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ProVol Digital

Professional volunteer management and training through digitalisation

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PROFESSIONAL VOLUNTEERING

Handbook for volunteers and volunteer coordinators

EB projektmanagement

dobrovolnické centrum

Voluntariat
Centrul de Voluntariat Cluj-Napoca

Gemeinsam leben & lernen in Europa

Imprint

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Disclaimer

"ProVol Digital – Professional volunteer management and training through digitalisation" is a project developed by Gemeinsam leben und lernen in Europa, in partnership with EBb projektmanagement GmbH, Centrul de Voluntariat Cluj-Napoca, and Dobrovolnické centrum. It is co-financed by the European Commission's Erasmus + Program. The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Introduction

Dear readers,

This handbook contains the main content of the ProVol training and serves as a reference book. ProVol is an abbreviation for "Professional volunteering". The main objective of ProVol training is to professionalise volunteer activities in Europe by harmonising and ensuring quality in volunteer training across the continent.

ProVol was developed by a European partnership among volunteer organisations from Romania (Centrul de Voluntariat Cluj-Napoca), Austria (eb projektmanagement, Villach), and the Czech Republic (Dobrovolnické centrum Ustí Nad Labem), coordinated by the German NGO Gemeinsam leben & lernen in Europa. Their aim was to develop a sustainable model for training volunteer coordinators and volunteers to enhance the effectiveness of volunteering activi- ties and to improve their service quality.

Our vision is to establish a standardised and high-quality professional training framework for both volunteers and professionals involved in volunteer management. The training aims to de- velop skills through flexible learning methods that adapt to social and professional changes. The mission includes consolidating a network of professional volunteer trainers, creating harmonised training materials, and implementing a system of quality assurance.

Please note, you can use the contents of this handbook for your own work as a volunteer coordinator. In general, the handbook is available to participants of the ProVol training, the distribution of the contents outside the ProVol training and your own use is only permitted with the approval of the project partners. As a general rule, content, graphics etc., may only be used if the source is acknowledged. If you are interested in ProVol training, please contact one of the project partners.

Please also share your stories, how this training helped you in some way or the other. And if you have any suggestions for improvement, we are happy for your feedback.
We really hope that our ProVol training increased your level of competence, skills and know-how so that your volunteer work becomes more efficient and effective and achieves even greater impact. Your volunteer work is important for social cohesion, personal and community resilience, making it a vital component of a healthy, caring, and functioning society!

Your ProVol Team

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Module 1

VOLUNTEERING AND VALUES

Volunteering and values

At the end of the module, participants will:

- understand the meaning of volunteering,
- be able to define and compare different phrasings around volunteering,
- understand the value of volunteering,
- gain insight into the field and trends of volunteering and understand how volunteering has changed over the years.

1. Introduction

To begin with, we would like you, as a volunteer coordinator, to consider the concept of "social change":

Our society is constantly changing, which is why we see not only developments, but also new problems and requirements that require innovative solutions. Although volunteering cannot meet all these requirements and solve these problems, it is a key element in supporting this process.

Some of the reasons some people give for volunteering are to help the environment, help others less fortunate or make a difference in the lives of others (e.g., helping thousands of volunteers in a pandemic or supporting refugees). We often see charities and volunteers being funded by government to provide vital public services. Volunteers are not only a resource, but can inform and influence services provided to communities and identify people's needs. Food banks are an example of vital services that have been constantly in the headlines since the start of austerity measures. These food banks in Europe and other continents are run almost exclusively by volunteers.

In many cases, volunteerism appears at a point of injustice or need: where conventional and public services do not provide satisfactory solutions or simply act too slowly, the voluntary commitment of individuals intervenes. These people do not want to accept the social problems they observe. Day by day - they want to solve these problems.

2. What does "volunteering" mean?

Wikipedia:

Volunteering is an act of an individual or group freely giving time and labor for community service. Many volunteers are specifically trained in the areas they work, such as medi- cine, education, or emergency rescue. Others serve on an as-needed basis, such as in response to a natural disaster.

Definition of volunteering by the United Nations

“There are three key defining characteristics of volunteering.

