

Co-funded by the
Erasmus+ Programme
of the European Union



VolExpo Toolbox 1

Management and Supervisional Skills
collected from Volunteer management
expedition-1

VolExpo



Co-funded by the
Erasmus+ Programme
of the European Union



VolExpo Toolbox 1

Management and Supervisional Skills
collected from Volunteer management
expedition-1

VolExpo

Volunteer Activities Map

Name of the tool: Volunteer Activities Map

Description of the tool/method:

This tool is ideal for planning a volunteer program since it allows you to recognize the needs of your organization in terms of volunteering and how these needs can be satisfied by a volunteer or a group of volunteers. To achieve this purpose, the Volunteer Activities Map identifies the relevant aspects of a volunteer program and asks you to describe them according to the circumstances of your organization. In other words, when using this tool, you will collect and analyze data from the different parties involved, namely the organization staff, the beneficiaries and (if applicable) the families of the beneficiaries with the ultimate goal of finding the most suitable information for the creation of your program.

In conclusion, the Volunteer Activities Map will help you have a clear vision of the type of volunteer activities your organization needs to ensure and what kind of profile the volunteer needs to have to be able to execute them.

Learning objectives connected to the tool/method:

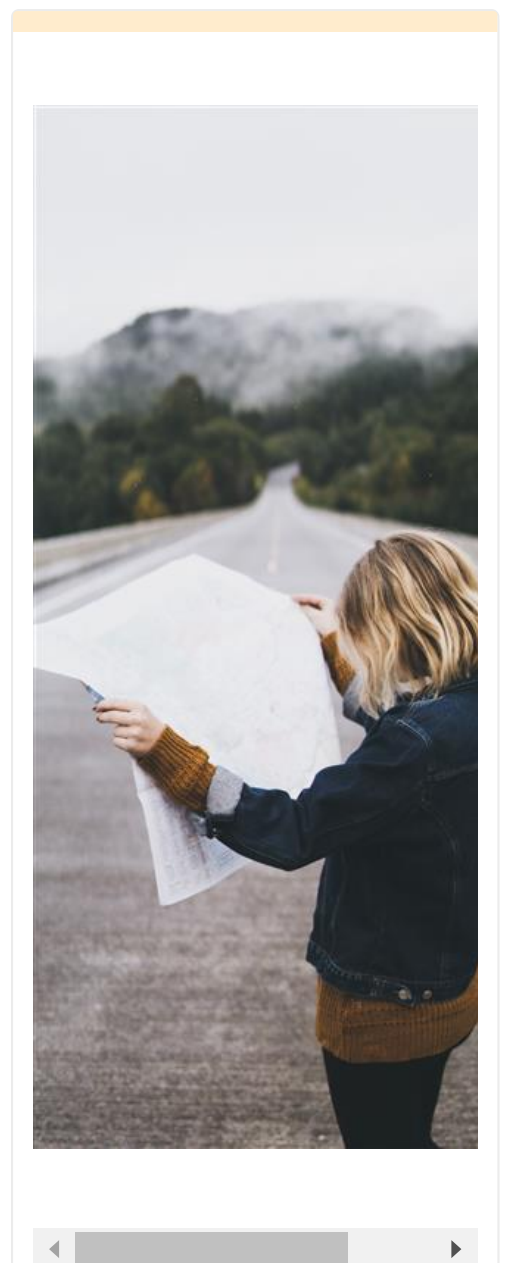
- Creation of a volunteer program;
- Description of a volunteer project and its tasks;
- Formulation of the required volunteer profile for a particular project

Resources and activities

[Volunteer Activities Map, table](#)

Glossary of terms

Social response - Social responses are social security activities and services relating to children, young people, the elderly or people with disabilities, as well as those aimed at preventing and remedying situations of deprivation, dysfunction and social marginalization. These responses are developed around thematic areas such as: Childhood and Youth, Disability, the Elderly, Family and Community, Mental / Psychiatric Disease, or Other Groups.





Volunteer Framing Map

Name of the tool/method: Volunteer Framing Map + Commitment Agreement

Description of the tool/method:

This tool is a follow-up of the Volunteer Activities Map as it describes the position of the volunteer in the organization. Consequently, it includes information such as - the name of the volunteer; the duration of the volunteer activity; the name of the project in which he/she will work; expected start date of the volunteer activity and end date; place where the volunteering will happen; the activities; and number of beneficiaries he/she will work with.

This document should be signed by the volunteer and the person in charge of this procedure. This way, the volunteer will know what is expected from him/her, and the coordinator/manager will know what he/she can expect from the volunteer.

As a support document, the volunteer can sign a commitment agreement to formalize his/her admission in the organization and conclude his/her entry.

Learning objectives connected to the tool/method:

Identification and description of the volunteer's role in the organization



Co-funded by the
Erasmus+ Programme
of the European Union



Resources and activities:

[Volunteer Framing Map](#)

[Volunteer Commitment](#)



Volunteer recruitment

Name of the tool/method: Volunteer Recruitment Process

Description of the tool/method:

Candidates to fill out the volunteer form on the website, transmit the request to the foundation. The requests received by Foundation are collected in the information pool and the matching areas and areas where the volunteer candidate can contribute are matched. In the light of this information, volunteers are invited to the activities organized in case of need during the organization period.

