
CSDS, HANOI: HOW DO THIRD PARTIES AFFECT THE MOTIVATION AND ENGAGEMENT OF THE INTERNATIONAL VOLUNTEERS IN THEIR DAY-TO-DAY WORK?

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International Volunteering: How the recruitment process influence the motivation of the volunteers

Master Thesis – Culture, Communication & Globalization with Organizational Leadership

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Abstract

This study is based on the Vietnamese non-profit organization called *Centre For Sustainable Development Studies* (CSDS) and how expectations put forward by third parties affect the level of engagement and motivation among International volunteers in their day-to-day work.

The study is based on what happens, when smaller non-profit organizations outsource their recruitment process to third parties due to limited resources and why it is important to have motivated volunteers in order to reach the goals behind the projects before the time period given from the funding organizations runs out.

Financial foundations (funds) are increasingly making more demands in order to keep track of their funding and making sure that every single dollar is spend on something useful in order to achieve the goal behind the project-based financing. This is putting more pressure on non-profit organizations to fulfil the requirements of the foundations while at the same time making sure that there is a money-flow in the organization.

It is becoming increasingly more difficult for smaller non-profit organizations to keep up with these requirements while making sure that there is a flow in International volunteer intake. Due to limited resources organizations as CSDS decided to use third parties to help attract and recruit International volunteers to come to Hanoi in order to either work at a CSDS organized project or a project collaborating with the organization.

CSDS does only compose project descriptions regarding their own organized projects and has nothing to do with project descriptions formulated by local projects. However project officers do also welcome the volunteers for local projects during their introduction day. The problem is, that they do not follow up on if the local projects in order to check upon if they are working according to the project descriptions or if they actually give any useful assignments to the volunteers. CSDS will never know unless the International volunteers complain to CSDS staff.

The motivation of the International volunteers might vary, but all of them do have expectations about volunteering in Hanoi. These expectations are based on the information put forward by third parties and the reason for this study is to investigate how these expectations affect the engagement and motivation working day-to-day in the assigned projects.

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The Self-Determination theory is chosen to investigate how the engagement and motivation among four former International volunteers were affected by the expectations put forward by third parties and themes as pre-understandings, emotionality and intensities are used in order to analyse the feelings behind their expectations and the reality of how their day-to-day work in their projects was. The feelings behind the information conducted through interviews are qualitative in order to do an in-depth analysis of how the expectations are affected by the reality of working in their desired projects.

Since CSDS is depending on engaged and motivated International volunteers to bring (...) skills, knowledge and expertise (State of the World's Volunteerism Report Transforming Governance, 2015, p. 7) into their projects in order to achieve the goals of the projects before the timeframe for the funding ends in the specific project. The purpose of this study is to investigate how third parties affect the engagement and motivation of the International volunteers. The collaboration between CSDS and their third parties are crucial in order for CSDS to stay successful and keeping the funding flowing and therefore it is important that it is affecting the International volunteers positively.

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2.0 Introduction

This study is based on the Vietnamese non-profit organization called *Centre For Sustainable Development Studies* (CSDS) and how expectations put forward by third parties affect the level of engagement and motivation among International volunteers in their day-to-day work. The basic theory of this study is based upon the funding system and that the levels of requirements are difficult for smaller non-profit organizations as CSDS to keep up with due to limited resources.

The funding system is project-based and is characterized by contracts and reporting requirements from the financial foundations are increasing (Scott, K., 2003). Furthermore the funding is being provided for shorter periods of time and it is increasingly predictable. (Scott, K., 2003) The system gives funders increased control over what the organizations does and how it does it (Scott, K., 2003), which add extra pressure on non-profit organizations to make sure that their funding proposals include all costs of every single detail they want to have in their projects.

The funding system is time consuming for any non-profit organization, but especially to smaller organizations with limited resources like CSDS. With only 13 employees and 12 of them located in the main office in Hanoi (csds.vn), the staff members are running fast in order to keep up with both current and future funding, third parties, projects hosted by themselves and both National and International volunteers at the same time. The organization is under great pressure in order to make sure everyone is satisfied.

The combination of the requirements from the funds and the limited resources at CSDS has created certain organizational issues such as volatility, loss of infrastructure and reporting overload. (Scott, K., 2003) The volatility undermines the stability and capacity to provide consistent, quality programs for volunteers in order to further sustainable development of Vietnam through community-based interventions. (Scott, K., 2003) (csds.vn) Another aspect is that due to the funding system the organization is dealing with fluctuations in revenue, which forces the director of CSDS to travel across the world in order to minimize the revenue fluctuations. At first the director

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does not know for sure if his international travelling actually lead to more funding, which makes it a gamble with time and money and secondly it affects the structure of the CSDS offices.

The director of CSDS is the only person with the full, precise overview of everything happening in every department of the office, and without his presence the employees are often left on their own. This makes the office work unstructured. The office employees are not working as a team to fulfil the demands of the funders. Finally thanks to the funding system CSDS is dealing with reporting overload due to short-term contracts and short-term hiring (Scott, K., 2003) which has forced the organization to hire third parties in order to recruit International volunteers and to make sure that they offer a wide range of relevant projects in local Vietnamese organizations since 2012. (csds.vn)

The third parties are International partners placed all over the world that recruit International volunteers in exchange for payment. The payment is determined by the amount of “Employer contracts” CSDS receives. Furthermore CSDS works together with local organizations in order to provide them with (...) skills, knowledge and expertise (State of the World’s Volunteerism Report Transforming Governance, 2015, p. 7) of the International volunteers into their organizations. The projects third parties are responsible for making the project descriptions of the projects

Volunteering is defined as (...)” any activity in which time is given freely to benefit another person, group or cause. Volunteering is part of a cluster of helping behaviours, entailing more commitment than spontaneous assistance but narrower in scope than the care provided to family and friends.” (Wilson, 2000, p. 231) Volunteering has become a popular phenomenon all over the world, where in many cases developed countries helps developing countries for a certain cause. Volunteering abroad has become increasingly popular, because it is a way to experience another culture while helping for a greater purpose and the motivation behind volunteering abroad varies.

The motives behind volunteering can be intrinsically and extrinsically motivation and therefore it is interesting to investigate how the expectations put forward by third parties in the recruitment process affect the engagement and motivation of the International volunteers in their day-to-day work at their projects. This problematization is the main concern described in this study. The meaning behind intrinsically and extrinsically motivations is described in section.

Problematization is about finding (...) the roots of the idea or the concept and question its basic tenets.” (Velusamy, 2017) It is about going back to the origin of the problem (...) and tracing the evolution of the idea.” (Velusamy, 2017) The roots of this study is volunteering, volunteer management and volunteer motivation.

In the study ‘Volunteer Management: Understanding Volunteer Motivation and Recognizing Critical Tactics for Managing the Volunteer Workforce’ from 2016, Michael D. White analyse unique dynamics of managing a volunteer workforce and tries to identify the best practices and the most effective strategies for enhancing or improving its performance. (*White, M., D., 2016*) Michael D. White analyses volunteer management from the organizational aspect and how the organizations needs to understand volunteer motivation, but Michael D. White does not include the volunteer recruitment process in the study.

Christiana Ntamere (2012) analyse volunteering in an economical matter in order to bring back downtown Chicago to it previous state through volunteering after years with financial recession. Through hypotheses the researcher investigates how volunteer numerical strength, recruitment and management of volunteers can be used as a tool to measure the sustainability of non-profit organizations (Ntamere, C., 2012) by analysing different elements linked to the success and development of non-profit organizations as positioning strategies, volunteer recruitment, volunteer motivation, volunteer management and other managerial elements of organizations.

This study analyses different relevant aspects of volunteering and non-profit organizations, but it does not include organizations outsourcing their recruitment process to International partners.

Simona Haivas, Joeri Hofmans & Roland Pepermans (2012) explores how the organizational context can impact the volunteer motivation through the meta-theory Self-Determination theory by Ryan & Deci. The study analyses the relationship between non-profit organizations and volunteer motivation, but the study does not mention the recruitment process itself.

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Searching knowledge about this subject led to the discovery that there is a literature gap in relation to analysing how the recruitment process of International volunteers affect the engagement and motivation of International volunteers. All showcased studies revolves around different aspects about volunteer management, volunteer motivation and volunteering in general, but none of them include non-profit organizations using third parties and how this party can affect the expectations and therefore motivation and engagement of the International volunteers.

Based on the presented data and the problematization regarding this study, the problem statement is as following: *How do the expectations put forward by third parties in the recruitment process affect the engagement and motivation of the International volunteers in their day-to-day work?*

The study is based on CSDS in Hanoi and does not include the management of the Ho Chi Minh office. The data has been generated through contact/interviews with former International volunteers (See appendix 2, 3, 4, 5), that all have different motives for volunteering. Furthermore the volunteers have different cultural backgrounds, are different places in their lives and have all chosen different projects. More about the choice of participants will later be explained.

3.0 Theories

In this section the chosen theories of the thesis will be presented as well as well as comments on not chosen alternative theories in order to illustrate why these were deselected.

3.1 Self Determination Theory

The Self-Determination Theory (SDT) is a meta-theory and highly appropriate to investigate the purpose of this study, because the theory represents a broad framework in relation to studies regarding studying human motivation and personality (selfdeterminationtheory.org).

The Self-Determination Theory (SDT) is an approach to analyse human motivation, concerns and the motivation behind the choices we take (Ryan, R., M., Deci, E., L., 2000). The motivation is divided into intrinsic and extrinsic motivation and according to Edward L. Deci and Richard M. Ryan the self-determination is a part of the human personality (Ryan, R., M., Deci, E., L., 1985, p. 131).

The theory is used for framing motivational studies by defining intrinsic and extrinsic sources of motivation and furthermore a description of the respective roles of intrinsic and extrinsic motivation in cognitive and social development and in individual differences (selfdeterminationtheory.org). The theory also focuses on how social and cultural factors facilitate or undermine people's senses of volition and initiatives in relation to their well-being and quality of performance (selfdeterminationtheory.org).

The purpose of motivation is to be moved to do something and according to Ryan and Deci (2000) there are three types of motivation: **Intrinsic motivation**, **extrinsic motivation** and **amotivation** (Ryan & Deci 2000). Conditions supporting the individual volunteers experience of *autonomy*, *competence*, and *relatedness* are argued to foster the most volitional and high quality forms of motivation and engagement for doing specific activities (selfdeterminationtheory.org).

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In the following the different types of motivation will be presented and later on will help determine how the expectations put forward by third parties in the recruitment process affect the engagement and motivation of the International volunteers during their day-to-day work.

Intrinsic motivation is defined as (...)“ doing of an activity for the inherent satisfactions rather than for some separable consequences” (Ryan, R., M., Deci, E., L., 2000, positivepsychologyprogram.com) In other words this means that *Intrinsic* motivation is about the individual being motivated to do tasks simply because they enjoy doing it.

Extrinsic motivation is the opposite of *intrinsic motivation* and can be defined as (...)“ a construct that pertains whenever an activity is done in order to attain some separable outcome.”(Ryan, R., M., Deci, E., L., 1985, 2000, positivepsychologyprogram.com) This means that the individual does the task because of the specific outcome.

Both kind of motivation can be linked to ego development, because increased motivation leads to increased self-esteem, which in the end relates to the ego of the individual (Ryan, R., M., Deci, E., L., 1985).

Amotivation occurs when individuals has no intention to act and does not value the activity. The person does either not expect a desired outcome of doing the activity or does not feel competent enough to complete the task. (positivepsychologyprogram.com)

Extrinsic motivation is placed between amotivation and intrinsic motivation and there are four different types of extrinsic motivation, which are rated from being the most controlled motivation to most autonomous motivation. The four different types of extrinsic motivation are: **External Regulation, Introjected Regulation, Identified Regulation** and **Integrated Regulation** (Ryan & Deci, 2000, positivepsychologyprogram.com)

External Regulation is the most controlled type of motivation. It is an external type of motivation and appears when a person is doing a task in order to either getting a reward or in order to avoid punishment. (positivepsychologyprogram.com)

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Introjected regulation is a relatively controlled form of motivation because it is about contingent self-esteem and therefore revolves around feeling worth. This motivation appears when an individual does activities because he or she seeks to avoid anxiety or guilt, which enhance the ego of the individual. (positivepsychologyprogram.com)

Identified regulation is when an individual sees a purpose of doing an activity, which is personally important as well as being important for the purpose of the assignment (Ryan & Deci 2000). The individual does not need to enjoy doing the activity, but understands the importance of doing it. (positivepsychologyprogram.com)

Integrated regulation is the most autonomous, also referred to as the most self-determined, type of extrinsic motivation (Ryan & Deci 2000). This motivation appears when individuals acknowledges and identifies themselves with the task. (positivepsychologyprogram.com)

Integrated regulation is closely linked to intrinsic motivation due to many similarities. The only difference between these two types of motivation is, that tasks related to integrated regulations are completed to obtain external outcomes, while tasks completed with an intrinsic motivation are made because of enjoyment. (positivepsychologyprogram.com)

To determine what kind of motivation (intrinsic, extrinsic or amotivation) the individual experience by doing a specific task, there are three basic needs called **Autonomy**, **Competence** and **Relatedness**. (selfdeterminationtheory.org) Conditions supporting the individual's experience of these three basic needs foster the most volitional and high quality forms of motivation and engagement for activities, including enhanced performance, persistence and creativity (selfdeterminationtheory.org). Therefore it is very important, that the work satisfies the three basic needs as much as possible to make sure that people have a high self-motivation and great mental health (Ryan & Deci 2000). Low satisfaction on the three needs, results in reduced mental health and motivation.

Autonomy is about decision-making and self-endorsed behaviour, which is closely linked to increased confidence and abilities to take actions. (Deci, E., Ryan, R., 1985, p. 114) According to the theory an employee/volunteer will be happier and more motivated to do a specific task, if the individual have a high amount of freedom to choose how to tackle the task. Contrarily the

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employee/volunteer will have a lower amount of motivation to do the specific task, if a manager or someone else higher in the hierarchy is micromanaging and telling the employee/volunteer exactly how and what to do without allowing any inputs. (What is Self Determination Theory?, 2014)

Competence is related to an individual perceived ability and confidence in order to complete certain tasks. In order to satisfy this need it is necessary that the person have the right skill set to complete a task while feeling and being effective in the specific environment. To maintain the motivation of the individual the task must not be too hard or too easy and furthermore offer the possibility of gaining new knowledge and/or improve the effectiveness. (What is Self Determination Theory?, 2014, positivepsychologyprogram.com)

If the person does not have the necessary skills to complete the task or simply does not believe in her-/himself has the competence to do it, it will affect the motivation negatively. On the other hand if he or she is confident enough of their abilities and has the right skill set to complete the task, it will affect the motivation positively.

