
An advice report on communication regarding influence and persuasion of potential future volunteers.

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# *Voluntourism or Exploitation*

## An advice report on communication regarding influence and persuasion of potential future volunteers.

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## Preface

This thesis is written for Better Care Network Netherlands (BCNN), Defence for Children - ECPAT and Saxion University of Applied Sciences Deventer, specifically the Hospitality Business School. This research paper was set up using the HBS and APA guidelines and is the students last contribution to the bachelor of the study Tourism Management. The thesis intention was to contribute to the creation of content of an online tool with which BCNN wants to inform and persuade future potential volunteers about the dangers and negative effects of orphanage voluntourism. I purposely looked for a project a bit outside the lines of 'regular' tourism assignments due to my interest in children's rights.

First and foremost, I would like to thank my first examinator Inge Gijsbers for having the patience to deal with my extraordinary situation. Having a terminally ill mother has taken its toll on me during this thesis semester, and an emotional outburst wasn't a strange thing to see. It takes a very strong and compassionate person to deal with this situation. Furthermore, I would like to thank my family for all the support and motivation to keep going and finish this project. I would also like to thank my company supervisor Celine Verheijen for her understanding and for giving me the room to work on the thesis according to my own needs. Further thanks go to my aunt and uncle who have reorganized their home to accommodate me a room to work quietly, and of course my friends for having a listening ear when I needed it. A special thanks to my friend and former housemate for her help and expertise with linguistics. In addition, I would like to thank Nicholas Nicoli, for his involvement and expertise about PR. Lastly I would like to thank all the partner organizations of BCNN for allowing me to talk to their volunteers, and of course I would like to thank all the former volunteers for their input which made this research possible.

Deventer, 12th of June, 2017
Sanne van der Kolk

## Summary

The following thesis is written for Better Care Network Netherlands (BCNN) and Defence for Children - ECPAT. BCNN is an umbrella organization comprised out of smaller organizations and or companies, Defence for Children- ECPAT is one of those organizations. In addition, Defence for Children - ECPAT is the Chairman of BCNN. BCNN main working area regards the protection of children without adequate parental care in developing countries. It is their mission to "*facilitate active information exchange and collaboration on the issue of children without adequate family care and advocate for technically sound policy and programmatic action on global, regional, and national level".* However the constant flow of volunteers is not helping the situation in the developing countries according to BCNN. Therefore, BCNN wants to stop the 'well intended' volunteers from going on volunteer projects in orphanages or residential care houses. Thus, action is needed, BCNN wants to act by setting up an online tool through which they want to persuade voluntourists by dispersing information. However, BCNN also foresaw that a change in the behavior of future voluntourists is necessary in order to reach their long term goal of stopping voluntourism projects in orphanages. Therefore, BCNN already created content for the online tool, however they would like to know what former voluntourists think is necessary to persuade future voluntourists. Hence, this thesis offers a solution on how best to influence / persuade future voluntourists using an online tool as means of communication. In other words, the thesis at hand should contribute BCNN in persuading potential future voluntourist into making other more responsible or ethical options.

In order to advice BCNN on influencing future voluntourists it was crucial to gain a better understanding of persuasion and motives and or factors that play a role in choosing orphanage projects abroad. Therefore the following central question was posed: "in what way can Dutch voluntourist be influenced through communication"? This research question was answered by making use of a qualitative research approach. Eight interviews were held with former voluntourists who had volunteered in an orphanage or residential care facility. In addition, five other volunteers who had not volunteered in an orphanage but had volunteered in other projects were interviewed on the basis of the content created by BCNN. The eight interviews with former voluntourists were geared towards gathering data and the co-creation of questions they thought were necessary to ask to persuade potential future voluntourists in making different choices. Both the interviews with the former voluntourists about creating content as well as the interviews about analyzing the already existent content rendered enough insight into the persuasive content needed for the online tool. In addition, it was important to identify communication techniques used for persuasion or influencing. Moreover, the identification of motives, factors and communication channels was essential before giving the final advice. Hence, additional research of secondary literature was done which together with all the field research formed the basis through which all research questions could be answered.

The results of the research showed that former voluntourists mainly created content for the online tool in the following categories: individual enquiry, cultural differences, organization, and lastly skills. The document analyses stated aspects that all fall under 'layout'. The result section will analyze the respondents input for each category more detailed, in addition, the results of the document analysis will show the aspects that fall under 'layout' according to the respondents. The results emphasized that the current content and the content created could very well be combined. All research, consisting out

of secondary literature and fieldwork has shown what could be used to influence / persuade potential future voluntourists. Setting the focus to more personalized questions and paying extra attention to language was perceived as very important by the respondents. These recommendations are addressed in more detail in the advisory part. Moreover, the advisory part of the thesis describes several alternative options that are identified for BCNN. These alternative options were weighed upon a set of criteria in order to finally arrive at the recommended advice. Combining the created content as well as the already existent content in the online tool was the best option together with altering the general level of language to create a better mutual understanding of the language written, in addition, the tool should provide more visualization and examples. In the advice chapter the budget and a balance scorecard (BSC) are given to present the financial implications of the online tool and in extension also the campaign. Lastly, a first step to implementation is given by using the PDCA cycle regarding the recommended advice.

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## 1. General introduction

This chapter provides the introduction for the organization for which this thesis project is written as well as the importance for the thesis project for the organization. Furthermore, the introduction discusses the objectives of the research and the management and research questions. Lastly, the introduction gives a brief outline of the thesis project.

### 1.1. Defence for Children

Defence for Children is an international organization that fights for the rights of children. Defence for Children promotes children's rights in the Netherlands and abroad on the basis of the UN Convention on the rights of a child (UN CRC). Defence for Children makes is clear that effective strengthening of children's rights can only be achieved if the rights of children are enshrined in legislation and if there is continuous monitoring of compliance. Defence for Children use the UN CRC and its resulting case law and other international treaties as a starting point to get children's rights implemented and to monitor compliance. Defence for Children and ECPAT are two separate organizations internationally. In the Netherlands the two organizations operate together under the name Defence for Children - ECPAT. ECPAT is a network of organizations in 82 countries and performs worldwide campaigns against sexual exploitation of children. The headquarters of ECPAT International is located in Thailand. (C. Verheijen, personal communication, February 17, 2017).

### 1.2. Better Care Network Netherlands

Better Care Network Netherlands (BCNN) established in 2008 is an umbrella organization comprising out of partnerships between multiple smaller organizations working together to improve care mostly for children in developing countries. Defence for Children - ECPAT joined Better Care Networks from the moment it was established essentially to improve the alternative care for children without parents. ECPAT noted through the observation of international court cases that there was a strong link with the sexual exploitation of children and orphanages/residential care and due to that specific state Mrs. Verheijen the researchers client from ECPAT joined the workgroup 'quality' from Better Care Network. After one year Defence for Children - ECPAT was the chairman of BCNN. The client's reason for joining was to get to know the sector and to make the sector aware of the phenomenon of sexual exploitation within orphanages and to help the sector recognize the signals and inform them on where to report these signals. After the clients familiarization with the sector the goal was to improve legislation and cooperation from voluntary organizations. Last year BCNN went a step further and announced that it is not in the best interest of the child to follow certain guidelines with regards to working with children in orphanages but it is in the best interest of the child to stop volunteering in these orphanages. This in essence is the root of the problem; the researcher will focus on the voluntourist that travel to orphanages in developing countries. The focus lies solely on the voluntourist within this project, because the client seeks to influence their behavior, hopefully leading to less demand which in turn leads to needing less or no supply. However, most voluntourist use commercial companies or organizations to find suitable projects. Therefore, the researcher will need access to the partners (sending organizations) of BCNN in order to reach their volunteers. The project however is complex, as BCNN is inevitably cutting into the profits of these sending organizations by wanting to stop orphanage tourism.

### 1.3. Voluntourism

According to Next Generation Nepal (2014)

> Orphanage voluntourism is a term used to define a spectrum of activities related to the support of orphanages and children's homes by individuals who are primarily, or were initially, tourists on vacation. In most cases, orphanage voluntourism involves a tourist who wishes to include an element of social work-oriented volunteering in their vacation or travels and who chooses to do this by volunteering their time – sometimes coupled with financial or material support – to an orphanage. For some tourists, this element of volunteering may be planned in advance of their vacation, whilst for others it may be more spontaneously arranged once they are already on vacation. It is common for the tourist to pay for this experience, either directly to the orphanage, or through a volunteer agency or tour company. Having volunteered in an orphanage, some tourists return to their place of origin and continue to financially or materially support their chosen orphanage, and may even establish more formalized fundraising mechanisms to achieve this. In some instances, the tourist may establish a registered charity or an international non-governmental organization to continue financially supporting the orphanage. A tourist who engages in any of these activities can be referred to as an 'orphanage voluntourist. (p.10)

One of the reasons mentioned above to stop voluntourism to orphanages also known as residential care facilities was the link with sexual exploitation of children. However, there are many more reasons for stopping voluntourism to orphanages. Research has shown that however good the intentions of the volunteers are, by allowing volunteers direct access to children put children at risk in the following ways: - Volunteers create incentives for parent to place their children in an orphanage,
- It normalizes access to vulnerable children -> which makes it easier for people who want to hurt children to access them,
- Disrupted attachment -> children form bonds with people who always leave,
- Disrupts children's routines,
- Creates confusion with regards to culture and identity,
- Volunteers often do not have appropriate skills.

Apart from the above mentioned reasons, many of the volunteers don't know or understand the real situation of children in orphanages. Studies have shown that 80% of children in orphanages have one or more living parents; therefore the term "orphanage" is misleading as it conjures up images of children with no one to care for them. In addition, international volunteering in the developing world has become so common; it is actually creating a demand for "orphans" and "orphanages". Volunteering in such a setting supports this trend, where an increase in the number of orphanages contributes to the separation of children and families. Moreover, the more funding that goes into orphanages, the more appealing they become to struggling families who believe their children will be better off in the center than at home (Better Volunteering Better Care, 2016).

### 1.4. Online tool

BCNN has developed the content for their intervention method, the online tool. An intervention method means nothing else than 'something' (in this case an online tool -> web link with questions) with which they intend to influence the behavior of future voluntourist traveling to orphanages in developing countries (C. Verheijen, personal communication, February 17, 2017). The focus of the intervention method (the online tool) will only be used in the Netherlands. If BCNN sees good results after a few months, the intervention method will then also be implemented in Australia. As stated above, the long-term goal/ambition of BCNN is to bring forth a behavioral change within future voluntourist who travel to developing countries to 'help' in orphanages. The goal for the researcher within this project is to find out why orphanages appeal to voluntourists and what their reasons were for going in order to enhance the usability of the online tool. In order for the researcher to find the information necessary, she will talk to former voluntourists who went on voluntourism projects through commercial companies or organizations. The researcher is going to find out what type of questions should be asked according to former voluntourist, in order to persuade future voluntourist not to go on voluntourism projects to orphanages in developing countries. In addition, the information gathered will be used to compare the results from the former voluntourists to the current content of the online tool to maximize the results of the message. Furthermore, it is also of great importance that the future voluntourist knows where to find this online tool therefore the researcher will need to find out the most effective dissemination plan. Moreover, the essence of the online tool is to make the volunteer think about whether their actions are for the right reasons, and if those reasons and actions have consequences.

Currently there are 66 recruitment companies/organizations in the Netherlands offering volunteering positions abroad. Of those 66 companies/organizations there are 22 commercial recruitment organizations (Van den Brink, 2014). Combining all categories, commercial organizations, foundations, educational related organizations, religious organizations and reputable tour operators together send over 7000 volunteers each year, of which 3259 originate from the commercial organizations (Van den Brink, 2014). Even though these numbers do not give specific insight into orphanage voluntourism, it does give insight into the vast majority of people going abroad to engage in voluntourism. BCNN have already set up a positioning paper on 'orphanages voluntourism why not' and a campaign plan for 2017.The online tool will be attached to the campaign, when it is fully operational and will hopefully contribute to the long term goal of behavioral changes in future volunteers.

### 1.5. Objectives

The following objectives have been set:

The advice objective is to contribute to stopping the flow of volunteers to orphanages in developing countries by persuading future volunteers into thinking about other more ethical and responsible choices, by writing an advice report that gives insight into how former voluntourist would pose questions in the online tool in order to influence future volunteers.

The research objective is to contribute to writing an advice report for BCNN about how to influence future volunteers through an online tool by providing insight into former voluntourist opinions on the type of questions needed to persuade future voluntourist by comparing the results to the current content of the online tool.

### 1.6. Management and Research questions

To be able to give advice on the above-mentioned reasons, the following management question was posed:

*"How can BCNN influence Dutch voluntourist through communication with an online tool in order to stop voluntourists from volunteering in positions at orphanages in developing countries"?*

The advice for BCNN will consist out of an advice report. Since this thesis project has different aspects that do not fully correspond with either a marketing plan, communication plan or even an implementation plan, the choice was made to call it an advice report that is comprised out of very specific elements. The content of the advice report all has to do with how the client should communicate or reach their target group. One needs to know the purpose, audience, message, communication channels and distribution channels to be able to implement the action plan (Community Tool Box, 2016). Some of the aforementioned are known to the client, therefore, the rest will be researched in this thesis project to contribute to a full advice report, which the client can then implement. An advice question that will help the researcher structure and answer the management question is the following:

- ➢ What content is necessary in the online tool of BCNN in order to influence potential future volunteers.

To be able to help answer the management question, the following research question and sub-questions were posed:

- ❖ CQ: In what way can Dutch voluntourist be influenced through communication?
  - ➢ SQ 1: Which factors contribute to the fact that voluntourists opt for going to orphanages in developing countries?
  - ➢ SQ 2: What kind of motives do voluntourist have when deciding for a project?
  - ➢ SQ 3: Which communication channels do voluntourists use when looking for suitable projects?
  - ➢ SQ 4: What communication techniques can be used to persuade voluntourists?
  - ➢ SQ 5: What aspects does the current content of the online tool have?
  - ➢ SQ 6: For which communication expressions are voluntourists sensitive to make different choices?

To help answer part of the management question, a central research question was posed. The central research question was set up to find out what affects the voluntourist and how they could be influenced using communication. The first sub-question was set up to find out how voluntourists get the idea of going to an orphanage, in order to find out 'what' (most likely target groups) the client needs to focus on in the campaign plan. The second sub-question was set up to find out the voluntourists' motives for volunteering in an orphanage. The third sub-question was set up to find out what kind of communication channels/information sources potential future voluntourists consult, to be able to give advice on the best dissemination plan, in order to reach as many future potential voluntourists. The fourth sub-question was set up to gain insight into the type of persuasive techniques or methods used nowadays to influence people. The fifth sub-question was posed to find out what aspects the content of the online tool currently has. In addition, the sixth sub-question was posed to find out what content, or what type of information the former voluntourists think the online tool should have to be able to persuade voluntourists into choosing responsible voluntourism projects with children.

The outcome of the above mentioned field research together with the secondary research and theoretical framework will provide the basis for the advice. The advice report will start with the reason for BCNN to initiate this thesis project, after which several options will be discussed based on the theoretical framework and the field and secondary research. These options will then be assessed and measured using criteria that are relevant and of interest for the thesis client. Consequently, the theoretical framework, the field research, together with the secondary research results and the outcome of the assessment criteria will lead to the formulation of the final recommendation for BCNN. Based on the final recommendation the financial implications for the whole campaign will be displayed, this due to the online tool being part of this campaign.

### 1.7. Outline of thesis structure

This reading guide will provide a short introduction into the thesis set up. This thesis project first deals with the theoretical framework consisting out of a literature review in which the core concept is explained, in addition the theoretical framework established a basis on which the thesis builds. The following chapter will provide insight into the methodology of this thesis project. A description will be given on the chosen research strategy, methods of data collection, selection of data sources called sampling and lastly, the chosen data analyses. Furthermore, an operationalization will be given on which the interview guide was based. The next chapter deals with the results gathered from the interviews with the former volunteers as well as the results retrieved from the document study. Furthermore, part of the result chapter also consists out of secondary research results in which one of the research sub-questions is answered. This chapter is followed by the conclusion in which the actual research questions are answered. The chapter that follows, deals with the reliability and validity of the field research. The next important part of this thesis report deals with the advisory part. This chapter starts with an evaluation of options, after which the options are evaluated based on a set of criteria after which a recommendation is given for the final advice. Furthermore, the budget and the balance score card will be discussed. In addition, a suggestion is given regarding the implementation of the recommended advice using the PDCA-cycle. Lastly, an afterword is given in which the day-to-day reflection and the value of this thesis project for the industry is discussed. The bibliography and appendix can be found at the end of this advice report.

It can be concluded that the reason for thesis project has become clear, and that the objectives have been established as well as the correlated research questions constructed in order to answer the management question, lastly, a brief outline is given of the thesis project. The next step includes the substantiation of the core concept. The following chapter will provide a framework on which the thesis builds, thus, it has to be extensive enough to create a meaningful and useful operationalization.

## 2. Theoretical Framework

The main part of the theoretical framework, is the literature review, it is aimed at providing insight into the understanding of the core concept(s) of the research. The core concept that provides a basis on which this research is founded is: Persuasive communication. This chapter first gives a general introduction into the core concept of persuasive communication, after which persuasive communication will be looked at from a Cultural, Linguistic and Public Relations' point of view. Search methods for this chapter can be found in Appendix A.

### 2.1. Persuasive Communication

Petty & Briñol (2010) mention that "Persuasion plays an essential part in everyday social life. We use the term persuasion to refer to any procedure with the intention to change someone's mind. Although persuasion can be used to change many things such as a person's specific beliefs, the most common target for persuasion is a person's attitudes. Attitudes refer to general evaluations individuals have regarding people (including yourself), places, objects, and issues" (p. 217). Petty & Cacioppo (2012) agree with the aforementioned authors but make it more specific by linking persuasion to communication by saying that "they use persuasion more specifically to refer to any change in attitudes that result from exposure to a communication" (Chapter 1). Stiff & Mongeau (2016) make persuasive communication more general by stating that persuasive communication can be defined as "any message that is intended to shape, reinforce, or change the responses by another, or others" (p. 4). In addition, studies have shown that differentiating beliefs via communication interventions have proven to be effective in a wide range of contexts, even in the field of tourism. Powell & Ham (2008) have studied if ecotourism interpretation really could lead to pro-conservation knowledge, attitudes and behaviour. They were successful in influencing people through education, and in return received support of environmental conservation. In addition, a study done in Yarra Ranges National Park, Victoria, by Hughes, Ham, and Brown (2009) where persuasive communication was focused on beliefs. In their study they were targeting two beliefs that encouraged visitors not to feed birds and again were successful. These studies have shown that there are methods and or techniques out there that can be used for this thesis project and can in fact have the result of influencing behavior. The above mentioned studies used education (knowledge) in persuasive messages focused on certain beliefs to influence behavior. Furthermore, Ham, Brown, Curtis, Weiler, Hughes and Poll (2009, hereafter mentioned as Ham et al) divided the persuasive communication approach into three stages namely; 1: *the belief elicitation phase*: to determine the range of salient beliefs associated with the 'problem/issue', 2: *the belief measurement phase*: to determine which of the salient beliefs differentiate compliers from non-compliers, and 3: *the belief intervention evaluation phase*: to test the effectiveness of different persuasive messages towards target group and to determine to what extent the targeted beliefs are altered by the treatments. In the introduction of this thesis proposal there are only but a few beliefs mentioned which the client could use in persuasive communication messages to influence future voluntourist. In other words, the belief elicitation phase is already completed. This thesis project will focus its research on the second phase, the belief measurement phase where persuasive communication messages will be used to influence future voluntourist by using persuasive communication messages co-created by former voluntourist for the online tool in order to stop voluntourism to orphanages in developing countries. Furthermore, the online tool content will be in Dutch. In addition, Persuasive communication will be looked at from different perspectives. The next segment will discuss culture-specific communication.

### 2.2. Culture-specific communication

Everything we as humans undertake is communication, even the absence of verbal communication is communication (Watzlawick et al, 1974). In what way people communicate stems from their inheritance, the community they grew up in. Azghari (2007) makes two distinctions regarding eastern and western cultures especially differentiating the rural and urban settings purely based on their distance to nature, philosophy and religious values and the way that contributes to an active or passive attitude. Shahid (2002) disagrees with Azghari (2007) and finds that mapping cultures is ''simplistic and a typical idealistic construction that violate social reality in the various cultures around the world, and thereby have an adverse effect on the course of intercultural encounters'' (p.1). Knoblauch (2001) says "we should not assume boundedness for culture, culture is 'interpenetrated' by intercultural communication, and culture itself turns out to be constructed by communicative actions. In addition to this he mentions that what is usually considered to be one culture turns out to be itself 'pluricultural' consisting of a myriad of different contexts" (p.26 & 28). Azghari (2007) continues by saying that one can speak of an active attitude when your actions are in line with what you say. A passive attitude is when the intention of the message is more important than acting upon it (p.30)." Western cultures are seen as more active, as they tend to prefer the content of the message whereas, eastern cultures tend to prefer the form in which the message is brought. The level of activity or passivity of a cultural setting depends on the values one has on the content or form of the message. The level on which the receiver can decipher the message depends on whether or not the sender and receiver are speaking the same language, whether or not both share the same dominant cultural background and if they both possess communication skills" (p.81). When two people are successful in their communication they do not only have a mutual understanding, they are sharing common culture. The bigger the distance in culture the bigger the chance of miscommunication. When talking about culture-specific communication, it regards all communication determined by culture. Shahid (2002) states that there is an undeniable relationship between culture and communication, however, he disagrees with Azghari (2007). Shahid (2002) talks about cultural baggage that resides within intercultural communication and that cultural baggage globally can be divided into: language, non-verbal expressions, and norms and values. He also mentions that language and language varieties are a main reason for miscommunication and not culture as a whole, as he states that "as with communication and culture dependence lies with the allocation of means and perceptions by members of the specific groups" (p. 4). Knoblauch (2001) disagrees with Shahid (2002) and Azghari (2007) by mentioning that cultures in modern societies are structurally characterized by pluralism. Therefore, intercultural communication constitutes contexts within and as part of pluralistic culture. In other words; Knoblauch states that "culture cannot be divided; in modern societies culture consist out of multiple cultures in which intercultural communication is part of, but also consist within culture" (p. 27). Azghari (2007) goes on by stating that "cultures where the content of a message is seen as more important than the appearance is most likely to strive for values such as equality, honesty, openness, acceptance, tolerance, and un-ambiguity" (p. 111). "Cultures in which the message and its form is always more important than what an individual might find or think strive for values such as obedience, loyalty, flexibility, respect, patience, empathy, and discretion" (p.111). For culture-specific communication to be successful, one depends on three basic conditions: knowledge, empathy and the degree of awareness of the own cultural characteristics. Azghari (2007) developed a formula as a first condition towards successful communication. His formula stipulates that one must listen twice as much as one talks in order to, not just understand the sender, but to comprehend the message he is sending. One can set up knowledge oriented questions such as: 'What is the sender saying? and 'What does he mean to say? to find the answers. 'What is the sender saying' refers to the actual and literal message (emphasis on syntax and morphology) whereas 'What does he mean to say' refers to the hidden or second message (emphasis on semantics) (p122). Therefore, the next segment will explore the linguistic aspect of persuasive communication.

### 2.3. Linguistics: and persuasive communication

The study of the linguistic meaning of morphemes, words, phrases, and sentences is called semantics (Fromkin, Rodman & Hyams 2003, p.173) (hereafter mentioned as Fromkin et al). Fromkin et al (2003) make a distinction between *"lexical semantics*, the meaning of words, and the meaning relationships between the words and *sentential semantics*, the meaning of syntactic units larger than the word" (phrases and sentences)(p.173). "A broad distinction can be made between conceptual meaning and associative meaning, conceptual meaning covers those basic, essential components of meaning that are conveyed by the literal use of a word. It is the type of meaning that dictionaries are designed to describe" (Yule, 1996, p.115). For example, needle: thin, sharp, steel instrument (knitting needles), a pointed hollow end of a syringe (disposable needles for injecting drugs). Different people might have different associations or connotations attached to a word like needle such as: 'pain,' or 'illness,' or 'blood,' or 'drugs,' or 'thread,' or 'knitting,' or 'hard to find'. Associations may differ from one person to another. These types of associations are not treated as part of the word's conceptual meaning. "The study of how speakers and hearers interpret meanings in particular contexts – taking account of the physical and social situation, knowledge of each other's backgrounds and cultural conventions is termed pragmatics" (Goddard, 2011, p.17). "In order for language to fulfill its communicative function, utterances must also convey a message, they must have content. We call this message or content the utterance's meaning" (O'Grady, 1996, p.268). Pragmatics is also of importance with regard to persuasive communication. According to Taillard (2000) "One of our goals, when we communicate, is to be understood. Another goal is to be believed: we try to affect our audiences' beliefs, desires and actions. Persuasion is the communicative act that carries out both these goals – an audience that has been persuaded has understood an utterance, and believed its message. Accounting for the understanding aspect has typically been the work of pragmatic theorists, while explaining how attitudes change has been the focus of social psychologists" (p.145). "Persuading someone is performing an act (roughly, that of affecting someone's beliefs or desires) using some form of communication, usually language. As such, persuasion constitutes a "speech act," an act performed in, or by speaking" (Taillard, 2000, p.146). The verb "to persuade" is typically given as one of the first examples of perlocution by speech act theorists. Austin (1962), developed speech act theory and introduces the term "perlocutionary act". According to Taillard (2000) "Perlocutionary acts are the third in Austin's (1962) tri-partite nomenclature of speech acts. After locutionary acts, which are simply 'saying something', and illocutionary acts, which are performed 'in saying something', perlocutionary acts are performed 'by saying something'. Here is an example from the world of advertising: (I) Locutionary act: A young woman holds up a bottle of Coca Cola and shouts "Coke is the real thing" in front of a television camera. (II) Illocutionary act: In shouting "Coke is the real thing," the young woman asserted that a product called "Coke" is the real thing. (III) Perlocutionary act: By shouting "Coke is the real thing," the young woman persuaded millions of television viewers around the world that drinking Coke is a worthwhile experience" (p.146-147).

Austin (1962) specifies the effects of perlocutionary acts as "certain consequential effects upon the feeling, thoughts or acts of the audience, or of the speaker, or of other persons" (p.101). In other words the production of cognitive, affective or behavioral effects on an audience by a speaker's utterance constitutes a perlocutionary act. Austin (1962) goes on to state that "it may be done with the design, intention or purpose of producing them (the effects)" (p.101). Bach & Harnish (1979) they agree with Austin (1962) that perlocutionary acts may actually result in any number of related or unrelated effects on the audience, but, contrary to Austin (1962), they exclude unintended perlocutionary effects from their framework. An example of an unintentional effect could be: the same actor never being able to appear on television again without the audience thinking of the catch phrase he/she said during a commercial for a popular brand. Gu's (1993) main objection to the standard speech act treatment of perlocutionary acts focuses on "the nature of the relationship between the utterance and the perlocutionary effect" (p.149). "He attacks the causation thesis, and argues that perlocutionary effects cannot be said to be 'caused' by the utterance as there is no one-to-one causal relationship between an utterance type and its effects" (Taillard, 2000, p. 149). Gu (1993) proposes to replace the causation thesis and suggests that an utterance might be said to "trigger" an act on the part of the hearer. Further examples on the causation thesis and perlocutionary acts can be found under appendix W. The next segment of the literature review deals with professions that use persuasive communication on a regular basis, namely PR practitioners.

**2.4. PR, persuasion or propaganda communication**

There is not one definition that accurately describes what PR actually is, many authors and organizations have tried leading to even more definitions all using different standards. Fawkes (2013) corroborates this by stating all the different definitions in her edited chapter in the book 'The Public relations Handbook'. She also mentions that the definitions "describe what PR does rather than what it is" (p. 5). Fawkes (2013) states that "one of the key concepts of PR is the idea that groups or publics have different information needs and exert different demands on organizations" (p. 7). In a contemporary society communication can have multiple goals like to inform or entertain, but for PR purposes persuasion is still highly valuable. ''Public Relations consists of planned actions trough research techniques that attempt to meet previously set objectives that have as an overall task to change or sustain the perception of an organization into a positive one'' (N. Nicoli, personal communication, November 21, 2016). Persuasion can be defined as ''an effort to gain public support for an opinion or course of action'' (Bobbitt & Sullivan, 2009, p. 8). Implied in the definition is that effort is based on truthful and ethical methods. Propaganda on the other hand is ''the attempt to have a viewpoint accepted on the basis of appeals other than the merits of the case'' (Bobbitt & Sullivan, 2009, p. 8). Propaganda is mostly associated with methods that are unethical or manipulative. Drawing another distinction between the terms is to say that ''persuasion is based on truth, whereas propaganda is based on fiction or exaggeration; persuasion is based on consensus, whereas propaganda tries to set up adversarial relationships or ''us against them'' scenarios'' (Bobbitt & Sullivan, 2009, p. 8). Public relations and propaganda both have a history and according to Senne and Moore (2015) ''PR cannot undo its historical relationship to the communication practices now described as propaganda''. Even still in societies like ours where PR is used for communication and it is widely and freely available, most people do not like it. Despite the volume and variety PR still has a low reputation and is dismissed by most of us as 'spin'. Concerns regarding manipulation of opinion, hidden persuasion and puffery, are not far from mind when talking about PR (Maloney, 2006). To go further into detail we have to go back to the early 1900s, to the founding fathers of PR. Ivy Ledbetter Lee (1906) is most known for his declaration of principles; this statement was sent to all media outlets known at the time. His statement led to the establishment of the profession (Nicoli & Komodromos, 2013). But it is one of the other founding fathers Edward Bernays (1928) that is of importance. Bernays Himself wrote a book in 1928 called 'propaganda' explaining the origin of propaganda. Bernays (1928) says that the word itself has certain technical meanings and like so many other things in this world, are "neither good nor bad but custom makes them so" (P.20/21). Bernays (1928) also states that "Propaganda becomes vicious and reprehensive only when its authors consciously and deliberately disseminate what they know to be lies, or when they aim at effects which they know to be pre-judicial to the common good. 'Propaganda' in its proper meaning is a perfectly wholesome word, of honest parentage, and with an honorable history. The fact that it should to-day be carrying a sinister meaning, merely shows how much of the child remains in the average adult" (p. 22). He then goes on by saying that "modern propaganda is a consistent, enduring effort to create or shape events to influence the relations of the public to an enterprise, idea or group" (p. 25). Myers (2015) argues that whilst Bernays (1928) was not trying to write a history of the term propaganda, his work created a popular misconception within PR history that early public relations was called propaganda. This has created both a historical and ethical problem for public relations. Maloney (2000) argues that we can think of ethics in theory and practice as standards for behavior that influence evaluations of what is right and wrong. Ethics are about values, and personal, organizational and societal standards. Some PR practitioners might find it hard to "act as the conscience of the organization", when the organization is their employer (Coombs & Holladay, 2007, p. 35). Another point that could account for the negative disposition about PR and ethics, is the differentiation between several types of ethics. An explanation of the different types of ethics is given in appendix X. The perception of an audience with a different ethical view could already yield negative responses to a message that a PR practitioner carefully balanced between society and client(s). One might react and say that a good PR practitioner knows his/her public(s) and the way to convey a good message. And that might be true, yet a reaction can never truly be anticipated. At the same time of balancing the ethical dilemmas/ issues a PR practitioner is still trying to persuade the public's to whatever it is you are trying to tell them. According to Bobbitt and Sullivan (2009) there are three characteristics found in legitimate public relations campaigns. The first one being *free choice* where they can choose freely from several options namely: adopting the ideas given in the campaign, adopt the ideas of other parties involved in the issue or to not take part at all in the issue and stay with their previously held ideas or behaviors. Again taking into consideration ethics, which means you can be assertive but not coerce members of the audience. The second characteristic is *mutual benefit,* a campaign must generate benefit for both the communicator and the audience. If it only generates benefit for the communicator, it is more likely manipulation than true public relations. The third and last characteristic is a *multidisciplinary approach*. This basically says that the focus should not be on one type of media and that public relations campaigns can also include techniques and theories from different fields such as education, philosophy and sociology. Moreover, a persuasive campaign can be divided over 5 categories, namely: Political, Commercial, Reputation, Education or Social action. Explanation of the five categories is given in appendix X. However, for a campaign to work and to positively influence or persuade the public, it is necessary to look at the process behind it. For example; a PR model called; R.O.S.I.E. which stands for: Research, Objectives, Strategy, Implementation and Evaluation (Marin, 2007). The beginning of the campaign starts with research. The first step one takes in order to do research is defining 'publics'. One needs to do this in order to identify the groups of publics that are relative to the PR campaign, to prioritize your budget and to select the most suitable media outlets (Nicoli, 2016). Research includes, collecting hands on data which is then analysed in order to find the correlated problems. The next step is an action plan in which one formulates objectives and strategies in order to solve the problems one has found during the research stage. One can then start planning and programming the messages to be send out. The PR practitioner then start implementing the plans, made according to the program they have set up within the previous step. And the last step is evaluating what effect the campaign has had on the public.

