

# **YOUNGETEERS - The Manual for Volunteer Management in Culture During the Crisis**



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This manual was created as a part of the project "Young Volunteers in the Cultural Events - Lessons Learned from COVID -19 Crisis" (acronym: YOUNGETEERS), implemented by Subjekt d.o.o (Croatia) in partnership with Fondacija "Novi Sad – Evropska prestonica kulture" (Serbia), Timișoara 2021 - European Capital of Culture Association (Romania), Fundacja edukacyjna Nausika (Poland), Larpifiers AMKE (Greece), Municipal Foundation Plovdiv 2019 and Cooperativa Sociale Immaginario a r. l. Onlus (Italy) and funded by the European Union under the Erasmus+ Programme, under the contract number: 2020-1-HR01-KA227-YOU-094777.



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**PREFACE**

Dear reader,

This manual was created in solidarity by volunteers, youth workers, psychologists, cultural workers, educators, community workers and project managers. Their knowledge and experience from volunteering and cultural and creative sectors and their wholehearted devotion to working with the youth is woven into its each page.

The idea for this project emerged in 2020, when COVID-19 crisis paralysed cultural and creative sectors and when many of the existing volunteer programmes in culture were not able to maintain their regular activities since the resources were limited and physical involvement was restricted. That is when a group of volunteering enthusiasts gathered and decided to dedicate their time and effort to finding innovative ways to improve the quality of volunteer programmes in culture and increase their resilience to crises.

YOUNGETEERS' cross-sectoral cooperation brought diversity of ideas and approaches that give many colours to this manual. Therefore, you can read this manual as a whole, or simply dive into particular chapters that draw your attention and tackle your interest.

We hope that the theoretical and practical knowledge we share might inspire you for new approaches towards youth work and volunteering and that each lesson learnt from COVID-19 crisis might create an opportunity to enrich your communities.

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## CHAPTER 1

# VOLUNTEERING AS A SOCIAL AND CULTURAL PHENOMENON



## 1.1 VOLUNTEERING - ORIGINS AND DEFINITION

Scholarly research has shown a consensus towards considering volunteering “a universal form of human behaviour”, a true “cultural universal”, especially when considered in its informal aspect: historical studies have proved how it predates the earliest formal voluntary associations, and ethnographers have found informal volunteering to be present in all human societies – thus, suggesting that volunteering is an **instinctive behaviour** common to all human beings, not a learned behaviour present only among some cultures. (Butcher & Einolf, 2017)

Considering now the origin of more structured forms of volunteering, historians and social theorists place it along the transition from traditional to more economically developed societies (Smith, Stebbins & Grotz, 2016). Generalising in the case of Europe, traditional forms and networks of mutual aid assistance – already well developed since the Middle Ages, in several parts of the continent – started to be replaced during the 19th century, as an outcome of the spread of industrialization and urbanisation, by formal mutual aid and voluntary associations; these ones, in turn, would later expand their offer of services (frequently, although not exclusively, in partnership with the state authorities) in the 20th century, especially after the Second World War (Butcher & Einolf, 2017). For the countries involved in the YOUNGETEERS project, this big picture is confirmed by the findings of the different Country Reports published in 2010 as part of Volunteering in the European Union, the first comprehensive research promoted by the European Commission to provide “a systematic and structured EU approach towards volunteering” (GHK, 2010).

Finally, an intriguing confirmation of the place assumed by volunteering in European societies during the 20th century is provided by the semantic turn of the very word “volunteering” and its related terms, that detach themselves from the connection with the military sphere (ongoing since the very first occurrences, in the 17th century) and acquire, in a process observed in several European languages, a more recognizable meaning of “**community service, activity based on one’s own goodwill**”.

Moving now to the definition of volunteering, as Jacqueline Butcher and Christopher J. Einolf have observed in their recent work on the topic, “Many definitions of volunteering exist in the research literature”, and whereas most researchers do not provide explicit definitions of what they mean by “volunteering,” those who do so, use quite a wide array of meanings (Butcher & Einolf 2017, p. 5; see also Paine et al., 2010).

Among the most trusted definitions of volunteering, there is the one provided in 1999 by the United Nations in relation to its own programme United Nations Volunteering (UNV), which states: *“There are three key defining characteristics of volunteering. First, the activity should not be undertaken primarily for financial reward, although the reimbursement of expenses and some token payment may be allowed. Second, the activity should be undertaken voluntarily, according to the individual’s own free will [...]. Third, the activity should be of benefit to someone other than the volunteer, or to society at large, although it is recognized that volunteering brings significant benefit to the volunteer as well.* [United Nations Volunteers 1999]. This definition has been widely accepted in the European context, where it has been used as reference point both in national legislations and in the *European Charter On The Rights And Responsibilities Of*

Volunteers [European Youth Forum 2012].

Within the body of work developed by the United Nations Volunteering programme, it is especially interesting to focus on its *State of the World's Volunteerism Report* - a compendium published every 3 years, that apart from assessing the state-of-the-art of global voluntary work, helps to build up the knowledge on the theme. Its most recent issue, the *2022 STATE OF THE WORLD'S VOLUNTEERISM REPORT: BUILDING EQUAL AND INCLUSIVE SOCIETIES*, proposes a new "model for understanding volunteering practices in the 21st Century" (summed up in Figure 1.1), designed upon a broad view of volunteering.

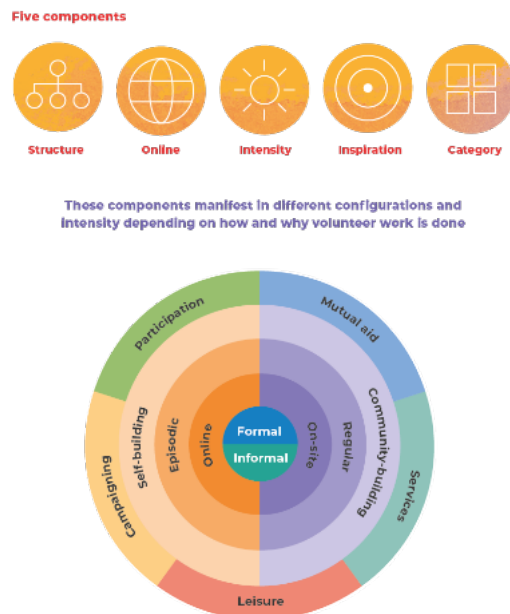


Figure 1.1 A model for volunteering practices in the 21st Century

Source: UNV SWVR (2022, p. 18)

As stated in the report, "Whereas before, the characteristics of volunteering were precisely defined, in the new model, volunteering is defined according to five components, each representing a dimension of volunteer action: structure (formal and/or informal), site (on-line and/or on-site), intensity (episodic and/or regular), aspiration (self-building and/or community-building) and category (service, mutual aid, participation, campaigning and leisure; these are not mutually exclusive".

As shown in figure 1.2, the new model goes on to identify the main features of the five categories of volunteering: thus, according to what stated in UNV SWRV 2022, volunteering in culture should be defined as a voluntary activity mainly framed in the category of leisure and, while not omitting its contribution to "wider well-being and cohesion", chiefly oriented towards self-building.



Figure 1.2 Categories of volunteering

Source: UNV SWVR (2022, p. 19)

However, the experience built in this field by the organisations involved in the YOUNGETEERS project seems to draw towards different conclusions. It will suffice to consider two examples, quite apart from each other in terms of structure, site and intensity:

- from July to December 2021 Cooperativa Sociale Immaginaria, a small social enterprise based in a rural area of Southern Italy, ran its first structured volunteering programme, “Alma di Motta”, co-funded with a European Solidarity Corps grant. The project saw 3 young foreign volunteers live in Motta, a 400 inhabitants-hamlet, and create a programme of community animation with the support of the municipality, the local primary school and the cultural centre “Alma d’Arte”. Framed within a non-formal educational approach and led according to a focus of intergenerational dialogue, the project managed to raise in the small community the level of intercultural awareness through a wide range of activities (from games to language classes, traditional music and dance workshops) and led to the creation of tangible outputs such as murals, art installations and the first community library of the town;

- on the opposite extreme, the volunteering programme of Novi Sad, the second largest city in Serbia, run by Novi Sad Voluntary Service (Novosadski Volonterski Servis – NVS): a programme born in 2017 out of the awarding of the title of European Youth Capital, and extended through the years, after the city was bestowed European Capital of Culture for 2022. Since its origin, the NVS programme has already counted on the participation of nearly 2000 volunteers who supported more than 300 activities in the fields of youth, sport, culture, ecology, health and aid/emergencies, developing a clear focus on the promotion of high standards in community work,

positive values and active citizenship through an inter-generational approach.

Summing up, out of the experience of the partners involved in the YOUNGETEERS project we propose a revised definition of CULTURAL VOLUNTEERING as

**a voluntary activity in the categories of participation and, to a lesser degree, leisure, managed by a formal structure, implemented both on-site and online with varying degrees of intensity, mostly oriented towards community building.**





## 1.2 MOTIVATION IN VOLUNTEERING

In psychology, every human action is driven by subconscious motives, which may or may not be accompanied by conscious ones. Thus, understanding what lies in the roots of one's certain actions or lack of actions, becomes a main task for marketers, human capital experts and sales managers. Volunteer behaviour is affected by multiple factors: willingness to help, social support, integration in the organisation, engagement, organisational commitment, satisfaction, etc.

Scholars identify six general psychological functions served by volunteerism:

**values, understanding, social, career, protective, enhancement, which they encapsulate in a concept called Volunteer Functions Inventory (VFI).**



### Values

The values function enables individuals to express deeply held values such as altruism and humanitarianism. Volunteers motivated by the values function engage in service because of the desire to help those less fortunate than themselves.

### Understanding

The understanding function refers to motivations oriented to acquiring and/or improving knowledge, skills, experiences, etc. Volunteers motivated by the understanding function also seek to explore their own strengths and expand their understanding of the cause, other volunteers, and the organisation.

### Social

The social function includes motivations related to the social adjustment and adaptation functions. Volunteers engage in unpaid helping behaviour as a means to increase social interactions, strengthen existing relationships, and to gain others approval. For example, individuals may volunteer to meet new people and make new friends or to be with their friends. If their friends or significant others regard volunteer work as respected, individuals may also engage in volunteer service in an attempt to appear favourably.

### Career

The career function considers motivation as an instrument to enhance knowledge in a specific area related to professional and academic development. Volunteers motivated by the career function regard volunteer service as a means to help their career.

### **Protective**

The protective function illustrates motivations oriented to protecting the ego or escaping from problems. Individuals motivated by the protective function view volunteer service as a means to “work through [their] own personal problems” and “a good escape” (Clary et al., 1998, p. 1520).

### **Enhancement**

The enhancement function imposes a positive effect by providing a means to self-development and growth. Volunteers motivated by the enhancement function engage in volunteer service to make them feel more important and needed.

Motivation as a cognitive dimension of human behaviour has been a subject of research since the 1900s. According to the Cambridge Dictionary, motivation is “the need or reason for doing something” and “the enthusiasm for doing something”.

People engage in volunteering are driven by various stimuli: willingness to help others, engaging a cause which matches their value system, to optimise their spare time, willingness to develop and personal growth, opportunity to express themselves through voluntary activities, to explore new career options and many others.

## **1.3 ROLE AND IMPACT OF VOLUNTEERING WITHIN SOCIETY**

Volunteering is a powerful tool for community activation, as it raises social awareness by connecting people on a pure human level. Volunteering plays a vital role within society by:

- promoting social inclusion
- assisting marginalised social groups
- creating a civil society
- community building and community renewal

In addition, volunteering serves as a bridge between governments, enterprises and employees. It makes a significant contribution to the global economy by delivering public services, encouraging more people to work in the public sector and enhancing youth’s educational performance. Volunteering is a trigger for sustainable development as it raises awareness about environmental issues. Volunteering encourages people to be active members of their civil society. Volunteer NGOs contribute to the general economy span as service providers and thus, decrease governmental costs especially on social projects for education and training of marginalised groups.

## 1.4. VOLUNTEERING IN CULTURAL AND CREATIVE SECTORS (CCS)

According to the Creative Europe programme, cultural and creative sectors (CCS) can be defined as “Being comprised of all sectors whose activities are based on cultural values, or other artistic individual or collective creative expressions and include the development, the creation, the production, the dissemination and the preservation of goods and services which embody cultural, artistic or other creative expression, as well as related functions such as education or management.” The CCS include, amongst others, architecture, archives, libraries and museums, artistic crafts, audio-visual (including film, television, video games and multimedia), tangible and intangible cultural heritage, design, festivals, music, literature, performing arts, publishing, radio and visual arts (European Commission, Directorate-General for Education, Youth, Sport and Culture, 2021).

It is important to point out that volunteering in different fields can also be combined with CCS volunteering, which can often have creative results. For example, collecting garbage and using it to create art installations can be both - environmental and CCS volunteering.



**Figure 1.3. Different types of volunteering**

Both CCS and other types of volunteering have mutual characteristics, but they have different emphasis. Volunteering in CCS has a wide range of characteristics, and there are a lot of projects which connect volunteering programmes with capacity building, audience development, community development and more. From this point of view, volunteering in CCS has a potential to rely on the cultural, artistic and creative skills of volunteers, and to focus on development of individual, social and community levels.

### 1.5 VIRTUAL VOLUNTEERING

Virtual volunteering (VV) means volunteer tasks completed via the Internet and a home or work computer.

The term is also known as:

- Online volunteering
- Remote volunteering
- e-Volunteering
- Cyber service
- Online mentoring
- Teletutoring
- Volunteer computing


People engaged in virtual volunteering undertake a variety of activities from locations remote to the organization or people they are assisting via Internet-connected devices.

Why engage virtual volunteers?

Virtual volunteering increases the accessibility for people by enabling them to volunteer from any location. VV can be seen as an antidote to many of the unfortunate ripple effects of the COVID-19 pandemic by offering a context to contribute to those who have lost their jobs or keeping people connected to the organization’s mission and engage them in the post-pandemic recovery.

