

Recruiting social movement members through personal referrals

RESEARCH REPORT

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Recruiting social movement members through personal referrals

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### **Executive Summary**

This research report presents the research conducted for C4RE to support the Advice report that outlines a communication strategy aimed at motivating participants to join the movement. The movement is still in its early phase, has limited personnel, and with the current organisational focus on the development of a new Community Building Program (CBP), C4RE does not have a communication team nor plans to design and execute a recruitment strategy. That poses a challenge for the movement as CBP is supposed to begin in October 2021, and essentially the program could only happen if people from the target group (TG) are persuaded to join. Thus, C4RE should find a way to share its message and idea effectively and efficiently with the TG to create awareness and interest towards participation in the movement.

This communication issue resulted in the following advice question: "*How can C4RE create awareness about and motivate people working in Dutch educational organisations to join the social movement?*" The following research question was developed to guide the research in the process of finding solution to the advice question.

The results from the research report provided the foundations for the communication strategies. Results showed the target group's low interest shown towards digital communication means that the advice should cautiously refer to this type of communication and only with explicit purposes, such as spreading organisational messages to create awareness about C4RE. Tasting session participants as representatives of the target group expressed their openness towards direct communication, so this approach with other potential members should be reinforced even further. However, the participants tend to enjoy working in small groups with like-minded people, and the introduction of people with different values and goals could possibly harm the current group dynamics.

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### List of Abbreviations

C4RE: Connecting for (Re)generative Education

TG: Target Group

CBP: Community Building Program

SMO: Social Movement Organisation

### Glossary

Term	Definition
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TG Representatives	People living in the Netherlands and working in a Dutch educational institution
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# Chapter I

## Introduction

*Connecting for (Re)generative Education* (C4RE) is a movement started by eight people, six co-founders, and two interns. This core group gathered initially in November 2020 before starting the project in January 2021. Their main goal is to create a platform, in the form of a social movement, where people working in Dutch educational organisations can support each other and exchange knowledge on topics related to education and educational developments.

Looking at the internal organisation of C4RE, based on the limited personnel, instead of specifying organisational departments, work-related tasks are divided based on team members' expertise and background. As of April 2021, the group is still defining its values and goals and has not yet made itself known to the more significant extent of the target audience. Moreover, as the initial microanalysis revealed, C4RE still has not explicitly identified with a specific organisational structure, social community and movement being the two closest possible choices. Thus for this project, social movement and community are interchangeably used terms referring to C4RE.

C4RE has already conducted three "Tasting" co-creative sessions with educational activists. As the name suggests, these sessions provided 18 potential new participants with a taste of what to expect if they decide to join the movement. The core group and the potential new members engaged in dialogues on education-related and personal development topics. During these dialogues, the core group realised that a "for the people by the people" approach would make the movement/community more comprehensive and inclusive. Hence a decision to include potential members in the organisational process was made.

Therefore, after the three sessions, the core group plans to start a *Community-building* program (CBP). The group wants to create multiple "*Learning groups*" where activists should further develop their educating capabilities while also working together on group projects. The purpose of these Learning groups is two-fold.

Firstly, with the CBP, C4RE wants to connect people from different educational levels and further allow them to share and exchange their experiences in the educational system. Secondly, C4RE intends to integrate the participating activists in the decision-making process through group projects and work together on organisational matters such as establishing movement's principles and the overall organisational development.

The movement is still in its early phase, has limited personnel, and with the current organisational focus on the development of the CBP, C4RE does not have a communication team nor plans to design and execute a recruitment strategy. That poses a challenge for the movement as CBP is supposed to begin in October 2021, and essentially the program could only happen if people from the target group

(TG) are persuaded to join. Thus, C4RE should find a way to share its message and idea effectively and efficiently with the TG to create awareness and interest towards participation in the movement.

This communication issue resulted in the following advice question: "*How can C4RE create awareness about and motivate people working in Dutch educational organisations to join the social movement?*" Answering this question was possible after exploring existing knowledge about social movement organisation and examining the triggers that motivated participants of the tasting sessions to engage with C4RE. The allocated knowledge gaps required in-depth research, including semi-structured interviews and a questionnaire.

Figure 1

### *Research Objectives*

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*The following research objective was outlined*

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The objective of this research was to provide the foundations for the development of a communication strategy that will build awareness among people working in Dutch educational organisations and living in the Netherlands about C4RE and motivate them to join by:

- Analysing ways for getting in contact and for communication with people working in Dutch educational organisations;
  - Understanding the triggers that motivated people to join the first three Tasting sessions;
  - Analysing the prevailing characteristics of people that participated in C4RE's co-creative sessions;
  - Analysing effective stimuli that trigger people working in Dutch educational organisations to engage with a social movement/community
- 

The following research report will answer the two research questions and four search questions outlined in Figure 2

Figure 2

### *Research Questions and Search Questions*

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#### *Research Questions*

What are key factors for drawing the attention of people working in Dutch educational organisations towards C4RE?

What are key factors to motivate people working in Dutch educational organisations to participate in C4RE's activities?

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#### *Search Questions*

What are the prevailing characteristics of C4RE's tasting sessions participants?

What are the triggers that motivated people to participate in C4RE's tasting sessions?

What communication content grabs the attention of people working in Dutch educational organisations, and through what communication channel?

What are the most effective stimuli to trigger potential members participation in C4RE?

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As implied by the client, the researched population was limited to people working in Dutch educational organisations and living in the Netherlands. The report is divided into five chapters, including the Introduction. The next chapter will present the findings from the Literature review. The

third chapter, Methodology, explains the theoretical and conceptual research designs. Following the methodology, research Results will be presented in the fourth chapter before drawing Conclusions and Implications for the advice report in the final chapter.

## Chapter II

## Literature Review

### Introduction

The following literature review discusses existing literature regarding three correlated topics. These topics are separated into three Key Concepts, namely: (1) *Building awareness about social movements and communities*, (2) *Mobilising individuals to participate in a social movement/community* and (3) *Psychological characteristics of engaged with movements individuals*. Subsequently, three literature search questions deriving from the situation analysis and theoretical framework were developed to explore the existing knowledge. Finally, the findings indicated what knowledge gaps should be filled in with the in-depth research and directly influenced the final advice for the client.

### Key Concept I - Building awareness about Social movements and Social communities

**LSQ1: How to effectively draw prospective members' attention towards a social movement?** Social movement organisations (SMO's) search for effective ways to communicate their ideas and goals-in an attempt to find more individuals who hold the same ideologies. Heimans and Timms (2018) acknowledge that numerous practical tools and tactics are available for movement builders in their vigorous pursuit for a "*connected and passionate*" mass group of participants. Nevertheless, they warn that the challenge to "break through the crowd" and reach the target group is greater than ever in the Information Age. That competitive race for people's attention encompasses both offline and online media channels, with the latter receiving more attention due to the ever-growing technological developments.

Eren-Erdoğan and Ergun (2017) stress that using social media is an effective method for organising and communicating about social movements. They further outline that social media, which provides speed, convenience, ease of forming a community, and anonymity, supports social movements more effectively than traditional media. In general, the Internet offers social movements the opportunity to bypass both governments and media gatekeepers, helping them to reach the message receiver directly by communicating more efficiently and effectively (Stein, 2009). As early as 2009, Stein (2009) indicated that social movement builders could use the Internet to build communities evolving around the movement's ideology in multiple ways. An example of how the Internet can help create networks is by generating hyperlinks and linking different websites together. Stein (2009) argues that linking different webpages together guides individuals' attention to a pre-selected by movement builders' information.

A recent study by Xiong, Cho & Boatwright (2019) on hashtag activism and message frames in the *#MeToo* movement indicates that "*hashtags can be used as a vehicle to create awareness and discussion, and better affiliate individuals with a community*" (p.3). Having said that, hashtags

effectiveness does not lie in their quantity, on the contrary, creating fewer but authentic and resonating hashtags draws public attention (Choi & Robertson, 2019).

Another method for communication with prospective members on the Internet that reportedly has been used by SMOs is through creative expressions, such as visual art, music, video, and poetry (Costanza-Chock, 2003). Such visual content has a strong connection with human nature, leading to higher engagement. That is because, on the receiving end, humans can effortlessly comprehend and identify with an image or a video, and on the producing end, people's technological capabilities to create impactful graphic content are on an advanced level (Manic, 2015). Manic (2015) argues that any marketing strategy should focus on visual content because of the factors mentioned above and points out that such content "humanises" ideas and helps viewers identify with them.

Looking at offline tactics, events provide a viable opportunity for SMOs to create awareness about themselves. The benefits of using events are illustrated in the Maker Movement (MM) case, a movement aimed at educational regeneration that has grown through the United States rankings and even to see its practices and ideas being implemented in the educational system. Martin (2015), a researcher analysing the MM, explains that the movement's growing popularity was not surprising because it managed to tap into the Target Audience's needs for change by setting examples of how that change can be realised. According to Martin (2015), the MM effectively provided the otherwise spammed with pessimistic forecasts about the educational system Target Audience with inventive events, organised by engaged in the topic open-minded, energetic people. It was the cheerful sight that the new generation is fully capable of changing the situation that also sparked the interest of Institutional Organizations to reach out to *MM* to engage in creating that change together.