This theoretical framework has discussed and looked upon the core concept from different perspectives, which provides more insight into the solvability of the management problem. Moreover, the core concept of persuasive communication links cultural disposition, in other words, where you are from to the type of messages one sends out; passive or active. These messages either active or passive have a different linguistic set up, therefore, the associative meaning of these messages may differ distinctively amongst people from various backgrounds. Nevertheless, it is the 'senders' goal to be understood and to be believed, this can be achieved by sending ethically correct messages using persuasion or by using propaganda. The next chapter describes the methodology of the field research that has been conducted, this includes the research design, data collection methods, sampling, and data analysis. The field research together with the theoretical framework will hopefully yield the right results in order to answer the research questions.

## 3. Research methodology

This chapter provides insight into the topic introduced and how it was approached. It outlines the usage of a qualitative approach. In addition, an answer is provided to the question on which data collection methods were used in order to achieve the desired results. Furthermore, the selection of data sources and data analysis are discussed.

### 3.1. Research Objective

The research objective is to contribute to writing an advice report for BCNN about how to influence future volunteers through an online tool by providing insight into former voluntourist opinions on the type of questions needed to persuade future voluntourist by comparing the results to the current content of the online tool.

### 3.2. Research Design

Qualitative research methods, are methods that barely uses any numerical information, instead results are based on perceptions, methods of data collection could include interviews, observation, videos or texts (Verhoeven, 2011, p.135). Quantitative research however, focuses on measuring and counting numbers and quantities of situations (Brotherton, 2008). Qualitative research also called holistic research as the research elements are studied in their own surrounding, or on their own turf. Qualitative research is mostly being used, if one wants to find out the underlying arguments or motives for behaving in a certain way, so how the research element perceives a situation (Verhoeven, 2011, p.135). Participatory research can be used as a way of obtaining the information needed. According to Cornwall & Jewkes (1995) "participatory research focuses on a process of sequential reflection and action, carried out with and by local people rather than on them" (p.1668). The researcher knew that in order to answer the management question and the correlated research questions, participation of respondents was necessary. Moreover, to be able to answer in what way Dutch voluntourist could be influenced, the researcher needed very specific experts on the topic of voluntourism in orphanages, therefore, former voluntourists who had volunteered in an orphanage were selected as the population. "Many of the methods used in participatory research are drawn from mainstream disciplines and conventional research itself involves varying degrees of participation. The key difference between participatory and conventional methodologies lies in the location of power in the research process" (Cornwall & Jewkes, 1995, p. 1671). Within this thesis project the former volunteers were in charge of developing the questions that are needed according to them, to influence potential future volunteers. In addition, another goal of this research was to gain meaningful results out of the opinions of former voluntourists in order to answer the other research questions posed. Thus, a qualitative research approach using participatory research was chosen as the most appropriate research design for this thesis project. Furthermore, the chosen research strategy is a case study. A case study is research that involves one organization or one group (Verhoeven, 2011, p. 150). She also mentions that "case studies are an intensive type of research, and that it investigates the relationships *within* the case using participatory observations or in-depth interviews" (Verhoeven, 2011, p.152). Furthermore, one can opt for a singular case study research where one group or organization is researched or a multiple case study focusing on two or more groups or organizations within your research. The former option is required for this specific thesis project as there is only one group from which information is needed: former voluntourist who have volunteered in an orphanage in a developing country.

### 3.3. Data collection Methods

In order to gain insight into the opinions of a specific type of tourist namely: 'former voluntourists who have volunteered in an orphanage', the researcher of this thesis project made use of interviews. This is according to Brotherton (2008) also the best way to get a 'rich' picture of the issue being investigated. Since the researcher is not looking into average voluntourists, but focusing on a specific type of voluntourists, interviewing was the best data collection method. By using interviews one can be sure that the person being interviewed belongs to the specific type of voluntourist. The degree of flexibility was high, especially by only focusing on interviews (Brotherton, 2008). Due to geographical distances, all interviews were conducted over Skype. According to Saunders, Lewis and Thornhill (2009) there are different types of interview. They have categorized them into structured, semi-structured and unstructured interviews. The research for this thesis project makes use of semi-structured interviews, as there was a list of predetermined topics and questions. A semi-structured interview also gives the option of adding impromptu questions for additional information and respondents have a great deal of freedom to contribute what they feel is relevant. The researcher is flexible and goes with the "flow" (Verhoeven, 2011, p. 143). The interview guide was tested by the means of a pilot test, to see if the questions were formulated in such a way that they would yield the right results. Furthermore, the researcher wanted to make use of focus group interviews. Focus group interviews use the same set up as the individual semi-structured interview, which means using a topic list or subjects to guide the interview with the voluntourists. However, focus groups as the name implies consist out of numerable people; this can range from 5-25 where 25 is seen as extreme. The researcher is seen as a moderator in focus groups, according to Verhoeven (2011) this means "that the researcher structures the discussion as well as the information" (p.144).

The interviews with the eight former voluntourists where quite similar in set-up, the answers differed only slightly. Impromptu questions were asked to gain more information about certain subjects throughout the various interviews. The interviews took place over Skype, due to the various destinations of the respondents, and where recorded and summarized. The researcher chose to summarize the interviews instead of transcribing, as a great deal of information would focus on the co-creation of the content. In addition, it was the researcher's intention to speak to eight voluntourists and organize two to three focus groups. The quantity would have made transcribing a timely ordeal and jeopardize finishing the project in time. In the end it was not possible to arrange the focus groups due to the inability of the respondents, either due to geographical location or time and scheduling limits. To make sure the reliability of the answers given in the interviews were accurate; each member checked their summary for accuracy. The interview guide can be found under Appendix B.

Next to the data collection of the interviews, it was the intention to perform desk research on communication techniques and the content document created by BCNN. However, it was concluded that the results of the desk research would not be objective enough if performed by herself, therefore the decision was made to have the document analyzed by other respondents to increase the reliability of the research. The five respondents chosen and approached to analyze the content document set up by BCNN all had experience with volunteering, yet no knowledge of the topic of orphanage voluntourism and no experience with volunteering in an orphanage. In addition, respondents were chosen due to their knowledge and experience with language, semantics, persuasion/propaganda, and ethics. The results of the respondents will be analyzed against the output of the eight individual interviews and the theoretical framework. The data collection method used for the content document analysis was a small unstructured interview in which no interview guide was used, the content document created by BCNN would be leading the questions of the interview. The five interviews were face-to-face and held in the safe environment of their own homes, due to the sudden and impromptu decision to organize these small unstructured interviews to analyze the content document created by BCNN the researcher neglected to record the interviews. Nevertheless, all the small interviews were summarized using the notes made by the research during the small interviews, thus, the interpretation of the researcher of what was said was minimized. For the summaries of the document study please see appendix C. To view the content document that was analysed please check appendix D.

### 3.4. Sampling

Verhoeven (2011) describes population as follows; "by population we mean all the elements (people, companies, organizations etc.) that you will be making statements about in your research" (p.175). The population needed for this research are former voluntourists who have volunteered in orphanages in developing countries. She goes on by stating that "these domains are all the people you would like to make statements about, but that is does not have to mean that you actually have to interview all these people" (Verhoeven, 2011, p. 175). In addition, she explains that a "sample is a selection of the population using a specific method" (Verhoeven, 2011, p. 176). However, there are rules to which a sample must adhere to. By following the rules of a sampling method, it already has consequences for how the researcher handles the processing and the results, and how far the reach is of the results (Verhoeven, 2011, p. 176). She argues that "there are three important conditions a sample must meet" (p. 177). A sample should be random, this means that "each element (people, business, organization) should have an equal chance of being part of the sample" (p. 177). A second important condition is generalizability. "Generalizability of results is determined by how representative the sample is, in other words, the elements in the sample have similar characteristics to the rest of the population" (p. 178). The third and last condition is the size of the sample. "The sample has to be big enough to be able to carry out statistical analysis when doing quantitative analysis. The sample also depends on the population size" (Verhoeven, 2011, p. 179). As stated above qualitative research uses intensive methods of data collection; for in-depth interviews one uses a smaller sampling size. The objective of qualitative research is not generalizability. Therefore, the research objective also determines the sampling size.

For this thesis project **Non-Probability Sampling** will be used. Due to the thesis assignment, the sample has no necessity of being random as it involves experts; this group is never selected at random. As a result, the outcome will not be generalizable to the general public, but used as results within an organization. From the various sampling methods that fall under non-probability sampling, the researcher chose to select the sample for this specific thesis project according to **purposive sampling**. Purposive sampling means selecting samples based on specific characteristics. Specific issues, critical or typical cases or unique cases will fall into your research (Verhoeven, 2011). For this thesis project it means drawing a sample of various people that have volunteered specifically in orphanages in developing countries. In order to draw reliable conclusions, that could be generalized to the population. The researcher had intended to interview eight voluntourists and organize two to three focus groups. As stated above, it was not possible to arrange the focus groups due to the inability of the respondents, either due to geographical location or time and scheduling limits.

However, the limit set of eight individual interviews was reached. The eight respondents were found through the network of BCNN, and emanated from various organizations. All respondents had volunteered in an orphanage abroad, and therefore had the experience and expertise needed for this thesis project. All interviews were held over Skype due to the geographical dispersion of the respondents. Furthermore, due to the controversy of this topic all respondents wanted to stay anonymous, therefore, there is no list with the respondent's information.

The sample needed to analyze the content document for the online tool created by BCNN was also chosen using purposive sampling. The people in this specific sample needed other characteristics, compared to the previous sample. The theoretical framework served as a basis in order to find the 'people' necessary who could analyze the content document for the online tool created by BCNN on linguistics, semantics, culture, ethics, persuasion/propaganda and had experience with volunteering, however, were **not** allowed any knowledge or expertise of orphanage volunteering. Thus, the sample needed to analyze the document consisted out of:

- A language teacher, that paid specific attention to wording of sentences, grammar, semantics etc.
- A recently retired communication liaison who paid specific attention to cultural understanding, the semantic structure within the document, and the ethical message of the document.
- An occupational therapist, that paid specific attention to the professional jargon used in the document, the understanding of those terms and their level of persuasiveness.
- A pharmaceutical employee with extensive knowledge and experience with volunteering and setting up volunteering projects, he paid specific attention towards the cultural aspect and the level of persuasion/propaganda used.
- Lastly a recently retired insurance advisor that looked specifically at the level of persuasiveness/propaganda in combination with ethics, and the linguistic aspect regarding the associative and conceptual meaning of the text.

Only five respondents were chosen for this sample as they had the knowledge that covered all the aspects mentioned in the theoretical framework. In addition, the sample as described above, could all be found using the network of the researcher. Furthermore the interviews for the content document were all held face-to-face, however, again all respondents wanted to stay anonymous, but job specifications could be given out to explain the relevance for the thesis project.

### 3.5. Data Analysis

In order to analyze the results of the interview and the document study, as described above, only one type of analysis was used for both methods. The reason for using the same type of analysis was to create consistency and understanding throughout the report and to increase the usability of the outcome. Using the same analysis method for both types of interviews, generated equivalent outcomes that could easily be grouped together. The clarity of those results made it easier to analyze in order to correlate them to other outcomes of the research. The data analysis method for this thesis project will be described below. The purpose of data analysis is finding relevant conclusions out of the often enormous amounts of data gathered. Looking at the interviews with the former voluntourists, this means drawing conclusions out of the interview summaries (see appendix E - L). According to Boeije (2010) there are two basic activities of qualitative data analysis which are segmenting the data into parts so as to then reassemble them again into a coherent whole. In essence this means, breaking down the data into codes, open codes. Open codes includes "breaking down, examining, comparing, conceptualizing, and categorizing data" (Strauss & Corbin, 1990, p. 61). During open coding, the researcher reads through all data to create a label which summarizes what is actually said instead of basing it on theory. This process is followed by categorizing all the open codes in groups. These groups are then 'labeled', and are called axial codes. Axial coding stops, when main and sometimes sub-categories become clear in the way they are able to distinguish themselves of other axial codes. Sometimes axial codes are compared to tree diagrams, only they move in the opposite direction (axial codes can be found in Appendices N, P and Q). Normally qualitative research data analysis exists out of a descriptive and exploratory analyses. Descriptive analysis is the within case of each individual interview, thus, analyzing what each respondent has said. An exploratory analysis explains the between case analysis, which means finding the "differences and similarities between cases in terms of their characterisations" (Sliedrecht, 2016). The exploratory analysis is very important if one aims to give insight into a specific problem for **one** company or organization using **multiple** groups. To give an example; Hilton wants to raise guest satisfaction at a specific location. Research would focus on guests and employees that have stayed and worked in that particular Hilton Hotel, first each interview would be analysed using a descriptive analysis to find out what according to each individual has to change. Then an exploratory analysis would be conducted to find the relationship between all the respondents output and their similarities and or differences, and then one can decide what the most important improvements should be (R. van Marle, personal communication, April,3-7, 2017). However, for this particular thesis project, the outcome of this research cannot be generalized to one company or organization as the respondents emanate from 5 different organisations. In addition, it was the research's intention to generate as much different content as possible to inform the wider public about this phenomenon. What is more, only when using a multiple case study, an exploratory analysis becomes indispensible, however, this thesis project's research design was founded on an singular case study (Sliedrecht, 2016). Therefore, making the exploratory analysis unnecessary in this particular case, thus, only a descriptive analysis is performed based on the open and axial codes.

### 3.6. Operationalization

Operationalization according to Brotherton (2008) is defined as converting or translating abstract and intangible concepts into something more concrete and tangible, facilitating to collect empirical data in order to measure it. When focusing on the thesis project, the core concept of 'persuasive communication' was broken down into the following elements: culture specific communication, linguistics and public Relations. Each element was sub-divided into criteria (see appendix M). The elements and criteria were derived and based on the findings of the previous literature review.

All of the aforementioned lead to the conclusion of a qualitative approach in combination with participatory research whilst using the strategy of a case study. Furthermore, the data collection method was established as being an interview to retrieve the most valuable results. In addition, the population existed out of eight former voluntourists who had volunteered in an orphanage abroad, a sample was drawn using purposive sampling from the organizations network. Another sample was drawn also using non-probability and purposive sampling for the five respondents needed in order to analyze content document of BCNN. Lastly, this chapter discussed the data analysis, which also leads the reader to the next chapter of results, in which the most essential results are discussed from the field research and the secondary research that was conducted.

## 4. Results

This section deals with the results gathered through the data collection method of semi-structured and unstructured interviews. The meaning and essence of the results gathered can be found displayed below. The researcher structured the results section firstly, according to the individual interviews and the interview guide, secondly, after all results are laid out of the individual interviews the results of the content document analysis are presented, lastly, this chapter ends by giving the results of the secondary research.

### 4.1. Research results of the interviews with former voluntourists

The researcher conducted interviews with eight former voluntourists who had all volunteered in an orphanage abroad, their ages ranged between 19 to 25 with one exception of a volunteer being 67, in addition, all respondents were female. Their interview summaries can be found under appendix E- L. The results displayed below are categorized according to the order in the interview guide, the results are further broken down and mentioned under the code trees, established through the coding process. The descriptive analysis starts with the first aspect 'pre-experience', and moves onto the second aspect 'culture', the last aspects that will be analysed are 'persuasion and co-creation'. If the results have a link with the theoretical framework this will be explicitly mentioned with the correlated results, if there is no link with the theoretical framework the results are new.
The axial coding of the interviews can be found back under appendix N; the code trees can be found under appendix O.

#### 4.1.1. Pre-experience

Result emanate from the section 'core basic's' of the interview guide. These results deal with the pre-experience of the respondents and have no link with the theoretical framework, thus, are new results.

All respondents made a *personal decision* in going to volunteer in an orphanage. As far as **motivation** is concerned, There were, however, various personal reasons for going abroad, such as living under basic conditions, experiencing adventure, helping the less fortunate, gathering information and prior knowledge of the country.

Furthermore, respondents mentioned that **factors** that influenced them were: price of projects, choice of projects obligation from peer group, University opportunity in combination with low prices and parents who wanted their own children in a safe country, are the reason of why they chose for orphanage projects.

Not all respondents had a orientation process, some such as respondent 1 and 8, merely decided to help, because a friend said so and introduced them. Nevertheless, there were respondents who had informed themselves through several **communication channels.** Apart from respondents 1and 8, all other respondents used the internet, where blogs, videos and literature was researched. Other information channels included fairs and information evenings of their chosen organizations. In addition, the following channels were used: flyers, books on the respective countries and peer groups.

However, as can be read in the summaries, none of the respondents could remember actual websites they visited, or specific blogs they read or fairs they visited.

4.1.2. Culture

The following section has a connection to the theoretical framework which was incorporated in the interview guide under 'case', it involves the cultural background of the voluntourists and the community they had visited, therefore, results can be substantiated.

According to the respondents, one really has to be aware of the cultural differences one might face. In addition, ethical views, norms and values should be looked at from the visiting countries; perspective. Furthermore, respondents say that one has to be aware of the western 'individualistic' upbringing and the southern or eastern more communal importance. Moreover, "us" western people have to realize that 'our way' is not always the best way. Nevertheless, respondents also stated that one needs to know their own capabilities and should dare to take initiative.

4.1.3. Persuasion

This section of results emanates from the 'case' section of the interview guide regarding linguistics and PR and has a link with the core-concept of persuasive communication, thus, can also be substantiated by the theoretical framework.

Respondents were very adamant about language, and the barrier it can be. Respondent 1 says "All of us could assign a different meaning to a word". Respondent 3 says that "there are different ways of expressions in various languages and that the cultural difference of interpreting the information has to be taken into account. Furthermore, respondent 6 states that "the interpretation of language in written questions depends on the person and how precise they are when reading, one might think 'oh I have to think about that' whilst another thinks 'that's nice 'but doesn't do anything with it". Respondent 7 adds: " words and word relationship also depend on the mutual understanding of the language spoken". Respondent 8 sums it all up by stating that "the level of persuasion depends on the nature of the child or adult". Everyone has different dispositions to what they are sensitive of, knowing those weak spots it is easier to persuade people". In essence, written or spoken language can be used to persuade people, as long as the bigger target group and their cultural background is known.

Furthermore, respondents were clear on the communication expression which could be used to persuade them. According to the respondents it should be educational information phrased in "most likely a mixture of open questions and questions where one has to pick the answer". In addition, information should be presented in an neutral tone, "as the information will be geared towards a younger audience, pointing fingers will not work, young people will not take up/in the information as they do not see themselves as harmful".

In addition, respondents stated that "the type of questions should be a bit confrontational, it makes you think about things" as well as giving examples " since attachment is such a big issue, make it clearer! Just by reading about it, it does not give me any idea what it is. Make a video about what a good attachment is and what wrong attachment entails". Moreover, the media coverage seen so far had not been enough to persuade them otherwise.

The respondents also had their own recommendations with regards to orphanage volunteering projects. These recommendations regard:

- the offering of the orphanage projects and the strict guidelines it should have,

- questioning whether there is a necessity of volunteers for projects and if so have the local communities input in choosing the volunteer.
- the idea of making the tool a test, if one does not pass the test one should not be allowed to go.
- question the level of capabilities the volunteer should have.
- A minimal age of volunteers.
- A minimal amount of time a volunteer needs to spend at orphanage projects.
- more information distribution towards certain countries.

Furthermore, respondents argued the necessity of targeting the organizations that offer these projects.

4.1.4. Co-Creation

This section of results emanates from the questions posed in the interview guide under 'case' regarding co-creation of content. According to the respondents of the interviews this content is linked to persuasion, however these are new results and as such are not substantiated by the theoretical framework. The co-creation of the content that according to the respondents should be placed in the online tool can be positioned under the following categories: individual enquiry, cultural differences, organization, and lastly skills. This result section will show the respondents input for each category. The full axial coding and break down per category can be found in appendix P.

Under *individual enquiry* fall questions that, according to the respondents, potential volunteers should ask themselves. This pertains to their reason for going, the intention they have as well as their beliefs, logic and cogency. Furthermore, respondents thought it was important to have potential future volunteers think about their own mindset, home situation and differences in working situations in The Netherlands (or their home country) and the intended visiting country.

With *cultural differences* respondents meant questions volunteers should ask themselves regarding accessibility, culture, language, local community and safety.

Questions that volunteers should ask about the *organization* pertain to transparency, guidance and emergency situations.

Lastly, the respondents thought a large amount of the questions should regard the *skills* of the future volunteer. With this they meant and referred to the capabilities and the qualifications of a potential future volunteer.

**4.2. Research results of the content document analysis**

This section deals with the results gathered from the content document analysis. The respondents had all volunteered in other projects and they had no knowledge of the 'problem' of orphanage volunteering, furthermore, the ages of the respondents ranged between 57 to 66 with one exception of a respondent being 28. In addition, three of the five respondents were male and two were female. This section might have some overlap with the theoretical framework. However, most of the answers are new results. The content created by BCNN was categorized into two sections, one segment dealt with questions that the volunteer should ask themselves, the second segment dealt with questions the volunteer should ask the organization. In order to gather data, five carefully chosen people were approached using purposive sampling to analyze the document. Their input was coded into the following category of 'layout'. Axial coding can be found under appendix Q.

According to the interviewees, careful attention needs to be put towards the *arrangement* of the answer referral questions. In addition, careful consideration towards the phrasing of the questions and answers is necessary, as the repetitiveness of the answers was noted as annoying. Further contemplating should be done on question 1, and the option of adding an 'option G, with 'other'. The last remark was to show the reaction to the answer only after the respondent filling in the online tool had chosen the first initial answer out of the multiple choice options in order to avoid confusion.

The interviewees thought that the document needed mentioning of alternative options for orphanage voluntourism. Furthermore, they thought it was wise to add more explanations and visual representation, such as videos on unsafe attachment and care tasks. In addition, where in the document one mentions the positioning paper, interviewee's thought it was wise to visualize this in the tool. This also goes for the question about behavioral codes, placing a (or multiple) link(s) or giving examples in the tool itself. Lastly, the same structure should be used for the whole document, respondent five preferred the structure of part 2 being; 'yes', 'no', 'I don't know' as answers to all questions.

Nearly all respondent were in agreement about the *linguistic* aspect of the document, it is written too technical and professional jargon needs to be avoided. Simplification is needed to reach the intended target group. Furthermore, options were given to adjust language to education level. In addition, careful attention has to be put towards spelling, grammar and sentence structure, as there are many mistakes.

The interviewees mention *inconsistencies* in double answers in A and B for the same question. In addition, the question arose with respondents of 'what is temporary'? Furthermore, the phrasing of questions in answers or asking two questions and only answering one in the answer. Moreover, some of the respondents became annoyed with some of the questions. They had no direct relation with the previous questions mentioned, therefore, not a logical follow up.

The respondents of the document study also had some *additions* to the questions already given. Respondents added questions under the following categories: individual enquiry, cultural differences, organization and skills. All additional questions of the categories mentioned above can be found under appendix R.

### 4.3. Research results of the secondary research

The following sub-research question was answered using secondary research: *What communication techniques can be used to persuade voluntourist?* The focus is on the techniques itself and the way these techniques could be developed within the online tool. Search methods used can be found in Appendix S.

Before one can use influencing methods or techniques, it is imperative to know how one comes across. One's credibility or persuasiveness is of the highest importance. There are three styles with which one can gain the trust of another, these are: authority, friend, and example.
**Authority** awakens trust on the basis of knowledge and power. When the other views you as someone with a sense of business, one is successful as an authority figure. **Friends** have the best intentions. If one says something as a friend to the person one wants to influence, they are more inclined to assume it. One is an **example** when others find you inspiring, unique, and special. This is also a way to get people involved. If one combines the three styles one can strengthen their power of influence. One's credibility is optimum when one shows business is under control, one comes across as congenial, and when one is unique and authentic (Loomans, 2014, p. 332-333). According to Van Goethem (2012) there are also disadvantages to the three styles. Authority can be seen as distant and replaceable. Friend has less power due to limited authority, and is less unique and less striking than a example. Yet, example can be seen as alienation where the other person doesn't understand, or irritation due to

jealousy, different opinions or a distinct reaction which could delay decision making. To abolish the disadvantages one has to know their style and befit some of the other styles. For example, if one scores high on authority one also creates distance, if they befit some of the friend's style one limits the disadvantages of distance (Loomans, 2014).
Five techniques are found which could be used to help persuade voluntourist. Below one can find all the techniques with a short explanation. Full explanation of the communication techniques can be found under Appendix T.

<u>The first communication method that can be used for persuasion is the Rose of Leary.</u>
The Rose of Leary describes behavior styles and explains how people react to each other's behavior. In addition, with the Rose of Leary one can find the interaction pattern's and break through them, especially because the Rose of Leary uses the action-reaction principle, which can be used as a tool for influencing. One can invite the other to change their behavior by purposively changing their own behavior. The Rose of Leary works according to three steps;
1: Indicating behavior using the Rose of Leary
2: Recognizing the care behind the behavior
3: Invitation to different behavior
According to Loomans (2014) the first step explains that certain behavior calls for other behavior, knowing one's own behavior leads to indicating how the other can/will react. The second step mentions that by knowing the intention behind the behavior makes the approach to making contact easier. The third step is about purposively choosing a different pattern of behavior with which one can invite/influence the other to different behavior. The Rose of Leary help to recognize the behavior of others, understand their behavior and helps to predict behavior. It is, therefore the key to influencing behavior of others.

The Rose of Leary could very well be used as a persuasive technique in the online tool. The technique uses the action-reaction principle, which allows the technique not only to be used in oral communication but also to the written content of the online tool. Since the results of this thesis project have indicated the 'care' behind the behavior of the volunteers, BCNN can anticipate the questions needed for a reaction by the target group.

<u>The second method that can be used for influencing are; The ten influencing skills by Bijker (2013)</u>.
Bijker (2013) developed an influencing model on the basis of four forces.
1: The power of the will (complementing, profiling, taking a stance)
2: The power of thinking (reasoning)
3: The power of empathy (listening-summarize-asking questions, involving, giving recognition)
4: The power of believing (future prospects, connecting with interest of another and having them take the first step)
Which power to stake depends on the situation in which influencing is necessary. None of the powers are better than another. Being able to observe well is a stipulation to be able to determine which power and which skill will best fit the situation. Each of the four forces makes use of different skills one must poses and practice to be able to influence others; these skills are mentioned behind each force in brackets. The power of the will focuses on oneself and uses result orientated skills. The power of thinking focuses on oneself and the other and uses logic. The power of empathy focuses on the other

and oneself and uses skills that contribute to connectivity. Lastly, the power of believing focuses on the other and uses skills that rely on their passion.

This method however good, is of most use, when practiced and applied in oral communication. This technique seems to translate difficultly into written communication, when trying to persuade someone. Therefore, it is unlikely to use this technique as a means of persuasion in the online tool.

**The third method that can be used are the six alpha strategies by Cialdini (2014)**

Cialdini (2014) developed six psychological techniques that can be used quickly to influence behavior. The six techniques work outside of a person's consciousness. Therein lies their strength but also their weaknesses. If one uses the techniques to manipulate, long term results will be slim. When the subject finds out , the trust is gone.

The six techniques are:

| | | |
|---|---|---|
| - Reciprocation | - Authority | - Commitment and Consistency |
| -scarcity | - Social proof | - Liking |

**Reciprocity** is the most powerful technique of them all. The rule for reciprocation says that "we should try to repay, in kind, what another person has provided us. By virtue of the reciprocity rule, then, we are obligated to the future repayment of favors, gifts, invitations, etc" (Cialdini, 2014, p. 26). According to Cialdini (2014) "Like the other weapons of influence, this one **(commitment and consistency)** lies deep within us, directing our actions with quiet power. It is, quite simply, our nearly obsessive desire to be (and to appear) consistent with what we have already done. Once we have made a choice or taken a stand, we will encounter personal and interpersonal pressures to behave consistently with that commitment" (p.27). Loomans (2014) mentions that the technique used in **Social Proof** uses the decision-making rule of the brain "if everyone chooses this, it must be okay" (p. 367). Examples of the social proof principle are: web-shops using customer reviews and assessment to boost sales, as well as mentioning 'buyers of this products also bought...'. Loomans (2014) states that "when one is seen as an **authority**, one possesses a lot of persuasiveness. One is trusted because of their substantive knowledge or position. The brain reacts according to a rule 'if the specialist says so, it must be true'' (p. 371). **Scarcity** according to Loomans (2014) is based on the principle of 'now or never'. When someone perceives something as a unique opportunity, they are more inclined to say yes. Something that is scarce, becomes more valuable. The mechanism that lies behind this is the feeling of achievement and exclusivity when one acquires a scarcity good. According to Loomans (2014) the rule of **Liking / sympathy** by Cialdini (2014) is also comparable to the 'persuasive style of the friend' by van Goethem (2012) and the strategy of the allies by Van der Vurst (2012) (p. 369). The essence of the strategy is; "people have the tendency to fulfill their friends request rather than their enemies" (p. 369). That's why it is important to be perceived as a friend. Friends are familiar and have their friend best interest at hand. That's why they instill confidence. One's behavior influences how sympathetic/congenial another might find you.

The six alpha strategies, are a mixture of good and useful techniques and techniques that are less useful for this thesis project. Only 'social proof' and 'authority' could easily be explained and applied within written communication. Reciprocity is a very persuasive tool, however, very hard to translate into written communication, and if applied wrongly could be used against the campaign BCNN is trying to set up. Commitment and consistency works best when orally communicated, considering the 'public' or agreed upon arrangements, and when agreeing upon something in written communication one can easily pull out or withdraw without feeling ashamed. Scarcity is a very good technique, however not the type BCNN should be using in their campaign and their tool. As 'marketing' orphanage projects as a scarce good, might attract the wrong type of people. Lastly, liking/sympathy can be used best in oral and or written communication when one knows the recipient of the message that is being send. However, BCNN does not personally know the respondents of the online tool, therefore, this technique cannot be used well enough in the online tool to persuade future voluntourists. Since only two out of the six techniques could be used to BCNN advantage, it is not very likely to use this combination of techniques.

**The fourth method that can be used are omega strategies**

Opposite the alpha strategies are the omega strategies. Omega strategies are used, when the other person cannot be influenced, due to objections they might have. With an omega strategy you can remove the objections by the other, this way you also pave the way to a 'yes' on your proposal. According to Van der Vurst (2012) there are many omega strategies offered in theory. Loomans (2014) brings it back to seven. Of which three are direct methods that deal with objections or resistance and four indirect methods that deal with framing.