Relatedness is the sense of belonging to a group and to feeling being appreciated and connected to the social environment revolving around the individual. (Baumeister & Leary, 1995, What is Self Determination Theory?, 2014)

The stages of motivation are not fixed due to the fluent transition from extrinsic to intrinsic motivation. As life and/or work progress the motivational factors will change as well. People grow; gain more knowledge by time and challenge themselves by setting new goals all the time, which of course affect the motivational factors of he or she. Regarding work - in this case volunteering - things change as well, which also affect the motivation of the individual.

It has been established, that there is a link between the three needs and mental health and self-motivation, which this study will seek deeper into with regards to relations in International volunteering.

The theory is used in order to analyse the expectations put forward by third parties of CSDS in the recruitment process affected the engagement and motivation of the International volunteers in their

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day-to-day work. The results will help determine what organizations as CSDS needs to be aware of in order to have engaged and motivated volunteers helping to reach the goal of the projects.

3.1.2 Critique of this theory

Bobby J. Calder and Barry M. Staw furthermore argues that intrinsic and extrinsic motivation is not as separated as Ryan and Deci states through the theory, because they interact (Calder, B., J., Staw, B., M., 1975).

Also Deci predicts that verbal reinforcement increases intrinsic motivation to perform a task (Deci, 1971, 1972a), while regular financial rewards does not leave intrinsic motivation intact (Deci, 1972b). Unfortunately, there are a number of methodological problems associated with Deci's experiments (Calder, B., J., Staw, B., M., 1975). Bobby J. Calder and Barry M. Staw mentions throughout their study issues related to the experiments Deci has made in order to set up the Self-Determination theory.

In the theory the link between motivation and rewards are being mentioned. Deci completed an experiment in order to research the effects of monetary rewards on intrinsic motivation, but Bobby J. Calder and Barry M. Staw highlight some issues related to this experiment (Calder, B., J., Staw, B., M., 1975).

The interpretation should be more explicit, because the experiment leaves out some unconfirmed time consuming, which made it unclear whether any change in free time spent on the task is due to a change in intrinsic motivation or to differences in performance (Calder, B., J., Staw, B., M., 1975). Furthermore Deci has unfortunately made a mistake in the contingent reward studies of the magnitude of the reward. The rewards were administered contingent on performance, but there is no information about the amount of reinforcement constituted the manipulated variable (Calder, B., J., Staw, B., M., 1975). The mistake is, that Deci (1972b) later compares the data from a contingent reward experiment (Deci, 1972a) to data from a study using fixed, noncontingent reinforcement, which makes the comparison less valid (Calder, B., J., Staw, B., M., 1975). Since this paper is

about international volunteers and therefore excludes any kind of monetary awards, this critique will not affect the outcome of this analysis.

Finally some might argue that there are too few needs in order to analyse the full extend of people's motivation. However the number of needs is still suitable for this study, because it is possible to analyse how specific elements in the recruitment process can affect the engagement and motivation of the International volunteers.

3.2 Alternative theories

In this section alternative theories will be presented and why these theories are excluded from this paper.

3.2.1 Maslow's hierarchy of needs

Maslow's Hierarchy of needs is a pyramid used to understand what drives and motivates individuals to achieve certain needs (McLeod, S., 2013). People possess a set of motivation systems unrelated to rewards or unconscious desires, which can be divided into a five stages model (McLeod, S., 2013). The unconscious desires are referred as motivational needs that are depicted as hierarchical levels within a pyramid. This theory is deselected due to the lack of sufficient data to support the theory (Trigg, A., B, 2004) as well as the theory is oversimplified compared to the messiness of life. Life is simply not hierarchical and it is very difficult to empirically test Maslow's concept of self-actualization in a way that causal relationships can be established. (McLeod, S., 2013).

3.2.2 The theory of 16 Basic Desires

An alternative to the Self-determination Theory is the theory of 16 Basic Desires by Steven Reiss (2004). The theory presents 16 basic desires that people need to fulfil. They are: Power, curiosity, independence, status, social contact, vengeance, honour, idealism, physical exercise, romance, family, order, eating, acceptance, tranquility and saving (Reiss, S., 2004).

It can be argued that this particular theory is more comprehensive due to the involvement of 16 desires, where the Self-Determination theory only revolves around 3 desires and Maslow's Hierarchy of Needs revolve around 5 steps (8 in the extended version), that also covers some of the

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16 basic desires. But in relation to International volunteering it is not important to analyse all these desires, because many of these basic desires are deemed irrelevant in connection to this study.

3.2.3 Murray's System Of Needs

Another popular choice of motivational theory could have been Murray's System Of Needs (Friedman, H., S., Schustack, M., W., 2012), which includes 27 basic needs (Friedman, H., S., Shustack, M., W., 2012). The importance of the needs depends on the specific individual, which leads to creating the uniqueness of our personalities.

This theory could also have been a possible choice to analyse how the engagement and motivation of the International volunteers, however there are way too many irrelevant needs in this particular theory.

4.0 Themes

Three themes has been selected in order to code data gathered through the four interviews completed with four former International volunteers to analyse how the recruitment process might affect the recruitment process of the international volunteers. The themes are analysed with an intrinsic or extrinsic perspective in order to determine how the recruitment process affect the engagement and motivation of the volunteers.

4.1 Pre-understandings

Pre-understandings are defined as the understanding the international volunteers had about volunteering in their desired projects before departure. Basically the picture painted by the International partners through the project description before departure.

Pre-understandings are highly linked to volunteer motives, because the motives are based on the pre-understandings about volunteering in the desired project in Vietnam.

4.2 Emotionality

Feelings about working in their specific project, what feelings they had about volunteering in that exact project as well as how the reality might affected their motivation about working in that exact project.

4.3 Intensities

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Linked to the two other themes. Where the International volunteers warned about how intense it might be to work in a specific project? And how does the stress of the management in the project affect the different kinds of motivation among the volunteers?

4.4 Operationalization

“Operationalization works by identifying specific indicators that will be taken to represent the ideas that we are interested in studying.” (saylordotorg) As previous mentioned this study seeks to understand how the expectations put forward by third parties affect the engagement and motivation of the International volunteers in their day-to-day work.

The questions asked in the interviews are based on the three kind of motivations defined by Richard Ryan and Edward Deci, which is *Competence*, *Relatedness* and *Autonomy* and based on the answers of these questions the three previous mentioned themes *pre-understandings*, *Emotionality* and *Intensities* are revealed.

In order to operationalize this study, following questions has been asked:

- To what extend does intrinsic and extrinsic motivation affect the level of expectations behind choosing to volunteer at a specific project?
- What does CSDS do in order to make sure that the local projects are welcoming the volunteers? And do they make sure that they continue to act nice towards them?
- How much does the cultural differences affect the overall experience of working in the projects?
- Does the Information given to the International volunteers about the projects stem with reality?

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- How much does living in the same house as the CSDS head office play a role in the satisfaction about volunteering in Hanoi?
- What are the motives behind deciding to volunteer in Vietnam and how does these motives affect the choice of project?
- How much does the financial situation at the project affect the level of freedom with responsibilities?
- How does their International partners communicate with their potential volunteers?
- What is the International volunteers motivation behind volunteering in that particular project?

5.0 Methodology

The purpose of this section is to outline the methodological approaches and considerations in order to complete this study.

5.1 Theory of Science

In this section the ontological and epistemological stance of this study will be presented as well other theoretical and scientific decisions regarding the research, methods and data that is the foundation of this study.

5.1.1 Ontology

The ontological stance of this thesis is *Social Constructionism* in order to analyse how the communication between CSDS, their International partners and their projects can affect the engagement and motivation of the International volunteers.

(...)“Constructionism is an ontological position (often also referred to as constructivism) that asserts that social phenomena and their meanings are continually being accomplished by social actors.”(Bryman A, 2012 p. 33)

This ontological stance is chosen because (...) “It implies that social phenomena and categories are not only produced through social interaction but that they are in a constant state of revision.”

(Bryman A, 2012 p. 33) Since the researcher also has been an observant due to an internship at the CSDS office. During this internship the researcher has been living among the International volunteers working in other projects constructionism is chosen to present (...) “a specific version of social reality, rather than one that can be regarded as definitive.” (Bryman, A., 2012 p. 33) Since the motivation and engagement of the International volunteers can be affected by cultural differences it is important to reflect and analyse the social reality of how the communication within CSDS affect the output of the International volunteers working in the projects. *Social constructionism* allows me as the researcher to interpret and understand the thoughts of the former International volunteers and what factors that exactly contributed to the satisfaction

Since the researcher has a fairly large amount of background information it is important it is important to pinpoint that this paper is based on what is (...) considered social constructions built up from the perceptions and actions of social actors. (Bryman, A., 2012, p. 32)

5.1.2 Epistemology

This section will outline the epistemological stance of this study. Epistemology claims “(...) what is (or should be) regarded as acceptable knowledge in a discipline.” (Bryman, A., 2012, p. 27) The stance of this study is interpretivistic because it “(...) respects the differences between people and the objects of the natural sciences and therefore requires the social scientist to grasp the subjective meaning of social action.” (Bryman, A., 2012, p. 30)

“(...) Interpretivism is a term given to a contrasting epistemology to positivism (Bryman, A., 2012, p. 28) and since this study is based on a clash between different organizations and cultural differences all combined, it is safe to say that this paper studies “(...) the social world and who have been influenced by different intellectual traditions” (Bryman, A., 2012, p. 28) Interpretivism is a question of understanding the correlations, in this case, between third parties and engagement and motivation of International volunteers. It “(...) requires a different logic of research procedure, one that reflects the distinctiveness of humans as against the natural order sciences and the understanding of human behaviour (Bryman, A., 2012, p. 28), which is why data is considered subjective, because the purpose of the study is to interpret and understand the human behaviour that contributes to the creating the problem statement of this study.

5.1.3 Iterative process

The research design of this study is iterative, because the design (...) involves a weaving back and forth between data and theory.”(Bryman, 2012, p. 26) This allows the researcher (...) to collect further data in order to establish the conditions in which a theory will and will not hold. (Bryman, 2012, p 26)

“The role of iteration in qualitative data analysis, not as a repetitive mechanical task but as a reflexive process, is key to sparking insight and developing meaning.”(Srivastava, P., Hopwood, N., 2009) The iterative process is chosen as researcher already has a wealth of knowledge about the subject beforehand and wishes to gain a deeper insight about how the expectations put forward by third parties affect the engagement and motivation of the International volunteer in the day-to-day work. Since the researcher has been working in the CSDS office and has had nothing to do with the projects, the researcher has not been closely affected by the problem of this study but still close enough to witness the sometime changing engagement and motivation of the volunteers due to living in the same house.

The data collection unknowingly started during the Internship at the CSDS office, where the researcher lived in the same house as the volunteers and therefore was exposed to daily comments about how it was working in the different projects and first hand experienced how busy the organization was in order to keep everything in charge. Since the different situations working in the projects gave different input about this subject, the analysis needed to be qualitative in order to cover every single aspect of their satisfaction or in some cases lack of.

It was important for the researcher to figure out what was going on, which again leads to the choice of qualitative research. “Some have depicted qualitative analysis as craftsmanship, others as an art, and still others as a process of detective work” (Patton, 2002) and the (...)” qualitative data analyst is constantly on the hunt for concepts and themes that, when taken together, will provide the best explanation of “what's going on” in an inquiry. The process requires a skillful interpretation and handling of the data, and relies on a systematic and rigorous method.” (Srivastava, P., Hopwood, N., 2009) In order to figure out what was going on it was important to go back and forth between data and theories in order to find the best solution to make the most in-depth analysis of the subject

that covers every single aspect related to expectations, emotions and how organizational factors can contribute to this phenomenon. Therefore the iterative process has been chosen, because it allows the researcher to seek deeper into her own knowledge as well as seeking new information in order to interpret and channel the roots of the problem.

5.2 Research design (Method)

“The comparative case study is the systematic comparison of two or more data points (“cases”) obtained through use of the case study method.” (Kaarbo, J., Beasley, R., K., 1999, p. 372) Due to the (...) “complexity and particular nature of the case in question” (Bryman, 2016, p. 60), several themes will be analysed in order to analyse how the expectation put forward by third parties affect the engagement and motivation of the International volunteers in their day-to-day work. The themes are considered as data points and by comparing these cases it will allow the researcher to provide an in-depth examination of the phenomenon.

The comparative case study has been selected, because it allows the researcher to analyse across cases instead of only focusing on an in-depth analysis of a single case. This gives the case a greater degree of comprehension and generalizability. The comparative case study method allows the researcher to search a bit wider in order to understand the complexity of the phenomenon instead of only to understand the an object of interest, that is a part of something bigger,

5.2.1 Case selection

Since the researcher has been living in the same house as the volunteers and working at the CSDS office itself the researcher has gained a deeper understanding of the issue and furthermore how to analyse these factors in a theoretical matter. Therefore the background for choosing this case is experiences gained through a 3,5 month period where different volunteers has some of the same experiences volunteering in different projects outside the CSDS office.

There are five misunderstandings about case study research. First misunderstanding is that theoretical knowledge is more valuable than practical knowledge, which is not true. The practical

knowledge in this case contributes to receiving a deeper understanding of how the third parties affect the motivation and engagement of the International volunteers in their day-to-day work. The experiences of the researcher contribute to a deeper understanding of how to understand and reflect the information from both third parties, International volunteers and CSDS themselves in order to theoretically analyse the relationship between them and how this in the end affect the engagement and motivation of the volunteers.

Another misunderstanding is that one cannot generalize from a single case therefore the single-case study cannot contribute to scientific development. Since this study is based on a literature gap it is simply not possible that this study is excluded from future research within this field of volunteer motivation. Next misunderstanding is that case studies are most useful for generating hypotheses, whereas other methods are more suitable for hypothesis testing and theory building. Depending on the problem statement of the case study it is just as possible to test hypothesis and building theory as other methods. It is all about the problems related to the case study.

