

VOLUNTEER MANAGEMENT HANDBOOK

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2nd edition

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Abbreviation list

SEE – South Eastern Europe

SEeyN – South East European Youth Network

Alliance – Alliance of European volunteer organizations

UNV – United Nations Volunteers

UNDP – United Nations Development Programme

RIVER SEE – Regional Integration through Volunteer Exchanges for the Reconciliation of SEE

LTV – Long Term Volunteer

STV – Short Term Volunteer

LTS – Leaders' Training Seminar

Why this Handbook?

Many civil society organisations depend on the voluntary work of their members and supporters. Nevertheless, rarely any of those organisations has approached volunteers and their work systematically, and with knowledge and practice of volunteer management.

This results in burnout of many volunteers, dissatisfaction and loss of belief in the values of the volunteerism among some volunteers. The main reasons for this dissatisfaction lie in the fact that almost none of the organisations that have engaged volunteers in their activities have had properly developed volunteer programs with a quality volunteer management process, planned and implemented by a volunteer manager and the personnel. The presumption that the volunteers will always be around and that they will be always motivated by the same motives to volunteer, is wrong. In order for the volunteers to endure in a volunteer position or in an organisation, they have to feel happy with their work, to feel motivated for it, and to feel appreciated, educated and supervised in their work. In order to provide all this to volunteers, a quality volunteer management process should be planned and developed within the volunteer program.

This handbook has been created as a tool for organisations and programs that want to engage local volunteers in their activities, and for those that want to participate in regional short- and long-term volunteer exchange programs. It can be helpful to the existing or potential volunteers' managers. It can also be helpful to the paid staff, so that they can un-

derstand better the work and the needs of a volunteer. It is designed to present the steps and the process of an effective volunteer management in a way that is understandable to wider public.

In the initial part of the handbook, general issues i.e. basic concepts, values and categories of volunteerism are discussed. In the third chapter, possible reasons for people to volunteer are defined and three frequently mentioned motivational theories are explained with their possible applications to the work with volunteers. The next chapter brings the discussion about the situation within the organisation (its structure, climate and teamwork), once the volunteers are engaged in it. Important topic of the differences, similarities and relations between the volunteers and the paid staff is discussed. In the fifth chapter, there are details of preparing and planning a volunteer programme within the organisation and instructions for writing a quality volunteer job description. The following step in the volunteer management process and in this handbook is the quality recruitment of volunteers and development of a quality recruitment message. The final step in the pre-engagement of the volunteers is to conduct quality selection and placement process. There is information about the most powerful method of selection, the interview, and there are advices on what to do when the interviewed volunteers are not suitable for the available position. The selection and placement of volunteers is followed by the process of their introduction to the organisation, the work and the colleagues. In addition, a training programme for each volunteer should be developed and specific coaching, counselling and supervision should be provided to each volunteer. Special attention is given to using online tools in managing volunteers. The next point discussed in this handbook is the evaluation of the volunteer work and the programme, where

The idea

importance of a two-way evaluation process is underlined. The next chapter deals with recognizing and retaining the volunteers, with the importance of these processes and some concrete ideas for recognition of volunteers. The final chapter gives information about SEEYN volunteers and outcomes of the regional volunteer exchange.

The authors and SEEYN hope that this handbook will contribute to the readers' understanding of importance of volunteers in every community and will be useful in effectively engaging volunteers in existing or new programs.

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Podgorica/Pančevo, February 2017

The idea for making this handbook and the resources for its development came from the long-term project „Practical Guide Through YOUth Work“ which SEEYN, together with its member organizations and partners Beyond Barriers Association (Albania), Cooperation for Voluntary Service (Bulgaria), Youth Cultural Centre Bitola (Macedonia), S.O.S. (Montenegro), Youth Peace Group Danube (Croatia), LENS (Kosovo), Citizens in Action (Greece), Community Volunteers Foundation – TOG (Turkey), Balkan Idea Novi Sad (Serbia), Vojvodina Environmental Movement (Serbia), has implemented in 2016 and 2017. The project is supported by EU (EACEA) through Erasmus +, Key Action 2. Th

Main aim of this project is to develop the set of skills and increase knowledge of youth worker and youth leaders in specific important topics for young people, equip them with competences and relevant experience for active work with young people through non-formal education and training and empower them to take the leading role and bring their organization capacities to the high quality level.

Development of quality and sustainable capacity building programs through non-formal education activities, mobility of youth workers and leaders, effective dissemination of competences, knowledge, skills and outcomes and their wide validation and recognition will directly lead to high quality youth work, efficient youth program management, better partnership and networking with other youth organizations from Europe and world, sustainability of organizational resources and capacities, promotion and implementation of youth mobility, non-formal education and international cooperation.

Basic Concepts and Values of Volunteerism



Volunteering

“Volunteering is a fundamental building block of civil society. It brings to life the noblest aspirations of humankind – the pursuit of peace, freedom, opportunity, safety, and justice for all people.

In this era of globalisation and continuous change, the world is becoming smaller, interdependent, and more complex. Volunteering – either through individual or group action – is a way in which:

- human values of community, caring, and serving can be sustained and strengthened;
- individuals can exercise their rights and responsibilities as members of communities, while learning and growing throughout their lives, realizing their full human potential, and
- connections can be made across differences that push us apart so that we can live together in healthy, sustainable communities, working together to provide innovative solutions to our shared challenges and to shape our collective destinies.”

(The IAVE Universal Declaration on Volunteering)

Volunteering is the activity done in the interest of people. This activity is not motivated financially, but by freewill, as a personal motivation and a free choice. Volunteering is a pacific and tolerant activity with developed respect towards others’ and one self’s advantages and flaws, activity that encourages development of human potentials, active citizen’s role and improves quality of living by solving concrete problems.

Volunteers are individuals who reach out beyond the confines of their paid employment and of their normal responsibilities to contribute time and service to a not-for-profit cause in the belief that their activity is beneficial to others as well as satisfying to themselves. (Abridged from American Red Cross, 1990).

WHY VOLUNTEERING MATTERS:

- Volunteers mirror the diversity of society
- Volunteers are engaged in a diverse range of activities
- Volunteering is one of the ways in which people of all abilities and backgrounds can contribute to positive change
- Volunteering is a means of social inclusion and integration
- Volunteering plays an important role in finding solutions to societal issues
- It is a powerful source of reconciliation and reconstruction in divided societies
- Volunteers help to improve the quantity and quality of services and to creatively develop new services
- Volunteering is a significant economic factor and can help create innovative partnerships between businesses, public authorities and voluntary sector organisations
- Volunteering provides informal and non-formal learning opportunities, especially for young people
- Volunteering extend social networks, which can often lead to new or better employment opportunities, as well as personal and social development
- Volunteering makes people happy!

Values of volunteerism

By participating in voluntary activities, volunteers have a chance to experience through their own actions the positive impact of volunteering on development and support of human system of values. Namely, through involvement of people in local projects that contribute to the improvement of their community, people become aware and strengthen their feeling of responsibility for community and the values of civil society – tolerance, solidarity, togetherness, intercultural understanding, peace, love, gender/sex equality, non-violent communication, environment protection, individual and social development and pro-social values as whole. After initial voluntary activities people become aware of their own contribution to community and society in general, and continue with their active engagement in society. System of values that volunteers accept and promote gives them the faith that things around them can be improved and the feeling of joy while they are building their own future and future of the community.

Very important characteristic of volunteering is the self-development of a person through voluntary work. Volunteering gives the opportunity to develop respect and self-respect for the individual and the opportunity of self-actualisation – realisation of all human potentials – becoming everything that one can be. Through volunteering, we have a chance to try ourselves out in different types of activities and learn many new things. It contributes to our employability and better position in the job market. Since anyone can become a volunteer, one has to satisfy just one condition – having the WILL to volunteer. Through self-actualisation of individuals, volunteering enables individual and social development. It has been proven that self-actualised people possess the quality of full acceptance of themselves and the others the way they are, they have a sense of humility and respect towards others, respect democratic values, are open towards ethnic and individual variety and even treasure it. Self-actualised

people enjoy deeper personal relations with few people, rather than more shallow relationships with many people. They feel that the ends do not necessarily justify the means, and by participation in a certain activity, they reach aims and improve themselves and their surroundings.

By developing the volunteering system of values, internalising it and realising all our potentials we contribute to the development of healthy and satisfied communities and actively shape our mutual destiny.

.....

It is every man's obligation to put back into the world at least the equivalent of what he takes out of it.

(Albert Einstein)

Volunteering categories

Generally

Volunteering categories differ according to the work one does, target group or field the volunteer activity is aimed at, age of the volunteers included and geographical expansion of the volunteer activity.

There are many different kinds of voluntary work. Some of them are teaching, helping and taking care of other people;

others work on environmental issues, administrative work, renovation, construction work, campaigning, etc.

Within the same type of work, volunteers can aim at different target groups or fields, e.g. marginalized groups, socially excluded people, children with special needs, human rights, civil protection, health sector, governmental structures, media, education, culture, environment, etc.

It is important to stress that there is a difference between participation in non-formal education activities (like training courses, for example) and volunteering programmes, and point out that participation in a trainings and seminars is not considered volunteering, but can be part of the volunteering engagement if the knowledge acquired in it is used to make volunteering better quality, or to make social change, contribute to developing skills of volunteers to help some group etc. Otherwise, participation in the trainings and seminars is not less important, but it is aimed solely on the development of participant's competencies and is not volunteering per se.

As was already said, anyone can become a volunteer. There are children volunteers, youth, adults and elderly people volunteering. It is very important that the volunteer programmes are suited to the age of volunteers. It is also possible that whole families volunteer together.

Professional practices at university, professional assistance, scholarship project, public service are also non-paid activities but they are not volunteering when it comes to the roots of volunteering. It is important to mention here that only the activities that one chooses solely on their own free will are considered as volunteering. Therefore, the civil service of young men in some countries does not enter into the definition of volunteering, as they have been forced to choose between army and civil service, so they did not decide by themselves to volunteer. According to the same analogy, if there is an optional programme of volunteering within one's

formal education system, it is not really voluntarily, as a student HAS TO choose either that one or another programme in order to collect certain number of points. Thus, it is not voluntarily chosen, on one's free will, but rather forced choice among more options provided.



Geographically (Based on location)

Geographically, volunteering can be local, national, regional and international. People who volunteer locally are the ones who work in their own neighbourhood, municipality or city. This is where people can accomplish the most by volunteering, as they are familiar with the area and locally important issues. They are usually more motivated by possible positive changes, since they are the ones to enjoy them directly in the future. On national level, volunteers from different parts of a country work together on similar problems, they exchange

information among themselves and help sustainable development of the region and the country. When it comes to regional and international volunteering, the most important values are the exchange of experiences and knowledge and development of intercultural understanding and acceptance of differences among volunteers. One of the key characteristics of volunteers is their conviction that global improvement starts locally, i.e. that economic and social progress does not grow from the top to the bottom but from local layers upwards.

Based on duration

Based on duration there are two major types of volunteering: long term and short term volunteering. Long-term volunteers are engaged on a certain activity or a project for longer period of time (3 or 6 months and more) and their work is usually based on more sustainable work on certain changes in community. Short-term volunteers are engaged on an activity for a short period (up to 2 months) or are engaged just for the duration of a single event. According to some classifications, there is also a medium-term volunteering. By this term, we denote volunteers engaged on 2-4 months long activities, but this is more often considered as long term volunteering.

Usually, long- and short-term volunteering described here are institutionally organised. Those programs for volunteering are organised in order to achieve bigger intercultural exchange and impact between representatives of different countries and regions. There are different institutions that support well organised long-term volunteer exchange programs. SEEYN used to be the most active institution in the SEE region for cross-border volunteer exchanges. Nowadays, European Voluntary Service (EVS) of the Erasmus+ (Youth in Action) programme of the European Commission is the programme through which the most long-term volunteer exchanges are

organised in the south east European region, as well as wider. Short-term volunteering is usually seen as volunteering within the well organised system of international volunteer workcamps. On workcamps, volunteers spend between 2 and 4 weeks abroad with other people from Europe, and other continents, in an international group. Volunteers live, work and cook together with volunteers from other backgrounds and cultures. In the SEE region, there are often some strictly regional workcamps, meaning that they are open only to the participants from this region. There are few networks that exchange volunteers primarily for the workcamps, but also for the long-term projects: SEEYN, Alliance of European Volunteer Organisations (Alliance) and Service Civil International (SCI) – primarily their SAVA working group for the SEE.

Based on age

Anyone can volunteer – from minors to older people. What is very important in that context is that volunteer programmes are being developed according to the age, experience and expertise of volunteers, as well as in line with needs of the beneficiaries. Older (senior) volunteers belong to the group of so called “specialized volunteers”, as they are mainly people that have finished their professional career and have wish to transfer their gained knowledge further. This way they still remain active in society / community. On the other hand, younger volunteers more often belong to the group of non-specialised volunteers.

Based on number of volunteers – individual or group volunteering

Volunteer positions can be created for engaging individual volunteers, for team work or for group volunteering (like

volunteering on international volunteer workcamps). Within the group volunteering there are also special opportunities for so called family volunteering, when whole families are volunteering on realization of some programmes. What is important is to define which type of volunteering suits the volunteer based on his/her motivation and psychological profile.

Volunteers supported by the employers

Many companies, especially the international ones, have developed programmes of Corporate Social Responsibility (CSR) within which there could exist also the programmes that support the corporate volunteering – i.e. volunteering of the company employees within the community. What is characteristic for this group of volunteers is that they are mainly professionally engaged within their companies, but are stimulated by their employers to spend certain period of time to volunteer work in those fields where they can contribute to the community development. Through this kind of volunteering the community benefits, but also the company/business is developing their positive image, while at the same time employees/volunteers are gaining a lot when it comes to the team work development, as well as improvement of relations among employees in the company.

Unemployed people as volunteers

This is a special category that is specific due to the position in society. Representatives of this group treat volunteer work as the possible bridge for improving personal competencies and capacities. They understand volunteering as inter-step on their way to the professional career in the same or different

field of work. By volunteering they remain active, involved in social happenings, they build contacts/networks important for personal as well as professional development. Thus, they are increasing their competitiveness on the labour market.

Marginalised groups as volunteers

Representatives of marginalised groups through their volunteer work can achieve a lot when it comes to increase of their social inclusion. Through programmes of support or self-support, as well as all the other types of volunteer programmes (ecological, artistic, etc.) they take on responsibility for their life, they take the wheel in their own hands as initiators / coordinators of programmes and changes, as volunteers and not only as beneficiaries of different services.

Above mentioned volunteer categories are just some of the types of volunteer work that are most recognisable in developed societies, as well as in the countries where institutionalised volunteerism is still in beginning. However, volunteerism is area that is constantly being developed and there is always something new.

Volunteering and employability skills

Recognition of non-formal/informal learning in volunteering activities is based on recognising individual learning outcomes. It is evident that learning in this environment does happen. But opinions remain divided over describing when, how and what conditions need to be fulfilled. It is about young people's learning through personal experience.

Non-formal learning activities help young people to be capable of change. Views on the results of such change depend on the perspective taken. Much of empowerment relates to learning and to the ability to apply learning outcomes in life, in terms of gained competences, both personal and professional. The non-formal learning provides space and opportunity for young people to try things out, to make mistakes and to learn from them. In this way, they can gain self-confidence based on better understanding, in terms of feeling and knowing, their own capacities and how they can use them.

In connection to the potential employment and raising the employability skills of youngsters through the volunteering activities, the non-formal learning that is happening on our projects contribute fairly to increasing participants' compe-

tences. Thanks to the non-formal education organised within and around the volunteering projects for and with youngsters, they increase significantly their "soft skills". These "soft skills" are the ones that usually we do not improve through the formal education system, but through the non-formal education and volunteering projects and exchange activities.

Through the non-formal education activities on our volunteering projects and exchange activities, one can improve following soft skills:

- Assertive and effective communication with active listening and constructive feedback competences, as well as competences for public speaking and presentations
- Crises and conflict management, transformation and resolution with competences to deal with difficult situations, people, personalities and deadlines, as well as functioning well under the pressure
- Intercultural and inclusion competences of accepting others as they are and ability to work with and learn from them and from diversity and disability around us
- Emotional intelligence with competences to develop quality interpersonal relationships based on empathy and acceptance
- Team work, team building and networking skills on interpersonal and organizational level, with competences of collaborating, cooperating, negotiating, facilitating, mentoring, coaching, supervising and training
- Leadership and management of other people and activities, including the time management; planning and organizing skills; decision making; problem solving; ability to issue and follow instructions / rules; ability to invest and share good energy, enthusiasm, inspiration and to motivate others for action
- Entrepreneurial thinking skills with ability to do proper needs analysis and research of the community, initiate innovative and creative activities and solutions within the social and business entrepreneurship field



- Learning to learn skills and desire with critical thinking and ability to set proper learning objectives and pursue their achievement through different methods of learning available and preferable; with also competences for self-reflection, self-monitoring, self-awareness and with skills of resilience to setbacks in the pursue of the individual and team/organizational learning objectives.
- Focus on competences: What are employers looking for? Based on the results of the survey, there is a good basis to claim that EVS can create opportunities for developing competences relevant for employment. In other words, there is a significant match between the competences developed by EVS volunteers (in their own perception and in the perception of EVS organisations) and the competences the surveyed employers value at their employees.”

Several researches on connection between volunteering and employment have been organised. All of them prove that volunteering improves employability skills.

In the research: **“EUROPEAN VOLUNTARY SERVICE – COMPETENCES FOR EMPLOYMENT”** (Senyuva, Ozgehan, EVS Competences for Employment (2014), EVS C4E Full Survey Report) we can find further evidence that international volunteering projects support development of competences. As the research is about long-term volunteering, the results are also specific to that kind of volunteering and learning, the European Voluntary Service:

- “EVS Experience helps competence development; competence development is highly related to employability.
 - Being a volunteer increases readiness for the labour market by providing life experience, international experience and by developing competences.
 - EVS experience develops all 21 competences in varying degrees, most developed being Communication. From the initial list of 21 tested competences in the survey, the ones that seem to be the most developed by the majority of surveyed volunteers are: foreign language skills, communication, intercultural sensitivity, cooperating and speaking. The least developed ones are: learning to learn, handling clients, respecting rules and handling authority. When looked into overall average, competence development during the EVS experience is at a very significant level of 75% (average of all 21 competences). Ex-EVS volunteers are clearly convinced that during their EVS experience they develop all of the 21 listed competences in varying degrees.
- Research report: **“VOLUNTEERING TO LEARN: EMPLOYEE DEVELOPMENT THROUGH COMMUNITY ACTION”** (2014, Chartered Institute of Personnel and Development, UK) conclude following about the relation between volunteering and learning / developing competences:
- “Volunteering provides a viable alternative to traditional forms of employee development. In a working environment characterised by increasing change, uncertainty and the need to innovate, volunteering can develop the skills individuals and organisations need to be fit for the future.
 - One of our most striking findings is the overwhelming link between employees volunteering and developing a wider perspective about the world around them and their community. The value of this tacit knowledge cannot be underestimated in an age where we are increasingly working cross-culturally. This is particularly apparent when volunteering with young people, who may have a slightly different way of thinking or acting.
 - Volunteering can also help develop key skills vital for leadership and management roles, such as coaching, mentoring, communication, creativity, team-building and time management. It can also have a powerful impact in increasing confidence, building greater self-awareness and in some cases enhancing professional knowledge. There is also significant potential for networking, both within and outside the organisation.
 - These benefits are not restricted to those at the start of their career, and can be just as applicable for established leaders.”

Volunteers' Rights and Responsibilities

Besides rights volunteers have also the responsibilities towards the volunteer programme, the organisation organiser of volunteering activities, as well as towards the beneficiaries of volunteering services.

Volunteers' rights¹

- to know how they are chosen
- to be prepared/ trained if needed
- to have someone to talk to about work
- to know what is expected from them and whom they are responsible to
- to know whom they can turn to in case of problems, to ask for help, support or changes
- to be part of a team and get involved in certain meetings and social events
- to be informed, to ask questions, to get answers
- to receive positive and constructive feedback
- to be insured and have a safe working environment
- to have suitable equipment
- to be rewarded and commended
- to make mistakes and learn from them
- to develop, grow and change
- to say 'no' and to rebel against unjust procedure, treatment or critic
- to get angry
- to have their own feelings, opinions and beliefs and to change their opinion or decision
- not to take responsibility for other's problems or behaviours
- not to be discriminated because of their race, sex, sexual orientation, disabilities or age
- to be respected, not to be misused
- to be trusted, to be consulted
- to know their rights

Volunteers' responsibilities

- to be open-minded
- to act responsibly in the task they perform
- to respect deadlines and finish the given tasks
- to keep promises
- to respect others and their rights
- to respect privacy
- to respect working standards of the organization, its aims and values
- to be honest if any problems turn up
- to ask for support if needed
- to get preparation, education and support for work-related activities
- to act tolerantly
- to give feedback
- to accept constructive critics, and comments
- to enjoy themselves
- to know their rights

Organizations' Rights and Responsibilities

All the organisers of volunteer activities and programmes have certain rights and responsibilities. In different law on volunteering forms in different countries of ours, mainly responsibilities of organisations organising volunteering programmes / activities are defined. However, we give here also commonly accepted rights of theirs, as well.