*Direct methods: dealing with objections or resistance.*

Loomans (2014) states "when someone has objections against a plan, one is easily seen as an hostile party against that plan. Which does not make cooperation easy" (p. 375). Another way one can look at the situation is by seeing the other as a person noticing danger or large obstacles on the road that you are suggesting. From this basic perspective one can try, together, to take away the obstacles by asking questions, reducing by mentioning or by recognizing through summarizing.

*Indirect Methods: Framing*

The way one presents a choice and which alternatives are formulated, makes a difference in what the other chooses. This according to Loomans (2014) is called framing (p. 387). The four framing techniques are: fear-appeal, using perspective, ways of presenting costs, and limiting choice options.

The Omega strategies are again a very effective method. The direct methods however, are more focused on oral communication to take away the objections or resistance. Whereas the indirect methods could also be used in written communication. The four framing techniques could be used separately or in combination with each other. For this thesis project, using fear-appeal could be compared to propaganda, therefore not a wise or appropriate choice. BCNN is already using different perspectives to inform the public about the situation, furthermore, framing cost is not an option to use within the online tool as it is not of importance. Whereas limiting choice options could very well be used, considering the field research results.

**The fifth method that can be used is the KAP sequence**

In order to change behavior, one needs guidelines and or characteristics of how to bring the envisioned behavior change about. The KAP sequence, gives easy insight into how one can influence behavior. KAP stands for Knowledge, Attitude, and Practice. Armstrong (2014) an enduring influencer in the KAP conversation singles out that " Individuals must be motivated to learn...[and] should be aware that their present level of knowledge, skill or competence, or their existing attitude or behaviour, needs to be improved" (p.127). Mauri Yamboo (2016) basically states that the KAP method can be used to influence people. A person's knowledge changes or affects a person's attitudes, which can be seen back in the practice of a person through their behavior or actions. Key 'influencers' here are teachers, trainers, change-agents and media of all sorts".

The KAP method could be a good influencing method, that could be used either in oral or written communication, however, a strong indicator for using the method is when the organization knows that the target group is aware of their 'lack' of knowledge, skills, or competence that needs to be improved. Since BCNN does not know if their target group wants to improve their knowledge or skills, it could be wasted money and energy to focus on incorporating this method into the campaign.

The conclusion that can be drawn from the abovementioned results is that the qualitative approach in combination with the participatory research was of great importance to find the answers needed. Due to the different power distribution displayed in the interviews, the respondents were able to give their perspective and opinions on the management problem which led to very meaningful results regarding the creation of content for the online tool. The secondary research results already give an indication of the best methods or combination of methods to be used. The next chapter gives a discussion of the reliability and the validity of the field research that was conducted for the thesis project.

## 5. Discussion

In order to judge the quality of the results gathered during the research process, it is of importance to discuss two criteria, namely reliability and validity. Reliability refers to the indication that the research should be free of random errors (Verhoeven, 2011). Verhoeven also states that testing the research adequately increases the research reliability through replicability. The condition of replicability means that "it must be possible to replicate the research at another time, by another researcher, using other subjects and under different circumstances" (Verhoeven, 2011, p. 185). If aforementioned requirements are met and similar results are gained, the research can be concluded as reliable. Verhoeven (2011) also states that after checking the reliability one can look into validity, as reliability is a precondition for establishing validity. According to Verhoeven (2011) validity determines the extent to which the research is free of systematic errors. With validity you check how credible the research is, and whether it is a true reflection of reality (Verhoeven, 2011, p. 188).

### 5.1. Reliability

Focusing on the reliability of the interviews, each respondent was selected through purposive sampling. Meaning only interviewees were chosen who supposedly could give the best and most reliable information on the subject. The reliability of the sample size is normal as a standard is given for 8-10 interviewees (Geertje Tonnear, personal communication, March 8th, 2017), the researcher conducted eight interviews after which saturation was reached. Saturation is defined as 'data adequacy' and "operationalized as collecting data until no new information is obtained" (Morse, 1995, P.147). After a few interviews with the former volunteers, repetitiveness of answers became apparent, therefore, after eight interviews the decision was made that the saturation level had been reached and no new information could be obtained that would be of help for this thesis project. To further increase the reliability of the research, the interviews were recorded and summarized using a member check by the respondents (Brotherton, 2008: Verhoeven, 2011). These were used in the analysis of the research. In addition, the researcher made use of a standardized interview guide, which was used during all the interviews. To avoid misinterpretation of the interview questions, the researcher checked the consistency of the questions by undertaking a pilot test (Verhoeven, 2011). However, since it was a semi-structured interview and the flexibility of the researcher was higher the reliability is lowered (Brotherton, 2008). Another aspect that lowered the reliability of the research is the fact that, the eight interviews with former voluntourists were conducted over Skype instead of face-to-face, this could lead to misunderstandings and ambiguity of questions and the respondent's respective answers (Brotherton, 2008).

With regard to the content document study interviews, the reliability is lowered, since no topic list or interview guide was used. Furthermore, the reliability was lowered as the interviews were not recorded. However, reliability increased slightly due to the making of transcripts during the interviews, thus, writing what was perceived instead of the researcher's interpretation. In addition, another aspect that increased the reliability of the document study is the fact that the interviews were conducted face-to-face. Meaning the interviewer and respondent were both physically in the same location which eliminated potential misunderstanding of impromptu questions and ambiguity (Brotherton, 2008).

In addition, the researcher made use of secondary research which increases the reliability of the research due to the fact that the theory used, is already accepted by other researchers and can withstand the scrutiny of peers (Verhoeven, 2011). Furthermore, methods triangulation was used, since this thesis project made use of field research such as interviews and a document analysis as well as secondary research on communication techniques, the method's triangulation helped achieve a richer picture on the phenomenon of influencing through communication, however this does not necessarily mean it has increased the reliability of the research (Boeije, 2010).

To sum up, the reliability of the eight interviews conducted with the former voluntourists is higher than the five interviews conducted regarding the content document created by BCNN.

### 5.2. Validity

"There are several ways to check how valid your results are. The two most important indicators for validity are the measurement instrument and the research group. However, there are various kinds of validity, the three most important are discussed below" (Verhoeven, 2011, p. 188).

**Internal validity** means that we can draw the correct conclusions from the results. Correct conclusions are conclusions that can be upheld and withstand the criticism of other researchers (Verhoeven, 2011). The selection of participants increased the validity of the research, since the sample overarched various organizations. In addition, the respondent's knowledge and experiences were valuable for the thesis and therefore increased the validity. Another aspect that increased the validity of the research is the short research period of five months, whereas, the longer a research continues, the less valid the results could be. Furthermore, one could have increase the internal validity, if there was not such a thing as limitations of time and money, by having made a voluntourism trip to an orphanage, to assess the pro's and con's of the problem, in addition, organizing and holding focus groups could have led to other valuable information for this thesis project. Therefore, the usage of the secondary research and the field research is probably not enough to safeguard the internal validity of the current thesis project.

The **external validity** "checks whether your sample is a correct reflection of the population. The sample must resemble the population in terms of certain characteristics that are relevant for the research" (Verhoeven, 2011, P.189). With regard to this thesis project the sample is a correct reflection of the population that was needed in order to gain the research results specifically for the online tool, however, the results will not only be used in the online tool but also be used in a campaign for the broader publics', therefore, the sample is not really representative and the generalizability of those result is lowered. Nevertheless, low external validity does not always mean that the results have no value (Verhoeven, 2011, P.189). **Construct validity** deals with the measurement instrument used in the research, and whether you are "measuring what you intended to measure" (Verhoeven, 2011, p. 190).

The measurement instrument used in this research was an interview guide which was based and developed on the theoretical framework. However, the theoretical framework consist of various professional jargon which is also used in the interview guide, this makes the interview guide quite technical which could result in decreasing the construct validity. However, to test if the interview guide was appropriate and could yield the right results, a pilot test was conducted to evaluate the technicality of the interview guide, therefore assuring the construct validity. In addition, the flexibility of the researcher during the interviews made the reliability slightly lower but the open questions created a situation in which the respondents had a chance to clearly state their personal opinion which was needed for this research, thus, increasing the construct validity.

The aforementioned chapter concluded that the reliability of the eight individual interviews held over Skype were more reliable than the five face-to-face interviews due to the usage of an interview guide, recordings, and member checks of the respondents. The validity can be concluded as insufficient, since the internal validity probably cannot be safeguarded by the current research methods alone, in addition, the external validity decreases slightly due to the fact that qualitative research cannot easily be generalized to the broader publics', lastly, the construct validity could have been decreased by the technicality of the measurement instrument. The next chapter discusses the conclusion of the field and secondary research in correlation with the research questions constructed in the introduction of this thesis project.

## 6. Conclusion

The following section will answer the central research question and sub questions based on the field research results and secondary research performed. The importance of the research results are all equal to each other, below the results are displayed according to the order of the research questions as they are mentioned in the introduction of the thesis project.

### CQ: In what way can Dutch voluntourist be influenced through communication?

In order to answer the central research question dealing with influencing through communication, the results of the theoretical framework, the field and secondary research will have to be consulted.

The best way to influence Dutch voluntourists through communication according to the theory from the theoretical framework is by adapting the message to the cultural background of the population. When relating this to the thesis project at hand would be to send out active messages were the content is more important than the form of the message. In addition, the message should be well explained as such that the associative meaning is most likely to be the same for everyone. Furthermore the message to be send out has to take into consideration ethics and it's three characteristics namely; free choice, mutual benefit and a multi disciplinary approach.

According to the field research the best way to influence Dutch voluntourist through communication is by using various communication channels through which the message can be communicated. For this thesis project the best channels to use are broadband media (electronic) such as, social media websites like Facebook, Instagram, YouTube etc. Furthermore it can be concluded that influencing Dutch voluntourist through communication would work best by using an educational/public awareness campaign. In addition, the information should be presented in an open and neutral tone, whist at the same time being a bit confrontational, and should not be pointing fingers, furthermore, it should use the same structure throughout the whole campaign and specifically for this thesis project the online tool. Moreover, to influence Dutch voluntourists even more, BCNN needs to make use of video and picture representation within their campaign and more specifically to this thesis project the online tool. Furthermore, taking the content document of BCNN as an example the information communicated has to be simplified and needs to avoid professional jargon to assure understanding of the population. What is more, Dutch voluntourists can be influenced through communication when the information is geared towards the populations own beliefs, the cultural differences of their own country and the country they intent to visit, the organization for whom they work on projects abroad, and the skills that are needed by a voluntourists. In fact, one could also mention strict guidelines or alternative options for working with children to influence Dutch voluntourists. Alternatively, influencing Dutch voluntourists could also be done by making the online tool as test.

According to the secondary research, it can be concluded that the best way to influence Dutch voluntourist through communication is by incorporating the Rose of Leary and the Omega strategies into the campaign and the online tool. Since all influencing methods of communication the researcher could find to exist, are focused on oral communication and not specifically of written communication, one needs to fully understand the situation if one wants to be able to influence others. The Rose of Leary helps in understanding all the aspects of one's own surroundings and the elements that could be of interests for his or her opponent. In addition, the Rose of Leary helps addressing one's own behavior, in order to influence others. This method, however, could very well be applied through written communication as well. One must assure themselves of certain viewpoints of their opponents to be able to adapt their own behavior accordingly in order to influence others. The Omega strategies again with this thesis project at hand would be very useful in cooperation with the Rose of Leary. The omega strategies help the opponent to make a responsible other choice by *framing other choice options*. In other words, giving the voluntourists other alternatives in this case, this in congruence with the field research and as such will help with the influencing process of the voluntourist.

**SQ1: Which factors contribute to the fact that voluntourists opt for going to orphanages in developing countries?**

It can be concluded from the field research, that there are several factors that contributed to opting for orphanage volunteering projects. The main factors are; price, an obligation by peer's, opportunities through universities and parent's with the regard to their own child's safety.

**SQ2: What kind of motives do voluntourist have when deciding for a project?**

Field research contributed to concluding that the main motive that contributes to opting for orphanage projects, is personal. There are, however, several personal motives that can be concluded from this research. The most common motive to volunteer in an orphanage was to help the less fortunate. Another motive was gathering information on the phenomenon of orphanage volunteering, by participating in the phenomenon itself. In addition, knowledge of the country where projects took place, was another motive. Furthermore, learning to live under basic conditions and adventure were other motives for orphanage projects.

**SQ3: Which communication channels do voluntourists use when looking for suitable projects?**

It can be concluded that there are several communication channels being used in searching for suitable projects. A distinction in this conclusion can be made in print media and broadcast (electronic) media. Channels using print media are books, flyers and fairs. An example of broadcast media is the world wide web. To sum up: both types of media are still being used by volunteers. However, taking into consideration the age of the target group (16-25) it would be wise to focus solely on broadcast media, such as, social media websites like Facebook, Instagram, YouTube etc. due to the natural affinity with technology and this is also where the target group is most active.

**SQ4: What communication techniques can be used to persuade voluntourist?**

With regard to the conclusion of this SQ of which communication techniques can be used to persuade voluntourists can be found under the CQ: In what way can Dutch voluntourist be influenced through communication? Repetition hardly seems necessary, however, full explanation of all techniques researched can be found under appendix T.

**SQ5: What aspects does the current content of the online tool have?**

The content created by BCNN was categorized into two sections, one segment dealt with questions that the volunteer should ask themselves, the second segment dealt with questions the volunteer should ask the organization. According to the results of the document study, it can be concluded that they categorized the content in the following aspects: Arrangement, Design, Linguistics, Inconsistencies, and lastly Additions.

**SQ6: For which communication expressions are voluntourists sensitive to make different choices?**

According to the field research, it can be concluded that voluntourists are sensitive towards an educational/public awareness campaign. Information has to be distributed in an open and neutral tone, and should not be focused on pointing fingers. The information should be honest and fair and show both sides of the story. The information should also highlight the childrens' situation and backgrounds.

The above mentioned chapter answered all the research questions set up in the introduction of this thesis project. It can be concluded that, the theoretical framework provides the focus of which type of message could best be used, in addition, the linguistic aspect regarding conceptual and associative meaning by Azghari (2007) is of importance. Furthermore the theoretical framework gives insight into the three characteristics of an ethical PR campaign. What is more, the most important field results are given in order to influence Dutch voluntourists through communication with an online tool. Lastly, the best communication techniques are described in order to influence Dutch voluntourists. The next chapter deals with the advisory part in which options are given to BCNN and a recommendation is made. Furthermore, the financial repercussions are discussed using the budget and a balance score card.

## 7. Advice report

The advice of this thesis project serves as the solution to the management problem of persuading potential future voluntourists into making other choices for orphanage volunteering projects. In order to tailor the advice to the organization, it is important to base the advice on the research results with substantiation of the theoretical framework. First of all, the objective of the advisory part is given. Secondly, several alternatives will be described and evaluated on a set of determined criteria. After the assessment, a final advice will be recommended, followed by the financial implications the campaign has. Lastly, suggestions will be made for the implementation of the advice.

### 7.1. Objective

The advice objective is to contribute to stopping the flow of volunteers to orphanages in developing countries by persuading future volunteers into thinking about other more ethical and responsible choices, by writing an advice report that gives insight into how former voluntourist would pose questions in the online tool in order to influence future volunteers.

### 7.2 Overview of options

In order to give BCNN advice on how to influence Dutch voluntourists through communication with an online tool in order to stop voluntourism in orphanages in developing countries, the conclusion from the theoretical framework, the field research and secondary research results will help narrow down the options for BCNN. According to the conclusion of the theoretical framework the best way to influence through communication is by adapting the message to the cultural background of the target group. In this case focusing more on active messages where the content is more important than the form of the message (Azghari, 2007). In addition, the content message should be well explained as such that the associative meaning is most likely to be the same for everyone (Yule, 1996) so that the goal of being understood and being believed is reached (Taillard, 2000). Furthermore the message to be send out has to take into consideration ethics and it's three characteristics namely; free choice, mutual benefit and a multi disciplinary approach (Bobbitt & Sullivan, 2009).

From the results and conclusion chapters it can be concluded that there are six strategic options that could be used by BCNN for influencing, of which three linguistic and three constructional options.

**Linguistic option 1**:

A combination of the content created by BCNN and the thirteen respondents. BCNN had set up 26 questions as content for the online tool, it was one of this thesis projects goals to find out if the existing content of BCNN was the right content to influence potential future voluntourists. Therefore, this option expresses the questions needed to influence future voluntourists. The existing content of BCNN was divided into two parts; one segment dealt with questions the voluntourists should ask themselves, the other segment dealt with questions the voluntourists should ask the sending organization. In order to find out if the existing content was the right content, the document was analyzed by five specific respondents, in addition, eight interviews were held with former voluntourists, these interviews were focused on participation. It was necessary to get their opinion on which questions they thought were necessary from their own experience to influence potential future voluntourists. In addition, the theoretical framework was consulted to give an even richer picture of the problem. The field research with the eight former voluntourists specified more segments than the initial two of BCNN. Therefore, the following results will be displayed as proposed/suggested by the eight former voluntourists under the headings of "individual enquiry, cultural differences, organization and skills". The first heading of "individual enquiry" overlaps with what BCNN had set up as 'questions the volunteer should ask themselves'. Content that BCNN had, that now fall under this heading are:

**Individual Enquiry**

Q1: Why are you choosing a voluntary position abroad in working with children?

Q2: Have you considered volunteering in The Netherlands or a 'learning vacation' to learn the language?

Q3: Would you be able to do this work in The Netherlands, or do you need a special education?

Q4: Is a temporary volunteer the best option for the position?

Q5: Is the work mostly important for you or the child?

Q6: What do local employees learn from your presence?

Q7: Do you have any knowledge about the development of bonding and attachment of children?

Q8: Does your voluntary work contribute to the conservation of orphanages/residential care facilities?

Q9: Where can you find more information regarding voluntary positions with children abroad?

With regard to the theoretical framework more specifically the conceptual and associative meaning by Yule (1996) some questions should be simplified, in order to achieve the goals of being understood and being believed (Taillard, 2000). The respondent's conclusion included simplification of technical and professional jargon as well, therefore, BCNN should opt to change the following questions:

Q7: Do you have any knowledge about the development of bonding and attachment of children? into:

*Q7: Do you know why children get attached to you?* And

Q8: Does your voluntary work contribute to the conservation of orphanages/residential care facilities?

*Q8: Do you know if your voluntary work helps maintain the existence of the orphanage?*

In addition to the above mentioned questions set up by BCNN the thirteen respondents found the following questions necessary in order to influence future voluntourists:

- What is the reason you actually want to volunteer in an orphanage?
- What do you think you will get out of volunteering with children?
- What do you think is a bad situation?
- Are you taking more away than you give?
- Are you aware of the fact that you will stand out.
- What would happen to your position after you left?
- Would you still go if you could not take pictures?
- Am I ready for this?
- Does this organization fit me?
- Do you see yourself going out?
- Are you willing to support staff instead of working directly with children?
- Do you think you have to work harder in the Netherlands than in a foreign country?
- Would I be able to do the same work in my own country with the capabilities I have now?
- Did you think about doing an internship in the Netherlands in a day care center instead of abroad.
- What does your family think of your idea to volunteer?
- Is your family able to let you go for a longer period of time?
- How does your family feel about you going abroad?
- Did you already look up information about various organizations?
- Don't you think it is weird that we do not use and apply the same standards when it involves vulnerable children abroad?

The second heading that was suggested by the eight former voluntourist was "cultural differences". After analyzing the content created by BCNN on questions pertaining to cultural differences, none were found. However, the eight former voluntourists plus the five analysts did suggest some questions, these were formulated by using the conclusions of the theoretical framework as mentioned above.

**Cultural differences:**

- How aware are you of the culture you are stepping into?
- Do you know which children end up in an orphanage?
- Would you mind if there wasn't any internet?
- Are you able to go a day without WIFI and your phone?
- Did you think about not having electricity for a day?
- Can you go without the luxury of a washing machine or dishwasher?
- Do you know some basic language phrases of the country you are going to?
- How do locals view volunteers?

- Can you take pictures of the children?
- Is there room for dialogue with the local organization?
- Are there safeguards in place to protect the children?
- Is there another way of gaining this experience without harming others?
- Will I be displacing a paid laborers from their position by taking this volunteering position?
- How do I view the people I will be working with?
- Do I have stereotypical views about them being "poor Africans"?
- Are you aware that in most countries you are not allowed to leave the compound?
- Are you aware that many countries have a curvue for safety reasons?
- Are you traveling alone, this could put you at risk?
- Are you aware that there might be other norms and values in the country you are visiting?
- What do you know about the countries; culture, habits, language, expressions, and clothing and what might this mean for you?
- Are you able to follow rules regarding; clothing, alcohol and going out/curvue?
- Are you aware that there might be different working hours?

The third heading that was suggested by the eight former voluntourists is "organization". The content created by BCNN also had questions pertaining to this topic, these are mentioned below:

**Organization**

Q10: Is there direct contact between the sending organization and the local projects?
Q11: Do I need a special VISA to do voluntary work. If yes, does the organization help with that?
Q12: Does the organization strive for reunification of the child with family?
Q13: Are there enough local people employed?
Q14: Could your voluntary work be done by local people?
Q15: Is the local population involved in the project?
Q16: Do you know what the policy of the government regarding the care for children without adequate parental care entails?
Q17: Do you know where the money goes?
Q18: Does the project depend on volunteers?
Q19: Are care tasks being facilitated by volunteers?
Q20: Does the organization have a code of conduct for working with children?
Q21: Is it clear what you will be doing?
Q22: Will you get proper preparation and counseling onsite?
Q23: Is there a calamity protocol present?
Q24: Is a background check required?
Q25: Did you and the local partner make appointments that all parties should adhere to?
Q26: Is it clear to whom I should go if there are problems with the project?

With regards to the theoretical framework more specifically the conceptual and associative meaning as described by Yule (1996) and the respondent's input in particular the simplification of professional jargon and technical words BCNN should opt to change, require the following questions:

Q12: Does the organization strive for reunification of the child with family? into

*Q12: Does the organization want to reunite the children back with their families?*

Q16: Do you know what the policy of the government regarding the care for children without adequate parental care entails? into

*Q16: Do you know the rules set up by the government that apply to children without parents?*

Q23: Is there a calamity protocol present? into

*Q23: Do you know if there is an emergency disaster plan?*

In addition, to the above mentioned questions set up by BCNN the eight former volunteers plus the five analysts found the following questions crucial in order to influence future voluntourists:

- Do you know how much contact the sending organization has with the local organization?
- Do you know what happens with your money?
- Are you aware of any medical preparation you might need, such as vaccinations or malaria pills?
- Is the community promoted by the organization?
- Do you find it important to have a mentor or counselor at your project?
- If faced with a problem do you know how to handle?
- Do you know who to contact if you see red flags?

The last heading that was suggested by the eight former voluntourists is "skills". After analyzing the content created by BCNN on questions pertaining to skills, again none were found. Nevertheless, taking into consideration the theoretical framework and Yule's (1996) statement, in which he corroborates that the simplification of the written questions make it easier to associate the same meaning to the word's written. Therefore, the following questions were formulated as simplistically as possible:

**skills**

- To what extend do I know my own capabilities?
- Am I capable of letting go of my own values and standards?
- What do you think you can contribute, with your life experience right now?
- If faced with a problem do you know how to handle?
- Can you handle responsibility?
- Can you take responsibility?
- Do you see what needs to be done?
- Can you think in solutions?
- Do you have enough life experience to be able to use this in any given situation?
- Are you able to accept new rules?
- Can you take care of yourself with regards to cooking?
- Do you have the proper skills to deal with children in orphanages?
- Are you qualified for the job/position?
- What is your level of experience with children?
- Which capacities do you possess to be considered to be of value in an orphanage?
- Can you put your own ego aside?
- How do you cope when there is no running water or electricity?
- Can you stay away from home for a short period of time?
- Do you know that with a short period we mean 4-6 months at least?
- Is it the first time you are traveling by yourself?

**Linguistic option 2:**

The theoretical framework showed that adapting the message to the target group (Azghari, 2007) is of great importance in order to reach the goals of understanding and believing (Taillard, 2000) the message of online tool. In addition, field research results of the 13 respondents showed that the answers to the questions mentioned above had to be open, neutral and should not be pointing fingers. Next to these results, an analysis of secondary research on communication techniques showed that by incorporating the Rose of Leary in the message of the online, the level of influence would be enhanced. The rose of Leary states that by understanding the 'care' behind someone's behavior one can influence this behavior by changing their own behavior (Loomans, 2014), this research has given insight into the care behind the behavior, furthermore research results showed that communication had to be open, neutral and should not be pointing fingers. Therefore, one can illustrate; the answer to the following question: *What is the reason you actually want to volunteer in an orphanage?* Should be answered with; *Many of the people wanting to volunteer in an orphanage go for personal reasons, this is very admirable of you. We from Better Care Network have gathered research over the last fifty years that shows that volunteering in orphanages is very bad for the children living in the orphanages for the following reasons..* The tone of the answer written above is open, neutral and a bit confrontational, yet without having pointed fingers.

**Linguistic option 3:**

The secondary research yielded another communication technique to influence potential future voluntourists, the Omega strategies more specifically the indirect method of framing. The way one presents a choice and which alternatives are formulated, makes a difference in what the other chooses. This according to Loomans (2014) is called framing (p. 387). The framing technique that will be used is: limiting choice options. Limiting choice options is nothing else than giving other alternatives. What is more, results of the field research also concluded that through mentioning alternatives options for orphanage projects, potential future volunteers could be persuaded otherwise.

**Construction option 1:**

Since the theoretical framework focused solely on influencing through communication, the construction options can only be substantiated by the field research results. Nevertheless, results of the field research concluded that the design of the online tool could play a big role when trying to influence potential future voluntourists, for instance by making use of videos, picture/photos, the positioning paper and examples using links. To illustrate: the following questions (retrieved from linguistic option 1) should make use of links, videos or pictures in the answers/reaction:

- Where can you find more information regarding voluntary positions with children abroad? -> Links
- Does the organization have a code of conduct for working with children? -> Examples code of conduct.
- Do you know why children get attached to you? -> Video showing attachment, good and bad practices (information given by a specialist in pedagogics).
- Do you know the rules set up by the government for children without parents? -> Link to the policy.
- Are care tasks being facilitated by volunteers? -> pictures of care tasks.
- Are you aware of any medical preparation you might need, such as vaccinations or malaria pills? -> video with the most popular countries and the medication needed (information given by a specialist such as a doctor or nurse)
- Do you know which children end up in an orphanage? -> video with background information of children in orphanages (information given by an expert for example; a psychologist).

**Construction option 2:**

As mentioned above, these results come solely from the field research, but should therefore not be seen as less reliable or valuable. Respondents thought it was wise to make the online tool a test as a way of influencing potential future voluntourists. Meaning, failing the test would result in not being allowed to go and volunteer at an orphanage.

**Construction option 3:**

Lastly, respondents of the field research also found it important to include guidelines on 'how to deal with children' in the online tool. According the them it could influence potential future volunteers.

Besides the options for the online tool, the field research also investigated the best option to disseminate the online tool amongst the target group. However, since the theoretical framework solely focused on communication and the influencing of potential future voluntourists, the field research is the only basis on which conclusions can be drawn. The conclusion from the field research regarding the best option for a dissemination plan entails focusing on broadband (electronic) media. Broadband (electronic) media such as the world wide web more specifically social media websites like Facebook, Instagram, and YouTube are favored by the target group (aged 16-25), this in combination with their natural affinity with technology makes this a logical step that will most likely reach the highest amount of potential future voluntourists.

### 7.3 Criteria assessments

In order to asses and evaluate the above mentioned options, a set of certain criteria has been developed. Considering the criteria, insight is given into why these criteria were chosen and how they will be measured, followed by the measurement scale and the explanation of the points given.

- Advice connection to company mission, vision.
  - *Mission: The mission of BCNN is to facilitate active information exchange and collaboration on the issue of children without adequate family care and advocate for technically sound policy and programmatic action on global, regional, and national level.*
  - *Vision: Through cooperation improve the support of children in developing countries without adequate parental care.*
- Time
  - How long does the realization and implementation take?
- Financial feasibility
  - Is the advice financially realizable for the thesis company?
- Message of the online tool
  - Connection to the advice

All criteria were chosen with the clients prerequisites' in mind. The criterion 'advice connection to the mission & vision' was chosen to evaluate the options resulting from the theoretical framework, field research and secondary research as mentioned above against the mission and vision of BCNN. After all the final advice has to be in line with what the organization represents. Therefore, The **connection to company's vision and mission** can be measured, based on how the advice actually reflects the mission and vision. The criterion of 'time' was chosen to assess if the recommended options were realizable for implementation by the end of July. Considering the measurement of **time**, the campaign of which this tool is part launches on the 10th of November of 2017. However, a test pilot will need to be ready by the end of July (C. Verheijen, personal communication, June 2, 2017). Therefore, the advice options should be measured according to time feasibility and realizability. The criterion of 'financial feasibility' was chosen to evaluate the options against the costs needed to make the option(s) realizable. Thus, **financial feasibility** is measured on additional cost the advice option(s) might need. To illustrate, the stronger the match indicates, no additional cost is involved. The criterion of 'message of the online tool' was chosen to assess the message each option gives in correlation with the intended goal BCNN set for the online tool. Thus, the criterion of **the message of the online tool** will be measured against BCNN "message" of 'volunteering in orphanages in never good', the advice options should represent BCNN message.

All of the aforementioned criteria are equally important and need to be discussed before giving a final advice. The following grading scale has been used for the evaluation:
- very strong match between advice and criteria = 5, - strong match = 4, - sufficient match = 3, - weak match =2, - and lastly no match =1. In order to match the scoring of the criteria to the alternative options to either strong or weak, certain rules of measurement need to exist.

| Criteria ↓ | Options → | L1:Questions of the online tool | L2:Communication techniques | L3:Alternative options | C1: Design | C2:Online tool as test | C3: Guide-lines |
|---|---|---|---|---|---|---|---|
| Connection to mission & vision | | 5 | 5 | 5 | 5 | 5 | 5 |
| Time | | 5 | 4 | 4 | 4 | 4 | 3 |
| Financial feasibility | | 5 | 5 | 5 | 3 | 5 | 5 |
| Message of online tool | | 5 | 5 | 5 | 5 | 1 | 1 |
| Total score | | 20 | 19 | 19 | 17 | 15 | 15 |

Table 1. Measurement scale (Source: own creation)

First of all, let's start with the **first linguistic option of the Questions of the online tool**; the questions score full points on all criteria. There is a very strong match between the questions of the online tool and the mission and vision, because the questions help "*facilitate active information exchange and collaboration on the issue of children without adequate family care*". The questions have already been set up and therefore, the criterion of time is not an issue, thus, there is a very strong match. Since the questions of the online tool, bare no financial cost, the criterion of financial feasibility has a very high match. Lastly, the message of the questions of the online tool, complies with the companies goal of discouraging all potential future voluntourists of engaging in orphanage projects. Moving on **to the second linguistic option of the communication techniques,** their connection to the mission and vision of BCNN is a very strong match because it enables the target group to understand the 'problem' at hand. The criterion of time scores a strong match, the aforementioned questions are already phrased using the communication techniques mentioned. However, the answers to the questions mentioned above still need to be phrased using the same communication techniques, this requires knowledge of these techniques, therefore, taking a bit more time. The financial feasibility scores a very strong match, since no costs are involved when using this option. The last criterion of the message of the online tool scores a very strong match, since the communication techniques help phrase the message of BCNN in such a way that it does not 'point fingers' towards the public's. **The last linguistic option is that of the alternative options** for orphanage voluntourism projects. The criterion of the connection of the mission and vision scores a very high match, considering the alternative options contribute to the facilitation of active information exchange. The time criterion scores a strong match, BCNN have been pondering mentioning alternatives for a while and a partner of BCNN has been busy setting up a 'good practices' list, thus, it is feasible and realizable to gather and mention alternative options in the online tool. The criterion of financial feasibility scores a very strong match, considering no additional cost will have to be made. The last criterion of the message of the online tool scores a very strong match, due to the fact that it does not belittle the message of the online tool, moreover, mentioning alternative options would frame choice options, thus, increasing the level of persuasion **The first constructive option of design,** in general scores high with a total of 17 out of 20 points. A very strong match was indicated between the connection of mission and vision of BCNN and the design option since the design will only enhance the facilitation of information exchange. The criterion of time scores a strong match, since making videos and getting hold of experts takes time. The criterion of financial feasibility scores a sufficient match, due to the budget. There is a budget for creating videos, however, this is for the whole campaign not specifically for the online tool, therefore, some additional funds might be necessary. The criterion of message of the online tool scores a very strong match, considering the message will only be enhanced using the same style and visual representations. **The second constructive option of using the online tool as a test,** in general scores sufficiently with 15 out of 20 points. The connection to the mission and vision scores very high, because the tool as a test does not diminish active information exchange. The criterion of time scores a strong match, considering the time it takes to change the format in which the questions are given. As for the criterion of financial feasibility it scores a very strong match, thus, no additional cost will have to be made. Lastly, the criterion of the message of the online tool scores no match, this due to the conflicting 'message' a test gives, even if ones scores a hundred percent, BCNN still cannot condone the option. Their message is still to discourage potential future voluntourists from engaging in orphanage projects**. The last constructive option is that of giving guidelines** within the online tool. This option scores a very good match, regarding the connection of mission and vision, as it does not reduce or diminish active information exchange. The criterion of time scores sufficiently, due to the time it will take to discuss and set up guidelines for the online tool with the steering group and work group of BCNN. The financial feasibility criterion scores a very strong match, indicating that no additional cost are necessary. The last criterion of the message of the online tool scores no match with the advice. By giving guidelines, BCNN indicates that working with children in orphanages is acceptable, which obviously conflicts with the intended message of discouraging potential future voluntourists from engaging in orphanage projects..