Since the researcher has been living in the volunteer house it could be though that this study contains a bias toward verification, which is another misunderstanding about this type of study. The researcher has had its own experiences going through the recruitment process to receive the internship, but the process has been quite different from the process of the volunteers because the project description and choice of work has been in the headquarter and not in the projects controlled by either CSDS instructors or local management, the researcher had no idea of the differences between her experiences and the experiences of the volunteers before she decided to investigate this phenomenon. Therefore there has been no bias towards verification simply because the researcher did not know details of how the differences affected the motivation of the volunteers beforehand. Last misunderstanding is that case studies often are difficult to summarize, which is not the case in this study.

5.3 Methods: Qualitative Research

The relationship of the research is qualitative in order to describe and emphasize with element related to the social world. The qualitative research emphasizes words rather than quantification in the collection and analysis of data (Bryman, A., 2012) and semi-structured Interviews are chosen in order to analyse the cultural constructions behind the expectations put forward by third parties in

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the recruitment process that affects the engagement and motivation of the International volunteer in their day-to-day work.

Furthermore qualitative research emphasizes with the iterative approach, because it allows the researcher to move “(...) backwards and forwards between sampling and theoretical reflection” (Bryman, A., 2012, p. 420), because this study achieved “(...) theoretical saturation at a relatively early stage. Therefore this study has been adjusted through the process in order to reflect and evaluate the meanings behind the current data at the time and new data collected.

5.3.1 Document study

Data used in this study is purposive sampled, because purposive sampling “(...) is to sample cases/participants in a strategic way, so that those sampled are relevant to the research questions that are posed.”(Bryman, 2016, p. 408) Therefore the data chosen to analyse this study will primarily be semi-structured interviews to represent and capture as many details about the situation as possible.

The primary sources will be interviews with former International volunteers that have been working in different CSDS projects. These people are chosen because they have (...) direct reference to the research questions being asked. The idea is that the research questions are likely to provide guidelines as to what categories of people (or whatever unit of analysis is) need to be the focus of attention and therefore sampled.” (Bryman, 2016, p. 407-408) Furthermore the participants are chosen due to their different backgrounds, cultures, and their motives to volunteer and because of their different choice of projects. The participants are introduced in section “5.3.2.1 Selections of respondents”.

Secondary data is literature and other documents that add the academic dimension to the study. Older sources will be added in relation to seeking knowledge about specific theories as the Self-Determination theory, where newer sources will add more updated knowledge about the sources. Studies that both are used in the literature review and as an inspiration about how to investigate volunteering are from either 2012 or 2016, which is quite current.

5.3.1.1 Articles

Several articles has been chosen in order to investigate this phenomenon, but mostly it has been chosen in order to highlight certain methodological and theoretical aspect of this study.

First of all the website of CSDS has been used in order to have basic information not just mentioned, because the researcher remembers the information from her internship.

Otherwise several sources in this thesis are in relation to methodology in order to grasp the correct meaning behind the methodological decisions. Articles about volunteering and funding has also been chosen in order to understand the different aspect linked to this study.

Since the theory chosen by Ryan & Deci is quite old several other articles and a Youtube video has been used in order to fully understand the meaning of the theory and how the researcher can use it in practise. Furthermore other articles has been used in order to select and deselect theories and furthermore to criticise the chosen theory.

5.3.2 Qualitative semi-structured interviews

Interviews are incorporated in this paper in order to gain a deeper understanding of the relationship between the recruitment process and the engagement and motivation of the International volunteers. Since the researcher itself is a former Intern at the CSDS office, the researcher already has an insight in the organization and how they communicate with their International partners, projects and volunteers. Since the researcher has been working in the organization itself the researcher has

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conducted interviews in order to find out how the communication between CSDS, their partners and the projects affected the motivation and engagement of the International volunteers in the projects.

The semi-structured interviews are conducted in order to gain further knowledge about their motivation behind volunteering in Vietnam and their expectations about volunteering in their desired projects versus the reality. The expectations of the volunteers are based on the amount of information from the International partners and therefore it is interesting to investigate the level of expectations among four completely different people and how these expectations has affected the engagement and motivation working in the projects.

The interviews are conducted anonymous in order to be sure that the participants will not hold information back about their experience. The removal of identity plus the relationship between themselves and the researcher make the participants relax and not hold back any information, because they know that the researcher has seen on close hand how satisfied they were with their projects.

Since the researcher worked at the CSDS office as an intern instead of a volunteer, the researcher is more open to understand what actually happened working in the projects. Working as an intern at the CSDS office was completely different from working as a volunteer in the projects, which allows the researcher to compare the projects and therefore ask questions to that help the researcher understand where exactly things were different and how the expectations where affected by that. Since the researcher share a lot of memories with the participants, the participants are comfortable to share more information than the actually question leads to, which gives the interview much more data than the interview guide actually leads to.

The interviews with the volunteers were conducted separately due to the geographical distance and time differences. The disadvantage by separating the interviews is that they might forget to mention things, because in a group they can help each other remember things. But the International volunteers have been assigned different projects and all of them know the researcher beforehand, which makes it less of a concern.

5.3.2.1 Selections of respondents

Only four respondents has been chosen to participate in this study, which is not a lot compared to how many international volunteers CSDS welcome every single year. However the chosen participants represent four different types of volunteers, which contribute to an in-depth examination of the study without any situations that are alike. Even though some feeling and expectations slightly resembles of each other they are not the same. This provides different data in order to highlight different aspects of the phenomenon without the researcher repeating herself.

The participants are chosen due to several factors, but first of all due to availability and willingness to discuss and reflect about their experiences volunteering in Vietnam. All of the participants have been living in the same house as the researcher and therefore shares a special bond, that make the participants more comfortable sharing the reality about volunteering in their assigned projects. Neither of the participants has been working at the CSDS office as the researcher has, which allow the researcher to compare and interpret the information from the interviews with the researchers own experiences working at the CSDS office.

The participants are in the age between 21 and 25, two of them are girls and two of them are guys. They all have different cultural backgrounds (One participant is Danish, one participant is Danish/Turkish, one is German and the last one is from South Korean) and have been working in different CSDS projects – some of them in projects organized by CSDS themselves and other by local partners. They have all used different International partners and they have all been volunteering for a different period of time.

The researcher knew in advance that they had much different experiences volunteering in Hanoi and they have been promised different things before departure, which gives the researcher the opportunity to interpret if this has been for the better or worse.

Lastly they all knew about my own experiences about working in the CSDS office and therefore in some cases are able to compare their own volunteer experience in the projects with my working situation in the office.

Furthermore it is volunteers, that I have spend a lot of time with and therefore had a special bond with them that made them comfortable telling me the reality behind their experiences in the project. Since I worked at the CSDS office I have not worked together with the participants, they know all about my experiences working in the office and therefore both them and myself can compare and interpret their experiences with mine.

5.3.2.2 Interview guide

The Interview guide is illustrated in appendix 1, but this section will present the thoughts behind the questions. Due to the relationship between researcher and the individual participant, the amounts of data in these interviews are overwhelming compared to the fairly few questions in the original interview guide. The participants have been assigned to different projects and had different experiences and depending on their experiences, the interviews tend to be quite unstructured.

The questions are linked to the different kind of motivation presented in the Self-Determination theory. The three themes are selected based on the responses. The first part of the interview is the introduction. Questions regarding the age, gender, nationality, times of volunteering and length of their stay has been asked in order to present an overall picture of the participant except revealing their names in order to illustrate maturity, experiences and cultural background which might play a role in how they reflect about their experiences.

First of all the Interview guide is divided into to sections: “*Prior to your volunteering at CSDS*” & “*Following your stay at CSDS*”. The first part is highly linked to the first theme in the analysis about *Pre-understandings*, where the question “*Why did you choose this exact project?*” make the participant reflect about their thoughts behind the decision to volunteer and their expectations about working in this particular project, which they decided to join based on their project descriptions.

Questions as “*What expectations did you have about working in this project?*” & “*What did you expect to gain from this volunteer experience?*” can both be linked to *Relatedness* and *Competence* depending on the reasons behind volunteering in their desired projects and furthermore they can be linked to the next thee in the analysis, which is *Emotionality*.

Competences is linked to the questions “*How did you expect that your knowledge and qualifications could benefit this project?*” and “*Did you feel that the project trusted your abilities?*” and “*Did you feel that your skills made a difference in your assigned project?*”, which besides *Pre-understanding* is linked to the theme *Emotionality* as well.

“*What were your expectations towards the style of leadership working in the project?*” and “*Did you feel that the executive management and colleagues took your inputs into considerations?*” are related to *Autonomy*, which can be lead to the third theme called *Intensities*. Depending on the answer this too can be linked to *Emotionality*, because the answer might be linked to trust or similar emotions that increase the engagement and motivation of the International volunteers.

The final part of the Interview guide is *Following your stay at CSDS*, where the participant look back at their volunteer experience and reflect about if their expectations and pre-understandings were fulfilled during their volunteer period and if they feel like they got what they were promised. This is what the first two questions “*Did you feel that the things promised in your project description were fulfilled?*” & “*Did you feel that your project description matched the work you did in the project?*” does. The last question “*In retrospective: If you were doing the project description yourself: What changes would you have done to get higher yield out of the project?*” furthermore relates to the reflection about the experiences, but it is also thought as a way to pinpoint some of the participants biggest disappointments about volunteering in their assigned projects, which basically is another expectation about volunteering in their projects, that was not accomplished.

6.0 Analysis

The purpose of this section is to analyse the expectations about volunteering in their chosen projects and how the engagement and motivation of the volunteers are affected by the reality while volunteering. *Competence, Relatedness & Autonomy* will be analysed by using the themes presented in section “4.0 Themes”, which leads to pointing out volunteer motives behind choosing to volunteer in Vietnam. Finally the analysis contributes to a discussion about how expectations put forward by third parties affects the engagement and motivation among the International volunteers in their day-to-day work.

6.1 Competence

Competence (...) means the desire to control and master the environment and outcome. (What is Self-Determination Theory? (+ PDF), 2017) It is about the (...) need to be effective dealing with the environment.” (What is Self-Determination Theory? (+ PDF), 2017) Volunteers are well aware of their competences before departure, which is a part of the decision about what project they choose to volunteer at. International volunteers evaluate how their competences fit into a desired project and this will be analysed in this section.

6.1.1 Pre-understandings

The pre-understandings about volunteering can differ, but overall it is about using their competences to make a difference and gain more knowledge about a subject. Three out of four participants in the interviews were expecting to either gain further knowledge about a subject or to use their knowledge from school in practice to gain work experience.

Only one of the volunteers straight out said: *"I do not have qualifications to work with kids, so this was my first time. But I have always enjoyed playing with kids at home, so I hoped that I would enjoy it in Vietnam as well. The partners didn't say much. They just told me that I would be working with poor kids without structured education, so I basically did not know much before arriving."* (Appendix 3) This shows that he realised that he does not have specific competence to work in the project and that his motivation was intrinsic driven. He further quoted that (...) *The agency that sends me abroad did not tell me much, so I did not have high expectations. But I expected to teach English and play with the kids in the kindergarten.*" (Appendix 3) Therefore it can be concluded that the level of qualification working in this project and amount of assignments were quite low before departure. Since the volunteer was intrinsically motivated to volunteer in the desired project and realized that he had no skills in order to volunteer in this project, this has not affected the motivation.

One might argue that the next participant was a mix between intrinsic and extrinsic motivated to volunteer, because he equally wanted to use his (...) *so far gained teaching-knowledge from sports in another field, namely English.* (Appendix 4) The motivation in order to volunteer in his desired project was to (...) *get more teaching experience while learning more about the Vietnamese culture by teaching locals.* (Appendix 4) Even though the volunteer had experience teaching it seems like it was equally chosen due to an interest in learning about the Vietnamese culture itself. Therefore his decision equally intrinsic and extrinsic driven, because he wanted to use his knowledge about teaching and speaking English but also learn more about the locals and the culture revolving this culture. Another quote that illustrates this is, when asked about how he thinks his skills matched the project description; *"I think that my skills perfectly matched the requirements of the job I was assigned for. Nevertheless, as the job was not really difficult, my skills did not really matter since*

everyone could have done it."(Appendix 4) This illustrates that this project was suitable for him, because he is intrinsically motivated as well. His knowledge about teaching was not the main reason to volunteer at CSDS, but as much as for the experience. Volunteers that were only extrinsically motivated to work at this project would have been less satisfied about the lack of skill requirement to succeed in this project.

Two other participants were clearly extrinsically driven. Both of them decided their project based on a mix of their educational background and desire to get work experience. First participant was newly graduated with a bachelor in *International business communication* and she stated following:

"I expected that my knowledge from my bachelor could benefit my work in the NGO. I was newly graduated at the time, so I had the latest scope about communication and theories that could benefit the project, but that just did not happen..."(Appendix 2)

Her project description described (...) *a lot of tasks including researching different approaches related to education and training, developing and testing models to improve teaching and learning methodologies and things like that. There was so many tasks and I remember that they furthermore said that I should expect being a English teacher as well.*" (Appendix 2) which showcase that the pre-understanding of working in the NGO was to be challenged and as well as the use of her skills for a greater purpose. In this case the project description sets the bar high in order to motivate the international volunteer to use her competences from school in practise and to gain real work experience. The pre-understanding of the project is, that she would have her hands full of work within a field, where she sees herself working in after her Masters Degree, as well as it would require all her knowledge from her bachelor and she would be able to add some useful experience to her resume. (Appendix 2)

In her case this International volunteer ended up switching project, because of her disappointment and lack of assignments (Appendix 2), which was very demotivating. Therefore CSDS ended up offering a spot in a kindergarten project, where she could use her skills from working in a kindergarten at home in her volunteering. (Appendix 2)

Some of the problems by moving her was that her extrinsically motivation to volunteer was failed, and that she had a pre-understanding that teaching in the kindergarten required teaching materials

and other things. But as she did later acknowledge the system in the project was confusing and unstructured her ending up teaching only a few times. (Appendix 2) Another thing is, that it must be demotivating to enter a classroom, where the main teacher rarely was informed that she will be attending and teaching as well. (Appendix 2)

The last participant had also decided to volunteer in order to gain work experience in the field matching her educational background. When asked about her expectations regarding her work in her chosen project, she replied; (...) *“I expected that should help with developing work methods and ways of working. I have a lot of knowledge about the subject thanks to my bachelor degree in Physiotherapy, so I wanted to use my skills from school in real life.”* (Appendix 5) Furthermore she added that besides using knowledge from school, she expected that her skills would be tested while volunteering. The expectations were that she could implement things she knows about patient groups and so on from Denmark and introduce in the project. (Appendix 5)

Since this volunteer decided to volunteer in this project based on a wrong project description, it can only be concluded that the International partners needs to be much aware of that the volunteers needs to get the right descriptions. This volunteer was lucky to receive a project description (...) *more relevant than the original project description. But unfortunately I ended up doing nothing like the agreed. It just sounded more relevant to begin with.”* (Appendix 5) Which shows that her pre-understandings about working in this project were completely off and therefore quite demotivating.