Organizations' rights²:

- to set an agreement between the organization and the volunteer/s
- to ask for the tasks to be done in a specific way
- to set up the standards for the work
- to ask for specific qualities and skills in volunteers
- to reject volunteers that are not suitable for the work
- to ask for committment, reliability and punctuality
- to solve the issues of discipline or complaints
- to allow the volunteers to quit if they are not satisfied with the work
- to ask the volunteers to leave if they don't satisfy the conditions of the agreement

Organizations' responsibilities:

- to offer challenging opportunities for all volunteers
- to appreciate and respect all volunteers
- to define clear and sensible roles for volunteers by using the job descriptions
- to set up rules and procedures that will allow useful involvement of the volunteers
- to hold fair and effective selection process of the volunteers
- to give all needed information to volunteers
- to give the pocket money to volunteers
- to give safe and comfortable working environment (physically and emotionally)
- to give adequate insurance
- to provide volunteers with orientation into the work/ job, training and opportunity for development of the volunteers

1 Source: Buric, L. and associates, VCZ, 2004

2 Source: Mikac, I. and associates, VCZ, 2002

Motivation of Volunteers



There are many reasons for becoming involved in voluntary work. Different volunteers have different reasons that have driven them to volunteering. People often join voluntary work because...

...they want to help others, feel useful, needed and important...

...they are devoted to the cause and wish to support and be part of something they believe in...

...they feel the emergency and importance of the social problem they want to work on...

...they want to repay to society what they have received...

...they have a lot of free time and wish to overcome boredom and monotony...

...they want to learn and gain experience, develop and grow personally and explore their own strengths...

...they are able to express themselves through voluntary work and get support and understanding...

...they need a certain safe place where they would be accepted the way they are...

...they want to improve their professional experience and/or offer it to the society...

...they want to explore new career options and/or gain academic credit...

...they are motivated by creative and challenging work...

...they have a desire to contribute in making a difference in the world...

...they wish to be part of a group or community, meet like-minded people, join peers and achieve sense of belonging...

...they enjoy friendships...

...volunteering is fun...

...they like to travel and learn new languages and meet new cultures...

There are even more reasons for people to volunteer... Any volunteer you meet could give you his or her own combination of motives for volunteering. Understanding motivation of our volunteers will help us understand why some people are able to overcome certain obstacles and reach the goals and why some give up more easily in the same activities. When designing programmes for volunteers, it is very important to be aware that an over-simplified view of people and their motives will most likely cause the failure of the programme. As seen from above, many different motives could encourage one to volunteer. It is important to keep a broad view of potential voluntary involvement when you run a volunteer programme. Volunteer manager should be prepared to offer possibility of self-realisation to volunteers with different motives. Otherwise, only the volunteers with the same kind of motives will endure in the project and will be satisfied, and this will exclude possible valuable contributions from other people. Furthermore, a volunteer manager who is not prepared for a variety in people's motivation, cannot do his or her job properly. Neglecting the needs of the volunteers can lead to dissatisfaction of some people in relation to voluntary work in general and to their failure to self-realise and self-express themselves through volunteering. Certain theoretical input on human motivation is therefore rather valuable to current and future volunteer managers.

Maslow – Hierarchy of needs

Abraham H. Maslow's theory of motivation was one of the most influential ones in psychology. This theory proposes that human motivation can be understood in terms of a person's desire to satisfy one or more of the five basic levels of needs (Derived from Boeree, G.C., 1998, 2006):

1. **Physiological needs** – include food, drink, sleep, shelter, warmth, pain avoiding and other basic survival needs.
2. **Safety and security needs** – physical and psychological needs for structure, order, some limits and other needs that protect from danger or threat when satisfied.
3. **Social needs** – include relations with others, group identity, sense of belonging through friendship, comradeship or love.
4. **Self-respect needs** – egoistic needs; status, recognition, advancement, sense of personal worth, respect and autonomy.
5. **Self-actualisation needs** – sense of achieving one self's full potential and abilities; growth.

One's needs are ordered hierarchically, which means that until a lower-order need is satisfied, this person will not be motivated to satisfy a higher-order need. In a concrete example – if one's needs for food are not satisfied, his or her energy will be directed towards securing a meal and not towards achieving a sense of belonging or personal growth.

Once the basic need is satisfied, it is not a source of motivation any longer. After that, the next higher-order need or group of needs are motivating for action and the individual seeks to satisfy them. When a hungry person is fed, the prospect of getting more food is not motivating any more. Once the needs from this level have been secured permanently, a sense of belonging and need for friendship would become a

greater motivation for this person. When a volunteer enjoys good friendships in the organization and has his need for belonging to a society satisfied, providing additional (but similar) social activities will not be a motivation anymore.

If the lower needs become threatened, they become a source of motivation again. For example, think about a volunteer who has a paid job, security and has satisfied the need to belong. This person is motivated to volunteer in order to satisfy his or her need for self-fulfilment. At some point, the volunteer loses the paid job, which causes certain fears about their security. Now, their primary motivation will again be to satisfy the lower-level need – security need, rather than the need for self-fulfilment.

The path from lower to higher-order need, from physiological needs to self-actualisation ones, Maslow perceives as the growth in maturity. This is also a movement from reactive to proactive patterns of behaviour. The lower four level of needs Maslow calls *deficit needs (deficit motivation)*, or *D-needs* (physiological, security, social and self-respect needs). If one does not have enough of something (has a deficit), he or she feels the need for it and is motivated to act in order to satisfy the need. However, once a person gets all that he or she needs, the longing is gone and it ceases to be motivating. These needs provoke reactive patterns of behaviour, as individual is motivated to act only when there is a deficit of the need. The highest-order needs, the self-actualisation needs, Maslow calls *growth motivation, being needs or B-needs*. When a volunteering programme offers opportunities to gain experience and the respect of others and lets volunteers grow into responsible, independent and flexible people, their actions are not reactive anymore, but proactive and independent. Volunteer managers should offer these opportunities to their volunteers if they expect the volunteers to respond flexibly and responsibly to different situations and changes in the programme.

Volunteers are usually people whose basic needs are definitely met and most often they get involved in voluntary work in order to satisfy their highest-order needs – self-esteem and especially self-actualisation. This is where volunteerism can offer a lot to an individual. However, this makes maintenance of volunteers a difficult task. It is a great challenge for volunteer managers to keep their volunteers motivated within the programme. Volunteering, with all its variety, possibilities and values, contributes a lot to building self-actualised individuals and satisfying their needs. These people are driven by truth, even if it is harder to live with it, rather than dishonesty; unity, wholeness and overcoming the differences, and not arbitrariness of forced choices; liveliness and singularity, not the mechanisation of life and bland uniformity; perfection and necessity, not inconsistency, sloppiness or accident; richness, not environmental impoverishment; meaningfulness, rather than senselessness; completion, rather than incompleteness; simplicity and not unnecessary complexity; goodness, justice, beauty and playfulness; self-sufficiency, and not dependency; By giving opportunity to volunteers to satisfy their needs on this level, volunteering programmes are contributing to the self-actualisation of the volunteers, and through this to the healthier social development. Self-actualised people are reality-centred and problem-centred. They treat difficulties in life as problems that demand solutions and they can differentiate what is real and genuine from what is fake and dishonest. They feel that the means could be the ends themselves and that the ends do not necessarily justify the means. These people enjoy deeper personal relationships with few others, rather than superstitious or shallow ones with many people. They are the nonconformists in the society; they are not susceptible to social pressure to “fit in” or to be “well adjusted”. They live their lives fully and are not so much dependent on what the society will say about them and for them. They enjoy autonomy in the way that they are not primarily focused on physical and social needs. Self-actualisers accept themselves and the others fully, the way they are, have a sense of humility and respect towards others, possess strong ethics, human

kinship, non-hostile sense of humour, spontaneity and simplicity. These people are creative and inventive and tend to have more peak experiences than the average person does.

Herzberg’s motivation – Hygiene theory

Frederick Herzberg (source: Herzberg, F. 1968) looked at Maslow’s theory of motivation in a working environment. He was researching the situations in which employees felt particularly good or bad about their work, and found that there are different factors that lead to extreme satisfaction and extreme dissatisfaction in one’s work. It is commonly assumed that if a person is dissatisfied with certain working conditions, improvement of the same will motivate the person. Herzberg confirms that improvement of working conditions will “just” prevent dissatisfaction of people, i.e. that people will not be de-motivated, but they will neither be motivated for higher performance in their work. Improvement of working conditions will not create a feeling of satisfaction. Sources of satisfaction or *motivation factors* are to do with the *job content*, while potential sources of dissatisfaction or *hygiene factors* are connected to the *job context*.

Motivation (satisfaction) factors will motivate if they are present. They are the *intrinsic* elements of work. They contribute to job satisfaction and correspond to Maslow’s higher order needs. Job dissatisfaction is not connected to these factors. Typical motivation factors are achievement, responsibility for a task, challenging work, interest in the job, growth, advancement to higher-level tasks and recognition for achievement. Recognition and advancement reflect egoistic needs for self and social esteem, while other factors represent needs for self-actualisation.

When a volunteer programme has no goal setting system or does not include performance evaluation of volunteers' development, volunteers will not be motivated. Still, they do not have to be dissatisfied or de-motivated because of this. They usually continue with their activities within their job description, but do not use initiative and creativity, nor respond easily to certain changes in their programme.

Hygiene (dissatisfaction) factors can de-motivate if they are not present. They are the *extrinsic* elements that surround the work we do. They correspond to Maslow's physiological, security and social needs. Once you have satisfied the Hygiene factors, providing more of them will not generate more motivation. Typical Hygiene factors are working conditions, quality of supervision, relation with supervisor, salary, status, security, personal life, company policies and administration and interpersonal relations (with peers and with subordinates).

When a volunteer programme has bad working conditions or supervision arrangements, this can cause dissatisfaction of volunteers. On the other hand, if a volunteer programme offers good working conditions and supervision arrangements this may prevent dissatisfaction of volunteers, but will not serve to motivate their performance.

According to Herzberg's theory, volunteers get motivated when they feel attached to their work and when they feel responsible for it. It means that the work itself is rewarding. Volunteer managers can help their volunteers develop the feeling of responsibility for and attachment to the work by giving them more authority over the job, introducing new and more difficult tasks not previously handled, assigning specific or specialised tasks to individuals (allowing them to become experts), as well as offering direct, individual and constructive feedback. A quality volunteer programme will treat volunteers as valuable to the organization and the volunteers will have the opportunity to acquire new skills and knowledge useful

in the future. This way, the organization can enrich its human assets and improve volunteers' commitment, understanding and loyalty.

McClelland and Atkinson theory

McClelland and Atkinson claim that there are three distinct needs and motives affecting the work-related behaviour (Derived from: McClelland, D. C. and associates, 1953, 1976):

- the need for achievement
- the need for authority and power
- the need for affiliation

"Achievement motivated" person seeks achievement, attainment of realistic but challenging goals, and advancement in the job. This person has a need for a sense of accomplishment and a strong need for feedback related to achievement and progress. The person that is "authority motivated" has a need to be influential, effective and to make an impact; there is a strong need to lead and for their ideas to prevail. This person is motivated to increase their personal status and prestige. "Affiliation motivated" person is motivated towards friendly interaction with other people, has a need to be liked and held in popular regard, and is a great team player.

McClelland says that these three motives, being rather generalised, include almost all other motives a person might feel. Usually, people feel combination of these needs and exhibit different combinations of the characteristics mentioned above. Some people exhibit a strong predisposition to a particular motivational need, which affects their behaviour and their working and volunteering style.

Volunteers with a strong "affiliation-motivation" cannot always be objective because of their need to be liked. So,



whenever this kind of volunteer is in a decision-making position, for instance, their decision-making capability is strongly affected by human interactions in the volunteer programme or organization. These volunteers decide whether to stay in the organization according to their feeling of (friendly) relationships they share with other people inside it. If they are happy with the level and quality of interaction, they produce better results in their work. Volunteers with a strong "authority motivation" usually have strong work ethic and commitment to the organization and/or the volunteer programme and even they may not possess required flexibility towards other people. They are attracted to the leadership role. They produce best results if they are put in a kind of a leading or coordinating role, and are highly motivated to stay in the organization or the programme if they feel that they will eventually progress to a "higher" position. These volunteers usually "raise their hands" and volunteer for new projects or programmes without much fear of failure, even when they do not possess needed knowledge now, but are

sure that they can manage it and can lead others and combine their qualities in order to achieve the task. Volunteers with a strong "achievement motivation" always contribute to driving the discussion from the general theory to the concrete results level in volunteers' meeting. They always want to be able to measure their work and they are happy if they have achieved what was planned before. These volunteers usually show the best task results, compared to volunteers that are driven by the other two motivations (affiliation and authority). They appreciate if everybody in the programme contributes to the concrete results, and have difficulties in working with too "creative" volunteers that have many ideas, but cannot constructively get them through without assistance. Achievement-motivated volunteers feel greater personal satisfaction by achieving the aim or task, rather than receiving praise or recognition. They constantly seek improvements and ways of doing things better, and constructive feedback is something they need in their work on everyday basis.

Do volunteer managers have a responsibility to motivate their volunteers? No! Motivation is not something one can do *to* someone else. The function of volunteer managers in organizations and volunteer programmes is to provide an environment in which people can motivate themselves.

Here are some practical advices on how to build up motivational environment / atmosphere to which volunteers can react positively:



1. Small signs of attention will help volunteers to feel well (appraise their work, present them with some small detail, treat them as they are part of the team, ask for their opinion)
2. If volunteers make a mistake, don't take it against them. Rather just explain them and ask them to learn from it for the future
3. Make sure that you give more positive than negative feedbacks to volunteers
4. When giving feedbacks rely on objective facts in order to be understood more seriously (don't overdo with giving subjective compliments)
5. Regularly inform volunteers about the flow of the volunteer programme and make sure that you do not burden them with unnecessary information (for instance organise regular weekly team meetings)
6. Respond to their questions (in due time answer their emails, phone call, etc.)
7. Organise gatherings of volunteers (for instance, regular volunteers' coffee once a week, or excursion, party for volunteers, etc.)
8. Develop a system of recognition of volunteers (criteriums for recognising should be clearly defined and known to everybody)
9. Have a diary of the volunteers' work based on which you will issue them the certificate of participation in the programme, award, reward, etc.)
10. Be consistent
11. Treat volunteers as they are part of the team





In volunteers' organizations in South East Europe, programme coordinators usually say that they have problems with attracting potential volunteers and retaining them, as usually those volunteers do not have their basic needs satisfied – food, security, employment. In this situation, it is hard to imagine that anyone would volunteer. It is very important to be rational when offering volunteering possibilities to potential volunteers in these areas. One should be aware that by pure volunteering it is not possible to satisfy basic needs, since volunteering (according to Maslow) has a great influence only on esteem and self-actualisation of an individual. However, people here can be motivated to volunteer as it gives them a possibility to learn and gather experience for future employment. Thus, volunteering is primarily perceived as a possibility for individuals to learn how to organize themselves, how to be proactive and improve the quality of their life in general.



Volunteers

**within the
Organization**

Organizational structures

An organization functions better if there is a clear structure and division of responsibilities within it. In every organization there is a certain hierarchy, even if it is just because of legal requirements prescribed by the state for registering NGO. Even when members of an organization do not relate hierarchically to each other and do not follow the legally defined power structure, a spontaneously created informal hierarchy and some power difference take place.

Volunteers are more productive if they feel familiar with the values of their organisation and of course goals, objectives and activities organisation implements.

The clarity of the organizational structure and volunteers' understanding of their places within it contributes a lot to the volunteers' positive impact in their volunteer positions. The structure of an organization shows the power relations and the responsibility levels inside the organization. The structure can be:

- hierarchical,
- democratic or
- grassroots (base-democratic).

Hierarchical structure of an organization implies that there are at least 3 to 4 levels in vertical complexity and that there is a centralised line of reporting with little or no horizontal and team relationships and little or no decision-making bodies among members. In this kind of organization, there is usually a high degree of specialisation at both functional and operational levels.

Democratic organizational structure, also called "flat" structure, involves up to three levels of vertical complexity, well-developed horizontal and team relationships among members and a strong body to control the overall work of the organization. This structure is the most appropriate for staff learning and development.

Grassroots (base-democratic) structure of an organization does not include any vertical divisions within the complexity of the organization. Responsibilities and line of reporting are completely decentralised. Special mechanisms are developed to delegate people for organizational functions in order to avoid the concentration of power: rotation, quotas, task-related leadership, compulsory consensus etc. Teams usually exist for short-term needs and certain projects, and are abandoned or replaced by other willing members afterwards.

A structure does not necessarily reflect the decision-making levels in the organization. In a democratically structured ("flat") organization, the decision-making can be autocratic, even though there is decentralised line of reporting in it. In a hierarchically structured organization, the decision-making can be democratic, despite a centralised line of reporting in the organization. Decision making in an organization depends on how much the leader is willing to involve others into preparation and decision making process. It is very important that the persons involved in decision-making process are competent and responsible enough for it and understand the importance and seriousness of the process.

Volunteer based organizations versus paid staff organizations

According to the personnel composition of and the attitudes towards the personnel (paid employees and volunteers), organizations can be divided into these categories:

Organizations that are 100 % based on volunteers; these organizations nourish the attitude that volunteers are very committed to each project and the whole organization. The working methods in these organizations are informal and related to the mood and wishes of the volunteers. Often there is no strict structure in roles division, which can cause certain tensions and conflicts, if the engaged volunteers do not share the same needs and motives. The processes of burnout and fluctuation of the volunteers are happening relatively often, as voluntarily engaged people in these organizations need to do other jobs to provide for their basic needs. The need for employees rises from the organization's need for stability, clear responsibilities and tasks, continuity and professionalism. Usually a paid person is needed for permanent presence within the organization, in order to coordinate volunteers and to be a kind of an office manager to them. Most often, these "employees" receive their salary as project coordinators and (besides their regular tasks in project coordination) they are additionally burdened with other tasks important to the organization.

Possible reason for not hiring staff members in these organizations would be the fear that they would be less spontaneous and enthusiastic than the volunteers. When organizations of this kind eventually decide to employ somebody, they do not pose any differences between the volunteers and paid staff in terms of attitude towards work and decision making process.

Organizations based on both volunteers and paid staff members; these organizations are usually coordinated in a way that paid staff members regularly take part in decision-making process, while the volunteers might or might not participate in it. Sometimes the volunteers are not motivated to get involved, and the paid personnel do not work on involving them. Here the paid employees are usually scared that the volunteers might take over their job, and the volunteers are likely to get frustrated because of the lack of cooperation within the organization. There is a clearer division of tasks between the volunteers and the paid staff. Staff members are usually delegating responsibilities to the volunteers, so that everyone involved receives a proportional share of tasks. The working methods are settled upon jointly by the paid staff and the volunteers. In most cases, there is no volunteer manager in the organization and not all steps of effective volunteer management are followed. Volunteers often feel frustrated after some time, especially if no efforts are made towards quality supervision, evaluation and recognition of the volunteers' work.

Professional/big organizations; in these organizations, the work is highly structured and working methods are settled exclusively by the paid staff members. People are hired in order to fill in the empty workplaces in the organization. Involvement of volunteers in organization's activities is optional. Volunteers are usually not involved in the decision making process, but they can carry out their own projects where they are free to decide on their own activities and projects by themselves, as long as they are complying with the general mission and the existing strategic and action plan of the organization. With or without the existence of the volunteer manager in the organization, volunteers have a strong support in terms of facilities, supervision, evaluation, recognition, financial means, etc.

Differences and similarities between volunteers and employees

In most cases, practice shows that organizational personnel is usually divided into paid staff and volunteers, but exceptions take place according to the organizational culture.

Paid employees are awarded with regular salary; their work-time is fixed by the employer and they are focused on a concrete job, where their individual responsibility is important. Volunteers do not receive salary for their work (however, they usually do get travel costs reimbursement and remuneration of the costs of meals and insurance during the voluntary activities); they work for an agreed amount of time they are focused on things they are interested in and to which they feel committed – mostly community work. Paid employees sign and follow the legal job contract closed in accordance with the law on labour in each country. The volunteers follow and sometimes sign a certain moral contract regarding their volunteering. In some of the countries in SEE there is a law on volunteering, but the quality of the law is very low and unfortunately does not support development of the volunteering in society, but rather makes it more complicated and not in accordance with volunteering values. In a non-governmental organization, paid employees are usually controlled stronger by their supervisor and manager, while the volunteers are usually less controlled or not at all. Usually, paid employees have more rights and responsibilities in everyday (operational) decision-making process in the organization. The volunteers are often coordinated by paid employees and are not so much included in decision-making process on equal terms with the paid staff.

