: 69
- Personal Utility: 67
- Social Competence: 40
- Social Utility: 77
- New skill: 48
- Skill Utility: 50
- Other: 30

Other countries
- Personal Growth: 71
- Personal Utility: 66
- Social Competence: 39
- Social Utility: 76
- New skill: 46
- Skill Utility: 51
- Other: 39

What are the reasons for you to continue at TES?

It is important to know why volunteers started working at TES, however, it is more crucial to understand why the volunteers keep on working there. We raised the same question as we did regarding the drives to start, adding three extra questions about the trainings. When analyzing the factors behind a sustained motivation to work for TES, we had two choices. One was to check how the original factors have changed, to what extent where the original ideas fulfilled according to the volunteers. The other choice was to create new factors; this had two advantages: firstly, we could see how the correlations have changed, and secondly, we can get a clearer picture regarding the current motivations.

The new factors are mostly the same, with some slight changes. When using the same factors as behind the starting motivation, the underlined items show the answers, which were added to the factor. If the contents of the factor has changed so much that it has a different meaning, then we use a new name for the factor.

Factor	Items
1. Personal Growth	4. The work is exciting
	5. I increase my skills
	6. I gain valuable experience
	7. I broaden my perspectives in life
	11. I learn something new
	12. I increase my self-confidence
	18. I learn about myself and develop myself further

The **Personal Growth** factor is quite the same as it was behind the motivation to start. The item added is connected to strength and growth in personal abilities.

Factor	Items
2. Personal Fulfillment (instead of Social Competence)	8. The work seems useful for my career
	9. I make friends
	14. I get more esteem here than in my job or housework

The Social Competence factor, showing less importance in the motivations to start, is replaced by the **Personal Fulfillment** factor. The new factor encompasses answers that relate to the completeness of one's life.

Factor	Items
3. Personal Utility	10. I use my knowledge/skills
	15. I want to stay active/involved
	16. I feel needed
	17. I spend my time in a useful way
	20. I am self-reliant and take responsibility

The **Personal Utility** factor has changed a bit, however, it still expresses the ability or the feeling of ability to utilize personal values, skills.

Factor	Items
4. Social Utility	1. I do something for society
	2. I help another person
	13. I feel good about myself when working for a good cause

The **Social Utility** factor, which was the most important factor to start as a volunteer, has not changed and still shows the importance of social sensibility.

Factor	Items
5. Competence Development	21. To obtain advanced training and supervision
	22. Quality of training/advanced training
	23. Access to important information, for example about mental health

The **Competence Development** factor is created from the new answers in the questionnaire, which are strongly related to each other, showing that those possibilities/offers have a similar importance for the volunteers.
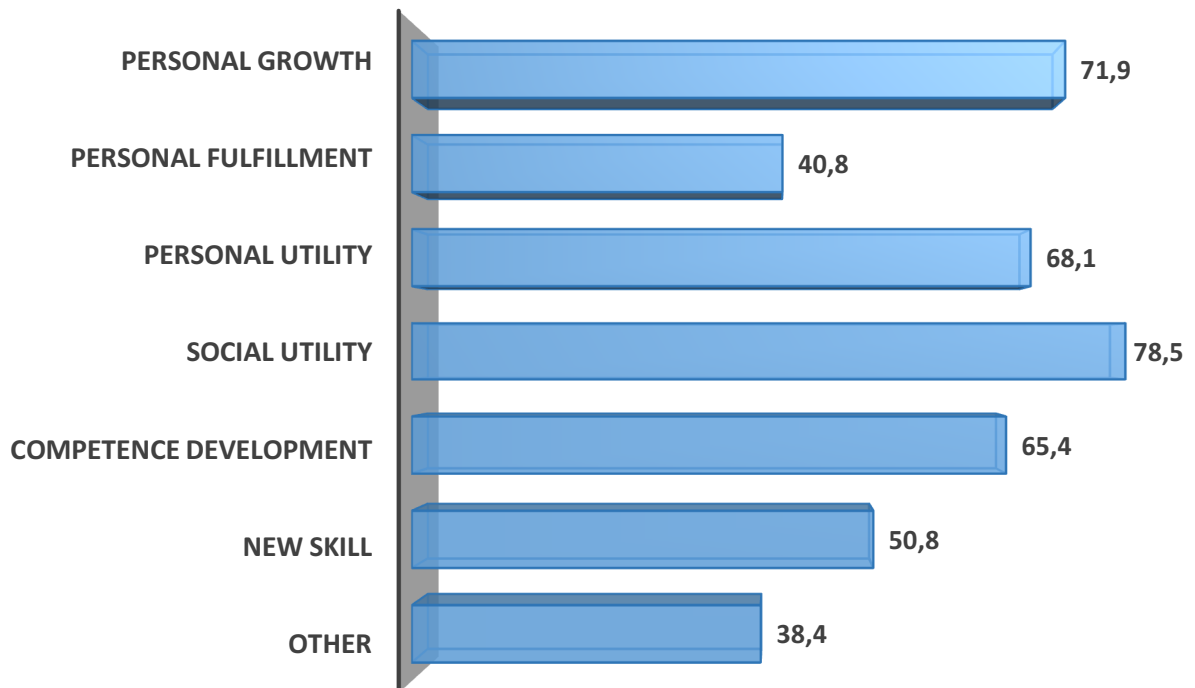
Factor	Items
6. New skill	19. I do something totally different from my job

The **New Skill** factor contains the same answer. It is also important to see if this point is really true or not.

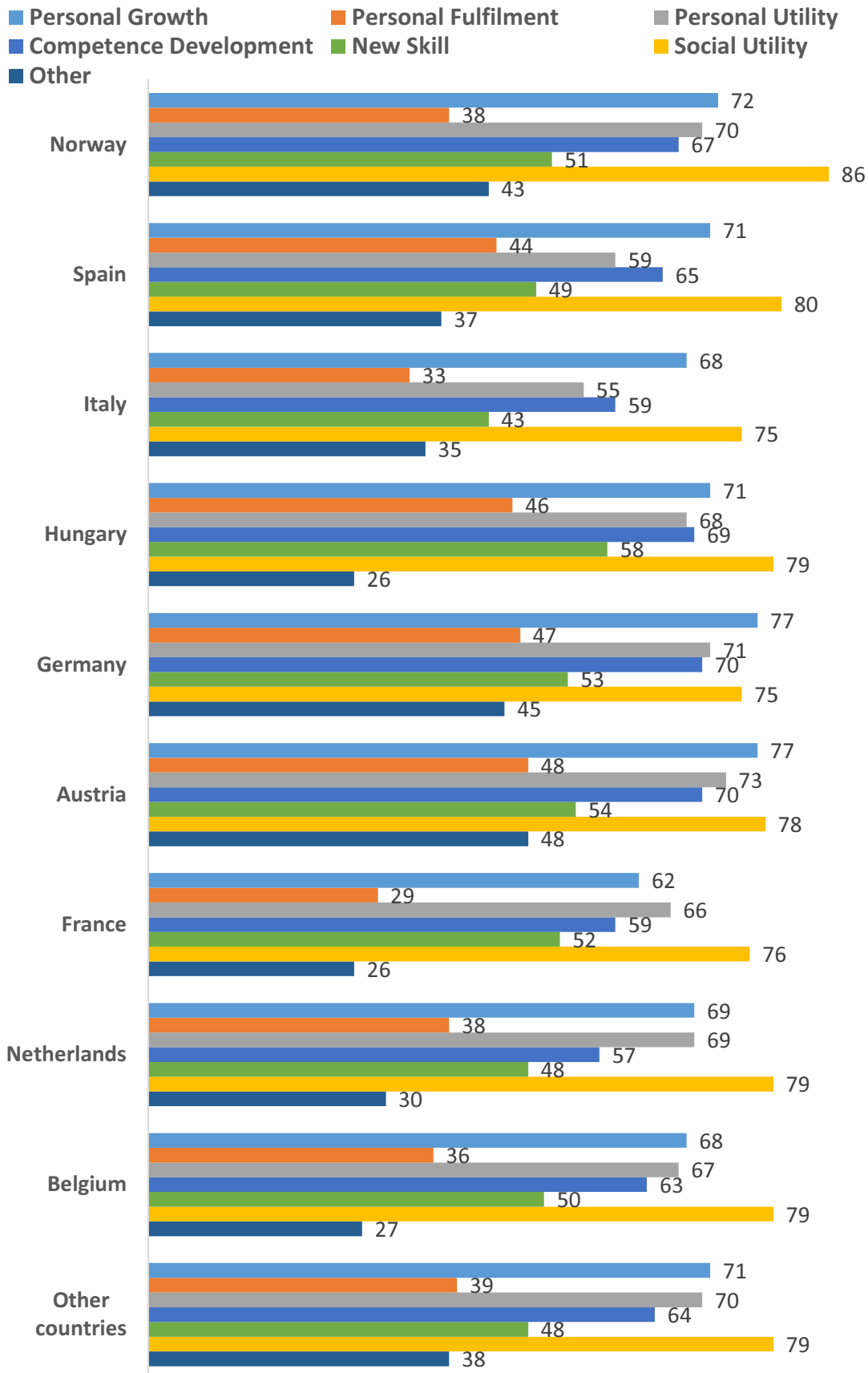| Factor	Items
7. Other	3. This work is part of my religious conviction
	21. Other reasons

The **Other** factor is also the same, the spiritual and the less definable items.

Reason to continue to work at TES

Category	Value
PERSONAL GROWTH	71,9
PERSONAL FULFILLMENT	40,8
PERSONAL UTILITY	68,1
SOCIAL UTILITY	78,5
COMPETENCE DEVELOPMENT	65,4
NEW SKILL	50,8
OTHER	38,4

If we look at the reasons why the volunteers keep on working for TES, we can see that the main factors are quite the same. The new factor, Competence Development, is very important; it shows us that there is a strong demand for improving knowledge about TES, about the work in general, and about mental health related issues.