As shown extrinsically motivated International volunteers have higher expectations and pre-understandings about what the projects expect from them and the amount of relevant tasks the project offer. The higher the pre-understandings about their tasks are, the more likely is it that they became disappointed about the lack of competence needed to work in their chosen projects.

6.1.2 Emotionality

There was lot of emotions related to how the competence of the volunteers played a role in their assigned projects.

The participant most intrinsically motivated felt insecure in his abilities and especially compared to another CSDS volunteer with an educational background in childcare that also worked in the same

project. (Appendix 3) When the volunteer work with another volunteer, that has more knowledge and competences about childcare it made him feel useless, which is quite demotivating. On the other hand the volunteer feels like his positivity made a difference in the project while he was doing way more than he expected from his project description. (Appendix 3) In the beginning he was only told to play with the kids and to teach them English, but after a while he realised that he could do way more as long as it was meaningful (Appendix 3), which illustrates that the confidence in his abilities were improving which must have affected his mood in the project.

The volunteer teaching in the CSDS project mentions at first that he decided to teach because he simply enjoys teaching and wanted to gain more knowledge and skills about teaching in a Summer program. (Appendix 4) He mentions that the felt observed during his classes and that the instructor interrupted whenever he wanted (Appendix 4), which can be perceived differently. In relation to the relationship between emotionality and competence of the International volunteer it can weaken the confidence in his abilities to teach of the volunteer

The extrinsically motivated volunteers failing to get their pre-understandings fulfilled also had emotions linked to their experiences volunteering. Since both of them failed to use (and to be allowed to use) their educational background for the purpose, they experienced different demotivating emotions linked to the lack of use of their competences.

The volunteer working in the NGO became depressed by doing nothing in her project, (Appendix 2) but moving to the kindergarten project helped her mood and overall feeling about volunteering in Vietnam. She was doing a bit more in her second project and felt that her competences matched this project as well, but due to the lack of structure she ended up feeling confused. (Appendix 2)

Last volunteer revealed that she sometimes felt like a student due to the lack of trust in her competences. (Appendix 5) She stated that all she did was one case study and otherwise observations, which is quite demotivating given her educational background as a physiotherapist. She also mentioned that working with ergo therapy, where she quotes (...) *you were working in*

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blindness.”(Appendix 5) Which also illustrates the sometimes-confusing environment working in local Vietnamese projects not held by CSDS.

6.1.3 Intensities

Regarding working in the childcare project it was stated (...) *"He (the other CSDS volunteer) was very confident in his abilities and knew all the right terms to use and why he was doing what he was doing. I was just following the instructions of the other teachers in the project, except hitting the children. But it was not like Chris came through with much more than I did. It was very chaotic working in that environment, because the children did not respond to much else than being hit by the employees."* (Appendix 3) This illustrates that even if the participant in the interview had knowledge about childcare, he would not be able to contribute much more than an educated volunteer would. The violent and chaotic atmosphere is not improving the volunteer's trust in their own abilities or give further improve the competences of the volunteer. For International volunteers that are insecure in their abilities and not used to the Vietnamese culture, this can be a terrifying situation that certainly not increase their confidence.

As a teacher in the English summer course the volunteer teacher felt observed and got disrupted by the CSDS instructor, whenever the instructor felt like interrupting. (Appendix 4) Since the volunteer had previous experience teaching interruptions and constantly being observed lead to additional stress in order to perform and decrease the volunteers trust in his own competences.

He did not feel (...) free in his decisions” (Appendix 4), which do not affect the engagement and motivation positively. If the instructor at CSDS already has set up the whole agenda for the day, why should the International volunteer bother to make an effort to prepare educational material for class?

The International volunteer working in the NGO experienced feeling depressed, because she was not allowed to show her true potential. (Appendix 2) Based on her emotions described about her experiences in the NGO project, it shows that the project barely noticed her presence and especially acknowledges her competences. This makes the work environment demotivating and almost depressing for a volunteer that is extrinsically motivated to work hard and gain knowledge about working in an non-profit organization. (Appendix 2)

Not being acknowledged for her skills is the same for the physiotherapy graduate, that spend most of her time doing observations. (Appendix 5) The project treated her like a student instead of a graduate and language difficulties made it even more difficult for the project to take her serious. (Appendix 5) Her skills and knowledge were not felt appreciated (Appendix 5) and they did not trust her abilities to work with physiotherapy (Appendix 5), which clearly demotivated the volunteer

6.2 Relatedness

Relatedness is connected to (...) *the development and maintenance of close personal relationships such as best friends and romantic partners as well as belonging to groups.*" (selfdeterminationtheory.org, 2018) (...) *Environments that are supportive of relatedness are those that provide warmth and the ability to connect with others in mutually beneficial ways. Relatedness is not a motive for an outcome to be attained from or with others (e.g., sex, friendship); rather, it is the need to feel close and connected with feelings of belongingness and acceptance by others*" (Baumeister & Leary, 1995, Evans, P. 2015). The following paragraph will show an analyse of how the environment in the projects affects the feeling of relatedness among the International volunteers.

6.2.1 Pre-understandings

The expectations regarding volunteering in the kindergarten were (...) *to feel joy, love and happiness while playing with the kids and practising my English while teaching. I also looked forward challenging myself by speaking English most of the time and meeting people from all over the world. I hoped to get friendships with people from other countries and learn about other cultures.*" (Appendix 3) He expected to be felt loved by the kids while he got experience working abroad, have fun and get new friends from all over the world. (Appendix 2) This supports the fact that intrinsically motivated volunteers are more focused on creating new friendships and having fun instead of gaining specific knowledge and skills while volunteering in their projects. They are definitely focusing on having a good time and less making a difference in their chosen projects.

The expectation about teaching English in the summer course was that the volunteer was to teach young men and women English, which was fulfilled. (Appendix 4) The hope was (...) *to get a better understanding of the Vietnamese people, since I was working with them and secondly being*

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*able to share some of my culture with these people.”(Appendix 4) Another hope was (...) to gain a lot of knowledge about other cultures living in a house with so many nationalities and gaining new friends”(Appendix 4), which once again prove that Intrinsically motivated International volunteers are more focused on the social relations and fun experiences related to volunteering. The only concern about the choice of the teaching project was a potential age gap between teacher and student. Since he did not know the age of the students attending the summer course, he could make any inferences on how his role within the group would be. (Appendix 4) Since the volunteer was only 20 at the time of volunteering it was likely that he would be the authority to student the same age or older than himself. (Appendix 4) The hope was that he would feel (...)” *accepted by the group regardless my age and their age.*” (Appendix 4)*

Both of the extrinsically motivated girls had some sort of expectations that their skills and knowledge would have been appreciated by their individual projects. (Appendix 2, Appendix 5) Volunteer 1 states; "I expected that my knowledge from my bachelor could benefit my work in the NGO. I was newly graduated at the time, so I had the latest scope about communication and theories that could benefit the project, but that just did not happen." (Appendix 2) Basically she expected to get her hands full. She expected that the project would appreciate her volunteering in their organization due to her amount of knowledge about their field. (Appendix 2)

For the other Danish volunteer it was the focus on her extrinsically side that made her decide on volunteering. She states; (...)” *I expected that should help with developing work methods and ways of working.. I have a lot of knowledge about the subject thanks to my bachelor degree in Physiotherapy, so I wanted to use my skills from school in real life“* (Appendix 5) and further adds that she (...)”*expected to test my skills and knowledge from school in practice and to get some work experience while volunteering.*”(Appendix 5)

Again, there is a huge gap about pre-understandings between International volunteers being intrinsic and extrinsic motivated to volunteer. The intrinsically motivated volunteers focus on the social aspects of volunteering, while the extrinsic motivated volunteers focus on what skills and knowledge they offer in the projects.

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6.2.2 Emotionality

There is a quite emotional reasoning behind why the volunteer, working in the Kindergarten project decided to go abroad. He decided to work in a Vietnamese kindergarten was because he had personal issues and felt stuck in life after dropping out of the University. He lacked the feeling of being appreciated by others and wanted to find himself again. (Appendix 3) One might argue that this is one of the most intrinsically motivated reasoning possible to find.

Regarding feeling belongingness in the project he mentions: (...) *"They treated me well and tried to give good food and make me feel comfortable. Encourage me to be better. Sometimes after school I met up with other teachers that taught me everything about Vietnamese culture and food. That was a great experience and I felt appreciated working in the project."*(Appendix 3) This illustrates that his hopes regarding challenging himself and to feel love and belongingness were fulfilled and it gave him hope to go on with life.

Based on his Interview it seems like all his personal hopes and dreams about volunteering in Vietnam were fulfilled. (Appendix 3)

The age and potential age gap or lack of that can be a concern regarding teaching English in the English Community Class, which also included the German volunteer. (Appendix 4) It can be difficult for a young volunteer to show authority in order to get respect towards student older than himself. However this was not the case in this matter due to the curiosity of the Vietnamese people. (Appendix 4) Vietnamese people do have a curious nature for the unknown and are much more interested in marital status and your income/economy than your actual age. (Appendix 4) Based on the interview it is determined that the students did respect the teacher regardless of his age, which must have improved his confidence and strengthen the feeling of belongingness in the classroom. He felt appreciated and happy about the students teaching him a lot about Vietnamese culture and enjoyed discovering Vietnam with friends from the volunteer house during the weekends, (Appendix 4). It proved to be an essential part of him feeling appreciated in both the project as well as among the other international volunteers in the volunteer house. (Appendix 4)

The CSDS volunteer house played a bigger role when it comes to International volunteers feeling of relatedness, because living there outside working at their projects gave a feeling of belongingness among the volunteers from all the various projects. (Appendix 2) The placement of the projects can

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also contribute to the lack of relatedness in the projects and with the other volunteers. Many projects were with only a few hours at work and with a long lunch break (Appendix 5), where volunteers working close to the CSDS house would come back and join for lunch and relax before heading back.

Volunteering in local projects with colleagues speaking limited English affects the feeling of relatedness in the project when it comes to connecting with the colleagues (Appendix 5). Also being placed far away from the office do not improve this feeling. A long commute that makes the volunteers forced to have lunch in a local area far away from the house with a few to none English speaking colleagues prevents the volunteer from socializing with people and from bonding with the rest of the volunteers during the day. This has a demotivating effect on the volunteers, because they feel left out and bored, which automatically drains their energy to perform after the break. (Appendix 5)

Another aspect of the language barrier was the difficulty of translating work related terms, because sometimes the CSDS project officers did not know the correct translation either which makes it difficult for the International volunteer to share important information. (Appendix 5) To be depending on the local CSDS supporter in order to translate makes the volunteer feeling alone, when they are not around. (Appendix 5)

Feeling left out was also a feeling related to working in the local non-profit project. The environment was not socially accommodating at all based on various statements like *"I expected that they would at least have said "Welcome" and that they were showing that they were happy to see me"*(Appendix 2) and about that the general management (...) did not care if I went to work or not" (Appendix 2) supports this fact that the volunteer felt unwanted (Appendix 2) and therefore sad and depressed about volunteering in the project. (Appendix 2)

The CSDS office is placed in the main floor in the International volunteer house, which did not help on her feeling of belongingness either. She stated (...) *"I was so hard watching others volunteering at the CSDS office, where people were allowed to do way more than their project descriptions, having fun with their colleagues and overall being so happy about everything, when I was so*

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unhappy. I overall loved my stay in Vietnam, but that was because of every other factor than the actually project that I left Denmark in order to volunteer at." (Appendix 2) She saw first hand how other volunteers working in an non-profit organization were allowed to use their knowledge and skills to complete real and sometimes challenging tasks, which definitely only added more frustrations to her own misery working in another non-profit organization. She ended being so disappointed that she ended up crying every night until she switched project. (Appendix 2)

6.2.3 Intensities

There can be various reasons on how the intensity of feeling relatedness in a project can affect the motivation of the volunteers.

The language barrier can affect the feeling of relatedness among the volunteers, because local Vietnamese people do not speak English. Not being able to speak with all of the staff and maybe only limited to a small number of the other staff may have an affect on how the volunteers feels alone or in some cases frustrated because it might not be possible to translate some of the terms used in the specific project. (Appendix 5) In situations where the environment is chaotic and volunteers might stumble around in blindness a thing like lack of translations might add extra intensity to the already challenging environment. (Appendix 5)

The cultural difference in general can play a role in how intense, it can feel volunteering in a project. During the daily work in the kindergarten the volunteers experience a chaotic environment with uncontrollable children and teacher hitting them in order to make them listen. (Appendix 3) There was (...) *Not enough space and the kids were crazy. The teachers hit them and I said that it is not the right way to raise the kids.* (Appendix 3) This can be pretty overwhelming for a young volunteer and even though the teachers are not telling the volunteers to hit the children, they will still judge the teachers for doing it. For some it can be difficult to like and socialize with people that you know are violent towards others especially children.

After work and in lunch breaks the staff can be friendly due to their curious nature (Appendix 4) and introduce the volunteers to Vietnamese food and culture in general, but during the work itself they are quite the opposite. Vietnamese people are very unstructured in general and they always

think that their ideas are the best and are reluctant even to consider inputs from temporary employed foreigners. (Appendix 2)

The CSDS staff members do have a bit more International mind-set than the local employees in the projects (Appendix 2), but that does not mean that they work less unstructured. That just means that they are more open towards listening to others ideas and make the foreigners fix their assignments in their ways, because they do not have time to supervise every single foreigner.