One would say that paid employees have clearer defined tasks than the volunteers. This is often the case, but not always. In some organizations, paid employees are there in order

to finish everything that has to be done, and is not done by volunteers for any reason. In civil society organizations we can say that paid employees are often also additionally contributing with their volunteering, either because they do a lot of unpaid overtime hours or because they just take on (or are given) certain additional tasks. This happens especially in those organizations that a relatively little paid personnel in comparison to the number of volunteers engaged.

Both paid employees and volunteers are responsible for the work they do, with certain differences. Volunteers agree upon their task and the result that is expected from them. Paid employees are usually not asked to accept the task; it is assigned to them and they are just told which results are expected, without negotiation about it. Paid employees must supply the result, while volunteers can give up the task in the middle and can quit working on it, only having the obligation to report it in time, so that it does not damage the project and the organization.

On the other hand, paid employees do not necessarily work more or better than the volunteers do. Often it is the opposite. Volunteers can stay working on the activity the entire day (and night sometimes), without measuring the time they spent on it, while employees often follow their working hours. Sometimes paid employees are not engaged on big organizational projects as experts, but are rather working in the administrative level, while volunteers act as consultants and trainers in the same project. It is certain, however, that volunteers will rarely perform jobs such as office management in an organization that gathers both paid employees and volunteers. Paid employees are most often the ones responsible for these everyday activities.

When it comes to the question of volunteers' motivation, everybody agrees that leaders and managers of the organization should pay a lot of attention to it. Most of the time, however, the paid employees' motivation is forgotten and

neglected with the poor excuse that they are receiving money. This is being transferred negatively to the volunteers and the overall climate of the organization, as paid employees are usually the ones who work with the volunteers, train them and supervise.

Both paid staff and the volunteers (including Board members) have to act professionally. Volunteers cannot be excused for possible unprofessional conduct simply because they are unpaid. There should be the same limits and opportunities for both groups regarding health and safety at work, integrity, honesty, issues of prejudice and discrimination and personal relationships in the work place.

It is true that an organization's most valuable resource is its people, and all of them (paid staff, volunteers or Board members) should get the same chance in the organization to realise their potentials and to be fulfilled in their work in order to serve the organization in the most effective and efficient way.

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“Treat volunteers as you would the paid staff and treat paid staff as you would volunteers.”
(YMCA Resource Kit)

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Relations between volunteers and paid staff

Like working in any team, supportive working relationship between paid employees and volunteers is very important for success of the organization, as well as of the volunteer programme within the organization. In any organization that gathers volunteers, there should be a volunteer manager who, among other things, takes care of the cooperation and the atmosphere between the volunteers and paid employees.

Even though engaging volunteers would only be helpful to the organization and its paid employees, the paid staff is not always looking upon this with positive attitudes and emotions. Sometimes paid employees see volunteers as someone who should take care of the boring things that need to be done in the office, like copying, scanning, cleaning, etc. In certain situations, paid staff might not like the idea of engaging volunteers too much, for a number of reasons. They might fear that volunteers would take over parts of their jobs, relieving the need for the paid staff in the organization. They might fear the additional workload they would have to take on while working with the volunteers (e.g. preparing tasks and suitable education for the volunteers, holding meetings with them, supervising and evaluating their work, etc.); especially if they do not believe that the incoming volunteers are already familiar with certain issues. The employees might also believe that engaging volunteers is not worth the additional work, as volunteers would most likely not be able to do the jobs nearly as well as the paid staff. Even though all these negative thoughts about engaging volunteers are not rational and usually are just a result of certain fears in the paid employees, a volunteer manager must be able to cope with them, in order to secure the planned volunteer programme.

The possible unwillingness of the paid staff to engage the volunteers might damage quality of relations between paid

staff and volunteers, but it is not the only threat. Possible incapacity and incapability of paid staff to work with volunteers would be damaging, too. In order to develop a functioning volunteer programme, it is important that the volunteer manager works with paid staff as well, in order to prepare them properly for the arrival of the volunteers. This manager should also aid in establishing a healthy atmosphere and cooperation spirit between the paid employees and the volunteers. First, it is important to find out about the paid personnel's attitudes towards engaging volunteers and to determine whether they see the potential advantage of working with volunteers. The previous personal experiences of paid employees working as or with volunteers would be helpful in this. Defining the above-mentioned irrational fears and justifying them with rational explanations and agreements would also improve the quality of the future process of cooperation within the organization. The definition of the role of paid staff is important here. It is important that they feel safe about their roles, job descriptions and positions in the organization. If there are no job descriptions of the paid personnel in the organization, it is strongly recommended to clarify their positions before developing the concrete positions for the volunteers.

In most organizations, there are things or envisioned projects that never become realised, because of the lack of competencies and/or the lack of the human resources. This should be discussed with paid employees and they should define which activities they would like to see done in the nearest future and for which the current personnel does not have either enough time or competency. It is good that from the start paid personnel finds the future work of volunteers helpful to the organization and complementary to the work done by the employees. Paid employees should be part of the team that develops volunteers' job descriptions.

The engagement of the volunteers brings additional responsibilities within regular workload of the employees. It should be determined how experienced and skilled paid employees

are in working with volunteers, educating them and preparing for assignments, supervising and evaluating them, etc. If it is needed, special trainings should be designed for the employees. Certain changes in their current job description might be needed if they will have to work with the volunteers additionally. The work with volunteers should not come on top of regular work of paid employees. It should be carefully planned, recognised and valued properly.

Paid employees should be provided with feedback on the needs, quality and results of their work with volunteers.

If existing, the **volunteer manager** should support, consult and reward the paid employees if needed during their cooperation and involvement in preparing, coaching, supervising, evaluating and retaining the volunteers.

Communication between the paid staff and the volunteers should be treated as a two-way street, where all of them actively listen to each other; they should be allowed to express their frustrations, fears and expectations and offer suggestions; they should contribute in equal ways to defining aims and tasks. Their meeting should be regular, concise and constructive, and enough time for giving feedback to each other should be allowed.

Important announcements and new information should be equally shared among paid personnel and volunteers. It would be good if there were a possibility in the office for informal gatherings and conversations, e.g. small kitchen talks with everybody involved. This provides the volunteers a feeling of being a part of the organization in general and not only of the project or the activity they are engaged in. For every major change planned in the organization, it would be vital that both the paid staff and the volunteers are involved in developing new strategies and approaches. Whenever it is possible to organize a retreat, all of them should participate in it together, as a team.

The staff's involvement in overall process and work of volunteers is very important, especially because they should form a kind of a team together, having complementary roles. Their team spirit could be increased by having a common evaluation of the whole team together instead of only assessments of the volunteers by the paid personnel.

Organizational climate

The climate in the organisation represents an important motivational factor to volunteers as the volunteers' understanding and acceptance of the organisational climate influence positive feelings in the volunteers and adequate connections between them and the organisation and its personnel.

The climate in the organization depends upon following: the organizational structure, the responsibility of the individuals, the system of rewards, the warmth among the people, the support provided by the leaders and colleagues, the standards and the procedures, the organizational and the individual identity and the level of the (potential) conflicts among the people involved.

The way in which both the staff and the volunteers perceive the organizational climate depends on whether they are focused on their assignments and whether they know what they want from themselves and from their involvement in the organization; whether they feel accepted and respected as a part of the team, sufficiently informed and involved in different discussions with others; whether they enjoy the work they do and are looking forward to spending their time in the organization; whether they feel supported and able to take on the initiative, express their attitudes freely and can feel their potential progress and development in the organization; whether they feel trusted from and trust towards their colleagues and managers; whether they are motivated and enthusiastic about their work and feel motivation and



enthusiasm of the others; whether they can feel the results of their work and have work priorities set and whether they can take and feel the responsibility for their work.

A good workplace atmosphere is easily achieved by including certain collective activities for the staff and the volunteers, i.e. weekend retreats, free time activities, office celebrations of birthdays and anniversaries. It is important to promote and conduct face-to-face conversations among the staff and volunteers and to organize different forums for open feedbacks between them. Sometimes involvement of relatives can help creating a good workplace atmosphere.

Teams within the organization

In order to achieve best results in a voluntary engagement, a person must be accepted as an equal team member with all his or her strengths and weaknesses.

Usually, youth non-governmental organizations (and not only them) are based upon relations between friends or relatives. They begin their work as voluntary groups of individuals brought together by a common interest and the need to fulfil certain, perhaps common needs. The process

of establishing, building and developing an organization is influenced positively by good interpersonal relations among members and their eagerness to engage in something new. However, in order for an organization to function effectively and professionally, a good social climate among its members and their motivation is not enough. It is essential that the members of the organization work as a team, and that they are capable of making effective decisions and running the organization efficiently.

A team is a small number of people with complementary skills who are committed to a common purpose and an approach for which they hold themselves mutually accountable. This allows them to accomplish more than they would be able to do individually, not sharing one vision. There are many reasons for using the teams in the everyday work of an organization. Some of them are related to the work results the team produces (more effective work, results and structures, time saving, more creative approaches, methodologies and ideas); others are connected to the interaction with other people (building bonds among people, stronger sense of belonging); and some are related to individual development within a team (stronger personal development, faster acquirement of new knowledge, skills and experiences).

Ideally, a team consists of competent people who have complementary skills that can effectively answer to the needs of the assignment. However, the reality in non-governmental organizations is often different. Teams can consist of people with different experience levels and different motivations for belonging to the team; they often include a mixture of paid staff and volunteers, full time and part time involved people; they can include both young and old, both competent and incompetent. It can be difficult to work within this kind of team, but it can also be beneficial for the individual. Sometimes even the inexperienced or incompetent team members can contribute much to the teamwork by introducing a different point of view, and they can surely learn a lot during

the teamwork. Thus, the organization can benefit more from them in the end. One great characteristic of teamwork is that it enables synchronisation of the activities done by a variety of people, who supplement each other in dealing with different tasks.

In order to foster good teamwork, it is important to ensure a high level of trust and commitment among the team members and to encourage empathy, fairness, honesty, respect and sharing among them. The procedures have to be clear and roles of each team member should be well defined, so that everyone knows what is expected of him or her and what they can expect from the others. If the roles are not well defined and everyone becomes more or less responsible for everything, people are likely to rely on others to complete certain tasks. This leads to some of the unpopular tasks being neglected or not completed at all.

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“There was an important task to be done, and Everybody was certain that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody was annoyed about this, because it was Everybody’s job. Everybody thought that Anybody could do it, but Nobody realised that Everybody would not do it. Ultimately, Everybody blamed Somebody when Nobody did what Anybody could have done...”

*(Source: D.Ondrusek and ass.:
“A reader for non-profit organizations”)*

Programme Planning

& Developing Job
Descriptions



What every organization needs to know before developing a volunteer programme

Vast majority of civil society organisations are driven by their vision and mission in their daily activities and operations. Organizations cannot always achieve all they would like to if their human resources are limited only to employees. Also, there are lot of organisations that are voluntary based and don't have employed staff.

However, volunteers are not just free workforce, but also bring certain experience, skills and talents to the organization. They also bring access to new resources and media, legislators, corporations and potential donors. They are excited about the work they do and are committed to it. They bring the community's perspective into the organization and promote the organization's activities and values directly in the community.

There are different stages in volunteer management – starting from development of volunteer program to monitoring and evaluation of the program and volunteer work.

THE VOLUNTEER MANAGEMENT PROCESS

NEEDS ASSESSMENTS AND PROGRAMME PLANNING	Volunteer manager (if organisation have it) + Paid staff and members involvement
JOB DEVELOPMENT AND DESIGN	
RECRUITMENTS	
INTERVIEWING AND MATCHING	
ORIENTATION AND TRAINING	Volunteer manager (if organisation have it) + Management support
SUPERVISION AND MONITORING	
MOTIVATION AND RECOGNITION	
EVALUATION	Volunteer manager (if organisation have it) + Paid staff and members involvement + Community involvement

If an organization plans its volunteer programme carefully, and has a competent volunteers' management – volunteer work and jobs in organisations will be done effectively and efficiently.

Planning of volunteer programme

When planning a volunteer programme in an organization, one should be very clear about the relationship between the programme and the organization that develops it. Volunteer programme must fit into the strategy of the organization, its vision, values and the mission statement. Some analysis of the current situation within the organization and its surroundings must be performed. Many things in the organizational "environment" might have an impact on it and its volunteer programme. It is for the best if paid employees in the organization are included in the process from the beginning.

Before the concrete planning and creating a volunteer program, it is necessary to implement quality needs assessment. This process can be implemented in many ways, the specific manner shall be elected on the basis of the goals you want to achieve by engaging volunteers.

Needs assessment can be made through:

- the analysis of the needs and expectations of the group that will directly benefit from the voluntary services (users of voluntary services)
- the analysis of the needs and expectations of the group that will perform volunteer services (volunteers)
- analysis of the needs and expectations of the group that creates and implements the entire volunteer program (the organizers volunteer activities ie. the employees in the organization or institution)

- the analysis of the needs and expectations of the entire local community.

These analyses can be implemented individually or in combination, and it depends on your assessment – depends on which guidelines will be required when designing a volunteer program. Certainly the combination of all the above analyses can provide the widest image, or in some cases you do not need all of these analyses. If you already have the results of various studies (eg. different research and / or evaluation of previously implemented programs), they give you enough guidance to start planning a volunteer program.

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• Are volunteer programs of the organizations and institutions prepared according to the needs of the target group and local community?

• **For inspiration, watch video from Ernesto Sirolli: *Want to help someone? Shut up and listen!***

• <https://www.youtube.com/watch?v=chXsLtHqfdM>

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Some organizations start "from scratch" when planning a volunteer programme. This is the case when an organization that consisted of employed people only needs to engage volunteers for the first time since its establishment. This situation is, however, rather uncommon in the third sector organizations in the South East Europe – as most of the organizations in the region work with volunteers on regular basis, although they have never carried out proper planning, investment and preparation of a volunteer programme. The planning phase of the volunteer programme will differ slightly depending on whether the organization has already been involving volunteers in their activities.

DON'T TRY THIS ALONE!

Developing a volunteer program is a great place to start practising what you are preaching! Get some help – involve other volunteers in the process. Develop short job descriptions for committee members who can help your group create an effective and rewarding volunteer program.

This is a good opportunity to pull in new people with skills you might not be using in other areas. If you're working on volunteer policies, is there anyone in your community that might have a background in this area? If you are working on orientation and training, is there a trainer in your area that might be willing to help you design some effective approaches?

Remember, the people that know the most about your volunteer program are likely the volunteers. Be sure to ask them for feedback and involve them in the process whenever possible.

Source: "Best Practices in Volunteer Management: An Action Planning Guide for Small and Rural Nonprofit Organizations", Volunteer Canada

Planning a volunteer programme in an organization that had not previously engaged volunteers

should start with the analysis of its current internal and external situation, regarding the possible relevant factors to volunteer involvement.

Quality assessment of the context in which the volunteer programme is going to exist is crucial for the ability of the volunteer programme to achieve results. Input from the paid employees who understand the aims and values of volunteerism can be useful for the assessment of the situation within

the organization. An external consultant can contribute with input on the external situation regarding the recognition and implementation of volunteering programmes in the community; this should be focused on the area of mission and work of the organization.

It is also important to define the interests of the paid staff in development of the volunteer programme, their expectations from possible relationship with the volunteers and contributions they could make to the programme. All this should provide for a clear overview of the situation in the organization and its surroundings. After this, and when the reasons and priorities for the future volunteer programme have been decided upon, organization can proceed to discuss the function of the programme. After the function is defined, the suitable form or structure should be chosen for the programme. During the process of designing the volunteer programme, it is important to have support and involvement both from the Board and the personnel.

There are many organizations that have complete or partial volunteer programs. Some are right in your community. Others might be groups you network with in other regions. Approach these groups to find out what volunteer program materials they might share with you. Do they have volunteer policies that you could adopt instead of writing your own from scratch? Do they have examples of job descriptions or recruitment messages that you could revise for your own needs?

There are also many written and Internet resources that have samples and templates. Don't reinvent the wheel – use the resources that are available to you!

(Source: "Best Practices in Volunteer Management: An Action Planning Guide for Small and Rural Non-profit Organizations", Volunteer Canada)

When an organization has already had some experience in working with volunteers, a review of that experience should be done. It should cover the time span from the date of the last review (or since the beginning, if it has not been done before) up to the present. **Volunteer involvement diagnosis** should be done in order to determine the current internal health of the volunteer programme.

The review of the work within the volunteer programme could be done through the “SWOT” analysis – identifying the internal strengths and weaknesses of the previous work with volunteers, and the external opportunities and threats the volunteer programme faces.

In addition, if there were objectives of the volunteer involvement defined for the previous period, it would be helpful to see whether they were achieved or not, what helped and what hindered achieving them. Volunteer involvement diagnosis should include the results of the continuous internal scanning of the volunteer programme. It should explore the trends in the programme, and identify key problem issues and reasons (apparent and underlying) for failure of certain projects led by volunteers or for volunteers leaving the organization.

After this analysis of the experience, the organization should start envisioning the future volunteer programme in the same way an organization without the experience with volunteers would do. The only difference would be including the past results and the lessons learned in the process.

WHAT A VOLUNTEER PROGRAM DEFINES EXACTLY:

- The objective of the program, place and period of its realization and how many hours or days per week volunteers are expected to work.
- User Group (often vulnerable groups of society) or a description of the program / project where volunteers are needed.
- The required number of volunteers and their profile (profile includes specific education, skills, experience, age, etc.).
- The required number and profile of other staff (coaches, mentors, supervisors, etc.).
- Description of volunteer position.
- Description of other support activities – if necessary (training and preparation of the volunteer, preparing promotional campaigns, plan of activities of supervision and evaluation of the work of volunteers, etc.).
- Material and financial resources necessary for the implementation of the program (the budget).



Purpose of volunteer job descriptions

Once the function, form and structure of the overall volunteer programme in the organization are developed, the next step is to define the job descriptions for the volunteers. This will help the volunteers to understand the tasks, the expected results and the skills required for successful completion of the tasks. A job description defines the expectations from a volunteer and the contributions needed from them, and thus allows for the continuity in the job even if the volunteer is replaced by somebody else later in the process. Although a job description is a steady component of a job position, it should be changeable during the volunteering period. Namely, it should be revised according to the changes in the volunteer programme and the organization and according to the personal development of the volunteer during his or her engagement in the organization.

A well-written job description contains valuable information used later in the volunteer management process. It can

serve as a marketing tool for recruitment of volunteers. It also serves as a primary guide for screening and placing the volunteers and is the basis for supervision and evaluation of the volunteers. It formulates the needed education types for volunteers and defines the scope of volunteer's work. This should be considered later on, when recognising and rewarding the volunteer's efforts. It can be treated as a contract between the organization and the volunteer, or can be a basis for drafting the contract. When paid employees and volunteers work in cooperation, the volunteer job description provides role clarity to both paid and the volunteer staff and is helpful in clear communication between them, preventing possible disputes.

A well-prepared job description will contribute to the better results of the already defined volunteer programme. It will satisfy certain volunteers' needs, especially the ones for a sense of achievement. It will result in the higher probability that volunteers would do what is expected of them, as they will be clear about what they are supposed to accomplish.



Writing volunteer job descriptions

Both the volunteer manager and the paid personnel should be involved in designing the volunteer job descriptions, as they are the ones who would help and supervise those volunteers afterwards.

When you start designing volunteer's job description, reasons and needs for the volunteer position and the impact expected from the volunteer's work should be defined. The next step would be to outline the task descriptions and specific qualifications or requirements that a volunteer needs to possess or satisfy.

It is important to define the volunteer's work so:

- That it suits organizational goals
- Is meaningful to the volunteers and
- Answer to the needs of the community.



Advisory teams consisting of employees and volunteers can be formed in order to identify the meaningful volunteer service opportunities in the organization. They can help with structuring appropriate volunteer's work description and with integration of the volunteers in the organizational routine and the staff team.

When designing volunteer job descriptions, a diverse portfolio of volunteer job opportunities should be created, as different types of activities and services attract and motivate different people.

The job description should be the common ground between what the volunteer wants to do, what he or she can do, and what the organization's and clients' needs are. Volunteers can be engaged in almost any kind of work needed in an organization and a community. There is no rule that limits the diversity of work assignments that can be done by volunteers!

Every volunteer job description must include the following elements:

- **Position Title** that is precise and descriptive and helps personnel in the organization understand the role assigned to volunteer. Position title provides a sense of identity to the volunteer.
- **Work Location** that explains where the volunteer will be working – at home, in the office, on the field, etc.
- **Volunteer Impact** explains the overall goals and purpose of the volunteer position (volunteer's tasks in direct service and the administrative assignments) in relation to the overall volunteer programme outcomes, the organization, the clients or the mission. This is the most important part of the volunteer job description.
- **Responsibilities and Duties** are suggested specific and clearly defined activities needed to be done in order to accomplish the above-defined goals and purpose. The word "suggested" indicates that the volunteer has some



authority to recommend other possible activities (that should be approved by the supervisor) that can be effective in achieving the result.