Reason to continue to work at TES / country

Norway
- Personal Growth: 72
- Personal Fulfilment: 38
- Personal Utility: 70
- Competence Development: 67
- New Skill: 51
- Social Utility: 86
- Other: 43

Spain
- Personal Growth: 71
- Personal Fulfilment: 44
- Personal Utility: 59
- Competence Development: 65
- New Skill: 49
- Social Utility: 80
- Other: 37

Italy
- Personal Growth: 68
- Personal Fulfilment: 33
- Personal Utility: 55
- Competence Development: 59
- New Skill: 43
- Social Utility: 75
- Other: 35

Hungary
- Personal Growth: 71
- Personal Fulfilment: 46
- Personal Utility: 68
- Competence Development: 69
- New Skill: 58
- Social Utility: 79
- Other: 26

Germany
- Personal Growth: 77
- Personal Fulfilment: 47
- Personal Utility: 71
- Competence Development: 70
- New Skill: 53
- Social Utility: 75
- Other: 45

Austria
- Personal Growth: 77
- Personal Fulfilment: 48
- Personal Utility: 73
- Competence Development: 70
- New Skill: 54
- Social Utility: 78
- Other: 48

France
- Personal Growth: 62
- Personal Fulfilment: 29
- Personal Utility: 66
- Competence Development: 59
- New Skill: 52
- Social Utility: 76
- Other: 26

Netherlands
- Personal Growth: 69
- Personal Fulfilment: 38
- Personal Utility: 69
- Competence Development: 57
- New Skill: 48
- Social Utility: 79
- Other: 30

Belgium
- Personal Growth: 68
- Personal Fulfilment: 36
- Personal Utility: 67
- Competence Development: 63
- New Skill: 50
- Social Utility: 79
- Other: 27

Other countries
- Personal Growth: 71
- Personal Fulfilment: 39
- Personal Utility: 70
- Competence Development: 64
- New Skill: 48
- Social Utility: 79
- Other: 38

Legend: Personal Growth, Personal Fulfilment, Personal Utility, Competence Development, New Skill, Social Utility, Other

Considering what is important for your life that you want to achieve, how do you value the following points?

In this questionnaire we wanted to collect the important motivations in the volunteers' life. There were 14 answers to be rated, with the possible answers "Very important", "Important", "More or less", "Less important", or "Unimportant". Following analysis, we found four different factors.

Factor	Items
1. Success in life	1. to be ambitious
	2. to have a high standard of living
	3. to have influence
	4. to be successful in my job
	6. to gain security

One factor is **Success in life**; the correlating answers illustrate points, which are usually considered as the qualities of success. These answers are somehow associated with financial well-being.

Factor	Items
2. Social Skill	5. to be open to change
	7. to have time for myself, family and friends
	8. to help socially disadvantaged persons/groups
	9. to strengthen my assertiveness
	11. to tolerate opinions which normally are not my own

Another factor is **Social skill**. These answers usually reflect people who are able to interact with others in a positive manner.

Factor	Items
3. Social Responsibility	12. to get involved in politics
	13. to get personal satisfaction from volunteer work

The next factor, **Social responsibility**, consists of two answers that relate to qualities of people who feel responsible for a broader perspective of their society.

Factor	Items
4. Other	10. to live my religious beliefs
	14. other

The **Other** factor consists of answers regarding religion and any other ambitions.

IMPORTANT IN LIFE FACTORS

Factor	Value
SUCCESS IN LIFE	51
SOCIAL SKILL	74
SOCIAL RESPONSOIBILITY	47
OTHER	36
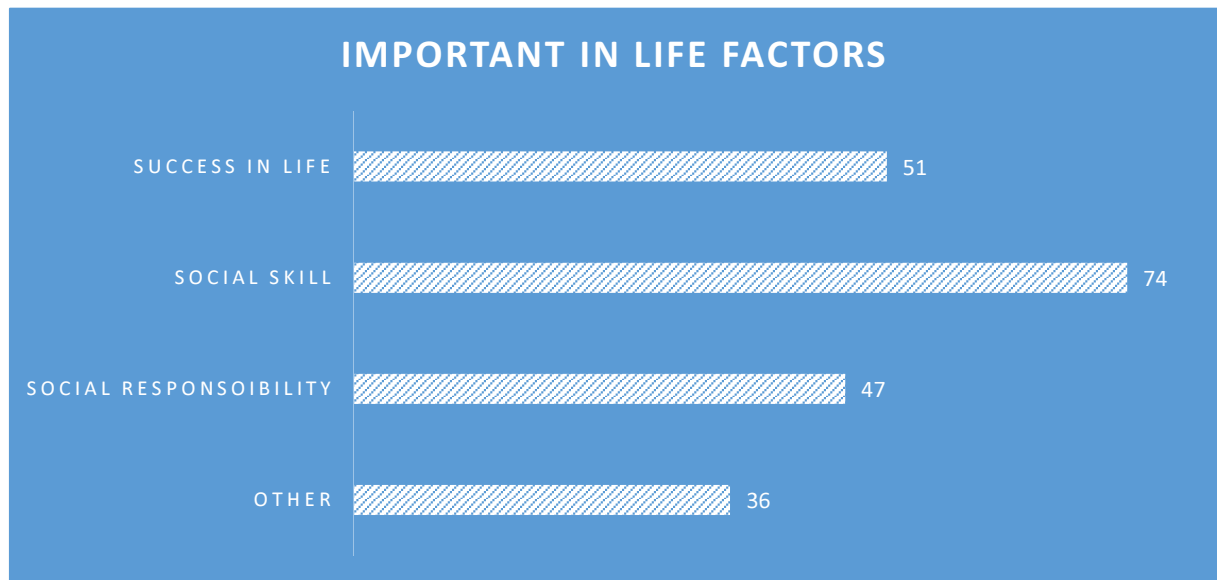
As we rank the factors under "important motivations in life," we find the most significant factor is Social Skill, illustrating to us that volunteers value those competencies the most, which enable them to interact with others. This is, of course, highly important in this line of work. Success in Life and Social Responsibility proved to be less significant factors.

Important in life factors /country

Legend: ■ Success in life ■ Social Skill ■ Social Responsoibility ■ Other

Norway
- Success in life: 59
- Social Skill: 73
- Social Responsoibility: 49
- Other: 38

Spain
- Success in life: 53
- Social Skill: 80
- Social Responsoibility: 49
- Other: 44

Italy
- Success in life: 48
- Social Skill: 80
- Social Responsoibility: 22
- Other: 30

Hungary
- Success in life: 58
- Social Skill: 66
- Social Responsoibility: 18
- Other: 30

Germany
- Success in life: 53
- Social Skill: 74
- Social Responsoibility: 56
- Other: 40

Austria
- Success in life: 55
- Social Skill: 77
- Social Responsoibility: 52
- Other: 45

France
- Success in life: 36
- Social Skill: 73
- Social Responsoibility: 49
- Other: 28

Netherlands
- Success in life: 44
- Social Skill: 72
- Social Responsoibility: 61
- Other: 28

Belgium
- Success in life: 43
- Social Skill: 73
- Social Responsoibility: 51
- Other: 28

Other countries
- Success in life: 50
- Social Skill: 74
- Social Responsoibility: 50
- Other: 38

Thinking about voluntary work, what could TES do in order to support your commitment? How satisfied are you with the following aspects?

Voluntary work is always a kind of offering, or even a sacrifice from the point of the volunteers. Because they commit their spare time to helping others, it is important to honor their work, time and efforts. It is crucial to know what makes volunteer work valuable for them. Even though volunteers receive positive feedback, it is also crucial to know how TES itself, through its system or via the paid staff, can support and maintain volunteer motivation. In this questionnaire, we wanted to find the most pivotal angles.

Factor	Items
1. *Acknowledgement*	4. Appreciation and thanks from paid staff
	5. Personal attention from paid staff
	6. Regular face to face contact with staff member
	9. Gifts
	10. Equipment (e.g. telephone system, computer, accommodation)
	13. Sufficient number of paid staff

The factor **Acknowledgement** shows the appreciation of rewards from TES. However, some answers include material consequences, like gifts. The point is to make the volunteers feel that they are valued and acknowledged members of the community.

Factor	Items
2. *Understanding*	3. Written acknowledgments and references about your TES work (e.g. for job applications)
	14. Spiritual encounters
	15. National internet forum for TES volunteers
	16. Participation in IFOTES activities (like congresses)
	18. Advanced conferences open to volunteers
	19. Advanced training for volunteers on a national level

The factor **Understanding** pertains to the work performed at TES. Background knowledge, including spiritual aspects, can be vital in understanding the meaning of this work, or in improving the persons' ability to help.

Factor	Items
3. Competence Development	1. Quality of initial and advanced training
	2. Diversity of topics for advanced training
	8. Support of volunteer work by external experts
	17. Advanced training for volunteers on a local level
	20. Intervision
	21. Supervision

Competence development is similar to Understanding, the distinction being that this factor shows the ability to put knowledge into practice, to convert it into skills.

Factor	Items
4. Material Honor	7. Insurance coverage
	11. Refund of travel expenses
	12. Refund of other expenses

Material honor is the reward received directly in some kind of funding. This is also essential, however, we need to know if material or moral honor is more valued.

Factor	Items
5. Social Activities	22. Regular social activities with peer groups
	23. Socializing, celebrating

Work at TES is work in a community. Being a part of this service is also being a part of a social network that has to be maintained, which has an added value for the volunteers. We want to know how central this is for maintaining their motivation and this level of importance is shown by the **Social Activity** factor.

Satisfaction with support from TES

Factor	Value
Acknowledgement	72
Understanding	62
Competence Development	76
Material Honor	65
Social Activity	67

We can see that the key factors of support are Competence Development and Acknowledgment from TES and from the paid staff. Material Honor proves to be less significant.