Firstly the activity should not be undertaken primarily for financial reward, although the reimbursement of expenses and some token payment may be allowed.

Secondly, the activity should be undertaken voluntarily, according to an individual’s own free-will, although there are grey areas here too, such as school community service schemes which encourage, and sometimes require, students to get involved in voluntary work and Food for Work programmes, where there is an explicit exchange be- tween community involvement and food assistance.

Thirdly, the activity should be of benefit to someone other than the volunteer, or to society at large, although it is recognised that volunteering brings significant benefit to the volunteer as well.

Within this broad conceptual framework it is possible to identify at least four different types of volunteer activity: mutual aid or self-help; philanthropy or service to others; participa- tion or civic engagement; and advocacy or campaigning. Each of these types occurs in all parts of the world.”

Resource: United Nations Volunteers Report, prepared for the UN General Assembly Special Session on Social Development, Geneva, February 2001

Definition of volunteering by the European Union

“Having due regard to the particularities of the situation in each Member State and all forms of volunteering, the term "voluntary activities" refers to all types of voluntary activity, whether formal, non-formal or informal which are undertaken of a person’s own free will, choice and motivation, and is without concern for financial gain. They benefit the individual volunteer, communities and society as a whole. They are also a vehicle for individuals and associations to address human, social, intergenerational or environmental needs and concerns, and are often carried out in support of a non-profit organisation or community-based initiative. Voluntary activities do not replace professional, paid employment opportunities but add value to society.”

At the European level, the Council decision on the European Year of Voluntary Activities Promoting Active Citizenship (2011) offers the most recent definition of volunteering

Definitions from the European Youth Forum

1. Definition of a volunteer

A volunteer is a person who carries out activities benefiting society, by free will. These activities are undertaken for a non-profit cause, benefiting the personal development of the volunteer, who commits their time and energy for the general good without financial reward.

2. Definition of volunteering providers

Volunteering providers are non–profit organisations and groups that are independent and self-governing as well as other non–profit entities, such as public authorities. They are active in the public arena and their activity must be aimed, at least in part, at contributing to the public good.

3. Definition of volunteering activity

Volunteering activities are undertaken by volunteers. The activity is undertaken for a non-profit cause and does not replace paid staff. The activity can be done within the framework of a volunteering provide.

Source: European Charter on the Rights and Responsibilities of Volunteers, European Youth Forum with the support of the European Commission and the European Youth Foundation of the Council of Europe, 2012, https://commission.europa.eu/system/files/2020-03/volunteering_charter_en.pdf

ProVol Definition on Volunteering

„Volunteering includes all unpaid activities and forms of engagement that individuals or groups undertake of their **own free will, choice, and motivation,** with the aim of **contributing** to the **common good**, adding value to society, and providing a positive benefit to **third parties or the community/environment.**

Volunteer activities are pursued for **non-profit causes**, signifying that volunteers dedicate their time and energy without expecting financial compensation. However, reimbursement of expenses and nominal payments for volunteer work may be permissible; such compensation should not be based on time or performance.

Engagement within the sphere of family, relatives, or neighbours is not categorized as voluntary engagement due to its private nature and the absence of public involvement.“

3. Motivations, trends and changes in volunteering

3.1 Are men or women more involved in volunteering?

Studies and surveys have consistently shown that women tend to volunteer at higher rates and dedicate more time to volunteer work than men.

Several factors contribute to this trend, including societal expectations, gender roles, and the types of activities that are traditionally associated with volunteering. Women often take on caregiving roles, both in their families and in their communities, which may lead to a greater inclination toward volunteering.

However, it's essential to note that these patterns are not fixed, and there is a growing trend of men becoming more involved in volunteering and contributing to their communities. As societal attitudes and perceptions continue to evolve, we may see more equitable partici- pation in volunteering activities by people of all genders.

Keep in mind that these trends might change over time, so it's essential to consult more recent data or research to get the most up-to-date information on gender-based volunteering patterns.

That's the answer in the world. How is it in your country? Same or different?

3.2 What are the top three most popular fields of volunteering?

Education: Volunteering in education involves helping schools, teachers, and students in vari- ous ways. Volunteers may tutor students, assist with after-school programs, support lit- eracy initiatives, or provide mentorship to young individuals.