Online Form composed with

- ID INFORMATION
- CONTACT INFORMATION
- EDUCATION INFORMATION
- AREAS WANTED TO BE VOLUNTEER
- ABROAD EXPERIENCE
- FOREIGN LANGUAGE
- TOOLS AND EQUIPMENTS YOU CAN CONTRIBUTE TO
- TERMS YOU CAN TAKE
- TRAVEL STATUS
- PASSPORT INFORMATION
- Emergency Contact Information
- Volunteerism Background
- SOCIAL SECURITY
- Driving License

Process make easier to manage volunteers, makes possible to reach more volunteer in a limited time, and to define the necessary trainings, define a way to canalise/manage them to the right working field, most of them like



Co-funded by the
Erasmus+ Programme
of the European Union



Resources:

Recruitment and need analysis of volunteer

<https://tdv.org/tr-TR/gonullu-ol/>

- Weekly / monthly planning and evaluation meetings
- Social Studies
- Visiting nursing homes, affection houses, veterans and families of martyrs
- Hospital morale programs
- Book reading
- Practical speaking exercises in Arabic and English
- Tree planting,
- Visit to primary and secondary schools
- Studies with university communities
- Visiting orphan and orphan families
- Distribution of food and aid packages
- Create teams for TDV campaigns

Volunteer Recruitment Process by Türkiye Diyanet Foundation is not only a recruitment process but also a process to define the training needs of Volunteers and Volunteer Managers to keep them updated.

All questions have a space in Volunteering life of the individuals to define also the needs of the managers to canalize them to update the training materials and tool are going to be used in Volunteer Management.

Be the hero, be a mentor!

Name of the tool: Be the hero, be a mentor!

Description:

Be the hero, be a mentor! Is a handbook for volunteer mentors. This handbook offers theoretical insights, glimpses of background information and practical tools on a variety of topics related to mentoring. It is meant for people who have taken up the demanding yet rewarding task to become a mentor to a volunteering placement. The handbook is intended to be a daily guide for a mentor in supporting the volunteer's personal development path.

The topics covered in the handbook include what is mentoring, the roles of a mentor and a volunteer, how to build trust in a mentoring relationship, how to deal with cultural differences, manage conflicts and the learning processes of a volunteer. It takes a deeper look at a variety of tools useful in mentoring: counseling, coaching, active listening, and feedback. Also, the well-being of a mentor is of importance and time and stress management, dangers of a mentoring process and rewarding for accomplishments have their place in the practical guide.

Handbook in English is issued by Latvian National Agency of the Erasmus+: Youth in Action program, 2017. The handbook includes topics like Stress and management, Time management, Intercultural awareness, Learning management of a volunteer, Conflicts and conflict management techniques, etc.

Learning objectives:

A better understanding of a mentor's role in the EVS cycle, raising awareness of different approaches to mentoring and coaching, improving abilities to organize volunteer's learning process and providing with tools in order to support better volunteers (Regarding European Solidarity Corps, 2017. © Latvian National Agency of the Erasmus+: Youth in Action program, 2017)



Co-funded by the
Erasmus+ Programme
of the European Union



Resources:

[Practical guide for mentors in volunteering activities](#)

Texts developed by the trainers of the training course: Santa Krastina and Siiri Liiva. Contributor: Vladislava Skele. First published by Agency for International Programs for Youth, Latvia, 2013. Reprinted with revisions and information



Inclusion of voluntary process in schools

Name of the tool: Inclusion of voluntary process in schools

Description:

This guide outlines information on the latest trend of volunteering development in recent decades in the USA - "service learning". In essence, "service learning" refers to volunteering in schools when addressing local communities' concerns, young people (pupils or students) use academic knowledge and then assess whether they have reached what they hoped or not, and what they have personally learned from his work.

"Service learning" is not a normal volunteering activity, but a training strategy, a consciously chosen path that helps to address societal challenges.

This handbook is intended as a guide for teachers, youth workers and youth leaders to give a picture of different concepts used for "volunteering". Volunteering activities can be included in both the education plan and the program of individual subjects.

The handbook offers a variety of recommendations for solving social problems through voluntary work in schools. Theoretical knowledge supplemented by interactive tasks with different working methods for the respective age of pupils. The handbook concludes with a voluntary code of ethics, which can be taken as a model.



Co-funded by the
Erasmus+ Programme
of the European Union



Learning objectives:

To fully learn all material in the learning process, it is necessary to have student's participation. Volunteering is one of the types of non-formal education which largely complements formal education and prepares young people for the working environment.

The aim of the training is to gain knowledge of volunteering in school and, through the use of examples, to learn practical methods of integrating volunteering into the learning process in general and in specific subjects.

**Resources:**[Handbook for the school](#)

The handbook in Latvian is issued within the "Strengthening civil society in Latgale" project through financial support from the Ministry of Justice and the Public Integration Foundation. Author: Natalja Demjanenko, 2010.

"Responsible for the volunteers" method

Name of the tool/method: Responsible for the volunteers contact

Description of the tool/method:

Centro Astalli thanks to the presence of a "Responsible for the volunteers" uses a method of evaluation and control of the volunteer's experience from the beginning till the end.

Firstly, the Responsible controls and manages all the volunteer's requests that normally arrived by email or thanks to other contacts visible on the [official website](#) (in Italian). In this first analysis the Responsible evaluate the future volunteer behaviours and motivation thanks to their sending requests. In that sense important is the volunteer's motivation that emerged from the first impression or the first approach within the association. As Centro Astalli's aim is focused on the refugee's requests from housing accommodation to minimal administrative information and Catania presents a huge concentration of migrants from 2011, notably known as the year of the migration crisis, the future volunteer has to be very motivated and knows at least the minimum standard on refugees' conditions or migration political context. Bearing in mind all these elements, this first phase is essential to the Responsible for a first approach and evaluation.