Satisfaction with support from TES / country

- **Acknowledgement**
- **Understanding**
- **Competence Development**
- **Material Honor**
- **Social Activity**

Norway
- 72
- 58
- 75
- 52
- 58

Spain
- 53
- 59
- 75
- 49
- 59

Italy
- 51
- 53
- 63
- 57
- 61

Hungary
- 60
- 71
- 80
- 53
- 66

Germany
- 74
- 60
- 75
- 72
- 66

Austria
- 80
- 67
- 81
- 65
- 74

France
- 53
- 59
- 79
- 67
- 60

Netherlands
- 75
- 55
- 75
- 70
- 71

Belgium
- 71
- 53
- 77
- 65
- 69

Other countries
- 78
- 63
- 77
- 71
- 70
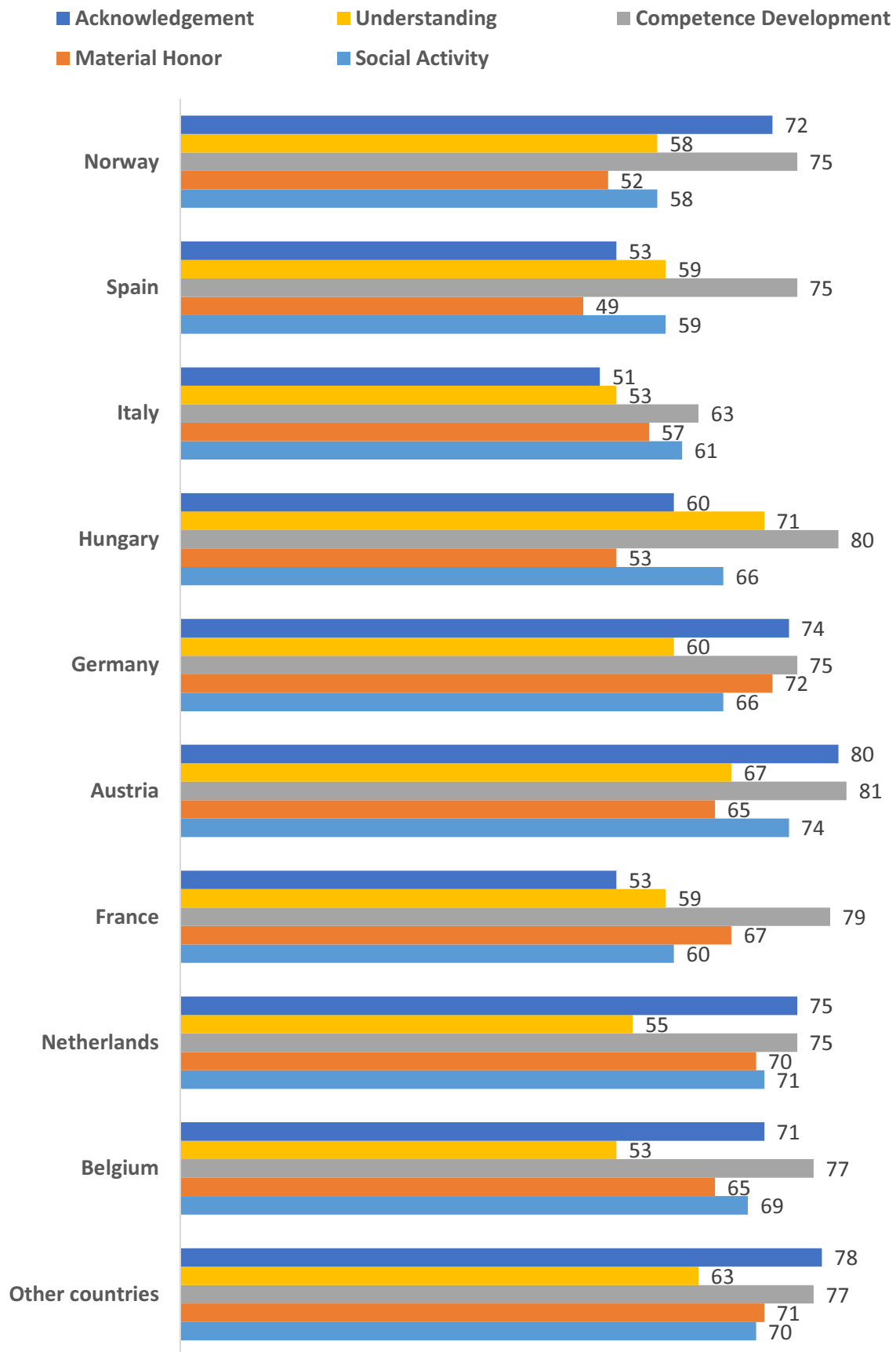
Work statements

To measure stress, the burden of work at TES, we made some statements and asked the volunteers to rate them. They indicated to what extent they agreed or disagreed with those statements concerning their TES work. The answers could be "Strongly disagree", "Disagree", "Agree", "Strongly agree".

After analyzing the information, we created three factors based on all the answers.

Factor	Items
1. Anxiety	1. After a shift, I can easily relax and "switch off". (reversed)
	2. I start worrying a long time before a shift
	3. Nightshifts are such a burden that I am thinking about ending my TES service
	7. I am afraid to communicate with callers/writers with suicidal behavior

The first factor, **Anxiety**, shows whether or not they can cope with the burden of TES work. Taking suicidal calls can be hard, as can getting ready for the shift or relaxing afterwards. It will be interesting to see how this factor is connected to the different circumstances. The second question had to be reversed for the analysis, as the scale points to the other direction; the higher the better, showing less anxiety.

Factor	Items
2. Openness	6. All calls are equally important to me
	8. There are certain groups that are a burden for me (reversed)

Openness reveals how prepared workers are for the different groups of callers, which in some cases can be very difficult to deal with.
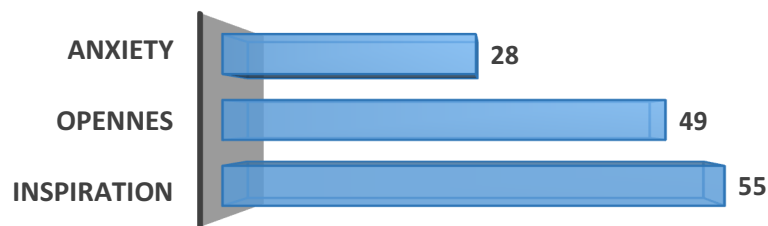
Factor	Items
3. Inspiration	4. The contacts with frequent callers/writers are very inspiring
	5. The contacts with first time callers/writers are very inspiring

Inspiration shows the level of interest volunteers have regarding special kinds of callers who are a little harder to handle.
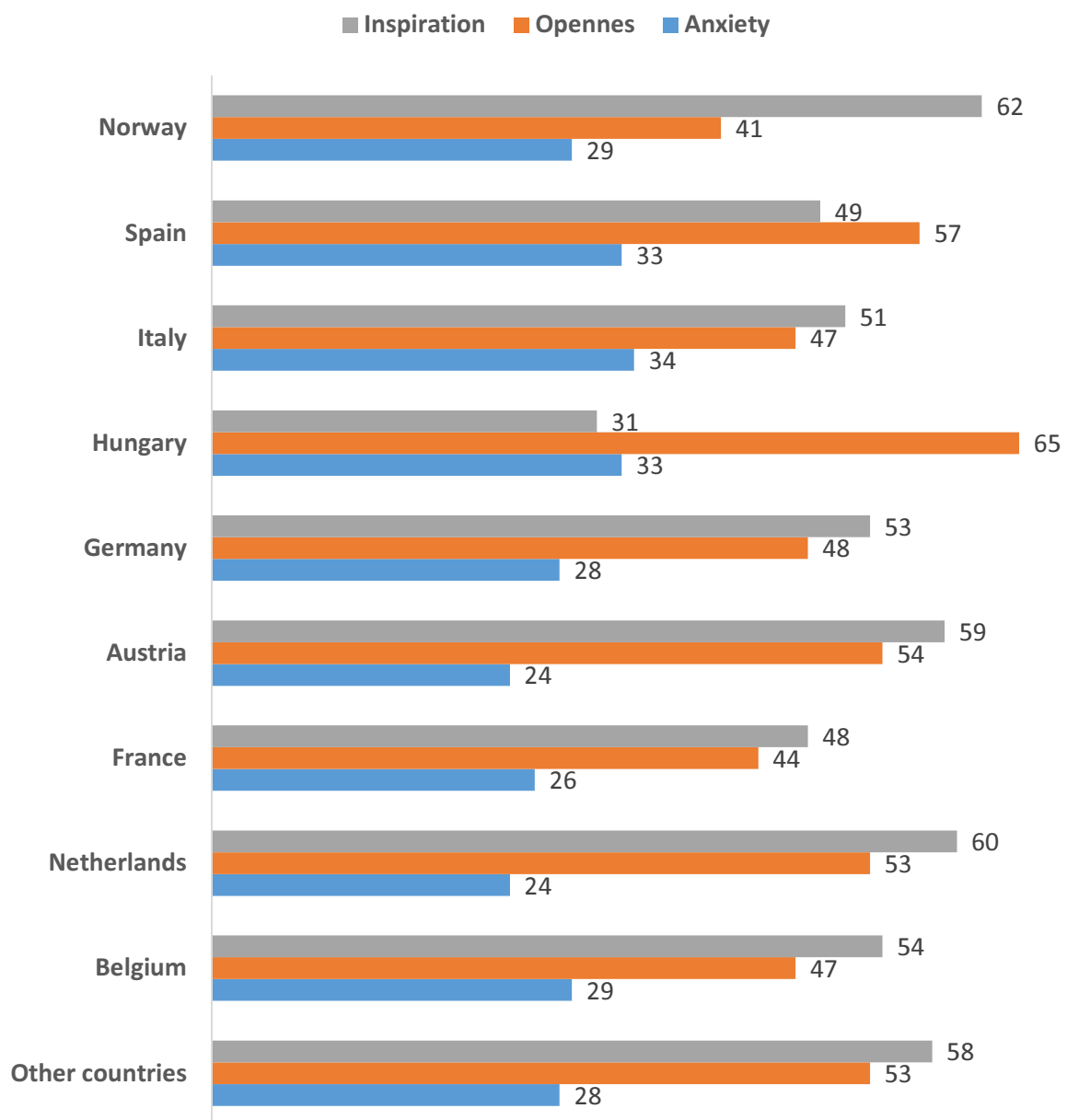
The results show that the level of anxiety is lower than the other work statement factors, which is a good sign. It is critical to keep this ratio up (high inspiration/low anxiety) in order to avoid burn-out.

