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INSPIRE



VOLUNTEER MANAGEMENT

Developed by InterMedia 
Fostering Knowledge Transfer

Overview of the module

LESSON

01

Preparation “The Why”

1. Defining volunteering & Rights and obligations of volunteers and our organization.

LESSON

02

Attracting volunteers “The How”

2. Forming an internal policy for volunteer management.

LESSON

03

Retention “The What”

3. Communication and soft skills in group management activities.

LESSON

04

Evaluation & Assessment

4. Saying thank you to our volunteers

Suggested time for the whole Module: 30 hours.

INTRODUCTION

Volunteers are a valuable resource for non-profits and a component that can lead organizations towards fulfilling their goals of a greater good. Volunteering is widely recognized as a key strategy of community engagement and participation. Providing much-needed support and services at a community level, volunteering also delivers on civic and philanthropic values within society at large. Every successful volunteer program starts with a well-planned volunteer management process. A volunteer management process ensures your organization, event, or non-profit is operating efficiently, saving time and resources while ensuring volunteer retention. Volunteer management encompasses all of the steps a non-profit takes to attract, monitor, engage, and retain volunteers. Through effective volunteer management, your organization can build a more strategic, positive volunteer experience and cultivate long-term, mutually beneficial supporter relationships. Creating a strategic plan offers you a long-term plan for your volunteer management program providing a clear vision to reference at all stages of the process. We tried to create a learning module which along with other learning and educational resources, will guide you through an effective volunteer management program

The activities below are directed towards these sector organizations (TSOs), who are already working or wish to start working with volunteers. In the first case, they can be seen as a guide to (re)evaluate some of our methods and approaches, while in the latter it can be viewed as a short guide to understanding and start implementing volunteering programs.

LESSON 01

Lesson Objectives:

1. Demonstrate understanding of the main drivers and structures for organizations in the domain of social innovation.

ACTIVITY 1.1 THE NEEDS OF OUR ORGANIZATION

Intended Learning Outcomes:

1. Defining volunteering & rights and obligations of volunteers and our organization



Table provided below.

CONTENT

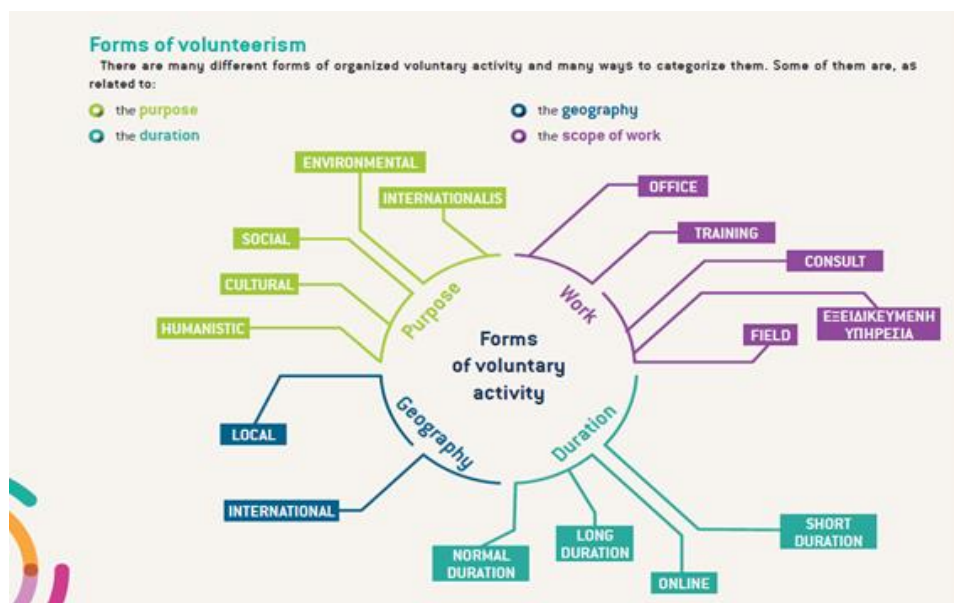
This activity is set to define the main needs of our organization. Each TSO has its own charter and operation style. There are organizations which are operating on a volunteer-only basis. Usually in these cases, all the positions are fulfilled by volunteers, including management and leadership positions. There are organizations, which are recruiting volunteers for specific and special events, the so-called ad hoc volunteering and organizations which have a permanent and/or temporary volunteering group, which offers specialized services throughout a defined period of time.

This activity is designed to help us understand, the volunteering forms which exist and to define which of them are best suited for us. It is advised that this activity is implemented by all the members of a TSO. For larger organizations, which are structured into departments, then the departments working with human resources, program management and relevant sectors, should collaborate in this activity.

Explanation

So, let us define what volunteering is for us.

In the following graphic, you can see the different types of volunteering.



Source: [Volunteer Management. A journey in 13 steps](#)

LECTURER ACTIVITY

Explain:

Volunteers are a valuable resource for non-profits and a component that can lead organizations towards fulfilling their goals of a greater good. Volunteering is widely recognized as a key strategy of community engagement and participation. Providing much-needed support and services at a community level, volunteering also delivers on civic and philanthropic values within society at large. Every successful volunteer program starts with a well-planned volunteer management process. A volunteer management process ensures your organization, event, or non-profit is operating efficiently, saving time and resources while ensuring volunteer retention. Volunteer management encompasses all of the steps a non-profit takes to attract, monitor, engage, and retain volunteers. Through effective volunteer management, your organization can build a more strategic, positive volunteer experience and cultivate long-term, mutually beneficial supporter relationships. Creating a strategic plan offers you a long-term plan for your volunteer management program providing a clear vision to reference at all stages of the process. We tried to create a learning module which along with other learning and educational resources, will guide you through an effective volunteer management program

The activities below are directed towards these sector organizations (TSOs), who are already working or wish to start working with volunteers. In the first case, they can be seen as a guide to (re)evaluate some of our methods and approaches, while in the latter it can be viewed as a short guide to understanding and start implementing volunteering programs.

LEARNER ACTIVITY

Based on the materials in Content end the explanation of the lecturer, please fill in the worksheet (see Materials) to see what volunteering is and/or is not for your organization

Discuss the results and draw the main conclusions. Feel free to improvise while drawing conclusions, but please keep in mind that the type of volunteerism you choose, should reflect the needs of your organization (i.e. if you are running programs of psycho-social support and rehabilitation of vulnerable groups, maybe you need permanent volunteers, who

possess high skills on a particular field. If you are organizing annual educational festivals, maybe you should consider recruiting ad hoc volunteers for a specific period). Also, another set of criteria for viewing this, is in terms of values; how do we see volunteers contributing to our organization; which are the personal traits of the volunteer coordinator; these are some examples of guiding questions to draw our conclusions on.

What form of volunteerism are we looking for	
What benefits do we see in a volunteering program	
What is the ideal number of volunteers for us	
What skills should our volunteers possess	
Who is/ should be the volunteer coordinator and what skills should they possess	
What kind of positions could the volunteers take up in our organization	

ACTIVITY 2 RIGHTS AND OBLIGATIONS

Intended Learning Outcomes

2. Define the rights and the obligations of potential volunteers as well as those of your organization



Table provided below.

CONTENT

This is a topic, which might take a long time to analyze; the rights of the volunteers and the organizations might be defined by a set of factors; the government, local authorities, even international law. The rights of the volunteer might be governed by the same aspects, but they are also closely related to the values of the organization. Here you can talk about practicalities, such as the time a volunteer might devote to an organization or their personal data protection. But also, the discussion can be directed at issues of organization policy towards inclusion, discrimination, and personal growth. Many volunteers join volunteering programs based on international frameworks (i.e. the European solidarity corps program or the UN volunteers). In these cases, usually, there are charters and quality standards that an organization already complies with and has a proven history of applying, before being able to host the volunteers.