Secondly, it is proposed to the future volunteers a module/questionnaire with questions and considerations to better know who they are. Of course, this second phase gets more into deep on the feasible condition of the volunteer such as availability, days of voluntary activity, extra conditions or possibility to be part of specific event with specific mentions. The test is divided in section. Here proposed a schema. First section is made up of questions on personal characteristics such as personal attitudes or pride and prejudice for example:



Co-funded by the
Erasmus+ Programme
of the European Union



Learning objectives connected to the tool/method

The "Responsible for the volunteers" method during time has produce some learning objectives. To Centro Astalli is important to have an organic of volunteers prepared and motivated and it is the most important learning objective to be achieved. The interviews method and also the practical final phase rises the possibility to get to Centro's aim and philosophy of action and concretely working with complete volunteers.

- 1) What are your personal attitudes?
- 2) Do you have a strong sense of empathy?
- 3) Used three adjectives to describe you
- 4) What are your qualifications?
- 5) Is it your first volunteer experience or not? Describe past or actual experiences.

Second section is focus on the personal knowledge on the Centro Astalli. For example:

- 1) What do you know about Centro Astalli?
- 2) How do you get in contact with Centro Astalli?
- 3) Why have you chosen Centro Astalli for your volunteer experience?

Third and final section underlines the future expectation of the volunteer. For example:

- 1) In which sectors do you expect to be active inside Centro Astalli?
- 2) According to you, with sectors can you give more than another and why
- 3) Describe your expectations.

In addition, as regard the correct behaviours to be applied with refugees or people in need that go often to the Centre volunteers have to respect also an "Etic Code". This part belongs to the final phase use by the Responsible.

After the two phases, volunteers have to attend firstly a month trial with Senior volunteers to be trained and to better know everything on the Centre. Useful to touching the reality of Centre's action and to be evaluated by the Senior Volunteers in contact with the Responsible. This final practical phase is extremely important and give to the voluntary's method a demonstration of the efficiency of the Responsible control and evaluation inside the Centre.

Resources and activities

[Official Website](#)

[Facebook Page](#) Many pictures on voluntary activity or general activity of the Centre

[Video of a Centro Astalli Volunteer](#) in public television

[How to Recruit Volunteers](#)

[Benvenuti! Piccola guida per il ben-essere dei volontari](#) (in Italian)



Open day event

Name of the tool/method: Open Day

Description of the tool/method:

Emergency is a sanitary association. It was born in 1994 in Milan and secondly it spread its organization among other cities and countries all around the world. It is a humanitarian association founded to bring help to civilian victims of war and poverty. For these reasons the NGO has have intervened in many countries especially the one affected by war or poverty. Bearing in mind its main goal, there are two categories of activists working inside the Emergency associations. One group are made up of sanitary operators paid by the association, the other one is made up of volunteers. In this pagedescription is important describing the volunteers' group and how Emergency in Catania territory managed them.

Generally, the association in a first phase organized specific Open Day. Its method is proposed firstly in communication pages such as the Emergency Catania's Facebook personal page, with the creation of specific events with all the information inside such as time,place, who is going to speak, which typology of public can attend it and finally the official contacts. In general, they are open events for all who desire to be part of Emergency association as a volunteer or other association working in the same field of action. The main aspects of Emergency and it proposes are presented by directors or activists with great sense of empathy and obviously great attention to the future volunteers. After the Open days or during them, future volunteers can directly get in contact with the directors or who is presented in the event and ask questions to received suggestions and future contact thanks to the official email list proposed to the public among the Open Days. Each Open Day is presented by the Senior Volunteer or if he/she is not the presenter in any case he/she will be present to the event. Just to sum up: Open day method is used by Emergency Catania Group to



Co-funded by the
Erasmus+ Programme
of the European Union



Resources and activities

[Official Emergency Facebook page](#) (inside all the Open Days event past and future)

[Official Emergency website](#)

[Official YouTube Emergency channel](#)

Even if the following links concern the organization of schools' open days, we think that the methodology would be effective and that can be usable changing the target

[Come organizzare un open day](#) (in Italian)

[16 tips for an open day to remember](#)

create a connection for future volunteers. Generally, they are open events where there is the description of the main goal of the association and the presentation of the future volunteer's activities.

Here are the links to the [general website of the association](#) and the [Facebook page of the Emergency Catania Group](#) where it is possible to see Facebook event on the past and the future Open Day.

The second voluntary phase is the personal contact thanks to a unique mail list by the Emergency NGO. During third passage volunteers who continue to be motivated to start the experience, can start following the official formation meetings in which it is important the description of each categories of operators and activities that will involve them. Days of formation are the base for the future volunteers' activities, but it is not the only way to teaching and learning, because they are constantly under the control of the Senior Volunteers or the Emergency' operators. It is important for them the control and the correct volunteer way of doing.

Learning objectives connected to the tool/method

Emergency learning objectives for volunteers are based on the Open Day event, the specific formation days and the Senior volunteer control. The main learning objective is to continue to spread all the important Emergency's ideas and the possibility to help people in need especially in the countries where Emergency is presented and the future places all around the world. Continuing to be a great association and a reference point in the world is the main point to share among the futures volunteers but also try to teach them the importance of the altruism, the people in need help and the value of peace against the war.

Wake-up Call: Volunteer Manager Role!

TRAINING PURPOSE AND OBJECTIVES

The training purpose is to build the capacity of volunteer managers to implement effective volunteer program in order to engage volunteers effectively. Graduates of the training have competencies in volunteer management.