### 7.4 Final recommendation

After thorough analysis of the theoretical framework, the field research and the secondary research, conclusions were made. These conclusions were formulated into options for BCNN and measured against a set of developed criteria. According to the outcome of the measurement scale BCNN should adopt the following four options if they want to be successful in influencing Dutch voluntourists through communication:

BCNN should implement the **first linguistic option, the questions of the online tool** as mentioned under heading 7.2 Overview of options. Based on the theoretical framework, the field research and the communication techniques, a combination of the above mentioned questions will be successful in influencing Dutch voluntourists, in addition, this option also scored full points on all the developed criteria thus, this option is also viable according to the client's needs and wishes.

BCNN should also implement the **second linguistic option of communication techniques** of the Rose of Leary. The theoretical framework indicated that the associative meaning per person per topic can change, in addition, the field research indicated that the technicality and the professional jargon had to be simplified. Since the Rose of Leary helped with phrasing the questions in a more simplistic manner whilst at the same time recognizing the 'care' behind the behavior, indicates that the process of influencing potential future voluntourists through communication with an online tool is enhanced. The communication techniques also scored very high on the criteria assessments, thus, demonstrating the applicability for BCNN.

Furthermore, BCNN should implement the t**hird linguistic option of mentioning alternative options** for orphanage projects. This is where the second communication techniques comes in, the usage of the Omega strategies, especially focusing on the indirect method of *limiting choice options* which falls under framing, enhances BCNN position, with regard to influencing/persuading potential future volunteers. Loomans (2014) states that by limiting choice options "one can influence the choice process of another by offering alternatives" (p. 380). According to the conclusion of the field research, respondents also wanted the option of 'alternative options'. By giving other alternatives, BCNN can pronounce 'good practices' not involving children or orphanages, thus, inserting influence whilst maintaining the message of the online tool of discouraging potential future voluntourists from engaging in orphanage voluntourism projects. According to the assessment criteria this option is also viable and in line with the client needs and wishes.

In order for BCNN to enhance their influencing process even more the next option that should be implemented within the online tool is the **first construction option of design**. Even though, the theoretical framework did not lay a foundation for this specific topic, the field research yielded results that cannot be ignored if BCNN wants to successfully influence potential future voluntourists. It was concluded that visuals aids such as, videos, picture/photos, the positioning paper and examples using links would help clarify the message and influence the potential future voluntourist even more. This particular option also scored high on the assessment criteria indicating a match with the client's wants and needs.

In order for BCNN to influence potential future voluntourists the online tool needs to be distributed. The best dissemination plan for the online tool can only be substantiated by results of the field research, due to the theoretical frameworks focus on influencing through communication. The conclusion that arose from the field research regarding the best option for distribution involved broadband (electronic) media. Broadband (electronic) media such as the world wide web, was the predominant focus of the respondents. Therefore the final recommendation involving the dissemination plan for BCNN would be to focus solely on broadband media, mores specifically social media websites like, Facebook, Instagram, YouTube etc. This is a logical step based on the target groups age (16-25) and this target groups natural affinity with technology.

The following options of *'online tool as a test'* and '*guidelines*' even if well substantiated by the theoretical framework and the field research are simply **not an option** for BCNN due to the conflicting message the options would send out to the target group.

Thus, it can now be concluded that the theoretical framework, the field research and the secondary research have yielded enough results in order to answer the management question of:

*"How can BCNN influence Dutch voluntourist through communication with an online tool in order to stop voluntourists from volunteering in positions at orphanages in developing countries"?*

If BCNN follows the final recommendations as described above, there will be no doubt that the potential future Dutch voluntourist will be persuaded towards other more responsible and ethical options of voluntourism using the online tool, and the correlated option involving the dissemination plan. Below the financial implications of the whole campaign will be elaborated on. Since this project (the online tool) has no separate budget the focus lies on the whole campaign and all the costs involved, therefore costs mentioned could be new.

### 7.5. Financial Implications

The issue of financial feasibility as mentioned above has only been relatively discussed with regards to costs of certain options. This section deals with other related financial implications for this thesis project and the campaign in general, of which the online tool will be part. Both the budget of the campaign and a balance score card will be given to measure and monitor progress. The Balance ScoreCard was chosen not only as a financial indicator, but also to be able to track the results from the entire campaign. After all, the online tool is not a just a project on its own but part of a larger campaign.

#### 7.5.1. Budget

Better Care Network Netherlands is an open and independent network. The network is being led by a coalition of organizations, called the steering group. The steering group currently has seven members and they are responsible for the strategic direction, policy and financing of the network. The steering group has made a budget available for this year's campaign in which the online tool will take part. No separate budget was made available for the set up of the online tool since, all knowledge and program necessities were 'in house'. This available budget was presented in their project campaign plan (BCNN, 2017). This current project campaign plan describes primarily an online publicity campaign in which BCNN want to make use of videos, infographics, case studies and other content on social media (Facebook, Instagram, YouTube) to spread their message. In order to make this happen, BCNN allocated budgets to the following aspects: the design of the campaign, the production of videos, the production of the content itself, the testing of the online campaign, the online promotion and the coordination of the campaign as a whole. The correlated budget is as follows:

| Year 1 | Monetary value in € |
|---|---|
| Design campaign | 2,500 |
| Production video's | 5,000 |
| Production content | 3,000 |
| Testing online campaign | 2,500 |
| Online promotion | 4,000 |
| Coordination Campaign | 9,000 |
| Total: | 26,000 |

Table 2. Budget campaign plan (Source: own construction based on BCNN's campaign plan)

### 7.5.2. Balance Scorecard

The balance scorecard (BSC) is a performance metric used in strategic management in order to identify and improve several internal functions of a business and the external outcomes as a result. Measuring and providing feedback is what the BSC is mostly used for. The BSC uses four perspectives on which a company or organization bases their Critical Success Factors (CSF), Key Performance Indicators (KPI) and targets. The four perspectives are: Financial, Customer/stakeholder, Internal Business Processes, and Learning and Growth. Under the financial perspective one could think of CSF and KPI that deal with the organizations financial performance and or the effective uses of these resources. For the Customer/stakeholder perspective one could think of CSF and KPI in range of customer value, satisfaction and or retention. With internal business processes think of CSF and KPI in line with quality, efficiency and internal marketing. Lastly under learning and growth one could think of CSF and KPI dealing with culture, technology, and human capital (Balanced Scorecard Institute, 2017).

*Elaboration of the balance scorecard for the recommendation of the thesis project.*

***Finance***

One of the most important goals when referring to finances, is an efficient budget management. The budget that BCNN allocates each year may vary. However, mostly the budget shall be reflected on the allocation of money spent in previous years; if the budget was not used effectively, it could be reduced. One distinctive critical success factor (CSF) that BCNN wants to prioritize within this project campaign is the grip on expenses. Since the budget is limited, wise spending is necessary to stay within the boundaries set by the budget. Key point indicator set up to measure this, is comparing the expenses vs. budget and allocating the difference. Furthermore, the improvement of the IT department regarding the online tool might be necessary later on; therefore, this is another critical success factor that BCNN should focus on. The cost of updates of hardware and software needed to run the online tool, can be seen as the KPI.

***Customer/ Stakeholder***

Keeping partners and volunteers informed is BCNN's most important priorities. This is what their mission and vision is all about. With the intention of the online campaign and the setting up of the online tool, BCNN critical success factors are achieving high amount of web traffic as well as the length of stay on the websites. KPI for these aforementioned CSF are: the amount of web-traffic that the different web pages receive and this shall be measured by the bounce rate of pages in any given month (Bounce rate refers to the percentage of visitors that navigate away from the website or tool after only visiting one page). Moreover, BCNN should opt for an online campaign due to the age range (16-25) of their intended target group. Therefore a CSF is aimed at effective promotion via social media. KPI shall be the amount of followers gathered and it will be measured by the change in amount of followers per year.

***Internal Business Process***

Within the internal business process two important CSFs have been set up. BCNN consists of a coalition of organizations. Firstly, in order to increase usage of the online tool, BCNN should focus on attracting at least 10% of new partners organizations nationally. The performance indicator will be the amount of new partnerships measured on a yearly basis. Since Better Care Network is also located abroad under the same known brand. BCNN should also focus on increasing the amount of global partnerships with at least 5%. A performance indicator will be the amount of new partnerships and is also measured annually.

***Learning & Growth***

Learning and growth within BCNN is essential, as their business model thrives on sharing knowledge. Therefore it is crucial that the coalition of which BCNN is made up, achieves high knowledge sharing. This is the reason that the above mentioned priority is a CSF of which the performance indicator is the amount of exchanged information, such as: emails and data including trainings. This PI can be measured by the amount of megabytes used per month, as well as training appointments on a monthly basis. Furthermore it is essential to keep the partner organizations out of which BCNN is made up, satisfied. A performance indicator of partner organization turnaround has been established and shall be measured by the percentage of organizational traffic within BCNN per year. Another performance indicator that falls under organizational satisfaction is the attendance level at trainings offered by the coalition of BCNN and will be measured by the average percentage of attendance per year.

*The visualization of the Balance Scorecard can be found under appendix V*

**7.6. Suggestion for the implementation of the advice.**

In the following section, an initial plan of actions will be introduced which facilitates Better Care Network Netherlands to start with the implementation of the recommended advice. The advice will be elaborated in concrete actions taking the step to actual implementation using the PDCA cycle.
The **plan-do-check-act cycle** is a four stage approach for continually improving products or services, processes and resolving problems. For this thesis project the development of a new product is the case. The first step **plan,** deals with the identification and understanding of the problem in order to change. **Do** handles the 'test' phase, in which one tries the identified potential solution. **Check,** as the word implies, checks the results of the try out, here one decides to go back to step one, if results are not satisfactory and moves forward if the trial yielded the intended results. During the **act** stage the identified solution is fully implemented. However, one needs to remember that the PDCA is an ongoing process and has no end, therefore, solutions can always be sought to enhance the product or service (MindTools, 2017). With regard to this thesis project the following actions have to be taken in the according stages. In the **planning phase,** the coordinator of BCNN, Mrs. Nieuwenhuizen and Mrs. van der Zon, chairwoman of the workgroup of 'Quality' of BCNN will be responsible for the planning phase.

For the three strategic linguistic options the following operational tasks should be performed: The coordinator of BCNN, Mrs. Nieuwenhuizen needs to contact the hired writer to plan an appointment to discuss the decided on implementations the writer needs. Mrs. Nieuwenhuizen also has to communicate the decided on developments of the online tool to all members of the workgroup 'quality' as well as the steering group of BCNN. Mrs. van der Zon needs to contact the partner of BCNN in order to receive the list with 'good practices' and forward this to the hired writer. The strategic first option of construction needs the following actions in this phase: Mrs. Nieuwenhuizen has to plan a meeting with the workgroup 'quality' to gain insight into the materials that already exist and are available (the videos, photos/pictures, examples and the positioning paper), and what has to be made, in addition, the outcome of what needs to be made has to be planned. In addition to the operational tasks relating specifically to the online tool the balance score card (BSC) also identifies tasks for the overall campaign. Tasks relating to the BSC and it's four aspects are: Mrs. Nieuwenhuizen has to plan a appointment with the ICT department in the check phase to determine after the pilot test of the online tool if upgrading the hardware and software is necessary. In addition, all members involved with the campaign and online tool, will have to get Mrs. Nieuwenhuizen approval for expenses, thus, allowing the coordinator to keep a grip on the expenses.

The workgroup 'quality' of BCNN should plan a meeting to discuss which partners should be informed of the test pilot of the online tool, in order to generate high amounts of web traffic and the promotion of the online tool via social media. Considering the internal business processes mentioned in the BSC Mrs. Nieuwenhuizen and Mrs. van der Zon, should plan a meeting with the steering group in order to discuss which national and international companies or organizations they would like to form partnerships with. Lastly during the plan phase the coordinator Mrs. Nieuwenhuizen has to plan monthly appointments with the workgroup 'quality' to check if the targets concerning the CSF of learning and growth of the BSC related to knowledge sharing is reached. In addition, Mrs. Nieuwenhuizen has to set a personal evaluation date for the CSF of partner satisfaction involving partner turnaround and attendance level at trainings. After completing the first phase, the **do-phase** is reached. During this phase the recommended advice will undergo a trial run. Therefore, Mrs. Nieuwenhuizen needs to receive the linguistic content of the online tool as soon as possible from the hired writer in order for the construction option involving the design to be realized. Mrs. Nieuwenhuizen has to send both the linguistic options and the constructive options to the ICT department to create the online tool. Mrs. Nieuwenhuizen will then receive the link to the webpage of the online tool, which she will then send to the various stakeholders and partner organizations to test the online tool. Furthermore, Mrs. van der Zon has to contact the steering group, to give a signal in order for them to create the webpage needed for this specific campaign. When the webpage is created, Mrs. Nieuwenhuizen can link the online tool to the webpage. The link will also be placed on the websites of those partner organizations who are willing and have already accepted and implemented the new policy of BCNN. The last operational aspect which is of grave importance is customer loyalty. Through the launch of the campaign using social media, BCNN can and should maintain a connection to their target group even it is just a 'like' on Facebook. It is easier to manage contended users than unsatisfied users. Moreover, BCNN can learn from the experiences of the target group users. After having created the online tool and the website to place it on, dispersion amongst the target group follows. In addition to the more operational aspects relating to the online tool, the BSC also identified operational tasks to be performed during this phase regarding the campaign. To begin with, meetings involving the new partnerships to be made nationally and internationally have to take place. It is also very important for Mrs. Nieuwenhuizen to review the results the planned appointments with the 'quality' workgroup to see if the target of the CSF of 'learning and growth' involving monthly data sharing is reached. The next phase is the **check-phase.** Mrs. van der Zon and the workgroup 'quality' need to review and analyze the trail run. The check phase takes place after two and a half months, depending on when the 'tool' was launched. Assuming the tool was launched at the end of July 2017 as a trial run before the start of the actual campaign on the 10th of November, the check phase would start mid of October of 2017. Leaving a bit less than a month to analyze the results and adjust the tool if necessary. The success of the newly developed online tool can be measured using the Balance Scorecard. In the balance scorecard are several critical success factors mentioned over four aspects. These critical success factors each have their own performance indicator, using different types of measurements. For the financial CSF, Mrs. Nieuwenhuizen can check if the expenses stayed within the budget, and evaluate if the hardware and or software needs upgrades after the test pilot has finished. For the customer CSF the 'quality' workgroup of BCNN can evaluate the bounce rate after the pilot test and analyze the results, in addition, Mrs. Nieuwenhuizen and Mrs. van der Zon can determine if the right promotion was used by analyzing the amount of followers on social media. Furthermore, Mrs. Nieuwenhuizen can check whether the steering group has made progress by asking for a list with their opinion on new national and international partnerships. Moreover, Mrs. Nieuwenhuizen can check the monthly outcome of the appointments involving knowledge sharing against each other and see where improvements lie. The last CSF of partner satisfaction cannot be evaluated yet due to the yearly targets, evaluating to soon could lead to incomplete data.

If the above mentioned measurements outcomes are positive, one could conclude that the newly introduced online tool could be worth keeping and maybe even improving it using the ongoing cycle of the PDCA. Another means of checking the results of the online tool could be by asking for feedback from partner organizations and checking the feedback on the online social media outlets. In general, the level to which one can say that the introduction of the online tool was a success and is worth continuation, depends on the level to which the targets of the performance indicators mentioned above and in the BSC were met including the feedback received from partner organizations and the target group. After Mrs. van der Zon and the workgroup 'quality' are satisfied with the results of the do-phase, they can move on to the last step the **'act-phase'.** In the act-phase the full, maybe even improved version of the online tool will be implemented, which means that the online tool will be standardized and realized. Presuming the online tool was a success, Mrs. Nieuwenhuizen, Mrs. van der Zon and the workgroup might even suggest to translate the online tool to English in order to expand the range of the target group over multiple countries. However, if BCNN is thinking about expanding or translating the online tool, they again need to undergo part of the PDCA cycle starting at the beginning, in order to successfully plan the implementation. Lastly, another thing to take into consideration is target group preferences. The online tool might work for the intended target group of 16 to 25 year olds. However, it is wise to do research on preferences of other target groups for the following years. In addition, the technological advances also become better with time, therefore, it is wise to keep track of trends and developments in the industry for more suitable options.

In this last chapter, a recommendation has been given to BCNN in order to influence Dutch voluntourist through communication with an online tool. It can be concluded that the content for the online tool should be a combination of linguistic and construction options consisting out of BCNN's initial created content and the content created by the respondents of this thesis project. The content should be formulated with due consideration of the Rose of Leary and the Omega strategies and should be kept simple without professional jargon and technical words. Furthermore, in order to influence and persuade more potential future voluntourist the design should be attractive and interactive using videos, pictures/photos, the positioning paper and examples using links. Moreover, it is recommended to include 'the good practices list' as alternative options for orphanage projects. In addition, the dissemination plan should focus predominantly on broadcast (electronic) media which is consistent with the initial campaign set up by BCNN. Another recommendation given by the researcher regards financial implications. By making use of the balance score card, BCNN can measure the results of the entire campaign, not just the online tool, therefore, overseeing the entire project and the results thereof.

**Afterword**

Reflecting on the **day-to-day practice** during the thesis project, it was definitely with ups and downs. Many people before us had mentioned that stress levels go up when starting with the thesis, and I can definitely concur that it has that special push, of wanting to succeed. It is the crowning moment so to say of finishing the four years spend at Saxion. The process all in all was enriching, very demanding and also still filled with instructive moments. I started with confidence and gumption knowing that it was not going to be easy especially with so many things on my mind. Especially in the beginning of the thesis semester I had some struggles with defining my actual thesis topic. However, with the help of my first examiner Inge Gijsbers, and company supervisor Mrs. Verheijen, everything fell into place. After the first stress levels calmed down, and I could actually start working on my thesis the predominant feeling was enthusiasm. Enthusiasm because I am personally very invested in this topic, and because it was/is not a typical topic within the tourism field, which only made me want to prove myself more.

From the beginning I was in direct contact with both my first examiner as well as my company supervisor. Since the situation was not that of a regular thesis student, I found that at sometimes I needed more support than at other times. Both the first examiner and the company supervisor were very open and helpful, there was no weekly update or a set day at the office, which they understood. However, whenever I felt like I was losing ties with either of them, I reconnected through emails, calls, or visits/meetings. Whenever there was a contact moment with either the company supervisor or the first examiner, I perceived it as an instant boost of motivation, the meetings were always insightful never have I perceived them as anything other than fruitful.

The time schedule or plan of action which had to be set up for the thesis proposal defence was created, however, I never used it to manage my time. I understood the necessity of creating one for those people who can barely manage their time during projects. However, I get nervous and even more stressed following a schedule, if I see I am behind on the tasks 'set out to do'. The only thing which I could not control, was carefully planned namely the interviews. One can have various databases for selecting samples for data collection, however, it is never in your control whether they actually respond. Luckily I was able to manage all the interviews with enough time left for the analysis. I worked on average 5 days a week on the thesis project, keeping the weekends for myself to unwind.

Working towards the thesis proposal I lost confidence a couple of times, I knew what to do but I just could not seem to get it right on paper. The previous courses over the last three years have obviously helped me with regards to the literature review. Now reflecting back, I know that the first concept of the theoretical framework was to technical, because I was so focused on the topic of influencing I totally forgot the link to tourism. In hindsight, it really does help to have a lot of affinity with the thesis project you chose. I now also see that if you don't like the subject, it might take ages to put yourself to work and finish something. When I finally passed the defence, my motivation was lost, because all the changing and adapting was so tedious, it had made me lose focus of the whole picture.

When I could finally start my field research I was excited and scared at the same time, because there are no more checks by lecturers that go over your work step by step to say if what you did was actually correct, we're supposed to know. The interviews themselves were really interesting, I really did get a great picture of the problem, and many of the respondents admitted that they are now are a bit ashamed of their contribution to the 'problem'. After the field research was done, it gave me a vision of the end product which in the end gave me more energy and motivation to keep going.

With regard to writing the thesis, it was helpful to have the beginning of the thesis, with regard to the red line clear. However, I struggled with this a lot, since I started as I would have done with any other project. Especially regarding the approach, I perceived it as not being able to compare it to any other project. Looking back, it should be practiced more throughout the last few years of the education, it would have saved me a lot of self doubt and stressful days. With regard to the main constriction, writing the thesis in 40 pages was definitely perceived as a limitation in the beginning, especially when looking back on other research projects. However as the thesis progressed, I felt more and more insecure about what I was writing down. Even now writing this, knowing I have no pages left, I wonder was I too concise? I imagine this is a normal process for every student handing in their thesis. I do understand the necessity for setting a limit, I might write very concise however, others might be very wordy.

Normally I would consider my strengths during a long lasting project like the thesis, be my ability to oversee the 'whole' project, and staying calm. However, the situation at home has influenced these a little. Especially in the beginning, I was working day by day, step by step, constantly asking for confirmation. Having your terminally ill mom tell you her dying wish would be to still see you graduate, does add that little bit of extra pressure. Therefore, I wanted confirmation of what I was doing was correct, in order to avoid having to do it again later. And I am very grateful that my first examiner had the patience to deal with this, and could steer me back in the right direction giving me confidence in what I was doing at the same time. Would I do things differently a next time, I might, however, after these few years I know in what way I work best, so my day-to-day process would change very little. However, my confidence and motivation are very likely to change, as one might imagine. The overall contact with my client would change, since I would want to work a minimum of at least one day in the office of the client (if this would be possible). To make sure misunderstanding do not arise and updates and questions are answered on the spot. The contact between me and the first examiner was very pleasant, we worked on a question and answer based approach. I do realize that not every examiner works this way, therefore, this approach is likely to change as well with another examiner. Together with your examiner you set the rules for how you are going to work together during the thesis semester, and in my situation this worked out perfectly, if I may say so.

Next to the reflection of the day-to-day practice and one's own actions, it is also of importance to reflect on the **value of the thesis for the industry.** Over the last few years tourism organizations have played in on the demand of the public by offering a plethora of options for 'doing good' while on holidays. Many people want to enjoy their holiday whilst respecting their surroundings by acting responsibly or by choosing eco-friendly hotels or trips in general, some are giving back to the community they are visiting by 'helping' out. Voluntourism projects in orphanages as mentioned in the introduction is one of the many options offered. BCNN tries to inform the public about the dangers of volunteering and the harm it could do. Many tourism organizations have already altered their project options or taken orphanage projects out of their programs. Nevertheless, if the demand is still there, commercial companies will always see a way to make money, therefore, the thesis at hand should provide a way to decrease the demand. Some organization have already partnered with BCNN to 'fight' the problem, thus, creating support and interest for the thesis outcome. Many organizations struggle with the decision as they don't know how to explain their situation of trying to stop the projects to orphanages, since most of the former volunteers of those organizations are so happy that they went and volunteered. Some of these organizations have already asked me if I could send the outcome of this thesis project to them, as a means for them to engage in the discussion with the former volunteers. I have also been approached by Better Care International (BCI), during a Skype meeting with BCI located in New York, the question arose whether BCNN (and me) would be willing to share the results of this thesis project, as they themselves are working on launching an educational campaign for the USA, Canada and Australia. The aforementioned indicates that the 'problem' at hand is one of global proportions, and that this thesis project is most likely of great value to the tourism industry. A follow up meeting with BCI is about to planned to discuss the results of the thesis project and to investigate if the online tool could also be used in their campaign.

In sum, the problem of volunteering in orphanages has become increasingly important to the tourism industry. Many organizations however, do not know how to handle the situation since the demand has been steady for the last few years (K. van Ginkel, personnel communication, May 8th, 2017). Some organizations see the thesis project at hand, as a good way to introduce the topic to their former as well as future volunteers. For BCNN the reactions given by the organizations could be perceived as 'support' for their campaign. In addition, the same type of organization; BCI, has shown interest in the to be developed online tool.

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**Appendices**

Appendix A: Search methods Theoretical Framework
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**Appendix A: Search methods Theoretical Framework**

Search terms for chapter 2.1.1 Persuasive communication included:
- Persuasive communication and
- Persuasive communication + attitude change

Search terms for chapter 2.1.2. Culture-specific communication included:
- Culture specific communication
- Culture and Communication and
- Cultuur en Communicatie

Search methods for chapter 2.1.3 Linguistics and persuasive communication included:
- Approaching the researcher former housemate and friend living in Poland. Ms. Chojnacka studies linguistics and was able to provide all the materials and articles needed for this chapter.

Search methods for chapter 2.1.4. PR, persuasion or propaganda included:
- Using notes of PR classes during the researchers minor in Cyprus
- Using articles mentioned in a previous written essay for the class of PR principles
- Using class materials such as PowerPoint's of the lecturer of the course PR principles
- Using books of the classes of PR principles and PR Campaign Development and Management as well as a book used in Philosophy class.

**Appendix B: Interview Guide**

Introduction

- Introducing myself
- Objective of the interview: *to co-create content for the online tool*
- Structure: *basics, case, round off*
- Estimated time the interview will take
- Importance and appreciation of their participation
- What will happen to the information.

Core basics:

- Where did you go to volunteer? (location, type, dates)
- Why did you volunteer? (personal, professional, cultural)
- Was there something that affected your choice? (Information sources, country, price, people)
- What was your orientation process? (flyers, websites, personal contact)

Case

- Explaining the negative side effects of voluntourism in orphanages
- Explaining the 'wants' of an online tool
    - questions:
- **Culture**: Do you think different values within cultures plays a role in searching for orphanage voluntourism places?
- **Culture**: Do you think language can cause misinterpretations of questions about orphanage voluntourism?
- **Linguistics**: Do you think 'words or the relationship between words' have different meanings for everyone?
- **Linguistics**: Do you think that 'by saying something' you can persuade people?
- **PR**: What do you think of with Public Relations and voluntourism?
- **PR**: Do you think a different ethical view can cause misunderstanding in actions?
- **PR**: There are different types of PR campaigns, what would you associate PR with?
- **Co-creation**: What type of questions/information work best for you?
- **Co-creation**: What would you advice other voluntourist?
- **Co-creation:** In what way would you advice them?
- **Co-creation:** What (type) questions do you think are needed to change or persuade future voluntourist?
- **Co-creation**: Would you now knowing the negative effects on children still volunteer again in an orphanage?

Round off

- Summarize
- Ask if they have questions/additions
- Remind them of the member check
- Thank them for their participation

## Appendix C: Summaries document analysis

**Respondent 1: Male, 57 works in a pharmacy**

The first respondent who was shown the document was bit lost. He missed an introduction on why they should go though the questions. He himself would have used an introduction put like this: 'What a great thing that you are interested in volunteering with children but to be sure you are the right fit, please go through the following questions'. In addition, to the set up of the questions he thought it would be wise to put the answers first, and after choosing the answer you get the correlated reaction. He also beliefs the questions are rightly phrased but very black and white, however, it does uses just the right level of confrontation which is needed for this topic in order for a person to think about their actions. Furthermore, he adds that the questions should be kept short, concise and to the point. Moreover, when he read through the document he was missing the following questions:

- Is it the first time you are traveling by yourself?
- Can you stay away from home for a short period of time?
- Do you know that with short period we mean 4-6 months at least.
- Can you put your own ego aside?
- Are you aware that there might be other norm and values in the country you are visiting.
- What do you know about the countries, culture, habits, language, expressions, and clothing and what might this mean for you.
- Are you able to follow rules regarding; clothing, alcohol and going out/curvue?
- Are you aware that there might be different working hours?
- How do you cope when there is no running water or electricity?

**Respondent 2: Female, 28 years old, works as an occupational therapist**

When reading the document she felt attacked. Stating that an introduction was needed to ease into the topic. She beliefs that with the first question there should be an option of 'other' to allow for reactions or multiple answers. She also says that by using questions with a presented answer one might just click through without reading the actual advice. As many people read just what they want to read. In addition to this, she feels the answers are way too long. She understands the choice of explaining everything but someone who is not interested will not read it, especially the age group for who this document is intended. Moreover, the level to which things are introduced or explained is too hard/technical. She gives the example of question 4 and 5 and the attachment of children, just by reading it, it does not provide me with insight. The same goes for part 2 of the document, some questions are very technical. She suggests to ask yourself what do we mean with this, and use that as a question, simplify things!

**Respondent 3: Male 65 years old, works as an English Teacher, and is author of a published book.**

The respondent read the file a couple of times before engaging in dialogue. He checked the document on spelling, grammar and content. In dialogue he reviewed the spelling and grammar mistakes. In addition, to the questions about content, he answered that the document could use an introduction to make the goal of the document clearer. He suggest something like; By filling in these questions, you will hopefully gain more insights into your own motives / intention and the consequences that working with children brings along. He does beliefs that the document is very clear, the right questions are asked to get motives on ones minds. He also mentions that the document is easy to read and follow.

However when asked if one needs existing knowledge on the topic he answers with "well I expect that potential volunteers who want to work with children, are researching certain things beforehand". In other words, when you are motivated, you will read and go through the questions. When asked if the level of language is high he answered that he believed it is not, however he gave the suggestion to put difficult words in (brackets) with an explanation.

**Respondent 4: Female 66 years old, recently retired communications liaison at municipality Almelo.**
Respondent 4 assumed that there would be an introduction that would lead to the online tool. She mentions it should be easy to find through Google, after all that's where the target group will search. On a global note, she says the document is written in a way that discourages any type of volunteering not just orphanage volunteering. Mentioning or offering alternatives will help bridge the negative undertone of the document. She mentions the repetitiveness of the same answers throughout the document is very annoying, she suggests to refer to the previous question regarding the answer. Going deeper into the questions she mentions that question one should have an option 'g: other reasons; giving options such as gap year, religious reasons, or broken relationship or just a blank space to fill in their reason. She also says that in the document it should says what is temporary. Question three regarding 'psycho-socialezorg' does not say anything to a 16 year old, simplify this. In addition she misses follow up questions about; 'hechting, psycho-sociale zorg, indentiteit van het kind, en duurzaam vrijwilligerswerk'. Furthermore, she mentions that there is a discrepancy regarding in the question about the local community in part 2 and the need for sustainable houses, whereas in part one, the document says it should not exist. In addition, the question about finances and 'your' money it says that there is a risk, however this should be changes to 'possibility'. She also misses some questions;

- Did you already look up information about various organizations?
- Which capacities do you possess to be considered to be of value in an orphanage?
- How does your family feel about you going abroad?