However, there are also programs or private initiatives, which are not governed by any guiding principles. If the country, the organization is based in, does not provide a framework for volunteers, the TSOs are called to define their own policies. How each organization defines the right of volunteers and in retrospective their own rights is largely an individual matter, but there are some guiding principles we could use. An example could be:

- Practical matters:
 - expenses the volunteers make for the implementation of the organization's activities and reimbursement
 - safety and security (especially for volunteers working in high-risk environments, such as helping with disasters)
 - the right to be thoroughly informed about their position and what is required of them
 - the right to be able to leave the volunteering position
 - contracts and possible disclosures
- Learning & development
 - rights to monitoring and supervision
 - rights related to personal development and skills acquisition
 - rights related to taking initiatives and moving upwards (if that is a possibility within your organization, i.e., from tutor a volunteer could become a group coordinator)

The same applies to obligations, a volunteer should provide the services, they are called to provide for the time the organization has made known to them. The organization should have the right to:

- Ask for quality delivery of services, based on their policy
- Ask for proofs of payment to cover potential expenses

- Terminate a volunteer position if the volunteer is not fulfilling the agreed criteria
- Ask for reports and other documenting data
- Ask the volunteers to keep organizations and other potential users' data safe and secure.

LECTURER ACTIVITY

Ask the learners to read the contents, discuss it in teams and fill in the Volunteers matrix in “Materials used”.

LEARNER ACTIVITY

Based on activity 1.1 and the discussion which followed, let us discuss about rights and obligations. Try to define within your team, which are the rights and the obligations of potential volunteers as well as which are the obligations and the rights of your organization.

Discuss in teams and try to draw up conclusions. Check out if there are any recurring themes or any patterns among the rights of the volunteers and the obligations of the organization and vice versa.

Once you have completed those tasks, you can implement them within your TSO and ask for feedbacks and improvements from your members and volunteers.

Volunteers rights	Volunteers obligations
Organization's obligations	Organization's rights

ACTIVITY 3 VOLUNTEER'S MOTIVES

Intended Learning Outcomes

3. Understand your volunteers' needs to encourage them being more engaged and productive



Check the Self-evaluation test and the scoring list.

CONTENT

Let us look at the other side: volunteer's motives. We need to study the volunteers' motives, so we can try to fulfil their needs and encourage them to be more engaged and productive, while offering to our organization.

LECTURER ACTIVITY

This is a test for different target groups; it can be used for volunteer coordinators, so they can understand better and place themselves in the group. This is also a test, which could be shared with the volunteers, so they might better understand what type of motives is driving them to participate in our volunteering programs. This exercise can be part of a larger training of volunteers or be integrated at any stage (except for the recruitment stage, as it is too early to move to this kind of personal understanding).

This can be done individually, between the volunteer coordinator and each volunteer, the results will help the coordinator understand the motives of this volunteer and assign them with tasks that mostly fulfill their needs. Otherwise, it can be implemented within smaller groups. In the latter case, and especially if you are planning on sharing the results in the plenary, relationships of trust must be well advanced in the group and the volunteers, need to feel confident and safe to share their results. It can also be implemented if an open procedure is followed as to which position is each participant taking in a specific program. See part II of this manual, for a few exercises you can do to foster group dynamics and healthy communication.

LEARNER ACTIVITY

Self-evaluation test

*Each one of the following indexed topics consists of three statements. For each separate topic, rate each one of the three statements, based on the grade you consider that corresponds to your attitude or views regarding your work or your behavior, within a work environment. In the empty spaces to the right of the statements, note **1 for the statement most representative to you**, **2 for the statement immediately less representative** and **3 for the statement least representative out of all**.*

The wording of some statements implies that you fill them in as an employer/ coordinator/ manager etc. If you are no one of the above, evaluate the respective statements according to the way you believe you would feel, would think or would behave if you were at the specific position

1	<p>a. When solving a problem, I like working alone, in order to be the sole responsible for its solution.</p> <p>b. When solving a problem, I enjoy working as part of a team and finding a group solution.</p> <p>c. When solving a problem, I enjoy working as member of a team, but solely as responsible for this team.</p>
2	<p>a. Managers should set new challenges for the subordinates.</p> <p>b. Targets should be set following a common agreement between team members.</p> <p>c. It is important to set targets whose content corresponds to the average capability of its members to succeed in them.</p>
3	<p>a. My colleagues would regard me as a good listener.</p> <p>b. People would describe me as fluent.</p> <p>c. I tend to focus my interest in discussions dealing with matters pertaining to my work environment</p>
4	<p>a. Enjoy these discussions that aim towards immediate problem solving.</p> <p>b. Sometimes during the course of a conversation I express a contradictory view, just because I find it interesting</p> <p>c. I enjoy these discussions that provide the opportunity for me to get to know my colleagues better.</p>
5	<p>a. I like being perceived as a team member</p> <p>b. Being part of a specific team is not my priority</p> <p>c. I like my individuality. Being perceived/classified as a team member, is no particular interest of mine</p>
6	<p>a. I like receiving an evaluation concerning how well I have worked with my other colleagues as a team member.</p> <p>b. I like receiving a specific evaluation about how well I have done a job.</p> <p>c. I am the best judge for myself with respect to how well I have carried out a job. Any form of raise and/or promotion is the most important form of evaluation for me</p>
7	<p>a. The most important aspect of performance evaluation is the setting of future targets for a worker.</p> <p>b. The most important aspect of performance evaluation is the planning for future evolution of a worker.</p>

	<p>c. The purpose of performance evaluation is to isolate the correct actions of a worker from the errors committed in the past.</p>
8	<p>a. Strife/conflict/dispute is a mean that can be utilized in order to reach the best possible solution to a problem.</p> <p>b. Strife/conflict/dispute can be very fertile. It keeps people alert.</p> <p>c. Strife/conflict/dispute must be controlled. Groups, whose member disagree with one another, seldom are productive.</p>
9	<p>a. An important factor regarding the solution for each problem, is the acceptance of this solution by the members that have to carry it out.</p> <p>b. If convinced that the solution of a problem will work, I await its application and assume the responsibility of its consequence.</p> <p>c. If I find a solution to a problem, which can work, I want to apply it. An extremely analytical discussion about it usually a waste of time.</p>
10	<p>a. If any of my subordinates makes some mistake, I show him/her how to correct it.</p> <p>b. If any of my subordinates makes some mistake, I discuss the situation with him/her and we agree on the way to correct the error.</p> <p>c. If any of my subordinates makes some mistake, I point out that he/she corrects it.</p>
11	<p>a. People should exploit their mistakes as learning instruments, in order to target their self-improvement.</p> <p>b. I make mistakes, but since most times I am correct, I deserve my job.</p> <p>c. I don't like making mistakes. I shall not make the same mistake twice.</p>
12	<p>a. With hard work and supported by the right management, a worker can overcome most problems.</p> <p>b. Hard work can be the way to face most problems.</p> <p>c. A strong commitment can overcome most problems.</p>
13	<p>a. I focus more on my personal relations with my colleagues and my boss, than the relations to my subordinates.</p> <p>b. I make most of my time and energy targeting the development and evolution of my interpersonal relations inside my work environment.</p> <p>c. I evolve my interpersonal relations inside my work environment, only when they help me carry out my job duties.</p>

14	a. Don't step on people when going up. You might need them again going down.
	b. Nothing renders you more successful than success itself.
	c. Nobody remembers the name of the one finishing second in a race.
15	a. If I am right, I shall win in the end.
	b. If stable in my beliefs, I shall win in the end.
	c. I try to be patient with people. This practice is eventually rewarded.
16	a. Workers produce satisfactorily when working with their bosses.
	b. Workers' productivity increases when they have support concerning their job duties.
	c. Workers should face new challenges in order to reach new rates of success.
17	a. I like to convince my collaborators to act according to my ways.
	b. If a decision is right, it is of no importance whether it was taken individually or collectively.
	c. In order to take a final decision, it must be accepted by all members in the team, which will implement it.
18	a. I work better when I keep a personal contact with my boss.
	b. I work better in situations where I am the boss to myself.
	c. I work better when I have to adjust time to the deadlines set to me.

After having completed the self-assessment and looked at your results for work needs, you can watch this video on David McClelland's Motivation Theory (<https://www.youtube.com/watch?v=jxNhGE3gPcA>) which illustrates with more details the 3 main motives mentioned above and the behaviours that are best suited to you.

You can use these tools with your volunteers, to try and comprehend their motives, so, next time you would like to assign a task to them, you can run to the results of their tests. The results should make your decision easier, since you will assign jobs and tasks which will lead to optimal satisfaction of the volunteers needs.

MATERIALS USED

Instructions:

Transfer your points from the previous list into this sheet. After this, add the points in each vertical column and write the sum to the space provided at the end.