### **Key Concept II - Mobilising individuals to participate in a social movement/community**

***LSQ2: What are effective communication strategies to mobilise individuals to join a Social movement/community?***

According to Satell and Popovic (2017), movements aim to attract and mobilise individuals rather than directly overpower pillars of power. Once a movement has mobilised enough individuals, the pillar is already overwhelmed (Satell & Popovic, 2017). That is most effectively achieved by implementing "*cheap, easy-to-replicate, low-risk tactics*". The easiest effective way to mobilise individuals not just to join but to participate in a movement is to simply ask them to do so. It is much more impactful to be invited to engage with a movement by either a friend or a family member than receiving an unknown person's invite (Effective Activists, 2020).

When implementing tactics for mobilisation, a crucial consideration for movement builders is to lower the barriers to participation (Heimans & Timms, 2018). Social and physical risks connected to participation are an example of a barrier that individuals face. Shriver (2000) observed the case of *Oak Ridge's community*, whose members have been widely seen as consistent civil-rights and peace

activists but notably withdrew their participation in the community once they were faced with magnified perceived risks.

Lowering such barriers is possible with computer-mediated communication, which includes communication on social media platforms. Hwang and Kim (2015) outlined that because of the precision with which organisations are spreading information through social media platforms, social movements have managed to more effectively reach and connect with individuals, which ultimately helps them promote the benefits of participation. As observed in the online movement "*Occupy Sandy*", the movement builders tailored their communication on social media to make individual participation as seamless as possible by spreading easily comprehending and concrete call-to-action messages and notably by showing why participation was essential (Hwang & Kim, 2015).

Finally, in the short-term spreading inspirational messages on social media platforms can create an uproar. Still, it is vital to acknowledge that without later providing people with precise movement's purpose and goals, the communication will lead to ineffective, short-lived campaigns, as observed in the case of the *Occupy Wallstreet* (OWS) movement (Satell, 2017).

### **Key Concept III – Psychological characteristics of engaged with movements individuals**

**LSQ3: What are the psychological factors that influence people's participation in social movements?** It is crucial to understand what psychological factors influence people's decision to participate in a movement to develop effective strategies for convincing people to join C4RE. A considerable amount of existing knowledge has explored what triggers people's participation in social movements. According to Stekelenburg and Klandermans (2017), *collective identity*, *instrumental reasoning* or the related to the participation costs and benefits, and *emotions* are all factors that strongly influence an individual's decision to participate in a social movement.

In semi-recent research, Viterna (2013) argues that when individuals engage with a cause, they develop a "participation identity", within that identity, individuals "*perceive participation to be highly congruent with, or even protective of, their most salient existing identities given a particular arena of interaction*". Individual's willingness to engage with a movement and participation identity emergence is most likely to happen when (a) *they believe in their capabilities to contribute to the movement's goal*, (b) *have existing social ties with movement members*, (c) *the social movement convince them that they can preserve their beliefs through participation*, and (d) *when social movements manage to connect with them emotionally* (Ward, 2016, p. 3). Other factors that might trigger an individual's participation in a social movement are *rationalistic* and *egoistic deprivation*, discontent, and frustration with a social setting (Smelser, Killian, & Turner, 2020).

As opposed, a huge determinant for people's decision not to join a social movement is due to the free-riders benefits. As defined by Choi and Robertson (2019), the free-riding behaviour "*enables*

*participants to benefit from others' contributions without contributing as much themselves".* Gram, Daruwalla & Osrin (2018) proposed multiple "solutions" for movements and communities facing similar behaviour. According to that research, *Critical mass* theory proposes a two-stage mechanism for solving the discussed behaviour. In the first stage of this theory, deeply committed individuals decide to participate when participation is an unpopular choice. These participants then may engender the second stage of the mechanism by showing the values and benefits from participation and thus open the door to participation for more indecisive individuals.

Additionally, Stekelenburg and Klandermans (2017) provide an extensive analysis of multiple societal psychology theories about movement participation. The overall conclusion is that people participate in movement campaigns because they see their participation as an opportunity to force a change in a state of affairs at an affordable cost, directly pointing their anger at the core cause of harm on their values or identifying with other involved individuals. The line of thought stating that personal networks play an essential role in people's participation motivation is well observed by many researchers and sociology experts. Some argue that if one has established or emerging interpersonal links to one or more movement members, it will make the one more susceptible to joining the movement (Snow, Rochford, Worden, & Benford, 1986; Shriver 2000).

### **Conclusion**

The Literature review outlined existing knowledge that will guide the rest of the research and subsequently provide the foundations of the final advice. However, three knowledge gaps were recognised in the process, and the in-depth research will aim to fill these gaps to provide the client with a sound communication strategy.

### **Knowledge Gap 1: Social media messages, hashtags, and visual content that catch the attention of educators living and working in the Netherlands**

The literature revealed that social movement builders are provided with both online and offline opportunities to get their organisations salient in the target audience's minds. Part of the highlighted online tactics includes developing tailored to the target group messages and hashtags, hyperlinks between content to guide potential participants to pre-determined information, and visual content.

As Xiong, Cho & Boatwright (2019) recognised, authentic and resonating with the target audience hashtags can evoke public attention. Furthermore, as Heimans and Timms (2018) observed, social movements should carefully tailor their campaigns and messages to the target audience's needs to grab the audience's attention. So, the following research aims to identify the digital message's elements (text, hashtags, visual) that educators working in the Netherlands find to draws their attention.

### **Knowledge Gap2: Tar get Audience's perception of the effectiveness of personal invitations and computer-mediated communication as a mean for lowering barriers to participation**

The existing knowledge pointed out that a key factor for movement builders in their aim to mobilise the participation of individuals is their ability to lower the potential participation barriers. The literature outlined two of the most effective tactics for lowering these barriers. First, Hwang and Kim (2015) indicated that existing SMOs manage to reduce these barriers using social media because over social media SMO's can speak to people individually and make the participation as seamless as possible by spreading easily comprehensible and concrete call-to-action messages. Second, the other tactic recognised by researchers is to motivate current participants to personally invite other interested in the topic people from their networks. By asking people personally, the participant act as living proof of the participation and naturally lowers the participation barriers. However, further research is needed to understand which tactic will help the target audience overcome its barriers.

### **Knowledge Gap3: The psychological factors that influenced current movement members to participate in the movement**

As reviewed, many researchers have developed theories, assumptions and clear examples about factors influencing people's decision to participate in a social movement. For example, people are more likely to participate in a social movement if they: (a) *they believe in their capabilities to contribute to the movement's goal*, (b) *have existing social ties with movement members*, (c) *the social movement convince them that they can preserve their beliefs through participation*, and (d) *when social movements manage to connect with them emotionally* (Ward, 2016, p. 3).. Further research will be needed to understand the exact factors that triggered C4RE's current members' participation to create communication that will reinforce these psychological factors.

# Chapter III

## Methodology

### Conceptual Research Design

#### Research Questions and Objectives

The conclusions of the literature review highlighted three knowledge gaps that the subsequent in-depth research should further investigate. Therefore, to fill-in the knowledge gaps and guide the in-depth research as displayed in Figure 3 and Figure 4 three research questions and, three research objectives have been developed.

- 
1. What media posts elements (text, hashtags, visual) do people working in educational organisations in the Netherlands find to draws their attention?
  2. What are potential communication-based ways to minimise or remove barriers to participation according to educators working in the Netherlands?
  3. What are the psychological factors that influenced current movement members to participate in the movement?
- 

Figure 3 *Research Questions*

#### In-depth research objectives

1. To indicate media post elements that attract the attention of educators living in the Netherlands
2. To uncover educators' thoughts working in the Netherlands regarding the potential effectiveness of personal invitations and computer-mediated communication as a means for lowering barriers to participation.
3. To identify the predominant psychological factors that triggered current C4RE members to participate in the tastin sessions.

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Figure 4 *Research Objectives*

### Operationalisation

Each of the aforementioned research questions represents an abstract concept that had to be operationalised into measurable units to elicit factual findings. As presented in Table 1, the abstract

concept "*determining social media content that draws attention*" has been scaled into measurable indicators that were previously tested by Vraga, Bode, Smithson, & Troller-Renfree (2019).

Table 1 *Determining social media content that draws attention*

Knowledge Gap: Social media messages, hashtags, and visual content that catches educators working in the Netherlands' attention				
In-depth Research Question: What digital message's elements (text, hashtags, visual) do educators working in the Netherlands find to draws their attention?				
Abstract Concept	Indicators	Variable	Questions	Source
Determining social media content that draws attention	1. Educators attraction towards social media captions	Variable: Attitude Specific variable: Weather or not the content manages to attract the educators attention Measurable entity: From <i>not at all</i> to <i>grabs my attention every time</i>	1. After seeing the post, would you recall which of the listed components (i.e. text message, image, hashtags) caught your attention the most?	Vraga, Bode, Smithson, & Troller-Renfree (2019)
	2. Educators attraction towards specific hashtags on social media	Variable: Attitude Specific variable: Weather or not hashtags attract the educators attention Measurable entity: From <i>not at all</i> to <i>grabs my attention every time</i>	2. If you were to see that post on your feed, would you be attracted enough to explore more about the organisation behind it?	
	3. Educators attraction towards images on social media	Variable: Attitude Specific variable: Weather or not the content attracts the educators attention Measurable entity: From <i>not at all</i> to <i>grabs my attention every time</i>	3. Do you think that Post Alternative #2 Big Image can grab your attention?	

The second research question was operationalised with the use of indicators that were discovered during the literature review, see Table 2.