Benefits of virtual volunteering:	Challenges of virtual volunteering:
Global reach	The new culture and the “netiquette”
Accessible	Cost and accessibility issues for some people
Skills based	Requires digital literacy and writing abilities
Time efficient	It is (still) time consuming
Cost-efficient	Technology changes constantly
Youth friendly	“High tech, low touch”. More staying power for volunteers is needed!
Immediate and limitless communication at a fairly low cost	Data security and confidentiality

Source: Socialgoodconnect.org, Ellis & Cravens



**Online volunteering is ‘by nature, inclusive. Anyone, anywhere, can help.’**

Source: United Nations Volunteers, 2016

## CHAPTER 2

# VOLUNTEER MANAGEMENT IN CULTURAL AND CREATIVE SECTORS



## 2.1. RIGHTS AND OBLIGATIONS IN VOLUNTEERING

To start this topic, it is necessary to define what rights and obligations are. In simplest terms, a right is an entitlement to have or to do something, while an obligation is something that one must do. The difference here is the one of choice: we can choose which rights we are going to “use” (and we can, of course, demand that those rights are provided to us), but we are at the same time required to follow all the obligations. Rights and obligations are like two sides of the same coin – you cannot have one without the other. Rights and obligations for various things can be found in laws, contracts and other legal documents. Determining rights and obligations and making them known to everyone is necessary for the functioning of every society – if every person knows what actions (or inactions) they can expect from other people, a state of order (and safety) is created.

Here are some examples of rights and obligations of volunteers and volunteer organisations:

### Example 1. – Rights of volunteers

Volunteers are entitled to coherent task description

Volunteers have the right to volunteer outside of their country of residence or birth

### Example 2. – Obligations of volunteers

Volunteers have to respect the rules of law and non-discrimination through their voluntary activity

Volunteers have to cooperate with other volunteers within the organisation

### Example 3. – Rights of volunteering providers

Volunteering providers are entitled to a stable and sustainable support framework and enabling environment

Volunteering providers shall select volunteers according to their mission and vision, and the specific skills and profile of volunteers they require

### Example 4. – Obligations of volunteering providers

Volunteering providers have to develop volunteering policy that respects the rights of the volunteer

Volunteering providers have to be acquainted with the valid legal framework for volunteering

For more information on this topic, refer to the Methodology created during this project.

## 2.2 VOLUNTEER MANAGEMENT CYCLE

**Volunteer management cycle** is a model that gives guidance to organisations who manage volunteer activities. The cycle moves through the various phases of volunteer management. It is a process that requires continuous monitoring, according to which steps can be revised and adjusted.

Where can you get trained in volunteer management?



**Check out your national, regional or local volunteer centres, browse Salto Youth website or ask your National Agency.**

## 8 PHASES OF VOLUNTEER MANAGEMENT CYCLE

### 1) Planning a volunteer programme

Organise a team meeting and brainstorm about your organisation's needs. Based on them, write the description of the volunteer programme. Also determine:

- What are the vision and the objectives of the volunteer programme?
- Who will manage the volunteers?
- How many volunteers do you need and of which profile?
- Where will you find the financial resources?

### 2) Creating a volunteer position description

Write a description of a volunteer role that is as clear and detailed as possible. This will enable:

- the team to understand the role assigned to each volunteer
- the volunteers to understand the tasks, the expected results and the skills required for successful completion of the tasks

Don't forget to include volunteer position title, purpose and description of the engagement, location and time period of volunteering, required skills, preparation and training, mentor's contact, how the engagement will be evaluated, benefits and rewards.

### 3) Recruitment of volunteers

Analyse the groups of people you would like to reach, define the "ideal volunteer" for the positions and tailor the recruitment campaign according to this image. Create an application form – it will make the selection process easier.

Spreading the recruitment messages can be done by word of mouth, online (especially on social media or specialised web sites), public events, printed materials, local press, radio, TV, or with the help of volunteer centres and other organisations.

### 4) Selection of volunteers

This phase is about matching volunteers' motivation, expectations, interest, availability, skills, and experience with what your organisation needs and expects.

The application form can provide the basic information about the volunteers, whereas the interview gives

a chance to get to know each other better and discuss everything in detail, after which you can select the volunteers for the positions.

### 5) Involvement and Training

Before they start volunteering, organise orientation and training for the volunteers.

During the orientation session, the volunteers meet the organisation's staff and vice versa, learn more about the organisation and get acquainted with the administrative procedures, such as signing the volunteer contract. You can also give them the volunteer kit (volunteer badge, uniform, volunteer handbook, etc.).

Volunteer training prepares the volunteers for their unique role and gives specific details about it.

### 6) Supervision and Support

Once the volunteers are trained and start performing their roles, they receive support from the volunteer coordinator and mentors. It is essential that the volunteers know who they can contact in case of experiencing problems, or if they have any questions or suggestions.

Timely communication, honest feedback, checking volunteers' satisfaction and showing appreciation are often key for retaining the volunteers.

The volunteer coordinator is a person who has a general overview of the whole volunteer programme and its activities, matches the volunteers and organisations' needs and expectations, usually is involved in the orientation and provides general information about the volunteer programme, creates a pleasant atmosphere in the volunteer programme, supports the mentors, and cooperates with them in planning, implementing, and evaluating volunteer programme.



Mentors are experts who provide direct support during the volunteers' involvement. They make sure that the volunteers understand the given tasks, support volunteers in developing special skills and knowledge related to the tasks, solve potential problems, and encourage and motivate the volunteers during the supervision.



**7) Evaluation of the volunteer programme**

The aim of evaluation is to measure changes, achievements and impact of the volunteer programme and the specific volunteer positions. Evaluation can help organisations to learn from the previous experiences, set guidelines for making further decisions and improve the quality of the volunteer programmes.

It needs to be a two-way process during which the volunteers and the employees evaluate the quality of volunteer engagement and their mutual collaboration.

**8) Recognition and rewarding of volunteers**

Acknowledging volunteers' contribution helps create stronger bonds. It shows that the organisation appreciates volunteers' involvement and recognises how much they contributed to implementing the activities.

Ways to show recognition of volunteers' effort can be from a simple thank you to public acknowledgment, preparing small gifts, or organising a celebration event to more formal ways of recognition, such as Youthpass, certificates, volunteer awards or reference letters.

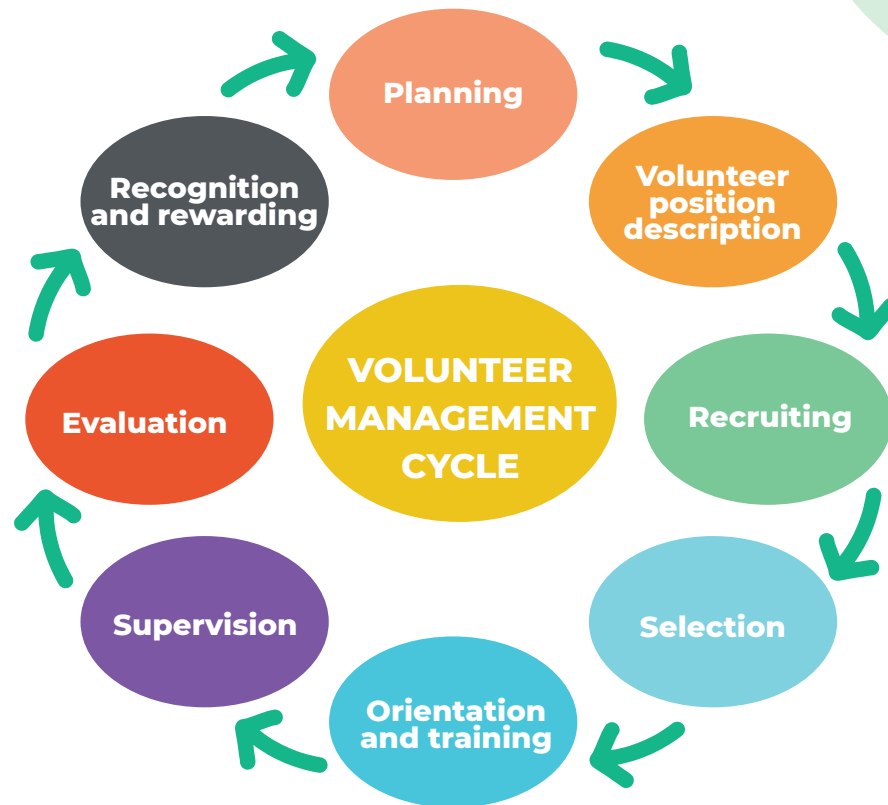
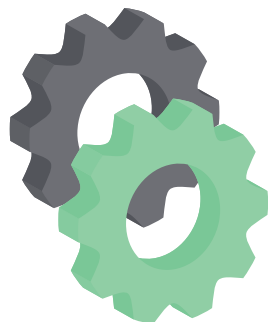


Figure 2.1 Volunteer management cycle

## 2.3. VOLUNTEER POSITIONS IN CCS

Examples of volunteer positions in CCS

### Case study of the European Capital of Culture Plovdiv 2019

**VOLUNTEER DEPARTMENTS:** When the volunteers came for an interview, they told us in which areas they are interested, where they want to give support and which skills they have, or would like to develop. Based on that, they were assigned in one or more of the 5 departments with special online communication groups.

**Backstage volunteers:** The most preferred department, where they gave support to the organisation of the events and met with the artists.

**Photo & Video volunteers:** They worked together with the marketing team of Plovdiv 2019 to create content for the official Social Media pages.

**Marketing volunteers:** They gave support to reach a huge number of people by distribution of print copies of monthly programmes in over 195 locations. About 4000 surveys were filled with the visitors of the events of our program, hundreds of events in all the districts of the city were branded and millions of unforgettable moments have been captured.

**Meet & Greet volunteers:** They are usually supported by welcoming foreign guests, or simply by being the face of Plovdiv 2019 at events.

**Blog & Translation volunteers:** Translation of Volunteer blog, texts about events and other topics that can be interesting to volunteers.

**International Volunteers:** We have had the pleasure of working with International volunteers who stayed for shorter or longer periods of time and became part of the other departments for a while.

### Case study of the Sibiu International Theatre Festival (FITS), Romania

**Artists company group guide:** Welcoming the artists group to Sibiu and assistance for checking in at the hotel. Translating and mediating the communication, subtitling operation, accompanying the artist group and guidance.

**Invited guests (VIP) guide:** Welcoming, hotel check-in assistance, guiding and accompanying the guest to the events, facilitator in relation to the staff (badge, complimentary tickets, guidance, festival souvenirs).

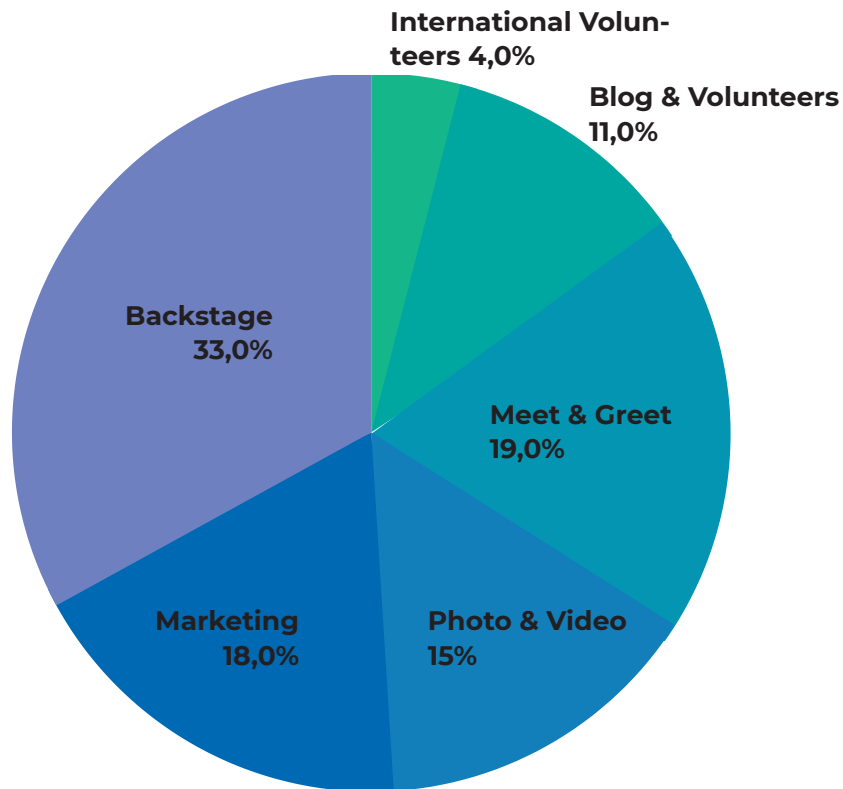
**Ticketing:** Checking the audience tickets and guests' complimentary tickets, welcoming the audience, organising the access to the venue, assisting the ticket office.

**Ushering:** Welcoming the audience, showing the audience to their seats, facilitating the audience flow, ensuring the silence and order inside the venue throughout the performance.

**Video & Photo:** Operating the equipment, focus and attention in manipulating the recorded materials.

**New proposal from volunteers:** Volunteers are always encouraged to propose new ideas of improvement, share some tips and offer ideas for events organised by the volunteers themselves. This is the most beautiful part of the programme in CCS volunteering.

The above case study example is about International volunteers' position at FITS. However, there are more volunteer positions for Local & National volunteers which are supporting each department and coordinators in their own language.



**Figure 2. 2 Volunteers per department**  
Source: FITS, Romania

## 2.4. MANAGING VIRTUAL VOLUNTEERS

### Degrees of virtuality

Susan Ellis has identified a five-level scale which she has dubbed as the “Degrees of Virtuality,” starting with simple Internet participation and ascending to virtual volunteering.

<b>Level 1</b>	Getting information from the Internet.
<b>Level 2</b>	Interacting with individuals online.
<b>Level 3</b>	Putting information on the Internet.
<b>Level 4</b>	Integrating cyberspace with real-world volunteer assignments.
<b>Level 5</b>	Virtual Volunteering.

Within this highest degree of virtuality there are four ascending levels of intensity:

- As part of a real-world assignment
- Doing research and outreach
- Assigned to agency projects
- Assigned to clients

### Transition to virtual volunteering in terms of COVID-19 crisis

The COVID-19 social distancing measures challenged the traditional form of volunteering in the cultural sector, especially while creating an opportunity for virtual volunteering (VV). However, three major challenges were identified in the management processes: **recruitment, engagement, and retention.** (Lachance, 2020)

The recommendations (Kulik, 2021) which can help organisations to manage appropriately the VV activities:

- Hold explanatory activities for beneficiaries that will encourage expression of thankfulness to the volunteers
- Develop communication channels in order to afford constant feedback to the virtual volunteers
- Adapt the volunteering styles to the volunteers' needs and to their technological skills in order to ensure commitment to volunteer over time for their own and their beneficiaries' benefit

Despite the challenges of having to create new roles for virtual volunteers or rethink the communication and retention strategies, the managers should bear in mind that especially during COVID-19, VV is more relevant than ever.