1a ____ 1b ____ 1c ____

2c ____ 2b ____ 2a ____

3c ____ 3a ____ 3b ____

4a ____ 4c ____ 4b ____

5b ____ 5a ____ 5c ____

6b ____ 6a ____ 6c ____

7a ____ 7b ____ 7c ____

8a ____ 8c ____ 8b ____

9c ____ 9a ____ 9b ____

10a ____ 10b ____ 10c ____

11b ____ 11a ____ 11c ____

12b ____ 12c ____ 12a ____

13c ____ 13b ____ 13a ____

14b ____ 14a ____ 14c ____

15a ____ 15c ____ 15b ____

16a ____ 16b ____ 16c ____

17b ____ 17c ____ 17a ____

18c ____ 18a ____ 18b ____

Total column 1: _____ Total column 2: _____ Total column 3: _____

This exercise will give you an idea of your main priorities and aspirations. But, like any other test, additional factors have to be taken into account to ensure its veracity.

The column with the **lowest result represents your first priority**. The column with the immediately higher result represents your secondary priority, while the column with the highest overall result represents your third rank priority.

- If you got **the lowest score in the 1st column**, you might be motivated by **achievement**. That is to say, you have a strong desire to excel and to achieve something worthwhile. Your main focus is success and you usually appreciate receiving feedbacks on your work. For those reasons, you tend to avoid low-risk and high-risk situations.
- If **the 2nd column obtained the lowest result**, then you are looking for **affiliation**. Indeed, building relationships, being part of a group is important and vital for you. You usually play by the books and are not seeking risks nor changes.
- If **you scored the lowest in the 3rd column**, then you are definitely driven by **power**. Leading a team, encouraging and motivating others are key elements for you. You also place a high value on discipline and expect the same from your peers and teammates.

Source: The Pfeiffer Library Volume 1, 2nd Edition. Copyright ©1998 Jossey-Bass/Pfeiffer

LESSON 02

Lesson Objectives:

1. Forming an internal policy for volunteer management.

ACTIVITY 2.1 SETTING GOALS & OBJECTIVES

Intended Learning Outcomes:

4. Define your own goals through a vision board.
5. Map/ Canvass the skills and competences of volunteers and match them with the needs of the organization.



2.1.1 Vision board from Canvanizer.com

2.1.2 [Volunteer Management. A journey in 13 steps](#) (click on link to download pdf)

Activity 2.1.1 Create your Vision Board

CONTENT

Attracting volunteers can only be done once your organization has clarified what you expect from them (tasks, goals, learning outcomes...) and what you can provide them throughout the length of their volunteering experience.

To do so, you can create a vision board for your own organization, that is to say your own volunteers/TSO's strategy by using the several criteria mentioned in the pictures below.

In the vision board provided below, we have created a Volunteer Management Canvas (based on the business model canvas). We used the tool canvanizer.com and the template of contract. So, we imagined it as signing a contract between the volunteer and the organization. We have covered some of the aspects, we believe such a contract should contain. Of course, you can enter canvanizer.com and create your own template.

Apart from the internal policy you can also use it as a guide for a real contact with your volunteers (if you decide to have a contract)

Party 1 Our Organisation		Party 2 The Volunteers		
Obligations Recognise volunteers worth What is the added value of volunteers to our organisation?	Actions Internal Policy How can we formulate an internal policy of volunteer management?	Object of agreement Job descriptions What are the key roles of the volunteers? Volunteer roles Which are the key roles of the volunteers?	Actions Volunteer selection & assignment Which is the ideal position for each volunteer?	Obligations Special training of volunteers Is there a need for a special training for some/all volunteering positions?
Rights Be prepared How can we prepare ourselves for the arrival of volunteers? Volunteer coordinator What is their role? How can they mediate between the volunteers and us?	Deliverables Strategic planning Which are the steps we need to take for a strategic planning of our volunteer programs? Feedbacks How to ensure the volunteers is motivated? How to keep them engaged?	Out of scope Unnecessary deeds Is there something we might be missing?	Deliverables Program evaluation and documentation What kind of feedbacks are expected from volunteers? How can they help improving the TSO?	Rights Basic training of volunteers What do the volunteers need to know, when their first join our organisation? Supervision & management What kind of supervision do the volunteers need? Recognition of volunteers How to say thank you to our volunteers?
Financial Details Volunteers' expenses Financial covering of volunteers expenses when they occur as part of their volunteer obligations				
Contract Details Should we sign a contract with the volunteers? Is a contract necessary for this volunteering position?				
Duration & Termination What type of occupation are we offering? How long will this post keep the volunteer engaged? Is it an ad-hoc activity? Is it a long term position?				
Brainstorming Space				

Figure 1 Volunteer Management Canvas

LECTURER ACTIVITY

Explain the assignment to the learners.

LEARNER ACTIVITY

Develop a Volunteer Management Canvas for your own organization using the tool canvanizer.com and/or the table in “Materials used”.

MATERIALS USED

Party 1 <div>Our Organisation</div>		Party 2 <div>The Volunteers</div>		
Obligations	Actions	Object of agreement	Actions	Obligations
Rights	Deliverables	Out of scope	Deliverables	Rights
Financial Details				
Contract Details				
Duration & Termination				
Brainstorming Space				

Activity 2.1.2 Start planning, implementing the volunteering program

CONTENT

Map/ Canvass the skills and competences of volunteers and match them with the needs of the organization

LEARNER ACTIVITY

Having examined the previous stage and clarified your organization's goals and objectives, we believe it is the right time to work on the configuration of the internal policy. According to the handbook [Volunteer Management. A journey in 13 steps](#), these are some of the aspects an organization should consider, before consolidating their volunteer management policy.

- ✓ Process and principles for attracting volunteers
- ✓ Volunteer orientation and training
- ✓ Compensation for volunteer expenses
- ✓ Volunteer supervision and support
- ✓ Personnel - volunteer relations
- ✓ Health and safety in the workplace
- ✓ Equal opportunity, equality
- ✓ Discretion and data protection
- ✓ Conflict resolution and complaint handling procedure
- ✓ Entitlements and obligations for the volunteers and the organization.

Those previous examples can help you forming the internal policy within your organization. This will ensure that volunteers are working in the right environment that should provide consistency, stability, security, equal treatment and transparency for procedures relating to the volunteer program.

ACTIVITY 2.2 VOLUNTEERS' JOB DESCRIPTION; DEFINING & PROMOTING IT

Intended Learning Outcomes:

6. Attract volunteers through effective and appealing job offers.



Check the provided tables.

Handbook: [Volunteer Management. A journey in 13 steps](#)

CONTENT

(We are assuming here that it is the first time you are preparing job descriptions. If your organization is already running a volunteer program and you would like to re-define the job descriptions, then there is a different procedure, which we will not cover at this point.) This activity is meant to be implemented within the organization before the volunteers have joined them. It is advised that the volunteer coordinator coordinates this activity, together with other workers and members for optimal result. This activity can be combined with activity no 1, where you were called to assess the organization's needs in terms of volunteering contribution.

LECTURER ACTIVITY

The last phase of stage II will be working on volunteers' job descriptions. If their organization is already running a volunteer program and they would like to re-define the job descriptions, then there is a different procedure, which we will not cover at this point.

LEARNER ACTIVITY

According to [Volunteer Management. A journey in 13 steps](#), these are the steps you should follow. It is recommended that all workers and employees are involved in this process:

Step 1

Each worker fills in the tasks form with all specific activities/works they do within a week, not prioritized and as specific as possible. The requirement is not about repeating one's job description with some individual competences, but instead to record the very specific tasks done, no matter how limited they can be. For every task I record, I fill in next to it its frequency, as follows:

- D (daily), W (weekly), M (monthly or less regular) and A (annual).

WORKER'S TASK SHEET 1*Instructions*

Write down all specific tasks performed within a week, not in order of priority, adding their frequency in the 2nd column as follows:

- D; daily
- W; weekly
- M; monthly or less regular
- A; annual

After completing the list, read through the activities once more and rate them in the last column as follows:

- *X things you would rather not do either because your knowledge or experience do not permit it or because you would prefer to devote your time elsewhere*
- *✓ things you consider that you would absolutely like to keep on doing yourself*
- *O things that would be better to share with a team*

Activities	Frequency	Rating

Step 2

After completing stage 1, each worker lets themselves free to dream of things/tasks they would like to perform in the organization or would like to see being done and lack of time or resources has not permitted. They write them down into a table called **DREAMS** within the specific form and afterwards carry out the same process in order to record the **WISHES**, things they would wish to learn or improve in their job or even broader for their personal development and which the organization could provide, if funds were available.