Work Statement Factors (%)

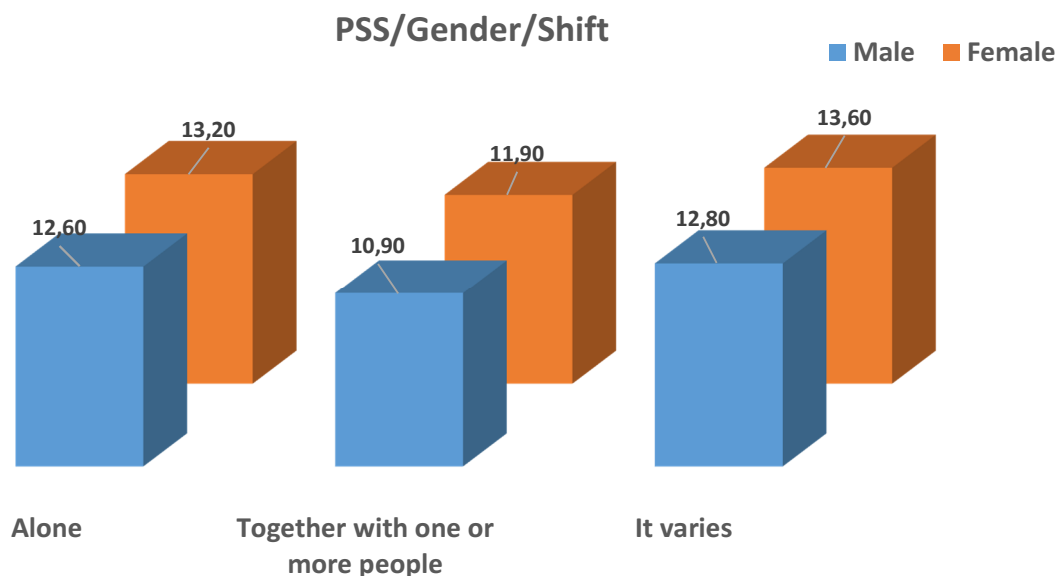| Factor	Value
ANXIETY	28
OPENNES	49
INSPIRATION	55

Work statement factors / country

Legend: Inspiration — Opennes — Anxiety

Norway
- Inspiration: 62
- Opennes: 41
- Anxiety: 29

Spain
- Inspiration: 49
- Opennes: 57
- Anxiety: 33

Italy
- Inspiration: 51
- Opennes: 47
- Anxiety: 34

Hungary
- Inspiration: 31
- Opennes: 65
- Anxiety: 33

Germany
- Inspiration: 53
- Opennes: 48
- Anxiety: 28

Austria
- Inspiration: 59
- Opennes: 54
- Anxiety: 24

France
- Inspiration: 48
- Opennes: 44
- Anxiety: 26

Netherlands
- Inspiration: 60
- Opennes: 53
- Anxiety: 24

Belgium
- Inspiration: 54
- Opennes: 47
- Anxiety: 29

Other countries
- Inspiration: 58
- Opennes: 53
- Anxiety: 28

Hypothesizes

Subsequent to creating the factors, we employed them in analyzing the different hypotheses that we set up as one of the most important aims of the survey. The survey's purpose was to find the means of motivating the volunteers, keep them in the service, and keep their satisfaction level as high as possible. The various TES have their own ideas concerning what is key in recruiting and maintaining volunteers; however, if they are false, it can cause problems and hurt both the individuals and the service. We checked if the aforementioned ideas are supported by the collected data or not.

Hypothesis: Volunteers/staff-members working alone in their shift are more stressed than those who work with someone

We checked the hypothesis that those working alone in their shift are more stressed. When analyzing the data, we found that there is no significant difference between the groups "alone" or "it varies," but those who are together with someone in their shift report a lower stress level. This supports that continually working together with someone is less stressful.

PSS/Gender/Shift

Male ■ Female ■

	Male	Female
Alone	12,60	13,20
Together with one or more people	10,90	11,90
It varies	12,80	13,60

Hypothesis: Volunteers/staff-members working at home are more stressed than others

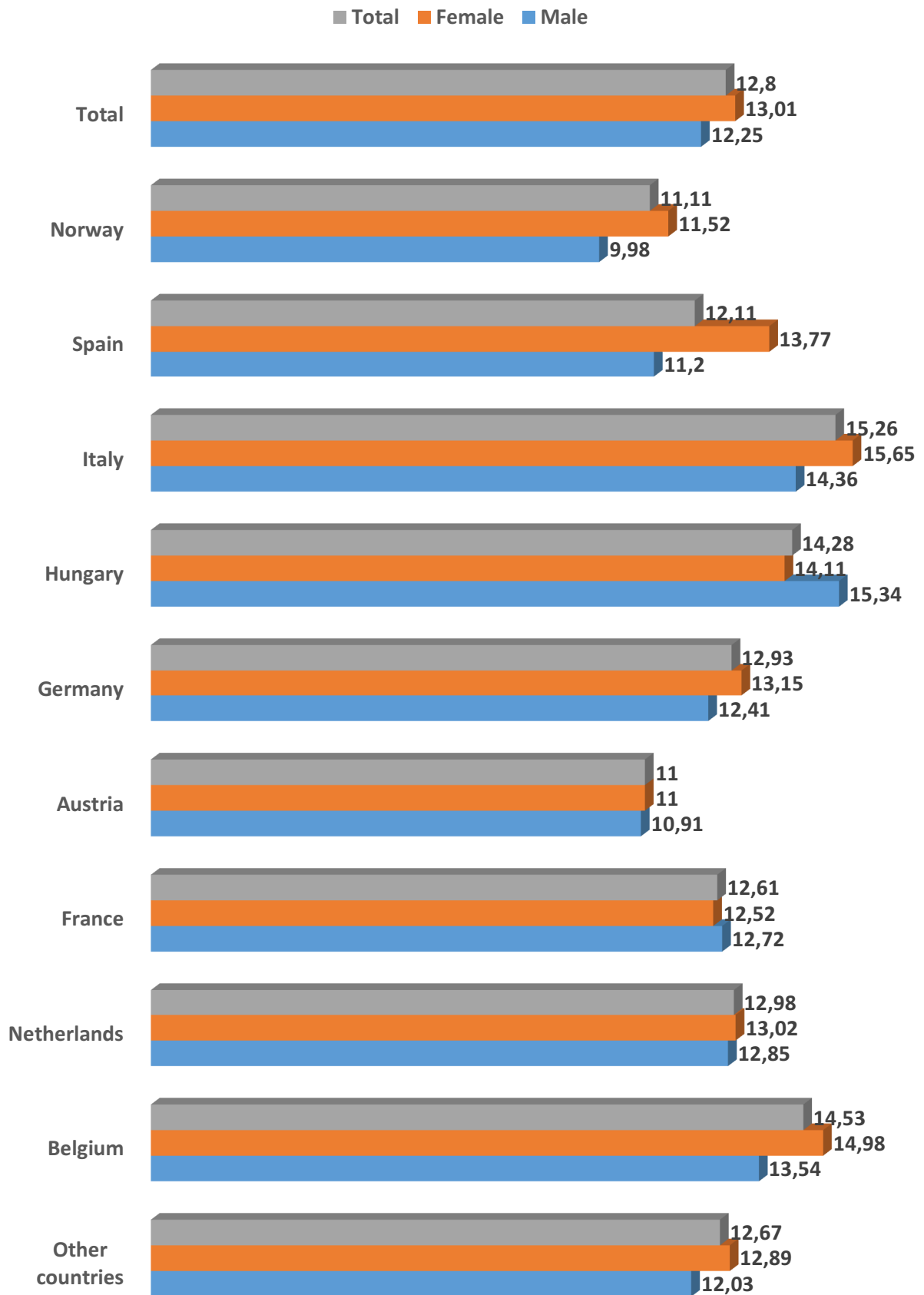**PSS and Work Statement Factors**

As in some countries the volunteers can work from home, we wanted to see whether this presents an extra burden on them or not. We analyzed the stress level of TES workers by utilizing Sheldon Cohen's Perceived Stress Scale (PSS). The PSS is one of the most widely-used psychological instruments for measuring the perception of stress. It is a measure of the degree to which situations in one's life are appraised as stressful. Items were designed to tap how unpredictable, uncontrollable, and overloaded respondents find their lives. The scale also includes a number of direct queries about current levels of experienced stress. Questions in the PSS inquire about feelings and thoughts during the preceding month. In each case, respondents are asked how often they felt a certain way.

The hypothesis was that working at home is more stressful than working in the TES position.

PSS Mean Score/Gender/Workplace
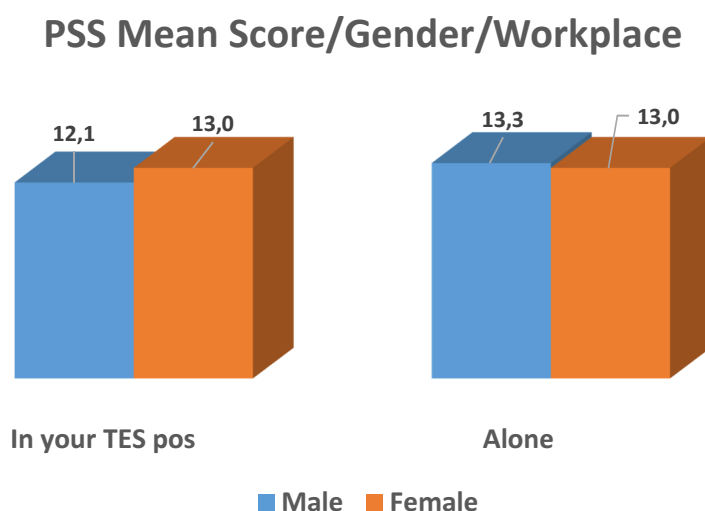
Upon analysis, we found that the stress level's mean was higher among those who work at home, however, the difference was not significant. Thus, the hypothesis was not supported by the results. Nevertheless, it is worth mentioning that the stress level of females is significantly higher than that of the male respondents.

PSS score/Gender/Country

Legend: ■ Total ■ Female ■ Male

Country	Total	Female	Male
Total	12,8	13,01	12,25
Norway	11,11	11,52	9,98
Spain	12,11	13,77	11,2
Italy	15,26	15,65	14,36
Hungary	14,28	14,11	15,34
Germany	12,93	13,15	12,41
Austria	11	11	10,91
France	12,61	12,52	12,72
Netherlands	12,98	13,02	12,85
Belgium	14,53	14,98	13,54
Other countries	12,67	12,89	12,03

We also checked the Work statement factors in relation to the workplace. Here we found significant differences in the Openness and the Inspiration factors; interestingly the values of those were higher among the home workers. The mean of the Anxiety level was higher among those who work at home, however, this difference was not significant.