## GOOD E-PRACTICES

### **The EVCN network - a virtual open house and project lab for the ECoC volunteer community.**

The informal European Volunteer Coordinators Network (EVCN) had over 50 online international events for volunteer coordinators and volunteers which included work groups, training and exchange of good practices, virtual tours of the ECoC cities, workshops and games since April 2020.



### **Timisoara 2023 volunteers embrace the online learning opportunities.**

In 2020 and 2021, 150 Romanian volunteers took part in the 25 online training sessions and 3 on-site sessions held by trainers from Romanian and abroad. Additionally, the volunteers were involved in online international events and projects such as “Discover My City” - virtual tours of Timisoara and the research “My Life during the Lock-down”, coordinated by The European Network for Psychodynamic Psychiatry (Rome, Italy).



### **UN Online Volunteers are helping from a distance in times of war.**

The SDG AI Lab at UNDP Istanbul International Center for Private Sector in Development (IICPSD) brought together over 100 Online Volunteers from 45 countries under its Volunteer Data Scientists initiative, a partnership with the United Nations Volunteers (UNV) program. The initiative received more than 1,000 online applications during four rounds of recruitment. (Unv.org, 2022)



## 2.5. GUIDELINES FOR USING NEW TECHNOLOGIES TO TAP INTO VIRTUAL VOLUNTEER COMMUNITIES

Digital skills and digital literacy play a crucial role in modern life and youth work should be able to encourage this. Youth workers need to be able to plan, design and implement digital youth work.

The virtual work design (Ellis & Cravens, 1999) follows all the stages of the volunteer program, from planning and resource allocation to volunteer recognition and feedback.

### 1. Planning and resource allocation

Right equipment and online services available. Amend any policies and procedures manuals relating to volunteers to cover volunteers working virtually.

### 2. Volunteer roles design

The VV Project experience advises that new virtual volunteers start-off with a simple assignment that will show to both parties what is truly involved in this type of service.

### 3. Recruitment and public relations

Recruit volunteers online ONLY AFTER you have well-defined, written volunteer assignment descriptions.

### 4. Interviewing, screening, and matching

“Interviewing, Screening and matching,” “Orientation,” and “Training” blend in virtual volunteering. The majority of people who express interest in a virtual volunteering opportunity want to get started right away. It is recommended to blend the step of orientation with the entire application and screening system, and automate the process as much as possible.

### 5. Coordination and supervision

Some key points are: scheduling regular meetings or reports, online or off-line; keeping volunteers informed of team, project, and organisation information, giving clear information, being flexible and ready to make adjustments, even allowing volunteers to withdraw from the program. And finally, celebrating success.

### 6. Recognition

Perhaps the most powerful form of recognition is listening to and then using volunteers' suggestions. VV recognition suggestions: highlighting volunteer activities in an online newsletter.

### 7. Input from volunteers

Use volunteers' ideas as an aspect of recognition. Select volunteers to receive drafts of materials before they are submitted, ask them to comment and speak about them.

## 2.6. EXAMPLES OF GOOD PRACTICE

### Example: Sibiu International Theatre Festival Volunteer Programme (FITS), Romania



Photo: FITS, June 2022.

FITS consider volunteers as important team members and want them to grow through experiencing the festival. This has an effect by bringing them as an audience so that they start coming to see the performance with their family and friends even after the festival. Being more than an audience, some volunteers start working for the organisation, get jobs in other cultural organisations or become cultural creators, active in their city and create a good circulation.

**Organising an international volunteer program is a good experience for international volunteers but it also creates a lot of impact for local volunteers:**

developing civic competence by rising motivation of local volunteers to join the programme, boosting inclusion by creating an integration platform for international and local volunteers and developing intercultural competence by raising the level of knowledge, skills and attitudes about local culture during a joint training for local and international volunteers

### Example: Plovdiv2019 European Capital of Culture, Bulgaria



Photo: Dimitar Ferdinandov

**Growing “Together” with Volunteers:**  
Being a volunteer means being a good-willing person

by doing good to the community. We can even find that relation very prominent in the Bulgarian language between “добро” (good) and “доброволец” (volunteer). The concept of ECoC Plovdiv 2019 ‘Together’ was the ambitious task of uniting Plovdiv through culture, people of different generations, ethnicities and religions. Together with Volunteers, Plovdiv tackled this task and it remains as a legacy.

**Example: Yarn Bombing Rijeka, Croatia (European Solidarity Corps)**



**Photo: Ivana Birkaš, installations in front of the Academy of Applied Arts in Rijeka (June 2021)**

The Solidarity project (European Solidarity Corps) called “**Yarn Bombing Rijeka**” was implemented in Rijeka, Croatia during 2021 by a group of 5 young volunteers and with the support and mentoring of Subjekt LLC. The volunteers decided to react to the pandemic and find

ways to bridge physical distancing and strengthen women’s solidarity even in times of crisis.

The project enhanced the culture of solidarity in the community, strengthened social cohesion and promoted the benefits of handicrafts for mental health. The result of organising intergenerational crochet workshops were ten yarn bombing installations exhibited in Rijeka. Moreover, women crocheted octopuses – a medical aid for premature babies whose tentacles help babies not to pull out cables attached to their bodies while they are in hospitals.

The participants assessed that the project contributed to their emotional well-being and helped them increase their circle of acquaintances and friends during the pandemic. Although the project ended in 2021, the group of young volunteers continued to organise the workshops and create new installations in 2022.

**“Excellent workshops that make me let go of all my worries for two hours. The participants are surprisingly young. Our time flies by in stories, crocheting and laughter.”**

Statement of one of the participants, December 2021



## CHAPTER 3

# CRISIS MANAGEMENT





### 3.1. WHAT IS CRISIS MANAGEMENT?

Crises are the constants of human history. Their names and dates mark eras, and under their influence societies and cultures have changed.

The importance of crisis management is understood by different actors by creating crisis teams, strategies and action plans, establishing ministries or agencies for disaster prevention and risk reduction. Sustainable organisations such as the UN, the EU and the OSCE are also dealing with crisis management as one of their very important activities.

#### **The concept and characteristics of the crisis**

The word “crisis” is used in describing personal or private situations, but much more often to describe the situation with potential negative consequences for society as a whole or individual organisations and systems within it. The term crisis is usually used as a concept that encompasses negative events.

The word crisis comes from the Greek language and means “judgement” or “decision”, that is, the crucial moment that decides on the further positive or negative development of a thing or situation.

Crisis is not understood as a finished state (result) but as a process that has no clear beginning or end. The consequences of the crisis are being felt in the future, the crisis may flare up much later when it is supposed to be over.

### CHARACTERISTICS OF THE CRISIS

It is not possible to list all the characteristics of a crisis, since crises differ in **content, duration, consequences** and other characteristics. However, the three most common characteristics to all crises are: threat, urgency and insecurity.

#### **Threat**

The crisis does not automatically mean mass casualties and great material destruction. Routine incidents can also be a trigger for a crisis when the media and political leaders label it as a threat. An example could be the “millennium bug”, also known as the “crisis that did not happen”, when the world was afraid of possible consequences for vital systems because computers were not designed to calculate the time after 2000.

#### **Urgency (time pressure)**

Serious threats, if they do not cause current problems, do not produce a sense of crisis. Pension funds or global warming are not problems that cause panic or headaches for decision makers. Time compression is the defining element of the crisis.

#### **Uncertainty**

The perception of the crisis is accompanied by a high degree of uncertainty about the nature and potential consequences of the threat: what is happening and how did it happen? Who's next? How bad are things? Most importantly, this uncertainty makes it difficult to find solutions, that is, to answer the question: what can we do?

We can compile a complete picture of what happened only when the event is over.

<b>THREAT</b>	→	health security environment justice system national security
<b>URGENCY</b>	→	global warming
<b>UNCERTAINTY</b>	→	What is happening? How did it happen? How bad are things?

**Figure 3.1** Crisis characteristics

### Crisis and emergency

Crisis is often equated with emergency and catastrophe, so it is necessary to make distinctions between these terms and the concepts they present.

The key elements for differentiation are the clarity of the nature, character and dimensions of the events that exist in an emergency, but not in a crisis. Unlike the crisis, the emergency situation is mostly resolved through routine operational procedures within the existing capacities of the organisation.

An emergency is a broader concept than a crisis, because every crisis is also a certain emergency, while every emergency does not have to be a crisis.

### THE CONCEPT OF CRISIS MANAGEMENT

Crises are inevitable for every organisation, but managers in both the for-profit and non-profit sectors, as well as in public administration, are aware that their duration can

be much shorter, and the consequences incomparably less if the organisation is prepared for a crisis.

**This is exactly the task of crisis management as a field of management.**

Crisis management can be applied in almost every field of human activity. It is most often associated with the international relations, political science, business sphere, from energy and tourism to sports and education.

There are numerous definitions of crisis management, like this one by Gigliotti and Ronald: ability of an organisation to act quickly, efficiently and effectively in possible operations aimed at reducing threats to human health and safety, reducing damage to public or corporate property and reducing the negative impact on normal operations, business or other operations.

Crisis management is the name for all types of activities aimed at dealing with the system in a state of disturbance: **prevention, preparation, mitigation and recovery**. It is about shaping the procedures, agreements and decisions that affect the course of the crisis. Crisis management includes the organisation, preparation, measures and allocation of resources for overcoming the crisis (Kešetović, 2008, p. 76).

### Crisis manager characteristics

Crisis managers are, in a way, similar to directors, who must understand that they are not the main actors. They help and facilitate the use of resources that are under the control of other managers (police chief, firefighters ...), but do not change them and do not interfere in their work, but only coordinate (with) them. A crisis manager

just sets and maintains the stage. It must also be taken into account that the area for which the crisis manager is responsible is a part of the broader framework of the national crisis management system.

**Crisis management activities are**

- mobilising staff and resources for emergency interventions
- warning the public and undertaking protective activities
- care for victims in cooperation with agencies that care for victims
- damage assessment
- informing the public
- formation and storage of files
- recovery planning
- coordination of crisis management activities as a key function.

### 3.2. NURTURING THE SPIRIT OF VOLUNTEERING IN CRISIS MANAGEMENT

Volunteer services and organisations that organise volunteer work can react in the period immediately after the disaster. They can help the activities of professional teams in a coordinated way, only if they are well prepared and trained as part of the official resources for responding in such situations. Volunteer activities cannot replace the activities of professionals - such as firefighters, police or ambulances.

The ability of volunteers to act and provide mutual support in times of stress and crisis is a major prerequisite for building community resilience. In the event of a crisis, volunteers become ambassadors of the values of solidarity and social equality, warning of inequality, marginalization and discrimination, seeking transparency and respect for human rights, sharing their expertise with others, helping people in need and sharing good and inspiring stories.

When volunteering in crisis situations, we encounter two forms of volunteering:

- Organised volunteers who are involved through an organisation that has the function of volunteering organiser and who may have undergone some training to act in crisis situations
- Informal volunteer initiatives and individual volunteering, in which volunteers may or may not have professional knowledge, experience, formal training, but are motivated by the desire to help others.

Establishing a system of crisis volunteering as part of modern civil protection is important.

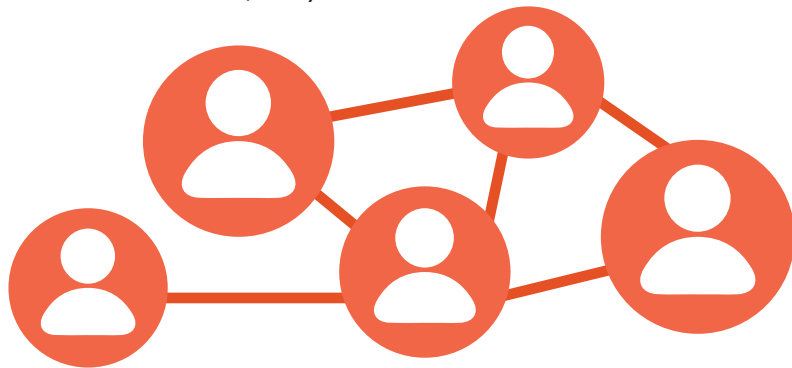
Volunteering in crisis situations can cause stress, anxiety, fear or other unpleasant emotions. Accordingly, it is suggested to consider the following:

1. Volunteering is a voluntary activity of each individual, a decision that everyone makes for themselves, and which is the only way to make a strong contribution to the quality of human relationships and our social capital.

2. It is important to follow the instructions of the competent bodies and organisations in the field, given that these are bodies whose employees are trained to respond to various crisis situations.

3. Everyone who organises volunteering activities, whether in formal or informal form, should be aware of the responsibility for the safety of everyone involved, both volunteers and beneficiaries.

4. Social networks bring together people who want to help others but find it harder to reach those who need help, so it is useful to first show your willingness to volunteer to local civil protection headquarters or one of the organisations already involved in helping and supporting your community (most often they are Red Cross societies, volunteer centres, etc.).



### 3.3. SELF-PROTECTION AND SELF-CARE DURING A CRISIS

This is a non-exhaustive checklist of measures to make sure that you can protect yourself and then the rest of the people or animals around you. Use it as a reference and adapt it to your needs and to the unique characteristics of the community / city / country where you live:



#### SELF-PROTECTION ACTIONS

##### Be informed

Read the available information on emergencies in your area, keep yourself informed for local disaster plans and monitor the events or conditions that could affect your safety:

- Learn and save emergency contact numbers in your phone (check Emergency Supplies).
- Understand and use the warning system - emergency alerts of your local government.
- Plan to monitor weather conditions near you.
- Check your local risks and find out about specific hazards and plan measures on how to react in any of these scenarios to protect yourself and the people close to you.
- Get familiar with the official Civil Defence's guides and local disaster plans.
- Know the location of emergency shelters and practise your local evacuation arrangements
- When travelling, know the types of disasters that threaten the area you will be visiting. Contact the front desk to learn about their emergency plans and inform them of your special needs or conditions. Inform closed ones of your travel plans.