In order to avoid confusion between the two categories, one could write in «DREAMS»: «I would like to participate in the work of the adult training department of the organization» or «I would like to see the organization develop a youth awareness program for...», while respectively in «WISHES»: «I would like to improve my English» or «I would like to attend special training for creative writing».

DREAM LIST

Let yourself free to dream of things you would like to do yourself in the organization or see being done, while lack of time or funds has not permitted it

WISH LIST

What is it that you wish to learn or improve in your work or even broader in your personal development, which the organization you work for could have provided if funds were available?

SURPRISES

Leave the following fields empty for things you might have never dreamt of, but which volunteers could be found to implement.

- Source: [Volunteer Management. A journey in 13 steps](#)

Step 3

Now is the time to finish up, with volunteer job descriptions. Each job description should (ideally) include:

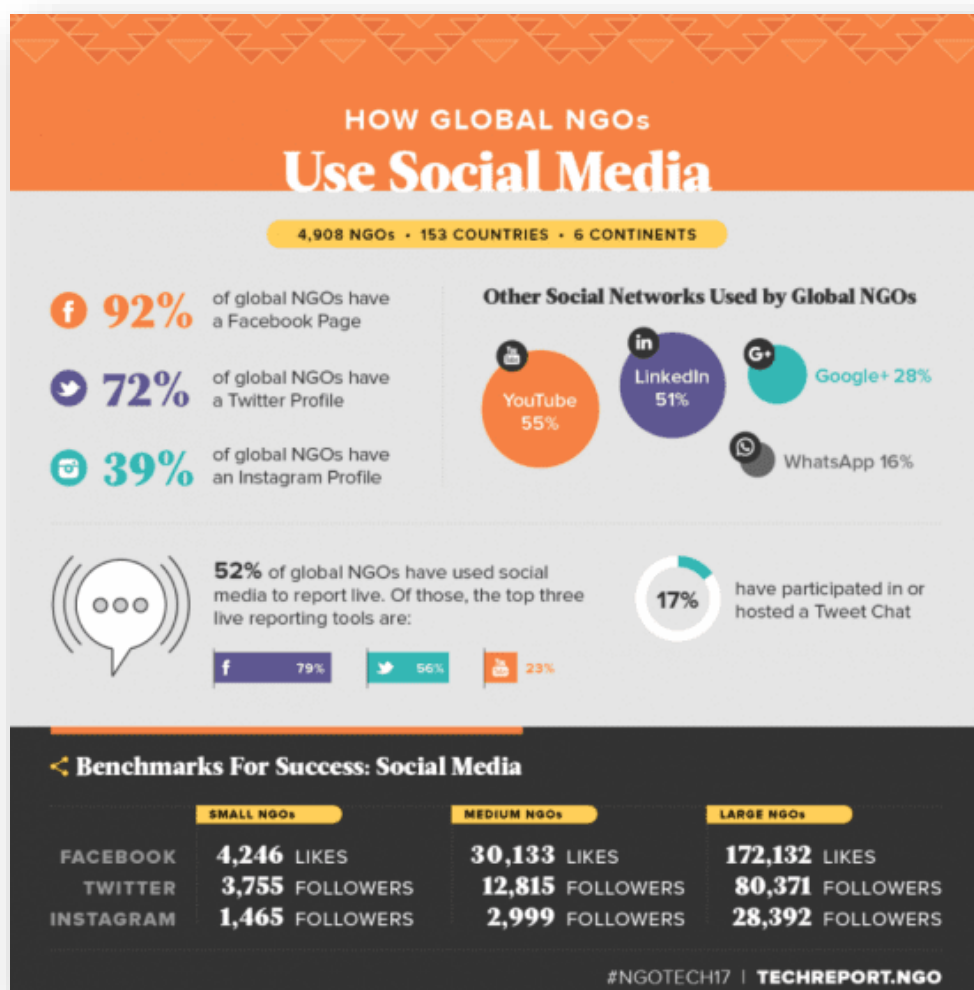
1. Title
2. Purpose (need covered)
3. Duties (in the greatest possible detail)
4. Required time of commitment
5. Minimum duration (or end date)
6. Scope of responsibility – supervision (reports to)
7. Place - work space
8. Required/desired qualifications
9. What do I benefit / what I learn as a volunteer
10. Other provisions - privileges
11. Evaluation criteria.

Try to write at least one job description of a volunteer position you have imagined in your organization. Be as creative as you like!

Step 4

Promoting and advertising your vacant positions is the key to find individuals who could become valuable members of your organisation, so it's imperative that you get it right!

So now, which communication channels would you use to reach your target audience?



There are many methods that you can use to advertise your volunteering opportunity; traditional channels (local press...), websites, social media ... In the picture above are some statistics which might help you reflect on the channels you would like to use in order to target the right volunteers for your organisation. Another possibility is to work with some specialist in the field of communication and media (if possible) in order to ensure an effective communication. Here are some examples of well-known open calls for volunteers:

- The centralized/ more official one UN Volunteers
- The decentralized/ more personalized one European Solidarity Corps

On the internet, you can find thousands more open calls for applications, which you can search for inspiration.

LESSON 03

Lesson Objectives:

1. Communication and soft skills in group management activities.

ACTIVITY 3.1 VOLUNTEER LEADERSHIP

Intended Learning Outcomes:

7. Discover your leadership skill and ways to improve.



*The Blake and Mouton
Managerial Grid Leadership Self-
Assessment Questionnaire*

CONTENT

The person responsible for volunteers and volunteering programs should be selected carefully. As they assume a leadership role, it would be good for them to take the following leadership self-assessment questionnaire.

LECTURER ACTIVITY

This activity consists of an individual leadership style test and a follow-up of a group activity.

LEARNER ACTIVITY

The Blake and Mouton Managerial Grid Leadership Self-Assessment Questionnaire below is a list of statements about leadership behaviour. Read each one carefully, then, using the following scale, decide the extent to which it applies to you. For best results, answer as truthfully as possible.

Never	Rarely	Sometimes	Often	Very Often	Always
0	1	2	3	4	5

1. _____ I encourage my team to participate when it comes to decision-making time and I try to implement their ideas and suggestions.
2. _____ Nothing is more important than accomplishing a goal or task.
3. _____ I closely monitor the schedule to ensure a task or project will be completed in time.

4. _____ I enjoy coaching people on new tasks and procedures.
5. _____ The more challenging a task is, the more I enjoy it.
6. _____ I encourage my employees to be creative about their job.
7. _____ When seeing a complex task through to completion, I ensure that every detail is accounted for.
8. _____ I find it easy to carry out several complicated tasks at the same time.
9. _____ I enjoy reading articles, books, and journals about training, leadership, and psychology; and then putting what I have read into action.
10. _____ When correcting mistakes, I do not worry about jeopardizing relationships.
11. _____ I manage my time very efficiently.
12. _____ I enjoy explaining the intricacies and details of a complex task or project to my employees.
13. _____ Breaking large projects into small manageable tasks is second nature to me.
14. _____ Nothing is more important than building a great team.
15. _____ I enjoy analyzing problems.
16. _____ I honor other people's boundaries.
17. _____ Counseling my employees to improve their performance or behavior is second nature to me.
18. _____ I enjoy reading articles, books, and trade journals about my profession; and then implementing the new procedures I have learned.