Community Development and Social Services: Volunteering in community development focuses on improving the quality of life in local communities. This can involve a wide range of activities such as organizing community events, providing assistance to vulner- able populations, supporting homeless shelters, or engaging in environmental conserva- tion efforts.

Health and Medicine: This field includes volunteering in hospitals, clinics, and community health programs. Volunteers may work with patients, help raise awareness about health issues, participate in medical missions, or support public health initiatives.

It's important to note that the popularity of specific fields of volunteering may vary over time and across different regions. Additionally, global events and emergencies can also influence the demand for volunteers in certain areas.

How is it in your country? Same or different?

3.3 Is it necessary to sign a contract to volunteer?

The purpose of a volunteer contract is to outline the responsibilities and expectations of both the volunteer and the organization. It may include details such as the volunteer's role, the time commitment expected, confidentiality agreements, liability waivers, and any other relevant terms and conditions.

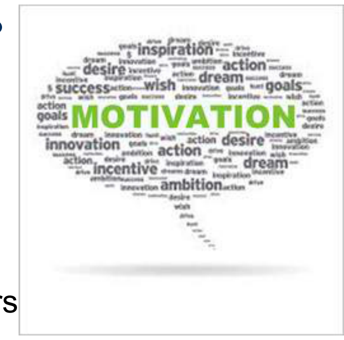
Signing a contract can be beneficial for both parties involved, as it helps establish clear boundaries, protects the rights and interests of both the volunteer and the organization, and ensures that all parties are on the same page regarding their roles and responsibilities.

If you are considering volunteering for an organization, it's essential to review any agreements or contracts they provide thoroughly. If you have any concerns or questions about the terms, do not hesitate to seek clarification from the organization before signing.

However, keep in mind that not all volunteer opportunities require formal contracts. Some smaller or more informal volunteer initiatives might not have official contracts but could still have clear guidelines or agreements in place. Regardless of whether there is a writ- ten contract or not, open communication and understanding between the volunteer and the organization are crucial for a successful volunteering experience.

? *How is it in your country? Same or different?*

3.4 What is the motivation of young people to volunteer?



Young people volunteer for various reasons, and their motivations can differ based on individual values, personal experiences, and the specific opportunities available to them. Here are some common motivations for young people to volunteer:

Social Impact and Community Involvement: Many young volunteers are driven by a desire to make a positive difference in their communities and society at large. They may have a strong sense of social responsibility and feel compelled to address issues like poverty, environmental conservation, education, or healthcare.

Personal Growth and Skill Development: Volunteering offers valuable opportunities for personal growth and skill development. Young people often see volunteering as a chance to learn new skills, gain work experience, and develop qualities like leadership, communication, and problem-solving.

Building Relationships and Networking: Volunteering can be a great way to connect with like-minded individuals and expand one's social network. Young people may join volun- teer groups or organizations to meet new people, build friendships, or establish profes- sional contacts.

Fulfillment and Satisfaction: Volunteering can provide a sense of fulfillment and satisfaction that comes from helping others and contributing to a cause they deeply care about. This sense of purpose and accomplishment can boost their overall well-being.

Resume Enhancement and College Applications: Some young volunteers are motivated by the desire to bolster their resumes or college applications. Volunteer work is often looked upon favorably by educational institutions and potential employers, demonstrating a commitment to community service and extracurricular activities.

Cultural or Religious Values: For some young people, volunteering is an expression of their cultural or religious values. It aligns with their belief systems and the teachings of their faith, emphasizing the importance of giving back and helping others.

Peer Influence and Social Norms: Social norms and peer influence can play a role in motivating young people to volunteer. If volunteering is seen as a positive and admired activity within their social circles, they may be more likely to get involved.

Escape from Daily Routine: Volunteering offers a break from the monotony of daily life and provides young people with an opportunity to engage in meaningful and rewarding activities beyond their regular routines.

Experience Different Cultures and Perspectives: Volunteering can expose young people to diverse cultures, communities, and perspectives. This can lead to a broader understanding of the world and a greater appreciation for different ways of life.