Finally feeling ignored by the management does not affect the motivation positively, which was the case working in the non-profit organization. Besides during the introduction day, where she visited the office with a CSDS project coordinator, she felt ignored and that her presence at the office was unwanted in the project. (Appendix 2) She found out later, that previous CSDS volunteers have been experiencing the same and nobody had ever enjoyed working in the project. (Appendix 2) She mentions that the management looked down on the volunteers and took them and their competences for granted (Appendix 2), which does not make sense as the project has asked for volunteers and made a very challenging project descriptions (Appendix 2) to lure the International volunteers into choosing their project.

6.3 Autonomy

Autonomy (...) shares some conceptual territory with notions of independence, freedom, and self-governance. “(Evans, P., 2015) With other words autonomy is both dealing (...) with intrinsic and types of extrinsic motivation in which people integrated a value of an activity into their sense of self.” (What is Self-Determination Theory? (+ PDF), 2017) Autonomous behaviour deals (...) with the sense of self esteem and arises with feelings of volition, choice and being the course of one’s behaviour. “(Evans, P., 2015) Therefore this motivation is linked to the individuals self esteem because they gain (...) self-esteem and self-advocacy through their own actions. (What is Self-Determination Theory? (+ PDF), 2017)

6.3.1 Pre-understandings

Since the intrinsic motivated volunteer did not know much about his project besides from that the children were poor and his task was to play with them and teach them English, he did not expect to be doing anything else than that. (Appendix 3) The motivation behind his decision to volunteer was intrinsic and the choice of project was personal and not based on any particular skills of his, the pre-understandings about the autonomy were based on emotions and not on trust from the management in the project. Even though he did not have any knowledge about working in a kindergarten, he hoped that they would support him to help as best as possible. (Appendix 3)

As an English teacher in the summer course, the volunteer expected to apply his so far gained teaching-knowledge from sports to teach young men and women English. Since the student had pre-signed up to the course ahead he expected to teach motivated students while he also learned a lot about Vietnamese culture. (Appendix 4) The pre-understanding about volunteering in this project was to have fun, gain more knowledge about teaching while doing a good deed.

The two extrinsic motivated volunteers expected that the projects would appreciate their knowledge and that they would be able to use their knowledge and skills from school in practice. (Appendix 2, appendix 5) They hoped to get many assignments that could challenge them, add more knowledge about their educational fields and by solving these assignments their self-esteem would increase.

6.3.2 Emotionality

The international volunteer had several emotions behind choosing to volunteer abroad. Emotions as feeling love and appreciated by others. (Appendix 3) The self-esteem of the volunteer was increased by experiencing love from children, practicing English and by socializing with people around him which matured him and increased his self-esteem. (Appendix 3)

Since International volunteers mostly are either teenagers or young adults in the beginning the level of authority can be questionable. About the age-gap the former volunteer working as a English teacher stated: *“Since I did not know how old the people of the English Community Class would be,*

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before the class had started, I could not make any inferences on how my role within this group would be. As I was 20 years old when going to Vietnam last summer, there could have possibly been older students, whose authority I would have been. Thus, I hoped to be accepted by the group regardless my age and their age.”(Appendix 4)

In his case the age did not become a problem, but the lack of freedom while teaching became an issue instead. (Appendix 4) He mentions that the CSDS instructor interrupted a lot and whenever he wanted (Appendix 4), which takes away the authority of the teacher. The constantly interruptions shows lack of respect towards the capabilities of the teacher/international volunteer, which signals to the students that it is okay to do the same. This must be frustrating and annoying for the teacher since the volunteer already do have skills and knowledge about teaching before arrival at CSDS. (Appendix 4)

The lack of trust from the management at the projects did definitely do not affect the feeling of autonomy among the extrinsically motivated international volunteers. As mentioned previously both girls had high expectations about using their knowledge and skills in their assigned projects due to their educational backgrounds, but none of the girls’ experience in the actual environment were even near their expectations. (Appendix 2, Appendix 5) Working in the local non-profit organization the first volunteer felt ignored, unwanted and depressed (Appendix 2), which obviously have a negative influence on her autonomous motivation. Furthermore she added that previous volunteers also had been unhappy with how the project treated their volunteers (Appendix 2) and that having no trust in the capabilities and competences of the volunteers was obviously a general issue in the some of the projects. The lack of trust makes the self-esteem of the International volunteers decrease both because they unwanted and useless. It was the same case in the project were the physiotherapist was working, where the management made her feel like a student even though she is a graduate. (Appendix 5)

6.3.3 Intensities

Environment in the local projects are quite intense especially when it comes to teaching and childcare. The teachers are violent against the children/students and the children/students are poor

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and uncontrollable. (Appendix 3) Even though the management were hard towards the children, they were treating the volunteer well. (Appendix 3) They did not say much about their expectations of him besides that they expected he was teaching the children English and that he needed to play with them. (Appendix 3) After some time it was clear that the volunteers were allowed to do anything they wanted as long as the children were having fun and learning something. (Appendix 3) Since the environment is so chaotic due to uncontrollable children and violent teachers, the intensity of the project makes it almost impossible for the international volunteers to fulfil autonomous motivation except if the motivation is emotionally motivated like in this case.

The students in the summer class are more controlled and the students are eager to learn, because they have signed up for the CSDS classes in advance. (Appendix 4) Therefore the environment at the class is calmer, because the students are motivated to listen to the International volunteer and their knowledge about the English language. The environment is not considered intense, which affect the self-esteem of the volunteer due to his ability to show authority except when the CSDS instructor interrupts. (Appendix 4)

Based on previous descriptions of the environment and emotions of working in a local non-profit organization, it can be concluded that the level of authority given to the volunteers was non-existent no matter if they had skills and knowledge about the subject or not. (Appendix 2) Local Vietnamese business culture is very much based on “We know best” and they are not open towards changes unless they are forced to do it for a higher purpose (Appendix 5), which can make it difficult to work in organizations with a local mind-set. This makes working in the CSDS office a bit more attractive according to the especially extrinsic motivated volunteers since they trust the competences of the International volunteers and their knowledge even though they work just as none organised as every other Vietnamese organization. (Appendix 2)

Working with physiotherapy in a local project with managers that spoke either limited to or no English at all with limited assignments and no responsibilities as promised is an intense environment for any extrinsic motivated volunteer. (Appendix 5) Since the international volunteer was not able to complete important conversations with the staff members when the local CSDS

project officer is not around. (Appendix 5) Another issue was that the CSDS officer was not trained in physiotherapy and therefore had issues translating some words from English to Vietnamese, which did not improve the situation regarding the language barriers. The language barrier combined with the lack of tasks increased the autonomy motivation of the volunteer, since the volunteer felt like a student with a negative effect on the self-esteem of the individual. (Appendix 5) Being assigned to an area as in this case was ergo therapy, where she was working in blindness, did definitely not improve the situation either.

6.4 Volunteer motives

“Humans impute motives – to themselves and to others- and thereby validate or challenge identities, strengthen or weaken commitments. (Broadbridge & Horne 1996:259) (Wilson, J., 2000) Therefore, motives are a key-organizing feature of everyday life. (Wilson, J., 2000)

Social psychologists consider (...) motives as constitutive of action, part of discourse giving meaning to and helping to shape behaviour.” (Ficher & Schaffer 1993, Midlarsky & Kahana 1994, Smith 1982:28) (Wilson, J., 2000) Which means that volunteer motives are based volunteer motivations passed on from their parents, where they are taught social responsibilities, reciprocity and justice. (Flanagan et al 1998:462, Fogelman 1997:150) According to John Wilson teenagers are much more likely to volunteer (Wilson, J., 2000), which is not entirely wrong looking at the primary age group among the volunteers at CSDS in Hanoi.

The International volunteers at CSDS are mainly 17-25 years old (Appendix 4), which illustrates that the volunteers are either teenagers or young adults in the first stages of their adult life. Some of them have never left their native country before (Appendix 4) and going abroad alone for the first time can be scary for anyone in that age. Motives and motivation goes hand-in-hand and since the motives vary depending on the International volunteer, examples of the motives has been divided into intrinsic and extrinsic motivational motives. Based on the interviews it is clear that the motives for volunteering are divided into intrinsic and extrinsic motivation. Amotivation is simply not possible, since the International volunteers spend a lot of money to travel far away from home in order to volunteer. (Appendix 2)

6.4.1 Intrinsic motivated motives

These motives are based on doing something simply because they find volunteering fun and interesting to do. Examples on intrinsically motivated motives are motives drawn from interview 2 and 3 (Appendix 3) (Appendix 4)

- Learning about Vietnamese culture
- Experiencing Vietnam on a local level
- Use their gap year/summer vacation for something meaningful
- Gaining more knowledge and improving skills about something they find interesting
- Experience emotions that they miss from home

Both intrinsic motivated volunteers mentions that they want to experience Vietnam, which must be a general motive for International volunteers choosing Vietnam as their destination. Some volunteers desires to experience Vietnam as a whole, where others also desire to experience the country on a local level depending of what project they choose.

Late spring/early summer is the most popular period to volunteer at CSDS that maybe is related to the age of the volunteers and their current stage of their lives at that point, which mostly include either gap years or university. Others just want to use their summer vacation for something meaningful while gaining knowledge or improving certain skills of theirs, which is why the lengths of the CSDS projects are from two weeks and up.

6.4.2 Extrinsic motivated motives

These motives are based on what the International volunteers gain from doing it. Examples on extrinsically motivated motives are:

- Internships in order to finish University
- Gaining work experience for their CV
- Try using their skills and knowledge from school in practice

Extrinsically motivated motives are to some extend all related to education. CSDS welcomes interns to complete their internships while doing something meaningful. Other extrinsic motivated motives are gaining work experience within their field of education, which also is related to trying

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using their skills and knowledge from school in real life to get experience on their resumes. This was the case regarding the participants in interview 1 and interview 4. (Appendix 2) (Appendix 5)

7.0 Discussion: How do the expectations put forward by third parties in the recruitment process affect the motivation and engagement of the International volunteers in their day-to-day work?

In the previous sections it has been analysed how the realities of working in the volunteer projects affected the motivation of the International volunteers. The Self-Determination theory contributed with a framework to understand the relationship between the expectations of the motivation of the volunteers and the reality of their volunteer experience at projects either organized by CSDS Hanoi or at local projects working together with the organization. Based on the Self-Determination Theory this section will further investigate how the third parties affect the motivation and engagement of the International volunteers during their day-to-day work in the projects.

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The amount of information given from the International partners to the International volunteers vary and therefore volunteers arrive at the CSDS volunteer house with different levels of expectations about their stay in Vietnam. Projects descriptions regarding their projects are made by the projects individually. CSDS handle the descriptions based on their own projects, where local projects are making descriptions about their projects. The issue here is, that CSDS project officers do not do enough to make sure that the local projects are according to their descriptions or at least give the volunteer other assignments and same level of responsibility as the description promised.

If the International volunteers are too afraid to complain about their experience working daily with by the staff/management in their projects, CSDS will either not find out or only at the evaluation the final day in the CSDS volunteer house. If the feedback about projects are either not given to - or handled appropriate by CSDS, future use of voluntary workers might end up like now spending financing on in some cases wrong organisations not improving year by year as expected by all parties involved.

Intrinsically motivated volunteers are mostly focused on having a good time volunteering in their projects, while they are working for a good cause and explore Vietnam. Depending on their specific motives behind volunteering at CSDS the importance of how detailed the project descriptions depends on the individual volunteer.

International volunteers extrinsically motivated are more difficult to please since their expectations about the outcome of their stays are higher than intrinsic motivated volunteers. Extrinsic motivated volunteers have specific expectations about what they want to gain from volunteering at CSDS. Since some of them are interns as well, it is very important that their project descriptions are realistic since it can affect their exams when going back in school. Appendix 6 illustrates an example of a project description that gave volunteer 1 high expectation about working with skills, tools and knowledge that she gained from her bachelor. (Appendix 2) Reality was that she was not allowed to do anything and ended up changing project away from the original described project.(Appendix 2) This leads to the issue regarding trust and cultural differences:

Three out of four participants in the project mentions the importance of trust. Volunteers reaching out to CSDS in order to work with already gained skills or knowledge of theirs has higher expectations about volunteering in their desired projects. Only volunteer 2 experienced that the management in his project with time finally trusted his abilities to come up with meaningful things to work with the kids. The amount of information given before departure to Vietnam was almost non-existing (Appendix 3) but since he was intrinsically motivated to volunteer, he was more than satisfied.

Volunteer 3 mentions that his project description matched his actual work in his project perfect, but the constant interruptions from the CSDS instructor when he least expected it was annoying since it destroyed his authority as a skilled teacher and basically made him look like a less competent individual. (Appendix 4)

The lack of trust from CSDS instructors themselves was unexpected and a cultural difference that could have been addressed before departure. The international volunteers expect that CSDS and their projects needs the help in order to succeed with the purpose of their projects, so when volunteers apply for a project based on certain skills, they expect that the projects appreciate their knowledge and let the volunteers bring their skills into the projects.

(...)”Volunteerism is harder in contexts where people are excluded, their voices curtailed, their autonomy undermined and the risks of raising issues high. An enabling environment that respects the rights of all enhances the ability of volunteerism to contribute to positive development and peace.” (UN Volunteers, 2015)

As the quote says, volunteering is difficult and demotivating when the International volunteers are either not heard or allowed the use of their skills for a greater purpose. The environment should respect different cultures and allow the volunteers to contribute in order to develop the success of the work in the projects. The expectations regarding the environment in the projects fits perfectly with the expectations from volunteer 1, 3 and 4, because they felt they have specific knowledge that could contribute positively to their assigned projects.

This has not been the case among especially the extrinsic motivated volunteers. The International volunteer working in a local non-profit organization ended up changing project due to feeling sad and depressed about not being allowed to do anything besides watching Netflix. (Appendix 2) Even though CSDS tried to make the local non-profit organization give her more appropriate assignments nothing helped. (Appendix 2) The trained International volunteer working as a physiotherapist also had issues with the management not trusting her abilities to work with physiotherapy, which to some extent can be blamed on cultural differences.

Project descriptions does introduce International volunteer to Vietnamese culture, which makes the volunteers aware of how locals communicate with foreigners. It mentions that it can be difficult receiving permission to do something and that you will not achieve anything being in a hurry and finally that respect should be earned and shown. (Appendix 6) It does not mention that the Vietnamese people work absolutely without organisation (Appendix 2), they tend to lack manors when it comes to interruptions (Appendix 3) and when they say “yes” it does not necessarily means yes. (Appendix 3) The International volunteers are not prepared to work in this kind of environment unless they have been in Vietnam before, which truly can frustrate them and affect their engagement and motivation working in their projects.