After completing the Questionnaire, transfer your answers to the spaces below:

Questions related to *People*

1. _____

4. _____

6. _____

9. _____

10. _____

12. _____

14. _____

16. _____

17. _____

TOTAL "People Score" _____

X 0.2 = _____

(Multiply the Total by 0.2 to get your final score)

Questions related to *Task*

2. _____

3. _____

5. _____

7. _____

8. _____

11. _____

13. _____

15. _____

18. _____

TOTAL "Task score" _____

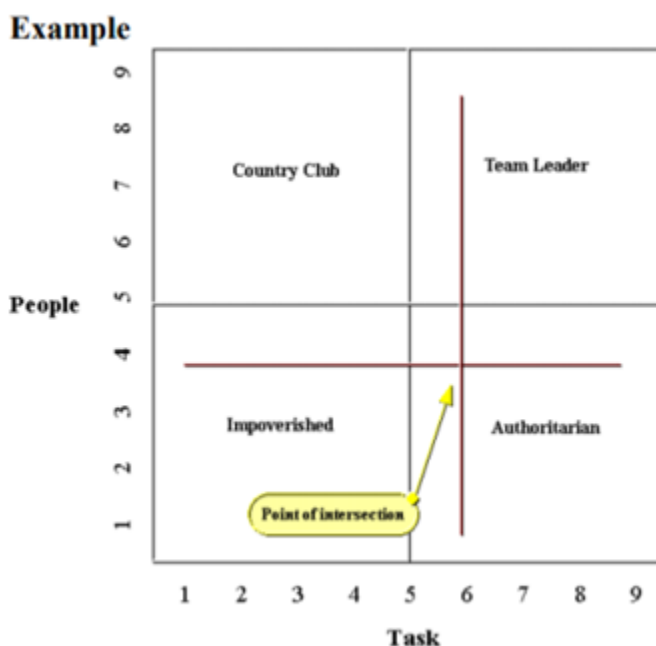
X 0.2 _____

(Multiply the Total by 0.2 to get your final score)

The results

Plot your final scores on the graph below by drawing a horizontal line from the approximate *People score* (vertical axis) to the right of the matrix and drawing a vertical line from the approximate *Task score* on the horizontal axis to the top of the matrix, until they intersect. The area of intersection is the leadership dimension that you operate out of.

Example: The sample below shows score of 4 in the *people* section and a score of 6 in the *task* section. The quad where the two lines intersect is the leadership style, in this case -- Authoritarian section.



Source: [The Vision Council](#)

This chart will give you an idea of your leadership style. But, like any other instrument that attempts to profile a person, you must take into account other factors, such as, how your peers and employees rate you as a leader, do you get your job done, do you take care of your team members, are you helping to "grow" your organization, etc.

Authoritarian Leader (high task, low relationship).

People who get this rating are very much task oriented and are hard on their workers (autocratic). There is little or no allowance for cooperation or collaboration. Heavily task oriented people display these characteristics: they are very strong on schedules; they expect people to do what they are told without question or debate; when something goes wrong, they tend to focus on who is to blame rather than concentrate on exactly what is wrong and how to prevent it; they are intolerant of what they see as dissent (it may just be someone's creativity), so it is difficult for their subordinates to contribute or develop.

Team Leader (high task, high relationship)

This type of person leads by positive example and endeavors to foster a team environment in which all team members can reach their highest potential, both as team members and as people. They encourage the team to reach team goals as effectively as possible, while also working tirelessly to strengthen the bonds among the various members. They normally form and lead some of the most productive teams.

Country Club Leader (low task, high relationship)

This person uses predominantly reward power to maintain discipline and to encourage the team to accomplish its goals. Conversely, they are almost incapable of employing the more punitive coercive and legitimate powers. This inability results from fear that using such powers could jeopardize relationships with the other team members.

Impoverished Leader (low task, low relationship)

A leader who uses a "delegate and disappear" management style. Since they are not committed to either task accomplishment or maintenance; they essentially allow their team to do whatever it wishes and prefer to detach themselves from the team process by allowing the team to suffer from a series of power struggles.

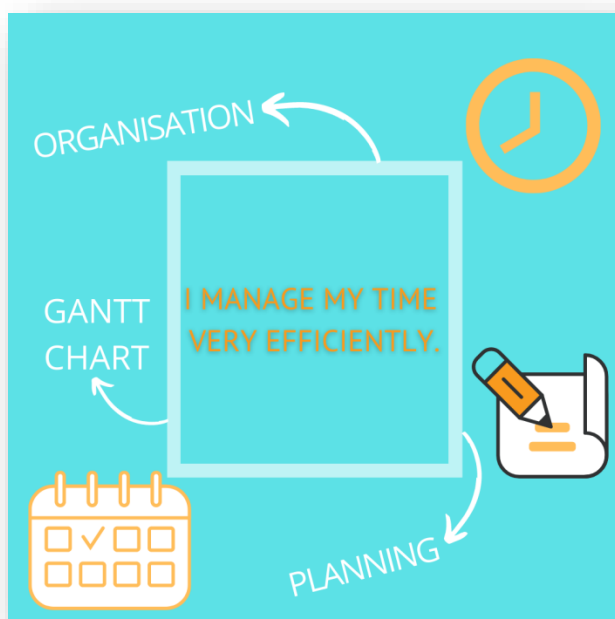
DISCUSSION*Individual Reflection*

After reading about your leadership style, you can link the main characteristics to your previous actions and experiences and see how your behavior affected them.

Then, you can also review each statement in the survey and reflect on the lowest scores. For those ones, you can write and/or draw what this means to you, the pros and cons...

Once, you have reflected about the different statements and their meanings in terms of impacts, modification of behavior. Then, you can reflect on how to implement changes in your everyday life; either at work, with your colleagues or at an organizational level.

For instance:



Group reflection

If you have the possibility to discuss about this self-evaluation in a group, we recommend it as you will get perspectives from other persons and additional leadership styles.

So, you choose a partner and discuss each statement together. You both pick a different point of view and discuss the pros and cons, the main characteristics of each leadership style, and how this impacts a relationship, teamwork etc. You can choose to write, draw, or just talk about it.

Once, you have discussed about the different statements, you can both reflect on the possible ways to implement those changes in your life. To do so, you can wear new lenses (metaphorically) and look at your previous experiences (personal and professional) with a different behavior, mostly related to the “Team Leader” profile mentioned above.

For instance, if you answered Never, Rarely or Sometimes to the 1st statement *“I encourage my team to participate when it comes to decision-making time and I try to implement their ideas and suggestions.”*

Then wear your lenses and ask yourself:

- Why did I answer this?
- Did this experience/behaviour happened to me before?
- Did my environment affect my behaviour?
- How would I be able to change it? What do I need?
- What shall I implement in order to improve it?
- What other methods can be used to provide an enjoyable habit?

What does it bring you to know your leadership style?

By knowing it, it allows you to understand your strengths and weaknesses regarding the way you manage work, your relationships with your colleagues and then help you to improve it.

Indeed, an effective leader is usually seen in the top right-hand corner in the matrix above – the Team Leader. However, do not entirely dismiss the other three. Certain situations might call for one of the other three to be used at times, it is always a question of balance.

For example, by playing the Impoverished Leader, you allow your team to gain self-reliance. Be an Authoritarian Leader to instill a sense of discipline in an unmotivated worker. By carefully studying the situation and the forces affecting it, you will know at what points along the axis you need to be in order to achieve the desired result.

ACTIVITY 3.2 COMMUNICATION SKILLS

Intended Learning Outcomes:

8. Ensure an effective and clear communication through your organization.

LECTURER ACTIVITY

Facilitate first the group activity and next an individual activity. The activities are an indicative list of how to improve communication within teams, including with the volunteers of organizations. You can choose to carry them out altogether for one day or scatter them in different stages of the volunteer program, or whenever you feel there is a need for the team.

According to the number of participants, you can either work with one group only or several groups with more than 5 people in each.

Alternative option for the group activity: In order to encourage the participants to listen actively, the facilitator can add music or engage conversation to create some noise.

LEARNER ACTIVITY



Group Activity: Telephone Exercise

This well-known exercise illustrates the importance of good communication skills, especially listening, on a professional and personal level.

Each group members stands into a line. At the end of each line, the facilitator whispers a phrase or short sentence to the 1st person, who will then pass it on using only whispers, one person at a time. The phrase or sentence can only be repeated once.

Once, the message has been passed through each line, ask the first and the last person of each line to report what they have understood and compare both messages.

The following discussion should then focus on why the message has not been correctly transmitted. The most important is not to find who is/are the person(s) who made the mistake, but to identify why and how it happened and understand what it implies in terms of effective communication in our everyday life.

Individual Activity

Once you have done the group activity above, you can also assess your communication skills on your own with the questions below.

This activity provides the possibility to the volunteer coordinator, to assess their skill. If needed, the quiz can also be implemented with colleagues and/or volunteers as a good communication remains necessary within an organisation.

Imagine for a moment that you are the volunteer coordinator and take the following quiz to find out a few more things about yourself.