- **Qualifications** are a clear and concise profile of the desirable volunteer that includes skills, attitudes, experiences, knowledge and personal characteristics required from the volunteer.
 - **Commitment required** is the estimated number of hours, length of commitment, and flexibility in scheduling asked from the volunteer.
 - **Training** indicates nature of general and specific trainings offered and required for the assignment.
 - **Benefits** that the volunteer might enjoy during the engagement on the position. These can be in the form of insurance, parking space, reimbursement of expenses, career provision, etc.
 - **Evaluation** defines how will the achieved result be measured and evaluated.
- **Date** of the writing or updating this job description.
 - **Volunteer Supervisor and their Contact Information** will help potential volunteers to understand with whom they would be cooperating in the organization and to whom and how they would be reporting.

The volunteer job description should be flexible as much as the specific work that should be done allows that. It is good when volunteer' job is something that can be slightly changed according to individual knowledge's and interest of the volunteer, but segment of usefulness cannot be forgotten. Volunteer jobs are not created to amuse volunteers but to give results and help organisation to realize its programs for the community or environment, and or help certain target group to have better quality of life. A well-written job description is short, compact and clear.

Job descriptions for regional or international long-term volunteer positions

It would be best if the job description for long-term volunteers would consist of all those parts already mentioned in the chapter before, with few very important additions if the long-term volunteer is not coming from local community, and accommodation, transport or other scheme of the coverage of their costs exist.

WHAT TYPE OF COSTS TO COVER:

- travel to and from the place of volunteering
- travel undertaken in the course of volunteering
- subsistence (meals and accommodation taken during the period of voluntary work)
- essential protective clothing and other health and safety measures
- training of the volunteer

Source: Volunteering Ireland



In addition, but specially in situations when we are planning international long-term volunteering position, there should more details about the organization in the job description.

However, different volunteer programs for long-term volunteering and different institutions that organize those programs demand different volunteer job descriptions. SEEYN long-term volunteer's job descriptions, besides standard data mentioned in the text above, includes also following:

- Title of the volunteer position
- Duration of assignment
- Description of the project or program where volunteer will be engaged
- Organization short description and contacts
- Objectives of volunteer placement
- Activities timeline
- Required skills from the volunteer
- If long-term volunteering is part of international exchange program: data on accommodation, travel costs, insurance etc

“Job descriptions” for workcamp volunteer positions

Many organisations members of SEEYN are implementing short-term volunteering programs co called: international workcamps.

When defining job description for workcamp volunteers, there is no need to use the standard form for volunteer job descriptions described above. Instead, a short description of the workcamp in English language is required. The short description of the workcamp usually includes:



- Code of the workcamp
- Dates
- Number of volunteers
- Place/town/country
- Description of work project
- Accommodation
- Study part
- Language requirements
- Any special remarks (participation fee, possible special qualifications of needed volunteers, motivational letter required, etc.)

All the volunteers share the same conditions of living, working and spending the free time.

Recruitment

of Volunteers



Recruitment is an important, continuous process that enables organizations to attract potential volunteers by offering their available and already defined volunteer positions to the public. Recruitment is usually done to promote certain volunteer assignments e.g. individual or group activities within the regular work of the organization, free positions in a committee or advisory board of the organization, certain direct or indirect service volunteer positions, advocacy or fundraising assignments. In order to achieve satisfying results, the organization needs to plan the volunteer recruitment process carefully and rely on patience and time of personnel working on the recruitment.

The process of recruitment should consist of following steps:

- drawing volunteer task outlines according to the previously prepared job descriptions;
- creating clear plan of the overall process (including recruitment campaign, selection, training and placement of volunteers);
- preparing the recruitment message that would answer to potential volunteer's questions on whether they should join the organization;
- analysing the groups of people the organization wants to reach and situation regarding engaging volunteers in other organizations; and
- defining the "ideal volunteer" for the position and tailoring the recruitment campaign according to this ideal image.

The recruitment message can be spread by word of mouth, printed materials, online, public events, local press and radio, volunteer centres and local companies. Each of these methods can be useful to a certain degree, depending on your recruitment strategy, type of the volunteer positions that are available and the targeted group of potential volunteers.

Forms of recruitment

There are four typical forms of recruitment (by Steve McCurley, 1995):

- A. Warm Body Recruitment
- B. Targeted Recruitment
- C. Concentric Circle Recruitment
- D. Ambient Recruitment

A. Warm Body Recruitment:

This is a form of mass recruitment. It is organized when there is a need for a large number of volunteers in a short period and when no special qualifications are required to perform the task. Most people are able to accomplish such tasks, given a short training on the topic. Methods used in this form of recruitment are word of mouth, distribution of brochures, leaflets and other promotional materials, putting up the posters, giving speeches to an audience, advertising notices in periodicals, and any other method of simple dissemination of information about the free volunteer positions. This form of recruitment is focused on the marketing of the organization, the volunteer programme, and the appeal for needed volunteers. This recruitment can attract large numbers of potential volunteers. Sometimes volunteer manager can control neither the number nor the quality of the people who come to the organization, applying for a volunteer position.

One typical situation in which this form of recruitment should be used is when volunteers are supposed to collect gifts, sweets and donations for children orphans before the

Christmas. It is a short event and volunteers do not need specific training. Simple preparation is enough for successful performance in this assignment.

B. Targeted Recruitment

Targeted recruitment is the process that starts from defining a concise profile of the potential volunteers. Because of this, the recruitment message is intentionally delivered to a small audience. This form of recruitment focuses on the search for potential volunteers that answer as many expectations defined in the job description as possible. When planning this form of recruitment the needs of the organization and its personnel should be clearly stated. Further, it is needed to define the profile of the person who could satisfy these needs and how would it be possible for the organization to identify the potential volunteers and communicate with them. It is also important to think about the motivations that a volunteer might have for this volunteer position. If all these things are done properly in the planning phase, it is easy to develop means of identifying and locating potential volunteers that would most likely satisfy the requirements that were defined earlier. It is good to use the targeted recruitment when the opened volunteer position requires certain qualifications, special skills or some characteristics that are not commonly found or when the organization is trying to outreach to new populations. This form of recruitment results with new type of people in the organization. Certain limitation of this form of recruitment is that it requires more engagement from the volunteer manager and personnel, and it is best used for important positions in the organization.

One example of this form of recruitment being used is when there is an opening of the volunteer positions in PR (public relations) team within the organization and the requirements are that the volunteer already has certain knowledge and experience with media and journalism. According to these

(and other additional) characteristics, recruitment campaign could be targeted towards older journalism students that already have worked in some media.

C. Concentric Circle Recruitment

This simple form is the easiest and the fastest way to recruit volunteers. It relies on the people who are already connected to the organization in some way and persuading them to take up new responsibilities inside the organization. These people are usually:

- Friends and relatives of present volunteers, members and paid personnel
- Organizational clients and their relatives
- Former clients, employees or volunteers
- Donors
- People in the neighbourhood or workplace community
- People who have been affected by the problem the organization is attempting to solve, etc.

These people already support the aims of the organization and no special marketing towards them is needed. In addition, the personal contact and the expression of the trust in the organizational values and its work is a more persuasive argument than any mass method could be. This form of recruitment is the most common one in South East Europe (and not only there). Because of this, the highest number and percentage of volunteers are being recruited by the people who know them well and who are already engaged in an organization.

Concentric Circle Recruitment can have a great success even if it is not planned, but it succeeds better if it is well structured. If this is the only method an organization is using it can result in homogenised personnel, a group of people who share the same thinking patterns and all of whom are somehow related (as friends or otherwise) in everyday life.



D. Ambient Recruitment

Ambient recruitment is used when an organization wants to attract people that belong to a 'closed system', e.g. a certain school (class), corporation, profession, neighbourhood, church congregation, etc. Usually people in this "closed system" possess strong sense of self-identification with the group and connection to other members of the system. When planning the ambient recruitment campaign is important to try to create a 'culture of involvement' among the members of the "closed system". This can be achieved by getting the group members to believe that volunteering is recommended as the "right thing to do". This is how volunteering becomes accepted as a value of the community. Once it is recommended by the system, each individual member would follow that value and engage himself or herself as a volunteer. Elements of an ambient recruitment campaign are developing a philosophy of involvement, early indoctrination of the system members and supporting the volunteer involvement of the members. An effective ambient recruitment campaign achieves the willingness of people to volunteer, but does not direct them into any specific volunteer programme or position.

Recruiting volunteers for regional or international long-term volunteer positions

When it comes to recruitment of long-term volunteers, any of the above mentioned forms of recruitment can be used, depending on the specific job description and the qualifications that volunteer should possess prior to joining the project/program.

If no specific pre-qualifications are needed from potential volunteer and adequate on-the-job training is provided to the volunteer, the warm body recruitment is acceptable for reaching potential candidates.

However, if some specific qualifications and experience are expected from the future volunteer, it is best to use the targeted form of recruitment.

When the job description of the position in hosting organization is similar to specific volunteer positions in our organisations and additional trainings are offered to the volunteer, then the best option would be to use concentric circles form of recruitment. This is useful for finding suitable candidate from narrow circles around the sending organisation, and is also useful to the sending organisation, as it will be able to benefit from the volunteer's improved knowledge, skills and experience upon his or her return from the hosting organization.

Recruiting workcamp volunteers

There are two levels of recruitment of workcamp volunteers:

Recruiting foreign volunteers for international workcamps in the local communities:

This is done through recruiting international partner volunteer organisations that also organise workcamps. Usually, recruitment is done through online platforms. Besides that, organizations are working on their partnerships and using all opportunities to meet, train each other, exchange experiences and practice. It was a practice to meet once per year in the so called "international technical meetings", where their representatives present their volunteer programmes. In these meetings, representatives of different organizations promote their projects, recruit partner organizations in bilateral meetings to advertise their workcamps to volunteers. Nowadays, this practice is changing and depends on the network that you cooperate with. If there is a meeting, if you are not able to participate, of course, you can still have regular online communication.

Recruiting national volunteers for international workcamps:

Once per year, organisations are making their annual list of the workcamps. It can be updated during the year, of course. In previous period, after the international Technical Meeting mentioned above, all representatives return to their organisations and work on the "catalogue" and/or database of the workcamps in the world. This "catalogue" can be made in shorter version and printed for distribution on local or national level. Since on most workcamps no specific qualifications of volunteers are needed, the warm body form of recruitment is the best to use when reaching for workcamp volunteers. Organisations use additional methods, such as advertising the workcamps on websites, advertising through posters, leaflets, public presentations/ workshops, media, etc.

Recruitment message

When performing a recruitment campaign, a well-prepared recruitment message is needed in order to attract potential volunteers and raise their interest in the advertised volunteer position and the organization in general.

Recruitment message should be interesting enough for the potential volunteers to decide to contact the organization and ask for further information.

Every convincing recruitment message includes:

- the description of the problem that needs to be solved,
- description of how the volunteer's work can solve the problem,
- some answers to possible volunteer's questions on whether he or she is the one to apply for this position,
- definition of any trainings and rewards provided to the volunteer and
- contact information for further inquiries.

The message should not be too long. It should be easily understood, without usage of jargon.

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If your recruitment message is aimed at no one in particular, don't be surprised when no one in particular responds to it.

Rick Lynch

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The opening of the message should be interesting enough for the people to continue reading. Information in the message should be given in the "right" order, following a typical line of thinking (the reader first checks if the defined need is

worth volunteering for and then decides whether it would technically be achievable for him or her to engage).

All basic information should be there. The message should contain give a brief, but complete overview of the situation (the problem, the type of work, the requirements, the time-frame, and the contact person).

Recruitment tips

It is important to be very clear about what is wanted from the volunteers before they start with their engagement in the organization. Volunteer job descriptions should be defined.

Thinking about possible volunteers' motivation for engagement in the organization and potential satisfaction of their needs by the organization would help the recruitment and result in more persuasive communication with potential volunteers.

All steps in the volunteer management process (interview, placement, orientation and training, supervision, evaluation, recognition and procedures of retaining the volunteers) should be developed prior to advertising to the potential volunteers.

Organizational personnel that are supposed to work with volunteers should be educated and prepared for it even before the recruitment campaign starts.

The campaign should not be limited only to the places that are the easiest for spreading the recruitment message. When planning the recruitment campaign it is useful to think about places where your target groups often goes. If we are talking about young people that could be: bars, squares, theatres, concert halls, gym or sport clubs etc. but also online spaces where young people are present: **Facebook, Instagram,**

Twitter. Information should be shared via **internet informational portals** and **organisational website** as well.

System of answering to the questions and enquiries of the potential volunteers should be set and prepared in time for the recruitment campaign, as volunteers will start asking for more information very soon and it will be very de-motivating for them not to get sufficient information. This means that your personnel should be prepared and have all the needed information at hand. For example, you can create and timely update so called FAQ – frequently asked questions that you will put on the website, and have it in your computer, at your desk in case that you need it.

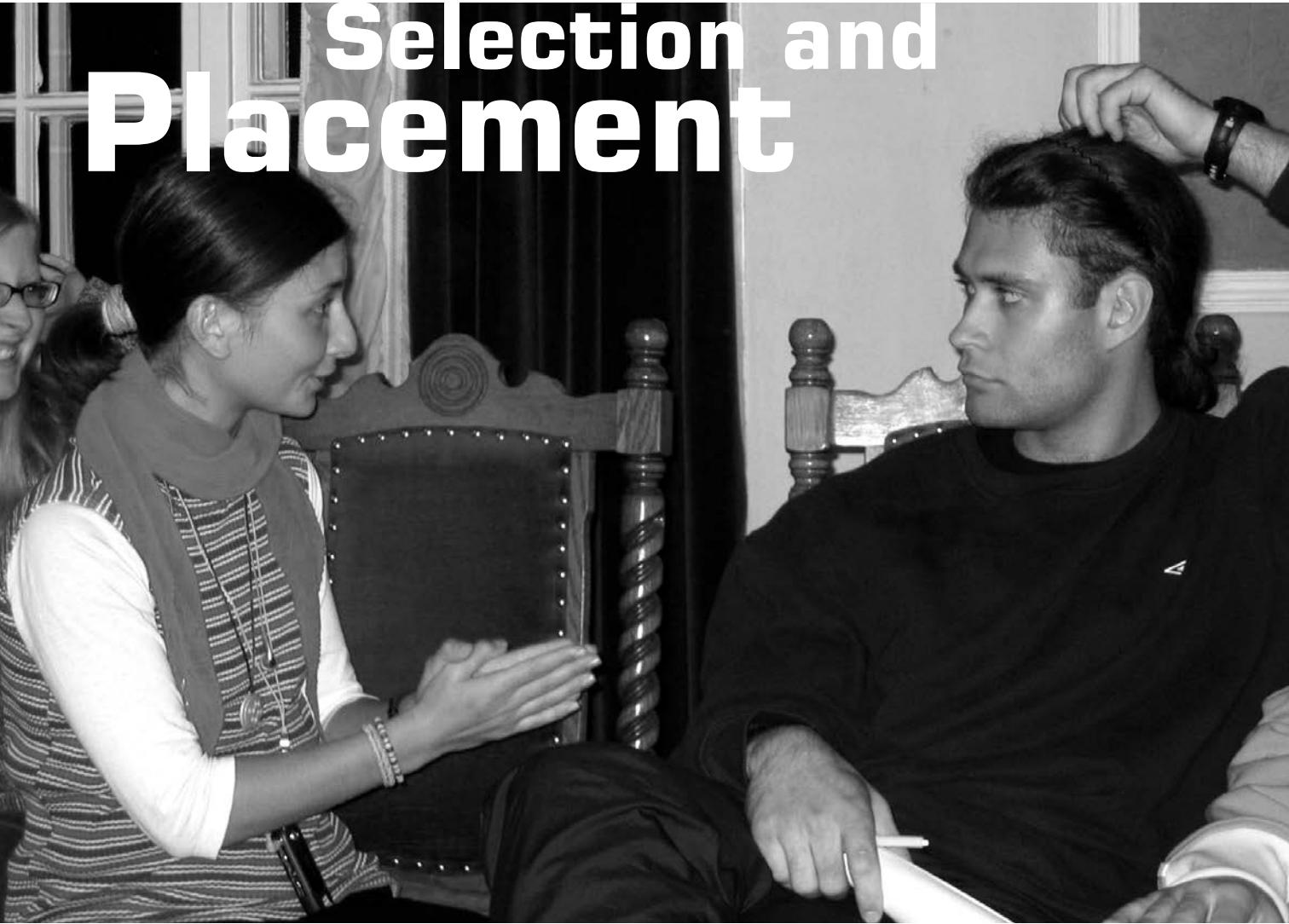
No campaign – but potential volunteers are coming

Even when no specific recruitment campaign has been done, potential volunteers may contact the organization and ask for certain information.

If there is a volunteer manager in the organization – be sure that every staff member have his/her contact that can be shared in case of a need. In order to make thing go faster, you can ask from the person to send his/her CV to organisational email, and later, during the staff meeting decide what to do upon that specific case.

If the need for volunteers is recognized, but just the campaign is not launched, it is important that employees know who is in charge of recruitment, so that they can direct potential volunteers to this person. It is also important that employees be regularly informed about the open volunteer opportunities in the organization. They get in touch with many people who could become volunteers in the future and they should be able to point them towards the right offers.

Interview, Selection and Placement



Once the recruitment process is over and the interested volunteers have approached the organization, the process of selection and placement of volunteers follows. This process of matching volunteer's motivation, expectations, interest, availability, skills and experience with offered and possible tasks and job positions within the organization, is often perceived as the greatest challenge in volunteer management. The effectiveness of the volunteer's future work usually depends a lot on his or her satisfaction with and suitability to the placement position.

Selection and placement

When determining the position of an interested volunteer within the organization, the specific needs of the organization should be clear and understood. In the "Programme planning and developing job descriptions" chapter, we already described how to define those specific organizational needs for volunteer involvement. The skills, interests and availability of a potential volunteer should also be considered. Interested individuals should be selected according to their qualifications and the ability to perform in the volunteer position. Sometimes, potential volunteers will not be interested in volunteering in positions for which they possess

high qualifications, but will prefer to try something new and obtain new knowledge, skills and experiences. Therefore, both volunteer's ability and willingness should be taken into account during the placement. Quality placement decision can be brought only if a quality selection of the volunteers has been made. During the selection process, the organization and the volunteer manager have a chance to get to know the volunteer better. Placing the volunteer should be done in a way that it meets the requirements of everyone involved – the volunteer and the organization, represented with its personnel. The volunteer should not be placed in an available position if he or she has no interest and willingness to do it. Neither should the volunteer be placed in a position for which he or she shows huge interest and willingness, but does not have the qualifications for it. The placement should be done with the consensus of both the volunteer and the supervisor for the volunteer position.

Different methods and procedures can be used during the process of selection of the new volunteers. The most useful is the interview, as it gives a lot of needed information for the placement decision.

- **The interview** is usually preceded by **a volunteer questionnaire form** for general membership in the organization and the application form for the concrete position. Every organization that plans to engage volunteers should have the volunteer questionnaire ready when a potential volunteer enters the organization. This form allows the organization to obtain certain information about volunteer that could help the project coordinators in the future, when there is a need for quick selection of volunteers for some tasks.

- This questionnaire should consist of general information about the volunteer (name, sex, birthday, address, contact phone and e-mail), his or her education and expertise, jobs he or she has done, his or her general volunteering interests, specific organizational areas of work in which the volunteer is primarily interested and the availability of the volunteer in hours per week. This questionnaire is being given to the volunteers when they express the wish to join the organization in general and are not applying for a specific volunteer position.
- When the volunteers come to the organization after a recruitment process and are interested in a specific volunteer position, they should be given a more specific form to fill in – **an application form**. The application should include all the questions from the above-mentioned questionnaire with additional points addressing specific information that the volunteer manager and the supervisor of the volunteer position need to know, in order to select the best candidates for the specific job. These additional questions in the application should address the volunteer's motivation for that position, his or her concrete knowledge and skills helpful for this position, experience in similar jobs and tasks, expectations he or she might have from the position and the organization and any other special requirements needed.
- For quality placement of the volunteers, it is very helpful to have **a sign-up corner** in the office (e.g. the desk of the volunteer manager) where the potential volunteers could sign up for volunteer tasks. For instance, after the completion of the general questionnaire, they could sign up for possible volunteer engagements in periodic events, committees or boards of the organization, projects and programs, etc. Existence of this kind of a "corner" in the organization is important as volunteers might approach the organization and ask for a potential volunteering opportunity even when there is no concrete volunteer position open and no recruitment process was organized. In addition, volunteers could give ideas for new tasks and projects there.

When a volunteer is placed, it is good to have a **contract** (i.e. a written agreement) between the organization's representative and the volunteer. It is based on the volunteer job description and on the general volunteer policies or manual of the organization, if they exist.