Since it has not been possible to gather project descriptions from every single International partner, based on the interviews, it has been determined that not all volunteers are equally prepared of how the Vietnamese business culture is. In cases with either extrinsically motivated volunteers or intrinsically volunteers, that has already gained skills and knowledge they want to develop this will affect their engagement and motivation negatively.

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8.0 Conclusion

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CSDS Hanoi is a smaller non-profit organization that does not have the capability to manage both the requirements of the funds while managing every project and the recruitment process of the International volunteers at the same time. Therefore third parties are used in order to recruit International volunteers in order to come work in projects either hosted by CSDS or at local projects working together with CSDS. Due to third parties, the hosting organization are not in charge of every volunteer project or control the amount of Information given to the volunteers before arrival and therefore volunteers has different and in many cases higher expectations about their role working in a specific project. The organization controls the project descriptions of their own projects and only checks up on their local projects during the Introduction day. Afterwards it is up to the International volunteer to complain in case they feel badly treated or in any sense do not feel, they are allowed appropriately to contribute to the projects as indicated prior to their arrival

The office at CSDS is under constant pressure in order to report to the funds and due to limited resources the organization works unstructured. (Appendix 2) Therefore there is lack of regulations of what assignments the local projects describe in their project descriptions in order to attract the International volunteers to choose their project. With limited supervision from the CSDS project officers it is up to the International volunteers to speak up in case their project descriptions either does not match reality or at least give them other just as challenging assignments to do. Another thing is that local projects also has limited resources either due to the overall economy of the project or because it is a local non-profit organization that also is regulated by funds and therefore has same issues as CSDS themselves. The stress of the management in the daily work in the projects affects the volunteers, because in many cases the stress comes off as the projects not trusting the skills and knowledge of the International volunteers, which negatively affects the engagement and motivation of the volunteers in their day-to-day work.

There is a difference of how intrinsic and extrinsic motivated volunteers get affected by unrealistic project descriptions due to the fact that intrinsic volunteers mostly choose to volunteer for the fun and meaningful aspect. Depending on the level of skills and knowledge about the chosen projects the higher expectations the volunteers have, because they expect do be making a difference in the project and that their already gained knowledge will be appreciated. Therefore extrinsic motivated

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volunteers are suffering in situations where the management does not trust their skills and knowledge, because they chose the projects based on how much they could tribute and gain from working in the specific project and are in many cases left with doing the bare minimum.

Feeling appreciated is an important part of volunteering through actions and general curiosity from the staff in the projects and due to the stress of the projects this can be quite difficult for projects to show in some cases. The project descriptions and International partners themselves describe the importance to volunteer in the desired projects, which makes the expectations of feeling appreciated high. CSDS makes sure that the volunteers feel as good as possible in the house, but they cannot control all the projects. Some projects are good at making the volunteers feeling related, where other either lacks the ability to speak English or simply do not care about the presence of the volunteers. (Appendix 5)(Appendix 2) Last example obviously makes any form of engagement and motivation to volunteer completely redundant, which affect the engagement and motivation of the volunteers negatively in their day-to-day work.

Since the volunteers invests a lot of their money and time to go abroad and volunteer at CSDS (Appendix 2), they do minimum expect to receive assignments to complete. Depending on the project descriptions the expectations about the projects, which might vary quite a deal, the especially extrinsic volunteers expect to be able to share valuable knowledge and skills into their placement. They do not expect to be left with no assignments, ignored or doing the bare minimum in their projects. They want to use their experience for a greater purpose and they expect to be challenged. (Appendix 2) (Appendix 5)

The competences of the International volunteer dictate how much authority means to them, which especially is important to extrinsic motivated volunteers. Extrinsic motivated volunteers wants to use their volunteer experience in the specific project for a greater purpose and therefore have some knowledge they want to use in real life. A general issue in the projects is that the management does not trust the abilities of the International volunteers, which especially demotivates extrinsically motivated volunteers or simply volunteers that has some sort of knowledge about the project from home.

A general issue regarding International volunteers is that they feel undermined to different extents by the management of the projects. They do not get the opportunity to be heard and to show the project, what they are capable of doing. When International volunteers reach out to International partners of CSDS and point out what skills and knowledge they already have, they expect to be heard and challenged no matter what their project descriptions says. This again can be blamed on the stress of the management in the projects. If the projects are constantly under pressure in order to receive funding or other kind of financing, the management will be more autonomous, because there is no money to waste. This do affect International volunteers, because they came to help and some of them do actually have skills and knowledge that can contribute to same or almost the same level as the staff at the project themselves.

It feels like CSDS does not succeed in making sure that the quality of information between CSDS, their International partners, the projects are delivered correctly to the International volunteers and that everyone understand correctly the certain skills and knowledge that the volunteer may have. If the volunteer has a specific purpose of choosing the project, the message does not come through which affect the engagement and motivation of the volunteers negatively upon working in the project. CSDS is very keen on how the success of projects develops in order to keep the funds coming, but they do not do enough to make the International volunteer happy due to the lack of fulfilling communication among the parties involved.

They need to make sure that everyone is on the same level of information, and how they treat the International volunteers in general. Otherwise the result will affect the volunteers negatively. The evaluation in the end of their stay is not sufficient to learn from, because if they have been too afraid to complain during their stay at CSDS, it will be too late and the volunteer will feel like money wasted as well as CSDS does not have sufficient information to change things for a better future for coming volunteers

(...) Not all volunteers can participate equally or on equal terms in each context (UN volunteers, 2015), but it is important that CSDS, their International partners and their projects works together in

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order to have as motivated volunteers as possible to contribute to a higher success of the project and of CSDS in general. The better CSDS is portrayed worldwide, the bigger are the chances of receiving more funding.

The use of third parties is putting pressure on the communication between CSDS, the International partners and the local projects in order to make sure that the volunteers will not end disappointed. This seem difficult due to limited resources, but if they want to succeed it is important that the expectations of the volunteers match the project description. Or at least contains other assignments that meets the skills and knowledge of the volunteers in order to avoid decreasing engagement and motivation of the volunteers during their day-to-day work. This is important in order for CSDS to fulfil the goals of the projects within the timeline of the funding.

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International Volunteering: How the recruitment process influence the motivation of the volunteers

Master Thesis – Culture, Communication & Globalization with Organizational Leadership

Laura Birch Jensen – 20161473

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10. Appendix

10.1 Appendix 1: Interview guide – Interviews with former volunteers

- Time and date:
- Age:
- Gender:
- Nationality:
- Times of volunteering:
- Length of your stay:

Before heading to Vietnam

- What project did you choose to volunteer at?
- Why did you choose this exact project?
 - What expectations did you have about working in this project?
 - What did you expect to gain from this volunteer experience?
 - How did you expect that your knowledge and qualifications could benefit this project?
 - What were your expectations towards the style of leadership working in the project?

After volunteering in Vietnam

- Did you feel that the things promised in your project description were fulfilled?
- Did you feel that your project description matched the work you did in the project?
- Did you feel that the project trusted your abilities?
- Did you feel that the executive management and colleagues took your inputs into considerations?
- Did you feel that your skills made a difference in your assigned project?
- In retrospective: If you were doing the project description yourself: What changes would you have done to get higher yield out of the project?

10.2 Appendix 2: Interview with volunteer 1

- Time & date: April 16th 09:00 pm
 - Age: 22
 - Times of volunteering: First time abroad, but I have volunteered in Denmark before.
 - Length of your stay: 2 months
-

- What project did you choose to volunteer at?

"I was originally working at a NGO, that worked with education and development in Vietnam."

- Why did you choose this exact project? And what expectations did you have about working in this project?

"Because of my bachelor in International business communication and I wanted to use the volunteering to try working in a real NGO, because I really want to work in that field when I have finished my Masters Degree."

"My bachelor did not allow us to do internships, so I thought that doing this volunteering could benefit me with some real job experience. I thought that I could look good on me résumé that I have already been working in an NGO before applying for a job in the same business."

- What did you expect to gain from this volunteer experience? And how did you expect that your knowledge and qualifications could benefit this project?

"I expected that my knowledge from my bachelor could benefit my work in the NGO. I was newly graduated at the time, so I had the latest scope about communication and theories that could benefit the project, but that just did not happen."

- What were your expectations towards the style of leadership working in the project?

"I expected that they would at least have said "Welcome" and that they were showing that they were happy to see me."

- And that did not happen?

"Not really. They were a little bit nicer on during the introduction day, but afterwards they kind of ignored me.

At the introduction day I went there with Thuy from CSDS to see the project. The manager showed me around and introduced me to my colleagues and things like that. But I still did not feel that welcome. It was like they just saw me as another object to fill out the office space."

- Did you started feeling more welcome when you finally started working in the project?

"Not at all. The first day the manager showed me my spot in the office and that was it. The I was left on my own with no assignment and nobody knew anything."

"After a while the leader arrived. She went in the office, changed shoes and then walked right pass me in order to enter her office. Another volunteer and I were just sitting there, looking at each other thinking, "What the Hell is happening here. This can't be true". She was so rude. I was sitting there for a while, thinking that she probably will realize that a new volunteer has arrived, but no. She totally ignored us. I thought that I was completely insane and weird behaviour. But after a while I ended up knocking on her door in order to present myself and force her to acknowledge me for a minute or two.

I turned out that she had no clue that I was arriving that day and she did not know anything about my background, even though I talked to both Saveaheart (Danish International partner) and CSDS about it. If I was the organization I would have thought that it would have been quite important to inform the project about things like that."

- What assignments did they promise you to work with in the NGO?

"Hmm. I can send you the project description and then you can see it yourself.(Extract from the description in appendix 6) But I had a lot of tasks including researching different approaches related to education and training, developing and testing models to improve

teaching and learning methodologies and things like that. There was so many tasks and I remember that they furthermore said that I should expect being a English teacher as well."

- So you expected to get the full experience about working in this field?

"Yes, I expected to get my hands full and really use whatever I have learned in school in order to gain knowledge and some experience working in an international NGO.. But that just did not happen."

- What happened then? Did you do all of those tasks?

"Nothing. In the beginning they said nothing at all. The plan was that I should take over tasks of another international volunteers, when she left a couple of weeks later. But I had no clue what tasks she was doing.

My first task was to do a introduction letter about myself and then I should just wait for another e-mail with other tasks. And no other tasks came, I was checking it constantly, so I was watching Netflix for about a week..

After a week I went to Thuy (CSDS) and told her the reality of working in this project and that I was doing absolutely nothing.. She talked to the supervisor at the project in order to give me some tasks..

Then the leader sends me a strategy plan about the NGO that I was supposed to look it through and come up with suggestions. I thought it was cool finally getting a real assignment, but the document was already done.. I think they gave it to me just to make sure that I knew what their strategy was, not to make me come up with suggestions.. The assignment had no deadline and of course I did not get any response on it."

- Did you receive other assignments as well?

"The same day I got another assignment as well. They have a website where it says something about terminology.. You know it says one work and then the meaning of it.. And she wanted

me to translate these words. I went to the site and realized that it was another task already completed. The meanings were already beautifully presented. I couldn't edit it. That was it, I had enough about this project."

- So, you can say that CSDS and the project should have been more realistic about sending volunteers to that project? They should have made sure that the project knew about your skills and that there were actually tasks for the volunteers to do.

"Sometimes I also just wonder about if they actually knew everything about me arriving and my background, but just ignored it. You know as well that local Vietnamese people are not that open to change their minds about something, even though the new suggestions make more sense and are less time consuming. It is like "this is what I think is the best way and I am the boss, so I will do it my way". It's like "my way or no way". You know, it's the same with the thing that they confuse themselves and don't like to work structured. Their minds don't work like that as you know as well.. "

"And in the office, everyone had their own tasks and kept to themselves. It's like they were no room for me. So I wonder why they actually wanted the extra help."

- So if CSDS wants motivated volunteers they need to make sure, that the volunteers are actually wanted in the project? That the projects have legit tasks for the volunteers to do and so on? Fully potential

"Yes and also follow up. CSDS staff asks you about your day, but they also need to follow up on the NGO to make sure that the project actually gives tasks to the volunteers. Young International volunteers are less likely to complain. I think it's the thought "Well, at least I am getting a trip to Hanoi and a experience out of this", but that's not really the purpose about volunteering from CSDS' point of view.

Thuy (CSDS) said that I was the first International volunteer to complain to CSDS about my project, but many other volunteers hated their projects as well. I found out that at least the three prior volunteers in the same project was unhappy with their project, but they never said it to CSDS. CSDS really needs to be more aware of this. As you know, the organisation only

controls the project descriptions of their “own” projects and not the project description of the projects in local projects not facilitated by them selves. So it is more important that they make sure that the other projects actually have assignments for the international volunteers and sticks to their project descriptions. Or at least make sure that the volunteers don’t waste their time watching Netflix all day.”

- So it is like that the International volunteers just keeps their unhappiness to themselves?

“Yes, definitely. I don't think anyone has been happy about volunteering in this project at all.. But they has just kept it to themselves and enjoyed Hanoi in the weekends.”

- Maybe CSDS should be more critical about the projects that they send volunteers to?

“Yes! Just because it is another non-profit organization it does not mean that it is just as good to volunteer at as in the CSDS office itself.”

- It is also a question of making the project descriptions as realistic as possible right?

“It is so important. Especially when it is worse than expected.. I had such high expectations about the project and I was so disappointed that I ended up crying every night before I ended up switching project.

I was so hard watching others volunteering at the CSDS office, where people were allowed to do way more than their project descriptions, having fun with their colleagues and overall being so happy about everything, when I was so unhappy.. I overall loved my stay in Vietnam, but that was because of every other factor than the actually project that I left Denmark in order to volunteer at.”

- Did you feel that the executive management and colleagues took your inputs into considerations?

In general the management and leaders at the project did not listen at all and in general did not care if I went to work or not. I felt so unwanted. I really think that they look down on volunteers and do not care about what they can contribute with.. They did not trust me or other volunteers at all.”

- But what about the other project? How was that?

"When I told Thuy about how depressing the originally project in the NGO was, she mentioned other projects, that might could be interesting. CSDS has project about teaching, in my case English, kindergarten or NGO and she found a spot for me in a project about teaching English in a kindergarten five minutes away from CSDS. I currently work in a kindergarten here in Denmark now, so I thought it could be fine doing it in Hanoi as well.