Table 2 *Educators perception of recruitment tactics, i.e. personal invites and computer-mediated communication*

Knowledge Gap: Target Audience's perception of the effectiveness of personal invitations and computer-mediated communication as a mean for lowering barriers to participation				
In-depth Research Question: What is the target audience perception of the effectiveness of personal invitations and computer-mediated communication as a mean for lowering barriers to participation?				
Abstract Concept	Indicators	Variable	Questions	Source
Educators perception of recruitment tactics, i.e. personal referral and computer-mediated communication	1. Perceived effectiveness of personal invites	Variable: Opinion Specific variable: Opinion about personally inviting people as a recruitment approach Measurable entity: From <i>not effective</i> to <i>extremely effective</i> / <i>Would not convince me to participate</i> or <i>it will convince me to participate</i>	1. What is your opinion the effectiveness of personal referral as a recruitment strategy for social movements?	Questionnaire questions followed Vraga, Bode, Smithson, & Troller-Renfree (2019) research. Measurable entities for Indicators 3 and 4 where based on Radhakrishnan & Uttekar (2020)
	2. Perceived effectiveness of social media promotional content, i.e. post on social media	Variable: Opinion Specific variable: Opinion about the use of social media posts as invitation to participation Measurable entity: From <i>not effective</i> to <i>extremely effective</i> / <i>Would not convince me to will convince me to participate</i>	1. What is your opinion about the use of indirect communication on a social media (i.e. post in your feed) for social movement recruitment purposes?	
	3. Personal experience with personal invites	Variable: Attitude Specific variable: What reaction does the tactic evokes in the participant? Measurable entity: i.e. Interest, Sympathy, Negation, Distrust, etc.	1. What were your initial feelings when you were personally invited to participate in a social movement?	
	4. Personal experience with social media promotional content	Variable: Attitude Specific variable: What reaction does the tactic evokes in the participant? Measurable entity: i.e. Interest, Sympathy, Negation, Distrust, etc.	1. What were your initial feelings when you have seen invitations to participate in a social movement/ community while scrolling through your social media?	

The third operationalisation table uses indicators found in the literature review to turn the psychological factors into measurable units, see Table 3.

Table 3: *Psychological factors that triggered current members participation*

Knowledge Gap: The psychological factors that influenced current movement members to participate with the movement				
In-depth Research Question: What specific messages, hashtags and visual content draws the attention of educators working in the Netherlands?				
Abstract Concept	Indicators	Variable	Questions	Source
Psychological factors that triggered current members participation	1. Self-efficacy to help the social movement	Variable: Opinion Specific variable: Opinion about the influence of the factor Measurable entity: From <i>factor not influencing decision to join</i> to <i>factor was very influential</i>	1. Would you be able to identify the factors that triggered your participation in the social movement? 2. What is your opinion about using your capabilities to contribute for the movements goal?	Indicators derived from Ward's (2016) <i>Rethinking Social Movements Micromobilization</i>
	2. Existing social relationships with movement's members	Variable: Opinion Specific variable: Opinion about the influence of the factor Measurable entity: From <i>factor not influencing decision to join</i> to <i>factor is very influential</i>	1. Would you be able to identify the factors that triggered your participation in the social movement? 2. To what extent, did existing social relationships with movement members affected your decision to participate in the movement?	
	3. Movement manages to connect emotionally	Variable: Opinion Specific variable: Opinion about the influence of the factor Measurable entity: From <i>factor not influencing decision to join</i> to <i>factor is very influential</i>	1. Would you be able to identify the factors that triggered your participation in the social movement? 2. How has emotion played a role in your participation decision?	
	4. Being convinced by social movement's ideology	Variable: Opinion Specific variable: Opinion about the influence of the factor Measurable entity: From <i>factor not influencing decision to join</i> to <i>factor is very influential</i>	1. Would you consider the movement's aims and goals to be influential during your decision-making process to start participating in the movement? 2. To what extent, the movement values motivated you to join?	

## Technical Research Design

**Research strategy and research methods** Considering that the aim is to advise C4RE on mobilising individuals to participate in the movement, it was essential to understand what made existing C4RE's core members and tasting session participants begin their participation.

The in-depth research followed a mixed-method research approach with a sequential exploratory design, which means that a combination of qualitative and quantitative research methods was made, in this case, semi-structured interviews and a questionnaire. (Edmonds & Kennedy, 2017). The Mixed-method approach provides rich evidence of qualitative and quantitative data that can map out the case studied better and allows the researcher to engage with the participants more meaningfully leading to enriched findings (Shorten & Smith, 2017) Following that approach, it was possible to explore in-depth what and how the previously analysed in the literature review theories about social movement members apply to C4RE members. Crucial insights, such as members' opinions and beliefs, were drawn during the semi-structured interviews and later solidified and expanded by the questionnaire results.

### ***Execution of the sequential exploratory research***

#### **Interviews**

Six 30-45 minutes long semi-structured interviews were conducted with people that participated in all C4RE's co-creative sessions. Three topics were discussed during all interviews, i.e. *personal reasons for becoming an educator, finding out and motivations for participation in C4RE, and opinion on communication tactics*. As the structure of this type of data collection method suggests, only a very few pre-prepared questions were asked in all interviews. However, additional questions were raised in adapted to the specific conversation version.

All interviews were recorded with the explicit consent of the interviewees, and thematic analysis was used to analyse the data. This method is one of the more flexible ones for explorative studies and is excellent to point out themes from the discussions by using verbatim transcripts of all interviews (Nowell, Norris, White, & Moules, 2017; Mortensen, 2020). The preliminary transcripts were coded using a codebook based on literature review findings and free codes to analysis the content. The interviews contributed to establish an understanding of the subjects, namely educators who participate in C4RE's activities.

#### **Questionnaire**

To statistically test the knowledge from both the literature review and the interviews, a questionnaire was developed. Questionnaires are a cost-effective way to collect data from enormous and geographically dispersed research population and, when executed correctly, can produce effective and accurate data (Taherdoost, 2016)

#### **Sampling.**

As suggested by Saunders, Lewis, & Thornhill (2019), sampling makes the administration of research data more manageable. Thus, research results are processed more quickly and ultimately saving precious time. Following the research sequential exploratory design, a multi-stage sampling approach was conducted. "*Multi-stage sampling refers to any sampling design that occurs in two or more successive stages using either probability, non-probability, or both types of sample selection techniques*" (Saunders, Lewis, & Thornhill, 2019, p. 325).

In 2018, the accumulative number of educators in the Dutch educational system, including pre-primary, primary, lower-secondary, secondary and tertiary education, stood at 373740 teachers (Trading Economics, 2021a; Trading Economics, 2021b; Trading Economics, 2021c; Trading Economics, 2021d; Trading Economics, 2021e). As a result of this enormous sampling frame and to answer the third research question (see Figure 3 above), a purposive sampling approach was followed for the qualitative part of the research. A homogenous sampling was conducted to select participants

for the semi-structured interviews. The homogenous sampling technique is one of the purposive sampling techniques. It is helpful to identify participants with similar characteristic to the research question making it possible to explore the topic in a greater depth (Saunders, Lewis, & Thornhill, 2019).

Given the limited abilities of the researcher to contact enough participants, the sample for the subsequent quantitative research was selected with the use of the snowball sampling technique. Snowball sampling is mainly used when the potential participants cannot be easily approached. When a decision is made to use this technique, the researcher contacts only the first few participants asking them to participate and further invite more participants from their networks, hence starting the participation chain (Saunders, Lewis, & Thornhill, 2019).

### **Reliability and validity**

This section examines the reliability and validity of the conducted in-depth research. Research validity refers to the extent to which results elicited from a fractioned sample can truthfully represent the whole target audience's population (Patino & Ferreira, 2018). While reliability is achieved if one research outcomes can be replicated numerous times by other researchers using the same research measures (Saunders, Lewis, & Thornhill, 2019).

### **Reliability**

The questionnaire reliability was increased as it followed a survey design and adopted the measures discussed and tested by Vraga, Bode, Smithson, & Troller-Renfree (2019) on the topic of self-recalled visual attention of social media posts. In their research Vraga, Bode, Smithson, & Troller-Renfree (2019) examined the extent to which participants can accurately self-report what content on a social media platform caught their attention considering the selective exposure and incidental exposure research. The accuracy of this survey was tested using eye-tracking technology that reveals the actual behaviour of the participants.

### **Validity**

A test semi-structured interview was conducted with a C4RE core team member to increase the internal validity of the qualitative research method. The interview topics and questions were discussed and improved to elicit more relevant research data with the team member after the test interview. Furthermore, having a second opinion impartial to the research results altered the room for research bias. What is more, the integration of verified measures of the psychological factors that trigger an individual's decision to join a movement improved the validity of the generated data.

The external validity of this research was ensured through a few decisions. First, considering the purpose of the semi-structured interview: to explore the psychological factors that stimulated participants of C4RE to join in the movement, a decision only to interview people who already participated in the movement was made. Additionally, the external validity of the quantitative data was achieved with the use of the snowball sampling method. That is because the researcher only engaged with few participants who were later responsible for distributing the questionnaire. By doing that, the target audience was clearly defined and explained to the approached participants. The result from this research showed that participants do in fact self-report what content caught their attention almost entirely correctly, only when they were provided with close-ended recall questions compared to open-ended recall questions (Vraga, Bode, Smithson, & Troller-Renfree, 2019). Finally, the missing connection between the researcher and other participants eliminated the possibility of the researcher's bias effect.