METHODS/TECHNIQUES

Group discussions, group work, activities, case studies, role-playing, experimental techniques, games, presentations, quiz, videos, brainstorming and exercises.

Levels

2 levels: basic and advanced

SKILLS TO BE DEVELOPED

- Volunteer Management Skills
- Ability to manage and coordinate projects
- Administrative and IT skills
- Financial and economic literacy
- Ability to deal with information in a confidential manner and respond with sensitivity
- Ability to maintain records and produce clear written and oral reports
- Ability to work across different sectors and developing links with other organisations
- Ability to lead and positively influence others
- Capacity to inspire and motivate others
- Empathy and understanding of the need of others
- Interpersonal skills and the ability to deal with a diverse range of people
- Creativity and ability to innovate
- Ability to work in a team and to foster a teamwork
- Ability to work independently
- Ability to solve and analyse problems
- Adaptability and flexibility



Co-funded by the
Erasmus+ Programme
of the European Union



Share your opinion about the tool by 30th of June, 2020.

Please answer a couple of questions [here](#) and discuss the tool with others on the [discussion area](#).

More information:

<http://oka.hu/sites/default/files/attachment/3/volunteermanagementtrainingcurriculum.pdf>

- Flexible and non-judgemental approach to people and work
- Organisational skills and the ability to manage a variety of tasks
- Sophisticated verbal and written communication skills Ability to express him/herself clearly /
- make him/herself understood
- Presentation skills
- Decision making
- Negotiation skills

Timeframe

- Basic level: 36 hours
- Advanced level: 36 hours including 2 optional units: "Youth Volunteer Management" (6 hours) and "Employee Volunteer Management" (8 hours)

A training hour consists of 60 minutes.

Training participants

Volunteer managers, volunteers and employers working with volunteers in nonprofit organization.

Trainers

Trainers from organizations who have practical and theoretical expertise on volunteer management and have passed the training of trainers.

Grading Policy/Certification

Participants must attend min. 90% of the training. For completion participants either work on practical tasks or write an assignment, for instance a volunteering policy document. Upon completion of all requirements participants will receive a training certificate.

Technical Requirements/Support

Training is organized in a quiet area provided by training organizations. Wi-fi, projector, computer, flipchart and training materials are recommended. A proper space for interactive learning is required, together with all the office supplies.

Number of participants on a training: 8-20 participant

ERASMUS+ 2014-1-RO01-KA205-002734RO: <http://www.provobis.ro/wake-up-call/>HU: <http://oka.hu/cikkek/oenkentes-koordinator-szakmai-profilja-wake-call-volunteer-manager-role>SK: <http://www.dobrovolnickecentra.sk/en/projects/wake-up-call-volunteer-manager-role>HR: <http://www.volonterski-centar-ri.org/projekt-wake-up-call-volunteer-manager-role-poziv-na-budenje-uloga-koordinatora-volontera/>**Volunteer management training curriculum**

Volunteer management training curriculum (Wake-Up Call: Volunteer Manager Role! project)	<p>Group discussions, group work, activities, case studies, role-playing, experimental techniques, games, presentations, quiz, videos, brainstorming and exercises.</p> <p>2 levels: basic and advanced</p>	<p>The training purpose is to build the capacity of volunteer managers to implement effective volunteer program in order to engage volunteers effectively. Graduates of the training have competencies in volunteer management.</p>
---	---	---



Vohar Training Method

Name of the tool/method: Vohar Training Method

Description of the tool/method:

This method structures your training according to the reality of your organization and its needs. To prepare a training course, the Vohar Training method recommends you to implement 2 procedures: preparation and formal training.

Preparation:

The goal at this point is to define what type of content the course should include. To that end, you should ask three questions:

- What kind of information do the volunteers need to know to be successful in their duties?
- What skills do volunteers need to successfully perform their job?
- What attitude or attitudes they need to successfully perform their job?

The answers to these questions will let you know what kind of content the volunteers will need for their daily activities and what you need to teach them.

Formal Training:

Firstly, you define the teaching methods you will use to educate the volunteers. These methods can include readings, discussions, field trips and simulations.

Secondly, you specify the duties each volunteer will have and explain the tools or information they can use to perform those duties. These tools have to cover three topics: what they have to do to perform their work; what they shouldn't do and how they should react/act in certain situations.

Lastly, the coordinator/manager should present the people the volunteer will work with, what his/her role in that group is, what role the other people have and how it relates to the task the volunteer will deliver.



Co-funded by the
Erasmus+ Programme
of the European Union



Share your opinion about the tool by 30th of June, 2020.

Please answer a couple of questions [here](#) and discuss the tool with others on the [discussion area](#).

Source:

Fernandes, S. Manual de Formação. Gestão de Voluntariado. Retrieved October 2, 2019 from https://drive.google.com/drive/folders/1gyxFm74qIWgAnMlpeCYHjQ33eXW_quC1