**Be prepared**

**Having an emergency plan at hand and up-to-date disaster training is the way to minimise any possible challenges during a crisis. It's an ongoing process that has to become a safety habit for you and the people around you.**

**Emergency Plan**

- Have an updated personal Home and Workplace Emergency Plan (including evacuation and shelter in place)
- Have a plan based on the officially issued work, college or school plan and knowledge of them
- Emergency Shutdown plan, know where, when, and how to shut off electricity, gas, and water at main switches and valves and have easy access to the tools required to do this.
- Reunite plan with closed ones after a disaster (two meeting places in or out of the local area, contact card and an out of local area contact member)

**Emergency skills**

- Learn and take recurring each year on First Aid Training

- Learn fire protection skills: how to use a fire extinguisher and plan an emergency route - exits in case of fire inside the building. Make sure that smoke alarms are installed on each level of the home, especially near bedrooms and test the detector once a month and change batteries at least once or twice a year. (Install a system with flashing strobe lights for the hearing impaired.)
- Learn how, when and whom you will provide clear essential information in case of an emergency
- Be prepared to live without power, gas, and water provided by normal means
- Take official disaster trainings issued by your local authorities
- Have periodic fire and emergency evacuation drills to practice the use of emergency routes - exits as well as reunite plan and emergency shut down.

**Protection against financial loss**

- Review property insurance policies and make sure it covers possible disasters in your area.
- Ensure that health insurance policies for you and your family meet your requirements.



### Be more prepared. For individuals with disabilities

Due to short-term or permanent disability, individuals will have limited ability to move or react to any crisis situation. These individuals have to be even more prepared for any potential disaster, take extra action to better protect themselves.

- Be informed of the kinds of disasters that could happen near you considering the impact that they can have on the environment, resources and utilities and in which ways these conditions could hamper your independence.
- Create a support team including multiple people. It will act as a personal support network of family, friends, relatives, neighbours, roommates and co-workers who could assist you when needed. Inform them about your needs, including evacuation plans and medical information. Consider adding people away from your area.
- Complete a personal assessment. Decide what you will be able to do for yourself and what assistance you may need from your support team.
- Plan multiple ways to communicate with others using different tools or platforms. Make an emergency information list so others will know whom to call if they find you unconscious, unable to speak or if they need to help you evacuate quickly. Include the names and numbers of your support team members.
- Train on the communication skills in order to provide clear essential information in case of an emergency to others on how to support you. If there are communication barriers, create and carry pre-printed messages with you.

- Compile a medical card containing names and numbers of your doctors, medications, dosage instructions, any existing conditions, your adaptive equipment, allergies, and any communication difficulties you may have.

### Emergency Supplies

*The supplies should be stored in an easy-to-carry container such as a duffel bag, backpack, or covered container. Kept in a convenient place near an exit door at a location known to all household members.*

*Maintain the supplies in the kit changing water - food - medication when they expire. Customise your kits to meet your household's needs and the season. A smaller version of the kit should be kept in the car.*

**Food:** non-perishable, easy-to-prepare items, special dietary foods (3-day supply for evacuation, 2-week supply for home)

**Water:** 4 litres per person, per day (3-day supply for evacuation, 2-week supply for home)

**Tools:** Non-electric can opener, a multi-purpose tool, plastic trash bags, matches in a waterproof container and flashlights for each member of the family and extra batteries

**Sanitation** and personal hygiene items

**First aid** book and kit with prescription medications (1-month supply). Also maps of the area including marked emergency locations (shelters, hospitals, pharmacies, police station, food markets, gas stations, etc.)

**Important documents** stored in water-tight plastic bags (personal, financial, and medical records safe and easy to access with hard copies or securely backed up.

**A battery-powered radio**

**Clothing** One change of clothes (weather appropriate) and footwear, sleeping bags and an extra pair of glasses.

**Extra** cash, credit card and an extra set of car keys.

**Cell phone** with chargers and family and emergency contact information (also printed)

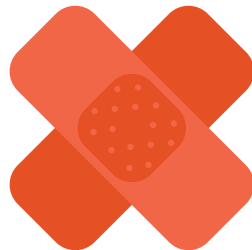
**Fire extinguisher**

**Signal flare**

**Special items** for infant, elderly, pet or disabled family members.

### Protection of Others

Protection of others comes after self-protection. Based on your family and community needs, you can learn more about each particular group and prepare with them. Also, you can affiliate yourself with an experienced voluntary agency that deals with preparation, recovery and relief from crisis and disaster.



## 3.4. PROTECTION AND CARE FOR THE TEAM AND OTHER BENEFICIARIES

The safety and security of your volunteer team, the beneficiaries of volunteer services, the space in which we volunteer largely depends on good preparation for crisis response. As someone who coordinates volunteers, understanding how to manage crisis situations and how to protect volunteers, colleagues, how to support and guide them in crisis situations is quite important and makes it easier to get through crisis situations.

Good preparation and implementation may include the following:

- clear division of roles and responsibilities
- establishing channels and maintaining clear communication
- leading a team and setting an example for others

### Prerequisites

Building a team's resilience to stress and uncertainty should be done before the crisis strikes.

One good way to be prepared is through scenario planning (LARP). By practising crisis response in as realistic a situation as possible, your team will become calmer and more willing to think clearly when the crisis comes.

### Recognize changed needs

In an environment of crisis and changed needs, organisations that can provide flexibility and security to volunteers, members, and beneficiaries can reveal their nature of sustainability and loyalty to the local community.

## Roles and Responsibilities during a Crisis

Regardless of the situation, both coordinators and volunteers still have their rights and obligations with regards to safety. The organisation should provide a physical environment that is free of recognized dangers. Volunteers, team members, and users should adapt their rights and obligations to new situations.

## Communication

Good communication gives people the strength and hope to continue, as well as the belief that the work is worth it. A good way of doing this is to authorise specific employees to serve as designated spokespeople whose only role during a crisis is to disseminate information (liaison officer).

More about communication can be found in chapter 4.

## Leading During a Crisis

Crisis situations are stressful and can affect how we think, respond and react. Things we would normally let roll off our backs can become harder to deal with during a crisis and can cause inappropriate behaviour.

Team members and volunteers are going to be looking at persons in leading roles to help them through whatever crisis is going on. This is why it is important to have strong, emotionally mature leadership at the helm. Strong leaders are not necessarily unaffected by crisis, they are just better able to deal with it.

## Empathy

In the context of this framework, we will be defining empathy as the ability to put ourselves in another person's shoes. Empathy is an essential element of life, interpersonal relationships, and communication.

In a crisis context, empathy provides a helper with the ability to respond effectively to a person in need, or to initiate contact in a non-intrusive, compassionate, and helpful manner (NCTSN, 2006). It allows the helper to approach the person in distress appropriately, to pay attention and listen actively, to regard the person's feelings with acceptance and calmness, and to help the person find solution to their immediate needs (IFRC, 2019). It is closely linked to the skill of active listening, and allows us to listen holistically, in a way that involves all the senses and is demonstrated through tangible behaviour (IFRC, 2018).

## Crisis Management – During & After

When a crisis or emergency situation subsides, it is always good to have people provide feedback on how things were managed. This sort of feedback helps everyone understand where they might be vulnerable so they can find ways to improve for next time.

This process can help to build trust and respect which will go along during the next crisis situation.



### 3.5 PSYCHOLOGICAL FIRST AID SKILLS (PFA)

Following the definition provided by IASC, psychological first aid involves humane, supportive and practical help to fellow human beings who are suffering serious crisis events, within a framework that respects people's dignity, culture and abilities. It is a set of skills that can be used by all types of frontline and essential service workers to help children and adults who are in acute distress (IASC, 2020a). PFA skills are part of a broader range of mental health and psychosocial support (MHPSS) approaches, and are particularly useful in crisis contexts, in order to know what to say and do, to be supportive and helpful and not cause further harm. It is an acute evidence-informed intervention that addresses the practical psychosocial needs of individuals, families, and communities in the immediate aftermath of a crisis (PAHO, 2012), designed to reduce the initial distress caused by traumatic events and to foster immediate and long-term adaptive functioning and coping (IASC, 2020b).

PFA is based on the assumption that all people have innate coping abilities and the capacity to recover from distressing events (PAHO, 2012) and therefore does not assume that all crisis survivors will develop mental health problems or long-term difficulties in recovery. Instead, it is based on the understanding that people involved in such events will inevitably experience a broad range of early reactions, some of which may cause enough distress to interfere with adaptive coping, and therefore recovery may be supported and facilitated by a compassionate and caring first response (NCTSN, 2006).

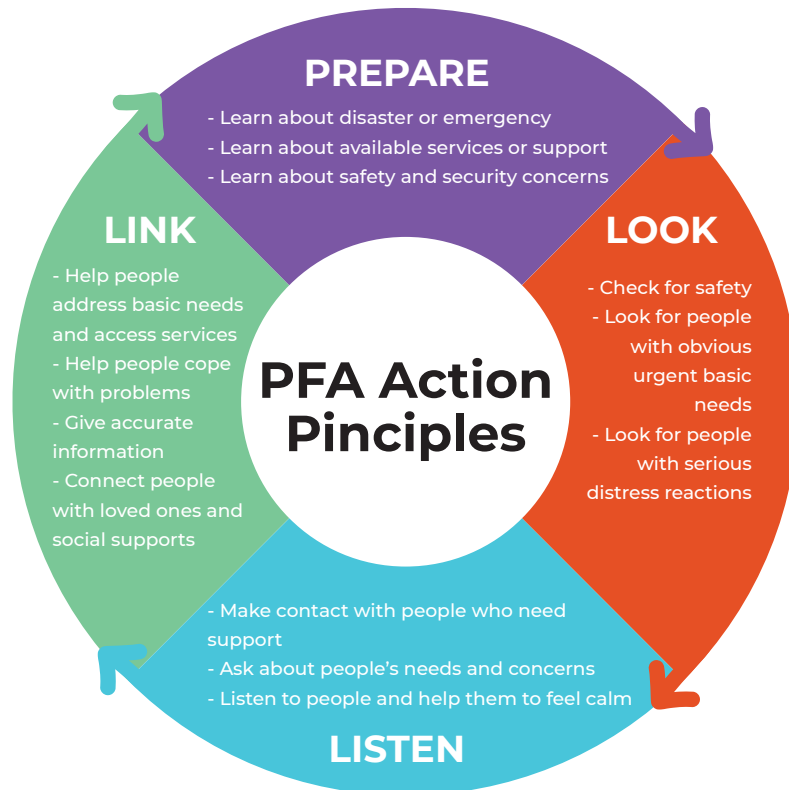
PFA is a type of basic psychosocial care that can be implemented by anyone, and not only by mental health specialists. Skill development in PFA can be particularly useful for:

- frontline workers;
- disaster response workers;
- essential service workers;
- law enforcement and other civil servants;
- individuals with managerial responsibilities;
- volunteers;
- individuals with caregiving responsibilities for children or other adults;
- even children and adolescents who, with adult supervision, can provide support to their peers (IASC, 2020a).

PFA involves the following themes:

- providing practical care and emotional support, in a non-intrusive and compassionate manner;
- assessing needs and concerns, and helping them be expressed;
- helping people to address immediate basic needs;
- helping people access information, services and social supports;
- listening to people, but not pressuring them to talk;
- comforting people in distress and helping them to feel calm and safe;
- helping people connect to information, services, social supports and networks;
- protecting people from further harm (WHO, 2011; IFRC, 2018; NCTSN, 2006).

All the above actions are conceptualised within the three main action principles of PFA: Look - Listen - Link (WHO, 2011). The following schematic portrays and briefly explains them, with the addition of a fourth action principle that is suggested by many PFA frameworks: Prepare. (AHS, 2020)



**Figure 3.2 PFA Action Principles**

Source: Alberta Health Services, Mental Health Promotion, and Illness Prevention, 2020

Furthermore, in order to offer PFA in a responsible and ethical way, it is important to take into consideration existing guidelines and good practices, as well as to follow three very essential and fundamental standards:

- 1. Respect people's safety:** Avoid putting people at further risk of harm as a result of your actions, and make sure (to the best of your ability) that the people you help are safe and protected from physical or psychological harm.
- 2. Respect people's dignity:** Treat people with respect and according to their cultural and social norms.
- 3. Respect people's rights:** Make sure people can access help fairly and without discrimination, help them claim their rights and access available support, and act only in the best interest of any person you encounter. (PAHO, 2012)

## CHAPTER 4

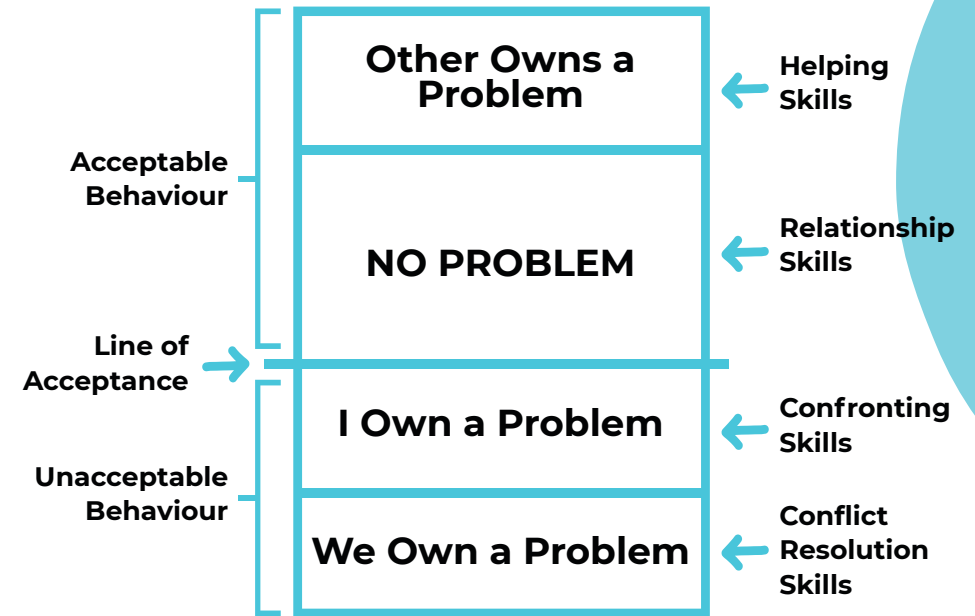
# BUILDING EFFECTIVE VOLUNTEER TEAMS IN CULTURAL AND CREATIVE SECTORS



### 4.1 THE GORDON MODEL OF EFFECTIVE COMMUNICATION SKILLS

Communication is an important component for effective crisis management during all phases of crisis (pre-crisis, crisis response, and post-crisis) (Zakiri, 2020). There are many different models of communication skills, but we will be addressing the issue from the perspective of the Gordon Model of communication, also known as the Gordon Method.