# Chapter IV

## **Results**

### **Analysis methods**

A combination of inductive and deductive thematic analysis was used for the analysis of the interviews. Based on the literature review findings, a codebook was created (placed in Appendices). Moreover, after the interviews were transcribed, they were coded in Atlas.ti, and the results are presented in Table 4. Next, questionnaires results were analysed after numerical values were assigned to the answers. By doing so, the researcher was able to identify trends and media content preferences.

## Recruiting social movement members through personal referrals

Table 4

*Qualitative research results*

Category	Code Group	Code	Score	The percentage of people who mentioned the code
Target Group Profile	Values and Beliefs	Collaboration	24	83%
		Helpfulness	16	100%
		Work in small groups	13	83%
		Seek/Give Feedback	7	50%
		Education as a pillar	7	67%
		Personal Motives	6	83%
		Sustainability	6	50%
		Attached to own work	3	50%
		Mindshift	10	50%
		Make a change	41	100%
	Goals	Regenerative thinking	21	83%
		Educational system's development	16	100%
		Real Challenges	15	83%
		Bottom-up Approach	10	67%
		Create	9	67%
		Local Initiatives	3	50%
		Innovations	4	67%
		Create Awareness	2	33%
	Setbacks	Top-down approach	7	33%
		People refusal to change	6	50%
Psychological factors triggering current members' Participation	Macro-environmental factors	Money	17	83%
		Covid-19	3	50%
	Specific participation triggers	Connecting with like minded people	34	100%
		Learn from others	15	100%
		Emotions as a trigger for participation	11	83%
		Self-efficacy	10	67%
		C4RE's values and goals as a trigger for participation	9	67%
		Existing Social ties with members	8	50%
		Nice Athmosphere	2	33%
	Factors retaining the participation	Time availability	8	67%
		Physical meetings	5	67%
	Factors preventing participation	Common language	2	33%
		Personal referrals	17	83%
Recruitment strategies for educators	Factors influencing participation participation	Events	13	83%
		Using social media to lower participation barrier	6	67%
		Using social media to motivate participation	5	67%
		Intellectual curiosity as a trigger	3	50%
		Intellectual curiosity as a trigger	3	50%
		Call-to-action	2	33%
		Using digital Media to motivate participation	2	17%
	What/things that they are unwilling to do	Manifest work	7	67%
		Unwilling to respond to social media	4	17%
		Wnwillling to call-to-action	2	17%
	Suggestions for creating awareness	Through Personal Referrals	17	83%
		Creating visuals	4	50%
		Share videos	2	33%
		Using quotations	2	33%
		Creating flyers/ brochures	1	17%
	Suggestions for growth strategies	Growing consciously rather than quickly	5	50%

### Profile of Tasting sessions participants

The target group's profile was studied through semi-structured interviews, and the gathered information led to the creation of three sub-groups, namely *Beliefs*, *Goals* and *Setbacks*. Based on the codes from Table 4, tasting sessions participants can be described as people who value *helpfulness*

and *collaboration* and aim to *make a change* in the educational system. In fact, all participants talked about their desire to help others and how that inspired them to become educators.

*"I'm very much involved in regenerative education, let's call it that way. And helping teachers and managers and even students to change their, what I call a human operating system."*

Another finding is that group representatives believe in collaboration as an effective strategy to solve complex challenges. Moreover, that value closely aligns with their most prevalent goal of making a change. As displayed in Table 4, *collaboration* and *make a change* are two of the most repetitive topics discussed during the interviews.

*"I'm interested in activating pulling potential of all of those stakeholders to create something that is of a, I'd say, a more complex and refined response to the challenges that we're meeting."*

In addition, a congruent goal to improve the educational system has been highlighted by all interviewees, who believe that using their knowledge and experience in the field could help them achieve that goal. This common goal and determination of the target group is closely aligned with literature review findings showing that in general, people are more likely to participate in a social movement if "they believe in their capabilities to contribute to the movement's goal" (Ward, 2016).

*"And I'm passionate about what the possibilities of the future and I think I can impact with passion for people to stand with confidence in their own lives, and stand for something different and become changemakers themselves... I'm realising that in a very small degree, but I would like to offer it to the mainstream education system to move away from primarily knowledge..."*

The interviewees also see the potential in collaborating with external parties, i.e. companies, to grow C4RE's learning community.

*"It would be very challenging and interesting to see and find ways to connect with companies or people who also want to learn and we have something to offer. We have a learning community to offer to them."*

Only two codes have been included in the third subgroup, *Setbacks*. Those codes relate to the target group concerns with people's refusal to change and the bureaucratic educational top-down approach. "*People's refusal to change*" has been discussed in 50% of all interviews, while "*Top-down approach*" during 33% of the interviews.

*"My expertise is the bottom-up approach and one person at a time. However, you also have to have maybe a government that provides the setting. Because I can do the bottom-up as students first, whatever, but if the financial structure of how to run a school doesn't change, we just we're still gonna get nowhere, except for the persons that are doing their thing."*

**Triggers that motivated people to participate in C4RE's tasting sessions.**

All interviewee's identified the opportunity to connect with like-minded people to be a reason for their participation in C4RE's sessions, as seen in Table 4. The other code associated with triggers for participation covered by all participants was *Learning from others*.

*"I think partially, it's about connecting with others that are trying to do the same thing because you can sometimes feel a little bit lonely. And partially learning from others and with others, about how to improve my own practice. I think those are the three big ones."*

Furthermore, 67% of all interviewees mentioned C4RE's values and goals as triggers for their participation in the sessions with one interviewee stating that:

*"So, um, (looking at C4RE's social media post) the word vertical literacy caught my attention. And I saw catalysing educational system change, of course, my interest. Yeah. And I also like the, the idea of small learning communities actually."*

**Effective recruitment strategies**

***Personal Referral***

During the interviews, C4RE's tasting sessions, participants were asked about their opinion on recruitment strategies for attracting target group representatives. As seen in the Table 8 above, "personal referral" was the most reoccurring code, discussed by 83% of the interviewees who consider it the most effective recruitment strategy.

*"Well, I think this sort of initiative is best to spread person to person through personal recommendations."*

*"I think personal referral system is always the stronger and more direct."*

These findings are congruent with the insights from the literature review, which pointed out that personally inviting others interested in the topic can effectively lower the participation barrier (Effective Activists, 2020). Furthermore, questionnaire participants also recognised personal referral as a more effective tactic than recruitment through social media posts. With 80% of the respondents selecting the personal referral and only 20% choosing the social media posts, see Figure 5 below.

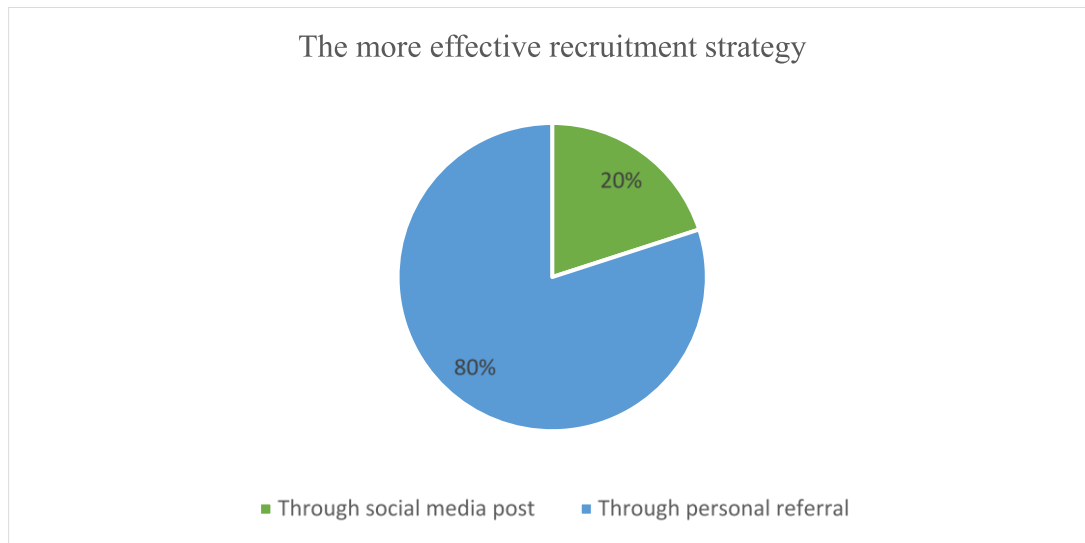


Figure 5 *Effective recruitment strategies*

However, only 20% of the participants that selected personal referral as the more effective strategy find the digital communication in the form of an e-mail sent by a person from their network as a not convincing recruitment strategy, as presented in Table 5 below.

To what extent do you agree with the following statement: Similar digital communication with a person from my network can convince me to find more about a social community?	People that consider the more effective strategy to be:	
	Social media posts	Personal referral
Completely agree	0%	20%
Moderately agree	60%	60%
Neither agree nor disagree	0%	0%
Slightly disagree	40%	20%
Completely disagree	0%	0%

Table 5 *Likelihood of people that selected personal referral to be convinced by direct digital communication with a person from their network*

Meanwhile, another reappearing code is “existing social ties with members”, see Table 4. This result is also congruent with the literature finding showing that one is more likely to join the movement when one has a personal connection with movement members (Ward, 2016, p. 3). Building on that, 50% of the interviewees commented that they started participating in C4RE activities after receiving a personal invite from an acquaintance.

*“Oh, I heard about them (C4RE), through a colleague of mine Aldo, and I know Paul (another movement member)... and I am in for that stuff, so yeah!”*

An important consideration when using “personal referral” as a recruitment strategy is to deliberately approach people who share the same values as C4RE.