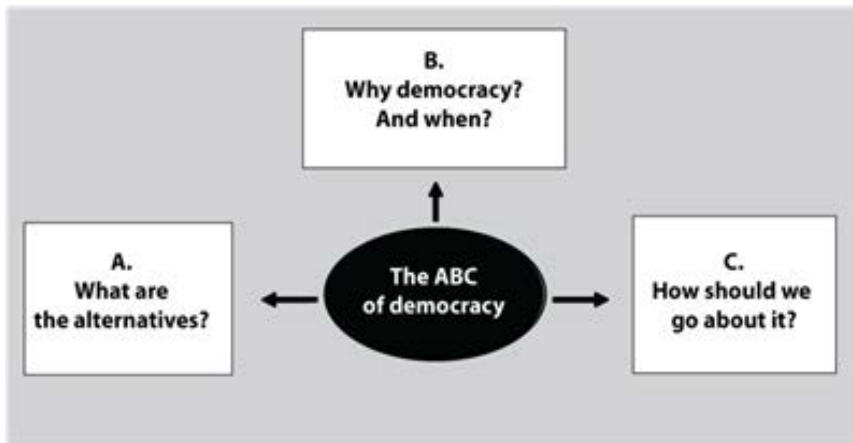


Democratic Management Method

Name of the method: Democratic Management

Description:

The method compares different types of organization in terms of the ABC model's alternative forms of rule and see which fundamental values have priority; and extents to which different types of organization meet the Lifebuoy's criteria for democracy. It's considered the possibilities for democratic management of meetings in different types of organizations.



Learning objectives:

In this method we will:

- compare different types of organisation in terms of the ABC model's alternative forms of rule and see which fundamental values have priority
- compare the extent to which different types of organisation meet the Lifebuoy's criteria for democracy
- consider the possibilities for democratic management of meetings in different types of organizations



Co-funded by the
Erasmus+ Programme
of the European Union



More info:

<http://www.democracy.se/>

Share your opinion about the tool by 30th of June, 2020.

Please answer a couple of questions [here](#) and discuss the tool with others on the [discussion area](#).

Different types of organisation – different forms of control

Companies and authorities

An organisation's decision-making process is seldom, if ever, entirely democratic. In private business, for instance, authority is not shared equally; the employer appoints managers to direct and allocate work. Companies with many divisions tend to have a managerial hierarchy. The usual arguments are that operations must be directed efficiently and that managerial functions require special qualifications. Neither do the employees generally exert any influence on the appointment of executives; this is mostly a matter for the board of directors, which represents the largest shareholders. Leadership in public administration and management has a similar structure, except that political bodies appoint the boards of national and local agencies. However, it may be membership rather than the nature of the operations that determines whether an organisation has some form of rule by experts as opposed to being based on democratic criteria. An example is companies that are owned by the employees, where there are less restrictions on the principles of Equal consideration and Personal autonomy.

Foundations

Foundations are an extreme case. Having no members, they cannot be democratic. Once the initial board has been appointed by the founders, it renews itself and is regulated by a memorandum of association that can only be amended in exceptional circumstances. Still, a foundation, although not democratic, is sometimes used for democratic purposes, for example to manage capital where the income goes to forms of development assistance that are controlled by the participants.

Associations

Working life is shaped by values like competence and efficiency, so the predominant form of control is authoritarian rule. Associations, on the other hand, have more room for the principles of Equal consideration and

Personal autonomy. Even the smallest associations usually have an executive committee. In an association that claims to be democratic, this committee must be directly accountable to the members at general meetings held at regular intervals. Thus it is the general meeting that is the highest decision-making body; each member's interest merits equal consideration and no one – not even the chairman – has more authority than any other member to ultimately decide which interests are to have priority.

Large associations with financial resources often have employees. The general meeting can then be likened to a parliament, the executive committee to a government and the employees to national agencies that implement government decisions.

Networks

A network is an arena for collaboration and negotiation. It is an anarchic form of organisation that – unlike an association – does not make binding decisions, only voluntary agreements. The fundamental value is freedom: no one is obliged to participate in joint actions or projects against their will. A network is not a legal entity; it is not in a

position to make binding contracts, represent anyone apart from the collaborators or make statements on behalf of others. Neither can a network be held accountable for its collaborators' actions.

For example, the Academy for Democracy is a network whereby forty or so organisations voluntarily contribute ideas and money to a small secretariat that develops methods and training to promote issues to do with democracy. There is no membership; the organisations simply collaborate and each one decides whether to make a financial contribution, use the website's calendar, engage the secretariat for training and get in touch with other collaborators for joint projects. Thus, the Academy for Democracy is not an organisation in its own right; it is a platform hosted by one of the collaborators: the cultural association called Ordfront. Ordfront is the organisation that is accountable for the secretariat's budget and operations.

Types of organisation and the criteria for democracy

Inclusive membership – the central criterion

The absolutely crucial requirement is that everyone has an equal right to take part in decision-making. An association is democratic only if everyone is treated equally and respected as an autonomous individual – as an equal citizen. Any kind of discrimination is a breach of this requirement. Such tendencies can be countered in any organisation if its culture is to some extent influenced by the principles of *Equal consideration* and *Personal autonomy*.

In addition, however, the criterion of inclusive membership calls for certain formal institutions that are a feature of only some types of organisation. For example, all members must have an equal influence on procedures for appointing the board and the executives. If matters are not arranged in this way, the interests of some members will have more weight than those of others, which breaches the principle of *Equal consideration*.

An association may meet this requirement if it is open to all those who are affected by its operations and support its aims. Otherwise it will be more like an exclusive club that admits some people and keeps others out.

At the same time, the tokens of who is or is not a member must be clear and undiscriminating. Even if people are allowed to take part in certain activities without being a member, it must be possible to distinguish clearly between members (who have the right to take part in decision-making) and non-members. This is basically a question of power: the power base must be objective and clearly defined if it is to be shared. If the membership of some is dependent on the benevolence of others, the way will be open to nepotism and cliques.