- So it ended up being a better solution for you or?

"It was, but sadly I did not get the chance to work with the things that I really wanted to. I came to Vietnam to get experience working in a NGO and to use my tools from the university, but I ended up playing with kids. But I will give CSDS credit in order to find me another project since the originally project did not want to listen to either me or CSDS.. Only problem was that I had new expectations about teaching English in Vietnam, so I started thinking about teaching materials and so on. But there was always issues with the schedules about where I should be and I was never warned about whether or not there was a projector and working computer with Internet access or not. And the teacher almost never knew if I was coming or not. So I had issues preparing teaching materials. At least I was teaching once in a while, but it was so unstructured because everything was so confusing"

- Having the payment for the volunteering and the kilometres travelled in order to volunteer: Did you feel like you were doing enough?

"No not at all. I did not made any difference. I paid so much to volunteer, because I wanted to learn something, but I did the bare minimum working in both projects. At least I had a good time being in Hanoi, living in the CSDS house with the other volunteers and discovering Vietnam and other Asian countries. And if I forget about the lack of structure and how

confused everyone was, I ended up having a great time in the kindergarten as well.. I was competent working in both projects, but I was not using my fully potential."

- Did the management in the kindergarten give you the opportunity to use your competences in your work? You know, in Denmark we act around kids a little bit different and have other ways to stimulate the children than in Vietnam.

"They were so nice. They listened to me, but they did not change anything. I was just a volunteer and they did not take my competences seriously. It's the Vietnamese thing: They just say yes, but that does not mean, that they do it."

- In retrospective: If you were doing the project description yourself: What changes would you have done to get higher yield out of the project?

"I would have made sure that the project descriptions was way more specific and realistic. The practical information about being in Vietnam and about the food and whatever was fine, except they should use pictures from the actual house in the description and not pictures from a better house. And they should mention that the volunteers should think about bringing extra blankets with them, because the beds are hard as concrete and not made for regular bodies.. And maybe they should add a little bit more about the Vietnamese business culture and lack of structure as well."

"In general they also should consider communicate better with their partners.. That could help making sure that the volunteers get less disappointed working in their actual project."

10.3 Appendix 3: Interview with volunteer 2

- Date: April 17th 15:05
 - Age: 24
 - Gender: Male
 - Nationality: South Korean
 - Times of volunteering: 2
 - Length of your stay: 2 months
-

- What project did you choose to volunteer at?

"I choose working in the kindergarten project at Smile Kindergarten"

- Why did you choose this exact project?

"Well.. Before I decided to volunteer.. I had personal issues, because I felt stuck in life and I felt that I lacked the feeling of love from others. I just dropped out of the university and I needed to spend the time wisely to find myself again. I wanted to try something new and challenge myself while feeling the love that you get from working with children, so I choose to volunteer abroad in a kindergarten."

- What expectations did you have about working in this project?

"I didn't expect much. I wanted to have some pure love from the kids, which is the main reason. And then I wanted to get some experience working abroad, while I have fun and feel loved. The agency that sends me abroad did not tell me much, so I did not have high expectations. But I expected to teach English and play with the kids in the kindergarten."

- What did you expect to gain from this volunteer experience?

"I expected to feel joy, love and happiness while playing with the kids and practising my English while teaching. I also looked forward challenging myself by speaking English most of the time and meeting people from all over the world. I hoped to get friendships with people from other countries and learn about other cultures. And of course to experience Vietnam while I was volunteering."

- How did you expect that your knowledge and qualifications could benefit this project?

"I do not have qualifications to work with kids, so this was my first time. But I have always enjoyed playing with kids at home, so I hoped that I would enjoy it in Vietnam as well. The partners didn't say much. They just told me that I would be working with poor kids without structured education, so I basically did not know much before arriving."

- What were your expectations towards the style of leadership working in the project?

"I hoped that they would support me in order to help as best as possible. And they were friendly towards me so I felt welcome in the project."

In reality the leaders didn't say anything.. They just said that I should play with the poor kids and that they need education and you need to teach them English, but in reality I was not allowed to do much besides playing with them at least in the beginning. After some weeks I realised I could do anything with the kids as long as it was meaningful to the staff in the project."

How were the other staff members besides the leaders treating you?

"They treated me well and tried to give good food and make me feel comfortable. Encourage me to be better. Sometimes after school I met up with other teachers that taught me everything about Vietnamese culture and food. That was a great experience and I felt appreciated working in the project."

- Did you feel that the things promised in your project description were fulfilled?

"I did way more than the project description, but it was for the better. Gave me working experience and friends abroad. The experience improved my English skills and myself and it matured me on a personal and mentally level. I felt pure love from the children and I started to understand people differences and cultures and what it truly meant."

- Did you feel that your project description matched the work you did in the project?

Well. The partner did not say much, so it pretty much did in my case.

- Did you feel that the project trusted your abilities?

"Yes, but I did not feel that I had any. There was another volunteer as well, who normally works with childcare, so I felt a bit useless compared to him."

- What separated you from Chris (other CSDS volunteer, der gathered material to his Masters Degree), that made you feel useless?

"He was very confident in his abilities and knew all the right terms to use and why he was doing what he was doing.. I was just following the instructions of the other teachers in the project, except hitting the children. But it was not like Chris came through with much more than I did. It was very chaotic working in that environment, because the children did not respond to much else than being hit by the employees."

- Did you feel that the executive management and colleagues took your inputs into considerations?

"I did. The teachers are a bit more violent and there are two teachers for 10 kids, where nothing is under control. Not enough space and the kids were crazy. The teachers hit them and I said that it is not the right way to raise the kids."

I suggested more training for the teachers and the management was open towards it, but I don't know if they changed it. They have no money. I heard that private kindergartens like this do not get support from government and that is a problem, because everyone deserves good education."

- Did you feel that your skills made a difference in your assigned project?

"My positivity did. Yeah but I felt like I lacked a little bit of experience.. I was helpful, but compared to more professionals it wasn't enough for them because it was my first time. Especially compared to the other volunteer, that normally works with childcare."

- In retrospective: If you were doing the project description yourself: What changes would you have done to get higher yield out of the project?

"I would have said: I would have added that the volunteers working in this project needs to prepare something for the kids before leaving.. Or at least have some ideas about games and other learning tools to educate the children. Also it could have been nice if the International partner had more information about volunteering at CSDS.. I did not hear much about it or the culture in general, which I found out that other International volunteers did."

10.4 Appendix 4: Interview with volunteer 3

- Time and date: April 19th 2018 15:28 pm
- Age 21
- Gender: Male
- Nationality: German
- Times of volunteering: 2
- Length of your stay: 3 weeks

-
- What project did you choose to volunteer at?

"I chose a social project that was dedicated to teach young Vietnamese students English during their vacation organized and hosted by the CSDS organization themselves. I worked as a teacher in a English summer course, for which the students had to sign up ahead and which lasted for eight weeks, of which I attended three."

- Why did you choose this exact project? And what expectations did you have about working in this project?

“My initial motivation to work in this project, was to apply my so far gained teaching-knowledge from sports in another field, namely English. Moreover, I considered this as a good opportunity to get to know more about Vietnamese culture, since I was in direct contact to locals for three weeks.”

- What did you expect to gain from this volunteer experience?

“I hoped, firstly, to get a better understanding of the Vietnamese people, since I was working with them and secondly being able to share some of my culture with these people. I also hoped to gain a lot of knowledge about other cultures living in a house with so many nationalities and gaining new friends”

- Did these wishes come true?

“They certainly did! My students taught me a lot about Vietnamese culture and I really had fun exploring Vietnam with all the roommates from the house. Now I officially have friends from all over the world.”

- How did you expect that your knowledge and qualifications could benefit this project?

“Since I have been working a lot with Children and young people before, as I was a tennis coach and coach for general sports, I believed that my knowledge on how to be a ‘good’ teacher would help me teaching culturally completely different people a foreign language.”

- What were your expectations towards the style of leadership working in the project?

“Since I did not know how old the people of the English Community Class would be, before the class had started, I could not make any inferences on how my role within this group would be. As I was 20 years old when going to Vietnam last summer, there could have

possibly been older students, whose authority I would have been. Thus, I hoped to be accepted by the group regardless my age and their age.”

- Did you feel that your age became an issue teaching in the project?

“I think that the students respected me and my ability to teach them English. They were curious to learn the language and about other cultures, which was fun to teach them about. Vietnamese people are, as you know, quite curious by nature and they were more interested in learning than caring about my age compared to them selves. All they care about is hearing about my marital status, my living conditions back home, school system and my economical situation.”

- Do you think that the age is a general concern of the volunteers, when it comes to having authority in their projects?

“Yes, I do. Generally the International volunteers are 17-25 years old and some of them have never been outside their own country before. So, because they are really young and insecure due to their sometimes first time abroad it can be difficult for the volunteers to be confident and display authority towards people likely older than themselves. But, words have it that many especially local projects did allow the volunteers to get any responsibilities besides the bare minimum.”

- Did you feel that the things promised in your project description were fulfilled?

“I can mostly confirm that my expectations of the program and the reality were congruently, however sometimes I wished to have a bit more freedom in what I am doing. Since there was an instructor of CSDS (the organisation) constantly sitting in the class room, I felt a bit observed and not completely free in my decisions, as he also interrupted whenever he wanted.”

- Did you feel that your project description matched the work you did in the project?

“Yes! The project description was about teaching young men and women, which was completely fulfilled.”

- Did you feel that the project trusted your abilities?

“As mentioned before, the only restriction I felt was the presence of one of the teamers of the organisation (CSDS), as he attended most of the sessions and intervened into my lessons, if he had different ideas.”

- Did you feel that the executive management and colleagues took your inputs into considerations?

“After my stay at the organisation, there was an evaluation with the teamers about my stay in Hanoi. I believe that the responsible people took each feedback they received serious and try to adapt this positive criticism.”

- Did you feel that your skills made a difference in your assigned project?

“I think that my skills perfectly matched the requirements of the job I was assigned for. Nevertheless, as the job was not really difficult, my skills did not really matter since everyone could have done it.”

- In retrospective: If you were doing the project description yourself: What changes would you have done to get higher yield out of the project?

“If I would do the description myself, I would especially emphasize the gains for each party involved to give the volunteers more incentives to participate in the program!”

10.5 Appendix 5: Interview with volunteer 4

- Time and date: April 16th 8:00 pm
- Age: 25
- Gender: Female
- Nationality: Danish
- Times of volunteering: 1
- Length of your stay: 3 months – came straight from Myanmar

- What project did you choose to volunteer at?
“I worked three months in the project called Peace Village.”
- Why did you choose this exact project?
“The only thing I could choose between in Vietnam that came the closest to what I was interested working with.”
- What expectations did you have about working in this project?
“Hmm, I expected that should help with developing work methods and ways of working.. I have a lot of knowledge about the subject thanks to my bachelor degree in Physiotherapy, so I wanted to use my skills from school in real life.”
- What did you expect to gain from this volunteer experience?
“I expected to test my skills and knowledge from school in practice and to get some work experience while volunteering.”
- How did you expect that your knowledge and qualifications could benefit this project?
“Well, I have a lot of knowledge about this subject due to my educational background as a physiotherapist. Take knowledge and things about patient groups and etc. from Denmark and implement it in the project.”
- What were your expectations towards the style of leadership working in the project?
“I expected that they were open minded and that I was allowed to do more. To get something between my hands and actually complete treatments since I have the education to do it.”
- So you were not doing treatments?
“Not really, it was most just observations.. And if I did not do observations I did what they were doing in their way of doing things. And did a case study with one patient.”

- So only one case study and then observations. What were you doing the rest of the time?
“Yes only one case study and then observations. But I also ergo therapy, but you were working in blindness.. You did not know what was wrong and their problematization. If you had a local supporter with you, you might figure it out. But if not, you were on your own.”
- What did the partner tell you before departure about the project?
“I went with Global Contact and they gave me a wrong project description.. CSDS changed my project after departure, so the target group was wrong and the assignments as well.”
- How did that affect your experience in the project?
“The work I was agreeing with CSDS about working with was more relevant than the original project description.. But unfortunately I ended up doing nothing like the agreed. It just sounded more relevant to begin with.”
- So we are going back and forth between project and project descriptions, but in the end you still ended up doing the absolute minimum. Is that correct?
“Yes it is. From home I was told that I would not be doing as much physiotherapy and I would not be working with as many other physiotherapists, but I ended in a hospital with many instead.. I thought that was nice, but I would rather have been on a smaller project if that gave me the opportunity to do more. Just doing something would have been nice..”
- Did you feel that the things promised in your project description were fulfilled?
“No. I experienced a lot of the Vietnamese culture that they described in the project description, but nothing workwise... I truly experienced a lot of Vietnam, but nothing I can use for future work. Which was I was really hoping for, because I need experience in order to get a better CV back in Denmark.”
- So the International partner told you that you would use your education in the work?
“Well. Normally Global Contact does not recruit volunteers to projects as I wanted to volunteer at. They normally work with recruiting people to other projects that require less education to work at. But I asked and then they contacted potential projects to figure where to send me.. And

then I ended in Vietnam straight after a non-formal adult education in Myanmar. They were told that I could use my skills in this project and that is why I chose to volunteer.”

- Did you feel that your project description matched the work you did in the project?
“No, I did not do anything... None of the project descriptions matched even slightly the reality.”
- Did you feel that the project trusted your abilities?
“Not really.. But it was like that there was a lack of communication between staff and leader and therefore my potential was not used. It was very confusing and the staff was much like “our way or no way, because we know best”. I think it is a Vietnamese thing. Especially when it is a local project, that has no knowledge about how the rest of the world does things. But some days they wanted to listen and other day they will not... But I have learned that just because they seem like they want to listen then it does not mean that they actually do it.”
- Did you feel that your skills made a difference in your assigned project?
“Not really.. I had much more to offer, that I was not allowed to.”
- In retrospective: If you were doing the project description yourself: What changes would you have done to get higher yield out of the project?
“I would have given the volunteer more opportunities to do workshop and teaching of the staff in my case. Present theories and stories about what they do in DK. They did it with Vietnamese professionals, where they tested the theories afterwards and I would have loved to do the same.. But it is only possible in cases like mine, where I actually have the education.. Random volunteers will not benefit like that. But it could have been interesting to have workshops about how we do things in DK and then the staff could have tried things in a new way afterwards. In that case I would have felt appreciated and that I used my knowledge for a better purpose.”
- So better communication between CSDS and the projects could have benefitted you?