1. *When communicating with others, I adapt my message, style, and tone to my audience, taking into account the situation:*
 - a. *Always / Almost Always*
 - b. *Often*
 - c. *Sometimes*
 - d. *Rarely / Never*
2. *I pay attention to the non-verbal signals I'm sending to make sure they are consistent with my words:*
 - a. *Always / Almost Always*
 - b. *Often*
 - c. *Sometimes*
 - d. *Rarely / Never*
3. *I demonstrate that I am listening by nodding or saying words like, "Yes," "I see," and "Uh huh":*
 - a. *Always / Almost Always*
 - b. *Often*
 - c. *Sometimes*
 - d. *Rarely / Never*
4. *I can read another person's mood by watching their body language and facial expressions:*
 - a. *Always / Almost Always*
 - b. *Often*
 - c. *Sometimes*
 - d. *Rarely / Never*

5. *I maintain eye contact with the person I'm conversing with:*
 - a. *Always / Almost Always*
 - b. *Often*
 - c. *Sometimes*
 - d. *Rarely / Never*

6. *I try to understand the other person's point of view by asking questions and repeating back what I think they are saying:*
 - a. *Always / Almost Always*
 - b. *Often*
 - c. *Sometimes*
 - d. *Rarely / Never*

7. *I try to show empathy and compassion when the person I'm speaking with gets emotional:*
 - a. *Always / Almost Always*
 - b. *Often*
 - c. *Sometimes*
 - d. *Rarely / Never*

8. *I show I'm engaged in a conversation by asking meaningful questions and giving positive feedback to the person or group I'm with:*
 - a. *Always / Almost Always*
 - b. *Often*
 - c. *Sometimes*
 - d. *Rarely / Never*

9. *When having to deliver correction or criticism to someone (e.g. a child, significant other, or employee), I stay focused on identifying the problem and seeking a solution rather than ranting and raving:*
 - a. *Always / Almost Always*
 - b. *Often*
 - c. *Sometimes*
 - d. *Rarely / Never*

10. *I treat others respectfully even when I strongly disagree or are upset with them:*
- a. *Always / Almost Always*
 - b. *Often*
 - c. *Sometimes*
 - d. *Rarely / Never*
11. *I refrain from using absolutes like “always” and “never” when having disagreement or argument with someone (e.g. “I’m always the one who has to fix things” or “You never care about my feelings”):*
- a. *Always / Almost Always*
 - b. *Often*
 - c. *Sometimes*
 - d. *Rarely / Never*
12. *I try to avoid spreading or participating in gossip:*
- a. *Always / Almost Always*
 - b. *Often*
 - c. *Sometimes*
 - d. *Rarely / Never*
13. *I find myself interrupting if I am bored with the conversation or disagree with what is being said:*
- a. *Always / Almost Always*
 - b. *Often*
 - c. *Sometimes*
 - d. *Rarely / Never*
14. *If I think I know what someone is going to say, I finish their sentences for them:*
- a. *Always / Almost Always*
 - b. *Often*
 - c. *Sometimes*
 - d. *Rarely / Never*
15. *I fidget and look away a lot when I get bored with a conversation:*
- a. *Always / Almost Always*
 - b. *Often*
 - c. *Sometimes*
 - d. *Rarely / Never*

16. *I stop listening and tune the person out when their views are different than mine:*

- a. *Always / Almost Always*
- b. *Often*
- c. *Sometimes*
- d. *Rarely / Never*

17. *I'm quick to offer solutions when someone is telling me about their problems:*

- a. *Always / Almost Always*
- b. *Often*
- c. *Sometimes*
- d. *Rarely / Never*

18. *I try to think of a good or clever response while the other person is still speaking:*

- a. *Always / Almost Always*
- b. *Often*
- c. *Sometimes*
- d. *Rarely / Never*

19. *I try to make the other person to see my point of view at all costs:*

- a. *Always / Almost Always*
- b. *Often*
- c. *Sometimes*
- d. *Rarely / Never*

20. *I try to use fancy vocabulary words and jargon so people know I am intelligent:*

- a. *Always / Almost Always*
- b. *Often*
- c. *Sometimes*
- d. *Rarely / Never*

Source: <https://groundonecoaching.com/do-you-have-effective-communication-skills-take-this-quiz-to-find-out/>

Results

The first 12 questions reflect **effective communication skills**; so if you answered Always/Almost Always or Often, good for you! You're on the right track. Your listening skills, speaking habits, and emotional intelligence are above average.

If you answered Sometimes or Rarely/Never, your skills need some practice and polish; but guess what? With practice, over time, good communication skills can be learned and developed! Be patient with yourself and others.

The last 8 questions reflect **negative habits and traits**. If you answered Sometimes or Rarely/Never, that's great! You have a firm understanding of social etiquette. You demonstrate maturity and wisdom in communicating with others.

If you answered Always/Almost Always or Often, then the good news is that you've identified the areas you're weak in! Now you can turn things around! You see, no matter where we are in our career, life, relationships, and social skills, knowledge is the foundation upon which to build.

The first step is to assess what tools you already have and those you are lacking. Thus, once you've completed the quizz above, you should reflect on knowing what works and what doesn't regarding your own communication skills. You can do so by reflecting on your previous experiences, and if possible, ask someone to help you and discuss about it.

Acknowledging is the beginning of your journey to becoming an effective communicator and the key for success.

Now, here are some advice you can carry out with your team – either co-workers or volunteers – which would help you to improve your communication skills

The first 12 questions reflect **effective communication skills**; so if you answered Always/Almost Always or Often, good for you! You're on the right track. Your listening skills, speaking habits, and emotional intelligence are above average.



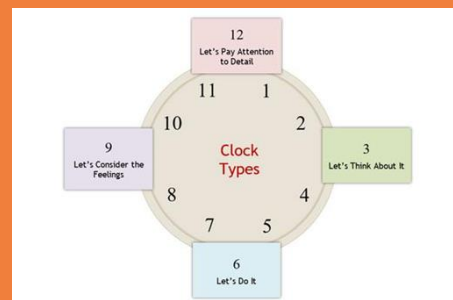
ACTIVITY 3.3 CLOCK TYPES

Intended Learning Outcomes:

9. Learn about your own personality type and your volunteers' unique strengths to communicate more effectively



45 minutes



A rope, six meters long.

Four large cards A4 or A3 size with the following written on each. An example set is shown in the image above. The numbers represent clock hour:

- 3: Let's think about it.
- 6: Let's do it.
- 9: Let's consider the feelings.
- 12: Let's pay attention to detail.

CONTENT

This exercise is ideal for team building, management, enhancing communication skills and coaching.

The exercise uses a visual technique—a clock that represents four types of personalities: hence, Clock Types exercise.

The purpose of this exercise is to show that each person in a team has certain characteristics that can contribute to the team. It is not about casting each person into an ideal team member role. Instead, it focuses on learning about our own personality type, and on taking advantage of each person's unique strengths to communicate more effectively.

LECTURER ACTIVITY

Timing

Explaining the Exercise: 5 minutes

Activity: 30 minutes (10 min for each stage * 3)

Group Feedback: 10 minutes

Prepare the scene for the exercise by placing a rope on the floor in the shape of a circle, with a diameter of about 2 m. This forms the face of your clock. Place the cards at the correct locations based on clock hours. Explain that there are four types of people, each one of them represented at a certain clock hour. To facilitate the decision making, explain the following types with some example:

- 3: Let's think about it.
Look at the big picture, birds eye view, possibilities.
- 6: Let's do it.
Focus on actions, plunge in, use momentum, energy and excitement to get things done.
- 9: Let's consider the feelings.
Consider people's feeling, how they will be affected, what their thoughts and needs are.
- 12: Let's pay attention to detail.
Think it through, plan systematically, examine all parameters and optimize.

Once participants have become familiar with the four categories, get them to choose one that represents them the best and ask them to stand next to the card on the floor. They can also choose different types and then stand in between the chosen ones.

This will divide the participants into four groups (see below).

Stage 1 (5 minutes)

Ask each group to consider two questions:

- ✓ What are the strengths of your type?
- ✓ What are the weaknesses of your type?

Bring everyone's attention back while standing where they are. Ask each group to present their thoughts. This discussion helps to prepare the participants for the next stage.

Stage 2 (5 minutes)

Ask delegates to consider two more questions:

- ✓ Which other type do they find most difficult to work with?
- ✓ Which other type do they find most easy to work with?

As before, bring everyone's attention back and ask each group to present their thoughts.

Stage 3 (5 minutes)

Ask delegates to consider two more questions:

- ✓ Given your type, what is one characteristic you value in each of the other types?
- ✓ Given your type, what others need to know about you so that you can work together more effectively?