In order to understand the structure of the model let us begin with the “Behaviour Window”, a graphic scheme based on envisioning that we observe every situation and person in our life through the window in front of our faces. A Line of Acceptance splits the window into two main sections (acceptable and unacceptable behaviour), and each section is then further divided into smaller ones, to finally form a graphic where the window is divided into four areas of communication: Above the Line of Acceptance (acceptable behaviour), there is the area where the other person is experiencing a problem, and the no-problem area. Below the Line of Acceptance (unacceptable behaviour), there is the area where I am experiencing a problem, and the area where both me and the other person(s) are experiencing a problem (conflict area) (Gordon, 2000). Each of these areas of communications demands a different set of communication skills in order to be dealt with effectively. See the graphic:



**Figure 4.1. The Behaviour Window**

Source: <https://www.gordontraining.com/>

The first step in using this model is to make a correct and accurate problem diagnosis. It is essential to detect which area of communication we find ourselves in at the given moment, in order to make a decision about the communication skills that are needed in the specific situation.

When in a situation where another person owns a problem, we need to employ helping skills: skills that will help the person express their negative feelings, feel heard and understood, and be given time and support in order to move on to solving their problem, with or without our help, when they feel ready.

Helping skills are:  
communication prompts,  
passive listening and active  
listening

(Adams & Lenz, 1989)



- **Communication prompts** are all the ways in which we invite the person experiencing a problem to express themselves and talk to us about it. The prompts may be verbal or non-verbal and are important for the beginning as well as the duration of the conversation (Hargie, 2019).
- **Passive listening** includes concentrating on the person without distractions and multitasking, being patient and focused on listening and understanding instead of waiting for our turn to respond and communicating this focus and understanding with our body language (Gordon & Burch, 2003).
- **Active listening** starts from the recognition that any message that is being sent or received in human communication can be potentially distorted or misunderstood. In order to avoid them, it is essential to mindfully engage in the listening process in 3 steps:

(a) make an effort to listen as closely as possible, to both the spoken words as well as the feelings and meanings conveyed by the words

(b) put what you have understood into words

(c) communicate them with the person in order to verify if your understanding was correct and accurate

(Gordon, 2011).

When in a situation where **we are experiencing a problem**, we need to employ confronting skills. The most basic confronting skill that can contribute to an assertive communication style is using a confronting I-message.

The effective I-message is constructed by the 3 elements below:

1. **Behaviour:** A brief and non-blameful description of the behaviour that we find unacceptable or that is causing us difficulties. It is important here to avoid labelling the person and/or their behaviour, and to refrain from making comments or assumptions. Instead, we need to describe the behaviour in a way as objective as possible.
2. **Consequences:** The tangible and concrete effects of this behaviour on us. Here we need to be honest and open about the consequences we are experiencing. We need to refrain from exaggerating them, but we also need to not omit them because we think they are self-explanatory.
3. **Feelings:** The honest and authentic feelings that are caused by these consequences. Here

it is important, both for us and the receiver of our I-message, to clearly understand that our negative feelings do not derive from them as people, but from the effects their behaviour has on us (Gordon & Burch, 2003).



Example: "When you delay delivering the texts you have been assigned to write, my proofreading work also is delayed and I cannot meet my deadlines, which makes me feel very anxious and frustrated."

When in a situation where both we and the other person are experiencing a problem, we need to employ conflict resolution skills. The main conflict resolution skill proposed by the Gordon Model is Method III, a method based on 6 circular steps, as described below:

1. **Definition of needs:** The first step of the process is to accurately identify the needs of each party involved in the conflict. It is important here not to confuse needs with solutions: A solution is a way in which we try to meet a need, while a need is something more profound; moreover, there are usually several solutions that can meet a need, and getting unnecessarily "stuck" on a specific solution will prevent us from focusing on the real need and thinking creatively to meet it.
2. **Brainstorming:** After having identified the needs, the next step is to collectively brainstorm ideas

about how they can be met. It is important here to collect everybody's ideas, suggestions and solutions, without any comments, evaluation or censorship. Avoiding these pitfalls will enhance the creativity of the brainstorming and is more likely to lead to out-of-the-box thinking processes.

3. **Evaluation:** After the brainstorming is over, we can move on to evaluate the potential solutions gathered. The criterion for this evaluation should be its potential to meet the needs of everyone involved. If a solution is evaluated negatively by at least one of the people involved, it is rejected as ineffective even if the rest of the people approve of it. This process continues until we are left with some potential solutions (or combinations of solutions) that seem to meet everyone's needs equally.
4. **Decision:** At this stage, and based on the conclusions from the last step, the people involved need to choose the solution(s) that they decide to act upon in order to resolve the conflict. The choice needs to be unanimous, and the details of how exactly the solution(s) will be implemented need to also be clearly defined.
5. **Implementation:** The solution(s) decided upon in the last step need to be implemented as planned.
6. **Checking results:** The people involved need to reconvene in order to evaluate if indeed the solution(s) chosen has effectively resolved the conflict, with everyone's needs being met. If not, the cycle of Method III must be revisited step-by-step, in order to find more effective solutions (Gordon, 2011).

Lastly, when in a situation where **nobody is experiencing a problem**, it is time to employ relationship skills in order to enhance existing relationships, create new ones, and prevent future problems through effective team building and team bonding. Such relationship skills include:

- **Declarative I-message:** The simplest form of I-message, used to declare and express an opinion or preference, to open up about values and experiences, and generally to self-disclose. It is through this type of I-messages that we have the opportunity to get to know other people and to allow others to get to know us. Self-disclosure, on the deeper or less deep level that makes each person feel comfortable and not pressured, is an essential part of team building. Example: "I prefer it when people confront me directly and in person, rather than indirectly or through an e-mail."
- **Positive I-message:** This type of I-message can be used to express our positive regard, recognition and feelings to other people. Positive expression is an integral part of team bonding. Moreover, expressing gratitude in this way can be much more effective and meaningful than praise, as praise tends to label people (even if in a positive way), whereas positive I-messages underline the positive consequences of a person's actions and the positive feelings that derive from them. Example: "I appreciated your support in the executive meeting today, it made me feel secure and confident."
- **Preventive I-message:** Through a preventive I-message, we can act proactively to express our needs before a problem occurs, thus potentially

preventing it from ever becoming a problem. If used effectively, it can minimise the need of having to use a confrontive I-message later. Example: "I'm going to need privacy today in order to finish the project report on time." (Gordon & Burch, 2003).

- **Environment modification:** In some cases, creatively modifying the environment can help enhance the quality of the relationships in a team, as well as prevent future problems from occurring. Modifying the environment may refer to literally making changes in the physical environment, but may also have to do with effectively managing human resources, as well as optimising protocols and procedures. Useful tools that can be taken into consideration in this process can include conclusions from previous experiences, feedback from team members, security standards, as well as relevant research (Gordon, 2011).
- **Effective use of time.** For meaningful team building and team bonding to occur, and generally to maintain healthy relationships, it is important to allocate time for 3 vital goals:
  - (a) One-to-one time, that will allow meaningful relationships to be formed with each team member separately,
  - (b) collective time, where the whole team will have the opportunity to bond together, and
  - (c) personal time, where our own needs for self-care can be met (Adams & Lenz, 1989). Although reality often poses restrictions to the extent to which these three types of time can be invested in, it is still important to allocate them as much time as possible, while trying at the same time to keep a balance between them (Gordon, 2011).

## 4.2. BUILDING COLLABORATIVE ENVIRONMENT

The following are the basic principles and strategies to start building collaborative environments with your group and reach a highly performing and safe team actively including every member.

### VISION

Common Team vision is the number one driving force that bonds and pushes the team in its entirety but also motivates the individual to do their best for the subject at hand; because it truly matters to them.

- Discuss why the team exists and clarify its shared vision.
- Allow each team member to express commitment in their own way and time.
- Create mottoes, symbols, awards, team-clothing, limited access digital and physical space that unify team members.

### SAFETY

Feeling safe and supported is the first step to forging relationships between team members and is the most efficient way to empower and secure those feelings as long as the cause of the team is active and well-communicated across its members.

#### Physical Safety

- First Aid training - Emergency plan walkthrough
- Exercises to build a culture of safety between all members and stakeholders

#### Psychological Safety

- Supportive work environment
- Create a place and make up time for emotional safety and expression
- Exercises to build empathy between team members

#### Trust

- Keep your promises.
- Practice transparency.
- Lead by example (even small groups or by mentoring).
- Work to eliminate conflicts of interests.
- Avoid talking behind each other's back.
- Give team members the benefit of the doubt.
- Exercises and workshops to build team bonds.

### STRUCTURE

Understanding role clarity and task ambiguity is a huge part of a successful collaboration.

#### Roles

- Clarify expectations.
- Knowing everyone's role and responsibility.
- Include and train right team leaders.
- Design clear team formations.
- Review team members' roles frequently.
- Relate team member expectations to the team's overall vision.
- Figure out ways to support each other.



### Collaboration Framework

- Transparent and comprehensible schedule of time bound tasks.
- Set SMART objectives and monitor mechanisms in place.
- Keep team size small for flexibility and productivity (up to 20 members per work group).
- Regularly review and evaluate the effectiveness of team meetings, working groups, processes and leaders.
- Design group performance goals that emphasise both on results and teamwork using methods from cooperative learning (especially to younger team members).
- Assign certain team members to monitor task needs and others to monitor relationship needs.

### COMMUNICATION AND EXPRESSION

The basic tool for collaboration is the communication between at least two members of a team, where the quality of the results is proportionate to the quality of the communication, while better communication also yields less misunderstandings and leads to more honest relationships. Strategies for creating open two-way communication channels include:

#### Communication

- Define a common glossary for usual terms in the field of application.
- Work to clear up misunderstandings quickly and accurately.
- Practice to communicate openly and effectively.
- Seek to actively understand all points of view.
- Take responsibility for being heard and understood.

### Expression

- Encourage new ideas with brainstorming and other tools.
- Let your volunteers and other team members share any thoughts they have about working collaboratively, whether they are positive or negative.
- Treat mistakes as an opportunity to learn.

### DIVERSITY

It is a buzzword used more and more over the last few years, but you have to really take time to understand and then plan actions in a respectful manner to address a diverse team on an individual scale.

- Understand and respect the strengths and weaknesses of each member.
- Experiment with cross-functional, multi-disciplinary work groups.
- Create a diversity policy and monitor it / update it.
- Be sure to include an outsider's perspective on your challenges.
- Don't ignore the differences among team members and make them part of your exercises to build tolerance.

### LEARNING

Learning is a never-ending process that goes on throughout our lives. Learning in a project based, hands-on way as part of a team has great potential for all participants.

- Ensuring or training required skills. Appreciating others, active listening, dealing with conflict, administering psychological first aid, being able to

engage in purposeful conversations and managing your programme.

- Learning actively to the extent of your capabilities by the people around you.
- Exercises to build a lifelong learning mindset.

### CELEBRATION

For each personal and team success, each challenge overcome, each new member and each thing that holds some worth to anyone on the team.

- Praise individual effort with every opportunity (especially in volunteering).
- Reinforce and recognize your team member's efforts.
- Hold team celebrations for achieving results.
- Ceremonies to highlight important events (e.g. welcome new members, saying goodbye to members that are leaving the team, yearly team celebration)
- Exchanging gifts and wishes (e.g. Secret Santa).
- Exercises, "rituals", events to build a sense of community.



## 4.3 STRESS MANAGEMENT AND BURNOUT PREVENTION

Stress is a normal reaction to a physical or emotional challenge and occurs when demands are out of balance with resources for coping.

There are different types of stress:

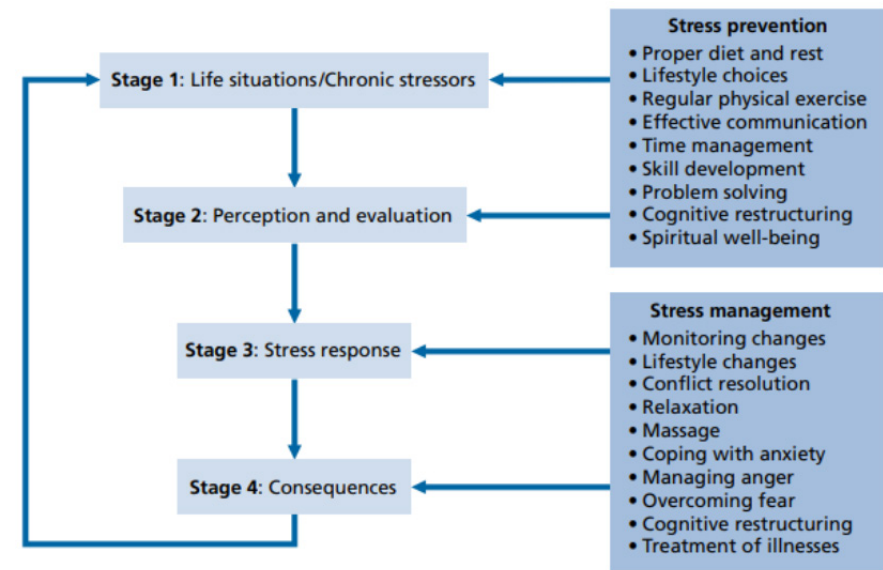
- **Day-to-day stress:** This represents the challenges in life that keep us alert.
- **Cumulative stress:** This occurs when the sources of stress continue over time and interfere with regular patterns of functioning and daily life. [As this type of stress is linked with burnout, see also next section]
- **Acute stress:** This is the stress one feels in specific sudden situations, often characterized by shock reactions.
- **Critical stress:** This represents situations where individuals are unable to meet the demands upon them and suffer physically or psychologically (IFRC, 2018).