A common solution is a membership fee. It obviously helps to finance operations but its most important function is to confirm membership: the voucher of my right to take part. This applies not least to the need for long-standing members to indicate at regular intervals

that they still support the association's aims and operations and are to be reckoned with in the future. Otherwise, when a crisis leads members to take sides on alternative proposals, ghosts from the past may exert an undue influence on decisions.

Democratic management of meetings

Different types of meeting – different forms of control

Meetings tend to be seen as a necessary evil and are often run by force of habit. There is seldom a chance of discussing the purpose of a meeting and arriving at a suitable form:

- if it is just a matter of conveying information to the assembly, perhaps one can make do with the classic form of guardianship, where the boss or experts talk and the others listen
- in a situation that calls for changes in the organization, a more democratic form may be preferable such as Common Agenda, which gives an opportunity for everyone to make themselves heard.
- to find out what is actually happening in the organisation, a more anarchic form may set the participants free to air any topic they want and discuss it in smaller groups.

Meetings and power

Meetings take time. To ensure that their questions will be considered, people often want to have them discussed as soon as possible in case time runs out. In such a situation they may not want to spend precious time on procedural matters. That is liable to be selfdefeating. Without structure, a meeting easily develops an oppressive atmosphere: a few determined members will compete for space; or the chairperson will take over, restore order and conduct the meeting on his/her own terms. In either case, after the meeting the silent members will wonder why they were there at all – their presence made no difference.

Everyone senses that during a meeting, time is power and many people hesitate to

compete for it. Experience has taught them how easy it is for self-confident people to silence others and get their way by means of various forms of domination (see Method Bank). Democratic management of meetings therefore involves two primary tasks:

- encourage passive members to pluck up courage and assert themselves
- allocate time more uniformly between the members

Octagon model of volunteer motivation

Name of the tool/method: Octagon model of volunteer motivation

Description of the tool/method:

The octagon model is based on a doctoral thesis study by Anne Birgitta Pessi (née Yeung) on volunteer motivation. Pessi gathered information by questionnaires and interviews among people around Finland in early 2000s. The octagon model defines 8 different motivations in four contradictory pairs: action–thought, getting–giving, continuity–newness and distance–proximity.

The octagon model helps a volunteer manager get a better understanding on the great variety of different motivations which attract people into volunteering. It can be used in one-on-one discussions between a manager and a volunteer or in group discussions creating better knowledge on everyone involved. It functions as a tool for building up a volunteer's self-knowledge and gives useful information to the manager on how to reward volunteers better. It can be used as a basis for designing more appealing tasks for volunteers. It can also help noticing and even creating more dimensions in a voluntary task - for example, creating a campaign includes different stages and tasks which interest volunteers with different motivations.

For example, if a volunteer feels that **action** motivates them more than **thinking**, they might enjoy organising events, creating layouts for flyers etc. and they should get praise for the result of their work. If another volunteer finds motivation from **thinking** more than **action**, they would probably enjoy discussing and creating visions in a strategy team or solo, and appreciate if they are thanked for their good ideas and originality.



Co-funded by the
Erasmus+ Programme
of the European Union



Learning objectives connected to the tool/method:

The participant can...

- ...identify which motivations are needed in a certain voluntary task
- ...ask questions from a volunteer to learn about their motivation
- ...connect a volunteer with a voluntary task which they find fulfilling and interesting
- ...create ways to keep the volunteer's motivation high by rewarding them in a correct way
- ...create new dimensions to a voluntary task which are motivating to volunteers

Resources and activities:

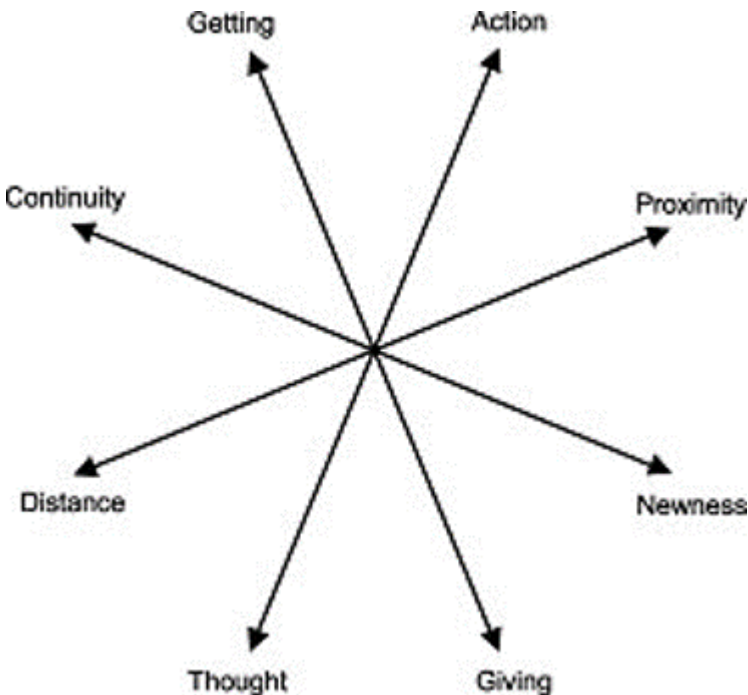
Karreinen, Halonen & Tennilä (editors) 2010, 10 askelta parempaan vapaaehtoistoimintaan. Helsinki: Vihreä Sivistysliitto ry. 34–40. [Ideas on how to use the octagon model in managing volunteers \(English translation\)](#).

Anne Birgitta Pessi, University of Helsinki [The Octagon Model of Volunteer Motivation: Results of a Phenomenological Analysis](#)

Yeung, A. B. 2004. The Octagon Model of Volunteer Motivation: Results of a Phenomenological Analysis. – Voluntas. International Journal of Voluntary and Nonprofit Organizations. Vol 15. 21-47.