As before, bring everyone's attention back and ask each group to present their thoughts.

LEARNER ACTIVITY

Participate in the clock type game and discuss the results. The discussion can become valuable as differences in types are highlighted. It would shed light on why people might have difficulty communicating with each other at work. Here are some examples:

- ✓ Which types get frustrated with attention-oriented type?
- ✓ Which types get frustrated with those who want to jump in and do it right away?
- ✓ What happens when feelings (of co-workers, customers, suppliers, etc.) are not considered?
- ✓ What are some of the important lessons you have learned from this exercise?
- ✓ What new insights have you gained about your co-workers?
- ✓ Is it best if you only have a single type in a team or is it better to have at least one of each type? What would this suggest?
- ✓ Next time you feel frustrated with a team member, what would be your first thoughts and reactions?

ACTIVITY 3.4 ELIMINATE NEGATIVE TALK. POSITIVE COMMUNICATION IN THE WORKPLACE

Intended Learning Outcomes:

10. Focus on positive communication in order to increase volunteers' motivation



45 minutes



Papers or small notebooks

CONTENT

Negativity is contagious. It's all too easy to complain about everything that goes wrong and this can quickly spread to others. Fortunately, there is a simple trick that can be used to eliminate negativity; simply don't say negative words. Aiming for positive remarks helps people to get energized. Rather than looking for blame, seek opportunities to improve and progress forward.

LECTURER ACTIVITY

Timing

Explaining the Exercise: 5 minutes

Activity: 30 minutes

Group Feedback: 15 minutes

This simple two stage communication skills exercise focuses on identifying negative statements used at work and formulate positive replacement statements for them. It helps increasing the awareness of participants about this issue and helps them to address it. It is ideal for delegates who work closely together or are part of the same team so it can also be used as a teambuilding activity at work.

First, the facilitator organizes the delegates into groups of 2 or 3.

Stage 1 (15 min)

Ask each group to compile on a paper a set of commonly used negative statements that they have heard in the past.

Then, bring back everyone together and discuss all together about those statements, their use and the consequences they have on people's behaviour. The facilitator can also highlight how destructive they can be and how important it is to replace them.

The facilitator can record a summary of the most common negative statements on a flipchart or a whiteboard.

Here are some examples of negative statements that people commonly use:

- Don't do that
- We can't do it
- It can't be done
- We don't do such a thing
- It is against our policy
- We have never done this before
- It has never been done
- No one knows how to do this
- You don't know how this works
- The management is clueless
- The staff are clueless
- They sit there all day and do nothing
- No one cares

These statements do not help and are sometimes stated as a reflex reaction rather than with an appropriate thought. Sometimes they become a habit and it is important to eliminate them as bad habits.

Stage 2 (15 min)

Then, each group should think of positive statements that can be used to replace those negative ones, based on their earlier analysis. Record these statements on the flipchart as well.

Highlight the importance of using positive words, sentences in our everyday life. Encourage the participants to think about it with some of the following questions and to reflect on some concrete actions that can be used by each delegate when at work or for personal benefits.

LEARNER ACTIVITY

Participate in the game and discuss the negative and positive statements.

- Are you susceptible to use negative statements?
- How frequently are they used in your organization? Are they necessary?
- Can they be avoided? How can you avoid them?
- Is it easy to replace them with positive statements?
- Was there a consistent set of negative statements between groups that suggests many people hear all the time at their workplace?
- What are you planning to do to eliminate them?

ACTIVITY 3.5 BODY LANGUAGE

Intended Learning Outcomes:

11. Develop effective communication through your own behaviour



30 minutes



An empty room where a group of delegates can easily walk around.

Blank cards that are easy to write notes on them while standing.

Activity 3.5.1 Making eye contact.

CONTENT

This exercise helps participants to understand and appreciate the power of eye contact and how it can affect emotional connection and emotional states. It is ideal in teaching emotional intelligence, body language and communication skills.

LECTURER ACTIVITY

You can get the most from this exercise with the follow up discussions so make sure you allocate enough time for this.

Timing

Explaining the Exercise: 5 minutes

Activity: 6 minutes

Group Feedback: 10 minutes

Distribute 3 blank cards to each participant. Ask the participants to spread around the room. Explain that they should assume they are in an art gallery or a museum.

Stage 1 (2 min)

Ask the participants to roam around the room as if they are in a public space while not making eye contact with anyone else. They should improvise and act the role.

After 2 minutes, stop everyone and ask the participants to write their feelings on their cards.

Stage 2 (2 min)

For this round, ask the participants to seek out eye contact as they go around the room. However, as soon as they have made eye contact, they should break it and look away.

After 2 minutes, stop everyone and ask them to record their feelings on their cards.

Stage 3 (2 min)

In this round, ask the participants to seek out eye contact and as soon as they have made eye contact with anyone they should pair up with that person. They should stand side by side and do not establish eye contact with anyone else.

After 2 minutes, stop everyone and ask them to record their feelings on their cards.

Bring everyone back together and follow with a discussion. The facilitator will lead it by asking the participants several questions and reflect on what they wrote on their cards. Some examples of potential questions:

- While going through various stages of the exercise how did you feel?
- How did it feel when you were making eye contact and you had to break it straight away?
- How did it feel when you made eye contact and you could approach the person to pair up?
- If you were slow to pair up with someone, how did it feel to go about finding someone you could make eye contact with?
- How easy was it to make eye contact with someone?
- How close do you feel with people that you maintained an eye contact with?
- What pre-conditioning dictates our behaviour in making eye contact or maintaining eye contact?
- How does this compare between different societies?

LEARNER ACTIVITY

Participate in the game and discussion afterwards

Activity 3.5.2 Body Language Exercise: Miscommunication.

CONTENT

This exercise highlights the importance of body language in communication.

Delegates should speak and listen while avoiding smiling and eye contact.

LECTURER ACTIVITY

Timing

Explaining the test: 5 minutes.

Activity: 7 minutes

Group feedback: 5 minutes.

Delegates work in pairs:

- Person A: Talk about his/her hobby for one minute and avoid smiling
- Person B: Listen with interest and ask questions if want to.

Delegates in each pair then swap places:

- Person B: Talk about his/her hobby naturally.
- Person A: Listen without any eye contact or asking any questions

Variations

If more time is available, both people in the pair can experience both situations.

The facilitator then leads the discussion by asking delegates the following questions:

- How did they feel at the end of each conversation?
- Did they feel ignored, frustrated or insulted?
- How could the situation be improved?
- How body language affects communication and binding?
- What other methods can be used to provide an enjoyable and flawless conversation?

At the end of the discussion, the facilitator can also show [this TED talk on body language](#) and its importance.

LEARNER ACTIVITY

Participate in the exercise and discussion.

Watch the TED talk on body language – [YouTube: TED talk on body language](#)

ACTIVITY 3.6 MONITORING & SUPERVISION

Intended Learning Outcomes:

12. Learn methodologies to evaluate the added value of volunteers to their organization(s) and/or projects

CONTENT

Monitoring and supervising your volunteers is one of the key elements to keep them engaged, motivated and felt valuable to your organization. Here is an activity that could help them assessing the skills and competences gained during their volunteer program.

LECTURER ACTIVITY

Upon arrival, you can ask the participants imagining they are volunteer themselves and write a letter to themselves. This letter could include:

- ✓ Motivation to participate in the volunteering program of your organization
- ✓ Dreams and aspirations
- ✓ Skills and competences, they wish to develop
- ✓ Tips and tricks for their future
- ✓ Where would they like to see themselves after the completion of this program
- ✓ Anything else

In real, this letter should be carefully stored for the entire duration of the volunteer's permanence in your organization/ program. The volunteer responsible should make sure to hand it out when the volunteer has completed their program/ is about to leave the organization or a few weeks after they have departed (could be for a permanent job, studies or a simple stop of their volunteer duties).

LEARNER ACTIVITY

Write a letter.