It's essential to recognize that young people's motivations for volunteering are not limited to the above list and can be influenced by a combination of factors. Ultimately, volunteering is a personal choice, and everyone's reasons for getting involved will be unique to their own experiences and aspirations.

How is it in your country? Same or different?

4. Key data on volunteering

Global data:

- Key global data on volunteering is collected by the ILO (International Labor Organisation):

https://ilostat.ilo.org/data/

- ILO Statistics on Volunteer Work

https://ilostat.ilo.org/topics/volunteer-work/

European data:

- European Economic and Social Committee: “Volunteers — Citizens building the future of Europe”:

https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52021IE3078

- European Economic and Social Committee: New trends in the development of volunteering in the European Union – Study (2022)

https://www.eesc.europa.eu/sites/default/files/files/qe-09-22-293-en-n.pdf

National data:

- Study of Volunteering in the European Union Country Report Romania

https://ec.europa.eu/citizenship/pdf/national_report_ro_en.pdf

- Study of Volunteering in the European Union Country Report Austria

https://ec.europa.eu/citizenship/pdf/national_report_at_en.pdf

- Study of Volunteering in the European Union Country Report Germany

https://ec.europa.eu/citizenship/pdf/national_report_de_en.pdf

- Volunteering in Germany: Key Findings of the Fifth German Survey on Volunteering (FWS 2019), 3.8.2021:

https://www.bmfsfj.de/resource/blob/184604/a7cd006da6aed57d6d0dfab4a38e4212/5-freiwilligensurvey-englisch-data.pdf

- Study of Volunteering in the European Union Country Report Czech Republic

https://ec.europa.eu/citizenship/pdf/national_report_cz_en.pdf

The first statistical survey of data on volunteering according to the ILO took place in the Czech Republic in 2023, which will be published in the second half of 2024. The report, will provide information on the development of volunteering in the Czech Republic and it will be updated every year.

5. What are the latest trends and changes in volunteering?

Virtual Volunteering: The rise of digital technology has facilitated virtual volunteering opportunities. This trend enables volunteers to contribute remotely, using their skills in areas such as online tutoring, virtual mentoring, social media management, and website development.

Skill-Based Volunteering: Increasingly, volunteers are seeking opportunities that align with their specific skills and expertise. Nonprofits and organizations have recognized the value of leveraging volunteers' professional abilities to make a more significant impact on their initiatives.

Short-Term and Micro-Volunteering: Traditional long-term volunteering commitments are being complemented by short-term and micro-volunteering options. These initiatives cater to people with busy schedules who still want to contribute in smaller, time-limited ways.

Corporate Volunteering and Employee Engagement: Many companies encourage their employees to engage in volunteering activities as part of their corporate social responsibility initiatives. Corporate volunteering not only benefits communities but also boosts employee morale, loyalty, and teamwork.

Youth and Student Involvement: Young people, including students, are increasingly engaged in volunteering and community service. Schools, colleges, and universities are incorporating service-learning programs and extracurricular activities to encourage student involvement.

Diversity, Equity, and Inclusion in Volunteering: There is a growing emphasis on making volunteering opportunities more accessible and inclusive to individuals from diverse backgrounds, ensuring that everyone feels welcome and represented.

Environmental Volunteering: With increased awareness of environmental issues, there is a rise in volunteering efforts focused on environmental conservation, sustainable practices, and climate change mitigation.

Global Volunteering and Voluntourism: Some volunteers are seeking international opportunities, combining travel with volunteering. However, there is a greater awareness of the ethical considerations involved in voluntourism to ensure responsible and sustainable practices.

Data-Driven Volunteering: Organizations are leveraging data analytics to optimize volunteer engagement, better match volunteers with opportunities, and measure the impact of their programs.

Health and Safety Concerns: The COVID-19 pandemic has significantly affected volunteering activities.

Safety measures and protocols have become essential considerations for in-personv o l u n - teering, leading to a temporary increase in virtual volunteering opportunities

These trends reflect the evolving nature of volunteering and how it continues to adapt to the changing needs and preferences of both volunteers and the organizations they support.