*“As a platform, perhaps having our own LinkedIn group where we have maybe people who can also then invite other people that might be interested but not to make it too exclusive, but also not too open.”*

That closely links to another finding from the results unravelling that (check 50%) of all interviewees consider it essential to growing the movement consciously rather than quickly, with one participant mentioning that:

*“I will be happy to see organic growth, and it’s spread through word-of-mouth and for there to be better quality engagement at the expense of having 300 people.”*

### **Events**

As found during the literature review, events provide viable opportunities for social movement builders to connect with the target audience and convince people to engage in the movement (Martin, 2015). This closely relates to the findings from the field research. More than 80% of the interviewees shared a positive opinion about using events as a recruitment strategy, see Table 4.

*“I am a big fan of recruitment people through events, such as those training courses, or like a day workshop something like that.”*

The situation analysis showed that due to the novel coronavirus restrictions, most physical gatherings are suspended, which resulted in the flourishing of movement’s online events (Fominaya, 2020). Current members have positively welcomed the integration of C4RE’s online events. However, as discussed by one member, a balance between online and physical events should be established.

*“I think online is perfect because it is making it easy to start today, no travelling, no cost. But if we really want to go a step further, we have to make physical meetings. I think that’s powerful. And (we) can find a mix between online and offline.”*

### **Effective stimuli that capture attention**

The literature review indicated that relevant messages, hashtags and images are content types that can be used to get the attention of a target group. Questionnaire results showed that 56% of participants chose the post consisting of an image with only essential text without hashtags to have the highest possibility to attract their attention, see Figure 6. A notable finding is that none of the 25 participants selected the only post with no image.

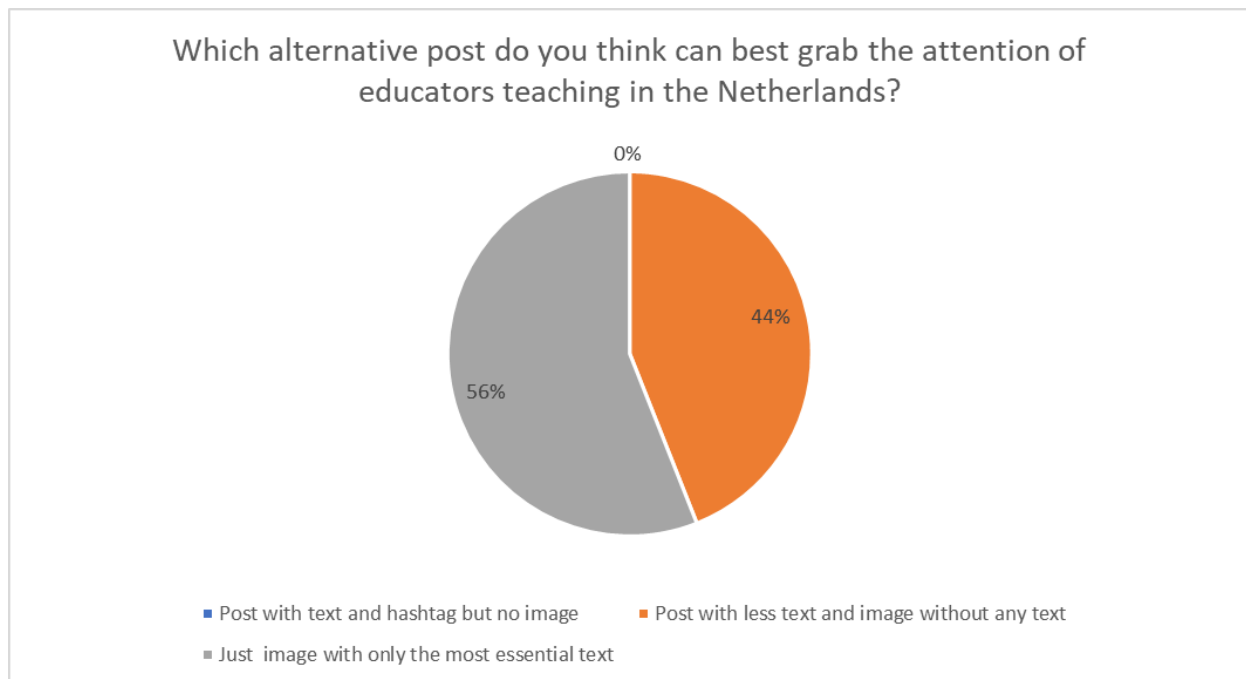


Figure 6 *Questionnaire results indicating what specific content grabs their attention*

As illustrated in Table 6, T-test was conducted to test the probability of people being convinced to explore more about a movement after being personally referred to it based on their post content type selection. The results revealed a significant difference ( $p < 0.005$ ) between the group of people who selected the post with less text and image without any text ( $M = 2.86$ ) and the group that chose the post of just an image with only the essential text ( $M = 3.37$ ). These results indicate that the first group is significantly more likely to be find more about a social movement.

Table 6 *Mean difference between participants attraction to social media posts and probability to be convinced through a personal referral*

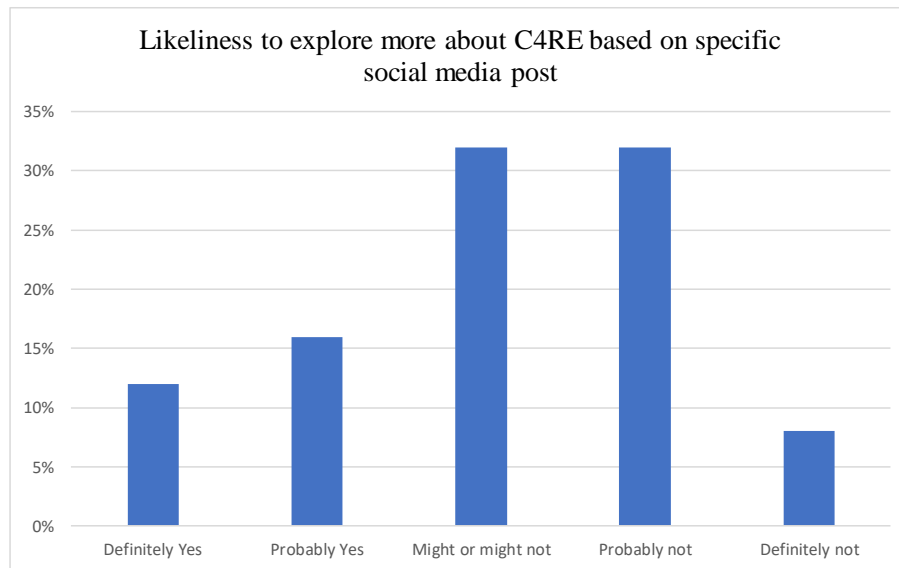
Variable:	Participants that selected the post with:	
	Less text and image without any text	Just an image with only the most essential text
Probability to be convinced to explore more about a movement through a personal referral	2.86 <sup>a</sup>	3.37 <sup>b</sup>

a/b supersript indicates a mean difference  $p < 0.05$

Questionnaire participants were asked to indicate whether they would or would not be convinced to explore more about C4RE after seeing a specific social media post (placed in Apendices) Figure 7 displays that 32% of all participants would probably not be attracted enough to explore C4RE.

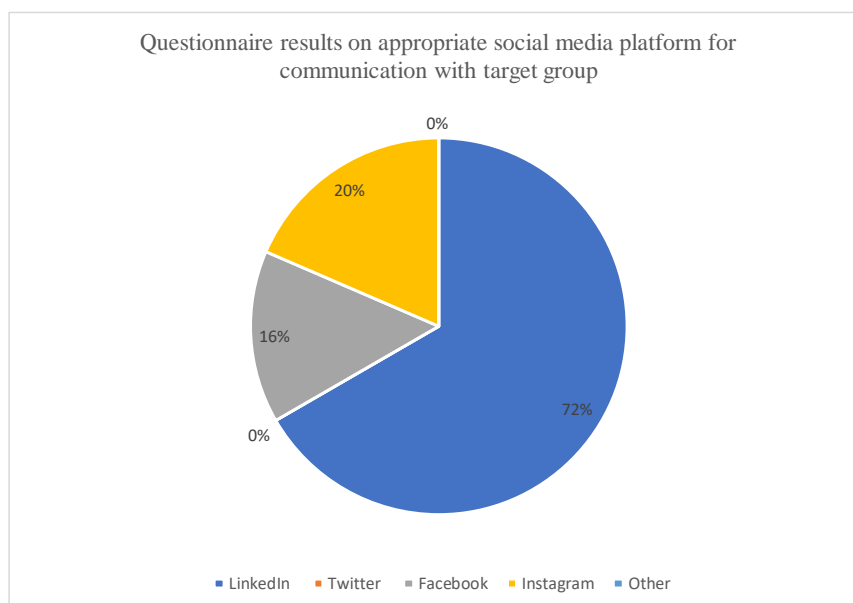
## Recruiting social movement members through personal referrals

Figure 7 Likeliness to explore more about the movement after seeing a specific C4RE's social media post



Additionally, most questionnaire participants (72%), similarly to interviewees, indicated that LinkedIn is the most appropriate social media platform for interaction with people working in Dutch educational organisations (see Figure 8).

Figure 8 Favoured Social Media Platform



# Chapter V

## **Conclusion and Discussion**

### **Introduction**

The previously outlined sub and research questions were answered by concluding the desk and the field research findings. After the Conclusion, Limitations of the research and Suggestions for improvement are discussed before outlining the final Implications for recommendations.