“Definitely.. It was like that the project did not understand that I was educated in physiotherapy myself.. Sometimes it looked like I was still a student and there was no trust in my abilities. Also they could have done more in order to find the perfect match for the volunteer. That is something that could have benefitted CSDS, the project and the volunteer itself.

Another thing, more research about finding the right fit between volunteer and project in order to make sure that everyone ends up satisfied with the experience.. It is not because I only think that they were bad at matching people, because I witnessed other volunteers that were more than pleased. But I think that they need to work a little harder to match volunteers with projects when they have an educational background. When it comes to the projects I feel like there is too much of a difference between how much they can do. I think people volunteering in the CSDS office get challenged the most and have the best conditions, where you are allowed to do way less in the projects. Maybe it is because CSDS is an international NGO with a bit more International mind-set, but I still think that it is a shame that the quality of the outcome vary this much.”

▪ Any other things?

“I also think it is a matter of the balance between free time, preparation time, work, commute and lunch time.. I basically only work 4 hours a day, but I was away from the house for 9 hours. Such a waste of time.. My commute was really long and then I had three hours of lunch break in a area with barely any eating opportunities and nothing to see.. And thanks to the commute I could not get back to the lunch in the CSDS house, where everyone eat together and bond.. I was just left on my own and really bored in the breaks. I really drained my energy level and motivation and then the lack of work really did not improve the situation. If the work had been challenging and I had an responsibility, I would have been okay but that was not the case.”

▪ Btw. Did you feel that you had a relation to your colleagues and leaders?

“Only one colleague could speak English, so without the CSDS supporter I could only speak to one of them. The language barrier was difficult especially when it comes to work related terms. Sometimes the supporter did not know the Vietnamese translation of the terms, so it was difficult to share important Information.. So I felt a little bit alone in the project without the supporter. I do not really think that CSDS are really capable of having a project like this one, because they

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are not educated within this field. They tried hard, but the translation task was too big in this case.

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10.6 Appendix 6: Extract of a project description

Save A Heart – By Committing Yours
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Project Descriptions:

Name of workplace:

Center for Education and Development (CED)

Description:

Center for Education and Development (CED) is a dynamic group of experienced scientists, training specialists, educators, and development specialists, committed to education and development causes in Vietnam. The group has worked together for many years to conduct research and create and implement programs in education, training, and development to serve the needs of a rapidly developing Vietnam. With projects in two interrelated, mutually reinforcing program areas, Education and Development, CED works to develop innovative solutions and initiatives with a wide range of partners in the public and private sectors in Vietnam.

Key Program Areas Supporting Education

Through recent and continuing development in Vietnam, the society is becoming more complex and globally integrated, and the pressure on education to serve as a vehicle of individual and collective advancement is more acute than ever. CED is developing and testing new ways of teaching and learning and providing input and feedback for education reform in Vietnam.

Specific activities include:

- Conducting research on progressive approaches in education and training from throughout the region and the world for adaptation to Vietnamese contexts.
- Developing and testing appropriate models to improve teaching and learning methodologies for both public and private institutions through active coordination and linkages.
- Developing hands-on science and skill-training programs for school and university students.
- Organizing exchanges and study tours for educators, school and university students at home and abroad.
- Partnering with governmental and non-governmental organizations in Vietnam and abroad to expand successfully tested good educational practices.
- Mobilizing resources and donations from different institutions, organizations, and businesses for the development and implementation of programs to improve the quality of human resources in Vietnam.
- Increasing parental involvement and community support in school activities and programs.

Development Initiatives

With a range of partners from the public, private, and non-profit sectors, CED designs and implements initiatives to deal with social and environmental issues affecting communities. CED's programs focus on local governance, policy advocacy, promoting civil society participation, and sharing best practices to address issues such as biodiversity conservation, climate change, environmental management, disaster risk reduction, migration, and human trafficking. Through close linkage with CED's expertise in education, many of the organization's development programs include a strong education component, focused on creating sustainable impacts through giving communities the knowledge and training to create positive change. CED also leverages its network of experts to offer consultancy services in assessment, research, and surveys for development initiatives led by other organizations.

Distance from the accommodation:

Approx. 20 min. by bus

Interns' and volunteers' main responsibilities

Interns and volunteers are needed to help with developing and editing proposals, editing translated reports and documents, exploring information, seeking new international partnership, and improving local staff's communication in English. Interns and volunteers will also involve in project monitoring and evaluation, site assessment or taking field trips when needed. Interns and volunteers will help with the implementation of the project activities if relevant.

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In terms of reporting, interns and volunteers will work closely with a mentor at CED and keep her/him informed of their progress on the weekly basis.

Interns' and volunteers' requirements

- Have strong interest in development work
- Excellent written and spoken English
- Be proactive and open minded
- Be friendly, creative and flexible

Additional information that might be helpful to you:

The working environment will be quite professional. Smart casual is recommended. Please bring your laptop along with you. Interns and volunteers should read more about writing project proposal and about development issues in general – which will be very helpful for your work there.

General challenges:

- Big, busy & noisy city.
- Heat and humidity.
- Pollution.
- Difficulties in communicating with local people
- Being a visible minority.
- Working practice & conditions differences.
- Food – a lot of rice!
- Traveling alone, homesickness.

Accommodation:

Volunteers will stay in a volunteer house/dormitories. Although we have some home stays with local Vietnamese families, but these are extremely limited and therefore volunteers should expect to stay in dormitories. The dorms are a popular and a very sociable option since you get to live and socialise with other volunteers and Vietnamese staff. Living conditions in the dorms are basic. There is a hot water machine, aircondition in the summer and flushing toilets but you cannot expect to live in a hotel. Males and females are accommodated in separate floors. The accommodation is located in Hanoi suburb, about 30 minutes from the city centre. Most volunteer placements are located relatively handy to the accommodation, but in some cases the volunteers may have to travel by public bus for an hour. If this is the case, volunteers will be escorted by a member of staff for the first two or three days to ensure they know where to go and can find their way around easily. While bedding is provided, it is recommended that volunteers bring their own sleeping bag.



Laundry

At the volunteer house there are two washing machines that volunteers can freely use. Washing detergent is also provided.

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NOTE:

Volunteers can pick up the visa on arrival, at any of the three international the airport upon arrival to Vietnam (Hanoi, Da Nang or Ho Chi Minh City). It is not applicable for those who are entering Vietnam by trains, bus or boat.

Arriving to Vietnam

Volunteers are expected to arrive on the first and third Wednesday of the week. Thursday – Saturday that week will be for orientation and city tour. Sunday is free day and the next Monday is the first official working day. Accommodation is provided from Wednesday night. If you arrive earlier our staff will organize accommodation for you if possible. This accommodation will cost USD15 for an extra night (including meals and is expected to pay directly to the local staff when you arrive in country) and often this accommodation will turn out to be the accommodation you will be at for your entire stay.

Orientation

Orientation will begin on the day after arrival and you will be picked up from your accommodation and taken to the orientation. Orientation will be conducted by the local team and cover everything you need to know for your volunteering placement in Vietnam – Introduction to Vietnam, Vietnamese Customs, Rules and Expectations, Travel Opportunities in Vietnam, City Tour, Survival Vietnamese language lesson, Introduction to your project and placement. The orientation will also give you a chance to meet other volunteers and swap contact details for weekend travel and socializing. Once orientation is complete, volunteers will be taken back to their accommodation and introduced to all relevant parties – local staff and other volunteers or home stay family members and program placement staff.

Example of a volunteer week

When volunteers initially arrive they will spend their first 2-3 days doing orientation, taking the city tour and generally getting accustomed to volunteer life in Vietnam before they start volunteering.

First Day: On the first day of the volunteering placement, you will be escorted to the project by the local staff and introduced to the staff at the project you will be working with.

Weekdays: While our programs are flexible and can be fitted to your requirements, a typical day is as follows though there can be changes depending on each placement.

- 7.00AM Breakfast at the volunteer house
- 7:30AM Volunteer leaves home and is dropped by public bus (or walks) to the project;
- There is usually a lunch break. Work and hours is dependent on the project and location that the volunteer is participating in.
- 2.00PM-5.00PM Work at the project usually ends. The volunteer at this point is free to visit and see places or do shopping.
- 6:00PM Dinner at the volunteer house/homestay.

Weekends: During the weekend, volunteers have spare time and usually just relax or take the opportunity to explore other parts of their local town in Hanoi/Ho Chi Minh City and Vietnam. Long weekends can be taken to travel further afield and engage in tourist activities such as trekking, Vietnamese history tours and visits to temples. If volunteers wish to volunteer over the weekends they can join local teams and visit other orphan-ages (or other children helping organizations) to spend time simply playing with and entertaining the children.

About Vietnam:

Geography and Climate

Vietnam stretches over 1,600km along the eastern coast of the Indochina Peninsula. The country is S-shaped, broad in the north and south and very narrow in the center. Vietnam is located in Southeastern

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'Permission'

Everything in Vietnam needs permission. Who actually gives permission will vary, but if you want to move the tables in your office/classroom you will need permission, if you want to visit a school to observe teachers you will need permission. Permission can take a long time to get. Be very patient. Doing things outside the proper channels could cause you and your colleagues many problems. Even informally, at parties and weddings, asking permission to leave early (it's the same word in Vietnamese, whether for formal or informal occasions) is the most polite and acceptable way of leaving.

Let People Know What You Are Doing

It is really important that everyone knows what you are doing and where you are going. Although this may seem a bit overbearing, remember that someone in your place of work has been 'given responsibility' for you, and if they are asked by higher powers about you, they need to be able to answer. Trips to the toilet are not included here, but if you are going out past your college guard to the market say that you are just going to the market or wherever, it's another way of building and improving relationships. Likewise, if you go away for the weekend/going in the forest, let someone knows.

Structures

Know where you fit into the structure; know who your boss is; know who your boss's boss is. Avoid going over your line manager's head to ask for information or permission, as this can cause massive loss of face all round. Remember that information in Vietnam flows from the top-down, and that there are few opportunities to pass feedback to the top, only to your line manager.

Time

We know that we should be patient, but sometimes it's just so difficult! Trying to hurry things along can sometimes make things worse, although there's no harm in asking 'how about the workshop we want to do' now and again.

Last Minute Changes

Smile, be patient and be very, very flexible.

Your responsibilities as a Volunteer:

Insurance:

You are responsible for having the right travel insurance, while you are volunteering abroad, and you must send us a copy of your police latest 4 weeks prior to departure from Denmark. Some people find it very annoying, to be paying for having a travel insurance, but the costs that you pay for the actual insurance, is nothing compared to the invoice you will get, if you end up in the hospital not having one.

Please note: You are NOT allowed to be volunteering through Save A Hart – By Committing Yours, if you do not have a travel insurance, and we reserve the right to cancel your project, if you are not able to provide us a copy of your police. This is for your own safety!

Vaccines:

It is very important, that you make sure, that you receive all your vaccines, before you are volunteering abroad. Please keep in mind, that you are working very closely to the local people, and the risk of being ill, is a lot higher, than if you are just taking a normal vacation as a tourist. We highly recommend that you consult a doctor at least 6 weeks before leaving Denmark, in order to make sure you have received all of the necessary vaccinations prior to arrival. Alternatively you can have a look at www.sikkerrejse.dk.

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Visa:

Always remember to apply for your visa from Denmark, if it is required for your final destination. There is absolutely nothing we can do, if the people at the immigration office are rejecting you to enter the border due to a missing visa. We advise you to have a look at www.um.dk;

- Click on 'Rejse til udlandet'
- Click on 'Pas og visum'
- On the right side you will have to find your destination
- Click on 'udenlandske pas- og visumregler'

Please note: You will need a transit visa, if your flight has a transfer in India or The United States.

Be a role model:

As a volunteer you are encouraged to be a role model for the people that you are helping. This basically means that you cannot show up late for work, be hangover or smell of alcohol while working, and you are expected to have a nice language without being yelling or swearing at people. A lot of the projects are depending on the help that they get from international volunteers, but when you are at work, you must accept, that you are not the most important person in the room, since that is the needy people that you are there to help.

Take action:

While you are volunteering, you will discover that most of the time, you will need to take action to make things happen. Don't wait for the local staff to tell you what to do (since they most probably won't), but try to take the initiative, and come up with new ideas or projects that will benefit the local organization or the particular place that you are working in. Don't be shy or scared for having an opinion as long as you respect their way of living while contributing to a better lifestyle.

Expectations:

Arriving in a developing country as a volunteer, being a 'shining example' for all humankind, you may be expecting to change the world. Although the work you contribute will be invaluable, it is the cumulative effort of many volunteers like you that will truly make a difference, bit by bit. Do not feel bad if you do not single-handedly change the world – you are an indispensable part of the foundation that is being built. The deep and comprehensive knowledge you will gain just by looking and listening will be of great use in later life, raising awareness and understanding of the developing world among your friends and family. Work can be a lot slower than what you are used to, and the biggest adjustment may be getting used to the pace of life.

How to stay healthy:

- Wash hands with soap and water or use hand sanitizer regularly.
- Keep fingernails short
- Drink only bottled or boiled water, or carbonated drinks in cans or bottles. Avoid tap water, fountain drinks, and crushed ice cubes (the ones that have the industrial – round with whole in the middle - shape are usually safe). If this is not possible, make water safer by BOTH filtering through an "absolute 1-micron or less" filter AND adding iodine tablets to the filtered water. "Absolute 1-micron filters" are found in camping/outdoor supply stores.
- Avoid raw meat and, apart from eating in your host family/guesthouse/ restaurant eat only fruits and vegetables you have peeled yourself.
- If you visit an area where there is risk of malaria, take your malaria prevention medication before, during, and after travel, as directed. (See your doctor for a prescription). Please note, there is a higher risk for malaria in rainy season as there are more breeding places then.
- To prevent fungal and parasitic infections, keep feet clean and dry, and do not walk barefoot.
- Don't eat dairy products unless you know they have been pasteurized.
- Don't pat animals (especially monkeys, dogs, and cats), to avoid bites and serious diseases (including rabies and plague).

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