ACTIVITY 3.7 GROUPS DYNAMIC - THE MARSHMALLOW CHALLENGE

Intended Learning Outcomes:

13. Develop effective communication through your own behaviour.



40 minutes

- 7 min – explanation
- 18 min – challenge
- 15 min - discussion

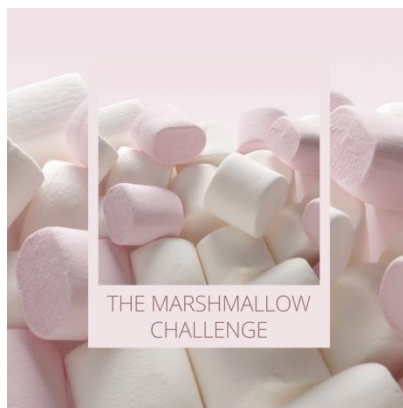


Per group: 20 sticks of spaghetti, one meter of tape, one meter of string and one marshmallow.

[Watch this TEDxTalk on the Marshmallow activity.](#)

CONTENT

The Marshmallow Challenge is a designed-based exercise that focuses on experiencing team collaboration, leadership style and creativity in a fun way.



The aim of this activity is to encourage the participants to use all their senses into the task and later on to reflect on their contribution within the team, their role, behaviour.

LECTURER ACTIVITY

According to the number of participants you can organize them into teams of 3 to 6 people. Each one of them will be given a kit with the elements mentioned above.

LEARNER ACTIVITY

This activity consists in building the tallest structure out of 20 sticks of spaghetti, one meter of tape, one meter of string and one marshmallow.

The objective is to build the tallest **freestanding** structure **only** with the kit given at the beginning. They have **18 minutes** to do so. At the end, the entire marshmallow must be on the top of the structure **without falling down or breaking apart**.

Additional rules:

- The spaghetti, string or tape can be broken, cut...
- The structure cannot be suspended.
- The marshmallow cannot be cut or eaten...
- No one is allowed to hold the structure

When the clock runs out, the facilitator measures all the structure and identifies the winning team.

Once, all the 'constructions' have been reviewed and commented with the facilitator. It is time for the coordinator to lead a discussion about the different steps of the activity. For instance, how did the participants organise their work, did someone take the leadership, how did they divide the tasks... Then, within the groups, each participant should reflect on his/her own work as an individual and also as a group member. After reviewing their behaviour during this experience, they can then conclude on what they have learned and what can be then used in other contexts.

Even if one team has excelled at this exercise, it remains important that its members still reflect on it and focus on how to improve their performance in terms of leadership, team management, or effective collaboration.

Additional option but not mandatory, you can watch [this TEDxTalk](#) on the *Marshmallow activity*.

LESSON 04

Lesson Objectives:

1. Once, your volunteering program is implemented and running, it is time to evaluate, assess and thank the volunteers involved within your organization.

ACTIVITY 4.1 RECOGNITION

Intended Learning Outcomes:

14. Enhance volunteers' motivation through informal and formal recognition



Handout [Volunteer Management. A journey in 13 steps](#)

Activity 4.1.1 Non-Formal Recognition

CONTENT

There are numerous ways to thank volunteers for their involvement and willingness to help within a TSO and to show them that they are valued. In the following list, we just mention some of them, taken from the handout [Volunteer Management. A journey in 13 steps](#)

1. Host a volunteer-only event
2. Awards
3. Birthday cards and personal gifts
4. Parties
5. Invitation of volunteers to social events outside the organization
6. Excursions
7. Participation of top management to the above
8. Keeping them informed about training or vocational seminars
9. Covering of costs for participation in seminars
10. Participation in organization trips
11. Volunteer-only souvenir (e.g. a t-shirt of the organization)
12. Personal contact even after they leave, particularly when absent e.g. for family or health reasons.
13. Group or individual in-action photos and promotion through social media
14. Improvement of workspace or volunteer-only area
15. Creation of a video with memoirs and important moments of their work

LEARNER ACTIVITY

Read in the handout about informal recognition (see Contents).

Activity 4.1.2 Formal Recognition

CONTENT

Volunteering can also be more formally recognized and be very beneficial for the volunteers whether they are leaving or not the NGO, looking for a job...

Here are few examples of recognitions that your organization can provide to your team members.

1. Letters of recommendation
2. Certificates of voluntary labor
3. Helping them in their job search by forwarding jobs announcements for a position opening somewhere else to volunteers we consider qualified enough to contest.
4. Volunteer participation into evaluation and planning meetings or participation into special committees: transparency, internal audit etc.
5. Delegation of the organization in public events or mass media.

LEARNER ACTIVITY

Read in the handout about formal recognition (see Contents).

ACTIVITY 4.2 A WIN-WIN EVALUATION TOOL

Intended Learning Outcomes:

15. Learn techniques to supervise and evaluate the performance of volunteers.

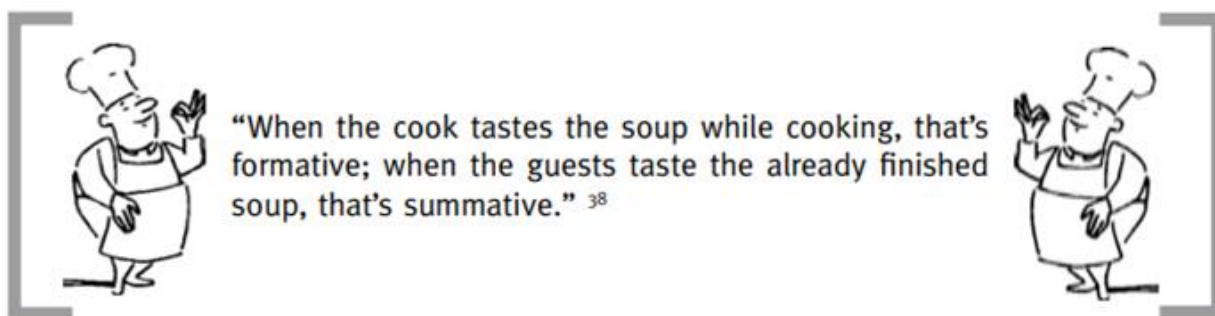


Questionnaire (see suggested questions above)

CONTENT

Assessing and evaluating your volunteers' performance within your organization is essential for both; for the volunteers to keep them engaged, and the TSO for potential improvements regarding its management style.

Formative/summative



Source: T-Kit 10: Educational Evaluation in Youth Work – Council of Europe – European Union

LECTURER ACTIVITY

While implementing a formative support and training to your volunteers with the different activities mentioned above, your organization can create its own assessment and evaluation tool for volunteers.

To make it useful and relevant for both; the volunteers and your Organisation, you can design it as a 2-way tool. Indeed, provide the same assessment method to both the volunteer and her/his manager (i.e., a questionnaire) to be filled separately. The volunteer's manager can give it to them at least 1 week before they meet, so they will both have time to think about it.

Here are some examples of topics and questions that your organisation could use for its volunteers. You can make some changes and add sections specifically related to the organization of your organisation.

Evaluation of the volunteer/manager

- Satisfaction, motivation
- Quality of work
- Involvement
- Improvements
- Performance, achievements of objectives

Evaluation of volunteering programs

- Training
- Supervision, management
- Team work

Evaluation of the organization

- Working environment, climate
- Work culture
- Job evaluation
- Manager evaluation

Once the volunteer and her/his manager both completed it, they then discuss about it, compare their answers and ratings to see if there is any divergence.

On one hand, this allows the volunteers to feel valued, as their opinion is considered. They also feel included, being participative and belonging to a group.

On the other hand, it benefits a lot to your organization as well, as practical and profitable feedbacks will be provided to your organisation that can be used to improve its management. It can also be seen as an evaluation to highlight its strengths and weaknesses regarding its operating sector and its volunteering programs.

LEARNER ACTIVITY

Ask a volunteer and a manager from your organisation to fill in the same questionnaire and facilitate a discussion afterwards.

CONCLUSION

Yet, still not well recognized, volunteers are a huge asset within TSOs. By bringing their knowledge, competences and energy, they make the organization, in which they are involved, grow and prosper. Led by great values and ideals, they are source of development, innovation and motivation. For those reasons and more, volunteer management should carefully be taken into account and clearly defined.

A clear strategical vision within your organisation is the key element for successful actions. To do so, this module synthesized the main four steps that can be followed. Assessing the needs of your organisation, defining the rights and obligations of your volunteers will first set the foundation of your project. Then, planning and focusing on your organisation's goals and objectives will follow in order to implement the volunteering program. Communication and soft skills, being essential for the health and sustainability of your structure, the activities mentioned above can guide you throughout this process. And last but not least, recognizing your volunteers' work and involvement is more than necessary, either through informal appreciation but also via evaluation and feedbacks' provision.