Short description of the octagon model (text in Finnish, the model in English):

https://www.kansalaisyhteiskunta.fi/tietopalvelu/vapaaehtoistoiminta/aiemmat_artikkelit/miksi_vapaaehtoistoimintaan



Share your opinion about the tool by 30th of June, 2020.

Please answer a couple of questions [here](#) and discuss the tool with others on the [discussion area](#).



Volunteer task tray

Name of the tool: Volunteer task tray

Description of the tool:

The task tray is a tool that helps a volunteering manager design and define a large variety of tasks and duties for volunteers. Volunteers have different kinds of mindsets, skills and possibilities to use their time on volunteering. There is a need to offer both small and large duties, tasks that can be done in 15 minutes or from home as well as duties that need a lot of time and commitment.

The task tray helps noticing that there is not necessarily any correlation between time consumption and how demanding a task is: for example, there are important duties which can be done quite quickly. Planning the voluntary duties with a task tray helps spotting new possibilities to take better use of volunteers' abilities. Designing a variety of duties is a must for an organisation which would like to attract more volunteers: there needs to be a clear, set of tasks where the new volunteer can choose from. This also gives volunteers more options to choose from in a situation where they are able to use more/less time on volunteering than before, or they have achieved new skills they would like to utilize.

The task tray is in a form of a fourfold table: X-axis defines how demanding or critical a task is (on the left end: undemanding/non-critical; on the right end: demanding/critical). Y-axis defines how much one needs time to perform a task (on top: a little time; on bottom: a lot of time). This gives the possibility to divide tasks in four groups: tasks that...

1. ...need a lot of time and are demanding or critical (example: managing a campaign)
2. ...need a little time and are demanding or critical (writing a statement or a blog article)
3. ...need a lot of time and are undemanding or non-critical (administration of a mailing list)
4. ...need a little time and are undemanding or non-critical (serving coffee in an event).



Co-funded by the
Erasmus+ Programme
of the European Union

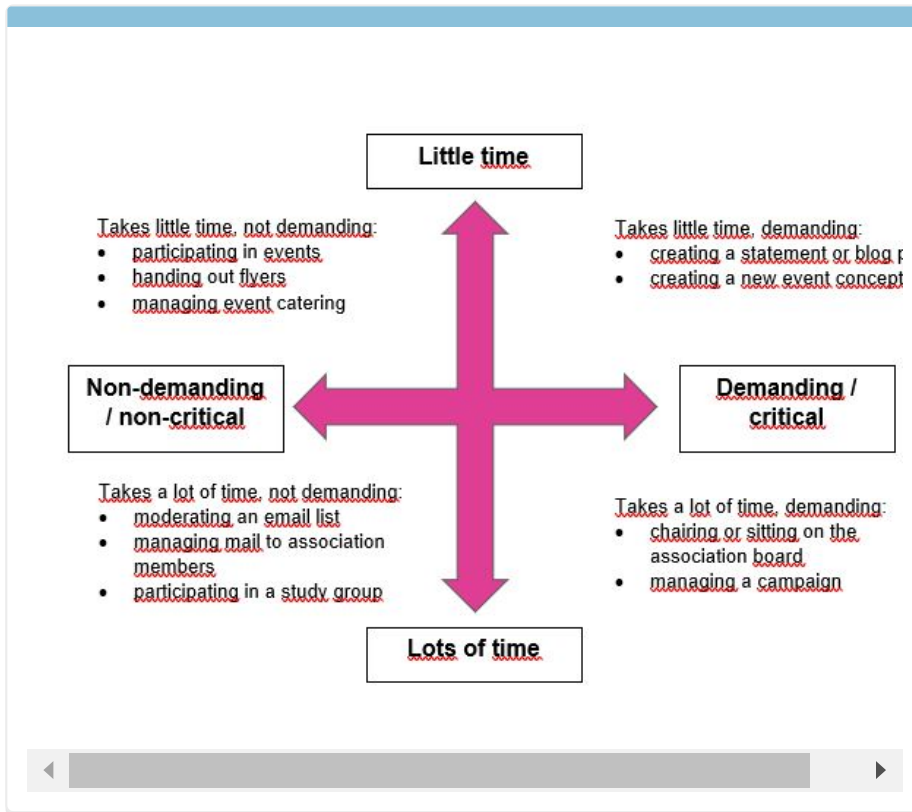


Learning objectives connected to the tool/method:

The participant can...

- ...identify a large variety of voluntary tasks within their own organisation (both existing and new tasks)
- ...separate demanding/critical and undemanding/non-critical tasks from each other
- ...separate time-consuming tasks from tasks that take only a little time
- ...create a set of tasks that combine the two dimensions (time and criticalness)
- ...identify the people who would be able and willing to volunteer on different tasks

Resources and activities:



Karreinen, Halonen & Tennilä (editors) 2010, 10 askelta parempaan vapaaehtoistoimintaan. Helsinki: Vihreä Sivistysliitto ry. 10–12. [Full description of the tool \(English translation\)](#)

Share your opinion about the tool by 30th of June, 2020.

Please answer a couple of questions [here](#) and discuss the tool with others on the [discussion area](#).



School of volunteer managers

Name of the tool: School of volunteer managers

Description:

The School of Volunteer Managers is developed by the Pro Vobis Association and is based on the 9-step volunteer management system, used and tested in the over 15 years of consulting and training in the field of volunteer management and volunteer programs. The modules are based on interactive methodologies that facilitate the transfer of information and the accumulation of knowledge and include case studies and simulations of situations with which volunteer managers meet frequently.