### **Conclusions**

#### **What are the prevailing characteristics of C4RE's tasting sessions participants?**

After analysing the results, it became apparent that the prevailing characteristics of C4RE's tasting session participants are deep-seated curiosity for regenerative education, tendency to show sense of helpfulness and believe that change can be achieved through collaboration with multiple parties.

Another predominant characteristic of the TG is that they prefer to work in small groups and want to be part of a movement that evolves more consciously rather than rapidly with all sorts of people. Those findings suggest that the tasting session participants are liked-minded people who are well aware of their values, which are also closely aligned with the movement's values. Also, they are active people searching for others who share the same desire for change.

#### **What are the triggers that motivated people to participate in C4RE's tasting sessions?**

The Interviews highlighted four specific factors for people's decision to participate during the sessions. Those are namely being invited to participate by a person from their own network, their identification with the movements' values, the opportunity to collaborate with like-minded people and to learn from others. Based on Viterna's (2013) statement that participants are much more likely to join if the movement values reinforce their participation identity, it is safe to conclude that tasting session participant will establish a strong relationship with the movement.

When developing the final advice, these three factors should be considered as the sessions participants are target group representatives and the factors that influenced their participation decision should also influence other potential members.

#### **What communication content grabs the attention of people working in Dutch educational organisations, and through what communication channel?**

All three research methods, pointed at personal communication between current members and potential members as the most meaningful communication channel. However, when discussing digital communication channels, LinkedIn was the unanimous choice by interviewees, with the majority of questionnaire respondents also selecting that platform. Interview participants recognised physical events settings as appropriate places to spread C4RE message.

Additionally, as reviewed in the literature review, a specific digital content type, i.e. hashtags, visuals and text, can result in greater attention directed towards a social movement. Questionnaire results indicated that hashtags have an almost negligible effect on the target group. However, both visuals and text-based were factors endorsed to be determining media posts' effectiveness by questionnaire respondents.

### **What are the most effective stimuli to trigger potential members participation in C4RE?**

After the knowledge of the general recruitment strategies for social movements was established in the literature review, the qualitative and quantitative research studied what strategies are relevant for the project's target group. First, most of the interviewee's recognised personal referral as the most effective recruitment method when finding movement members for C4RE. Additionally, current participants recognised that a better approach is to recruit fewer but aligned with C4RE's goals people than to recruit dozens of uninterested people. Then, the questionnaire results solidified the line of thought suggesting that personal referral is the most effective strategy. However, as seen in the results section few of the participants that preferred the personal referral strategy, later were not willing to respond to the personal referral in the form of digital invitation. Thus, it could be generalised that in face-to-face communication is more effective.

## **Overall Conclusions**

### **What are key factors for drawing the attention of people working in Dutch educational organisations towards C4RE?**

The research described a few factors that influence communication that grabs the attention of people working in Dutch educational organisations. First, the communication strategy will draw attention if the appropriate communication channels and content type are used. A key factor for attracting this target group's attention through digital media communication is to use posts with less text and clear messages and visuals, as these help people identify with the message. Accordingly, the digital communication channel preferred by the target group is the social media platform LinkedIn. However, questionnaire results did not manage to justify the effectiveness of digital communication statistically.

Moreover, in-depth research showed that current movement members are like-minded people who prefer growing the community more consciously and with the right people instead of growing it rapidly with people who might not fit with the current group.

### **What are key factors to motivate people working in Dutch educational organisations to participate in C4RE's activities?**

During the whole research, including literature review, interviews and questionnaire, the personal referral was the key factor around which other factors evolved when discussing recruitment strategies. It was evident that interviewees recognised the personal aspect as vital when building C4RE's social movement/community. Before the interviews, in the literature analysis, creating "cheap, easy-to-replicate" tactics were recognised as effective strategies that movements adopt. Key factors of these strategies include direct digital, and face-to-face communication with potential members as such communication helps to lower the participation barrier for potential members. Furthermore, individuals from the target group tend to get interested in relevant topics to their values if organisations provide them with concise messages. Additionally, communicating concise value-driven messages was a factor also identified during the literature review.

### **Discussion**

#### ***Limitations of the research***

Multiple limitations should be acknowledged to understand the exact scope of this research findings. First, the researcher's inability to speak and read in Dutch limited his access to needed existing knowledge about the target group. Such knowledge would have made the in-depth research more meaningful. Second, the lack of financial support for this research and the researcher's inability to wilfully reach target group representatives heavily damaged the reliability of the quantitative research. Therefore, just 47 respondents filled in the questionnaire and only 25 responses were considered valid after filtering the data. Thus, quantitative findings were only used to point out trends rather than statistically justify research insights. Finally, due to the concurrent to the research physical distancing implied because of Covid-19, all semi-structured interviews were conducted online, using Microsoft Teams and Zoom. This approach negatively influenced the interviewer's ability to get a real sense of the interviewee's body language. As a result, topics and thoughts might have been left unspoken.

#### **Improvements and Suggestions**

If this research is to be replicated, a critical improvement will be to consider this specific target group workload in May and June, the end of the academic year. Many potential research participants explained their inability to allocate time to fill in the questionnaire. In addition, a larger quantitative sample will be required to ensure the generalisability of the findings. Finally, gaining access to similar social movements reports could considerably improve a researchers knowledge about specific tactics that movements have integrated and thus test these with this particular target group.

### **Implications for the recommendation**

This research results serve as the foundations of the advice report that aims to create awareness about and motivate people working in Dutch educational organisations to participate in C4RE's activities. Firstly, the target group's low interest shown towards digital communication means that the advice should cautiously refer to this type of communication and only with explicit purposes, such as spreading organisational messages to create awareness about C4RE. Tasting session participants as representatives of the target group expressed their openness towards direct communication, so this approach with other potential members should be reinforced even further. However, the participants tend to enjoy working in small groups with like-minded people, and the introduction of people with different values and goals could possibly harm the current group dynamics.

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## Appendices

### 1. Survey Questionnaire – Field Research

Thank you for your interest in taking part in this research about Social movement/community's digital communication. This questionnaire is part of a bachelor thesis developed by a student of the International Communication Management program at The Hague University of Applied Sciences. The aim of this survey is to explore educators preference of specific digital media content. The questionnaire consists of 13 questions and should not take longer than 10 minutes.

Statement of Consent: I agree to give consent for my anonymous data to be used for academic purposes only.

☐ Yes, I Consent!

☐ No, I do not Consent



What is your age?

☐ 15 - 30 years old

☐ 30 - 45 years old

☐ 45+

☐ Prefer not to answer

What is your country of residence?

## Recruiting social movement members through personal referrals

What gender do you identify with?

☐ Male

☐ Female

☐ Non-binary / third gender

☐ Other

☐ Prefer not to say


Please select the option that describes you the best.

☐ I am an educator.

☐ I am working something outside of education.

☐ I am working as a consultant.

☐ I am currently seeking for job opportunities.

**Regenerating Education**  
now • 🌐

Regenerative design, deep ecology, vertical literacy, conscious business and leadership are all exciting new nature friendly, systemic approaches, being brought into practice in numerous settings all around the globe. How might they also be relevant to higher education?

C4RE is a new up-and-coming social community that seeks to provide educators from all levels of the Dutch educational system with a platform where they can support each other exchange knowledge about new innovative educational methods. Are you interested? Find out more [here](#)


#education #regeneratingeducation #C4REsessions #educationalsystem

### C4RE - connecting for (re)generative education




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#education #regeneratingeducation #C4REsessions #educationalsystem



Like Comment Share Send

 Add a comment...  



## Recruiting social movement members through personal referrals

After seeing the post, would you recall which of the listed components caught your attention the most?

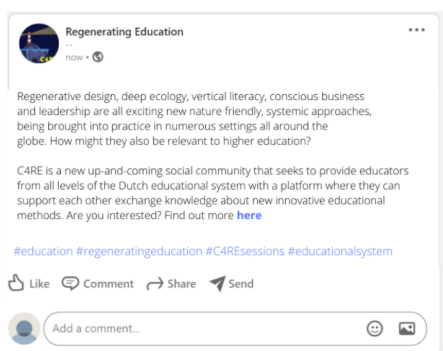
- ☐ The text
- ☐ The Image
- ☐ The hashtags

If you were to see that post on your feed, would you be attracted enough to explore more about the organisation behind it?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Might or might not
- ☐ Probably not
- ☐ Definitely not

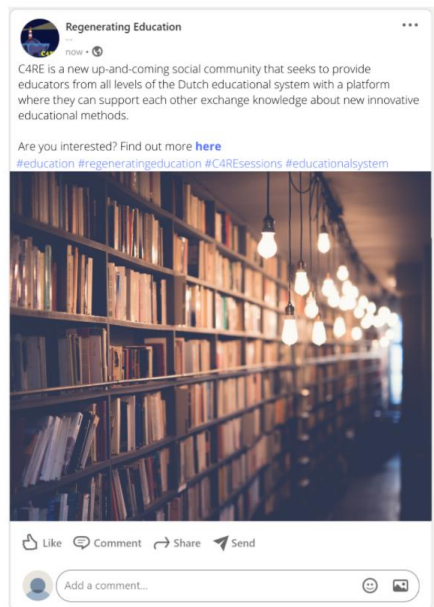
In the following section you will see three alternatives to the previous LinkedIn post. Please look at them separately and answer the subsequent questions.