Work statement factors by workplace
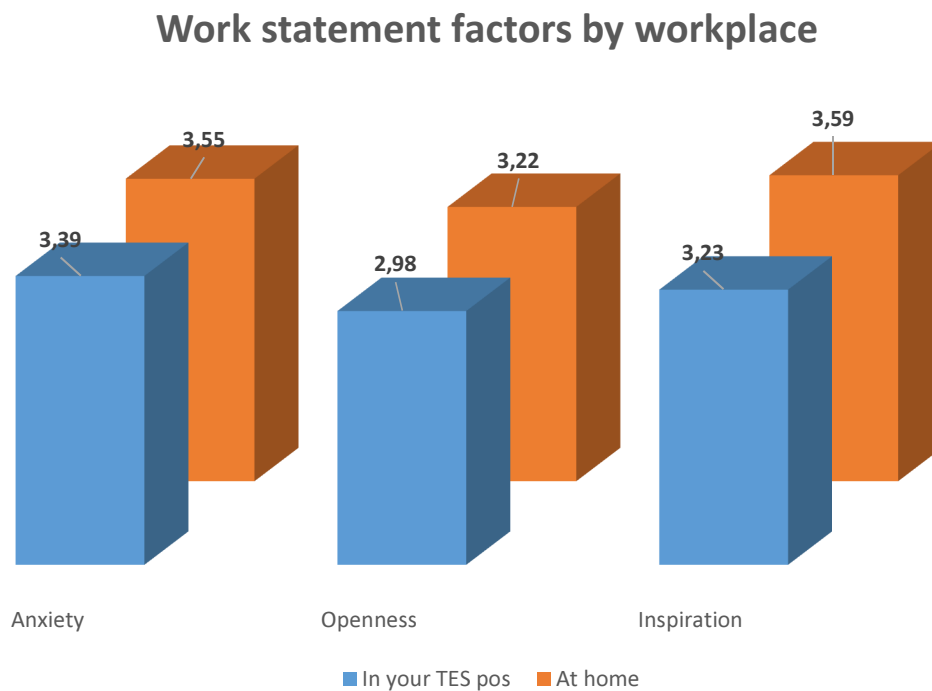
Hypothesis: People who work for TES longer than two years experience less stress than people who work a shorter time

Considering this hypothesis, we found that there is no significant difference between the two groups, therefore the hypothesis was not supported by the data. We found the same results not only when analyzing the PSS, but the Work statement factor also.

Working Years and Work Statement Factors		PSS	Anxiety	Openness	Inspiration
< 2 years	Number of the Answers	1491	2706	2808	2799
	Mean	13.0	3.4	3.0	3.2
> 2 years	Number of the Answers	74	89	93	94
	Mean	13.4	3.5	3.1	3.0

Anxiety (Mean Score) / Working Years / Country

■ >2years ■ <2years

Country	>2years	<2years
NORWAY	3,4	3,6
SPAIN	3,9	4,4
ITALY	3,9	4,3
HUNGARY	4,2	3,8
GERMANY	3,4	3,5
AUSTRIA	2,9	2,8
FRANCE	3,2	3,0
NETHERLANDS	2,8	2,9
BELGIUM	3,5	3,4
OTHER COUNTRIES	3,3	3,5

Openness (Mean Score) / Working Years / Country

Legend: >2years (orange), <2years (blue)

Country	>2years	<2years
NORWAY	2,4	2,6
SPAIN	3,5	3,3
ITALY	2,9	2,6
HUNGARY	3,8	4,1
GERMANY	2,9	3,0
AUSTRIA	3,2	3,5
FRANCE	2,7	2,5
NETHERLANDS	3,3	3,0
BELGIUM	2,9	2,8
OTHER COUNTRIES	3,2	3,2

Inspiration (Mean Score) / Working Years / Country

Legend: >2years (orange), <2years (blue)

Country	>2years	<2years
NORWAY	3,7	3,7
SPAIN	2,9	3,0
ITALY	3,0	3,1
HUNGARY	1,7	2,0
GERMANY	3,2	3,1
AUSTRIA	3,5	3,4
FRANCE	2,9	2,9
NETHERLANDS	3,6	3,7
BELGIUM	3,2	3,5
OTHER COUNTRIES	3,4	3,5

Hypothesis: There is an optimum level of hours working to experience less stress

The volunteers gave an account of how many hours they usually work. Based on the answers, we checked if there is an optimum level, assuming that it may not be the lowest number of hours. The results support the hypothesis.

Regarding the PSS level, the optimum is between 10 and 29 hours per month. The PSS level is 12.6-12.7 in that timeframe, and it is 13.2 when working less than 10 hours and 13.4 when working more than 30. Anxiety is the highest among those who work the least and decreases as the working hours increase, but it starts growing again above 30 hours. Inspiration is negatively correlated with working hours, while Openness grows with them.

Based on the PSS and Anxiety, the optimum working hours are between 10-29 hours. It is important to point out that Inspiration decreases with the number of hours, showing fear of burnout in case of too many shifts performed. Interestingly, Openness grows, even if the volunteers have to work too long, illustrating the significance of practice, that is, skills become more developed while on longer duty.

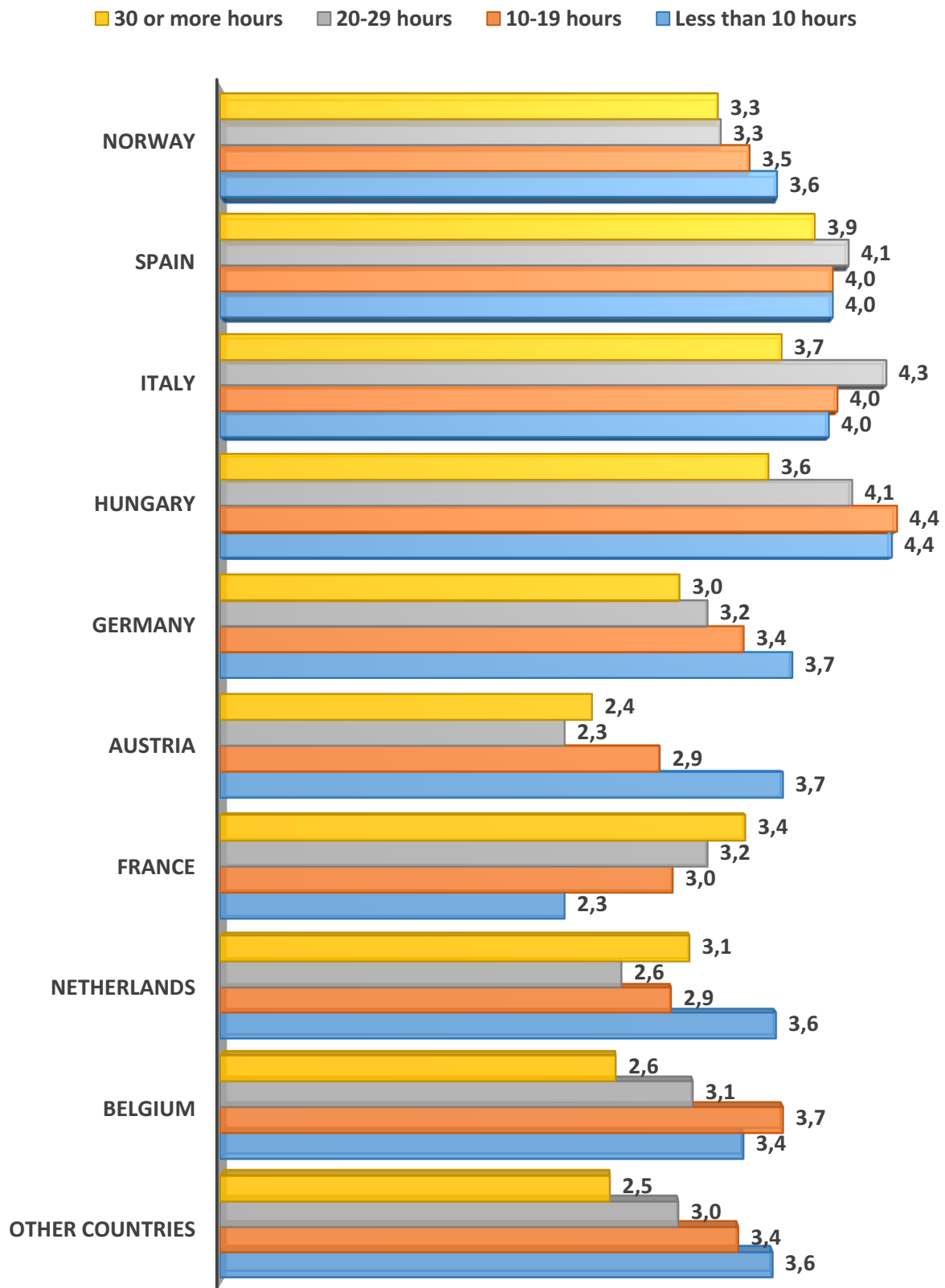|	Less than 10 hours			10-19 hours			20-29 hours			30 or more hours		
	Number of the Answers	Mean	Std. Deviation	Number of the Answers	Mean	Std. Deviation	Number of the Answers	Mean	Std. Deviation	Number of the Answers	Mean	Std. Deviation
PSS	458	13,2	5,5	1552	12,6	5,3	696	12,7	5,3	218	13,4	4,7
Anxiety	450	3,7	1,8	1583	3,4	1,7	739	3,2	1,8	222	3,3	1,8
Openness	482	2,9	1,2	1653	2,9	1,2	750	3,1	1,3	228	3,6	1,4
Inspiration	484	3,3	1,1	1645	3,3	1,1	750	3,1	1,2	231	2,9	1,3

It is noteworthy that the differences are not the same among the participating countries, so the results have to be tailored to the different circumstances.