There are some key elements of a well-written volunteer contract:

- It defines obligations of both the volunteer and the organization towards each other and towards the volunteer position and the work he or she will be doing.
- It can also define the length of engagement and possible reasons for ending it, in the specific position or in the organization in general.
- It lists all support activities (supervision, training, mentoring, evaluation, etc.) provided to the volunteer during his or her engagement.

The main reasons for having a contract with a volunteer:

- It can help both sides to understand the volunteer engagement more as a professional work, opposed to simply filling in the gaps in the organization, which way some organizations misuse their volunteers.
- From the contract, it is obvious what are the rights and responsibilities of both parties and how they should cooperate.
- Having a well-defined contract allows for easier dealing with any possible future disagreements and prevents many of them.

With or without the existence of the contract, it should be clear and acceptable that once the placement decision has been brought and the engagement of the volunteer started, the volunteer and his supervisor could still change the placement decision if it turned out that the placement has been unsuccessful.

Interviewing volunteers

Interviewing the volunteers is the most thorough method of selection and placement in volunteer management. Interview is used especially in the case when the volunteers have approached the organization after the targeted and concentric-circle forms of recruitment. Whenever there are special demands one needs to fulfil in order to be accepted to a volunteer position, interview comes as a useful method of selection. Interview is usually used after some information about the volunteer has been obtained through a questionnaire and an application form. According to the needs of the organization, the volunteer job description and the available information about the volunteers, an interviewer develops the questions that will be used in the interview. These questions, however, do not have to be strictly followed, and each new question should be connected to the volunteer's answer to the previous one. While interviewing candidates, one has to ensure that there is a fair process of focusing individually on each candidate. It is always good to have more interviewers present during each interview and that the same team of people conducts all interviews for a position.

All interviewers should be educated and skilled, and should be well prepared for the interviews for the specific position and program. The interviewing skills include:

- Active listening
- Analysing the volunteer's body language
- Understanding the values of the organization and the volunteer
- High emotional intelligence (interpersonal and intrapersonal).
- Ability to understand other people's concerns and to put oneself into other people's position when needed.

It is highly important for interviewers to be previously proven as persons are not in any way discriminative. Additionally,



the volunteer manager should have a meeting with all the interviewers before the interviews and prepare them for the non-discriminative and non-prejudicial role of their work.

The basic difference between interviewing a volunteer and a candidate for a paid position is that when choosing a paid employee, we are looking for the one person who fits the position best, and when interviewing for a volunteer positions, we are looking for the job that fits the volunteer best.

All the potential volunteers who satisfy the basic conditions of participation (e.g. mental health, availability, etc.), should get a chance to engage within the organization. Job description should be modified according to the volunteer's needs, but it should still be in accordance with the organization's needs, priorities and possibilities. During the interview, an applicant should have a chance to ask the interviewers questions about the position and the organization. The process of interviewing a volunteer can be seen as a kind of negotiation, since its aim is to match the volunteer's expectations, motivations, qualifications and availability to the organization's needs, priorities and open volunteer positions. Based on this negotiation process, the interviewer should be able to draw the conclusions during the interview, regarding the possible position for the volunteer.



An interview offers a possibility to discuss with the potential volunteer all the requirements needed for the position and for being a part of the organization:

- time availability of the volunteer,
- needed and provided education,
- respect of the organization's volunteer policies and procedures,
- confidentiality rules,
- reporting lines for supervision and help,
- expected results and accomplishments within the volunteer position,
- any other expectations on the side of the organization.

During the interview, the interviewer should keep in mind that the volunteer has not accepted the position yet, and should give additional explanations about the purpose of the position and its benefits for the organization and the community.

According to Carter McNamara (General Guidelines for Conducting Interviews), there are four types of interviews:

1. Informal, conversational interview
2. General interview guide approach
3. Standardized, open-ended interview
4. Closed, fixed-response interview

In the informal, conversational interview, the interviewer does not use predetermined questions much, and is open and adaptable to the flow of the interview. This type of interview is most often used in interviewing potential volunteers. In general interview guide, the interviewer uses predetermined questions with the intention to collect information from the same general areas from all the potential volunteers. As this type of interview still allows a degree of freedom in collecting specific information from the interviewees, it is often used in volunteer management process. In the standardized,

open-ended interview all the interviewees are asked the same open-ended questions. With interviews of this kind, it is easier to compare the answers of the different interviewees, but it has not been used for interviewing volunteers as much as the more individualised ones. In the closed, fixed-response interview all interviewees are asked the same questions, which are not open-ended, but have a fixed response. That means that the interviewees have to choose their answers from an offered set of alternatives. This type of interview is not used much in the volunteer management, as it is hard to approach the volunteer individually and to determine his or her natural flow of thoughts on the subject.

Questions used in an interview can be:

- closed,
- open or
- rhetoric.

Closed questions are the ones to which an interviewee can answer either with “yes” or “no” or by choosing among an offered set of alternative answers. Examples of a closed question in a volunteer interview would be “Have you been volunteering before?” or “Have you seen our recruitment message?”.

Open questions do not have answers offered in advance. The answers depend solely on the interviewee’s understanding of the question and his or her opinions, feelings, behaviour and knowledge. Examples of the open questions are “What do you know about the situation on law on volunteerism in the country?”, “How do you feel about working in a chaotic organizational environment?”, “Why did you choose this volunteer position and this organization for your engagement?” etc.

Rhetoric questions are usually asked when the interviewed person should approve or agree with a concept that has been

formed into a question. Here are two examples: “This society needs the law on volunteerism, doesn’t it?”; “You are very motivated for this engagement, aren’t you?”

WHEN INTERVIEWING A VOLUNTEER:

- It is always better to use open questions.
- Closed questions are usually seen as formal, and the volunteer manager and the interviewing team should avoid most of the formality in an interview.
- The interviewer should avoid rhetoric questions, as they reflect the interviewer’s, rather than the interviewee’s, opinions and knowledge.
- Open questions encourage a natural flow of thought in potential volunteers.
- The interviewers should keep notes during the interview, in a way that does not disturb the potential volunteers.
- Pleasant environment, with a level of privacy, is important for the interviewee.
- The interviewers should present themselves and the organization at the beginning of the interview and should make sure that the interview is not interrupted by other people or things (e.g. mobile phones).
- The most appropriate and pleasant duration for an interview is considered to be about 20 minutes.

Rejecting volunteers

When selecting, and placing a volunteer, one should keep in mind that in quality volunteer management process, volunteers are not easily rejected.

Each willing volunteer who satisfies basic conditions for volunteering in the specific position should get a chance to do it. However, giving a position in a volunteer program to an unsuitable or unneeded candidate can harm both the organization and the volunteer. Non-matching placement can cause unwillingness or impossibility of the personnel to work with the volunteer, dissatisfaction of the volunteer and ineffectiveness of the volunteer position.

If the potential volunteer is judged as unsuitable for the position during the interview, he or she should be offered another open position within the organization. If the volunteer lacks specific knowledge and skills for the position, but is still willing to try, he or she should be offered on-the-job training and external opportunities to attain needed qualifications.

In extreme cases, when the volunteer does not agree with basic organizational mission, aims and the values, the volunteer should be advised to join other organizations that could fit his or her beliefs better.

Selecting and placing long-term volunteers

Selection and placement of long-term volunteers can be done in a fashion similar to the selection and placement of local volunteers (described above), having one basic difference in mind – candidates for long-term volunteer positions are usually from another country or region. For this reason, it is more difficult to get to know all the candidates for the

position in person and to meet them face-to-face. In addition, there are usually less possible candidates interested in the long-term volunteer position than there are for “local” volunteer positions.

Two basic techniques used for selection and placement of long-term volunteers are the application form and the interview. As it difficult to meet the candidates in person, it is important to have an application form which is thorough. This application form serves as a basis for narrowing the selection of candidates, who will be invited to the interview.

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: Application form for long-term volunteering should :
: consist of following: :

- personal data
 - employment status (this is important due to the fact that a person will have to spend few months away from “home” and his or her everyday work)
 - education (formal and non-formal)
 - skills, hobbies, interests
 - language skills
 - previous volunteer work of the candidate
 - connection of the candidate to the project (i.e. the volunteer position)
 - relationship with the sending organisation (this is important, because it is possible to ask the sending organization to interview the volunteer, and to prepare the volunteer once he or she is selected)
 - future plans of the volunteer after the project (this can show how will the volunteer be able to use the skills, knowledge and experience gained during the project)
 - in addition, CV and motivational letter should be attached to the application form
-

It is not always possible to interview face-to-face all candidates for the long-term volunteer position, due to any of the following reasons:

- it might be too expensive for candidates to travel to the hosting organization for interview
- there might be no budget for the reimbursement of the travel and board costs of applicants while interviewing
- one-to-one interviewing might be too time consuming
- hosting organisation might be satisfied with the information about the candidates received in the application form

Thus, we advise the use of Skype or other electronic tool for interviewing the potential volunteers.

Interviewing helps in efficient placement of the candidates to the long-term volunteer position. The general rules for interviewing the candidates are the same as the ones described in the chapter on interviewing local volunteers. One slight difference is that when interviewing candidates for the long-term positions additional attention should be paid to the language knowledge of the candidate. The official language of international interviews is usually English, but it should be planned ahead for the volunteer to attend a language course in the hosting organization/country language. Another difference is that the interview for a long-term position helps to determine (more accurately than the application form) how well would the candidate fit into the project happening in another country (and culture).

Selecting and placing workcamp volunteers

Selection and placement of workcamp volunteers is usually done without any personal contact between the volunteer and the hosting organization and there are no possibilities for an interview as a selection tool. Everything is based on the application form. In major international volunteer networks, the exchange of the workcamp volunteers is well structured and the application forms are standardised. All organizations use the same form and the same questions within the application form. There are qualified placement officers in each of these organizations and they are responsible for quality selection and placement of the candidates. The placement is based strictly on the application form. The decision on where to place a candidate depends on the information available in the application form and on the structure of volunteers already accepted to the workcamp – it is recommended to keep gender balance and not to accept more than two volunteers from one country.

In the SEEYN “Workcamp Handbook” there are more details about placement procedures for workcamp volunteers, with a typical application form for the workcamps is presented.

Volunteers' Orientation and Training



Education of volunteers is a very important part of the overall volunteer management of a volunteer programme within an organization. Quality education gives volunteers a feeling of belonging to the organization.

How skilled the volunteers are for the concrete engagement in the volunteer position is defined during the interview explained in the previous part. Even if a volunteer possesses high levels of skills, knowledge and competences needed for the job, his education within the organization is still important, because it prepares him or her for a clear relationship with the organization and the volunteer programme.

Education of volunteers is a constant process, which starts from determining the skills, knowledge and competencies required for proper accomplishment of the job. The next thing to be done is to review the qualifications that the volunteer already has. By comparing the qualifications that the volunteer already possesses to those that are needed for the position, it is possible to define the set of skills and knowledge on which the educational process for this volunteer will be based. The following step is to design different orientations for the volunteer and other specific and task-related training programmes. Whenever it is possible, the community resources available should be used in the overall volunteer education process. It is important that this educational process be developed with respect towards characteristics of the adult learning and non-formal education. The new volunteers should be placed on the volunteer position only after they have completed the initial training. During their engagement in that position, the

effectiveness of the previous training programmes should be regularly evaluated and other training programmes should be planned to allow further development of the volunteer. Volunteers in the organization should be able to learn from each other during the meetings in their organization. The meetings are a great platform to exchange information and experiences among each other. The volunteer manager should announce the consultation hours designated to the meet possible needs of the volunteers. Workshops covering different topics should be held for volunteers at least once per month. In order to provide volunteers with the information needed to perform their work effectively, every volunteer education process should consist of orientation, training and coaching. Orientation covers general preparation of the volunteers for a clear relationship with the programme, organization and the personnel. Training usually denotes specific preparation of the volunteers for good performance in the concrete job. Coaching is the process of fostering regular progress and development of the individual regarding his or her competencies. In addition to educating the volunteers, a quality volunteer programme offers the adequate counselling for volunteers who are dealing with any problems and difficulties in their lives during their engagement in the organization.

Orientation

A general orientation to the organization, its mission, framework, philosophy, personnel, culture and climate is needed whenever a new volunteer arrives to the organization. During the orientation, organizational codes of conduct expected from the volunteer in their new position should be outlined. In this initial stage, the volunteer is taken for a tour of the

organization's facilities and the working area and introduced to the different features in the office (e.g. kitchen) that are not relevant for an outsider, but are helpful to a person who will spend significant amount of their time there. What may seem as a routine to the existing personnel may be the start of an adventure of the volunteer. Therefore, the orientation must be planned carefully and according to the volunteers' needs, which were defined during the interview. Different people can have significantly different expectations regarding welcoming a new person in the office climate, but the volunteer will gradually adapt to the customs and communication patterns of the organization. The orientation process should also include some information about the concrete volunteer's assignments. In this phase of introduction of the project, there should be enough free space for the ideas and suggestions that might come from the volunteer. Both the volunteer and the personnel working with them on the project need to express their expectations and possible fears, in order to prevent potential misunderstandings. The volunteer should present his or her previous experience and the motivation for accepting the position to the new colleagues, as it is most likely that they have not been present during the interview, so they will not know much about the volunteer.

In the orientation process, the basic information given to the volunteers should cover the organization (its mission, values, culture, background and the history), organizational systems (structure, personnel policies, volunteer policies, use of office equipment and the daily routine) and introduction to the team colleagues. However, volunteers should also be introduced to their working area and their rights and obligations in the volunteer programme.

"CHECK LIST" FOR THE ORIENTATION PROCESS OF A NEW VOLUNTEER IN AN ORGANISATION:

Welcoming and informational session on following:

- The Organization (mission, vision, values, goals, history)
- The Organizational Personnel (teams, structure, culture and climate)
- The Volunteer Programme (goals, framework within the organization, etc.)

Information and discussion about the volunteer's task and position:

- information about the concrete volunteer's assignments
- organizational codes of conduct expected from the volunteer in their new position
- volunteer's previous experience and the motivation for accepting the position
- rights and obligations in the volunteer programme
- introduction to the team colleagues
- exchange of expectations among the volunteer and his or her colleagues to be, regarding his or her position

A guided tour:

- working area
- organization's facilities
- use of office equipment
- the daily routine

Materials given to the volunteer:

- Organizational manuals and procedures (personnel policies, volunteer policies, etc.)
- the organization's volunteer manual if one exists

Volunteers' orientation should be organized as a session or a meeting, depending on the number of the volunteers present. A guided tour should also be organized for them. Volunteers should be given certain materials of the organization, e.g. manuals and procedures and especially the organization's volunteer manual if one exists. The orientation process should be designed in a way that volunteers are not overloaded with the information, but it should still provide all the information they need in order to understand the general atmosphere and the project. The better the volunteer understands what is the organization is, how it operates, and what are his or her future colleagues like, the better will the volunteer be able to fit into the organization and among the personnel. This will enable the volunteer to have quality future cooperation with others and to take initiative in developing his or her activities in the ways that are helpful to the organization.

Training

While orientation is usually general and informal, training is more specific and formal, equipping volunteers with the knowledge, specific job-related skills, attitudes and behaviour required by their future position. This is needed to make sure the volunteers will be able to perform their jobs successfully. The training explains volunteers how they are supposed to perform during their engagement, what they are not supposed to do while their engagement and how to react in an unexpected situation.

Training can be done in the form of group training, individual tutoring and consultation. Training of the volunteers can be performed on the job or through:

- practical demonstrations,
- study visits to other organizations and programmes,
- conferences and workshops,
- lectures and seminars organized in the community,
- electronic (via Internet) training and
- structured reading programmes.

The training is tailored according to the skills and competencies required from the volunteer for the position and the skills and competencies the volunteer already owns. It can be longer or shorter, oriented to skills development or to the information transfer to the volunteers. The training should be practical and experiential.

When talking about the learning, it is of crucial importance to understand that without willingness for learning and self-development, no big results can be achieved. Concept of **self-directed learning needs** to be introduced to volunteer, and some materials for further watching and reading recommended. For e.g. TEDx talks:

- *The revolution of self-directed learning* by Sean Bengry. Available at: <http://bit.ly/2lUtvDp> ;
- *The importance of self-directed learning* by Alan Webb. Available at: <http://bit.ly/2kQ6qRn>

The support person (mentor) has a crucial role in preparing and training the volunteers for their positions. Not only the organization benefits of it (the tasks are done more efficiently and effectively), but ensuring the on-going support for the volunteers will make them feel more integrated, more at ease in their job, more valuable and recognised and therefore more motivated. Volunteers are learning actively from their mentor by observing the work mentor does, by recognising the problem themselves, analysing the problem from the organization's point of view, drawing general conclusions about organisation's typically recommended approach in a similar situation and by practising the things they learnt. Volunteers' learning is the result of interrelation of a cognitive, an emotional and a behavioural level. It is proven that people learn most powerfully through their own experience, so if an organization wants to provide the space for volunteers'

learning, it has to put them in situations that involve cognition, emotion, and action and to offer methods that allow volunteers to experience and reflect on all of these three levels. Typical coaching process of teaching or upgrading volunteers' skills within the training is done in a way that the needed skills are at first demonstrated to the volunteer by his supervisor, mentor or another experienced colleague. Then the volunteer tries to perform the activity, using those skills. After this, the volunteer is given a constructive feedback and an analysis of the performance is done together by the volunteer and the coach.

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“You cannot teach a man anything. You can only help him to learn”

Galileo Galilei

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Every training process should be structured and prepared carefully. When planning the training of the volunteers for engaging into new volunteer positions, one should develop the outline for it which will consist of following elements:

1. Job description title
2. Background – organizational needs for this volunteer position
3. Knowledge, skills and attitudes of a volunteer that will be useful for this volunteer position – these are already defined during the job description writing
4. Knowledge, skills and attitudes of the volunteer already defined during the interview
5. Trainers – who will provide the training, an external expert, or someone from the organizational personnel

6. Dates and length
7. Objectives – are measurable learning outcomes identified for a training activity. All objectives need to be SMART – Specific, Measurable, Agreed (upon by everyone involved) Realistic and Timebound.
8. Methodology and methods (suggested and used) – it is recommended that a variety of methods be used, as different people have different learning styles. Some examples of the methods that could be used in the training course are brainstorming, wall writing, discussions, buzz groups, small-group work, ranking, role-plays, simulations, taking photos and making films, etc. Using different methods will contribute to the maintenance of participants' energy level.
9. Programme – time schedule and description of activities on the training (step by step)
10. Possible “hand-outs” to volunteers and additional tips for further reading
11. Training materials needed – this might be for instance additional literature on adult learning
12. Space requirements and technical equipment needed
13. Any additional comments



When designing and performing the training, it is helpful to both other paid employees and volunteers to get involved in the process. Training is usually organized in a group, which gives additional values to the learning process of the individual, as it encourages responsibility, develops communication skills and co-operation and involves consensual decision-making skills. Trainings courses are performed in

a way that creates a non-threatening environment for the learning process. During the training, facilitators manage time accordingly to the needs of the programme and the group, give clear instructions, facilitate the discussions and perform the debriefing and evaluation of the session in order to foster a quality learning process.

Orientation and training of long-term volunteers

Orientation of the accepted long-term volunteer (LTV) starts in his or her sending organization – if there is one. If there is no sending organisation, then this element needs to be covered by organisation that is involving long-term volunteer in their work. This preparation is called “pre-departure” preparation.

During the pre-departure preparation, volunteer is introduced to

- the basic concepts and values of volunteering,
- specificities of the long-term exchange and its intercultural dimension
- basics of conflict management
- usual misunderstandings that can arise when an LTV arrives to his or her hosting organisation and the ways to prevent or resolve them.

The second phase of the orientation of the LTV is organized upon the volunteer’s arrival in the hosting organization – or at the hosting department or project. It is called the “on-arrival” orientation. During the on-arrival orientation, the volunteer gets the first impressions of the organization, future colleagues and the project. The quality of the first impression will influence the feeling of safety and acceptance in the new environment.

Training of the LTVs is done in the same way as the training of the local volunteers, additionally paying attention to the same two differences mentioned in the chapter on selection and placement of long-term volunteers – the possible language barrier and the intercultural dimension. Each LTV has his or her own support person during the project (in local volunteering, one supervisor and/or volunteer manager is

usually more volunteers). The support person is responsible for guiding the learning process of the LTV during the overall project.