The School of Volunteer Managers is an event Pro Vobis - National Center for Volunteer Resources that aims to provide support to organizations and institutions that work with volunteers in order to increase the quality of volunteer involvement and increase the quality of the volunteer experience. The mission is to develop volunteering through training, consulting, research and facilitating the collaboration of all stakeholders and to promote volunteering in Romania as a viable and irreplaceable resource in solving the problems facing society. The course is composed by 4 modules, the graduates of the School of Volunteer Managers will receive participation diplomas.

Module 1: "How we comply with the legislative provisions in working with volunteers"

Participation in this training module offers a clear perspective on the provisions of the new law on volunteering 78/2014, the way in which we must prepare the involvement of volunteers before recruiting them and on all the practical aspects - contracts, register, norms and procedures - of which we must let's take this into account. In the learning process there are models of concrete forms and examples and a dedicated Q&A session and answers to questions such as:



Co-funded by the
Erasmus+ Programme
of the European Union



Learning objectives:

- Increasing the quality of volunteer involvement
- Increasing the quality of the volunteer experience
- Developing volunteering through training
- Facilitating the collaboration of all stakeholders

Resources:

http://www.provobis.ro/scoala_managerilor_de_voluntari/
<http://www.provobis.ro/centrul-national-de-resurse-pentru-voluntariat/>

Pro Vobis has been acting nationally through innovative projects, advocacy campaigns, major events,

- How should the volunteer register look like?
- What obligations do we have regarding the protection and security of volunteers?
- Is it necessary to conclude insurance for volunteers?
- Is it compulsory to settle the accommodation and transport of volunteers?

Module 2: "How we recruit and select volunteers"

Participation in this training module gives you a clear perspective on the recruitment and selection strategies of the volunteers you can implement, the tools you need, and, last but not least, you will find a number of useful tips & tricks in these stages of the volunteer management system.

The learning process will benefit from concrete examples and a Q&A session and answers to questions such as:

- How do I determine how many and what kind of volunteers I need?
- Where and how do I find the right volunteers?
- How do I convince people to become volunteers in my organization?
- How can I say no to a volunteer who offers to help me?

Module 3: "How do we motivate our volunteers?"

Within this training module will analyze the most burning and pressing challenge of volunteer managers - motivating volunteers. Very often the first question that appears on the lips of those who manage volunteers: How to maintain their interest? We will therefore discuss how we build the motivation strategy, why we must take into account the motivation of volunteers, which is the difference between motivating and recognizing the merits of volunteers, we will discover the new Certificate of volunteering provided by the law of volunteering and how it can be used to recognize the skills acquired. volunteers, but

resources, and training services for volunteer managers and consulting services for NGOs and institutions. Pro Vobis is affiliated with the European Volunteer Center, thus having access to external resources that help us to develop innovative services and projects and to high quality standards.



Share your opinion about the tool by 30th of June, 2020.

Please answer a couple of questions [here](#) and discuss the tool with others on the [discussion area](#).

also in their motivation. You will discover what lies in our power, but what does not belong to us, when we want to generate motivation and together we will create a list of actions, actions and approaches that motivate the volunteers, regardless of the field in which they operate. In addition, is also address the issue of continuous supervision, another important step in the management of volunteers. Supervision is not about "controlling" the volunteers and you will also find out how something that sounds so good can generate the motivation of the volunteers!

Participation in this module gives answers to questions such as:

- How do we keep our volunteers motivated?
- What do I do with volunteers who lose interest in the course? Why don't volunteers volunteer?
- Why do my volunteers leave?
- How do I integrate "difficult" volunteers?
- What if I don't have the money to buy small gifts?
- How do I give boring tasks to volunteers?

Module 4: "How do we monitor and evaluate volunteers?"

Discussions about the difference between monitoring and evaluation, how we plan our evaluation process and how we can use the data obtained from the evaluation of volunteers and especially the evaluation of volunteer programs. By participating in this module you will find answers to questions such as:

- Who has time to monitor?
- What tools can I use?
- When and how do I evaluate volunteers?



Sivis Study Centre

Opintotoiminnan Keskusliitto ry Helsinki – FINLAND
+358 40 3504500
ok-sivis.fi



BÜYÜK ORTADOĞU SAĞLIK VE EĞİTİM VAKFI

Hacıbayram Mahallesi Eşme Sokak No:2 Altındağ/Ankara
+90 312 311 60 65
ekucukarslan@gmail.com
bosev.org



ACTA Center - Abilities Carrer
Training Attitude
Oradea – ROMANIA
0034 96 208 71 10
actacenter.ro



Cooperazione Paesi Emergenti
Catania – ITALY
+39 095317390
cope@cope.it



KERIGMA

Kerigma, Instituto de
Inovação e
Desenvolvimento Social de
Barcelos
Barcelos – PORTUGAL
00351 253 825 353
europa@kerigma.pt



ASPECT – MIR
Plovdiv – BULGARIA
office@aspectmir.eu
www.aspectmir.eu



Foundation of Knowledge
Hódmezővásárhely – HUNGARY
+36 30 2483431
tudasalapitvany.hu



AHE - University of Humanities and Economics
Lodz – POLAND
+4842 6315800
ahe.lodz.pl

Akademia
Humanistyczna
Ekonomiczna
w Łodzi



Foundation for Society
Riga – LATVIA
+371 26558079
fondssabiedribai.lv



VolExpo