Working Hours / PSS (Mean Scores) / Country

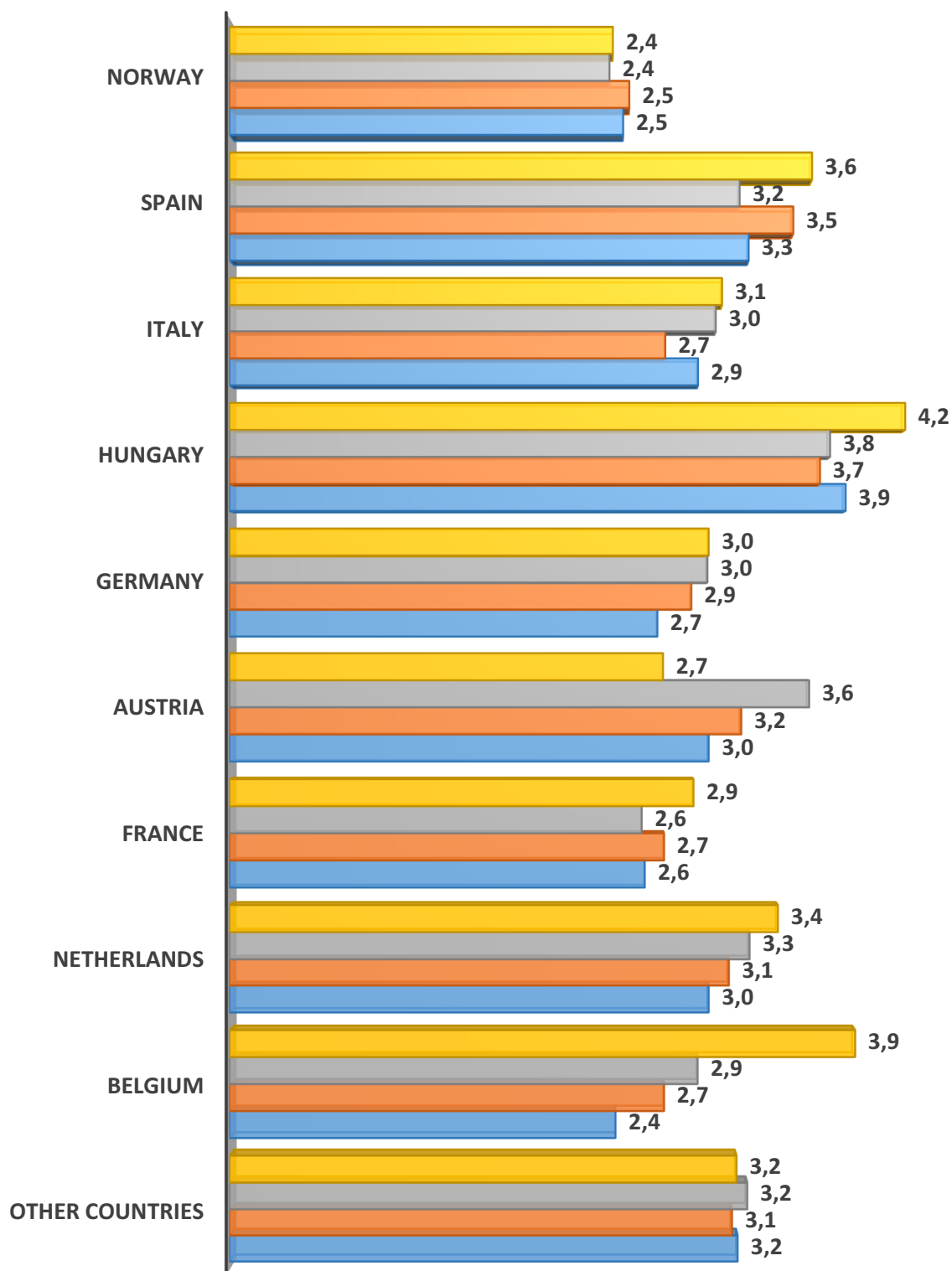Legend: 30 or more hours | 20-29 hours | 10-19 hours | Less than 10 hours

NORWAY
- 30 or more hours: 13,0
- 20-29 hours: 9,4
- 10-19 hours: 11,1
- Less than 10 hours: 11,2

SPAIN
- 30 or more hours: 12,3
- 20-29 hours: 11,8
- 10-19 hours: 11,4
- Less than 10 hours: 14,6

ITALY
- 30 or more hours: 16,1
- 20-29 hours: 15,1
- 10-19 hours: 14,8
- Less than 10 hours: 17,1

HUNGARY
- 30 or more hours: 14,4
- 20-29 hours: 14,2
- 10-19 hours: 14,2
- Less than 10 hours: 14,0

GERMANY
- 30 or more hours: 11,4
- 20-29 hours: 12,7
- 10-19 hours: 13,0
- Less than 10 hours: 13,7

AUSTRIA
- 30 or more hours: 11,0
- 20-29 hours: 10,6
- 10-19 hours: 11,0
- Less than 10 hours: 11,9

FRANCE
- 30 or more hours: 14,5
- 20-29 hours: 12,7
- 10-19 hours: 12,4
- Less than 10 hours: 10,2

NETHERLANDS
- 30 or more hours: 13,3
- 20-29 hours: 12,5
- 10-19 hours: 13,1
- Less than 10 hours: 13,8

BELGIUM
- 30 or more hours: 13,3
- 20-29 hours: 14,6
- 10-19 hours: 14,7
- Less than 10 hours: 13,8

OTHER COUNTRIES
- 30 or more hours: 11,6
- 20-29 hours: 11,7
- 10-19 hours: 12,7
- Less than 10 hours: 13,4

Anxiety (Mean Score) / Working Hours / Country

Legend: ■ 30 or more hours ■ 20-29 hours ■ 10-19 hours ■ Less than 10 hours

Country	30 or more hours	20-29 hours	10-19 hours	Less than 10 hours
NORWAY	3,3	3,3	3,5	3,6
SPAIN	3,9	4,1	4,0	4,0
ITALY	3,7	4,3	4,0	4,0
HUNGARY	3,6	4,1	4,4	4,4
GERMANY	3,0	3,2	3,4	3,7
AUSTRIA	2,4	2,3	2,9	3,7
FRANCE	3,4	3,2	3,0	2,3
NETHERLANDS	3,1	2,6	2,9	3,6
BELGIUM	2,6	3,1	3,7	3,4
OTHER COUNTRIES	2,5	3,0	3,4	3,6

Openness (Mean Score) / Working Hours / Country

■ 30 or more hours   ■ 20-29 hours   ■ 10-19 hours   ■ Less than 10 hours

NORWAY
- 30 or more hours: 2,4
- 20-29 hours: 2,4
- 10-19 hours: 2,5
- Less than 10 hours: 2,5

SPAIN
- 30 or more hours: 3,6
- 20-29 hours: 3,2
- 10-19 hours: 3,5
- Less than 10 hours: 3,3

ITALY
- 30 or more hours: 3,1
- 20-29 hours: 3,0
- 10-19 hours: 2,7
- Less than 10 hours: 2,9

HUNGARY
- 30 or more hours: 4,2
- 20-29 hours: 3,8
- 10-19 hours: 3,7
- Less than 10 hours: 3,9

GERMANY
- 30 or more hours: 3,0
- 20-29 hours: 3,0
- 10-19 hours: 2,9
- Less than 10 hours: 2,7

AUSTRIA
- 30 or more hours: 2,7
- 20-29 hours: 3,6
- 10-19 hours: 3,2
- Less than 10 hours: 3,0

FRANCE
- 30 or more hours: 2,9
- 20-29 hours: 2,6
- 10-19 hours: 2,7
- Less than 10 hours: 2,6

NETHERLANDS
- 30 or more hours: 3,4
- 20-29 hours: 3,3
- 10-19 hours: 3,1
- Less than 10 hours: 3,0

BELGIUM
- 30 or more hours: 3,9
- 20-29 hours: 2,9
- 10-19 hours: 2,7
- Less than 10 hours: 2,4

OTHER COUNTRIES
- 30 or more hours: 3,2
- 20-29 hours: 3,2
- 10-19 hours: 3,1
- Less than 10 hours: 3,2

Inspiration (Mean Score) / Working Hours / Country

Legend: ■ 30 or more hours ■ 20-29 hours ■ 10-19 hours ■ Less than 10 hours

NORWAY
- 30 or more hours: 4,0
- 20-29 hours: 3,8
- 10-19 hours: 3,7
- Less than 10 hours: 3,7

SPAIN
- 30 or more hours: 2,8
- 20-29 hours: 3,0
- 10-19 hours: 2,8
- Less than 10 hours: 3,8

ITALY
- 30 or more hours: 3,4
- 20-29 hours: 3,0
- 10-19 hours: 3,1
- Less than 10 hours: 3,0

HUNGARY
- 30 or more hours: 2,0
- 20-29 hours: 1,7
- 10-19 hours: 1,8
- Less than 10 hours: 2,3

GERMANY
- 30 or more hours: 3,5
- 20-29 hours: 3,2
- 10-19 hours: 3,2
- Less than 10 hours: 3,0

AUSTRIA
- 30 or more hours: 4,3
- 20-29 hours: 3,7
- 10-19 hours: 3,5
- Less than 10 hours: 3,2

FRANCE
- 30 or more hours: 2,8
- 20-29 hours: 2,8
- 10-19 hours: 3,1
- Less than 10 hours: 2,3

NETHERLANDS
- 30 or more hours: 3,5
- 20-29 hours: 3,6
- 10-19 hours: 3,6
- Less than 10 hours: 3,6

BELGIUM
- 30 or more hours: 4,4
- 20-29 hours: 3,2
- 10-19 hours: 3,2
- Less than 10 hours: 3,1

OTHER COUNTRIES
- 30 or more hours: 3,2
- 20-29 hours: 3,5
- 10-19 hours: 3,6
- Less than 10 hours: 3,4

Hypothesis: Motivations of volunteers who are retired is different from those of the other working groups

The motivation of the people who are volunteering when retired is a key point. Many people start this voluntary work when they have more time because they are not active in their profession any longer. Thus, understanding their motivations is a chief aspect of keeping them satisfied with this work.

We checked the mean of the different factors, comparing the retired people to the other groups. Regarding the table below, the bold rows show where the difference is significant. The red numbers show where the motivation of the retired people is higher than those of the other volunteers.