She gives certain options in which Better Care Network could structure the tool better, and that it depends on what their intention is. The first option she gives is switching part one and two around, respondent 4 says that the important information is given in part two, and if switched with part one it could take some of the harshness away and result in potential volunteers filling in part 'one' more honest. The second option she gives is not distinguishing it in parts, she already said she is missing some gauge (diepgang) and whether or not part one (now) can be brought under in part two (now) as follow up questions.

The last option she gives is rendering the tool to level of education, since the tool has to be simplified the choice can be made to do this only for certain levels of education. She gives the example of adding another 'option' under option H; one fills in their level of education as such:

H; educational level;

- HBO - University
- MBO: BOL or BBL and then the option of Level 1, 2, 3, 4
- VMBO: bbl, kbl, gl, tl/mavo

This distinction could be made due to their knowledge level of language. As she can imagine as well that University scholared people want to read at their level just as much as anybody else would.

**Respondent 5: Male 64, retired insurance officer of a bank.**

Respondent 5 started with question one and the order of the answers, he stated that when referring to the next question it should be the question that comes quickest after one in this case. For example; answer A in question 1 refers to question 3, however answer B refers to question 2, answer C refers to question 6. These should be put in order of 2 to 6, not randomly. Moving on to question three, he states that there is only one answer so no need to put A in front of it. In addition, there is a question in the answer of question three, (starting with 'don't you think it is weird...." this should be put as a separate question in the tool. Furthermore, question 4 answer A mentions an 'unsafe attachement of a child' what does this mean, give examples or show video's. In addition, the connection of question 4, referring to question 6 does not make sense, there is no logic, it is a totally different question. He also mentions that question 4 answer B, should have more reasons explained why it is not good, as done in answer A. He also has a general remark about the reference on the next question, he states it is unnecessary to refer to question 5 in question 4 because number 5 naturally follows after 4,this needs to be checked in the whole document. Question 5 itself, has the same answers in A and B, this is not logical. Question 6 is not a logical reference of question 1, answers C and D. Question six does not follow up on the answers given in question one of answers C and D, why refer to them then? Another general remark on spelling, grammar and sentence structure, this needs to be looked at by a professional. Moving on to question 7, in answer A and B the knowledge test needs to be linked. Another general remark; when reading the document one reads some conflict, as the reactions are there already mentioned. This should be so that only after giving the answer one can see the reaction. Otherwise it is very confusing. Lastly one part one, question eight answer A, could be perceived as condescending/denigrating, he suggest starting with: 'Yes, what do you base this on? Instead of 'Yes, how do you know'?

Moving on to part two, the first reaction was that the layout of part two was perceived as much more structured, however, they should use the structure of the questions using; 'yes, no, I don't know' as answers to all questions. He thinks the length of the answers in part 1 make it so that it looks very chaotic, he suggest to shorten it and to adjust the language so that it is easily understandable. In addition, he also mentions that it is easier to have numbers appointing the start of a new question then dots. Starting with dot number two, regarding a visa, there are two questions asked, yet only one is answered. Dot number three regarding family reunion, answer no, should be worked in a manner that it gives an explanations as well as a visual representation of the position paper. Dot number 4 regarding local employees, the answer 'I don't know' refers to the answers of yes and no however, this does not make sense. If answers 'yes and no' are meant for the answer 'I don't know' it should be worded in such a manner that if answer is 'I don't know' the reaction given by the organization should reflect that. Dot number eight regarding money, answer 'no' states asking for a financial report, however, one must be able to read a report correctly to understand what it says. In addition, organizations don't have to state where they put their money in a financial report. A better solution would be to ask for insights in their spending behavior, a way of showing where a volunteers money goes when it reached their bank account. Dot number ten, here again mention examples and the visual representation of the position paper, and maybe even video's of attachment (good and bad) or tasks one should not be doing. Dot number eleven, regarding behavior codes, here a link to behavior codes that could be used by organizations should be shown or an examples should be placed. The last page still needs to be worked out, however they seem like good coherent questions.

Appendix D: Content document provided by BCNN for analysis

# Vragen voor vrijwilligersflyer Better Care Network Nederland

## Werkgroep Kwaliteit

*Als je in het buitenland vrijwilligerswerk met kinderen wil doen, stel dan de volgende vragen:*

## Deel 1: bijdrage door Celine

### A) Vragen die de vrijwilliger aan zichzelf stelt

1. Waarom kies je voor vrijwilligerswerk in het buitenland met kinderen?
   a) Ik wil kinderen helpen die leven in moeilijke omstandigheden ->Ga naar vraag 3
   b) Ik wil de taal leren ->Ga naar vraag 2
   c) Ik wil de cultuur van het land leren kennen -> Er zijn vele manieren om meer van de cultuur van een land te leren kennen, daarvoor hoef je geen vrijwilligerswerk met kinderen te doen ->Ga naar vraag 6
   d) Ik wil wat van de wereld zien -> Als je iets van de wereld wilt zien, hoef je geen vrijwilligerswerk met kinderen te doen. Er zijn vele leuke, goedkopere en duurzamere manieren om wat van de wereld te zien ->Ga naar vraag 6
   e) Ik wil werken aan mijn CV -> Als je in de toekomst met kinderen wilt werken, is het goed als daarvoor al activiteiten doet waardoor je CV daarop aansluit. Er zijn echter andere activiteiten die je kunt doen voor je CV en geen schadelijke effecten op kinderen hebben ->Ga naar vraag 2
   f) Ik wil iets van de wereld zien en iets goeds doen voor kinderen ->Als je iets van de wereld wilt zien, hoef je geen vrijwilligerswerk met kinderen te doen->Ga naar vraag 3

2. Heb je vrijwilligerswerk in Nederland overwogen of een ‘leervakantie’ om de taal te leren?
   a) Ja ->De impact die je met vrijwilligerswerk bij jou in de buurt kan bewerkstelligen is vele malen groter dan wanneer je voor een korte periode in het buitenland gaat werken. Als je de taal niet kent, kun je moeilijk met lokale kinderen praten en is de ervaring voor zowel jou als de kinderen niet optimaal ->Ga naar vraag 3
   b) Nee -> Ga je eerst verdiepen in vrijwilligerswerk bij jou in de buurt en/of een leervakantie ->Ga naar vraag 3

3. Zou je dit werk in Nederland ook mogen doen of is daar een specifieke opleiding voor nodig?
   a) Nee dit werk mag ik in Nederland niet doen -> Als je in Nederland met kinderen wilt werken in de kinderopvang of in een instituut waar kinderen voor langere periode verblijven, moet je daar specifieke diploma’s voor nodig, waardoor je pedagogisch onderbouwd bent. Vind je het niet vreemd dat we niet dezelfde maatstaven hanteren als het kwetsbare kinderen in het buitenland betreft? Ook deze kinderen hebben recht op de best mogelijke zorg! Kun jij dat bieden? De meeste vrijwilligers zijn niet geschoold om met (getraumatiseerde) kwetsbare

kinderen te werken en hebben weinig kennis van de mogelijk negatieve impact van hun rol op de emotionele en sociale stabiliteit en ontwikkeling van kinderen. Kinderen krijgen dan niet de psychosociale zorg die ze nodig hebben om leren om te gaan met hun trauma
->Ga naar vraag 4

4. Is een tijdelijke vrijwilliger de beste persoon voor de functie?
   a) Ja ->Kinderen die niet bij hun ouders (kunnen) wonen hebben allemaal een traumatische ervaring meegemaakt. Ze zijn van hun ouders gescheiden en soms zelfs van hun hele familie. In een kinderhuis met wisselende verzorgers missen kinderen hechtingsfiguren. Kinderen en volwassenen met hechtingsproblemen hebben minder vertrouwen in zichzelf en anderen, verlatingsangst en moeite met het opbouwen van vriendschappen en relaties. Maar ook op intellectueel vlak verloopt hun ontwikkeling moeizamer. Onveilig gehechte kinderen zijn motorisch minder vaardig en ze halen lagere cijfers op school. Kinderrechtenexperts en jongeren die zelf zijn opgegroeid in kinderhuizen uiten hun zorgen over hoe de aanwezigheid van internationale vrijwilligers de dagelijkse routine van kinderen kan onderbreken (o.a. onderwijs) en verwarring kan veroorzaken wat betreft de cultuur en identiteit van kinderen
   ->Ga naar vraag 6
   b) Nee -> Ga dan geen tijdelijk vrijwilligerswerk in een kindertehuis doen. Kijk of je bij jou in de buurt vrijwilligerswerk met kinderen kunt doen. Er zijn genoeg kinderen in Nederland die jouw hulp goed kunnen gebruiken! En als je wilt reizen, zoek dan naar een leervakantie of ga vrijwilligerswerk doen dat gericht is op kinderen in gezinnen ->Ga naar vraag 5

5. Is het werk vooral in het belang van jou of van het kind?
   a) Van het kind ->Het is niet in het belang van kinderen om als vrijwilliger in een kindertehuis te gaan werken. Voor jou is het misschien een unieke ervaring, maar de kinderen zien steeds andere vrijwilligers, wat steeds opnieuw afscheid nemen betekent.In een kinderhuis met wisselende verzorgers missen kinderen hechtingsfiguren. Onveilig gehechte kinderen hebben moeite met he aangaan van relaties, zijn motorisch minder vaardig en halen lagere cijfers op school ->Ga naar vraag 6
   b) Van mij ->Als je in de toekomst met kinderen wilt werken, is het goed als daarvoor al activiteiten doet waardoor je CV daarop aansluit. Er zijn echter andere activiteiten die je kunt doen voor je CV en geen schadelijke effecten op kinderen hebben. Het is niet in het belang van kinderen om als vrijwilliger in een kindertehuis te gaan werken. Voor jou is het misschien een unieke ervaring, maar de kinderen zien steeds andere vrijwilligers, wat steeds opnieuw afscheid nemen betekent.In een kinderhuis met wisselende verzorgers missen kinderen hechtingsfiguren. Onveilig gehechte kinderen hebben moeite met he aangaan van relaties, zijn motorisch minder vaardig en halen lagere cijfers op school ->Ga naar vraag 6

6. Wat leren de lokale werknemers van jouw aanwezigheid?
   a) Nieuwe inzichten -> Verantwoord & duurzaam vrijwilligerswerk betekent dat je de lokale bevolking iets kunt leren wat zij daarna zelf kunnen voortzetten. Denk bijvoorbeeld aan een specifieke vorm van fysiotherapie. Als jouw expertise aansluit op de lokale behoeften en er een plan is zodat de lokale bevolking zelf de activiteiten kan voortzetten, dan kan jouw bijdrage waardevol zijn ->Ga naar vraag 7
   b) Ik ondersteun lokale werknemers ->Verantwoord & duurzaam vrijwilligerswerk betekent dat je de lokale bevolking iets kunt leren wat zij daarna zelf kunnen voortzetten. Denk bijvoorbeeld aan een specifieke vorm van fysiotherapie. Als jij niets nieuws hebt te bieden en een ander

lokale kracht jouw taak ook goed zou kunnen doen, is jouw inzet niet nodig en kun je beter gaan zoeken naar een andere vorm van reizen/vrijwilligerswerk dat niet plaatsvindt in een kindertehuis. Door het doen van vrijwilligerswerk neemt de werkgelegenheid voor lokale mensen af ->Ga naar vraag 7

7. Heb je kennis over de ontwikkeling en hechting van kinderen?
   a) Ja -> Doe dan deze kennistest!
   b) Nee ->Gehechtheid ontstaat bij ieder kind van nature. Het is de aangeboren neiging van het kind steun te zoeken bij iemand die sterker is, een volwassene die het kind kan beschermen en helpen. Kinderenkunnen zonder de hulp en bescherming van een volwassene niet overleven. In die beschermende gehechtheid ontwikkelt een kind zich, en ontdekt de wereld met altijd de veiligheid van de persoon aan wie hij zich gehecht heeft om op terug te vallen. Elk kind heeft daarom behoefte aan vaste verzorgers, ouders, familieleden of andere volwassenen, met wie hij of zij een langdurige, wederkerige relatie heeft. Deze vaste personen leggen de basis voor relaties en omgangsvormen met alle andere personen die een kind later in zijn/haar leven tegenkomt. Hoe jonger een kind is, des te belangrijker is het voor hem of haar om te weten op wie hij/zij kan terugvallen. In een kinderhuis met wisselende verzorgers die te weinig tijd hebben om goed op hun behoeftes in te gaan, missen kinderen die hechtingsfiguren. Dat merk je aan kinderen: als ze klein zijn, maar zeker ook als ze groter worden. Kinderen en volwassenen met hechtingsproblemen hebben vaak minder vertrouwen in zichzelf en anderen, verlatingsangst en moeite met het opbouwen van vriendschappen en relaties. Maar ook op intellectueel vlak verloopt hun ontwikkeling moeizamer. Onveilig gehechte kinderen zijn motorisch minder vaardig en ze halen lagere cijfers op school ->Ga naar vraag 8

8. Draagt jouw vrijwilligerswerk bij aan de instandhouding van kindertehuizen?
   a) Ja -> Hoe weet je dat? Het kan zijn dat goed georganiseerde en gecontroleerde kinderhuizen nodig zijn om ouders en kinderen te ondersteunen. Dit moet dan altijd tijdelijk en kleinschalig zijn en de situatie in een gezin nabootsen totdat een beter alternatief (bijvoorbeeld re-integratie in het gezin met behulp van pleegzorg) is gevonden. Plaatsing in een kinderhuis voor kinderen onder de 3 jaar zou in geen enkel geval moeten worden toegestaan aangezien de ontwikkeling van een kind in deze fase op het gebied van één-op-één interactie en hechting cruciaal is voor fysieke en emotionele groei en welzijn. De meeste organisaties realiseren zich niet dat niet alleen andere vormen van zorg goedkoper zijn, maar ook meer in het belang van het kind. In ons land en in de landen om ons heen is de jeugdzorg dan ook afgestapt van opvang in grote kinderhuizen en zetten we in op opvang in pleeggezinnen of gezinshuizen. In landen in Afrika, Azië en Zuid Amerika, waar nog veel van de kinderhuizen staan waar vrijwilligers naartoe gaan, hebben overheden ook beleid gericht op gezinsopvang en het ontwikkelen van pleegzorg en nationale adoptie. Toch zijn er nog heel veel kinderhuizen. In sommige landen zelfs steeds meer, omdat donoren en vrijwilligers daaraan verbonden zijn, en ze in stand houden. Dat geeft toch te denken ->Ga naar vraag 9
   b) Nee ->Het doen van vrijwilligerswerk stimuleert de scheiding van kinderen van hun families. Hoe meer geld er gaat naar kinderhuizen, hoe aanlokkelijker ze worden voor gezinnen die het moeilijk hebben en er zo van overtuigd raken dat hun kinderen een betere toekomst hebben in een kinderhuis dan thuis. In veel gevallen worden de “weeshuizen” gerund als “business”; waarbij de inzet van vrijwilligers die hun tijd inzetten en geld doneren wordt misbruikt over de ruggen van kinderen. Het kan zijn dat goed georganiseerde en gecontroleerde kinderhuizen

nodig zijn om ouders en kinderen te ondersteunen. Dit moet dan altijd tijdelijk en kleinschalig zijn en de situatie in een gezin nabootsen totdat een beter alternatief (bijvoorbeeld re-integratie in het gezin met behulp van pleegzorg) is gevonden. Plaatsing in een kinderhuis voor kinderen onder de 3 jaar zou in geen enkel geval moeten worden toegestaan aangezien de ontwikkeling van een kind in deze fase op het gebied van één-op-één interactie en hechting cruciaal is voor fysieke en emotionele groei en welzijn. De meeste organisaties realiseren zich niet dat niet alleen andere vormen van zorg goedkoper zijn, maar ook meer in het belang van het kind. In ons land en in de landen om ons heen is de jeugdzorg dan ook afgestapt van opvang in grote kinderhuizen en zetten we in op opvang in pleeggezinnen of gezinshuizen. In landen in Afrika, Azië en Zuid Amerika, waar nog veel van de kinderhuizen staan waar vrijwilligers naartoe gaan, hebben overheden ook beleid gericht op gezinsopvang en het ontwikkelen van pleegzorg en nationale adoptie. Toch zijn er nog heel veel kinderhuizen. In sommige landen zelfs steeds meer, omdat donoren en vrijwilligers daaraan verbonden zijn, en ze in stand houden. Dat geeft toch te denken

->Ga naar vraag 9

9. Waar vind je meer informatie over vrijwilligerswerk met kinderen in het buitenland?
   - www.bettercarenetwork.nl
   - www.bettervolunteeringbettercare.org
   - www.orphanages.no
   - www.rethinkorphanages.org
   - www.comhlamh.org
   - www.thinkchildsafe.com
   - www.globalsl.org
   - www.learningservice.info

**Deel 2: bijdrage door Caroline**

**B) Vragen die de vrijwilliger aan de uitzendende organisatie vraagt**

- Is er direct contact tussen de uitzendende organisatie en het project?
  - Ja→ Dit is belangrijk om meer te weten te komen over het project. Maak hier ook gebruik van en stel zoveel mogelijk vragen zodat je je zo goed mogelijk kan voorbereiden.
  - Nee→Het is belangrijk dat je verder vraagt. Hoe houdt de uitzendende organisatie er dan zicht op dat het project goed werk doet, in het belang van het kind? Het is beter om voor een andere organisatie te kiezen.
  - Weet ik niet→Het is belangrijk dit na te vragen zodat je ook vragen kan stellen over het project, je er zekerder van kan zijn dat ze ook controle houden op het lokale project en dat het lokale project in het belang van het kind werkt.
- Moet ik een speciaal visum hebben om vrijwilligerswerk te kunnen doen? Zo ja, biedt de organisatie daar hulp bij?
  - Ja →In de meeste landen is het illegaal om vrijwilligerswerk te kunnen doen op een toeristenvisum. Ook als de organisatie zegt dat je op een toeristenvisum vrijwilligers mag doen, is het belangrijk dat je zelf nagaat wat de wet is in het desbetreffende land. Dit kan je vaak vinden op de website van de immigratiedienst van het desbetreffende land.

- Streeft de organisatie naar hereniging van het kind met de familie?
  - Ja→ Het is zeer belangrijk dat de organisatie er alles aan doet het kind te herenigen met familie, of in een andere permanente familieomgeving te plaatsen. Het opgroeien in een

kinderhuis heeft negatieve effecten op de ontwikkeling van kinderen (aanhalen position paper!). Belangrijk is te weten hoeveel kinderen ze hebben kunnen herenigen en wat de situatie is van de kinderen die er nog zitten (waarom wonen zij daar en wordt er gezocht naar betere alternatieven?)

- Nee → uitleg negatieve gevolgen van institutionalisering *(zie position paper)*
- Weet ik niet→ Het is belangrijk dit na te gaan*(gebruik reden van hierboven*) Je kan informatie op de website opzoeken maar ook vragen stellen bij de uitzendende organisatie of het lokale project. Gaan de kinderen naar huis, hebben ze contact met huis, en waarom wonen ze in het kinderhuis?

- Zijn er voldoende vaste lokale medewerkers in dienst?
  - Ja→Ook in dit geval is het belangrijk dat je jezelf afvraagt of jouw werk ook voortgezet kan worden als je weg bent. Deze vraag kan je ook stellen aan de organisatie, hoe ze dit voor ogen zien.
  - Nee→ Het is niet goed als ze afhankelijk zijn van jou. Elke goede organisatie zou onafhankelijk moeten zijn van vrijwilligers, in tijd en in geld. Bovendien is het in het belang van het kind dat er vast personeel aanwezig is met wie zij een vertrouwensband kunnen ontwikkelen.
  - Weet ik niet→*Zie hierboven*
  - Zou jouw werk ook door lokale mensen uitgevoerd kunnen worden?
  - Ja→ Het is beter als jij dit werk dan niet gaat doen. Zeker in ontwikkelingslanden is het van belang werkgelegenheid te creeren voor de ontwikkeling van het land en haar kinderen. Het is niet goed als jouw vrijwilligerswerk ertoe leidt dat de lokale werkgelegenheid juist afneemt.
  - Nee→ Stel jezelf dan wel de vraag; is dit omdat ik zulke specifieke vaardigheden heb? Vraag jezelf ook af hoe ze het dan zonder jou doen en of het inderdaad nodig is dat jij er vrijwilligerswerk komt doen. Is het van zeer toegevoegde waarde en weegt het af tegen het risico dat je onveilige hechting in de hand werkt of een praktijk in stand houdt die niet in het belang van het kind is *(link naar position paper)*
  - Weet ik niet.*(nog uitwerken)*
- Is de lokale bevolking betrokken bij het project?
  - Ja→ Het is belangrijk dat je ook weet op welke manier ze betrokken zijn en wat ze van jou en jij van hen kan verwachten. Op welke manier ben jij een goede aanvulling op het project?
  - Nee→Als er geen lokale mensen bij betrokken zijn moet je je afvragen of je niet afhankelijkheid in de hand werkt door jouw aanwezigheid. Voor het laten slagen van een project is het zeer belangrijk dat er lokale betrokkenheid is en het project gedragen wordt door de lokale bevolking. Dit is belangrijk voor de duurzaamheid van het project *(beetje tegenstrijdig misschien met kinderhuis – die wil je je juist niet duurzaam hebben)*
  - Weet ik niet
- Weet je wat het beleid van de overheid omtrent de zorg voor kinderen zonder adequate ouderlijke zorg inhoudt?
  - Ja→ Als je hier van op de hoogte bent, en (zoals in de meeste landen) het beleid stelt dat er alles aan gedaan dient te worden dat het kind in een familieomgeving opgroeit, zul je je af moeten vragen waarom deze kinderen dan nog in het kinderhuis wonen.
  - Nee→ De meeste landen stellen dat het kind ten alle tijde in een familieomgeving dient op te groeien. Alleen als laatste redmiddel zou een kind in een kinderhuis geplaatst mogen worden. Dit dient dan altijd tijdelijk en kleinschalig te zijn, totdat een meer permanente vorm van zorg is gevonden voor het kind.

- Weet ik niet→ Het is belangrijk te weten of het project in lijn is met het beleid van de overheid. Het is minstens net zo belangrijk om te weten of het project geregistreerd, en dus gecontroleerd, wordt door de overheid.

- Weet je waar het geld naartoe gaat?
  - Ja → Wees je er dan ook van bewust dat ook in het geval dat geld bij de lokale organisatie zelf terecht komt dit niet altijd goed uitgegeven word en in het belang van het kind. Er is een risico dat ook al gaan de kinderen naar school en krijgen ze goed te eten, dat zij familie hebben die voor ze kan zorgen. En waar ze de liefde en aandacht krijgen die elk kind nodig heeft om goed te kunnen groeien. Het is in dat geval altijd beter als het kind word herenigd met zijn/haar familie.
  - Nee → Het is belangrijk dat je geld goed besteed wordt. Vraag om transparantie over de financien, bijvoorbeeld door het opvragen van een financieel verslag, waaruit blijkt dat er geen geld in de handen van de verkeerde mensen terecht komt
- Is het project afhankelijk van vrijwilligers?
  - Ja →Om het werk goed voort te kunnen zetten is het uitermate belangrijk dat er voldoende personeel in dienst is en jij eigenlijk overbodig bent. Jouw rol zou enkel een ondersteunende rol mogen zijn en eigenlijk alleen een rol voor overdracht van kennis en/of vaardigheden aan het lokale personeel.
  - Nee → Ook als het project niet afhankelijk is van vrijwilligers is het belangrijk je af te vragen of jouw rol belangrijk is voor het project en niet afhankelijkheid in de hand kan werken.
  - Weet ik niet.*(nog uitwerken)*
- Worden er zorgtaken uitgevoerd door vrijwilligers?
  - Ja →Dit werkt een onveilige hechting van de kinderen in de hand (gevolgen benoemen – zie position paper)
  - Nee → Als je geen zorgtaken uitvoert is dat goed. Let er wel op dat je ook in andere taken de privacy van de kinderen respecteert en je onveilige hechting in de hand kan werken door veel direct contact te hebben met de kinderen. Het is beter ook andere taken waarbij er een band wordt opgebouwd met de kinderen aan het lokale personeel te laten. Zij blijven immers bij het project. Jij gaat weer weg.
  - Weet ik niet. *(nog uitwerken)*
- Heeft de organisatie een gedragscode voor het werken met kinderen?
  – Ja →Weet je ook hoe die wordt nageleefd? Is er bijvoorbeeld controle op en is er een team aanwezig die die controle uitvoert? Let er op dat een gedragscode alleen niet voldoende is om de veiligheid van de kinderen te waarborgen
  - Nee→ Je moet je afvragen of de organisatie het belang van het kind voorop heeft staan als het makkelijk is voor mensen met de verkeerde intenties misbruik te maken van de kinderen. Zeker voor kwetsbare kinderen is het belangrijk dat er alles aan wordt gedaan het kind te beschermen, zoals door een gedragscode en belangrijker nog, door een sterke controle op de naleving ervan.
  - Weet ik niet →Het is belangrijk deze vraag te stellen bij de organisatie. Als ze er geen goed antwoord op hebben moet je je afvragen of je wel met deze organisatie vrijwilligerswerk moet doen.
- Is het duidelijk wat je er gaat doen? (*moet ik nog uitwerken)*
  - Ja
  - Nee
  - Weet ik niet
- Krijg je goede voorbereiding en begeleiding ter plaatse? *(moet ik nog uitwerken)*

- Ja
- Nee
- Weet ik niet

- Is er een calamiteitenprotocol aanwezig?*(moet ik nog uitwerken)*
  - Ja
  - Nee
  - Weet ik niet
- Wordt er gevraagd naar een Verklaring Omtrent Gedrag? *(zie voor uitleg hierboven)*
  - Ja
  - Nee
  - Weet ik niet
- Hebben jij en de lokale partner afspraken op papier gezet waar alle partijen zich aan moeten houden?*(moet ik nog uitwerken)*
  - Ja
  - Nee
  - Weet ik niet
- Is het duidelijk bij wie ik moet zijn als er problemen zijn in het project?*(moet ik nog uitwerken)*
  - Ja
  - Nee
  - Weet ik niet

*Mogelijk dat de vragen nog gegroepeerd kunnen worden (moeten sowieso nadenken over de volgorde):*

- ***Lokale werkgelegenheid***
- ***Scheiding van families***
- ***Transparantie***
- ***Begeleiding***
- ***Bescherming van kinderen***

*Evt als slotvraag:*
***Heb ik erover nagedacht om als verantwoordelijke toerist het land te leren kennen en de lokale economie te steunen, zodat ouders zelf beter voor hun kinderen kunnen zorgen en ze niet met veel andere kinderen in een huis hoeven op te groeien, zonder hun ouders?***

**Appendix E – M: Interview summaries**

Summary Interviewee 1:

The interview took place over Skype due to the interviewee and interviewer living in different countries. interviewee nr 1 volunteered in Lithuania, she was asked by a friend if she wanted to help out. In addition, school gave the opportunity in 3rd and 4th grade to do volunteer work. She decided to volunteer to help the children and the nanny's. There was not really an orientation process, a friend was in contact with a person from the orphanage and told her to be where and at what time. On each day they were told what tasks they had.

After the interviewer had explained the case and the online tool the interviewee expressed her feelings about different cultural values and that they for sure are important to take into consideration seeing as everyone derives their values from someone, and they could be very different than your own. She also thinks that language can cause misinterpretations, since all of us could assign a different meaning to a word (the same word could also mean different things in different languages), she also mentions it could also be a barrier. Moreover, she agrees with the view that 'by saying something' you can persuade people. She also mentions that written and verbal messages are very different and that written messages could easily be misunderstood. Someone could read a message and interpret it totally different than what was meant in the first place.

The way interviewee though of PR was and I quote 'it is how you communicate I guess'. In addition, she believed that different ethical views can change values. She does not believe that all PR is either propaganda or persuasion.

Furthermore, she would advice all potential future volunteers to do research on who the organization is and what it is the organization does, as well as what your tasks as a volunteer would be. She would advice others to volunteer as well, however also leave it up to them, and advice them to do research. Her friends or social networking sites are her way of obtaining information.

The type of questions that would work best for her would be questions that point out exactly how a specific action could harm the children and give solid reasons in a neutral tone (no poiting fingers or talking down). She also mentioned to be specific about cultural differences and what you should absolutely not do in that culture. She also mentioned a question that would scare her would be ' Do you really know what to do, and do you think you are capable of doing your volunteer work right without harming the children'. Furthermore, she said the question would doubt her own capabilities and make her think twice about whether or not to go.

Interviewee 1 also believes that giving the option of doing volunteer work with children should still be offered and mentioned in the online tool but then with strict guidelines. It should mention what a person should be capable of and what to avoid, and if not capable of those tasks should not be allowed to volunteer with children.

To the question whether or not she'd volunteer again in an orphanage, the answer was yes, probably. If she decided to go she would do more research and probably only volunteer in Russia, where the culture and language gap would be minimized. And when asked if she'd would use the online tool she said she probably would.

**Appendix F: Interview summaries**

Summary interviewee 2, May 3rd, interview held via Skype

The respondent went to Ghana, when she was 18. She went to volunteer because she wanted the personal experience of living and 'being' in Africa. Her goal was to learn to live in the most basic conditions, without luxury to help the people in Africa. She chose Ghana because it was the cheapest option, and it did not have a travel itinerary. She informed herself by watching video's online, reading travel blogs of people who had their own orphanage or projects over there. She did not feel like she needed training like for example the training of Muzes, she did her own research on guidance and differences with projects.

The respondent knew about the dangers with orphanage voluntourism as she is an ambassador for Activity International therefore, only short insight was given about the case pertaining to this research. she answered the question about values within different cultures in a way that we shouldn't look at our norms and values from our perspective bt rather from the perspective of the countries where projects are located. In that way people who want to help should be screened whether or not they are able to 'live' there for a while. In her eyes, we do not know what is good for them, and in addition to that, however good we gather information about their situation we don't know and understand how the country works especially if one visit only for a short period.

To whether or not word have different meanings, her answer was definitely yes, words have different meanings for everyone especially in a different language. In addition she mentions that the words and relationship between words also have different meanings, but what is important to remember is that people will read what they want to read. Not what is actually written. She also agrees with the statement of 'by saying something' one can persuade another. She experienced it first hand on fairs, she only told the positive experiences and left the negative experiences behind. When she realized this was a bad way distributing information about projects, she turned it around. She then only told the bad experiences, and if people where still interested she'd tell about all the good experiences.

The association she made with PR and voluntourism was the ongoing discussion now in the media, as well as the UNICEF article that was published. Which according to her left a lot of children worse off then they were. She also thought of PR in a way of contacts between local and sending organizations and ultimately the government where it is all about money.

The question of ethical views she answered in a way that 'we' with our western perspective think that we are all so well, and that we will go there to do some good. But we ourselves won't find out what we stand for until you are there faced with certain problems, that is when one finds out their own ethical view and values.

The type of PR campaign she associated with voluntourism was more of an educational campaign, where success stories rise to the table about all the good they done, the UNICEF campaign/article that made her very upset and angry. Sometimes, according to her it is not all true what they say (propaganda), and she welcomes anyone who wants to join to visit her in Ghana. However, she does feel that there needs to be some sort of filter in who can volunteer with children. She feels that this should be people who have a background in care institutions be it hospitals, day care centers, schools etc.., they at least should have gone to University or College so that they are mentally capable and that can actually contribute to the situation at hand.