ON-ARRIVAL ORIENTATION OF THE LTV SHOULD CONSIST OF FOLLOWING:

- Welcoming the volunteer at the airport/train station and taking care of his basic needs after the travel
- Introduction of the volunteer to the people in the organization and their roles
- Explanation of the technical aspects (accommodation, food, pocket money, insurance, language training, internet access, etc.)
- Introduction to the aims, activities, structure and people involved in the organization
- Introduction to the concrete assignment the volunteer will perform in the organization. It is good to immediately discuss possible changes from the original job description and possible contributions of the volunteer to the task.
- Informing the volunteer about the motivation of the organization to host an LTV
- Introduction to the town, region and the country – with the help of local volunteers
- Possible intercultural learning session – similar as the one used in the pre-departure preparation, but this time together with the local volunteers and new colleagues in the hosting organization
- Introduction of the volunteer and his or her sending organization

Source: Geudens, T. and associates, 2002

Orientation and training of workcamp volunteers

Workcamp volunteers are usually prepared by the sending organization in preparation workshops or through individual preparation for the specificities of the volunteering on the international volunteer workcamps. During this preparation, volunteers are introduced to the concepts of workcamps and basic organizational issues (leaders, kitchen teams, work time, free time, etc.).

Once the volunteers arrive at the location of the workcamp, leaders and local volunteers take care of the relaxed introduction and the orientation of the volunteers with the people who are already there, the project, the project partner, and the surrounding and the typical customs of the area.

During a workcamp, workshops related to the work tasks should be planned (e.g. painting techniques if the workcamp is about the renovation and painting). In addition, an expert in the work field (e.g. professional painter) should be present to coach the volunteers, guide them and assist where needed.

Non-formal education of volunteers and their employability skills

As Monika Novosadova explains in her article "Empowering young people through non-formal learning activities: principles, methodological approaches and coaching" (2015, European Commission Directorate-General for Education and Culture: "Youth work and non-formal learning in Europe's education landscape"), non-formal learning supports individuals within a group to learn based on their own needs and in line with expectations from different stakeholders. Many

approaches are used within non-formal learning in youth work that match these different aims. The selection below focuses on those that strongly empower young people:

- Providing experience: learning by doing
- Giving a choice: using different methods and techniques
- Focusing on the present: responding to the current needs of participants
- Making learning interesting: enjoying time together
- Creating a space for observation: reflection
- Supporting competence building: self-assessment
- Coaching: maximising personal potential

The "**Study of the impact of non-formal education in youth work on acquiring competences for better employability of young people**"; NAPOR, April 2014 found following:

- "Non-formal education in youth work contributes significantly to the development of personal, interpersonal and work related competences of young people who participate in these programmes. At the same time these skills largely coincide with the competences that employers look for when hiring, expressed in advertisements or applied in the selection procedures. Therefore, we can conclude that the competences acquired in non-formal education in youth work are very important for the employability of young people, since these competences (personal, interpersonal and work related) are those that employers look for when hiring. Ten competences from the tested competence framework are important for all jobs, while the other six competences are seen as significant depending on the position one applies for. Of particular importance for employment, regardless of the position one applies for, are communication, and learning and development, and then self-management, personal organization, willingness to take responsibility, teamwork, conflict management, entrepreneurship and problem solving.



- Young people and employers agree in their assessment that in the selection of employees, the experience of non-formal education in youth work is positively evaluated in many cases. For employers, this experience is an indicator of pro-activity of young people. At the same time, the employers indicate that there is a need for greater visibility and better presentation of competences acquired in non-formal education in youth work by young people when applying for a job.
- There is a significant transferability of competences acquired through non-formal education in youth work into a business environment. Over 90% of young people and the organizers of the programs included in online survey consider the competences acquired through non-formal education entirely or largely transferrable in the business environment (e.g. working in a company).
- It has been shown, also, that the young employees, no matter what sector they work in, confirm that all the competences in the tested framework are applicable and important for success in their business context. In particular, they cite the importance of: communication, personal organization, willingness to learn and develop, taking personal responsibility (accountability) and problem-solving ability.
- The study results found a statistically significant positive correlation between length of participation and frequency of participation in non-formal education in youth work on one hand, and the extent and scope of the competences acquired by young people, on the other hand. The results show that the length of participation of young people in non-formal education programs in youth work is significantly associated with the acquisition of 10 of the 16 competences from our framework. This statistically significant association was found for the following competences: self-management, accountability, integrity, leadership, communication, conflict management, entrepreneurship,

organizational skills, problem solving and digital competence. Trajectories of young people within the world of youth work are very diverse and usually cover a range of different activities. In this sense, it is hard to tell what types of activities provide a more suitable context for the development of competences, but we can certainly say that the longer-term, more intensive and higher quality programmes of non-formal education in youth work have a better chance to enable young people to develop a higher level and scope of competences than the short-term and part-time programs.”

The European Commission’s Expert Group report “**Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability**” from 2012 says following:

- “Non-formal education and learning has an important role to play in responding to youth unemployment. This is because it supports development by helping to transform young peoples’ potential, creativity, talents, initiative and social responsibility, through the acquisition of related knowledge, skills, attitudes and values. It is often community based and outside of formal institutional contexts.
- Youth work can play a key role in reaching out to all young people. For those with fewer opportunities, youth work supports re-integration, through its close and informal contacts with young people, youth-friendly outreach and ability to instil trust in young people to get in touch with authorities. It provides individual support on occupational orientation and counselling, tailored to the particular challenges of different young people, in an informal environment.
- The purpose of youth work is not to provide jobs but engagement in the wide variety of personal and social development activities that it offers, helps young people to develop the knowledge, skills, and attitudes that are frequently said to be needed in the labour market. These

include teamwork, communication, leadership, flexibility and responsiveness. They also include creativity and innovation, which involve defining problems, coming up with ways of dealing with them, and sticking to a chosen course of action. In this way youth work contributes to closing the gap between the competences acquired by young people and the needs of the labour market.

- It needs to be emphasised that the range of competences gained through non-formal learning is wide and cannot be limited to ‘soft skills’. Non-formal education enables young people to develop very concrete skills that can be measured, including mathematical, digital competence, budget management, knowledge of foreign languages and others.
- There are various interpretations of the skills needed in the labour market. The core concepts alternate between ‘employability’, ‘soft skills’, ‘transversal skills’, ‘life skills’ or even individual characteristics and traits. The skills described significantly overlap with the European Key Competencies for Lifelong Learning (2006/962/EC), which are:
 - Communication in the mother tongue
 - Communication in foreign languages
 - Mathematical competence and basic competences in science and technology
 - Digital competence
 - Learning to learn
 - Social and civic competences
 - Sense of initiative and entrepreneurship
 - Cultural awareness and expression.
- Team-work, adaptability and flexibility, self-confidence and intercultural skills are said to be amongst those developed to a greater extent in youth organisations compared to formal education systems (Souto-Otero et al, 2013).”

As both long-term volunteering and workcamps are mobility activities, we bring here findings from research on learning in mobility projects.

Research report: “**Factors supporting learning in mobility projects**” (2012/2013; within the project UNIQUE Year of Learning: Youth on the Move!, <http://www.unique-learning.eu>) brings following conclusions.

“Experience of the interviewees of the research factors supporting learning in mobility is structured in 8 main content centres:

- **Strong personal interest** made their learning possible and more fruitful even when the learning conditions were poor or not there at all. The interest could be very clear and conscious or intuitive but emotionally charged. The person with strong personal interest is looking for flexible space in the program to reach their learning objectives. Too structured, organisers’ needs-oriented programme might provoke irritation and dissatisfaction of the learner or it provokes even stronger effort to strive for their learning. Difficult to reach but desirable learning opportunity creates additional motivation to go for it and to participate as full as possible. The interest (or lack of interest) might be rooted in their previous successful (or unsuccessful) learning experiences.
- **Knowledge of learning mechanisms** helps participants to be self-directed learners and to reach their learning results even when learning conditions are not completely there.
- **Real, authentic experience** here means the moments that learning experience goes beyond the isolated learning situation. It has a direct link to the daily life of participants or to the daily life of other people (usually – a local community), part of this is an honest spontaneous interaction with people of another culture, the interaction is based on their honest interest. This kind of experience is followed with emotional involvement and increasing motivation, with appearing sense of meaning. It motivates participants to put an effort to overcome difficult, uncomfortable moments during the mobility project.
- **Push for intercultural challenge:** Interviewees in most cases recognise their tendency to stay in their comfortable conditions, but they also recognise that accepting the intercultural challenge is fruitful in the sense of learning and personal development. This challenge comes like a push from the outside by giving hints to “go for it”, by giving activities, by inviting (I say pushing) to act in intercultural groups, by staying in the foreign culture/ country long enough.
- **Safe space for reflection** goes with the need for a counterbalance to the challenging part of intercultural experience during mobility projects. National groups or just groups where someone feels safe, proper moments and methods supports this counterbalance. Lack of it is experienced in a very negative way, especially in the case when knowledge of (experiential?) learning mechanisms was absent.
- **The quality of intercultural group communication** serves as the context for learning in mobility projects. The fact of interculturality in the group has its own impact already at least it works as the possibility to open up their own identity and to realise the difference of others as the resource. Research data allows to name a specific list of supportive characteristics of relationships in mobility projects, such as openness, goodwill, respect, trust, mutuality of honest interest, patience. The atmosphere based on this kind of relationship encourages people to speak even if they are not perfect in the foreign language. The supportive atmosphere in the intercultural group goes together with a quality group process. Long enough group process is part of it.
- **Help of educators/organisers:** We have a big list of possible educational support divided in sub-categories: organisational support, individual support, encouraging group process, framing the program, attitude of educator. These types of support were experienced by the interviewees. But in most of the cases we had to ask directly for this to be named.

- **Joy of togetherness in the group of different people:**

It is a feeling of connection with people from another context, another culture. It is followed with feelings of joy, positive surprise, motivation to participate and to keep in touch.”

A recent LinkedIn study found that hiring managers, over 80% of them consider volunteer work to be true work experience. Because these organizations have really strapped financials, their volunteers are actually doing real work. A lot of times, especially when you're first graduating from college or you're going back into the world of work or you want to change industries, you don't have any experience. And so, what you need to do is volunteer so that you can build that experience base and get the skills and the opportunity and the relationships you need to actually get a job outside of that volunteer work experience. So, one of the things that we really encourage you to do is to list volunteer work experience that is relevant to the job you're applying for. It is worth listing your volunteer work experience, especially if your volunteer experience is true to the job that you're hoping to get.

FOR FURTHER READING:

- ILO: Enhancing youth employability: The importance of core work skills <http://bit.ly/2lsUFjJ>
- SALTO SEE publication: Youth Work: Enhancing Youth Employability? Available at: <http://bit.ly/2kXXBb4>

INSPIRATIONAL VIDEO:

- Video: How Volunteering Can Help You Get A Job. Available at: <http://bit.ly/2kwpfx5>
- Video: Students talk about the student volunteering and employability module. Available at: <http://bit.ly/2kEUtgr>



Supervision and Evaluation



When all volunteers have been placed, and provided with appropriate orientation and training, the care about them and support to them does not stop there.

It is of great importance to supervise volunteers' work and evaluate it regularly. This is being done in order to determine the level of volunteer's satisfaction with the work, achievement in the job and the progress of the individuals and the organization that come as the result of the volunteers' work. Volunteers should feel the confidence and feel connected to the overall volunteer programme. The role of the continuous support in the forms of supervision and evaluation is crucial for this.

Ideally, there should be a volunteer manager in the organization; this person should be able to manage all processes in the volunteer programme, including the supervision and evaluation of the volunteers. This does not imply that the volunteer manager should supervise and evaluate the work of the volunteers personally. This should be assigned to other people (paid staff or volunteers) who are engaged in the same projects as the volunteers who are being supervised. Each volunteer should have a supervisor appointed to him or her from the organization's personnel. Depending on the scope of activities that a volunteer performs, he or she should get one or more supervisors who are experienced in the field of the volunteer's work. Those who are supervising and evaluating the volunteers should report to and cooperate with the person responsible for the overall management of the volunteer programme in the organization. It should be kept in mind that those who give support to the volunteers still

have other responsibilities defined by their job description and by the needs of the project or programme they are working on. However, it is essential to provide support through supervision and evaluation to volunteers on everyday basis.

During the entire process of engaging volunteers and working with them (including providing supervision and evaluation), it is important to keep in mind issues previously discussed in this handbook. Namely, the combination of the motives that might lead a volunteer towards concrete engagement differs among volunteers and their personal styles are different. In addition, when setting up their priorities in life, volunteers might give their volunteering position a different priority than the paid staff would do. A person who works with volunteers and provides support to them should nourish the concept of individual approach to volunteers. Everyone who works with the volunteers should be aware that it is a time-consuming process, and that volunteers should be approached on both professional and personal basis. People choose to volunteer because of the sense of belonging to an organization and a group as well as because of the friendly relations that are built up during volunteering.

Supervising volunteers

The terms “supervision” and “supervising” have been used quite often lately. People give different connotations to those terms. The connotations of the term “supervision” go from the ones that put accent on observing and controlling to understanding the supervision as one of the unavoidable forms of caring about the mental health of the individuals.

Supervision in volunteer management can be organised in three ways:

Within the civil society organisation in general, supervision is the process of overseeing the productivity and progress of organizational personnel, staff and volunteers. Such supervision ensures that volunteers, activists and coordinators follow the organizations and projects’ aims, values, policies and procedures. Supervision is the process of regularly reviewing the needs of the volunteers and the paid employees. It results in suggestions for possible changes in coordination procedures, volunteers’ activities and adequate job descriptions.

In order to be able to manage all their tasks properly, supervisors should possess experience and knowledge of the organization’s work with beneficiaries and volunteers. This includes the overall aims and the activities of the organization as well as the concrete work and projects for which they are responsible. In order to work with the volunteers, supervisors should be familiar with the issues of volunteer management. Before they start acting as supervisors, they should receive some education in volunteer management, with emphasis on the practical skills needed for supervision.

Within the frame of work on the specific volunteer position, every volunteer should have one or more supervisors that are more experienced than him/her in that specific job. The supervisors should offer targeted training activities

and mentorship to volunteers, for better quality of fulfilling the tasks within the volunteer position. Within this part of the supervision or this kind of supervision, the volunteers’ supervisor develops training plans and programmes of the volunteers on that job position. This is done together with the volunteers’ coordinators and the volunteers themselves to ensure that the volunteers receive necessary expertise to carry out their jobs.

When assigning the tasks to the volunteers, the supervisor should be aware of their motivation and their level of ambition. Sometimes, too ambitious volunteers will take over many duties on themselves without a clear feeling of limits of their possibilities and the amount of time they will be able to dedicate to their assignments. Likewise, there are volunteers who are introvert and who find it difficult to express themselves openly or have fear that they might disturb or bother their associates by demanding additional duties or changes in their current job. Part of the supervisor’s job is to get to know the volunteers personally and establish a working atmosphere that will make all volunteers feel comfortable, be productive and allow them to continue their personal development.

The volunteers’ supervisor should make sure that the volunteers do not see him or her as their boss, but rather as a leader, the person they enjoy following. Supervisor should never give orders to volunteers, and should rather instruct them according to the combination of their needs and their assignments. When volunteers are at the beginning of their volunteer engagement in the organization and the project, the supervisors should be more directive, but still asking volunteers for opinion and understanding when assigning tasks to them. Once the volunteers’ self-confidence is higher and they start feeling familiar with the organization and the project and connected to it, they will need a less directive and more supportive and coaching leadership style from the supervisor.

Within the framework of orientation towards the volunteers and their personal development and besides the professional specialisation on the volunteer position, supervision of the volunteers should ensure the care about the volunteers' personal progress/development in competences (knowledges, skills and attitudes) useful in life in general, so called "soft skills", as well as the care about one's internal recognition and growth of his/her personality and possibility to deal with different situations in the future, based on the lessons learned from interaction with others during the volunteering. This kind of supervision occasionally gathers volunteers engaged within one or more volunteer programmes, and provides group support, which is especially useful to the volunteers working with specific groups of beneficiaries with fewer opportunities (like persons with special needs, individuals with specific mental development needs, etc.), because the work with this population is stressful and demands huge emotional involvement of volunteers and thus burnouts are more likely to happen.

Such counselling form of supervision should provide conditions of safety for volunteers to feel free to openly discuss the problems which they face, and where the volunteers would get adequate answers and advices for solving those problems. Very often the sole exchange of experiences among the volunteers offers potential solutions for discussed problems. In efficient way, the supervision structures the gained experience that the volunteer can use for his/her personal and professional development on the long-term basis.



WHEN YOU COMPLETE A SIGNIFICANT ACTION, BE SURE TO CELEBRATE!

Recognize the contributions of volunteers and every staff member who was involved. If you don't have time of funds to organize dinner, party or similar, think about sending an e-mail to describe what you have completed to all team members and stakeholders. Share this information via social networks, write article for media, and/or include this success in a future newsletter.

YOU HAVE TO FIND TIME FOR THIS SEGMENT!

Without this, and other elements of recognition, your supervision will be seen from volunteers as negative component, controlling, "parent-child relation" and you will not be successful in retaining volunteers and keeping volunteer managers, or yourselves individually or as an organisation satisfied and happy with volunteering program that you have developed.

Supervision is the important activity of every volunteer programme, because within it we offer support to the volunteers and based on it we adapt the volunteer programme itself when needed, we engage new volunteers or organise additional education/training activities. Which form of supervision will the organisation / the volunteer manager choose within a volunteer programme, depends largely on the needs of the beneficiaries, volunteers and staff/personnel and it depends also on the possibilities and circumstances of organising/coordinating the work of volunteers.

With the quality and consistent implementation of adequate supervision, the whole volunteer programme is being improved, and lessons learned fully help in creating future programmes and in our work with volunteers and beneficiaries.

SEVERAL WEBSITES WITH MATERIALS FOR VOLUNTEER MANAGEMENT:

- Approaches to supervising. Available at: <http://bit.ly/2loLvc5>
- Practical tools, templates & info to help you effectively manage volunteers. Available at <http://bit.ly/2loM3ik>
- Managing Volunteers in Community Arts Organisations: Best Practice Booklet for Recruiting, Managing and Retaining Volunteers in Regional Arts Communities. Available at <http://bit.ly/2k7Kfdg>
- Volunteer timesheet and other materials for CSOs working with youth. Available at: <http://bit.ly/2kY9e1N>

Online tools for volunteer management

Volunteer management is a difficult task. Nowadays, when people spend more and more time online, it is useful to use online tools in this process. If you are working with young people, you know that “millennials”, as a community-oriented generation, tend to be “plugged in” at all times – be it on their computer, on their phone, or even on their watch. For a majority of young people, being completely disconnected for an undefined period of time is terrifying—and it’s not just disconnection from the internet, but disconnection from their peers (<http://blog.capterra.com>).

Collaboration tools

Besides face to face communication, you can always use online tools for collaboration. People of new generations feel the need to collaborate online. There are different tools that you can use, and here are some of them. Of course, you can find the one that suits your organisation needs.

SLACK

Slack (<https://slack.com/>) is a cloud-based team collaboration tool. Slack teams allow communities, groups, or teams to join through a specific URL or invitation sent by a team admin or owner. This tool can help you to organize communication with volunteers and team conversations.

Slack has a few unusual features that make it perfectly suited for work, including automatic archiving of all your interactions, a good search engine and the ability to work across just about every device you use. Because it is hosted online and is extremely customizable.

You can use open channels and make a specific channel for a project, a topic, a team, or anything—everyone has a transparent view of all that’s going on. For information that is specific and important only for certain group of volunteers, you can create private channels and invite just a few of them. Also, direct messages can be sent directly to another person or to a small group of people for more focused conversations. Besides mentioned, there is an opportunity to take a conversation from typing to face-to-face by starting a voice or video call in any Channel or Direct Message.

Bitrix24

Bitrix24 (www.bitrix24.com) been named one of the best free project management software options, one for the best project management software for entrepreneurs, and as one

of the best free CRM software options on the market. More than 1000 000 organizations are already using it. Beyond having most of Slack's features, Bitrix24 goes has no limit on search history, have completely free video conferencing, and free screen sharing.

You can use it for giving tasks to volunteers since it has built-in tasks, document management, and if you have many volunteers to manage, it is good to know that it also now offers free unlimited users in their unpaid version.

RYVER

RYVER (<https://ryver.com>) is also one of the programs that you can use for dispersed, decentralized team communication and communication with your volunteers. You can invite all the people you need, and every member can create Teams and invite users with no concern ever about the costs. Even Guests can be given the right to invite other guests that need to be on the team. You push information and decision-making out to the edge of your entire organization, and if you want every stakeholder can also have a say and know what is going on.

FLEEP

Fleep (<https://fleep.io>) enables communication within and across organizations. It is an open network means that users can communicate with any other Fleep user, and can also belong to one or several teams that have participants from within and outside their organization, enabling ultimate project collaboration. Fleep's user-centric approach can suits well for the volunteer managers who need to coordinate work of different volunteers across organizational projects or even borders or who work simultaneously in different teams, or organisations.

Volunteer management softwares

Some of the tools that you can use can be **volunteer management software**. You can try one of the free volunteer management software options that you ought to try out before you decide to afford a more expensive system.

Great advices o using technology in volunteer management and generally work of an organisations, you can find if you visit **Capterra Nonprofit Technology Blog: The latest tech advice for how to manage your non-profit organization** (<http://blog.capterra.com>).