	Retired y/n	Not retired		Retired		Total		Sig.
		Mean	N	Mean	N	Mean	N	
Start factors	Personal Growth	**17.63**	2216	**16.52**	951	**17.29**	3167	**0.00**
	Social Competence	6.23	2137	6.03	925	6.17	3062	0.08
	Personal Utility	**7.54**	2257	**8.26**	989	**7.76**	3246	**0.00**
	Social Utility	9.08	2305	8.98	1006	9.05	3311	0.18
	Skill Utility	**4.35**	2283	**3.76**	970	**4.17**	3253	**0.00**
	New Skill	**1.99**	2289	**1.88**	993	**1.96**	3282	**0.01**
	Other	3.07	1282	3.11	489	3.08	1771	0.69
Continue factors	Personal Growth	**20.50**	2050	**19.13**	923	**20.08**	2973	**0.00**
	Personal Fulfillment	**5.23**	2064	**4.19**	940	**4.90**	3004	**0.00**
	Personal Utility	**13.36**	2044	**14.07**	932	**13.58**	2976	**0.00**
	Social Utility	9.45	2130	9.34	975	9.42	3105	0.09
	Competence Development	7.78	2082	7.85	941	7.80	3023	0.52
	New Skill	**2.10**	2111	**1.87**	943	**2.03**	3054	**0.00**
	Other	3.09	1429	3.00	575	3.06	2004	0.28
Important in life factors	Success in life	**10.69**	2180	**9.16**	1024	**10.20**	3204	**0.00**
	Social Skill	**15.05**	2196	**14.33**	1041	**14.82**	3237	**0.00**
	Social Responsibility	3.77	2188	3.88	1056	3.81	3244	0.10
	Other	**2.92**	1307	**2.70**	563	**2.85**	1870	**0.02**
Work statement factors	Anxiety	**3.34**	1919	**3.50**	1086	**3.40**	3005	**0.01**
	Openness	2.98	2004	3.04	1123	3.00	1127	0.20
	Inspiration	3.24	2008	3.25	1117	3.24	3125	0.77
Support factors	Acknowledgment	17.35	1168	17.20	522	17.30	1690	0.49
	Understanding	15.08	598	14.73	264	14.98	862	0.25
	Competence Development	18.24	1253	18.06	682	18.18	1935	0.29
	Social Activity	**5.41**	1606	**5.25**	805	**5.36**	2411	**0.03**
	Material Honor	7.76	795	7.75	383	7.76	1178	0.95

Considering the Start factors, we can see that only Personal Utility is higher, while Personal Growth and New Skill are lower. This shows that using their existing skills and knowledge is crucial for them, however, they are not that interested in developing new skills. We can see the same concerning the Continue factors.

Regarding the important points in life, Social Skills are critical for them, probably because of their changing life circumstances due to retirement. However, looking at the Work statements, they are more anxious. In accordance with the important points in their life, their satisfaction is the lowest in social activity, regarding the support they experience from their TES.

Hypothesis: There is a correlation between personal attention from TES and the motivation of the volunteers.

We investigated the hypothesis that personal attention towards the volunteers promotes motivation. We calculated the correlation between the support items and the Continue factors, as well as the Important in Life factors and Work statements factors. First, we checked the factors and then we calculated the correlation for the individual items in order to more precisely see what the most motivating elements are.

We do not show the correlations where they exist but they are lower than 0.15 as that level does not help in the concrete decisions. To make the table smaller, we deleted the rows where there was no correlation shown.

Personal attention and Continue Factors

As there was no correlation with the New Skill and Other factors, we deleted those columns from the table. As it is displayed, there are quite a few connections between the factors left in the analysis.

Acknowledgment from the paid staff is correlated with Personal Growth and Personal Utility, showing the personal significance of moral honor, appreciation of the volunteers' work. Understanding has a stronger correlation with Competence Development. The two Competence Development factors – one as a Continue factor and the other as a support factor – are strongly

correlated, which shows the validity of the data. However, Competence Development is important regarding Personal Growth as well.

Material honor has the weakest correlation with continue factors, which shows the basic attitude of voluntary work.

	Personal Growth	Personal Fulfillment	Personal Utility	Social Utility	Competence Development
Acknowledgment	0.22		0.25		0.17
Understanding	0.21	0.16	0.20		0.29
Competence Development	0.30	0.16	0.22	0.19	0.37
Social Activity	0.17	0.18	0.19		0.19
Material Honor	0.15		0.19		
Individual items					
quality of initial and advanced training	0.25		0.17	0.15	0.31
diversity of topics for advanced training	0.23	0.15	0.18		0.29
written acknowledgments and references about your TES work	0.21	0.16	0.24		0.19
appreciation and thanks from paid staff	0.20		0.21		0.16
personal attention from paid staff	0.20		0.20		0.16
regular face to face contact with staff member	0.19		0.20		0.20
insurance coverage			0.15		
support of volunteer work by external experts	0.20		0.18		0.24
gifts			0.16		
equipment (e.g. telephone system, computer, accommodation)	0.16		0.18		0.15
refund of travel expenses	0.16				
spiritual encounters					0.18
national internet forum for TES volunteers			0.16		

	Success in life	Social Skill	Social Responsibility	Other
participation in IFOTES activities (like Congresses)	0.18			0.21
advanced training for volunteers on a local level	0.23		0.16	0.30
advanced conferences open to volunteers				0.17
advanced training for volunteers on a national level				0.18
intervision	0.15			0.15
supervision	0.23		0.19	0.30
regular social activities with peer groups	0.15	0.17	0.16	0.16
socializing, celebrating	0.15	0.16	0.16	0.20

Personal attention and Important in life factors

Personal attention proves to have less interaction with the Important in life factors, however, it is correlated with Social Responsibility at some points. Material Honor and its components are correlated with this factor. It is important to point out that although the individual items are not strongly correlated with Social Skill, the items' aggregated effect has a role in that factor.

	Success in life	Social Skill	Social Responsibility	Other
Acknowledgment		0.17	0.22	
Understanding				
Competence Development		0.16		
Social Activity				
Material Honor			0.24	
Individual Items				
Appreciation and thanks from paid staff			0.22	
Personal attention from paid staff			0.20	
Insurance coverage			0.20	
Gifts			0.26	
Refund of travel expenses			0.19	
Refund of other expenses			0.16	

Personal attention and Work statement factors

Considering the role of Personal attention in the work statements, it is clear that it has a definite correlation with Anxiety. As Anxiety is a risk factor of burnout, it is important to understand that support from TES helps decrease its level. Inspiration can be increased by Acknowledgment and Material Honor, and Understanding escalates the openness of the volunteers. If we reflect on the individual items, we see that Personal attention, coupled with the material elements, stimulates Inspiration, and that intervision and supervision decrease Anxiety.

	Inspiration	Anxiety	Openness
Acknowledgment	0.17	-0.16	
Understanding			0.23
Competence Development		-0.21	
Social Activity			
Material Honor	0.17		
Individual items			
appreciation and thanks from paid staff	0.20	-0.16	
personal attention from paid staff	0.21		
Insurance coverage	0.17		
gifts	0.18		
intervision		-0.17	
supervision		-0.16	
socializing, celebrating			0.15

Hypothesis: The shifts where the volunteers are alone are less motivating

Due to the shortage of volunteers (or other reasons), shifts have to be fulfilled alone, therefore, it is critical to investigate whether the shifts performed alone are less motivating or not.

Shift / Continue Factors (Mean Score)							
Are you alone or with others during your shift?		Personal Growth	Personal Fulfilment	Other	Personal Utility	Social Utility	Competence Development	Nem Skill
Alone	No. of the Answers	1666	1700	1169	1686	1729	1707	1726
	Mean	19,9	4,9	3,0	13,7	9,3	7,7	2,1
	Std. Deviation	4,6	2,3	1,7	3,0	1,8	2,6	1,2
Together with one ore more persons	No. of the Answers	578	575	356	568	624	586	588
	Mean	20,4	4,9	3,2	13,9	10,0	8,0	2,0
	Std. Deviation	4,1	2,0	1,7	2,9	1,6	2,4	1,1
It varies	No. of the Answers	712	713	468	703	735	714	721
	Mean	20,2	4,9	3,0	13,1	9,3	7,8	2,0
	Std. Deviation	4,2	2,1	1,7	3,1	1,7	2,5	1,2
Red: Significant difference							

First, we analyzed the connection between the Continue factors and the kind of shift. We found that there were significant differences only in the Personal Utility factor, which is the least important for those whose shift varies. Furthermore, there was a significant difference in the Social Utility factor where those who are always together with others in their shifts perceive this more motivating.

Shift / Important in life Factors (Mean Score)					
Are you alone or with others during your shift?		Success in life	Social Skill	Social Responsibility	Other
Alone	No. of the Answers	1790	1805	1812	1092
	Mean	9,8	14,8	3,9	2,9
	Std. Deviation	3,8	2,6	1,8	1,9
Together with one ore more persons	No. of the Answers	623	628	627	318
	Mean	11,3	14,7	3,9	2,9
	Std. Deviation	3,4	2,4	1,5	1,9
It varies	No. of the Answers	766	778	779	450
	Mean	10,4	15,0	3,5	2,8
	Std. Deviation	3,4	2,4	2,0	1,9
Red: Significant difference					

Upon examining the Important in life factors, it is evident that Success in life is the least important for the lonely shift takers, while it is highest amongst those who are always together with others. Regarding Social responsibility, the varying group shows the lowest score.

Shift / Support from TES Factors (Mean Score)						
Are you alone or with others during your shift?		Acknowledgement	Understanding	Competence Development	Social Activities	Material Honour
Alone	No. of the Answers	980	492	1017	1428	688
	Mean	17,4	14,7	18,1	5,4	8,0
	Std. Deviation	3,9	4,2	3,5	1,7	2,4
Together with one ore more persons	No. of the Answers	266	117	397	341	132
	Mean	17,2	14,5	18,3	5,0	7,3
	Std. Deviation	3,8	4,0	3,4	1,8	2,7
It varies	No. of the Answers	434	245	511	627	347
	Mean	17,0	15,6	18,3	5,4	7,4
	Std. Deviation	4,5	4,0	3,7	1,7	2,7
Red: Significant difference						

It is imperative to have an overview of the connection between the support we can offer to our volunteers and their satisfaction, especially regarding the kind of shift they perform. Understanding seems more satisfying for those whose shift varies, and those who are always with others in their shifts are less satisfied with Social Activities. Nevertheless, the volunteers who are generally alone gave Material Honor the highest score.

Reviewing the results we can say that the hypothesis is true, motivation and satisfaction show a connection with the type of shift. However, the connection does not prove to be a direct one. Interestingly, in cases where the volunteer performs shifts alone and sometimes with others, are different from the rest. We can see that the ones alone attribute the least importance to success in their life; this might be a warning sign, and it is noteworthy to explore whether the type of shift is partly behind this attitude. The shift takers, who are sometimes alone, sometimes with other people feel more understanding. The ones who are never alone are less satisfied with the social activities offered, maybe their activity during the shift fulfills this need. The higher satisfaction with material honor is interesting, it might be that in some cases volunteers are honored more because of the lonely shifts.