With regard to the co-creation of the online tool she had some interesting ideas.
According to her;

Ideas;
- double questions are needed providing the same information. This because everyone reads what they want to read, but giving the same information in two separate and different questions makes them think about it in a different way.
- Have the local community pick the volunteers, if they are necessary, the community actually knows what they need.
- Make it more of test, if you failed ....% of the questions, you shouldn't be allowed to go.
- In addition; since attachment is such a big issue, make it more clear! Just by reading it, it does not give me any idea what it is. Make a video about what a good attachment is and what wrong attachment entails.
- Make sure you are aware that it is not always fun -> talk to a former voluntourist or specialist

Actual questions;
- What do you think you will get out of volunteering with children?
- What do you think you can offer those children?
- What do you think is a bad situation?
- Would you still go if you could not take pictures?
- How would you react in this situation -> example of a tough problem.
- Do you think you have to work harder in the Netherlands than in a foreign country?
- Would you be bothered if you could not use your phone to call or text home?

The advice she would give to future volunteers is; be open to the local community, know beforehand that you are going to learn more than just the project your working on. She also advices that if you have to go, go with smaller organizations, there is more personal contact.

the last question on whether or not she would volunteer again she said yes. But she is going as a conscious traveler, no longer naïf and arrogant in a way that she'll show that she knows best.
She has made the decision of going again and being an ambassador because she feels that no matter we go or not those children already have an attachment issue. And that by going and giving those children some loving care, the trauma of being left by their parent will be overshadowed by the love given by her.
I quote "you are not only harming children when volunteering"

**Appendix G: Interview summaries**

Summary interviewee 3, May 8

Respondent three went to Thailand. She went there for two specific reasons namely; personal and cultural. She herself is from China, and there it is almost seen as a responsibility by the government to do you 'duty' and volunteer. She made the decision after some experience to focus on one of the sub-groups of voluntourism, which was orphanage voluntourism. She wanted to gather data on the phenomenon as there was little that she could find herself. Her orientation process consisted out of reading literature, researching websites and asking her social peer group for advice. Her family affected her choice as to do volunteer work, mostly as an obligation, and after that the gap she found on orphanage voluntourism and China.

Her experience has learned her that it is very much a cultural thing, with regard to different values. From her own experience she felt the 'obligation' to volunteer, as her home country government says it is not what you can do individually, but what 'we' can do together. She also beliefs that language can cause misinterpretations by different ways of expressions in various languages, and the cultural difference of interpreting the information. In addition, she added that word and word relations will be different depending on the socio-cultural context. Furthermore, she believed that 'by saying something' one could be persuaded, but only by using short statements that are easy to remember thus influence.

Respondent 3 thought of PR as word-of-mouth, and promotional campaigns. She does belief that different ethical views can cause misunderstandings in actions, but also beliefs that is due to a lack of information. She firmly states that the lack of information , causes people to be unqualified into making sound decisions, and that therefore their actions of doing good is not always the right way. She associates PR with educational campaigns. She feels that we need to make the public more aware that orphanage voluntourism contributes to the separation of families.

The best way to approach her with new information would be questions with a neutral but strict tone, to make sure the message comes across. In addition, she states that the questions had to be open and make you think.

She would advice others to take their time, to deal with the social pressure accordingly and to NOT VOLUNTEER IN ORPHANAGES. She would especially like to see some extra attention being addressed towards Asian countries with specifics China, with regards to information purveyance. She beliefs the best way to do so would be with facts and figures, short, concise and to the point, as she points out the concentration span for reading information that goes against ones beliefs and/or standards. Furthermore, she does not belief orphanage volunteering should remain an option in the online tool, however, projects reuniting children with their families could be.

With regards to questions she beliefs could persuade people are;

- What do you think you can contribute, with your life experience right now?
- If you could not take pictures would you still go?
- Would you be able to work in an orphanage here in the Netherlands or in your 'home' country?
- What is the reason you actually want to volunteer in an orphanage?

## Appendix H: Interview summaries

Summary Interviewee 4, May 9th, The interview took place over Skype.

Respondent 4 went to Kenya. The organization she went with had e few branches all over Kenya, she was placed in a larger branch. Children ages differed from infants to grade 12 children. She decided to go through school, she was doing an undergraduate degree, in which the opportunity was made available to go abroad. Her decision was a personal choice, to try something new. The decision to go was affected by the low prices, as a student she would not have such a cheap option again as well as the fact that she studied the political situation of Kenya, and this was an opportunity to go there. In addition, she had seen trauma with children whilst spending some years growing up in India, she felt her experience could help or contribute to the situation in Kenya. There was not really an orientation process beforehand, The student could make her choice and be matched to an organization. They were not allowed to chose the organization themselves, the personal contact went through liaison personnel from school. Respondent 4 already had knowledge of the political situation, in addition she researched Keya in general and searched for video's on the web. The introduction took place in Kenya, where the first few days they were introduced with the organization, and had no interaction with the children. She also signed a contract making her aware of certain rules.

After talking about the negative effects of orphanage volunteering, we talked about the different values within cultures and their role in searching for a voluntourism place. She feels like it has a role, and that she herself made the conscious decision to go and explore a different culture and their values. She wanted to know how they though and dealt with for example culture and discipline. She also experiences herself that language can cause misinterpretations and that they sometimes are barriers and that the local organization had very different ideas with the word 'voluntourism' that the school/university had in her case. She for sure thinks that words or relationships between words have different meanings, she mentioned an example of the word 'trauma'; what she by western standards saw as harmful, the locals there did not. She also beliefs that one canbe persuaded by showing a different perspective or experience, in addition words do matter and how they are presented (which tone) as well.

The connection respondent 4 made between orphanage voluntourism and PR was competition. She feels good PR is necessary beforehand, however many organizations leave the 'real' information out and present only the 'fun' part. She does think there is at least an element of propaganda there, as many show only the good things, and play in on people emotions with this topic. Everybody wants to be seen as a good person so you are not going to tell them the negative effects. In addition she mentions that many don't really know what voluntourism is, and just assume things. Furthermore, she mentions that her ethical view, in a particular situation made her feel uncomfortable, and maybe somewhat bitter to the organization as she felt what was happening was not fair to the child. This was however her own perspective, as she realized that her ethical view could be misplaced due the a different social-cultural background. In the western world we are raised to be individuals and think individualistically, however in Africa the community still plays a big role.

She associates orphanage tourism with an educational PR campaign. By providing insight, one could prevent things from happening.

The information that would work best for her is information that is presented in an neutral tone. As the information will be geared towards a younger audience pointing fingers will not work, young people will not take up/in the information. They do not see themselves as harmful.
She would advice others to research the organization, to find out what you role will be, often an organization says one thing but once arrived it is something different.

To the question whether or not she'd volunteer again she answered the following: "I would not volunteer at an orphanage again. I think the idea of an orphanage is not something I would feel comfortable supporting because I think community plays a very important role in a child's life and when you take a child away from that community, not only will reintegration be difficult once the child leaves the orphanage but a kind of communal history and tradition is lost with new generations. In my volunteering position, I created a lot of strong bonds with the children for the three months I was there, only to break those bonds when I moved away. Reflecting back on the fact that most of these children had experienced abandonment at a stage in their life, I've come to realize that more than the constant flux of volunteers who further contributed to that feeling of abandonment, they needed a constant. For these reasons, I've chosen to assist children in Kenya in other ways. I'm currently assisting with a startup created by two Kenyan youth who are working to improve access to education in Kenya".
She added: "The other thing I wanted to mention was that social media is probably another contributing factor behind going on voluntourism experiences. Likes on social media sites have become a positive reinforcement for such trips. People often connote kindness and a lot of positive attributes towards individuals who take such trips. I have seen many social media profiles where an individual has gone on a volunteering trip and they come back and post pictures with children. Within days that picture has hundreds of likes and comments. Psychologically, it reinforces our behaviour.
I think we need to target both the prospective volunteers but also the organizations that offer such programs especially schools".

Questions that should be asked to future volunteers are:
- Why do you want to do this?
- Is there another way of gaining this experience without harming others?
- Are you going because you want to gain a travel experience?
- Are you taking more away than you give?
- Are you qualified for the job/position?
- Would you be able to do the same work in your home country?
- How much do you know about the country or community you are walking into?
- How do locals view volunteers?
- Do you know where your money is going?
- Is the organization transparent enough?
- If faced with a problem do you know how to handle?
- Do you know who to contact if you see red flags?
- Do you know how much contact the sending organization has with the local organization?
- Is there room for dialogue with the local organization?
- Are there safeguards in place to protect the children?
- Is the community promoted by the organization?
- Will I be displacing a paid labourer from their position by taking this volunteering position?

- Am I going there because I want to help people?
- How do I view the people I will be working with?
- Do I have stereotypical views about them being "poor Africans"

**Appendix I: Interview summaries**

Summary Interviewee 5, May 9th, interview took place over Skype.

Respondent number 5went to Malawi, for two months. She went for personal reasons, she wanted some adventure, after finishing her Bachelor SPH. She wanted to stay in a home with volunteers, instead of staying with a family. In addition she wanted to be in nature and contribute to a project that offers and focuses on quality rather than commercial projects. She orientated herself by picking a 'good' organization. A good organization according to her was an organization that is smaller and has projects focusing on the quality rather than on finances. She then looked through the projects, she could choose from and picked one that was decently priced. She then went on by following a course offered by Muses, reading brochure, watching documentaries, and informing oneself about the culture. Furthermore she wrote down for herself what her goal was.

After explaining the case and the effect volunteering could have. she explained that before she went the media coverage on the topic made her think twice about whether she still wanted to go, as it was portrayed as very commercial. Her values made her realize that she wasn't going to save the world but to contribute little things, and preparing herself on how to deal with children, not making favorites but including the whole group. She states that language can have a different meaning, she for example found out that they don't know the word 'stress', and that 'happiness' there had a different meaning than she had, and that 'time' is seen as enjoying oneself as we know here it means being on time. She also states that in Malawi they are very modest and that they will not ask for things, and that makes it hard to figure out what they mean. In addition she mentions that you have to dare to take the initiative, and that preparation is key! Furthermore, she states that in Malawi you are seen as a 'god' because you are white, you are seen as all knowing. It is therefore very easy to influence or persuade someone. Her own experience was that when new playground equipment had to be bought, they looked to her, as she was white and according to them all knowing, she had a dominant position, with which influencing would be easy. In addition, Malawi people according to respondent 5 are very religious, and many have never crossed over Malawi's borders.

Respondent 5 thought of PR as in distance & proximity, using your qualities, and should not be judging what people over there do and how they live. She states that a different ethical view can be seen as inspiring by someone who already knows a bit more about western culture, but also that Malawi women had to get used to her way of working. She had to get used to their way of working, she gave the example of a classroom, and where we would discipline them with words if they did not listen, In Malawi children are still beaten. In Malawi children follow the classes whereas in western societies we tend to want more interaction. She definitely thinks that a PR campaign for orphanage voluntourism should be educational and not focused and portrayed on TV as commercial.

With regard to the questions that would work for her, she answered question that are open and where I have to think about what I want, no easy way out with answers already given. She would advice others to prepare themselves on norms, values and standards of the country they are intending to visit. As well as religious beliefs of the community. You need to deepen your knowledge of how to interact with children, if one does not have any knowledge or experience in working with children one shouldn't be allowed to go. She would try to advice them in such a way that all aspects of an experience are portrayed correctly without persuasion.

The types of question she thinks are needed are:
- What is your intention for going?
- What is your level of experience with children?
- to what extend do I know my own capabilities
- To what extend do I feel capable of my own capabilities
- Am I capable of letting go of my own values and standards
- Am I still going if I couldn't take pictures?
- Would I be able to do the same work in my own country with the capabilities I have now?
- Do you know the country and community that you are walking into?
- Are you able to (as a woman) reject men who will be asking you to marry them?
- Are you able to Accept new rules?
- Do you know what happens with your money?
- Does this organization fit me?
- Do you find it important to have a mentor or counselor at your project?
- What do you think you will reach over there?

In addition, she added that the question should be open and broad enough to give your own interpretation to it.

Lastly she mentioned it would depend on the orphanage and her own expectations whether or not she would volunteer again. She would go through the same process, all over again to make sure it is the right choice. Furthermore, she mentions that if one does not have any schooling or knowledge of children especially regarding volunteers in the ages of 15-16-17-18 one should not be able to deal with children alone. As mentioned before, a white person is seen as all knowing, so a 16 or 22 year old will be facing the same 'problems' or questions from the community.

**Appendix J: Interview summaries**

Summary Interviewee 6, may 10, interview held over Skype.
Respondent 6 went to Malawi, and spent there all together 4,5 months. It was a personal decision to go, she always wanted to work with children/ babies. She had worked in care facilities, mostly with elderly people. With her decision to work with children she informed herself, she went to find everything there was to find on the internet, followed a course with Muzes, and went to an information evening of her sending organization. The only thing that affected her choice was the choice of project. Furthermore, she said it is more important to look at the norms and values of the country one wants to visit rather than taking your norms and values to the visiting country, as for most of the teenagers going these have just been formed and some might have no idea what they are. There has to be somebody from the sending organization that is known by the locals, to which volunteers can turn. The interpretation of language in written questions depends on the person and how precise they are when reading, one might think 'oh I have to think about that' whilst another thinks 'that's nice 'but doesn't do anything with it. She does however belief it is very important to learn something of the language of the country one is about to visit. She also thinks it is possible that others might have different meaning for words than you have, and that most people abroad speak English but mostly very basis. She has personally experienced that 'by saying something' one can be persuaded to change things.
The type of questions that would work best for her are questions relating to the preparation phase of the volunteer. She stresses that 'you' are your best preparation, you need to know how you are going to react in certain situations. The best way to do that is to understand the reality of what you are leaving behind, and what you are stepping into. She would advice others to volunteer but only when being fully aware and prepared.

With public relation she thinks of clearly informing people without recommending or pushing towards a certain goal. As for the question about ethical actions and misunderstandings she is adamant, she states that everyone has their own thought and feeling of what resides within their ethical boundaries, therefore not everyone thinks alike and mistakes regarding actions are easily made. With regard to a PR campaign she beliefs that the words 'orphanage voluntourism' should not even be used. She does however state that it should be about education, respect, norms and values. Since 'you' are going to be the guest 'there' it is important to know how to approach situations if one must really go.

The questions she thinks are necessary to ask are:
- How aware are you of the culture you are stepping into?
- What does your family think of your idea to volunteer?
- Is your family able to let you go for a longer period of time?
- Do you know some basic language phrases of the country you are going to?
- Am I ready for this?
- With what intention are you going?
- Are you aware of any medical preparation you might need, such as vaccinations or malaria pills?
- Would you mind if there wasn't any internet?
- Are you aware that in most countries you are not allowed to leave the compound?
- Can you handle responsibility?
- Can you take responsibility?

- Do you see what needs to be done?
- Can you think in solutions
- Can you take pictures of the children?
- Do you have enough life experience to be able to use this in any given situation?
- Would you be able to do the same work in your home country?
- Do you know where your money is going?

Appendix K: Interview summaries

Summary Interviewee 7, May 11th, interview took place over Skype.
Respondent 7 went to Uganda, for 5 months. She works in Childcare in the Netherlands and wanted to help children who are less fortunate then the Dutch children she cared for. Before she went, she visited fairs, looked up information on the internet, compared multiple organizations, read though books and flyers and finally decided on an organization. The things that influenced her choice was, her father who wanted her in a safe country, she wanted to stay in a volunteer home not with a host family, and there had to be a coordinator or mentor present of the organization in the country abroad.

In her case different values didn't play a role in searching for a voluntourism place. She also mentions that language misinterpretations depend on the country you are in and their level of English, and of course your own level. Word and word relationship therefore also depend on the mutual understanding of the language spoken, but there are differences she encountered. In addition, she mentions that as a white person you are quickly seen as a person with knowledge, and if you are the type of person who likes to step forward and take initiative, they can be easily persuaded.

PR she associated with promotion with a positive vibe, they have to be things people want to hear. Furthermore she beliefs the type of campaign for orphanage voluntourism should be about education. Not just the 'fun' sides but also the 'bad' side. She herself didn't encounter any problems with regard to her ethical view. She knew that when she went things would be different and to adjust to them. However she did see some other volunteers struggle with the changes in culture.
We then moved on to the type of question that would make her think about certain things. She answered that it would most likely be a mixture of open questions and questions where one has to pick the answer. This to also make the usability easier and more appealing to the target group. The type of questions should be a bit confrontational , it makes you think about things.

She would advice other potential volunteers under 20 to wait and gain more life experience before undertaking such a responsible task. In addition she mentions everybody over 20 should really be well informed and preferably have a degree in childcare. Furthermore she mentions that periods of 4 weeks are very harmful, and if volunteers are interested they should at least go for a period of 3 months.

She would therefore very cautiously advice others about going. One has to know about the dangers involving the attachment of children as well as being open to learn in a different culture, and being able to see the world from their perspective. She herself would not go again to volunteer as she reached her goal, and that there would be nothing left to strive for in her eyes. She however would at this point not be convinced about not going through the media coverage she has seen so far.

The questions that she thinks are important to mention are:
- With what intention are you going?
- Are you able to go a day without WIFI and your phone?
- Would you go if you could not take pictures?
- Did you think about not having electricity for a day?
- Can you take care of yourself with regards to cooking?

- Can you go without the luxury of a washing machine or dishwasher?
- Are you aware that many countries have a curvue for safety reasons?
- Do you see yourself going out?
- Are you aware of the fact that you will stand out.
- Do you dare to take initiative?
- Can you handle responsibility?
- Did you think about doing an internship in the Netherlands in a day care center instead of abroad.
- Can you with your experience now do the job in your home country as you are planning abroad?

**Appendix L: Interview summaries**

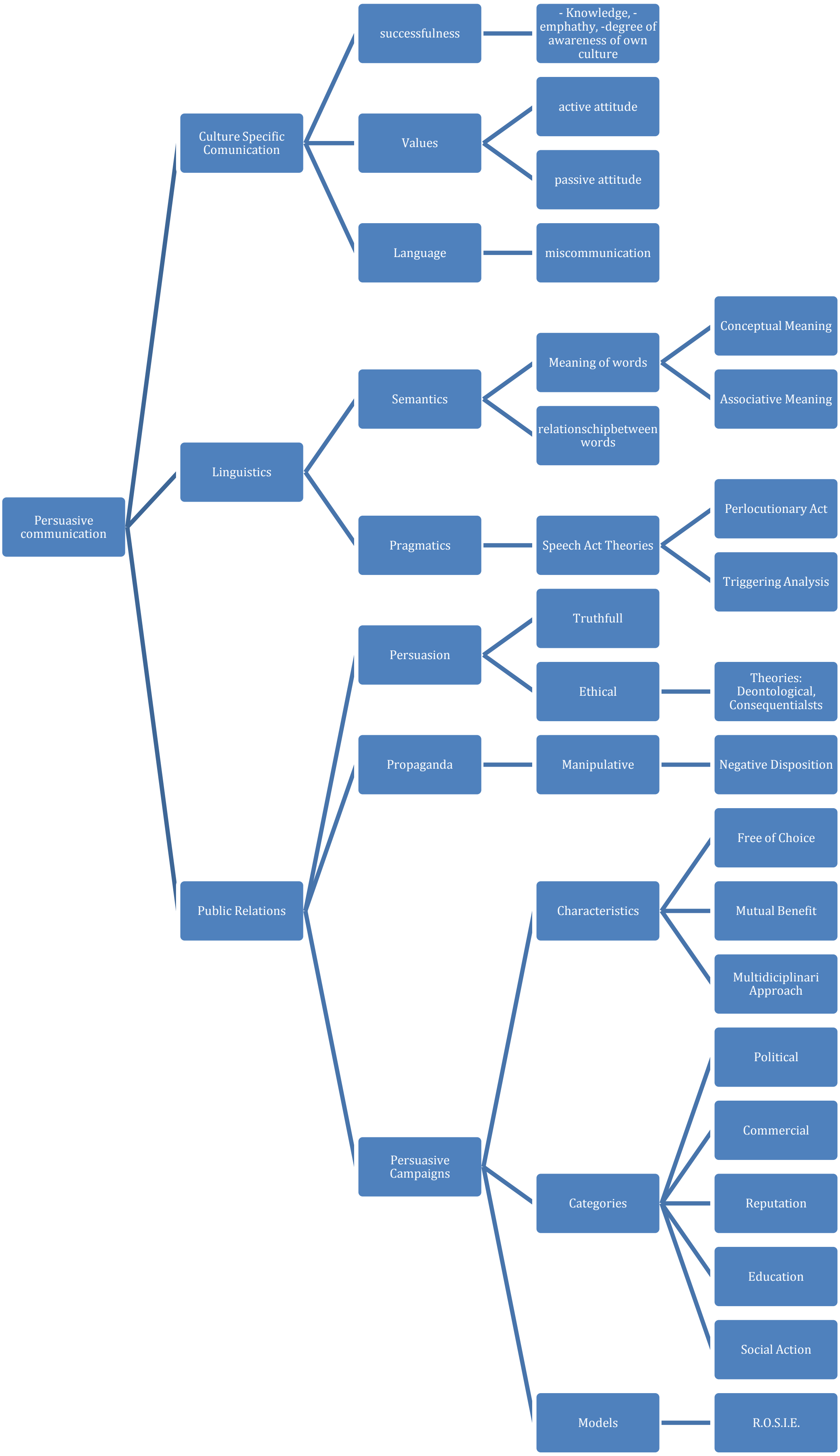
Summary Interviewee 8, may 12th, interview held over Skype.
Respondent 8 went to volunteer in Nepal, Kathmandu. The intention was to stay for 3 months as part of an internship. She got introduced to the orphanage by a friend. Her main tasks revolved around raising funds. She was never in direct contact with the children at the time. She hadn't looked up any other information about the orphanage before she went to volunteer as it was close to home. Differences in culture in her case didn't play a role as she had the same culture. However she does belief language can cause misinterpretations towards children. As a foreigner from the western world would have trouble communication directly with them as the children barely speak English. She gave the example of children feeling differently towards a word or sentence that she or her co-workers did not intent on. For example; children felt not cared for or loved when they (staff) said that they (children) had to work on homework. The level of persuasion depends on the nature of the child or adult. Everyone has different dispositions to what they are sensitive of, knowing those weak spots it is easier to persuade people.

She associated PR with; 'the relationship you build with a person or a company'. She does not associate orphanage voluntourism with a commercial, political or educational campaign. She beliefs a campaign should focus on the dispersion of information about orphanage voluntourism. In addition to that she mentions that a western culture would not match with the culture in Nepal and that this is very likely to cause misinterpretations of actions.

With regard to type of information of questions that need to be asked are questions focused on the situation of the children and their background. She would advice others not to volunteer in an orphanage, because most of them only want to stay for a short period of time. She beliefs that if one wants to volunteer in an orphanage, they should have the proper skills, they need to have the knowledge of a child's psychology, and have done background information on children in the country to understand their needs and perhaps trauma that coincides with being in an orphanage.

Therefore the questions that she finds important to ask are:
- Do you really want to help the children or are you going for your own experience
- Do you have the proper skills to deal with children in orphanages?
- Are you willing to support staff instead of working directly with children?
- Are you traveling alone, this could put you at risk!
- Does your family agree with you traveling abroad?
- Do you know which children end up in an orphanage?
- Can you think in solutions?
- Can you handle responsibility?
- Are you taking up a position that could be filled with a long-term employee?
- What would happen to your position after you left?

### Appendix M: Operationalization



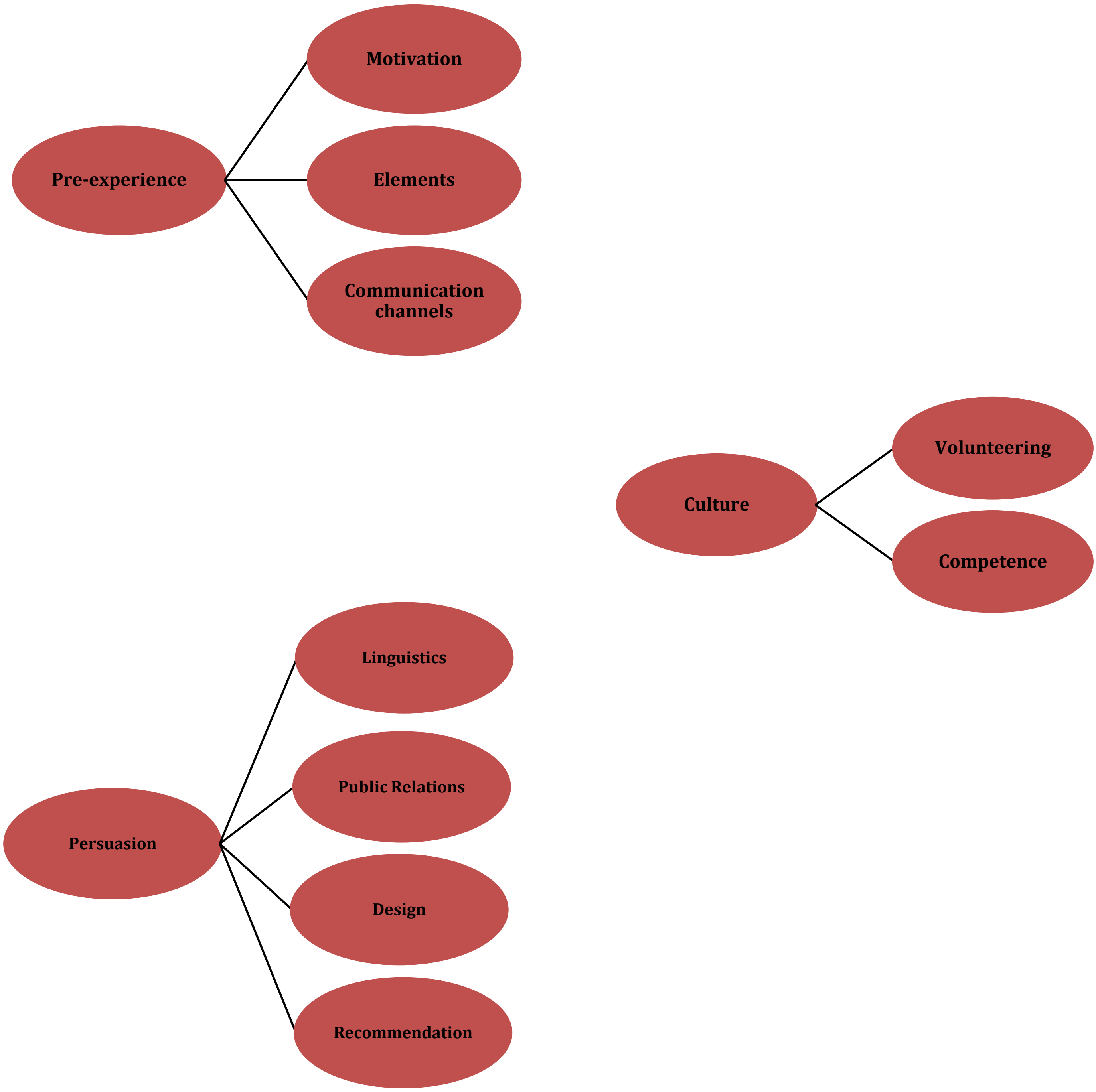
Appendix N: Axial coding interviews

| Axial codes | Sub-codes | Open codes | Fragments |
|---|---|---|---|
| Pre-experience | Motivation | - Location<br>- Reason for volunteering<br>- Price<br>- Unconsciously<br>- Responsible traveler<br>- Reason for going<br>- Duration<br>- Influencing factor<br>- Sensibility | 1.1, 1.2, 2.1, 2.2, 2.3, 2.10, 2.24, 3.1, 3.2, 4.1, 4.2, 4.4, 4.5, 4.8, 4.11, 5.1, 5.2, 5.3, 5.6, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, |
| | Elements | - Influencing factor<br>- Peer pressure<br>- Togetherness / helpfulness<br>- Influences<br>- Influence | 3.3, 3.4, 3.6, 3.7, 4.3, 4.7, 4.24, 4.25, 5.4, 5.5, 6.5, 7.5, 8.4, |
| | Communication channels | - Orientation process | 1.3, 2.4, 2.5, 3.5, 4.9, 4.10, 5.7, 6.4, 7.4, 8.5, |
| Culture | Volunteering | - Helpfulness<br>- Culture<br>- Emotional state<br>- Cultural background<br>- Standards<br>- Cultural differences | 2.6, 2.7, 4.19, 4.20, 6.6, 7.11, 8.11 |
| | Competence | - Capability<br>- Capabilities | 1.11, 1.14, 3.12, 5.11 |
| Persuasion | Linguistics | - Language<br>- Language & Meaning<br>- Word associations<br>- Tone of voice<br>- Familiarization<br>- Contemplating minds<br>- Persuasion<br>- Words & word associations | 1.4, 1.5, 1.6, 1.10, 1.15, 2.8, 2.9, 2.18, 3.8, 3.9, 4.12, 4.13, 4.14, 5.9, 5.10, 6.8, 6.9, 7.6, 7.7, 8.6, 8.7, |
| | Public relations | - Persuasion<br>- Type of PR<br>- Type of campaign<br>- Emotional<br>- Propaganda<br>- Type of expression | 1.7, 1.8,2.11, 2.12, 2.13, 2.14, 2.15, 3.10, 3.11, 3.13, 3.14, 3.15, 3.18, 4.14, 4.16, 4.17, 4.21, 4.22, 5.8, 5.12, 5.13, 5.14, 5.15, 6.10, 6.13, |

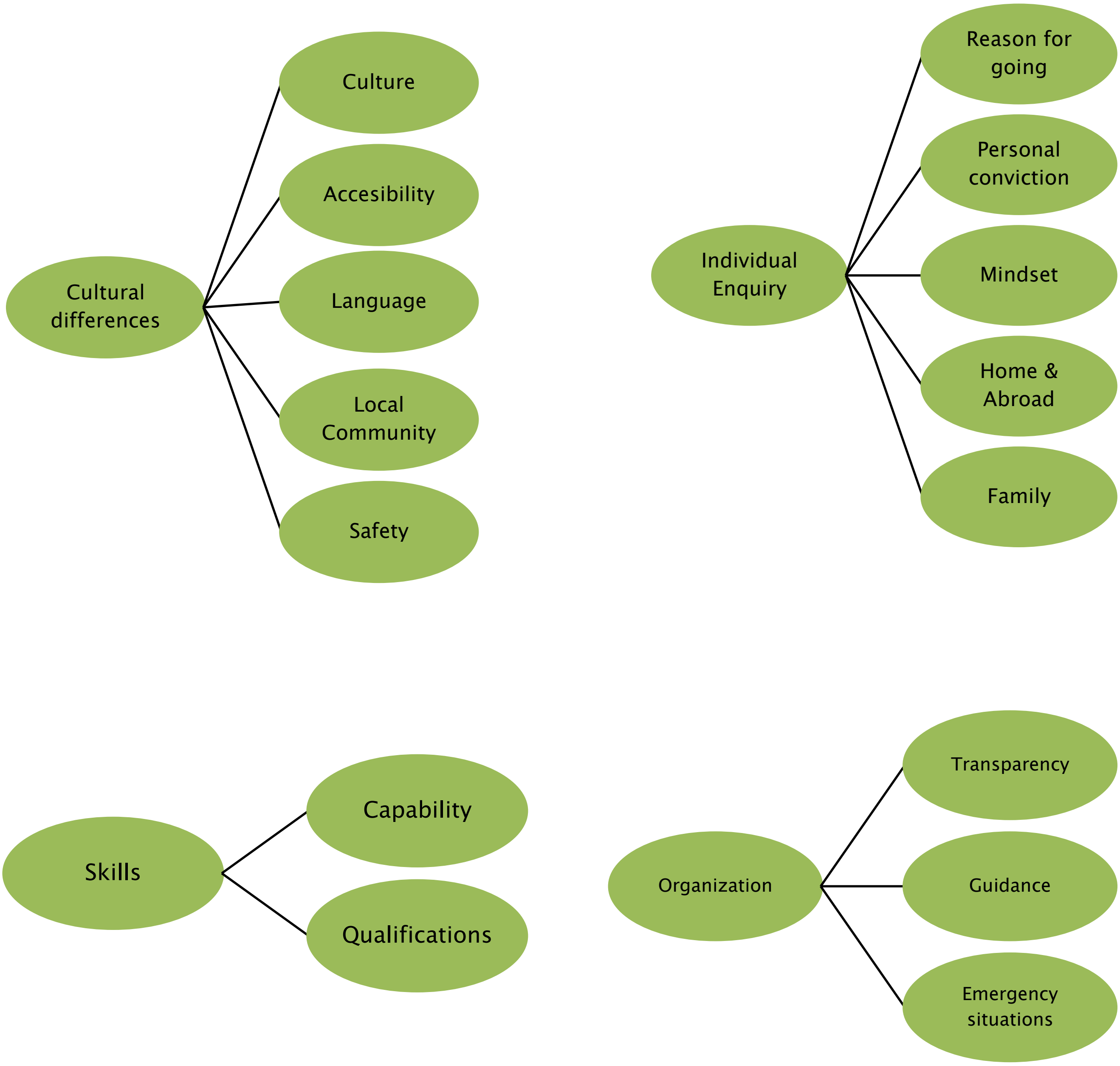
| | | | |
|---|---|---|---|
| | | – Tone of voice<br>– Type of information<br>– Information supply<br>– Conscious minds<br>– Fairness<br>– Filter system<br>– Persuasiveness<br>– Influence & persuasion<br>– Level of persuasion<br>– Reliable<br>– Type of questions<br>– Media coverage<br>– Reality<br>– Association | 6.14, 7.8 7.9, 7.10, 7.12, 7.15, 8.8, 8.9, 8.10, 8.12, |
| | Design | – Video representation | 2.21 |
| | Recommendation | – Research the project<br>– Rules for volunteering<br>– Filter system<br>– Open to local community<br>– Smaller organizations<br>– Community input<br>– Admittance<br>– Mentor<br>– Time<br>– Peer pressure<br>– Option for volunteering<br>– Research<br>– Tasks<br>– Learn culture<br>– working with children<br>– Responsibility<br>– Preparedness<br>– Life experience<br>– Readiness<br>– Time sensitive<br>– Knowledge, Skills & Experience | 1.9, 1.12, 1.13, 2.16, 2.17 2.19, 2.20, 2.22, 2.23, 3.16, 3.17, 3.19, 4.23, 4.24, 4.25, 4.26, 5.16, 5.17, 5.18, 5.19, 6.7, 6.11, 6.12, 6.15, 7.13, 7.14, 8.13, 8.14, |

### Appendix O: Code trees

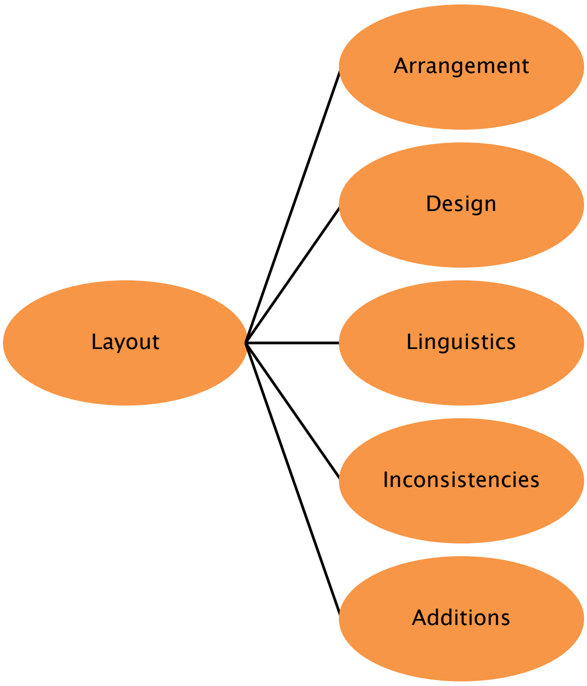
<u>Code tree interviews</u>



Code trees co-creation



Code tree Document study



**Appendix P: Axial coding co-creation**

Table one shows all the output of the individual interviews by the respondents.