Stress symptoms can manifest on a physiological, cognitive, emotional, or behavioral level:

- **Physiological symptoms:** Palpitations, sweating, dry mouth, fatigue, insomnia, nausea, dizziness, high blood pressure, weight loss or gain, etc.
- **Cognitive:** Impaired memory, disorientation, unrealistic demands, disasterizing, illogical thinking, externalizing blame, obsessiveness, loss of humor, excessive fantasies, etc.

- **Emotional:** Fear, worry, panic, guilt, anger, denial, hopelessness, numbness, sadness, despair, impatience, mood swings, etc.
- **Behavioral:** Crying, rage, withdrawal, substance abuse, self-medication, impulsiveness, phobias, hyperactivity, lethargy, aggression, rambling, etc. (Kottler & Chen, 2011; Canadian Red Cross, 2019).

Each individual experiences stress differently, and therefore it is essential for people to become aware of their unique characteristics and processes, to identify their own stressors, and to increase their ability for early detection and effective self-assessment of stress. In 2020, the World Health Organization published an illustrated stress management guide for people coping with adversity, titled “Doing What Matters in Times of Stress”, which is a highly recommended reading (WHO, 2020). Moreover, the schematic below (taken from Jeffrey Kottler and David Chen’s book “Stress Management and Prevention - Applications to Everyday Life”) portrays some suggestions on stress prevention and management techniques and strategies, divided into four stages:



**Figure 4.2 The four-stage model of stress management and prevention**

Source: Kottler & Chen (2011)

## CHAPTER 5

# PERSONAL DEVELOPMENT FOR CREATIVE COOPERATION AND PEER LEADERSHIP CAPABILITY



## 5.1. PERSONAL IDENTITY AND CREATIVITY (ART THERAPY)

Working with volunteers requires lots of soft skills. To better understand the needs and challenges, coordinators and mentors might find helpful concepts coming from sociological and anthropological backgrounds. Recognizing identity and creativity theories might support volunteers to perform better their tasks, assess learning objectives from volunteering experience.

### Personal, relational and collective identity

Among many identity theories, in the context of youth work and volunteering, we can apply Zacares' definitions, as a volunteer beyond their personal identity, at the beginning of the project, starts to create their relational identity that will define their role and position with coordinators, mentors and other volunteers. And in the case of team volunteering, it also might happen that the individuals will start identifying and defining themselves by the group identity (Zacares, 2015).

Relating to collective identity, for example, during the annual Jewish Culture Festival in Kraków, volunteers call themselves The Machers which in Yiddish is "an important guy", the one who not only "does" things, but also bristles with energy to act. With this clarification, volunteers already have building material for their collective identity with ready-made descriptions. They also say, "once Macher, always Macher" and feel part of a much bigger community even if every year there are new volunteers coming to the festival.



Photo: Karolina Moskała, TEAm ESC, The Machers, Jewish Culture Festival 2021.

### Rising self-awareness through creativity

Art therapy can break patterns of thinking, crash walls that we already built with words, throw us out of our comfort zone and force us to use different senses. Through movement, drawing, singing or playing we can open up parts of us that seem unbelievable or non-existent. Creative exercises might help to see clearer what our body, mind and soul need to feel fulfilled and balanced.

#### Selected Art Therapy tools:

**Autumn Cleaning** - individually creating a tree on a floor with tape and colourful paper, writing down values on roots, reactions and desires on trunk and branches, our tasks and goals on the leaves, and then coming like a wind and taking out the leaves that are not necessary, cutting some branches to keep the tree alive, support the roots and the trunk with compost of new inspiration, skills, plans.

**Collage of Dreams** - using old newspapers, creating a collage representing our dreams (in literal meaning), they do not need to be real dreams we have had, but rather a representation of our subconsciousness – what can be our nightmare or beautiful dream, what we are afraid of and what we would like to happen. Letting it be symbolic, trying to face both our fears and dreams, that we do not dare to say aloud. All exercises are followed by deep debriefing adjusted to the particular group.



Photo: Nausika, LARP example

## 5.2 CREATIVE DEALING WITH CHANGE

### 1. Understanding Change - living in VUCA world

The modern world is developing in conditions of unprecedented convergence of international threats and conflicts of high intensity and instability, which create a new level and range of threats. The crisis caused by COVID-19 has forced many institutions to rethink their structure and reinforce organisational changes.

- **Volatility**  
Everything is subject to dynamic changes; what we planned in the morning and in the evening may turn out to be a completely different situation. Instability reduces the sense of security and balance, which are the basic human needs.
- **Uncertainty**  
Despite the advanced technology, apart from mathematical forecasts, we are not able to efficiently determine what will happen in six months or a year. Due to the pandemic, many cultural events are postponed at the last moment or moved online, which makes it hard to plan volunteer activities.
- **Complexity**  
Complexity refers to the number and variety of factors that we must consider when making decisions. The more factors and information, the more complex and difficult to understand the environment is.
- **Ambiguity**  
Today, thanks to migration and multiculturalism, many approaches and views of the world are of equal value. There are so many truths in the world, which means that the reality that surrounds us in the face of such rich and diverse views is ambiguous and difficult to define.

## 2. How to deal with VUCA through creativity and critical thinking

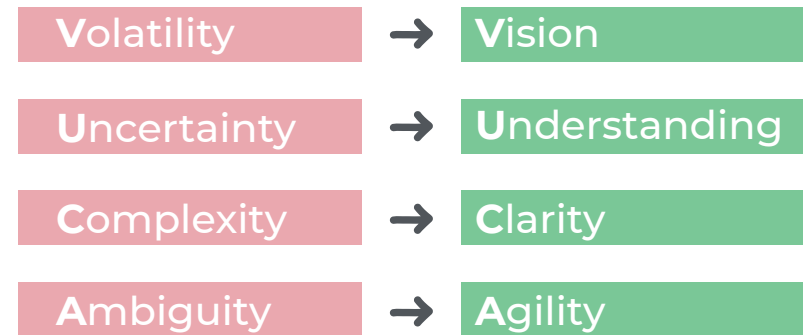
Being young in the VUCA world is a difficult challenge that can be supported by coordinators and mentors with proposing some constructive strategies. According to Prof. Wasiuta to successfully tackle the VUCA environment, one should adopt:

- **Flexibility in the face of changes and quick adaptation**
- **Shared and participatory leadership**
- **Emotional intelligence**
- **Digital transformation**

In 2007, Robert Johansen introduced **VUCA Prime leadership model** to counteract the four elements, but now representing Vision, Understanding, Clarity and Agility.

- **Vision** is what we do, it is the right direction based on focused people making informed choices, constantly communicating and maintaining a strategic, long-term perspective.
- **Understanding** is empathy that allows us to feel people's fears, desires and hopes, to have an open mind to curiosity, to explore various options, be reflective, know what people want and need, and to challenge the status quo.
- **Clarity** helps to simplify the events around us using our intuition, gut feelings and experience to overcome complexity step by step.
- **Agility** leads us to decisive, quick adaptation to new realities, self-confidence and willingness to try something new. Key elements of adaptability include innovating or learning from mistakes and searching for a better way.

## VUCA



**Figure 5.1. VUCA meaning**

Source: <https://www.microtool.de/en/knowledge-base/what-does-vuca-mean/>

## 3. Creative ways of dealing with change - examples


**Critical thinking** supports comprehending uncertain, unstable and constantly changing reality through understanding its structures (for example fake news). Learning the theory of creativity and practising it gives the opportunity to have less difficulties dealing with VUCA environment as creativity is based on flexibility and agility.

**Examples of exercises boosting adaptability:** Impro games, role-playing, exercises with a twist, LARPs, RPGs, problem-solving exercises, Design Thinking exercises with lots of prototyping, team challenging building activities, exercises breaking our behavioural patterns e.g. instead of words - embodiment or graphic record describing our feelings.

### 5.3. OPENNESS TO DIVERSITY (INTERCULTURAL SENSITIVITY, GENDER DIVERSITY)

#### 1. Intercultural competence definitions

One of the main traits of volunteering in culture is an opportunity to truly meet representatives of different cultures, either by travelling to other countries to volunteer or to meet foreigners in our local communities. Cultural events are an excellent environment for artists, activists and audiences with very diverse backgrounds. Therefore, it is necessary to prepare volunteers for developing a strategy on how to master intercultural competences and openness to diversity.



Intercultural competence (ICC) is:  
“Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviours; and relativizing one’s self.”

(Daerdoff, 2009)

Salto-Youth ICC Report focuses on 8 elements as part of intercultural competence that are especially important to encourage among young people.

- **Taking an active role in confronting social injustice/discrimination**
- **Promoting and protecting human rights**
- **Understanding culture as a dynamic, multifaceted process**
- **Creating a sense of solidarity**
- **Dealing with insecurity**
- **Fostering critical thinking**
- **Creating empathy**
- **Fostering tolerance of ambiguity**

Many of those overlap with competences helping to deal with VUCA world which only make them more desirable and needed.

#### 2. Gender diversity

In order to create a truly inclusive environment, it is needed to acknowledge and respect self-identification beyond the binary framework, use the correct names and pronouns for gender diverse people.

It is also very important for youth workers, coordinators and mentors to familiarise themselves with basic gender diversity vocabulary.

American Psychological Association Publication propose following definitions (APA, 2015):

Queer is an umbrella term that individuals may use to describe a sexual orientation, gender identity, or gender expression that does not conform to dominant societal norms. Many LGBT individuals today embrace the label in a neutral or positive manner (Russell, Kosciw, Horn, & Saewyc, 2010). Some youth may adopt ‘queer’ as an identity term to avoid limiting themselves to the gender



binaries of male and female or to the perceived restrictions imposed by lesbian, gay, and bisexual sexual orientations (Rivers, 2010).

Transgender is an umbrella term that incorporates differences in gender identity wherein one's assigned biological sex does not match their felt identity. This umbrella term includes persons who do not feel they fit into a dichotomous sex structure through which they are identified as male or female. Individuals in this category may feel as if they are in the wrong gender, but this perception may not correlate with a desire for surgical or hormonal reassignment (Meier & Labuski, 2013).

Cisgender replaces the terms "nontransgender" or "bio man/bio woman" to refer to individuals who have a match between the sex they were assigned at birth, their bodies, and their gender identity. (Schilt & Westbrook, 2009).

Nonbinary is a term that can be used by people who do not describe themselves or their genders as fitting into the categories of man or woman. A range of terms are used to refer to these experiences; nonbinary and genderqueer are among the terms that are sometimes used (APA guidelines).

AFAB/DFAB: Assigned female at birth/designated female at birth.

AMAB/DMAB: Assigned male at birth/designated male at birth.

For more detailed gender related definitions check bibliography.

### 3. How to foster openness to diversity.

During the recruiting process, emphasise openness for diversity and that all volunteers are welcome and have extended deep discussions about their **needs, expectations and fears**. Before volunteers are coming, it might be useful to **consult experts** in the field, e.g. about rules in certain religions, e.g. not to expose Muslim volunteers to deal with dogs.

At the beginning of volunteering, lead a session with **social contract** where participants can discuss which values, attitudes and behaviours they expect from themselves and each other during the volunteering. Ask about volunteers' **pronouns** and encourage others to remember and respect them. While storytelling or presenting case study use various examples that are using protagonists who are not heteronormative. Provide time and tools for the volunteers to get to know each other, **bond** and share their feelings and experiences. Encourage unconventional and meaningful intercultural events and culture skills exchanges, e.g. teaching each other cooking or writing new alphabet.

## 5.4. POSITIVE AND NEGATIVE ELEMENTS IN HUMAN RELATIONSHIPS

### Interpersonal and Human Relationship in the context of volunteering

In sociology, interpersonal relations are understood as normative, specific patterns of expected interactions between partners occupying certain social positions and performing related roles (Sztompka, 2012).

Roles of coordinators, mentors and volunteers bring specific patterns of behaviour and interactions, that might be described in volunteering contract, volunteering program, code of conduct, or national volunteerism laws and policies. They are particular as they are placed between social and professional relationships. For example, in many school statutes during the volunteering period, it is prohibited to engage in romantic or sexual relationship between coordinator, teachers, volunteers and students. It is to prevent any inappropriate behaviours, sexual harassment and grooming. Grooming is when a person engages in predatory conduct to prepare a child or young person for sexual activity at a later time. To avoid such situations schools and educational institutions are setting their own rules in this topic.

Types of interpersonal relationships rely on the most basic division: Instrumental and autotelic relationships.

**INSTRUMENTAL RELATIONSHIPS** are those relationships through which we can achieve our needs or goals.

**Coordinator – volunteer relationship can be considered as part of this category. This is the reason why it is crucial for maintaining a good relationship to set clear goals and needs beforehand.**

**AUTOTELIC RELATIONSHIPS** are relationships whose creation is the aim in itself. With this type of relationship, the individual is not oriented towards other benefits. For example, the ideal relationship between parent and child is based on unconditional love. (Sztompka, 2012, pp. 123-124).

Awareness of these features and types might help coordinators and mentors to define better their relationships towards the volunteers and avoid unprofessional behaviours.

Work-related interpersonal relationships are often referred to as human relationships.

#### Human relations skills:

- ability to relate and interact with subordinates, peers, superiors, and customers or clients.
- effective interaction with individuals that consist of skilful communication, collaboration, active listening, leadership, conceptual skills, counselling, negotiation, and decision making.
- required in the group and interpersonal employee interactions.

- Positive and negative aspects of interpersonal relations.** One can maintain positive relations by :
- creating Positive Relationship Deposits
  - Active-Constructive Responding with authentic, enthusiastic and supportive attitude
  - expressing gratitude
  - nurturing forgiveness
  - spending time in meaningful ways (Lambert, 2019)

Metaphor used in Seven Habits of Highly Effective People by Stephen Covey in 1989 compares relationships to bank accounts, suggesting that people are making deposits or withdrawals from their relationship accounts with each person in their lives. To keep an overall positive balance, he recommended making regular positive deposits that should buffer negative ones that are bound to occur in relationships.

It is crucial to remember that the coordinator – volunteer relationship by its agreements is fitted in a professional frame and one should be careful not to overstep the personal boundaries of both parties.

Accumulated Positive Relation Deposit might help with conflict management within the relationship.