Alternative #1: Post with text and hashtags but no image

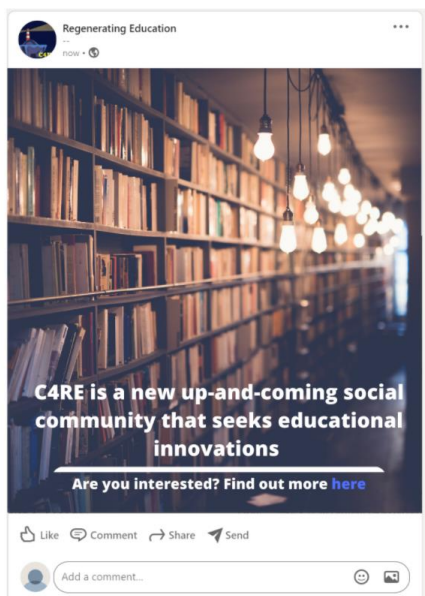


## Recruiting social movement members through personal referrals

Alternative #2: Post with less text and image without any text



Alternative #3: Just an image with only the most essential text



## Recruiting social movement members through personal referrals

Which alternative post do you think can best grab the attention of educators teaching in the Netherlands?

- ☐ Alternative #1: Post with text and hashtags but no image
- ☐ Alternative #2: Post with less text and image without any text
- ☐ Alternative #3: Just an image with only the most essential text



Which post is, in your opinion, least likely to catch the attention of educators teaching in the Netherlands?

- ☐ Alternative #1: Post with text and hashtags but no image
- ☐ Alternative #2: Post with less text and image without any text
- ☐ Alternative #3: Just an image with only the most essential text



Considering yours and your colleagues usage of social media, on which social media platform do you think such post can grab fellow educators attention most effectively?

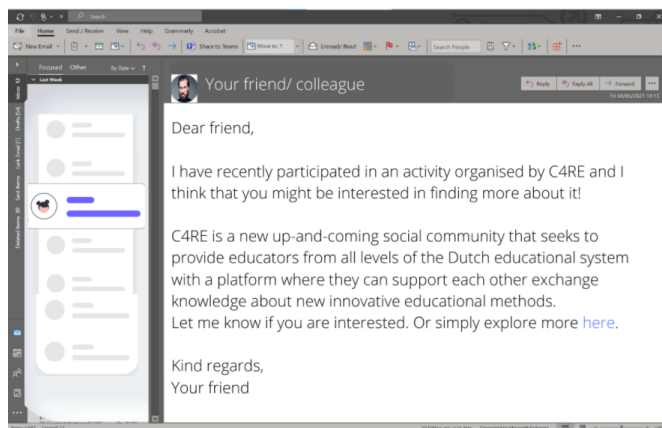
- ☐ LinkedIn
- ☐ Twitter
- ☐ Facebook
- ☐ Instagram
- ☐ Other



## Recruiting social movement members through personal referrals

Please look at the image below and answer the subsequent question.

Email by a person from your personal network









To what extent do you agree with the following statement:  
Similar digital communication with a person from my network  
can convince me to find more about a social community?

- ☐ Completely agree.
- ☐ Moderately agree
- ☐ Neither agree nor disagree
- ☐ Slightly disagree
- ☐ Completely disagree



## 2. Interview's Transcripts

- |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                       |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |  |  |
| audio_Sharon_otter.a<br>i (1).docx                                                  | Interview with<br>Aldo-Meeting Record                                               | Interview with Dave<br>Pendle_otter.ai.docx                                         | Interview with<br>Marc_otter.ai.docx                                                | Interview with<br>Paul_otter.ai.docx                                                  | Test-Interview with<br>Bas.docx                                                       |

### 3. Codebook

Codebook1	
Emotions as a trigger for participation	Literature review
Self-efficacy	Literature review
C4RE's values and goals as a trigger for participation	Literature review
Existing Social ties with members	Literature review
Nice Atmosphere	Literature review
Time availability	Literature review
Physical meetings	Literature review
Common language	Literature review
Personal referrals	Literature review
Events	Literature review
Using social media to lower participation barrier	Literature review
Using social media to motivate participation	Literature review
Intellectual curiosity as a trigger	Literature review
Intellectual curiosity as a trigger	Literature review
Call-to-action	Literature review
Using digital Media to motivate participation	Literature review
Manifest work	Literature review
Through Personal Referrals	Literature review

### 4. Project Proposal



Project Proposal  
C4RE\_Final\_Vladimir\_

### 5. Atlas.ti Report



Atlas)Report.doc

### 6. Figures

Figure 1

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### *Research Objectives*

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*The following research objective was outlined*

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The objective of this research was to provide the foundations for the development of a communication strategy that will build awareness among people working in Dutch educational organisations and living in the Netherlands about C4RE and motivate them to join by:

- Analysing ways for getting in contact and for communication with people working in Dutch educational organisations;
  - Understanding the triggers that motivated people to join the first three Tasting sessions;
  - Analysing the prevailing characteristics of people that participated in C4RE's co-creative sessions;
  - Analysing effective stimuli that trigger people working in Dutch educational organisations to engage with a social movement/community
- 

Figure 2

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### *Research Questions and Search Questions*

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#### *Research Questions*

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What are key factors for drawing the attention of people working in Dutch educational organisations towards C4RE?

What are key factors to motivate people working in Dutch educational organisations to participate in C4RE's activities?

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#### *Search Questions*

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What are the prevailing characteristics of C4RE's tasting sessions participants?

What are the triggers that motivated people to participate in C4RE's tasting sessions?

What communication content grabs the attention of people working in Dutch educational organisations, and through what communication channel?

What are the most effective stimuli to trigger potential members participation in C4RE?

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- 
1. What media posts elements (text, hashtags, visual) do people working in educational organisations in the Netherlands find to draw their attention?
  2. What are potential communication-based ways to minimise or remove barriers to participation according to educators working in the Netherlands?
  3. What are the psychological factors that influenced current movement members to participate in the movement?
- 

Figure 3 *Research Questions*

### In-depth research objectives

1. To indicate media post elements that attract the attention of educators living in the Netherlands
2. To uncover educators' thoughts working in the Netherlands regarding the potential effectiveness of personal invitations and computer-mediated communication as a means for lowering barriers to participation.
3. To identify the predominant psychological factors that triggered current C4RE members to participate in the tastin sessions.

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Figure 4 *Research Objectives*

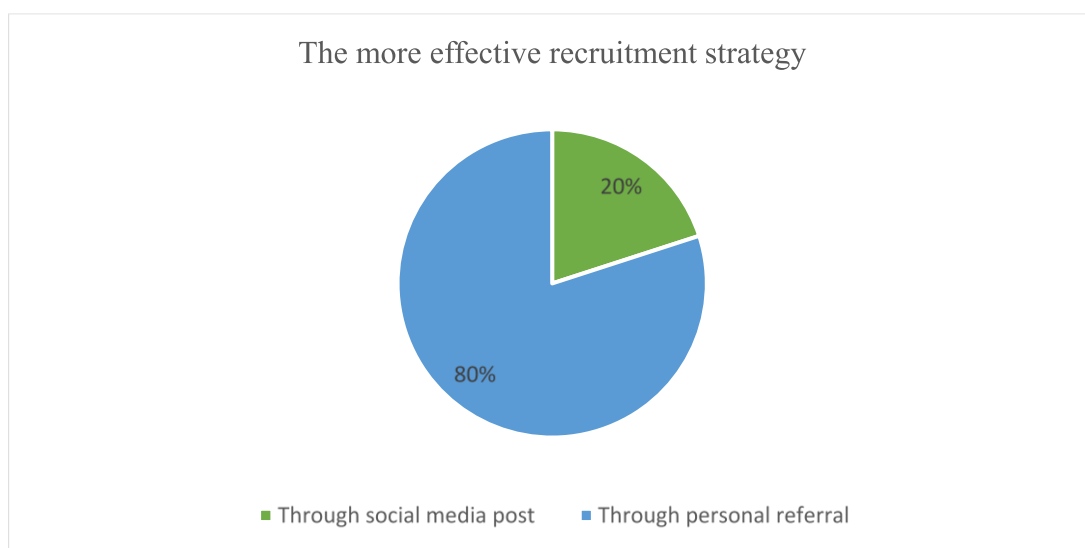
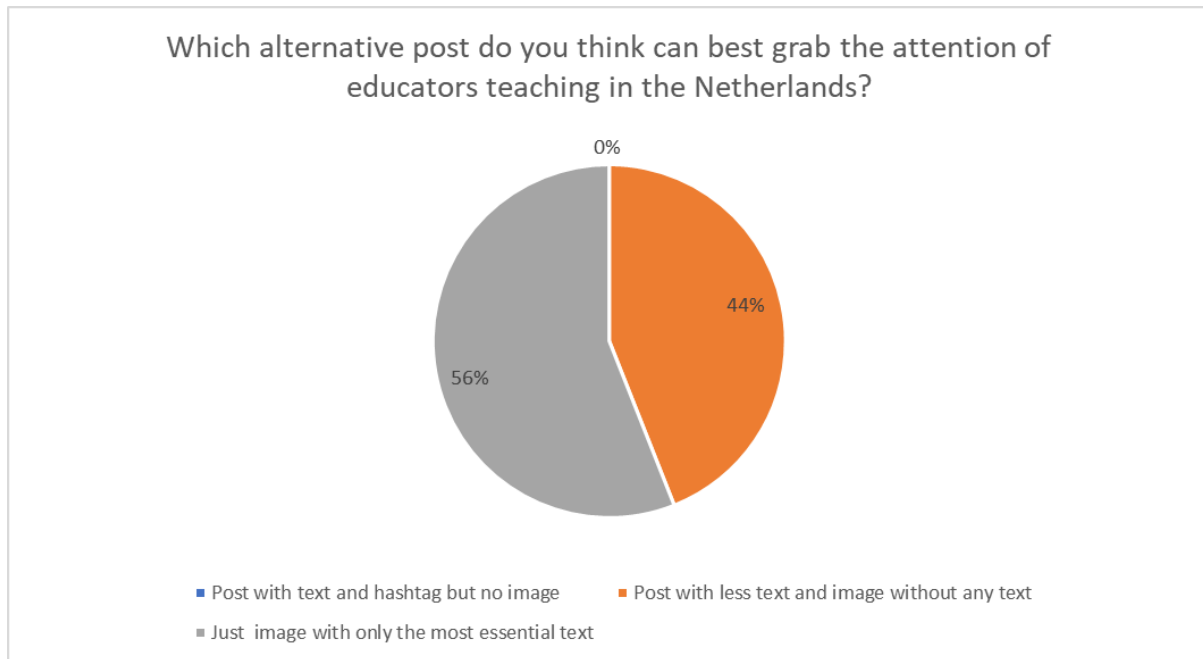