We selected for you just some of the free volunteer management software, as an inspiration, but in order to find the one that suits the best to the needs of your organisation, it is recommended to do more deep online research, check all pros and cons, and then select the one you are going to try. When you see that it is functioning in the way that you need, then you can consider asking from other staff members to use it, or investing in premium options with more features and database limits.

SignUp Basic

SignUp Basic (<https://signup.com/>) is the free base release from SignUp that offers plenty of the features necessary to manage your volunteers. As long as you only need one activity organizer account and one group page, the basic version is all that you will need. It includes free online sheets, volunteer scheduling etc. It include: Mobile Signups, Easy Signups w/ No Passwords, Social Media Sharing, Printable Rosters and Calendars, Exportable Data Reports and Customizable Page. You can use SignUp for managing any kind of voluntary activities, including school activities, voluntary service projects, cultural events etc. Automatic reminders help participants keep their commitments, and easy online calendar editing,

reporting and messaging saves time and energy, so everyone can do more GOOD!



Son of Service

Son of Service (SOS) (<http://sos.sourceforge.net/>) is a multiuser volunteer management database for non-profits, charities, schools, churches, and clubs. SOS will keep track of your volunteers, their contact information, availability, work history, comments, reminders, and relationships. It will help you quickly find the right volunteer for the job and e-mail him, and it will make reports about how you are using volunteers. SOS is a helpful tool for organizations with many volunteers or multiple volunteer coordinators. It include: Reporting, Volunteer Information Storage, Work History Spreadsheets, Reminders.

WhenToHelp Lite

WhenToHelp Lite (<http://whentohelp.com>) is a quality free volunteer management software, so long as you qualify for their extended free use program (501(C)3, considered a charity, only schedule unpaid volunteers, etc.). Their board grants

this free use “on a case-by-case basis,” so your individual case will have to be made to the company by application. You can access WhenToHelpSM from anywhere, to quickly create and publish schedules, and everyone can be automatically notified by email and text message. Easily make schedule changes and find the best replacements in a matter of seconds. Or simply let volunteers handle shift changes amongst themselves! You control what volunteers can see and do online using their own ID/password: view schedules, enter work time preferences, trade and pick up shifts, request time off and send messages, and much more. You also can add other coordinators and set their permissions. It includes: Email Schedule Reminders, Unlimited Access for Schedulers and Volunteers, 100 Shift Spaces Per Week, Scheduling, Mobile Capabilities etc.

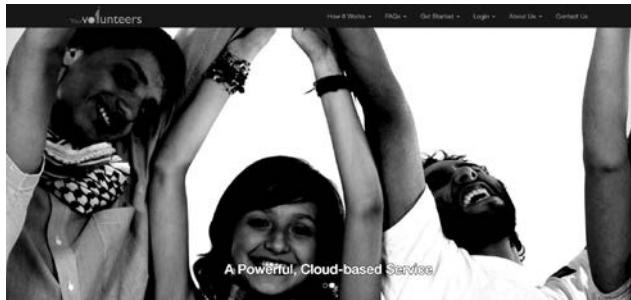


YourVolunteers Free

YourVolunteers is a volunteer management tool that covers many of the necessary features needed for volunteer management. Maintain a database of your volunteers so that you have their current contact information. Create custom questions to ask. Keep notes about volunteers that can be shared among volunteer managers within your organization. You can create

shifts for your organization and volunteers either select from those themselves or you as the volunteer manager can assign volunteers. Filter the list by interests, availability or simply choose from a list of all volunteers. If the volunteer does not start and end their shifts at the scheduled times, you can enter the actual times they worked and also record any no shows. This information then appears on volunteer reports and in charts so that you can keep track of those who are often late or who frequently miss their shifts.

If after a while you find that the free options aren't necessarily covering all of your needs, many of these software options offer premium options with more features and database limits, or you can check the list of paid software at www.capterra.com/volunteer-management-software



More than 12,200 organizations around the world have already used YourVolunteers.

Free Volunteer Scheduling



Mobile apps

In your work you can also use mobile app to see who is reached which achievement, add volunteers, and pull reports overall the volunteers and their hours. Some of them lets volunteers track their own hours, see their progress, notify when they reach certain achievements, and instantly recognizes them amongst their peers. If you are interested in using these tools, the best is to check in **Google Play Store** (<https://play.google.com>) or similar.

Volunteer App

This Volunteer App allows volunteers within the voluntary youth sector to record and track their volunteering under the following headings: organisations, events, goals, achievements, residential or camps, courses and qualifications. The App enables volunteers to easily view and generate reports of their volunteering activities and experiences, which can then be emailed and printed. It also allows volunteers to keep track of their voluntary hours.



Volunteer Tracker

Features:

- Record Hours
- View recent Volunteering Activities
- Report on hours for each organization you worked with
- Get total volunteer hours
- Save and Organize volunteering pictures
- Both English and Spanish support



Volunteer Time Tracking



With this app you can track and log volunteer hours on the go via your mobile phone. Perfect for employer volunteer programs, non-profits, government grantees, and any other volunteer organization.

Track it Forward provides volunteer coordinators with a website to track volunteer hours and allows managers to easily create reports and graphs. This is free for volunteers and can be used both for free and paid Track it Forward accounts.

Information tools

There are also different online tools for informing potential volunteer about activities that you can use, such as: Online Newsletters, circular emails, info graphics, blog etc. Some of the tools are:

- www.canva.com
- <http://mailchimp.com/>
- <http://piktochart.com/>
- [https://studio.stupeflix.com/en/create /](https://studio.stupeflix.com/en/create/)

The best is to use online and offline tools and ways of communication in combination. Not every tool is appropriate to every target group – so be careful when choosing.

Evaluating volunteers

Evaluation of volunteers is a process done in order to measure changes, achievements and impact of the volunteer programme and of the specific volunteer positions according to the comparison of the situation before (in terms of goals and objectives) and after. The goals and objectives of the volunteer programme and the volunteer positions should be defined before the start of the programme. The information collected in evaluation should serve as guidelines for making further decisions and improving volunteers' work. Through the results of evaluation, the volunteers and their managers and supervisors can learn from their mistakes and successes in the programme. Organizations can improve the ways to involve volunteers in order for the volunteer programme to be more productive. Evaluation can result with the adjustment of the volunteer programme and can help with planning in the future. Evaluation can also help in solving the future conflicts and can point towards possible current misunderstandings. It can define whether everybody involved follows the same line of thought about the project and the volunteer programme.

Most volunteers start volunteering with a combination of motives and needs and want to do their job the best they can. This is why they need regular feedback, evaluation of their performance and assistance in further improving. Quality evaluation helps the volunteer work better and come closer to realising his or her full potential.

The same as the supervision, the evaluation should be continuously carried out during the entire volunteer programme and the engagement of the volunteer. Supervision and coaching of volunteers must be day-to-day activities that deal with all the small parts of the volunteer's performance. Evaluations should be done periodically as it influences the overall performance of the volunteer. In addition to the regular ongoing evaluations that have effect on continuation of the volunteer programme, evaluations should also be the last phase of the

programme in order to measure its effects, and the goals and objectives achieved.

The two ways of measuring the effects of the programme (according to Geudens, T. and ass., 2002) are:

- summative evaluation and
- formative evaluation.

The summative evaluation is carried out by summing up everything achieved in the programme or one of its parts. It is done at the end of the programme (or at the end of a part of it). It is focused on the product or results of the programme and is determining the quality of past performance within the programme. The summative evaluation is about defining the consequences of the programme and/or the volunteer's task. When doing this evaluation, key questions should be "Is the aim of the programme or the task achieved? Did the overall volunteer programme influence the development of the volunteer? Is the outcome of the volunteer engagement useable?"

The formative evaluation focuses on the process of the programme. It is done during the whole duration of the programme and the volunteer engagement. This evaluation analyses the flow of the programme and of the volunteer work. It is looking towards the future and possible improvements and development of the programme and of the volunteers, according to the evaluation findings. This evaluation provides feedback (from and to everyone involved) about the programme and the people involved in it. Since it allows and encourages openness and feedback, it creates a basis for a safe environment, where volunteers are co-responsible for their learning experience and for the success of the programme. When doing this evaluation, key questions should be "What was the relationship between volunteers and paid staff like? What was the participation of each person in the project team? How efficient was the training programme of the

volunteers? What went wrong? What was the coordination and supervision like? Was the time management accurate?"

Evaluation can be done internally by the volunteer manager, the member of the personnel or the Governing Board of the organization. It can also be done by an external evaluator, who is by definition more objective because he or she is not connected to the organization. The external evaluator is usually invited to do the summative evaluation, while the formative evaluation is mostly done internally.

Evaluators use different methods in their work:

- Some evaluations are done within the groups, in meetings, evaluation sessions, key groups, or focus groups.
- Some methods require individual approach of the evaluator, e.g. observations, in depth interviews, reports and questionnaires.
- All of the above-mentioned methods are carried out by someone else, but volunteers can also use self-reflection, which is something they do on their own at any moment they choose.

Some of the methods are oral and some are written. Each method can be done according to a grid that the volunteer manager prepares in advance. Evaluation data can be qualitative (e.g. results of the narrative reports) or quantitative (e.g. observation of number of hours the volunteer spent for a specific activity) and formal (e.g. results of the in-depth interview) or informal (e.g. general discussion with the volunteers about how things go). All the evaluation methods and criteria for evaluating should be defined at the planning phase of the volunteer program. As the volunteer's job description is a basis for each evaluation of his or her performance, accurate job descriptions and measurable indicators of the volunteer achievement are needed. An evaluation within the volunteer program should be a two-way process. Volunteers should be involved in paid staff evaluation and paid employees should be involved in the evaluation of the volunteers.

Evaluation forms in a volunteer programme

As was already written, every evaluation should include a written part, in order to provide a measurable, comparable and objective data. When designing the evaluation form, it is important to think about the form of questions in it. Open questions yield the answers that are difficult to compare and draw objective conclusions from. Directed questions, with ranking or numeric expressions of evaluated issues, are more likely to lead towards objective conclusions. In the case of directed questions, it should be precisely defined what each number on a given scale represents. The clearer are the explanations, the more objective will the outcome be. Furthermore, the factor of interpersonal difference in human understanding and interpretation of the numbers and terms will be reduced to a minimum. Both volunteers and their colleagues (including paid employees) should be evaluated in a volunteer programme.

When evaluating the volunteer programme within the organization, the evaluation form given to the volunteers should usually consist of questions addressing their satisfaction with:

- access to the office facilities and resources
- adjustment to working environment
- working conditions
- relationship among and with the fellow colleagues: board, staff, volunteers, supervisor, and the volunteer manager
- the quality and the usefulness of the volunteer procedures (volunteer manual) within the organization
- results of his or her work
- work of the supervisor(s)
- level and success of the educational plan and the training courses provided
- own contribution to the project and the organization

- matching of his or her work with the original job description
- quality of the changes in one's job description
- feeling of personal benefits and progress during the engagement in the volunteer position
- how his or her expectations regarding the engagement were met

Besides questions that would address the satisfaction of the volunteers with the above-mentioned issues, the evaluation form should also allow them to express certain suggestions for performance improvement. This includes questions that allow volunteers to express their own view of their needs for additional training, to suggest possible changes in their job descriptions, to express possible need for additional cooperation with other projects and personnel in the organization and to comment on other issues regarding the improvement of both their own work and the work of the organization.

The evaluation form should also provide the volunteers an opportunity to explain the possible or existing problems in the work and to give ideas for solving these issues and preventing them in the future. Further, the evaluation form should allow the volunteers to think about the possible personal and organizational benefits that the organization and their colleagues have from their engagement.

The evaluation form given to the volunteers' colleagues (both other volunteers and paid employees) should consist of questions addressing their satisfaction with:

- the preparation for working with volunteers
- the benefits and usefulness of the volunteers' work for the organizational development, clients and local community
- the results of the work of group of volunteers or individual volunteers on a specific project
- the level of personal connection and cooperation with volunteers

- the opportunity to learn something from the volunteers
- the atmosphere between the paid staff and the volunteers in the organization

Besides the above-mentioned issues, the evaluation form should also allow them to give suggestions for possible future improvements and development of the volunteer programme and the preparation of the organizational personnel for working with volunteers. They should also be able to comment on potential changes in the volunteers' job descriptions, and give any other suggestions related to the cooperation among the paid staff, the activists and the volunteers.

Dismissing volunteers

The results of the evaluation will usually show that the volunteer's performance satisfied at least basic requirements in the given activity and that he or she obeyed the policies and procedures of the organization. Corrective actions that could follow an evaluation are requiring additional training of the volunteer, introducing horizontal or vertical changes in the volunteer job description or rotating the volunteer to another position. Only in very rare occasions, volunteers are suspended or dismissed from a volunteer programme, as the follow up to the evaluation.

When signing up for a volunteer position, the volunteer agrees to respect the volunteer handbook and procedures of the organization and to perform the duties that are parts of the volunteer position. At the beginning of someone's volunteer engagement he or she should be told about the reasons and inappropriate behaviour that could justify a dismissal. Whenever a supervisor or evaluator notices that a volunteer violated the organizational and position's standards, the volunteer must be informed that his or her behaviour was not acceptable. The effects on the working team, the program and the organization should also be explained. A space should be

provided for the volunteer to present his or her point of view in discussion with volunteer managers and supervisors. It can happen that the event or behaviour was simply perceived differently by different persons involved. In those cases, the volunteer manager should hear out everyone involved, and try to facilitate the process of clearing up the misunderstanding. It can turn out that the reasons for the situation were not based on possible misunderstanding, but the volunteer really does not share the same values as and does not respect the policies and procedures of the organization. Usually, in this kind of situation the volunteer is not fulfilling the agreed tasks. When this happens, the volunteer manager and the volunteer's supervisor should proceed with the issue to the organizational Executive Board. The Board brings the final decision about the dismissal of the volunteer.

Different organizations have different policies and procedures and different volunteer positions require different actions of the volunteer. Possible inappropriate behaviours of the volunteer that could be reasons for dismissal in most of the civil society organizations are:

- failure to comply to the organization's policies and procedures,
- representing the organization or performing the activity within the organization under the influence of alcohol or drugs,
- misuse of the organization's equipment and property,
- actions that influences the organization's image in a negative way,
- mistreatment of the work colleagues (either paid employees or volunteers),
- failure to satisfy the minimum standards of the volunteer performance in the assigned and agreed duties,
- acting irresponsibly towards the volunteer position and the organization, etc.

Continuous supervision and evaluation provide us with regular information about the volunteer's (mis)conduct. When the first signs of the possible misconduct are noticed, the supervisors should indicate to the volunteer which kind of quality performance is expected from his or her and what are the things that the volunteer is now doing wrongly. Sometimes the personnel in the organization is reluctant to approach to the volunteer with negative feedback, and this causes that volunteers continue working with the feeling that everything is OK. They are quite surprised when finally someone expresses the disappointment by their unsatisfactory work. In addition, volunteers are usually hurt by this, because the personnel did not speak to them when needed and it is possible that they are now exaggerating stories about the volunteer's misconduct. When addressing the volunteer with the dissatisfaction caused by their work, one should always keep in mind that it is important to address (in time!) the behaviour of the volunteer and not their personality or motivation. It is useful to remind the volunteers and the personnel about the possible positive outcomes of the previous work of the same volunteer. The volunteer should feel the deserved respect for the work that he or she has done well and should take over the responsibility for the consequences of his or her misconduct.

Supervision and evaluation of long-term volunteers

Long-term volunteers usually have a supervisor and a mentor (also called "support person"). Supervisor of the long-term volunteer deals with the same issues regarding the LTV and his or her project as the supervisor of local volunteers does. Meaning – supervising and managing the volunteer's work and performance within the project.

The mentor, on the other hand, is responsible for the social and intercultural support of the volunteer and helps in his or her training support. Qualities and "responsibilities" of a mentor (according to Geudens, T. and associates, 2002) are:

- being available to the LTV at any time
- following up suggestions of the volunteer and taking care of the LTV's needs during the project
- making sure that volunteers get the resources and tools needed to accomplish their tasks but also for their personal needs (contacts with friends and family back home,...)
- active listening to the volunteer
- giving constructive (positive and negative) feedback to the volunteer according to the performance of the volunteers
- meeting the volunteer regularly
- making the volunteer feels respected

The evaluation of/for the LTV should be well planned ahead and implemented during the whole duration of the project. Both, summative and formative evaluation should be used. Quality formative evaluation helps coordinating the project in the most acceptable way for quality development of the volunteer and the project itself. The summative evaluation is used at the end of the volunteering and is used for implementing eventual changes in the same project for some new long-term volunteers. Usually, there are two major evaluation sessions within the long-term volunteering project:

- mid-term evaluation and
- final evaluation.

The evaluation forms for assessing the long-term volunteering should consist of same points as when assessing the local volunteering, with additional components regarding:

- the intercultural dimension (country and the people)
- language learning
- personal issues regarding the volunteering in foreign country

Recognizing and Retaining Volunteers



When volunteers approach the organization, they come with the combination of the needs and motives they hope to satisfy during their volunteer engagement.

They come with a set of expectations towards the organization, the assignments, the colleagues, and towards themselves and their potential accomplishment. Most of the time those expectations are based on the volunteer's imagination of the organization and the volunteer program and the volunteer's first contacts with the organization. When they start volunteering on a regular basis, the reality of their engagement in the organization is usually different from their expectations. Sometimes, because of the lack of work, motivated volunteers feel useless and dissatisfied. Sometimes, volunteers feel they are being exploited, that they have boring and inadequate job descriptions. They could feel that the coordinators or managers of the organization are indifferent towards them and that supervisors do not spend enough time on them. The total atmosphere of the working climate can be discouraging and the volunteers' work may not be recognised and appreciated enough. Often the volunteers decide to depart from the organization because there is a big gap between their expectations and the real situation and they do not feel satisfied and appreciated.

Appreciation and recognition of the volunteers is very important for retaining them in the organization. Every volunteer likes people to notice and appreciate his or her productive participation. If not, volunteer feels unappreciated and drops out. For an organization, it is valuable that productive volunteers decide to stay and choose another volunteer position

once they are finished with the original one. If the volunteer is happy with his or her accomplishments, and understands and respects the organizational climate and the values, his or her future engagement will be more productive and the organization will have to spend less time on the orientation and education of the volunteer.

There are many ways, activities and methods that can help to retain volunteers effectively. The recognition of the volunteers is an important part of the process of retaining the volunteers.

Retaining volunteers

As mentioned in the chapter on motivation, volunteering influences the self-esteem and self-actualisation of the volunteers. In order to develop a strategy of the volunteers' retention, one should be aware of the specific combination of needs, motives and personality characteristics of each volunteer. It is important that volunteer's engagement raises his or her feeling of self-esteem and that the volunteer is able to self-realise and self-express to his or her full potential. If volunteers feel high self-esteem because of an accomplishment, they will tend to self-actualise themselves through accepting new challenging tasks within the same organization where they already feel respected and appreciated by their colleagues.

Psychologists Harris Clemes and Reynold Bean (according to S. McCurley and R. Lynch, 1996) found out that people who simultaneously enjoy **a sense of connectedness, a sense of uniqueness and a sense of power** have high

self-esteem. In order to retain the volunteers, one should try to create the organizational climate that is esteem producing for volunteers. It should aim towards a balanced increase in the feelings of connectedness, uniqueness and power among the volunteers.

Teamwork within the organization, a common goal and values with mutual respect and trust among the personnel are important factors that produce a positive ***sense of connectedness*** (belonging to, relationship with others) among volunteers. In addition, volunteers' job descriptions that set the standards for volunteers' performance as high as for the paid employees, allow everyone to enjoy equal-level partnership

within the organizational team. Volunteers should be invited to the staff meetings and decision-making meetings in order not to feel excluded and to feel as an equal part of the team. Besides these factors, regular recognition and celebration of the team successes and the individual contributions is an important element that influences the positive sense of connectedness among volunteers. If a volunteer feels that the organizational values are important to him or her and the community, he or she will be more likely to develop stronger feeling of connectedness to the organization. Any organizational achievement that highlights the success of the team will contribute to the positive feeling of connectedness of the volunteer.



Volunteers should feel that they are special in some way in order to feel higher self-esteem. In order for them **to feel unique**, the organizational climate should encourage self-expression and self-realisation of the volunteers. This can be achieved by allowing them to explore alternative ways for completion of their tasks, to offer new ideas and to develop strategies in cases when they have the appropriate knowledge and skills. In order to encourage this kind of volunteers' behaviour and feeling, the volunteers' job descriptions should consist of challenging tasks that ask them to activate different personal strengths and qualities while performing the tasks. Volunteers' self-esteem rises if their colleagues accept them the way they are, with all their unique strengths, weaknesses and eccentricities.