**Table 1: The output of questions of each individual interview**

| | |
|---|---|
| Respondent 1: | - Do you really know what to do, and do you think you are capable of doing your volunteer work right without harming the children? |
| Respondent 2: | - What do you think you will get out of volunteering with children?<br>- What do you think you can offer those children?<br>- What do you think is a bad situation?<br>- Would you still go if you could not take pictures?<br>- How would you react in this situation -> example of a tough problem.<br>- Do you think you have to work harder in the Netherlands than in a foreign country?<br>- Would you be bothered if you could not use your phone to call or text home? |
| Respondent 3: | - What do you think you can contribute, with your life experience right now?<br>- If you could not take pictures would you still go?<br>- Would you be able to work in an orphanage here in the Netherlands or in your 'home' country?<br>- What is the reason you actually want to volunteer in an orphanage? |
| Respondent 4: | - Why do you want to do this?<br>- Is there another way of gaining this experience without harming others?<br>- Are you going because you want to gain a travel experience?<br>- Are you taking more away than you give?<br>- Are you qualified for the job/position?<br>- Would you be able to do the same work in your home country?<br>- How much do you know about the country or community you are walking into?<br>- How do locals view volunteers?<br>- Do you know where your money is going?<br>- Is the organization transparent enough?<br>- If faced with a problem do you know how to handle?<br>- Do you know who to contact if you see red flags? |

| | |
|---|---|
| | - Do you know how much contact the sending organization has with the local organization?<br>- Is there room for dialogue with the local organization?<br>- Are there safeguards in place to protect the children?<br>- Is the community promoted by the organization?<br>-Will I be displacing a paid labourer from their position by taking this volunteering position?<br>- Am I going there because I want to help people?<br>- How do I view the people I will be working with?<br>- Do I have stereotypical views about them being "poor Africans"? |
| Respondent 5: | - What is your intention for going?<br>- What is your level of experience with children?<br>- To what extend do I know my own capabilities<br>- To what extend do I feel capable of my own capabilities<br>- Am I capable of letting go of my own values and standards<br>- Am I still going if I couldn't take pictures?<br>- Would I be able to do the same work in my own country with the capabilities I have now?<br>- Do you know the country and community that you are walking into?<br>- Are you able to (as a woman) reject men who will be asking you to marry them?<br>- Are you able to accept new rules?<br>- Do you know what happens with your money?<br>- Does this organization fit me?<br>- Do you find it important to have a mentor or counselor at your project?<br>- What do you think you will reach over there? |
| Respondent 6: | - How aware are you of the culture you are stepping into?<br>- What does your family think of your idea to volunteer?<br>- Is your family able to let you go for a longer period of time?<br>- Do you know some basic language phrases of the country you are going to?<br>- Am I ready for this?<br>- With what intention are you going? |

| | |
|---|---|
| | - Are you aware of any medical preparation you might need, such as vaccinations or malaria pills?<br>- Would you mind if there wasn't any internet?<br>- Are you aware that in most countries you are not allowed to leave the compound?<br>- Can you handle responsibility?<br>- Can you take responsibility?<br>- Do you see what needs to be done?<br>- Can you think in solutions<br>- Can you take pictures of the children?<br>- Do you have enough life experience to be able to use this in any given situation?<br>- Would you be able to do the same work in your home country?<br>- Do you know where your money is going? |
| Respondent 7: | - With what intention are you going?<br>- Are you able to go a day without WIFI and your phone?<br>- Would you go if you could not take pictures?<br>- Did you think about not having electricity for a day?<br>- Can you take care of yourself with regards to cooking?<br>- Can you go without the luxury of a washing machine or dishwasher?<br>- Are you aware that many countries have a curvue for safety reasons?<br>- Do you see yourself going out?<br>- Are you aware of the fact that you will stand out.<br>- Do you dare to take initiative?<br>- Can you handle responsibility?<br>- Did you think about doing an internship in the Netherlands in a day care center instead of abroad.<br>- Can you with your experience now do the job in your home country as you are planning abroad? |
| Respondent 8: | - Do you really want to help the children or are you going for your own experience<br>- Do you have the proper skills to deal with children in orphanages?<br>- Are you willing to support staff instead of working directly with children?<br>- Are you traveling alone, this could put you at |

| | |
|---|---|
| | risk!<br>- Does your family agree with you traveling abroad?<br>- Do you know which children end up in an orphanage?<br>- Can you think in solutions?<br>- Can you handle responsibility?<br>- Are you taking up a position that could be filled with a long-term employee?<br>- What would happen to your position after you left? |

*Table two shows all the given questions by the individual respondents. However, all the questions are now clustered and put under overarching themes.*

**Table 2: Coding of all questions per cluster**

| | |
|---|---|
| Question relating to Reason for going | - What is the reason you actually want to volunteer in an orphanage?<br>- Why do you want to do this?<br>- Are you going because you want to gain a travel experience?<br>- What is your intention for going?<br>- With what intention are you going?<br>- With what intention are you going?<br>- Am I going there because I want to help people?<br>- Do you really want to help the children or are you going for your own experience? |
| Questions pertaining to Personal Conviction | - What do you think you will get out of volunteering with children?<br>- What do you think you will reach over there?<br>- What do you think is a bad situation?<br>- Are you taking more away than you give?<br>- Are you aware of the fact that you will stand out.<br>- What would happen to your position after you left? |
| Question pertaining to Capabilities of the volunteer | - Do you really know what to do, and do you think you are capable of doing your volunteer work right without harming the children?<br>- To what extend do I know my own capabilities |

| | |
|---|---|
| | - To what extend do I feel capable of my own capabilities<br>- Am I capable of letting go of my own values and standards<br>- How would you react in this situation -> example of a tough problem.<br>- What do you think you can contribute, with your life experience right now?<br>- If faced with a problem do you know how to handle?<br>- Are you able to (as a woman) reject men who will be asking you to marry them?<br>- Can you handle responsibility?<br>- Can you take responsibility?<br>- Do you see what needs to be done?<br>- Can you think in solutions<br>- Do you have enough life experience to be able to use this in any given situation?<br>- What do you think you can offer those children?<br>- Are you able to accept new rules?<br>- Can you take care of yourself with regards to cooking?<br>- Do you dare to take initiative?<br>- Can you handle responsibility?<br>- Do you have the proper skills to deal with children in orphanages?<br>- Can you think in solutions?<br>- Can you handle responsibility? |
| Questions pertaining to the mindset of the volunteer | - Would you still go if you could not take pictures?<br>- If you could not take pictures would you still go?<br>- Am I still going if I couldn't take pictures?<br>- Am I ready for this?<br>- Does this organization fit me?<br>- Would you go if you could not take pictures?<br>- Do you see yourself going out?<br>- Are you willing to support staff instead of working directly with children? |
| Questions pertaining to 'Home & Abroad' | - Do you think you have to work harder in the Netherlands than in a foreign country?<br>- Would you be able to work in an orphanage here in the Netherlands or in your 'home' country? |

| | |
|---|---|
| | - Would you be able to do the same work in your home country?<br>- Would I be able to do the same work in my own country with the capabilities I have now?<br>- Would you be able to do the same work in your home country?<br>- Did you think about doing an internship in the Netherlands in a day care center instead of abroad.<br>- Can you with your experience now do the job in your home country as you are planning abroad? |
| Questions pertaining to Family | - What does your family think of your idea to volunteer?<br>- Is your family able to let you go for a longer period of time?<br>- Does your family agree with you traveling abroad? |
| Questions pertaining to Culture | - How much do you know about the country or community you are walking into?<br>- Do you know the country and community that you are walking into?<br>- How aware are you of the culture you are stepping into?<br>- Do you know which children end up in an orphanage? |
| Questions pertaining to Accessibility | - Would you be bothered if you could not use your phone to call or text home?<br>- Would you mind if there wasn't any internet?<br>- Are you able to go a day without WIFI and your phone?<br>- Did you think about not having electricity for a day?<br>- Can you go without the luxury of a washing machine or dishwasher? |
| Questions pertaining to Transparency | - Do you know where your money is going?<br>- Is the organization transparent enough?<br>- Do you know how much contact the sending |

| | |
|---|---|
| | organization has with the local organization?<br>- Do you know what happens with your money?<br>- Are you aware of any medical preparation you might need, such as vaccinations or malaria pills?<br>- Do you know where your money is going?<br>- Is the community promoted by the organization? |
| Questions pertaining to Guidance | - Do you find it important to have a mentor or counselor at your project? |
| Questions pertaining to Qualifications of the volunteer | - Are you qualified for the job/position<br>- What is your level of experience with children? |
| Questions pertaining to Emergency situations | - If faced with a problem do you know how to handle?<br>- Do you know who to contact if you see red flags? |
| Questions pertaining to Safety | - Are you aware that in most countries you are not allowed to leave the compound?<br>- Are you aware that many countries have a curvue for safety reasons?<br>- Are you traveling alone, this could put you at risk! |
| Questions pertaining to Language | - Do you know some basic language phrases of the country you are going to? |
| Questions pertaining to Local Community | - How do locals view volunteers?<br>- Can you take pictures of the children?<br>- Is there room for dialogue with the local organization?<br>- Are there safeguards in place to protect the children?<br>- Is there another way of gaining this experience without harming others?<br>- Will I be displacing a paid laborers from their position by taking this volunteering position?<br>- How do I view the people I will be working with?<br>- Do I have stereotypical views about them being "poor Africans"?<br>- Are you taking up a position that could be filled with a long-term employee? |

Appendix Q: Axial coding document study

| Axial codes | Sub-codes | Open codes | Fragments |
|---|---|---|---|
| Layout | Arrangement | - Introduction<br>- Set up of questions<br>- Set up of answers<br>- Phrasing of questions<br>- Phrasing of answers<br>- Referencing questions<br>- Intention of questions<br>- Research voluntourism | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4, 4.5, 4.10, 5.1, 5.9, 5.14, 5.15, 5.17 |
| | Design | - Visualisation<br>- Visualisation of position paper<br>- Visualisation of answers<br>- Structure of the document | 4.12, 5.6, 5.16, 5.19, 5.21, 5.24, 5.25 |
| | Linguistics | - Grammar and spelling<br>- Technicality of words<br>- Clarity of questions<br>- Clarity of answers<br>- Discouraging all volunteering | 2.6, 3.1, 3.7, 4.2, 4.7, 5.5, 5.8, 5.12, 5.18 |
| | Inconsistencies | - Mentioning alternatives<br>- Missing answers<br>- Missing links<br>- Missing information<br>- Missing follow up questions<br>- Discrepancy in questions<br>- Discrepancy in answers<br>- Coherence of referred questions | 4.3, 4.6, 4.8, 4.9, 5.2, 5.3, 5.7, 5.10, 5.11, 5.13, 5.20, 5.22, 5.23, 5.26 |
| | Additions | - Missing questions | 1.6, 4.11, 5.4 |

Appendix R: Additional input document study

| Axial Codes | Additional questions |
|---|---|
| Cultural Differences | - Are you aware that there might be other norms and values in the country you are visiting.<br>- What do you know about the countries; culture, habits, language, expressions, and clothing and what might this mean for you.<br>- Are you able to follow rules regarding; clothing, alcohol and going out/curvue?<br>- Are you aware that there might be different working hours? |
| Skills | - Which capacities do you possess to be considered to be of value in an orphanage?<br>- Can you put your own ego aside?<br>- How do you cope when there is no running water or electricity?<br>- Can you stay away from home for a short period of time?<br>- Do you know that with short period we mean 4-6 months at least.<br>- Is it the first time you are traveling by yourself? |
| Individual Enquiry | - Did you already look up information about various organizations?<br>- How does your family feel about you going abroad? |
| Organization | - Don't you think it is weird that we do not use and apply the same standards when it involves vulnerable children abroad? |

**Appendix S: Search methods secondary research**

In order to retrieve the right data, sources were sought in the physical library of Saxion University in Deventer. The researcher search on terms such as: influencing, persuasion, beinvloeden, persuasion techniques, influencing methods. The following books were found:

Bijker, J. (2013). *Tien beinvloedingsvaardigheden*.
Cialdini, R. B. (2014) *Invloed; de zes geheimen vanhet overtuigen*.
Goethem, P. (2012)*. IJs verkopen aan eskimo's. De psychologie van overtuigen*.
Loomans, N. (2014). *Effectief Communiceren en Beinvloeden; Persoonlijk inzicht, gesprekstechnieken en beinvloedingsvaardigheden.*
Vurst, J. van der (2012). *Impact: Hoe vergroot ik mijn invloed.*

The books have been checked using the AAOCC criteria.
As far as authority goes, all authors have published one or more books as well as articles in their respective fields. Seeing as the books were found in the University library also established their authority, since the books are most likely to be used for educational purposes.
The accuracy of the books and the authors can be measured against one another. Furthermore, many similarities have been found in the various book and techniques, stipulating the accuracy of one another's findings.
The authors are academics, however have seen some commercial benefits from their book sales. Nevertheless, their intention was to teach and bring across knowledge they had gathered in their fields. Again here one can establish the fact that the books are written in an objective manner since they are displayed in a University library.
All books are current, at least not predating the 2010. Nearly all books have been updated and republished in recent years.
Regarding the coverage of all the books on the topics of influencing and or persuasion. The books can be considered to cover a wide range of the topics aforementioned.

Through the means of a suggestion, the KAP sequence was searched through Google Scholar and EbscoHost the digital library portal of Saxion University.
Since knowing the name that was the first and only search term used to find the required data.
The actual method was found through the blog of Mauri Yamboo.
The authority of a blogger called Mauri Yamboo is not very credible on its own, however, the blog was supported by findings and academic users of the method explained. The authors cited in the blog, are all highly recommended and published various other articles in the field of behavior change.
The accuracy of the blog can be upheld by the 29 academic sources cited in the blog itself.
Since the blogger is not an academic, there is no other intention than sharing knowledge, and therefore can be seen as objective.
The blog is very current as it was posted only of march last year (2016). His cited sources of which the oldest dates back to Aristotle in 1948 is however a bit outdated the most recent source is dated 2013 which is current enough.
The coverage of the blog, clearly states a variety of studies done on the effectiveness of the method/technique explained. This gave the researcher enough information to be able to work with.

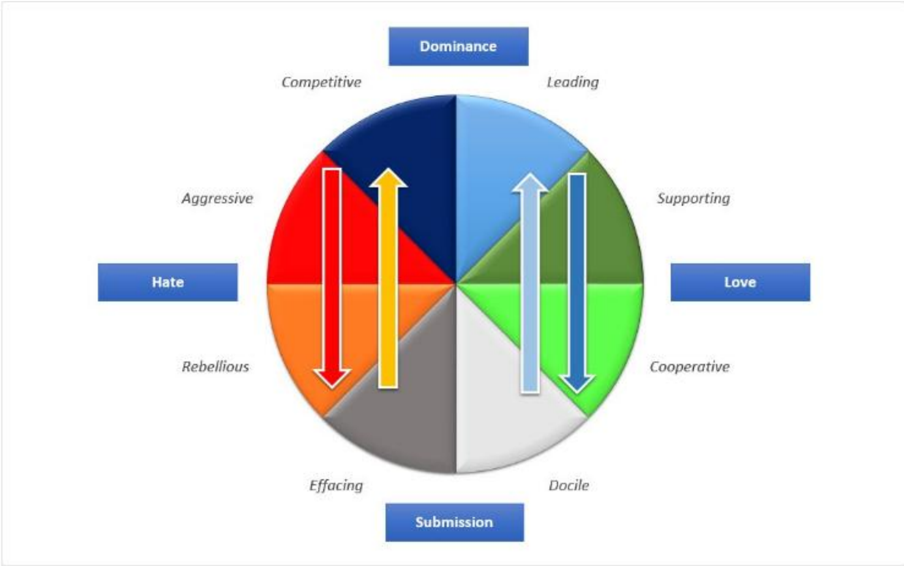
**Appendix T: Communication techniques**

Before one can use influencing methods or techniques, it is imperative to know how one comes across; ones credibility or persuasiveness is of the highest importance. There are three styles with which one can gain the trust of another, these are; Authority, Friend, and Example.
Authority awakens trust on the basis of knowledge and power. When the other views you as someone with a sense of business, one is successful as an authority figure.
Friends have the best intentions. If one says something as a friend to the person one wants to influence, they are more inclined to assume it.
One is an example when others find you inspiring, unique, and special. This is also a way to get people involved. If one combines the three styles one can strengthen their power of influence. Ones credibility is optimum when one shows business is under control, one comes across as congenial, and when one is unique and authentic (Loomans, 2014, p. 332-333).
According to Van Goethem (2012) there are also disadvantages to the three styles. Authority can be seen as distant and replaceable. Friend has less power due to limited authority, and is less unique and less striking than a example. Yet example can be seen as alienation where the other person doesn't understand, or irritation due to jealousy, different opinions or a distinct reaction which could delay decision making. To abolish the disadvantages one has to know their style and befit some of the other styles. For example; If one scores high on authority one also creates distance, if they befit some of the friend style one limits the disadvantages of distance (Loomans, 2014).

**The first communication method that can be used for persuasion is the Rose of Leary.**
The Rose of Leary describes behavior styles and explains how people react to each other's behavior. In addition, with the Rose of Leary one can find the interaction pattern's and break through them. Especially because the Rose of Leary uses the action-reaction principle, which can be used as a tool for influencing. One can invite the other to change their behavior by purposively changing their own behavior. The Rose of Leary works according to three steps;
1: Indicating behavior using the Rose of Leary
2: Recognizing the care behind the behavior
3: Invitation to different behavior

**1: Indicating behavior using the Rose of Leary**: The Rose of Leary is based on three assumptions;
1: Dominant behavior calls for submissive behavior and vice versa.
2: Cooperative behavior calls for cooperative behavior.
3: Task-oriented behavior calls for task-oriented behavior.
If one wants to influence behavior, the adaptation to the above mentioned assumptions is necessary. The interaction between people according to the Rose of Leary is almost always according to predictable patterns (see figure 1). The rose of Leary predicts that
- Hostility provokes hostility
- Togetherness attracts togetherness
- Dominance provokes submissiveness
- Submissiveness provokes dominance.

Figure 1: The Rose of Leary - behavioural patterns of interaction (Rovaha, 2017)

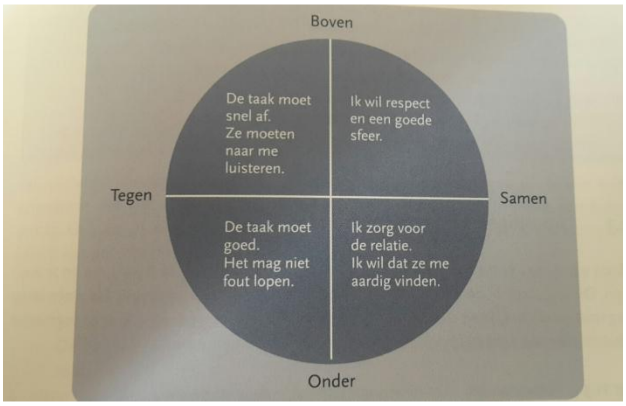



- If the behavior is more leading, dominant or active in taking initiative then it is placed above the horizontal line.
- If the behavior is more reactive, docile, effacing or passive then it is placed under the horizontal line.
- If the behavior is more focused on togetherness then it belongs on the right hand side of the rose. The relationship with the other is of grave importance.
-If the behavior is more focused on hostility then it belongs on the left hand side of the rose. The behavior is more task-oriented and the relationship with the other is of minor importance (Loomans, 2014, p. 344-346).

**2: Recognizing the care behind the behavior**

Figure 2 shows the Rose of Leary again, now representing the intention behind each behavior. This can also be called 'care'. If one understands the care behind the behavior it is easier to make contact.

Figure 2: the four 'cares' (Loomans, 2014).




1: Care of dominance and togetherness: If respect and a good atmosphere are important, it determines the way one works together. To create a good atmosphere and respect one needs initiative and accountability, for example to resolve misunderstandings.

2: Care of submissiveness and togetherness: The one that prioritizes the relationship first also find harmony very important. Moving along with the other is a logical strategy.
3: Care of Submissiveness and hostility: whomever finds that the task should be properly executed is willing to put more time into it. Quality comes first, it does not matter if this results in slower progress. A critical point of view is necessary to make sure nothing goes wrong.
4: Care of dominance and hostility: The person who is task-oriented, has no time for pleasantries and wants to move forward quickly.
(Loomans, 2014, p. 347-348)

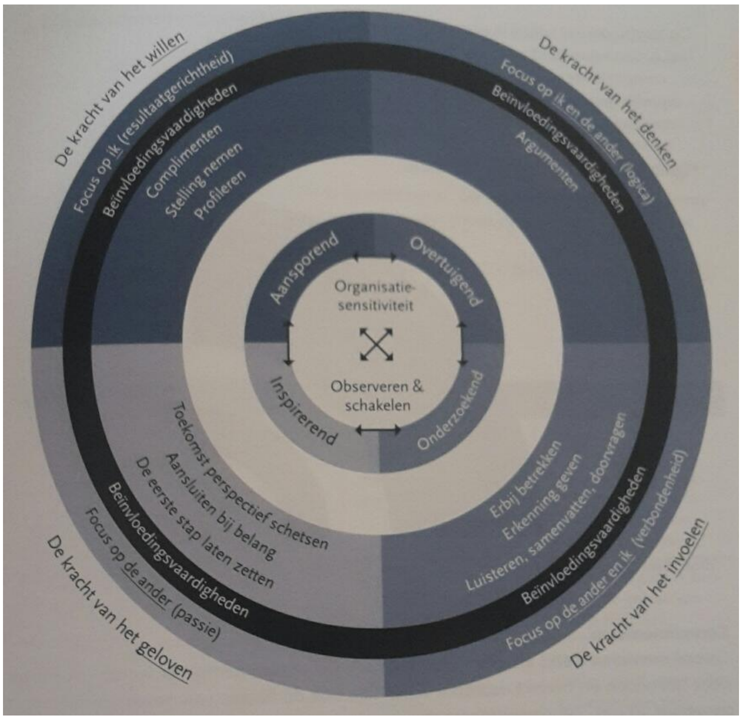
**3: Invitation to different behavior**

The Rose of Leary help to recognize the behavior of others, understand their behavior and helps to predict behavior. It is therefore the key to influencing behavior of others. If one purposively chooses a different pattern of behavior one can invite/influence others to different behavior. In addition, the eight segments can be seen as eight influencing tools. (Loomans, 2014, p. 348). All behavior can be changed using the following roadmap;

1: Recognize the pattern between the both parties.
  -Is it left (hostile) or right (togetherness)
  -Investigate your own energy level (passive - active)
2: Identify the care of the other and your own.
3: Switch towards a different behavior pattern to invite/ influence the other person to follow.
4: Mention their care
5: Mention your own care. (Loomans, 2014, p. 349).

**<u>The second method that can be used for influencing are; the ten influencing skills by Bijker (2013)</u>**.
Bijker (2013) developed an influencing model on the basis of four forces.
1: The power of the will (complementing, profiling, taking a stance)
2: The power of thinking (reasoning)
3: The power of empathy (listening-summarize-asking questions, involving, giving recognition)
4: The power of believing (future prospects, connecting with interest of another and having them take the first step)
Which power to stake depends on the situation in which influencing is necessary. None of the powers are better than one another. Being able to observe well is a stipulation to be able to determine which power and which skill will best fit the situation. Figure 3 can be found below. In the middle of the circle of the influencing model can be found (organizational) sensitivity, observation and switching. It is imperative that one pays attention to what is happening for the other before as well as during the influencing. Whilst influencing, one needs to observe if the strategy is still working. If the person undergoing the influencing does not respond in the desired way, then one must switch to a different skill. Likewise to the rose of Leary one books the best results when skills are practiced.

Figure 3: Influencing model based on the four forces (Loomans, 2014)




**1: The power of the will (complementing, profiling, taking a stance)**

The power of the will is an incentive. One takes an initiative to show who they are and what they think. This can be done by *complementing.* Complementing is a win-win model. The compliment giver achieves more and is mostly found a nicer person. Whilst the compliment receiver gets a boost of confidence and mostly more liking towards the task over which he received a compliment (Loomans, 2014). If one wants to encourage another to show certain behavior more, one can use the influence of complementing. However one needs to make the compliments concrete and include the positive effect it had on behavior. Using vague compliments leaves the other to guess what it was one appreciated and chances are higher for misunderstandings. Another pitfall when it comes to giving compliments is the nonchalance or modesty of the receiver. When they respond with a 'anybody could have done it' they are not taking the compliment seriously.

*Profiling* yourself means, showing who you are and what you stand for. If one steps forward and asks for attention in an authentic way one builds up respect. Profiling asks for gumption and spunk to be different from the rest. Whomever profiles themselves, does not hide behind another ones opinion, but stands up for what they think and do. Another form of profiling is being open about ones ambitions. by letting others know where ones ambitions and interest lie, one increases the chance of actually finding a job that fit one perfectly.

*Taking a stance* means saying what you think. After which one leaves a silence. that is the only thing one has to do. When taking a stance, there is no need for reasoning or argumentation. The goal of taking a stance is influencing the other or the group on the basis of a short but powerful statement (Loomans, 2014, P. 352-355).

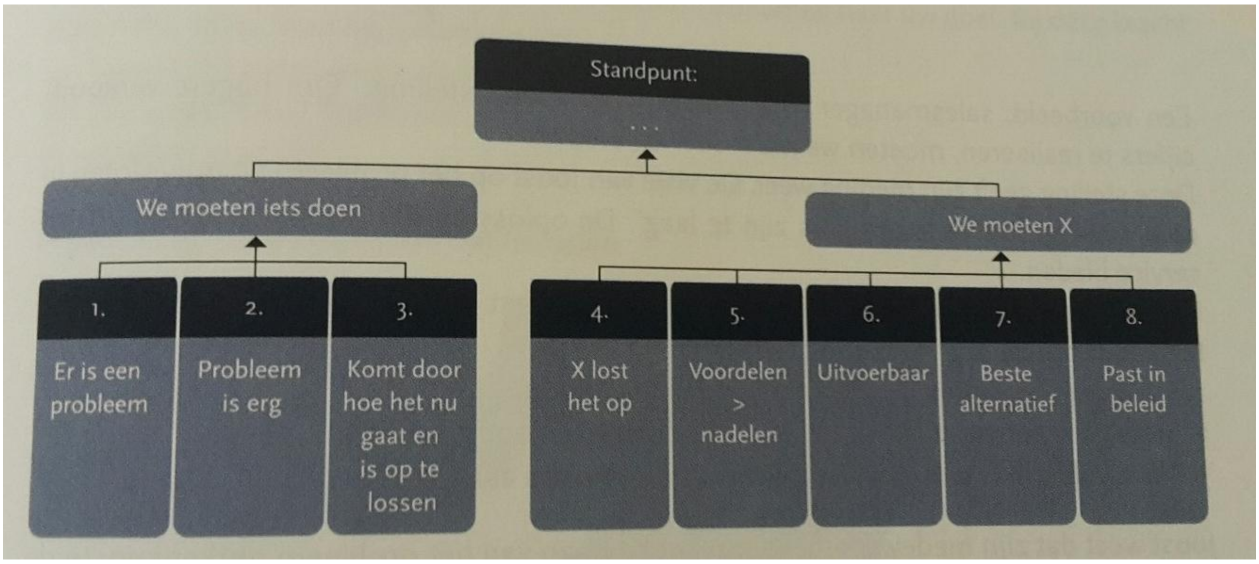
**2: The power of thinking (argumentation)**

With the power of thinking it all comes down to being able to persuade using logic. Emphasis is on substantiating ones opinion or proposal trough argumentation. Arguments are reasons why someone thinks their stance is true. Arguments do not have to be true, yet an argument that proves a stance true is called proof. However, a reason against the stance is called an objection. in order to use argumentation to influence another one can make use of two options:

- Substantiating one's own point of view.
- Taking away to other ones objections.