Figure 5 *Effective recruitment strategies*



## 7. Tables

Table 1 *Determining social media content that draws attention*

Knowledge Gap: Social media messages, hashtags, and visual content that catches educators working in the Netherlands' attention					
In-depth Research Question: What digital message's elements (text, hashtags, visual) do educators working in the Netherlands find to draws their attention?					
Abstract Concept	Indicators	Variable		Questions	Source
Determining social media content that draws attention	1. Educators attraction towards social media captions	Variable: Attitude Specific variable: Weather or not the content manages to attract the educators attention Measurable entity: From <i>not at all</i> to <i>grabs my attention every time</i>		1. After seeing the post, would you recall which of the listed components (i.e. text message, image, hashtags) caught your attention the most?	Vraga, Bode, Smithson, & Troller-Renfree (2019)
	2. Educators attraction towards specific hashtags on social media	Variable: Attitude Specific variable: Weather or not hashtags attract the educators attention Measurable entity: From <i>not at all</i> to <i>grabs my attention every time</i>		2. If you were to see that post on your feed, would you be attracted enough to explore more about the organisation behind it?	
	3. Educators attraction towards images on social media	Variable: Attitude Specific variable: Weather or not the content attracts the educators attention Measurable entity: From <i>not at all</i> to <i>grabs my attention every time</i>		3. Do you think that Post Alternative #2 Big Image can grab your attention?	

# Recruiting social movement members through personal referrals

Table 2 Educators perception of recruitment tactics, i.e. personal invites and computer-mediated communication

Knowledge Gap: Target Audience's perception of the effectiveness of personal invitations and computer-mediated communication as a mean for lowering barriers to participation				
In-depth Research Question: What is the target audience perception of the effectiveness of personal invitations and computer-mediated communication as a mean for lowering barriers to participation?				
Abstract Concept	Indicators	Variable	Questions	Source
Educators perception of recruitment tactics, i.e. personal referral and computer-mediated communication	1. Perceived effectiveness of personal invites	Variable: Opinion Specific variable: Opinion about personally inviting people as a recruitment approach Measurable entity: From <i>not effective</i> to <i>extremely effective</i> / <i>Would not convince me to participate</i> or <i>it will convince me to participate</i>	1. What is your opinion the effectiveness of personal referral as a recruitment strategy for social movements?	Questionnaire questions followed Vraga, Bode, Smithson, & Troller-Renfree (2019) research. Measurable entities for Indicators 3 and 4 where based on Radhakrishnan & Uttekar (2020)
	2. Perceived effectiveness of social media promotional content, i.e. post on social media	Variable: Opinion Specific variable: Opinion about the use of social media posts as invitation to participation Measurable entity: From <i>not effective</i> to <i>extremely effective</i> / <i>Would not convince me to will convince me to participate</i>	1. What is your opinion about the use of indirect communication on a social media (i.e. post in your feed) for social movement recruitment purposes?	
	3. Personal experience with personal invites	Variable: Attitude Specific variable: What reaction does the tactic evokes in the participant? Measurable entity: i.e. Interest, Sympathy, Negation, Distrust, etc.	1. What were your initial feelings when you were personally invited to participate in a social movement?	
	4. Personal experience with social media promotional content	Variable: Attitude Specific variable: What reaction does the tactic evokes in the participant? Measurable entity: i.e. Interest, Sympathy, Negation, Distrust, etc.	1. What were your initial feelings when you have seen invitations to participate in a social movement/ community while scrolling through your social media?	

Table 3: Psychological factors that triggered current members participation

Knowledge Gap: The psychological factors that influenced current movement members to participate with the movement				
In-depth Research Question: What specific messages, hashtags and visual content draws the attention of educators working in the Netherlands?				
Abstract Concept	Indicators	Variable	Questions	Source
Psychological factors that triggered current members participation	1. Self-efficacy to help the social movement	Variable: Opinion Specific variable: Opinion about the influence of the factor Measurable entity: From <i>factor not influencing decision to join</i> to <i>factor was very influential</i>	1. Would you be able to identify the factors that triggered your participation in the social movement? 2. What is your opinion about using your capabilities to contribute for the movements goal?	Indicators derived from Ward's (2016) <i>Rethinking Social Movements Micromobilization</i>
	2. Existing social relationships with movement's members	Variable: Opinion Specific variable: Opinion about the influence of the factor Measurable entity: From <i>factor not influencing decision to join</i> to <i>factor is very influential</i>	1. Would you be able to identify the factors that triggered your participation in the social movement? 2. To what extent, did existing social relationships with movement members affected your decision to participate in the movement?	
	3. Movement manages to connect emotionally	Variable: Opinion Specific variable: Opinion about the influence of the factor Measurable entity: From <i>factor not influencing decision to join</i> to <i>factor is very influential</i>	1. Would you be able to identify the factors that triggered your participation in the social movement? 2. How has emotion played a role in your participation decision?	
	4. Being convinced by social movement's ideology	Variable: Opinion Specific variable: Opinion about the influence of the factor Measurable entity: From <i>factor not influencing decision to join</i> to <i>factor is very influential</i>	1. Would you consider the movement's aims and goals to be influential during your decision-making process to start participating in the movement? 2. To what extent, the movement values motivated you to join?	

## Recruiting social movement members through personal referrals

Table 4

*Qualitative research results*

Category	Code Group	Code	Score	The percentage of people who mentioned the code
Target Group Profile	Values and Beliefs	Collaboration	24	83%
		Helpfulness	16	100%
		Work in small groups	13	83%
		Seek/Give Feedback	7	50%
		Education as a pillar	7	67%
		Personal Motives	6	83%
		Sustainability	6	50%
		Attached to own work	3	50%
		Mindshift	10	50%
		Goals		
	Goals	Make a change	41	100%
		Regenerative thinking	21	83%
		Educational system's development	16	100%
		Real Challenges	15	83%
		Bottom-up Approach	10	67%
		Create	9	67%
		Local Initiatives	3	50%
		Innovations	4	67%
		Create Awareness	2	33%
	Setbacks	Top-down approach	7	33%
		People refusal to change	6	50%
Psychological factors triggering current members' Participation	Macro-environmental factors	Money	17	83%
		Covid-19	3	50%
	Specific participation triggers	Connecting with like minded people	34	100%
		Learn from others	15	100%
		Emotions as a trigger for participation	11	83%
		Self-efficacy	10	67%
		C4RE's values and goals as a trigger for participation	9	67%
		Existing Social ties with members	8	50%
		Nice Atmosphere	2	33%
	Factors retaining the participation	Time availability	8	67%
		Physical meetings	5	67%
	Factors preventing participation	Common language	2	33%
		Personal referrals	17	83%
Recruitment strategies for educators	Factors influencing participation	Events	13	83%
		Using social media to lower participation barrier	6	67%
		Using social media to motivate participation	5	67%
		Intellectual curiosity as a trigger	3	50%
		Intellectual curiosity as a trigger	3	50%
		Call-to-action	2	33%
		Using digital Media to motivate participation	2	17%
	What/things that they are unwilling to do	Manifest work	7	67%
		Unwilling to respond to social media	4	17%
		Wnwillig to call-to-action	2	17%
	Suggestions for creating awareness	Through Personal Referrals	17	83%
		Creating visuals	4	50%
		Share videos	2	33%
		Using quotations	2	33%
		Creating flyers/ brochures	1	17%
	Suggestions for growth strategies	Growing consciously rather than quickly	5	50%

To what extent do you agree with the following statement: Similar digital communication with a person from my network can convince me to find more about a social community?	People that consider the more effective strategy to be:	
	Social media posts	Personal referral
Completely agree	0%	20%
Moderately agree	60%	60%
Neither agree nor disagree	0%	0%
Slightly disagree	40%	20%
Completely disagree	0%	0%

Table 6 Mean difference between participants attraction to social media posts and probability to be convinced through a personal referral

Variable:	Participants that selected the post with:	
	Less text and image without any text	Just an image with only the most essential text
Probability to be convinced to explore more about a movement through a personal referral	2.86 <sup>a</sup>	3.37 <sup>b</sup>

a/b superscript indicates a mean difference  $p < 0.05$

## 8. Signed approval of Client



Vladimir's\_Template  
appendix - Research I