A sense of power in a volunteer program is defined as the volunteers' feeling that they are making a difference. In order to feel that way, it is important that the volunteers be engaged in overall assignment. It means performing both small and big tasks connected to its outcome. Thus, the volunteers will be able to feel their own contribution to a cause and to appreciate the effectiveness of their work. Volunteers are engaged only in small support activities (e.g. putting up some posters on the street or handing out the flyers for an event), might lack the grasp on the overall project. In these cases, the purpose of their task and the effect it will have in the realization of the entire project should be explained to them. Not only the task itself, but also the responsibility for it, plays an important role in developing the volunteers' sense of power. Namely, if volunteers are just being told what to do by their managers and supervisors, without having the possibility to develop the actions themselves, they will feel controlled by others and will not have a sense of power. It is good to direct volunteers with the aims and expected outcomes of their engagement and then letting them decide (through consultations with their supervisor) which concrete actions they will take in order to accomplish the task.

Sometimes, the need to feel unique or the need to feel the power come in conflict with the need to feel connected. This internal conflict can cause frustration in the volunteer and it can result with the alienation of the volunteer from the team members. This is why there should be a balanced influence on these three needs, in order to effectively keep the enthusiastic volunteers in the organization.

When thinking about retaining the volunteers, besides their self-esteem and self-actualisation, it is also important to consider the other factors that influence the volunteer's decision to leave or stay in the organization. It is helpful to provide good working conditions to them. As Herzberg said (in Herzberg, F. 1968), in order for volunteers not to feel dissatisfied, the extrinsic elements that surround the work volunteers do, the hygiene factors, should be present. This includes quality working conditions, situational facilities, quality of and relation with the supervisor, organizational policies and administration and good interpersonal social relations. A higher level of the volunteers' having "fun" allows for a more effective retention of them in the organization.

In order to secure more effective retention of the volunteers, one should think about the needs, motives and wishes of each volunteer, and try to develop the activities that give volunteers a feeling of satisfaction. In addition, regular reviews and evaluations of the volunteer's engagement are helpful, as they provide ground for adaptation of the existing or creation of new volunteers' job descriptions.

The best advice in retaining the volunteers would be to think about their personal growth and self-actualisation. If the volunteers feel at ease, effective, self-realised and appreciated in the volunteer program, they will wish to prolong their stay in the organization.

Recognizing volunteers

Recognising the volunteers contributes to the development of the volunteers' feelings of connectedness, of uniqueness and of power. If the efforts of a group or team are being recognised, the volunteer, as a part of that team, will feel more connected to the organization and the personnel. If the recognition actions are focused on praising the individual contribution, qualities and achievements, the volunteer will feel that he or she is appreciated and will have stronger sense of effectiveness and uniqueness.

Volunteers differ according to the types, shapes and sizes of the recognition that fit their individualities (according to S. McCurley and R. Lynch). Some volunteers prefer to receive thanks from their colleagues, some from their supervisor or manager, some from the board and some from their peers or families. Volunteers that are longer in the organization need the recognition connected to the team, while volunteers who spent a shorter time in the organization prefer to receive an immediate individual appreciation. Some volunteers prefer to be thanked by words; others would rather have something they can take and carry with themselves. Some volunteers prefer the formal recognition practices and some prefer the informal ones.

Formal recognition is expressed through awards, e.g. plaques, pins, group photography, small gifts, clothing items, recognition events, lunches and dinners, parties and celebrations, etc. These acts of recognition are taking place periodically and are most useful for recognising the volunteers that rarely get together. These events can improve their feeling of connectedness to the group and the organization.

Informal recognition actions are called rewards. They are more suitable than formal ones for the development of the volunteers' feeling of effectiveness. Rewards are day-to-day motivation activities for the volunteers through which or-

ganizational personnel expresses the appreciation for the volunteer's work. The frequency of this recognition makes it powerful and effective. Opposed to the awards, as tangible methods of appreciation, the rewards are intangible. Examples of rewards are: saying "thank you", improving the quality of the volunteer's supervision, showing constant and sincere personal interest in the volunteer, including the volunteer in staff and decision making meetings regularly, allowing different recommendations from the volunteer to others, equal treatment of the volunteers and the paid staff, additional training opportunities, etc.

The recognition system in the organization should be carefully planned and developed. It was said before that recognition should be planned for each volunteer according to his or her personality characteristics and achievements in the work. Different methods should be used, but the achievements and accomplishments of the same type and value, made by different volunteers, should be appreciated in the same level. The appreciation of the volunteer's work should be done frequently and soon after the achievement has been completed, in order to timely motivate him or her for further volunteer engagement. Sincerity and honesty are one of the most important characteristics of quality recognition.



Concrete ideas for recognition of volunteers

The volunteers' development, growth and information:

- Provide additional training outside of the organization, the region or the country, with costs covered by the organization
- Provide foreign language courses in a language school or by the international volunteers available in the organization
- Give periodical announcements about different opportunities for personal development and improvement in the work

Additional rewarding tasks:

- participation in local actions
- possibility to be a camp leader
- possibility to become a project coordinator
- possibility to travel to a project, youth exchange and/or workcamp
- more inter-regional activities

Raising the volunteers' responsibility:

- ask volunteers to train others
- have them present a training session to co-workers
- use them as consultants
- invite volunteers to develop policies and procedures within the organization
- involve volunteers in evaluations of other projects
- involve them in the annual planning process
- organize a strategic meeting once a season, and involve volunteers in it
- invite volunteers to the retreats
- put them on important task forces or committees

- have them represent you at important meetings
- ask them to speak on behalf of the group at public events

Teamwork:

- put in practice volunteers' own ideas or activities
- upgrade their position and give them more responsibility
- share the responsibilities in the group and change its leader monthly
- make a special preparation team for every action
- organize regular and often volunteers' meetings
- provide a small lounge or coffee area for socializing
- have a refreshment with volunteers after work
- ask for their initiatives to get involved in organization's programs
- involve volunteers in decision-making process

Recommendations:

- reference letter
- oral or written recommendations to potential employers, teachers, donors, etc.
- praising them to the boss (in their presence)
- recognition corner in the organizational newsletter and on the web site
- articles about the volunteers' performance for newsletters or newspapers

Volunteers' work:

- maintain the visual contact and visit their actions
- say thanks when a project is finished
- provide them with constructive feedback
- find more time for experience sharing
- make evaluation interviews with key volunteers
- give your volunteers opportunity to evaluate paid staff and management of the organization
- put up a volunteer suggestion box

- sort out potential conflicts and problems right away with the person or people involved before you discuss it with anyone else

Personal touch:

- let the volunteers know we are just a human like them
- offer friendship and care to the volunteers
- greet volunteers on the arrival and departure
- smile and show positive emotions to them, even if you have personal worries
- drink and toast together
- answer their e-mails in a funny and cheering way
- funny certificates – awarding each volunteer with a funny title or function (e.g. award for the most successful dragon in the organization, etc.)
- take pictures of the events and post them to the volunteers
- send birthday cards and emails
- decorate their work area on their birthday or other important date for them

Celebrations:

- birthday surprise party
- birthday and name-day lunches in the office
- anniversary and birthday cakes and champagne
- religious celebrations (Christmas, Easter, Ramadan, Bayram, etc.)
- New Years' cocktails
- occasional picnics
- team dinner or a drink for the successful end of the project
- farewell party for the end of the volunteer engagement
- volunteers' reunion

Small gifts:

- souvenirs
- favourite snacks, chocolate, drink

- CDs with photographs, music or films
- free tickets to events, conferences, theatre, cinema, etc.
- books from favourite writers
- organizational T-shirts, mugs, badges and other promotional material
- articles and cartoons they might be interested in
- free membership for key volunteers

Office facilities:

- free internet
- key of the office
- permission to enter the office anytime they need it
- computer that is used only by him or her
- possibility to scan, copy and print for private purposes for free or for a low cost
- use of a digital camera
- possibility to borrow books from the organizational library
- coffee, tea, snacks, etc. to consume while working

In order to develop an “ideal” recognition system, one should use a mixture of different recognition actions and procedures to be able to reach every type and different personalities of volunteers.

Finally, in order to engage the volunteers into your programs, to have them reach the needed results and to keep them interested and motivated in future engagements in your organization, you should plan and manage your volunteer program carefully. There should be a person in the organization on the position of the volunteer manager responsible for all the steps of effective volunteer management, described in this handbook.

Recognizing long-term and workcamp volunteers

The main value of the long-term volunteering for the volunteer is that the service provides him or her with a learning experience and skills that increase their employability afterwards. This was important factor in implementing the SEEYN long-term volunteer exchanges. If possible, the volunteer should get the chance to feel recognition for these skills and his or her service to society. In some international long-term volunteer exchange programmes, volunteers even get the certificate that accredits their skills and helps them in future employment searching.

Workcamp volunteers are short-term volunteers, usually up to two weeks period. It is difficult for them to reach certain

integration into society, develop many additional skills, or feel strong contribution to the project. However, well planned and prepared project with educated camp leader and well established system of preparation, education, supervision, evaluation and recognition of volunteers can contribute a lot to great success of project (including the development of individual volunteers).

All the methods of recognition mentioned in previous chapters are advised to be used in long-term volunteering projects and short-term engagements of volunteers, depending on the need for and purpose of it.



South East European Youth Network and Volunteerism

SEEYN Says...

Keep calm
and volunteer



SEEYN – South East European Youth Network

SEEYN

– networking with purpose,
sharing with love,
working with passion!

An unique experience in SEE region...

South East European Youth Network is a network organization, brave enough to inspire you to WALK YOUR DREAMS. We are also your permanent address for quality and diverse partnership with accountable and experienced organizations from SEE region.

SEEYN includes organizations from 12 countries: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Hungary, Kosovo, Macedonia, Montenegro, Serbia, Slovenia and Turkey.

SEEYN have started its successful story in 1999 through FRESTA program implemented by Danish Ministry of Foreign Affairs in the SEEYN region. SEEYN is formal CSO Network, with Secretariat based in Sarajevo, Bosnia and Herzegovina and home of 24 respective member organizations from 12 countries of the region and more than 300 youth experts, youth workers and youth activists as well as more than 2400 volunteers.

SEEYN VISION:

The vision of SEEYN is to achieve a stable region with developed mutual understanding without prejudices among young people through their mobility, co-operation, and active role in society.

SEEYN MISSION:

SEEYN contributes to development of peaceful and stable societies by empowering youth through activism, participation, employability, education and cooperation.

SEEYN PROGRAMS:

1. Peace and Reconciliation;
2. Volunteering Infrastructure;
3. Youth Initiatives;
4. Training Centre;
5. Network Development.

SEEYN ACTIONS ARE ... DEFINED BY OUR PEOPLE!

In our Network we are gathering organizations that involve and engage people who truly care about stability in the region, reconciliation process, bright future of our youth and who take this process very personally.

Our people are those who made one of the first steps over the border after the war ended (ex-yu 1990. and Kosovo 1999.), they initiated societal reconstruction all over destroyed region, worked hard to support young people to grow up in responsible, active, socially aware citizens who value solidarity.

.....POWERED BY EXPERIENCE, KNOWLEDGE, SKILLS AND WILLINGNESS FOR SHARING.....

Various field of excellence demonstrated by our member organizations, such as youth activism, volunteering infrastructure, non-formal education, youth employment, mobility as well as social innovations, youth in community development etc. enable us to become fully equipped CHANGEMAKER NETWORK that could provide full package of capacity building activities that will empower youth from the region to change their realities in positive direction.

Through Network's programs, during past 16 years we empowered more than 7200 young people from SEE and EU region in order to equip them with quality competences to take active role in their community through active participation in programs of our member and partner organizations.

...DETERMINATED BY DIVERSITY OF PEOPLE AND IDEAS

Diversity of people and ideas is principle that we are proud of and that we incorporate in our daily work. Through our programs, we stimulate development of creativity, innovation and intercultural competences. In that way we are able to produce new solutions for social challenges and to facilitate building of trust, interaction and establishment of strong relationship among different groups in society.

SEEYN believe that diverse environment contributes to extension of learning outcomes of each individual who represents certain excluded, less excluded and non-excluded groups. By

creating that stimulating and empowering environment, we promote inclusiveness and solidarity and finally, WE WALK WHAT WE TALK!

Volunteerism

Volunteering brings universal values to people and push them to go over their misunderstandings and individual conflicts. This is great tool for recruiting and bringing together community change-makers who will lead final countdown to positive changes in divided societies.

From the SEEYN perspective, volunteerism is also an alternative that can mediate in the challenges that exist between formal education and reaching economical participation and independence of youth . Parallel to the efforts devoted to achieving both a better quality of life and a broader coverage of formal education, new initiatives related to volunteerism should be developed to offer the attainment and promotion of abilities and democratic attitudes (human rights, alternative conflict resolution, natural resource conservation and management; education about consumption) among citizens.

EDUCATION FOR PEACE:

- 4800 hour of peace and reconciliation education in the region delivered over 10 years period;
- 260 young peacemakers from all over the region educated to be active in peace and reconciliation field.

Volunteers by participating in volunteer programs, especially international volunteering and exchanges, gain intercultural competences from adaptation of experience, and they can learn from interaction and co-operation with other people

from different communities. International volunteering is putting young people in a situation where they have to get engaged in critical self-reflection when confronted with the fact that preconceived ideas about other people's lives and values may be different from reality. This critical self-reflection and intercultural learning can stimulate participants to get more involved in information, solidarity and network activities afterwards in their own local or regional environment and organizations.

The main pillars of SEEYN work on development of volunteerism are:

- Research on volunteering inspiring and comparative practice
- Advocacy on creation and adoption of volunteering policies in SEE;
- Establishment of the National Volunteer Services and Local Volunteer Centres.

Researches done by SEEYN are evidence based and always have concrete, practical proposals for improvement of the environment for volunteerism development. Many of them has been made, and one of the most important is "Volunteerism and public institutions" – the research that was realized in Bosnia and Herzegovina, Croatia, Montenegro and Macedonia in 2003/2004. It contained analysis of researches among public institutions in participating countries, analysis of existing legislative related to voluntarism, examples of legislative and good practice from other European countries and recommendations for the future. Its general conclusion was that voluntarism and volunteering are marginalized both in theoretical and practical sense. Besides huge shortcomings of the existing regulations, the sad image of voluntarism was supplemented by ignorance of public institutions related to the issue of voluntarism and general lack of information and education in this field. Additionally, the governments of the Western Balkan countries did not respected and follow UN

declarations and recommendations and standards of the EU in this area. After this research, many advocacy campaigns were implemented in the region.

From December 2003 to December 2005, members of South East European Youth Network – SEEYN with their partners, UNV Bosnia and Herzegovina, One World, Asociatia Pro Democratia (Romania) and Youth Forum Eye (Macedonia) implemented regional project "Albert Einstein". The overall goal of this project was to improve youth mobility by increasing the number and scope of voluntary activities; for this, recognition of voluntarism and establishment of its legal frame was needed. The major objectives were to improve partnership with government representatives and improve dialogue on further process on voluntarism support through adopting of new or changing of existing legislative, and putting volunteerism in the frame of Youth policies, as it plays a crucial part in solving of youth issues and their mobility. In each country, a fertile ground for more serious work on development of volunteerism and support on all levels was created, especially on national and local government level. Establishment of new initiatives and actions related to the promotion of voluntarism legislative was also one of the indirect influences of the AE project. Products created in frame of the project, such as research document supported these further processes as one of the most important tools in lobbying process.

SEEYN member organizations are leaders of establishment of national voluntary infrastructure in SEE region. As a result of this action, almost in all SEE countries there is volunteering policy at place and SEEYN members are leaders in this field and still working on lobbying for policy improvement. In last 12 year of our work on changing awareness on importance of volunteering and its benefits for society, we can say that SEEYN and its members influenced those changes and today volunteering is far more accepted by citizens and governments as an ultimate value than before. Main indicator of

success is that our member organization are not organizing big recruiting campaigns anymore as they did 12 years ago, since volunteers are knocking on their doors on daily basis.

In almost all countries of the SEE region SEEYN member organizations are National Volunteer Services with tasks to educate other organizations and institutions about volunteering, facilitate volunteering on national level, organized Annual National awards for volunteering as well as to work on overall volunteering infrastructure. Members of SEEYN also work on programs for development of the Local Volunteer Centers and in some countries there is a functional national network of local volunteer centers.

Many volunteering programs has been implemented, but one of the most visible one was **RIVER SEE (Regional Integration through Volunteer Exchanges for the Reconciliation of SEE)** that was developed in partnership with UNV/UNDP based on SEEYN regional volunteer exchange practice and experience in SEE region. Programme had an aim to develop regional trust and facilitate valuable linkages between the populations and governments in the Balkan region. Its overall objective was to contribute to regional integration, social cohesion and poverty reduction in the Balkans by strengthening networks through East-to-East volunteer exchanges, promoting volunteerism and proactive citizenship, building the capacity of civil society to deal with local development and governance processes, and establishing regional cooperation between civil initiatives. Legislative frameworks on volunteerism in the region was be promoted in order to secure a supportive environment and thereby engage local, regional, and national governments/institutions towards a vibrant volunteer sector. Over the period of two years, the RIVER SEE Programme set up a new regional scheme for execution of exchange of the 100 volunteers within civil society/Voluntary Involving Organizations that deal with Millennium Development Goals and those more particularly engaged in community development, good governance and

the promotion of youth. To that end, they were encouraged to participate in, and contribute to economic development projects that aim at eradicating extreme poverty, hunger and promote sustainable approaches. The Programme represents a unique UNV/UNDP regional collaboration co-implemented with SEEYN and other partners: EU/EVS, VSO UK, OneWorld SEE and 14 Implementing Partners Organization(s): Timoc Club and European Movement in Serbia (SERBIA); Association for Democratic Prosperity – Zid and SOS telephone for Woman and Children Victims of Violence Podgorica (MONTENEGRO); Albanian Youth Council and Balkan Youth Link/Mjaft (ALBANIA); Youth Communication Centre and Youth Centre Livno (BiH); Volunteer’ s Centre Zagreb and Centre for Peace Studies (CROATIA); Association for Democratic Initiatives Macedonia and Council for Prevention of Juvenile Delinquency (FYROM); Kosovo Youth network and Kosova Action for Civil Initiatives (KOSOVO) – from seven countries/ areas in the Balkans with the eventual extension to Romania and Bulgaria, and was planned to continue over a period of 24 months. Nowadays, we can see that similar program will be part of the activities of Regional Youth Cooperation Office (RYCO) of the Western Balkans.

MAIN ACHIEVEMENTS:

- **100 volunteers exchanged** through 6 month volunteer program in the SEE region in the period 2005 – 2007 in the frame of RIVER SEE, regional youth exchange program (SEEYN was one of the implementing partner);
- **1400 young people exchanged through international work camp scheme;**
- **Around 70000 volunteer hours delivered** through all over the region through work camp scheme.

Future SEEYN activities and program areas connected to volunteerism

All the activities related to volunteerism in which SEEYN has been engaged either as the organizer or as the partner have resulted in envisioning and development of following guidelines and plans regarding developing and promoting volunteerism:

- **Research and Publication** by publishing research findings, best practices, toolkits with an aim to contribute to the knowledge base of the non-profit sector in the field of voluntary service, but also for developing new knowledge in order to increase the understanding of the pro-social values and volunteerism.
 - **Exchanges programs and development**, which will include volunteers' exchanges with a strong educational component. Peer education is also important component and SEEYN will educate scholars and youth in general with a broader understanding of importance of volunteering and youth mobility.
 - **Training on volunteerism**, in order to support NGOs and other institutions to apply research funding and best practices in the field of voluntary service through trainings and non-formal education. SEEYN will also provide short-term assistance to practitioners in the field of voluntary service advocacy and capacity building.
 - **Public Affairs** to promote concepts which help sustain and improve the pro-social values and Influence public and corporate policy related to voluntary service. SEEYN will educate the general public about the impact volunteerism has on society, as determined by research and practice but also will provide information to the general public about the issues that arise related to voluntary service.
- SEEYN established a concept of regional **Development Expert Volunteers (DEV)** in the field of volunteer service in SEE which help sustain and improve the pro-social values. SEEYN wants to bring DEVs from other countries to Balkan region but also to send out young motivated Balkan volunteers to other developing countries. SEEYN will promote awareness of the job profile "DEVs in VS", and will establish system for organizations and volunteers to participate in this program.
 - SEEYN will continue work on strengthening of partnership with organization that deal with volunteering on international level.

There are several important steps that should be undertaken in SEE region in order to create supportive environment for volunteerism development:

- Existing laws on volunteerism should be improved (or new laws adopted) in accordance the international understanding and values of voluntary work. At the moment, in many countries governments are violating workers' rights and using concept of volunteerism as curtain for decreasing budgetary costs and replacement of paid workers with volunteers.
- Public awareness campaigns about the importance of volunteerism for the country and its socio-economic system should be developed.
- We should insist on legislation that would enable development of local and national volunteers' centres and services, and define and put in practice mechanism for their financial support.

For more information about SEEYN and its activities, please visit www.seeyn.org .

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