From the point of view of individual mechanisms shaping positive relations, the following can be indicated:

- **Cognitive process**, primarily related to the processing of information about others, building knowledge about each other;
- **Emotional processes** - feeling positive emotions in contact with another a person, empathy;
- **Behavioural processes** such as: showing respect to each other, open communication, helping each other, having fun (Szostek, Glińska-Neweś, 2017)

From the point of view of the effects of a relationship, its positivity is determined by:

- **Cognitive effects**, e.g. higher efficiency of information processing, faster learning and willingness to experiment
- **Physiological effects**, including: better functioning of the cardiovascular and immunological systems, less prone to depression
- **Behavioural effects**, especially increased organisational commitment (Szostek, Glińska-Neweś, 2017).

Prof. Glińska-Neweś and Dr Szostek conducted research on positive and negative relations in Polish workplaces. When defining negative relations, the respondents indicated mainly behaviours opposite to those describing a positive relationship, i.e. they raised the issue of **non-cooperation, limiting themselves only to formal duties and reluctance to help each other**, even becoming reluctant to come to work. Negative relationships are also associated with a reluctance to share information and knowledge. Some of the behaviours attributed to negative relationships in the organisation are identified with **unethical behaviour and counterproductivity**. The results of the research are fairly transferable into coordinator-volunteer relations and can be analysed from that perspective.

### 5.5. PERSONAL GOALS, MOTIVATION AND IKIGAI

Setting personal goals with volunteers brings many advantages, among others, clearly defining the learning path, boosting self-motivation, triggering new behaviours or guiding focus into the right direction. It is a complex process starting with assessing our values and needs, expectations, limits, internal and external factors, and then heading into creating a particular action plan.

**Youth workers supporting volunteers may embrace different styles of guidance that in consequence will affect their personal goal setting.**

#### Different approaches of guiding

	MENTOR	COACH	TUTOR
KNOWS	✗		✗
DOESN'T KNOW		✗	
TALKS	✗		
ASKS		✗	✗

Figure 5.2 Different approaches of guiding based on Collegium Wratislaviense model

Below we present selected exercises chosen by experts from Collegium Wratislaviense (Fingas, 2018):

- Personal values list - integrity of goals and values (eg. [https://ccsi.org/CCSI/media/pdfs/Values\\_List\\_Scott-Jeffrey.pdf](https://ccsi.org/CCSI/media/pdfs/Values_List_Scott-Jeffrey.pdf))
- The Circle of Growth - estimating the areas and levels of personal growth (eg. <https://positivepsychology.com/wheel-of-life-coaching/>)
- Goal Grid - Gratitude, Critical Reflection, Motivation, Challenges (<https://www.wellshare.com.au/blog/goals-grid-a-new-tool-for-strategic-review>)
- Cartesian Questions (goal setting and decision making) - opening mind for new alternatives (eg. <http://www.inside-out-coaching.com/wp-content/uploads/2018/06/Say-YES-say-NO-to.pdf>)
- SMART(ER) - extending George Doran model with ER (Evaluated and Readjusted/Revised) (eg. <https://www.wanderlustworker.com/setting-s-m-a-r-t-e-r-goals-7-steps-to-achieving-any-goal/>)
- GROW Model - defining goals, examining reality, searching alternatives, taking decisions (eg. <https://www.thecoachingtoolscompany.com/the-grow-model-explained-for-coaches-questions-tips-more/>)
- Eisenhower Matrix: (<https://todoist.com/help/articles/eisenhower-matrix-with-todoist>)
- Personal Growth Plan (eg. <https://www.perkbox.com/au/resources/blog/the-ultimate-personal-development-plan-guide-free-templates>)



Figure 5.3 Setting personal goals

Goal setting theory developed in an extended research by dr Edwin Locke and dr Gary Latham describes 5 principles that enhance the chances of successful fulfilling the goal (Locke, Latham, 1990):

- Clarity – well defined, specific, measurable and achievable goal
- Challenge – the research result showed that a correct difficulty level enhances motivation and that rather higher than lower challenge brings desirable outcomes
- Commitment – meaningful goal set in a participatory way
- Feedback – regular and constructive
- Task complexity - goals should be broken down into smaller tasks

Motivation deals with the factors influencing people so that they behave in a certain way. Michael Armstrong, human resources expert, list three components of motivation:

- direction - what the person is trying to do,
- effort - how hard they try,
- perseverance - how long they try (Armstrong, 2001)

### MOTIVATION

**The Goals Grid**

<b>Do we have it?</b>	No	I Achieve	III Avoid
	Yes	II Preserve	IV Eliminate
		Yes	No
		<b>Do we want it?</b>	

EXTERNALLY	INTERNALLY
Extrinsic (external source, action) Example: bonuses, gifts, awards	Intrinsic (internal source, action) Example: pride after completing a task
Identified (external source, non-action) Example: Desiring accomplishment of a task like finishing a project	Introjected (internal source, non-action) Example: seeking positive reinforcement – wanting to appease superiors; avoiding negative reinforcement – displeasing parents

### **Abstract (Ikigai) and applicable (Venn's Purpose Diagram) sides of the purpose of life**

To raise intrinsic motivation of volunteers, coordinators might use different techniques, among others inspiration from Ikigai vision of well-being and Venn's Purpose Diagram model. By defining what a person loves to do in their life or what brings them true fulfilment, their motivation for actions leading to that purpose, might significantly rise.

Japanese psychologist Michiko Kumano researching the concept of well-being distinguished two types of it - shiawase that is close to hedonic well-being and ikigai that is close to eudaimonic well-being.



Ikigai "entails actions of devoting oneself to pursuits one enjoys and is associated with feelings of accomplishment and fulfilment. Furthermore, it includes awareness of values such as the purpose of life and the meaning of existence; it is future oriented, as in goal seeking. "

(Kumano, 2018, p. 419)

Looking for meaningfulness in our goals as in the philosophical Ikigai concept is very important but might be too abstract and vague to use it as an exercise for self-assessment and setting goals. Therefore, there is a more applicable, westernised version, usually presented after Andrés Zuzunaga and Marc Winn as a Purpose Venn Diagram with four interconnected fields with questions

– „What do I love? What am I good at? What does the world need? What can I be paid for?" (Gaines, 2020). And in-between sections – Passion, Mission, Vocation and Profession. Although it does not reflect the exact Japanese concept of Ikigai, with proper debriefing questions, it is useful in career counselling and setting goals connected with choosing studies or a job.

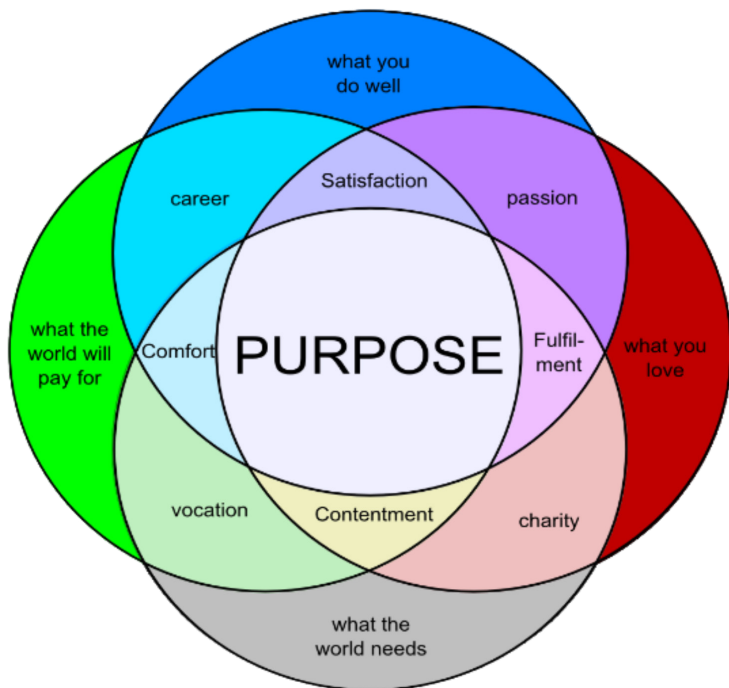
Guidance questions connected with passion, mission, vocation and profession can be particularly useful for young volunteers who are starting their professional paths. Examples of reflective questions:

**What do I LOVE?** Which activity brings me joy? When do I feel flow? What is my hobby? Passion? What kind of personality do I have? What archetype am I? In what field do I want to learn more?

**What does the world NEED?** What are the biggest global challenges? What are the biggest challenges in my local community? What bothers me the most in politics, economics and social matters?

**What am I GOOD AT?** What skills do I have? What knowledge do I possess? What attitudes do I represent? List as many as possible, including those which seem to be useless and underestimated. What are my weak points? What is the competence other people recognise me for? What competences I would like to develop in the near future?

**What can I be PAID FOR?** In what field do I already have experience? In what field do I develop myself? What are the most promising career paths nowadays? What kind of professions does the labour market lack?



**Figure 5.4. Life Purpose, Venn Diagram,**  
 Source: [https://www.pngitem.com/middle/wmiimJ\\_life-purpose-venn-diagram-hd-png-download/](https://www.pngitem.com/middle/wmiimJ_life-purpose-venn-diagram-hd-png-download/)

### 5.6. DESIGN THINKING

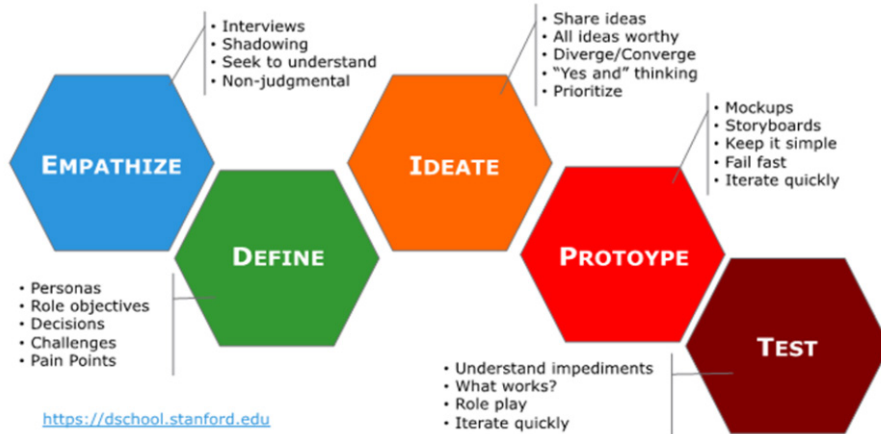
One of the tools that can be used for creative cooperation in volunteering is Design Thinking, especially when a team needs to collaborate in order to find innovative solutions. On each stage, it proposes various exercises (e.g. persona, SCAMPER, storyboard) that can be used as a part of a whole cycle or separately, depending on the needs.

„Design Thinking is a people centred way of solving difficult problems. It follows a collaborative, team based cross-disciplinary process. It uses a toolkit of methods and can be applied by anyone from the most seasoned corporate designers and executives to school children”  
 (Curedale, 2013)

#### Implementation

In the context of volunteering in culture, Design Thinking can be used on many different levels, from designing the whole cultural event, through creating volunteers’ personal development programmes, to preparing volunteers’ management plans. Additionally, Design Thinking can become a valuable tool directly for volunteers to work on their own projects, social actions or events.

## Stanford d.school Design Thinking Process



**Figure 5.5. Stanford d.school Design Thinking Process,**

Source: [www.dschool.stanford.edu](http://www.dschool.stanford.edu)

### EMPATHISING - feel and understand

The first stage focuses on a deep understanding of the user's needs and problems. A simple questionnaire or interview will not work with this methodology as we need to step into users' shoes and truly feel and understand their needs. The tools used during the empathising stage:

- empathy map
- ethnographic interview
- field research

### DEFINING - synthesise and analyse

This stage requires breaking down the mental frames and patterns and redefining the problem which can radically change the direction of searching for solutions. Defining the problem too quickly narrows the complete picture and it may turn out that the invested time and energy do not address the right problem. When defining the problem, you can support yourself with techniques such as:

- re-framing the problem
- 5x why technique
- mapping the problem on the axis how? vs what for?
- problem tree
- creating persona

### IDEATING - brainstorm and generate ideas

Here the team focuses on generating as many possible solutions for a defined problem as possible. This requires not only a strong substantive background, but above all, courage in creating new, unconventional solutions and stopping the criticism of the ideas of other team members. The stage should end with an evaluation and democratic selection of the best idea on the basis of which the prototype will be created. Useful tools:

- brainstorming/Reversed Brainstorming
- SCAMPER
- 6 hats de Bono
- 635 Brainstorming
- bionics
- lotus blossom method



### **PROTOTYPING - portray and iterate**

At this stage, the team is using various tools to portray the solution. It is based on iteration, that is the repetition of a process in order to generate a sequence of outcomes. Simplifying, it is trying multiple times with openness for failure and readiness for instant improvement. Depending on the solution, if it more tangible or abstract, it can be used:

- storyboard
- 3D model
- role-play scenario
- graphic record of user's path

### **TESTING - observe and get feedback**

As the users perform a task, the team observes and notes down all comments and observations. After completing the task, an interview might be conducted in which we will ask about how they used the proposed solution, what was difficult, what was surprising and generally ask for feedback. The process consists of:

- testing the solution
- getting feedback
- analysing feedback and adjusting the solution

### **Examples in the context of youth work, social action, volunteering and cultural events.**

Design Thinking can be used as a method during volunteers training period when in participatory way, coordinators and volunteers can create certain parts of the event, for example communication system or self-care plan. In the context of long-term volunteering, the

method can be used to create a bridge between volunteers and the local community, looking for the best solutions, for example to promote participation in culture (e.g. Film Fridays, Art Cafe, Art Therapy Workshops, Multi-cultural Cooking Meetings).

## CHAPTER 6

# EDULARP



## 6.1. INTRODUCTION TO EDULARP

LARP (Live Action Roleplay) emerged in the 1970s as a cross between an improvisational drama and a tabletop role-playing game. During a LARP, players take on the role of a character in a scenario of fictional or historical events. Although most of the larps intend to provide entertainment and enjoyable experience for players, they may also have other functions:

- socialising
- entertainment
- artistic
- therapeutic
- educational

LARP has triggered a movement in education. EduLARPs can be analysed as an educational method based on role-playing, acting, and experiment, to which classic evaluation methods are relevant. Various actors in the field of youth and non-formal education have also adopted and adapted this methodology to develop knowledge on complex issues among young participants.