Discussion

The background of the TESVolSat survey was to map the motivations of TES volunteers in order to maintain the service and better serve the callers in need. So far there have been different studies regarding the motivations of volunteering, but there was no international survey concerning the motivation and satisfaction of TES volunteers. The TESVolSat survey has reached this aim and collected a large amount of useful information from Europe.

As the survey was originally conducted in the participating countries (Belgium, Austria, Norway, Hungary, Italy, the Netherlands, Spain), participation in those countries was quite high. The lowest was in Spain (10.7%) and the highest in Norway (54.4%). In the countries where the campaign was not as active, we still had good rates (7.6% in Germany and 14.5% in France) and the answers from other countries is 8.6% compared to the total number of IFOTES volunteers. This participation makes the results strong enough to fulfill the aims of the survey.

The female volunteers were more willing to participate, their part in the answers was 74%, compared to their ratio among the volunteers of 68%. This willingness was different in the participants, the lowest was 37.1% in Spain and the highest in Hungary with 85.8%.

The most typical age range of the volunteers is 45-74 years, where the average age of males is a bit higher. In this respect we can also see big differences, whilst in France 53.7% is 65 years old or older, in Italy this age group is only 17.3% of the whole.

Religion does not seem to be relevant regarding voluntary work; whilst most of the answers indicate some kind of belief, it was not shown as a leading factor in this kind of occupation. Religion and spirituality may have an influence on life meaning, motivation and on other psychological factors as well.

The level of education is quite high among the volunteers; 68% have some kind of university or college degree. The level of education is slightly higher among men. There are interesting differences among countries: in most of them the highest proportion is the university degree (more than 3 years), even reaching 77.6% in Spain, yet in Italy and Austria, the majority has vocational training or a high school degree.

Working hours per month are mainly 10-19 hours (52.3%), however there are vast differences: in Belgium, Austria, Germany, Italy, Spain and Norway the above mentioned hours are most typical, but in the Netherlands and France they work between 20-29 hours, while in Hungary

30 or more hours is most common. Regarding the other countries, volunteers work less than 10 hours. The mean number of years they have been working for TES is 7, the highest number is in Belgium with 14 years.

The working department/channel of help is mainly the phone, but in Norway a large part of the work is performed via email. Modern technologies, such as chat and email, are becoming more important in the other countries as well.

There are interesting differences among countries regarding the shift, whether it is performed alone or together with other people. In Germany and France the ratio of lonely shifts is more than 80% of the answers, and in Norway, at the other end of the spectrum, that rarely exists.

When considering occupation besides voluntary work, it is no surprise that 34% of the volunteers are retired. The next big group is the full time workers and then the part time workers. Again, there is a noteworthy difference among the countries, e.g. in Norway, Spain, Germany, Italy and Hungary the full time worker group is the largest, while in Austria, Belgium, the Netherlands and the other countries retired volunteers signify the strongest presence, especially in France, where they reach 57%.

Many people volunteer at other organizations besides TES; their number is above 50% in Norway, the Netherlands and Austria. In Hungary, Italy and Spain volunteers typically only work for one voluntary organization. Nevertheless, it is crucial to understand the varying meaning of voluntary work in the different countries.

When measuring the motivations, it is interesting to know how the idea to work for TES was initiated. Volunteers' primary intention mainly originates in either a reference in a newspaper or broadcast, or their own life experiences motivate them to start this type of work. Interestingly, as a motivating factor, personal experience using a TES service is rare. When inquiring about their motivation to begin volunteer work, we found that cultivating a helping attitude was the most important for volunteers ("I wanted to help another person" and "I wanted to do something for society"), and subsequently skills, knowledge and self-development were mentioned. The motivations to continue volunteering have the same structure. When we asked about the support received from TES, the most important points mentioned were training and skills, as well as the social role of the organization.

There are differences among the countries concerning caller groups, which the listeners feel are hard to handle; this can be due to the dissimilar training systems employed or to the different

cultural backgrounds. According to participants, the frequent and repetitive callers, the not serious callers, the sex callers and sometimes the suicidal callers are the most difficult to deal with, showing an important direction for future trainings. Women feel that the most difficult group is the sex callers, while men find the frequent and aggressive callers, as well as the seriously, long term mentally ill callers hardest to handle.

As the motivation to start and keep on working for TES was measured by more than 20 questions, we created factors to make the drives more understandable. The results show that Personal Growth and the utilization of different skills (social, personal and knowledge) are the most vital motivations both in starting and continuing this kind of work. These factors are quite similar in the various countries, showing the same background of volunteering for TES. Analyzing the important targets in life, we see social skills are the most important, illustrating to us that volunteers value those competencies the most that enable them to interact with others. Success in life was the second most important, however, this kind of success is not measured in material values but in the achievement of personal aims.

The relation of the volunteers to their TES organization is crucial, as is their satisfaction with it. We see that volunteers feel acknowledgement is the most important to them. We know that the balance between effort and reward brings satisfaction to the workers, and this is particularly essential in case of voluntary work. Volunteers need to feel important and supported by their organization. The quality of initial and advanced training, as well as adequate supervision, are crucial. Socializing and celebrating are key points, showing the importance of the TES community.

TES organizations and leaders had some hypotheses concerning ideal working conditions, and it was interesting to see what the evidence supports. Checking the hypotheses, some of them proved to be correct, some partly correct, and some proved to be false. For example, our evidence supports that always working together with someone during the shift is less stressful, but on the other hand, we found no difference between the stress level of the listeners working from home and those who work in their TES post. Interestingly, concerning other factors, those working at home are more open and inspired. Additionally, not only the stress level of those who are together with someone during their shift is lower, but their motivation is higher to

achieve more success in life as well. Interestingly, their interest in being understood by their TES post and being involved in social activities is lower.

Analyzing the time spent in TES, we did not find differences between those who have been working less than two years compared to those who have worked for longer. However, looking at the work time per month, we found that the ideal number of working hours are in the range of 10-29, which is common practice in most of the countries. Nevertheless the ideal working hours have to be tailored to the different circumstances.

The motivation of the people who are volunteering when retired is a key point. Many people start this voluntary work when they have more time, after completing their career trajectory. These people are very important and it is crucial to maintain their motivation in order to keep them satisfied with this work. We have found differences in the motivation of retired people compared to those volunteers who are still in their active age. The retired are more interested in utilizing their existing skills and less interested in improving those. Regarding the important points in life, Social skills are very important for them, probably because of the changing environment in their life due to retirement.

One of the most interesting questions is whether or not TES services toward the volunteers have an impact on their motivation. Although it seems logical to assume a positive impact, its exact intensity and precise connections are still unknown. However, when we analyzed the answers, we could show some of these correlations. Acknowledgment, Understanding and Competence Development, as well as Social Activities have a positive effect, as does Material Honor, albeit its size is not important. We can see that volunteers welcome the individual items of trainings, supervision etc. the most. We can also acknowledge the importance of the various kinds of support, especially personal attention in increasing inspiration and decreasing anxiety, as the best way to prevent burnout.

Conclusions

Many important indications for the future development of the work with TES volunteers can be obtained from the TESVolSat survey. Based on the attained evidence, each country involved can employ specific indications to improve or implement the service, as well as utilize the results in the recruitment and training of volunteers. However, we can draw some general conclusions that may guide future work throughout the European community of TES.

Profile of TES volunteers: the kind of work aimed at listening to people with emotional distress or in a condition of crisis seems to be more attractive for women, people with a medium-high educational profile, people over 45 who already have significant life experience, and who are still professionally active and/or interested also in new activities, including other types of volunteering. This finding suggests that the TES environment concurs with indications of the European Commission for an active aging of European citizens.

Recruitment of TES volunteers: the survey shows that possible volunteers are people who are familiar with media and social media, and who keep themselves up to date and informed about opportunities for volunteering offered in their local community. This indicates that TES should provide targeted and comprehensive information through the most suitable means of communication according to the different groups of those potentially interested and who they want to reach.

Motivation of TES volunteers: the prevalent motivation is pro-social (helping others), followed by an interest in personal growth and the possibility of making good use of knowledge and skills learned during their personal and professional life. This data suggests that TES volunteers are mostly people with sufficient self-esteem, socially active, open and attentive to the needs of the community, sensitive to situations of emotional crisis and willing to learn and further improve or use their acquired competencies. For this reason TES may represent an interesting environment for preserving good mental health also: people who volunteer can contribute to the common good and at the same time effectively express their skills, stay connected to the community and maintain their own social inclusion.

The survey has also given many **indications to the TES network**; especially the associations and federations of help-lines, which are members of IFOTES have the potential to further improve the service, as well as the motivation and sense of belonging of their volunteers, by

taking advantage of acquired knowledge and the exchange of best practice (according to differences among countries highlighted in the survey), particularly in the following areas:

- Target the recruitment of volunteers, e.g. by communicating the different motivations that the TES experience can fulfill and the personal benefits that it brings
- Help volunteers to express and develop their competencies and acknowledge their progress
- Tailor the training to the specific and varying needs of the volunteers in order to help them be more prepared in handling calls and support their perception of efficacy
- Provide specific training on how to handle calls perceived as difficult, e.g. suicidal callers, sex callers, repetitive callers, aggressive callers, etc. It is worth analyzing the differences in the countries, and comparing them to the statistics of calls in the same country, so as to determine the burden of these calls on TES workers. It seems clear that where specific and finalized training and supervision are provided, volunteers are less anxious and can interact with these callers more effectively
- Support the commitment of volunteers while they work in TES by identifying the specific needs and motivations to be fulfilled and by using tools to monitor and support their motivation
- Assess a fair number of working hours per month (ideally between 10 and 29) in order to allow volunteers to balance their commitment in TES in a less stressful way and sustain it in the long term
- Find suitable organizational solutions to increase the possibility of shifts together with other volunteers; additionally, promote more opportunities for sharing among listeners during the operation of the listening service
- Acknowledge the work of the volunteers, understand their needs and give them feedback and rewards that contribute to keeping their level of motivation and satisfaction high

Finally the TESVolSat survey provides an opportunity for IFOTES to further investigate and analyze the data collected in order to extrapolate more information, which contributes to an understanding of how TES can progressively improve the quality of the service offered to society by working on factors that enhance a greater motivation and satisfaction of TES workers.