If the other person has not formed an opinion yet, the first option will suffice. However if the other person already formed an opinion, the best option would be to take away or reduce their objections (Loomans, 2014, P. 356). Boswinkel en Jaspers (2007) developed an objection tree. Their model can help in predicting the others objections and gathering evidence that rebuts the others objections. The objection tree shows eight different types of objections that could be raised against an opinion or plan.

Figure 4: Objection tree (Boswinkel & Jaspers, 2007).




The tree makes a distinction between the objections on the left hand side which are objections based on the existence, seriousness, and solvability of the problem. Objections on the right hand side deal with the objections based on the proposal itself. Loomans (2014)argues that one first needs to reach an agreement over the existence, seriousness, and solvability of the problem. For as long as the other is not convinced about the fact that there is a serious but none the less fixable problem the other would never agree to anything whatever the solution maybe. The second step entails reaching an agreement about the solution. According to Boswinkel & Jaspers (2007) and their objection tree, there are five possible objections. The first possibility deals with the option of the proposition not resolving the issue.

the second option deals with the possibility that the cons outweigh the pros. The third option deals with the feasibility of the proposition. The fourth option deals with the alternative for the proposition. The fifth option deals with the policy and conduct of the organization regarding the proposition.

**3: The power of Empathy (listening-summarize-asking questions, involving, giving recognition)**

The power of empathy is an investigative power. When investigating how the other person is feeling and how they see cooperation, the opportunity arises to connect with the other. When the connection is there it gives the opportunity to 'bring' the other person to your goal. This power has three persuasion skills; listening-summarize-asking questions, , involving, giving recognition.

*listening, summarizing and asking questions* are communication tools with which you can steer and influence conversations. *Involving* someone is especially clever in the following situations;

- When needing the knowledge of another person
- when needing the involvement of the another person
- When needing to increase support

Trying to fix the problem on your own is not always the best option, working together through involvement could lead to a better and more cared for end result.

*Giving recognition* could help the other feel better. One could give recognition in the following manners;

- Acknowledging the importance of the contribution of someone, for example;

'thanks for thinking with me, now I can move forward'

- Acknowledgement of feelings. When you empathize with someone , it is easier for them to agree with what you want, for example;

'what I hear you say is that you fear your thesis will not be finished in time due to other circumstances' or 'I understand that this merger brings a lot of uncertainty. Some of you are worried about their job prospects in the future. I understand that that is wearisome. As soon as I have new information, you will be the first to know'. Acknowledging the other persons feelings, can make the other person feel more understood. In other situations with high emotions, acknowledging those emotions can defuse a situation whilst at the same time creating a sense of ease (Loomans, 2014, p. 359-360).

**4: The power of believing (future prospects, connecting with interest of another and having them take the first step)**

The most important competence with the power of believing is; inspiring. One communicates to the interest of another, and speaks to their motivation. If you can touch upon the others passion, the action will follow on its own. The power of believing makes use of three skills:

- Visualizing future prospects
- Connecting to the others interests
- Letting the other take the first step

To get the other person moving it might be necessary to reach the others motivation. One can do this with an attractive *future perspective*. However, one needs to be concrete, the other must be able to visualize a picture in their minds. For example; A policy office of the municipality starts a discussion evening of a new dike project by saying 'we all want to be less effected by climate change. Therefore, we are starting several projects for a water safe Netherlands. Can you imagine water so clean you can drink it? A safe water environment so that we can sleep safe when there is high water. But also have water near so that you can enjoy it in your free time. Walking, sailing, it is in all of our interests'. The positive and future perspective visions can help the listeners and convince them hopefully to reach the goal and cooperate.

When one *connects with the interest* of the other person, one helps the listener to link to ones story. To be able to do this, one needs to research the interest of the other person. One way to do this is by asking what the reason is for a certain standpoint, so that the interest rise to the table. There are however, different interests for example; personal interests, financial interests, organizational interests, psychological interests, procedural interests, ideal interests and substantive interests. When one mentions the interest, one lets the other know he understands. This instills peace and confidence in the other. However, just arousing enthusiasm is not enough. Eventually it is the act that counts. Help the other take action by being clear about the first step that can be taken. A first step could be;
- Asking for information
- taking a test
- doing research
- making a plan of approach
- confirming that you recognize the approach

By taking the step to concrete action, one makes it clear to the other that one expects an action in short term. There is no more sitting back and relaxing (Loomans, 2014, P. 360-363).

<u>The third method that can be used are the six alpha strategies by Cialdini (2014)</u>

Cialdini (2014) developed six psychological techniques that can be used quickly to influence behavior. The six techniques work outside of a person's consciousness therein lies their strength but also their weaknesses. If one uses the techniques to manipulate, long term results will be slim. When the subject finds out , the trust is gone. The six techniques are:
- Reciprocation
- Commitment and Consistency
- Social proof
- Liking
- Authority
- Scarcity

*Reciprocity* is the most powerful technique of them all. The rule for reciprocation says that we should try to repay, in kind, what another person has provided us. By virtue of the reciprocity rule, then, we are obligated to the future repayment of favors, gifts, invitations, etc (Cialdini, 2014, p.26). The impressive aspect of reciprocity is that the rule of reciprocity according to various sociologist can be found in every society. Within every society the rule seems to be omnipresent, all human contact has been penetrated. A widely shared and strongly held feeling of future obligation made an enormous difference in human social evolution, because it meant that one person could give something (for example, food, energy, care) to another with confidence that it was not being lost. For the first time in evolutionary history, one individual could give away any of a variety of resources without actually giving them away (Cialdini, 2014, p.27).
According to Cialdini (2014) 'Like the other weapons of influence, this one (*commitment and consistency)* lies deep within us, directing our actions with quiet power. It is, quite simply, our nearly obsessive desire to be (and to appear) consistent with what we have already done. Once we have made a choice or taken a stand, we will encounter personal and interpersonal pressures to behave consistently with that commitment. Those pressures will cause us to respond in ways that justify our earlier decision' (p. 66).

For example; a manger and an employee are talking about the personal development of the employee. The manager thinks the employee should work on his personal development. The employee thinks that work is going great, why the need for personal development. To get the employee on her page, the manager starts talking about the necessity of staying on track of new developments in the industry. The employee agrees this is important. The manager ask then after he agreed with her what concrete actions he will take to make sure that he keeps developing personally to be able to keep up with developments in the industry.

Loomans (2014) mentions that people are social beings, and like to follow others of the group they belong to or want to belong. There is a reason for this behavior, social exclusion for many people lead to depressions and physical health risks such as heart attacks, and a less functioning immune system. Therefore many people follow another ones opinion. The technique used in *Social Proof* uses the decision-making rule of the brain 'if everyone chooses this, it must be okay' (p. 367). Examples of the social proof principle are: Web-shops using customer reviews and assessment to boost sales, as well as mentioning 'buyers of this products also bought...'. The examples show that the brain can handle two sorts of standards;

- Injunctive standards: Learned standards about 'how it is supposed to be'. For example; always say please and thank you, speaking with two words etc.
- Descriptive standards: copied standards, do as everybody else does.

When these standard collide one can predict another ones actions and behavior by looking at what he sees the other person do.

According to Loomans (2014) the rule of *sympathy* by Cialdini (2014) is also comparable to the 'persuasive style of the friend' by van Goethem (2012) and the strategy of the allies by Van der Vurst (2012) (p. 369). The essence of the strategy is; 'people have the tendency to fulfill their friends request rather than their enemies'. That's why it is important, to come across as a friend. Friends are familiar and have their friend best interest a hand. That's why they instill confidence. One's behavior influences how sympathetic/congenial another might find you. One can win sympathy by using: physical attractiveness, joining and connecting, showing appreciation, and positive conditioning.

Ones sympathy and how one comes across depends partially on ones physical appearance. Research has shown that someone with an attractive appearance gets assigned positive characteristics such as; talent, friendliness, honesty, and intelligence (Eagly et al, 1991). The brain generalizes one positive characteristic to other positive characteristics, this is called the halo-effect and goes around the conscious system (meaning one does not notice it). That is one of the main reasons it has such a big impact. Joining and connecting is there to make sure that the other person sees you as trustworthy. unconsciously people have a tendency to prefer and trust what they know. There are various ways to make others see you as trustworthy:

- Mirror their behavior
- Adapt your clothing style to the other
- Look for similarities and mention these similarities
- Be visible and make contact (p. 369-370).

Loomans (2014) mentions that another way of being sympathetic is by showing appreciation. By giving attention and compliments by showing interest and admiration for your collocutor is another way of being found nice. There are several ways of showing that you find the other important:

- Thank the other for his contribution
- Be curious and ask follow up questions on their stories.

- Involve the other by stating up front that you are interested in his/her opinion (p. 370).
In addition Loomans (2014) sates that 'bringers of good news are more likely to get a warm reception than bringers of bad news' (p.370). For example; a quality employee is often the bearer of bad news, other employees know this. By this negative disposition, quality employees are mostly found less sympathetic. The expression of 'Don't shoot the messenger' illustrates that the unconscious mind makes a quick connection between the bringer of bad news and the bad news itself. One can change it around by making sure the other becomes happy when they see you. For example; telling a joke, smiling a lot, or bringing a small present, a message that would interest the other or something nice (food wise) to go with coffee. The point of this is to make the other experience something nice in your presence. Which makes the other unconsciously associate 'a happy feeling' with you.
Loomans (2014) states that 'when one is seen as an *authority*, one possesses a lot of persuasiveness'. One is trusted because of their substantive knowledge or position. The brain reacts according to a rule 'if the specialist says so, it must be true' (p. 371). If one want to gain more influence on others, a strong way to do so is by using the principle of authority. Ones physical appearance and position are equally important when trying to come across as an authority figure. To 'radiate' authority one must 'pretend to be at home with friends sitting at the kitchen table' (p. 372). A pre-condition when it comes to 'radiating' authority is that it has to look sincere.
*Scarcity* according to Loomans (2014) is based on the principle of 'now or never'. When someone perceives something as a unique opportunity, they are more inclined to say yes. Something that is scarce, becomes more valuable. The mechanism that lies behind this is the feeling of achievement and exclusivity when one acquires a scarcity good. Acquiring something scarce can also be seen as avoiding a loss. One is more inclined to acquire something, if one does not want to miss out. When one wants to apply the scarcity technique bear in mind the following:
- Be clear on what makes you or your proposition unique
- Clearly state the loss that could arise when a decision is not taken quickly (p.374).

<u>The fourth method that can be used are omega strategies</u>

Opposite of the alpha strategies are the omega strategies, omega strategies are used when the other person cannot be influenced yet due to objections they might have. With an omega strategy you can remove the objections by the other, this way you also pave the way to a 'yes' on your proposal. According to Van der Vurst (2012) there are many omega strategies offered in theory. Loomans (2014) brings it back to seven. Of which three are direct methods that deal with objections or resistance and four indirect methods that deal with framing.

**Direct methods; dealing with objections or resistance.**

Loomans (2014) states 'when someone has objections against a plan, one is easily seen as an hostile party against that plan. Which does not make cooperation easy' (p. 375). Another way one can look at the situation is by seeing the other as a person noticing danger or large obstacles on the road that you are suggesting. From this basic perspective one can try, together, to take away the obstacles by asking questions, reducing by mentioning or by recognizing through summarizing.
*Removing by asking questions*: Removing objections begins by directing questions against the objections. Using the right formulation is important, as one does not want to make the problem bigger. Use small sentences, ask for their objections, concerns and doubts. Objections are not always directed

at the content, although it might look like it. By asking questions one makes sure the real objections rise to the table. Once there other questions can be asked such as;
- How big do you estimate the chance that this problem arises
- What is needed to solve the problem
- If the problem arises, how do we notice and how can we fix it quickly (Loomans, 2014, p. 377).
By asking about the care of someone , one shows taking the other seriously. By taking charge one explores the doubts and possible solutions. This method shows resemblance with the Rose of Leary and it's listening-summarizing-asking questions method.
*Reducing by mentioning*: According to Loomans (2014) it is not always possible to fully take away objections. When another person has no influence on the taken decision, and when the other feels deprived by the outcome, the other could have objections against the decision. In situations like this, taking away all objections is utopia. However one can reduce the objections and increase the acceptation by mentioning the objection. By mentioning the objection, one recognizes the feelings of the other. Therefore, creating more connection between the speaker and listener.
*Recognizing by summarizing*: Loomans (2014) says that if one can manage to see the others objections as a sign of involvement, it makes it easier for oneself to deal with the objections (p. 377). In addition she mentions 'when emotions run high, one can use this as a starting point' (p. 377).

**Indirect Methods: Framing**

The way one presents a choice and which alternatives are formulated, makes a difference in what the other chooses. This according to Loomans (2014) is called framing (p. 387). The four framing techniques are: fear-appeal, using perspective, ways of presenting costs, and limiting choice options.
*Fear-appeal*; advertising messages use this strategy a lot; first a fear is being created, directly after which a solution is offered. Fear appeal works under two conditions;
1: the other must experience the danger as real. The level of the shown danger is important factor. Is the danger to big, psychological problems will arise and one would start rationalizing why this problem won't happen to him. If the danger/problem is too small, one will not act.
2: The offered solution must be understandable and possible to execute.
*Different perspective*; Loomans (2014) mentions that another form of framing is putting things in different perspectives. Also called 'Perceptual Contrast' (Cialdini, 2014). Think about cutbacks in travel and education cost, compared to being let go. Having cutbacks might seem less bad compared to being let go from an employee's point of view.
*Presenting costs:* Loomans (2014) mentions presenting costs as the third form of framing. A lot of secondment agencies list hour prices, instead of monthly costs for a temporary employee. Other options are presenting costs in specific numbers. This implies that someone already paid attention to it. In addition, round numbers tend to suggest that it is an estimation. Experience shows that estimations are mostly optimistic. By showing specific numbers, one increases the trustworthiness.
*Limiting choice options*; Loomans (2014) states that 'one can influence the choice process of another by offering alternatives' (p. 380). By giving the other the choice, one gives the other the feeling that they poses some influence. At the same time one can limit their choices by only offering two or three options. A risk with this option of framing is that one could offer to much alternatives or options. Therefore, a rule of thumb applies; no more than three options. And one must always question whether offering alternatives is suitable in the given contexts (Loomans, 2014).

**<u>Fifth method that can be used is the KAP sequence</u>**

In order to change behavior, one needs guidelines and or characteristics of how to bring the envisioned behavior change about. The KAP sequence, gives easy insight into how one can influence behavior. KAP stands for Knowledge, Attitude, and Practice. Armstrong (20014) an enduring influencer in the KAP conversation singles out that " Individuals must be motivated to learn...[and] should be aware that their present level of knowledge, skill or competence, or their existing attitude or behaviour, needs to be improved" (p.127). Cole (2002) notes that "learning implies observable change, which "usually manifests itself through behavior". Mauri Yamboo (2016) states that "knowledge, as I understand it, refers to: the ability to DO, tell, describe, explain, show, and/or say. Thus, to know is to be able to do, tell, describe, explain, show or say. The extant literature acknowledges that knowledge has three components: Subject (one who knows), Object (that which one knows), and Cognition (the act of knowing)".

Graham and Bennett (1998) argue that "Attitude, incorporating values, refers to “An individual’s characteristic way of responding to an object or situation. It is based on experience [or knowledge] and leads to certain behavior or the expression of certain opinions”. There is however no consensus in literature regarding linkage between attitude and behaviour. Some writers argue that, the attitude one has against behavior, represents their actual behavior. Others say ones attitude towards certain behavior does not have any influence on their actual behavior. Yet again other writers argue that attitude affects behavior, but that the impact of attitude on behavior is mediated by contingent or situational factors such as: group norms, level of experienced stress, availability of facilitating or enabling means, and socio-economic status based on, income, gender, age, occupation, wealth, race, religion, education (Mauri Yamboo, 2016).

According to Mauri Yamboo (2016) "Practice refers to applied skills, techniques, methods or standard operating procedures (SOP). It can indeed be argued that practice or behavior is applied attitude. These are actual patterns of physical behavior, activity or action. In this case, action, activity or behavior deriving more or less directly from a given knowledge-base and mediated by attitudes that are also rooted in that knowledge". In addition, it mentions that " in principle, all educational programs explicitly or implicitly acknowledge that attitude and behavior are interlinked. Such a programs have as their starting-point the view that desired behavior-change must be preceded by appropriate attitude change, rooted in new knowledge. Thus, such programs devote a good deal of resources and effort to the introduction of new or relevant knowledge, information or ideas".

Lastly Mauri Yamboo (2016) states that " KAP = Knowledge (changes/modifies) Attitude (which changes/modifies) Practice. That is to say, knowledge changes (predicts) attitudes, which change (predict) the learner's pattern of practice (or action or behavior). Conversely, of course, one's practice reveals one's attitude, and one's attitude reveal one's stock of knowledge or experiences. This knowledge-base can thus be systematically exposed (subjected) to pre-selected 'influencers', and so changed -- with beneficial ripple effects on attitude clusters and subsequently sets of practices. Key 'influencers' here are teachers, trainers, change-agents and media of all sorts".

## Appendix U: Questions for the online tool

### Individual Enquiry

Q1: Why are you choosing a voluntary position abroad in working with children?

Q2: Have you considered volunteering in The Netherlands or a 'learning vacation' to learn the language?

Q3: Would you be able to do this work in The Netherlands, or do you need a special education?

Q4: Is a temporary volunteer the best option for the position?

Q5: Is the work mostly important for you or the child?

Q6: What do local employees learn from your presence?

Q7: Do you have any knowledge about the development of bonding and attachment of children?

Q8: Does your voluntary work contribute to the conservation of orphanages/residential care facilities?

Q9: Where can you find more information regarding voluntary positions with children abroad?

With regard to the theoretical framework more specifically the conceptual and associative meaning some questions should be simplified, in order to achieve the goals of being understood and being believed (Taillard, 2000). The respondent's conclusion included simplification of technical and professional jargon as well, therefore, BCNN should opt to change the following questions:

Q7: Do you have any knowledge about the development of bonding and attachment of children? into:

*Q7: Do you know why children get attached to you?* And

Q8: Does your voluntary work contribute to the conservation of orphanages/residential care facilities?

*Q8: Do you know if your voluntary work helps maintain the existence of the orphanage?*

In addition, to the above mentioned questions set up by BCNN the eight former volunteers found the following questions necessary in order to influence future voluntourists:

- What is the reason you actually want to volunteer in an orphanage?
- What do you think you will get out of volunteering with children?
- What do you think is a bad situation?
- Are you taking more away than you give?
- Are you aware of the fact that you will stand out.
- What would happen to your position after you left?
- Would you still go if you could not take pictures?
- Am I ready for this?
- Does this organization fit me?
- Do you see yourself going out?
- Are you willing to support staff instead of working directly with children?
- Do you think you have to work harder in the Netherlands than in a foreign country?
- Would I be able to do the same work in my own country with the capabilities I have now?
- Did you think about doing an internship in the Netherlands in a day care center instead of abroad.
- What does your family think of your idea to volunteer?
- Is your family able to let you go for a longer period of time?
- How does your family feel about you going abroad?
- Did you already look up information about various organizations?
- Don't you think it is weird that we do not use and apply the same standards when it involves vulnerable children abroad?

The second heading that was suggested by the eight former voluntourist was "cultural differences". After analyzing the content created by BCNN on questions pertaining to cultural differences, none were found. However, the eight former voluntourists did suggest some questions, these were formulated by using the conclusions of the theoretical framework and the Rose of Leary as mentioned above.

**Cultural differences:**

- How aware are you of the culture you are stepping into?
- Do you know which children end up in an orphanage?
- Would you mind if there wasn't any internet?
- Are you able to go a day without WIFI and your phone?
- Did you think about not having electricity for a day?
- Can you go without the luxury of a washing machine or dishwasher?
- Do you know some basic language phrases of the country you are going to?
- How do locals view volunteers?
- Can you take pictures of the children?
- Is there room for dialogue with the local organization?
- Are there safeguards in place to protect the children?
- Is there another way of gaining this experience without harming others?
- Will I be displacing a paid laborers from their position by taking this volunteering position?
- How do I view the people I will be working with?
- Do I have stereotypical views about them being "poor Africans"?
- Are you aware that in most countries you are not allowed to leave the compound?
- Are you aware that many countries have a curvue for safety reasons?
- Are you traveling alone, this could put you at risk!
- Are you aware that there might be other norms and values in the country you are visiting.
- What do you know about the countries; culture, habits, language, expressions, and clothing and what might this mean for you.
- Are you able to follow rules regarding; clothing, alcohol and going out/curvue?
- Are you aware that there might be different working hours?

The third heading that was suggested by the eight former voluntourists is "organization". The content created by BCNN also had questions pertaining to this topic, these are mentioned below:

**Organization**

Q10: Is there direct contact between the sending organization and the local projects.
Q11: Do I need a special VISA to do voluntary work. If yes, does the organization help with that?
Q12: Does the organization strive for reunification of the child with family?
Q13: Are there enough local people employed?
Q14: Could your voluntary work be done by local people?
Q15: Is the local population involved in the project?
Q16: Do you know what the policy of the government regarding the care for children without adequate parental care entails?
Q17: Do you know where the money goes?
Q18: Does the project depend on volunteers?
Q19: Are care tasks being facilitated by volunteers?

Q20: Does the organization have a code of conduct for working with children?
Q21: Is it clear what you will be doing?
Q22: Will you get proper preparation and counseling onsite?
Q23: Is there a calamity protocol present?
Q24: Is a statement regarding conduct needed?
Q25: Did you and the local partner make appointments that all parties should adhere to?
Q26: Is it clear to whom I should go if there are problems with the project?

With regards to the theoretical framework more specifically the conceptual and associative meaning as described by Yule (1996) and the respondent's input in particular the simplification of professional jargon and technical words BCNN should opt to change, require the following questions:

Q12: Does the organization strive for reunification of the child with family? into

*Q12: Does the organization want to reunite the children back with their families?*

Q16: Do you know what the policy of the government regarding the care for children without adequate parental care entails? into

*Q16: Do you know the rules set up by the government that apply to children without parents?*

Q23: Is there a calamity protocol present? into

*Q23: Do you know if there is an emergency disaster plan?*

In addition, to the above mentioned questions set up by BCNN the eight former volunteers found the following questions crucial in order to influence future voluntourists:

- Do you know how much contact the sending organization has with the local organization?
- Do you know what happens with your money?
- Are you aware of any medical preparation you might need, such as vaccinations or malaria pills?
- Is the community promoted by the organization?
- Do you find it important to have a mentor or counselor at your project?
- If faced with a problem do you know how to handle?
- Do you know who to contact if you see red flags?

The last heading that was suggested by the eight former voluntourists is "skills". After analyzing the content created by BCNN on questions pertaining to skills, again none were found. Nevertheless, taking into consideration the theoretical framework and Yule's (1996) statement, in which he corroborates that the simplification of the written questions make it easier to associate the same meaning to the word's written. Therefore, the following questions were formulated as simplistically as possible, whilst also taking the Rose of Leary into consideration during the formulation of the following questions, suggested by the former voluntourists:

**Skills**

- To what extend do I know my own capabilities?
- To what extend do I feel capable of my own capabilities?
- Am I capable of letting go of my own values and standards?
- What do you think you can contribute, with your life experience right now?
- If faced with a problem do you know how to handle?
- Can you handle responsibility?
- Can you take responsibility?
- Do you see what needs to be done?
- Can you think in solutions?

- Do you have enough life experience to be able to use this in any given situation?
- Are you able to accept new rules?
- Can you take care of yourself with regards to cooking?
- Do you have the proper skills to deal with children in orphanages?
- Are you qualified for the job/position?
- What is your level of experience with children?
- Which capacities do you possess to be considered to be of value in an orphanage?
- Can you put your own ego aside?
- How do you cope when there is no running water or electricity?
- Can you stay away from home for a short period of time?
- Do you know that with a short period we mean 4-6 months at least?
- Is it the first time you are traveling by yourself?

Appendix V: Balance Score Card (Source: own creation)

| Balance scorecard of the online tool | | | |
|---|---|---|---|
| | ***Objectives (CSF)*** | ***Measures (KPI)*** | ***Targets*** |
| **Financial** | | | |
| | Grip on expenditures | Differences between expenses & budget | €0,- |
| | Improvement of IT systems | Cost of upgrading hardware and software | €1,000.- |
| **Customer/ Stakeholder** | | | |
| | Achieve high attendance on BCNN differentiated webpage | Webpage traffic | 25% bounce rate |
| | Effective promotion of BCNN via Social Media | Amount of followers on social media | 850 changed followers per year |
| **Internal Business Process** | | | |
| | Attracting 10% more partner organization nationally | Amount of new partnerships | 10 new partnerships |
| | Attracting 5% of new global partnership | Amount of new partnerships | 5 new partnerships |
| **Learning & Growth** | | | |
| | Achieve high knowledge sharing | Amount of emails and data, including trainings given | 65% of megabytes used per month & at least 1 training given per month |
| | Achieve high partner satisfaction | Partner turnaround per year | 10% of organizational traffic per year |
| | | Attendance level at trainings | Average 75% of attendance per year |

**Appendix W: Linguistic examples**

According to Taillard (2000) Gu's (1993) solution to the “impasse” of perlocutionary acts is "simply to do away with them" (p.149). Taillard (2000) also states that Gu (1993) argues that "once the causation thesis is abandoned in favor of a “triggering” analysis, the term “perlocutionary act” becomes meaningless and is nothing but a convenient, but erroneous way of aggregating an illocutionary act and its perlocutionary consequences" (p.149). Kurzon (1998) also reviews traditional speech act theories "specifically those of Austin (1962) and Bach & Harnish (1979) and brings his own testing apparatus to choose between them" (Taillard, 2000, p.150). Taillard (2000) argues that "these tests, one syntactic, the other semantic, are problematic at best, but they are reviewed briefly, as they illustrate some of the inherent issues in the speech act account of persuasion rather well' (p.150).
According to Kurzon (1998)

> Syntactic test: The syntactic form of a perlocutionary verb should reflect the agent/object relationship of the associated perlocutionary act. In other words, 'if Gu (1993) is right and perlocutionary acts involve two acts (the speaker’s and the hearer’s), this reality should be reflected in the syntactic form of a perlocutionary verb such as “to persuade,” which should therefore accept conjoined subjects. But this is clearly incorrect, as shown in Kurzon’s examples' (Kurzon, 1998, p. 576). Example; (1) S persuaded H to buy Snowy washing powder.
> But not; (2) S and H persuaded to buy Snowy washing powder.

Taillard (2000) argues that "the syntactic form does not seem to corroborate Gu’s (1993) two-agent analysis. Whether or not one accepts the validity of a syntactic test in this case, the problem remains that we intuitively think of persuasion as something done to someone by someone else, rather than a dual-agent act" (p.150).
The first semantic test by Leech (1983) resulted in "inserting' “try to” in front of the perlocutionary verb “implicates that the illocution failed to achieve its intended perlocutionary effect. But in the case of the illocutionary verb, this obvious kind of interpretation is not available” (Taillard, 2000, p. 150).

Examples from Taillard (2000, p.150-151):
"(3) Smith Barney 'tried to' persuade me that they make money the old-fashioned way.
(4) Implicates: I am not persuaded that SB makes money the old-fashioned way (i.e. I understand what was communicated to me, but I am not persuaded.)
(5) Smith Barney 'tried to' inform me that they make money the old-fashioned way.
(6) Implicates: I never saw or read their promotional material (i.e. failed communication).
Taillard (2000) reasons that 'this test does seem to capture, at least for these simple examples, the notion that a failed perlocutionary act is not necessarily a result of failed communication, whereas a failed illocutionary act is' (p.151). In addition, Taillard (2000) mentions that Kurzon (1998) proposed his own variation to the 'try to' test, as follows his example; (7) Smith Barney persuaded me to open an account, but I forgot to do so and ended up opening one with Merrill Lynch.
(8) Smith Barney persuaded me that they make money the old-fashioned way, but I still decided to open an account with Merrill Lynch" (p. 150-151).
According to Taillard (2000) this test seems to corroborate Bach & Harnish’s (1979) claim that "different levels of persuasion can be generated from different stages of an inferential process" (p.151). Furthermore, "once a specific level of persuasion has been attained, that belief cannot be

negated by a simple act of “forgetting”, although it could be by an act of “being persuaded otherwise”' (p.151).

Taillard (2000) argues that

> (7’) Smith Barney persuaded me to open an account, but I was later persuaded otherwise.
> Such examples, and similar ones offered by Kurzon (1998), serve well to emphasize a major issue with perlocutionary acts, namely that it is difficult to decide whether their success should be contingent upon the hearer’s change of attitude or belief, and when such a change can be deemed to have taken effect. In other words, it seems that communicative interactions that perfectly align the speaker’s perlocutionary intention, the utterance and its intended effect on the hearer are the exceptions rather than the norm (Taillard, 2000, p.151). In other words; it happens more often that a perlocutionary message fails to persuade the hearer than it succeeds.

**Appendix X: PR and Persuasion**

*Differences in ethical theories*

One might act on the deontological or duty-based theory of ethics where another might act on a consequentialist ethical theory. The difference between the two is that with a deontological or duty-based theory one stresses that everyone has duties and to act morally amounts to doing our duty no matter the consequences. A consequentialist ethical theory judges an action's right or wrongness not on the intentions of a person, but rather the consequences of the action (Warburton, 2013).

*Categories of persuasive campaigns*

A *political persuasive* campaign can be either candidate oriented or issue oriented. Candidate oriented campaigns are mostly run by campaign managers and use different techniques than public relations officers would, like; exaggeration, deception, scare tactics most commonly known as "spin". Just take a look at the last presidential election of Trump and Clinton and everything will be clear regarding "spin". Issue oriented campaigns in most cases attempt to get a proposed government action passed or defeated, either on federal, state, or local level. *Commercial campaigns* are "used to promote a company's new products or services (often called rollout campaigns) or a new company as a whole" (Bobbitt & Sullivan, 2009, p. 116). The campaign may include activities usually thought of as "advertising" or "marketing", but they include public relation techniques as well (Bobbitt & Sullivan, 2009). Another type of campaigns are *Reputation campaigns,* sometimes also called image campaigns. These campaigns are aimed at improving the perception of a company or non-profit organization by its publics. Reputation campaigns differ from commercial campaigns, as they do not promote specific products or services, but the organization or company as a whole. A reputation campaign is mostly set up after a major crisis or another situation generating negative publicity. *Educational or public awareness* campaigns are campaigns mostly conducted by non-profit organizations or other advocacy groups. These campaigns are set to either educate or make behavioral changes, think of medical conditions such as eating disorders, heart disease or cancer. They either ask you to do something you have never done before, (think of self-examination regarding breast or prostate cancer) or change/stop behavior that you have been doing over a longer period (think of smoking). Another type of campaign that falls under this category deals with social concerns, think of child abuse, drunk driving and domestic violence. An example of an educational campaign might be the ongoing battle in trying to change behavior regarding smoking; think of the horrifying pictures on the packages or the increased taxes by the government. The research to be conducted is part of the larger campaign set up by BCNN to educate the public about the misconceptions regarding orphanages; this means that it falls under this specific type of educational or public awareness campaigns. *Social action* campaigns "are campaigns that advocate a social issue or cause" (Bobbitt & Sullivan, 2009, p. 118). Similarities exist between social action and issue oriented political campaigns; the main difference is that a social action campaign is generally long term in nature. In addition it is fairly possible to put one campaign under multiple categories.