Educational traits of eduLARP methodologies:

- experiential learning
- learning by doing and becoming,
- high emotional engagement,
- deep immersion creating “the flow”
- showing the relevance of individual experiences with socio-political processes,
- developing practical
- competences to deal with challenges
- increasing self-efficacy, self-confidence and sense of community.

## 6.2. BOILING FISHBOWL - EDULARP



Figure 6.1. eduLARP tool based on Fishbowl discussion



**Facts:**

- Genre: Chamber - Simulation EduLARP
- Total time: 2 - 4 hours (depending on the participants' number)
- Briefing and Getting in Role time: 30 min
- Action time: 60 - 180 min (30 min per team in order for all of the participants to be actors once) including breaks.
- Getting out of the role and Debriefing time: 40 min
- Number of participants (min-max): 10 - 30 (2 - 6 teams of 4-5 people, we have 15 pre-written roles but more can be created using the DIY files)
- Number of organisers: 1-2 facilitators
- Playing style: Realistic, but with plenty of improvisation, slightly exaggerated, but not veering into parody
- Roles: Pre-written and expanded during Getting in Role phase
- Organiser style: Facilitating every phase of the LARP. Contact person and responsible for the well-being of the players during the game.
- Workload: Easy
- Possible locations: single conference room, black box theatre, gallery, classroom
- Equipment: one round table and chairs (one podium and one projector with a screen are suggested)
- Food and drink: Water

**Abstract:**

“Boiling Fishbowl” is an experiential tool based on the Fishbowl discussion method, incorporating eduLARP and team cooperation elements. The participants take up the roles of pre-written volunteers of an event and role play during the LARP. The participants are presented with a scenario where they encounter challenges that they have to deal with as a team. A round starts with a group of

“actors” (inside the fishbowl) discussing and dealing with the challenges, while the “observers” (rest of the participants, outside the fishbowl) are taking notes. Then comes the “voting” where each actor individually supports its final position, in which all the participants (both actors and observers) answer with the use of their vote cards, to rate the position and the actor itself, through the eyes of their roles. The round ends with the sharing of inner thoughts and notes from all participants.

The “Boiling Fishbowl” allows for experiential learning, engagement, peer review and pressure, empathy, collaboration, observation and reflection. It can be used in many educational contexts that focus on teamwork, social dilemmas and diversity/inclusion. It is a useful tool for bigger groups of learners because everyone is engaged during all the phases of the implementation. It is an approach to difficult questions and it is not focused on finding one right answer or interpretation, but rather allows for multiple perspectives and opinions.

**Rationale:**

This eduLARP tool was designed as a tool to enhance the knowledge of a training course including PFA, Communication skills, Risk and Crisis Management training courses. It was focused on cultural events which included a large number of volunteers.

Our suggested scenario for this LARP is an actual event taking place in Novi Sad every year called “Kaleidoscope of Culture” (<https://kaleidoskopkulture.com/>). However, you can use another scenario that fits better in your training context, for example, it can be a school committee after a major earthquake or storm.

**Target audience:**

Youth workers, volunteer coordinators, event managers, volunteer managers and youth leaders, but with the adaptation of the DIY files, the target groups can change to fit the goals of the training.

Optionally risk register and emergency plan templates can be added as part of the LARP with the participants working on them with their teams in workshops beforehand and acting as a crisis team during their “actors” time.

Additional topics that could be addressed using this tool could be:

- Gender, Diversity and Inclusion in workspace
- Conflict resolution training
- Team building training
- NVC (Nonviolent Communication training)

**Expected Outcomes:**

This tool engages participants in both theory and practice. The participants experience will be enhanced by:

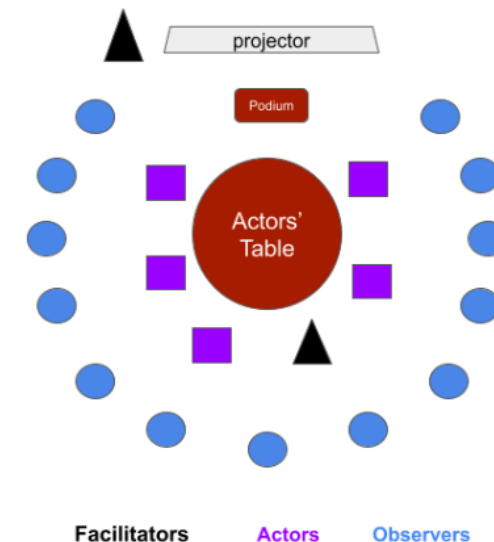
- Applying theory to the active learning opportunity in the “Boiling Fishbowl”
- Debating course of actions and choices made in the LARP
- Gain intrinsic feedback from participating through the eyes of their role and extrinsic feedback through peer review
- Empathise with other roles and their needs
- Reflecting on theory and good practices in a collaborative environment
- Knowledge learned on specific processes and tools

**Preparation [before the LARP]:**

After scanning the QR code above, print and cut the following core files (or tailor them using the DIY files)

- Facilitators Sheet
- Challenge Deck
- Vote & Safety cards
- Observers Notes

Remove as many distractions as possible from the room and make sure that everything is up and running (electricity, emergency exits, fire security, bathrooms and accessibility if you have disabled participants). Place a round table in the center of the room which can fit 6 chairs (5 actors and 1 facilitator) and then create a circle of chairs around it (as an alternative the observers can be standing during the rounds. Have some extra chairs though, just in case any of the participants have difficulties standing). Optionally, you can add a podium and a projector to make the phases more engaging.

**Room setup for Boiling Fishbowl LARP**

If information about participants' background, triggers and other useful data is available (with a use of a survey or discussion) before the LARP, please take it into consideration in team making, role distribution and playing style (intensity). Remember to always consider the needs of the participants, so gathering useful information from them before the training will help with your preparation.

You can send a survey to the participants before the training to get information about their background and knowledge of the subject:

- Can be used as a pre-test for the evaluation of the tool
- Can be used as a way to form balanced teams and take special care of individuals' needs
- Can be used as a filter for roles and challenges creations (taking into consideration participants' triggers and previous harmful experiences)
- Can be online or offline, but it's better to take place a month before the training

### **Briefing phase [15 min]:**

During the briefing, the facilitators go through the LARP's rules, timetable and present the materials:

- **Scenario** of the LARP is presented, what's the motivation of the participants to take part in it as their roles. (Scenario\_Kaleidoscope\_of\_Culture.pdf in Core Files folder)
- **Challenges' deck** is placed in the centre of the table and the cards are presented with an example.
- **Roles** are distributed to the participants at random (keep in mind any triggers or harmful emotions based on their character cards). If the budget allows it, badges or ID cards with the names of

the characters can be distributed and worn by the participants throughout the LARP.

- **Observers' Surveys** are distributed to the participants and an example of a filled document is presented. Only the observers will use them every turn.
- **Vote & Safety Cards** (one pair each) are distributed to the participants. Vote cards will be explained with an example, while safety cards will be explained in greater detail.

Q&A time is available for the participants and then the facilitators make sure that everyone understands the instructions, before the LARP starts.

### **Getting into the role phase [15 min]:**

Couple of minutes are given to the participants in order to read through their role, give it a name and visualise their new self and emotions, with the assistance of the facilitators, if needed.

*Example:*

<b>Occupation</b>	Unemployed	<b>Name</b>	
<b>Group</b>	Volunteer	You lost your hand in a car accident a few years ago and you want to prove you are as useful as everyone else.	
<b>Age</b>	31		

They take 5 minutes of walking in the room guided by the facilitators, while slowly changing their walking style, posture and body language, as much as they feel comfortable with, based on their role.

They are guided with questions based on their occupation, hobbies, background, childhood years and inspiration. Then during multiple rounds, the facilitators ask the participants to make pairs, while walking in the

room, (different ones in every round) and share an aspect of their character's life asked by the facilitators (same to everyone). Each pair has 2 minutes (1 min/participant) for sharing information about their role.

Finally, they form a circle and start clockwise to share one aspect, in the form of a word, about their role's life which makes them unique, publicly so that everyone is aware of it (5-10 sec/participant).

Teams are formed randomly or with a setup that makes sense for a balance session. If teams have formed previously during the training, it will be fitting to keep them that way during the LARP.

### **Action phase [60 - 180 min]:**

The action phase is happening during multiple rounds, in each round a new team becomes the actors and the rest become the observers. It's up to the facilitators if they want to get all the participants becoming actors at least once. It's also up to the facilitators to bend the time management rules and give more or less time per team based on their assessment of the situation and round flow.

The first team takes the center (fishbowl) sitting in the chairs around the table and become the actors for this round. They keep their characters' cards, vote and safety cards with them. The facilitators take a seat in the 6th chair of the table.

The rest of the participants make a circle around the centered team (surrounding the fishbowl), seating in chairs or standing, and become the observers for this round. They keep their Role's card, Vote & Safety cards and Observers' Notes.

### **Each round consists of:**



### **Challenge [5-10 min]**

1-2 challenges appear from the challenge deck on the table and the actors discuss collectively the best possible way to deal with them while the observers stay silent but focused, taking notes on their surveys (the facilitators announce the challenges that appeared from the deck so all the participants will get the information).



### Vote [5-10 min]

Each member of the actors is standing up individually (optionally you can use a podium) and support their position for 1 minute. While this is happening, the rest of the participants (observers and actors) vote for them using the vote cards, based on their role. The facilitators manage the time and count the sum of the voting in order to have the final results for the roles at the end of the action phase.



### Share [5-10 min]

Starting with the observers, the participants share their inner thoughts and notes, based on their role. Facilitators are managing the time (setting a timer is advisable) while coordinating the participants to speak one by one. Optionally, participants can be encouraged to express themselves in any possible way, considering the goals and time restriction of the training (By standing or wandering in the room, when they act out their thoughts, speaking or through body movement, even without saying a word).

Then the round is over and the facilitators switch the actors' team with another team from the observers (distributing surveys to the new observers).



**Example of an Action Phase Round:**

Facilitators call team A to be the actors (Ratko, Polemarchos, Elena, Linda and Alex) and the rest of the participants are taking their places around the actors as the observers for this round.

- *[Challenge] They take their places at the table and the round starts with the drafting of a challenge card - "Catering Food for the event goes bad". They start discussing their course of action during the 10 minutes, time kept by the facilitators. One of the observers, Milena, believes that Ratko is interrupting others and insists on his solution without listening to the perspectives of the rest of the actors. She writes in her notes, under the question "Democratic participation and consensus in the decisions" that Ratko's behaviour is hurting the democratic participation of the rest of the actors, also some of the actors seem irritated by his stance. (If he would start shouting and it was too much for one of the participants, they could use the "Pause" or "Stop" safety cards on the spot and the facilitators would handle the situation accordingly.)*
- *[Vote] After the 10 minutes are over, facilitators call for actors to support their position and Ratko steps up and repeats his solution, even if he didn't reach a consensus with his team (actors). Then observers and the rest of his team use the vote cards and through their role's eyes they rate the overall value of that individual in the team. Ratko gets some -1 and 0 from the observers and some +1, 0, 0, -1 and -2 from his own team. The rest of the actors step up one by one to support their positions while the voting continues.*
- *[Share] After the actors' turn of presentation finishes, then the facilitators ask for a round of*

*sharing inner thoughts, starting with the observers. Because they are a big group, they pick Milena, playing the role of a vegan volunteer. She shares her notes about the behaviour of Ratko and then expresses how excluded she feels because his food solution didn't include a fully vegan menu. More participants share their thoughts and notes until the facilitators call the end of this round.*

You can decide to add a layer of humour in your session of "Boiling Fishbowl" by introducing a voting contest that will have a winning team at the end (Eurovision style). You can use the Team Sheet (optional files) to make band names or add more comic elements if you see fit.

Every round you sum the votes of each individual actor and at the end of all rounds you get the best performing team based on the sum of individual sums that formed it (Final Countdown).

The goal of this mechanism is to make individual effort sum as team performance promoting collaboration. Celebration with Eurovision songs is suggested to close the LARP.

**Getting out of the role phase [15 min]:**

The participants walk in the room freely as their role, while slowly starting to shake the role off them by adding their own moves, style and body language (music can help), becoming themselves once again.

Guided by the facilitators, they form pairs and share things about their actual self. After some rounds (up to the facilitators' time management) the getting out of role phase finishes with a circle of sharing one unique word about themselves.

**Debriefing phase [25 min]:**

After the end of the Action phase, the facilitators guide the participants to reflect on how they think the LARP went overall and what they learned from it. Starting off by giving a few minutes to the participants, they self-reflect about their feelings and the lessons learned through this experience. Then they form specific groups for some rounds and at the end they gather in a circle, sharing their opinion about different topics each time, guided by the facilitators.

1. Reflect individually
2. Reflect in pairs
3. Reflect in their team
4. Reflect in groups
5. Reflect in circle (optional to use their vote cards and safety cards during this reflection in order to create polls)

**Challenges:**

- Due to the nature of fishbowl, the judgement of actions can't be right or wrong, because none of the participants is an expert in the field of training.
- For larger groups of participants, it can be time-consuming, in order for everyone to be in the fishball at least once.
- Before beginning the Fishbowl activity, you may wish to review guidelines for having a respectful conversation.
- Counting the votes can be time-consuming and boring, if a better way is proposed, you can implement it and let us know.

**Resources:**

Downloadable material - files that can be adapted for the different needs and approaches.

**Core files**

- Facilitators\_Sheet.pdf
- Roles\_Volunteers.pdf
- Challenge\_Deck.pdf
- Vote&Safety\_Cards.pdf
- Observers\_Notes.pdf
- Scenario\_Kaleidoscope\_of\_Culture.pdf

**Optional files**

- Personal Challenges 1- 40 (4 different pdfs)
- Team Sheets

**DIY files**

You can use these files in order to tailor them for your training's needs [Feel free to duplicate/copy part of these files, but please leave them intact in case others want to use them as well. Thank you for respecting our work.]

- Roles\_Lists.xlsx (You can create and add extra roles in your LARP, stakeholders, participants and observers that you can find in different worksheets of this spreadsheet)
- Roles\_template.docx
- Challenges\_List.xlsx
- Challenge\_Deck\_template.pptx
- Observers\_Notes.docx
- Facilitators\_Sheet\_template.docx

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