6. Value of volunteering

We will deal with values in more detail in the next modules. However, it is useful in the introduction to see volunteering in the context of contemporary society. Why is volunteering important?

Module 2

DEFINING AIMS, OBJECTIVES AND ROLES

Defining Aims, Objectives and Roles

“If one does not know to which port one is sailing, no wind is favourable.” – Seneca

This quote is about direction or goal: you need to know what you want to achieve, where you want to go, what your goal is. If you don't have that, the risk of failure or "going astray" is great and then “no wind is favourable” for you.

You cannot achieve a goal if you do not see it. For you as a coordinator of volunteers it is highly important to have a clear idea of what you want to achieve with your actions or your project, and what changes and impact you want them to bring about – otherwise you cannot be a good lead- er. And you need to have a clear understanding of your role and function within that process. If a leader does not have a clear idea about the goals as well as about his own role and related tasks, it often leads to confusion, disorder, dissatisfaction, and disappointment. Before you start a new project, be it an existing initiative or a new endeavour, it should be clarified what you would like to achieve, what the final result should be, or which effect you wish to achieve.

Coming up with project ideas might be easy. But coming up with the “right” one, which has a realistic chance of being implemented, requires work and some thinking. In the first part of this module, you will learn how to set your aims and objectives right and how to specify your vague project idea into a concrete and tangible concept.

Questioning yourself is important as well. Which role do I want to play? Which tasks and functions do I want or have to take? Do I have the necessary competences and resources for all tasks? What are my expectations? What should I or others get out of it?

The second part of this module focuses on identifying roles and responsibilities.

Part I: Setting aims & objectives

1. Aims, objectives, and goals

Aims, objectives, and goals are essential components in any project, as they provide a clear direction and purpose for achieving desired outcomes. In English, the nuances between these terms may not always be as distinct as in other languages. In various contexts, the terms "aims", "objectives", "goals" and "tasks" are often used interchangeably, but they have distinct meanings. Understanding their differences is crucial for effective planning and implementation.

Aims

- are **broad, general statements** of what a project or organisation intends to achieve.
- indicate the **ultimate direction** or **purpose**
- are **more abstract**, **less specific, less measurable** than objectives or goals

Objectives

- are **specific, measurable, achievable, relevant, and time-bound (SMART) targets** of what needs to be accomplished in order to achieve the overall aim
- are **more concrete and specific** than aims

Goals

- are also **specific and measurable outcomes**, similar to objectives, but they are **generally broader in scope** and can encompass multiple objectives.
- In some contexts, goals may be used interchangeably with objectives, while in others, they can represent the larger, more significant achievements that align with the overall aim.

Tasks

- are more specific and are typically associated with actions or activities required to achieve a goal.

In summary, aims represent the broader purpose, objectives are specific and measurable targets supporting the aims, and goals are significant milestones or accomplishments that align with the overall aim or vision. It's important to clarify the context in which these terms are used as their meanings can vary slightly based on the field or situation.

In the following we will work only with the terms "aims" and "objectives", but will specify the term "objective" distinctively. This differentiation can be illustrated in more detail using the hierarchy of objectives.

2. The hierarchy of objectives

Before setting your objectives, be aware that there are different levels of objectives that differ in time frame, detail and function. Every vision can and should be divided into smaller objectives. It is important to emphasize the difference between a strategic objective – the methods or the way you want to do it – and the concrete action. Otherwise, you might get lost because your aim and objective is too abstract, and you have no idea how to set an action plan. The three-part hierar- chy of objectives serves as an illustration for better comprehensibility.

Figure 1 *Hierarchy of objectives*

Aims/Visionary objectives:

- are long-term, consistent over time (value decisions are included)
- are formulated in a credible, inspiring and concise manner,
- show a profile and define a boundary, are attractive, trigger ideas.

Functions:

- inward: create identity, provide orientation
- increase identification and motivation, outwards: create clarity and acceptance; give an im- age.

*Example: **“**We live in a very good neighbourhood, where we all feel welcome and safe: every- thing looks nice and tidy, lots of greenery, recreational and meeting places. Neighbours know each other, talk to each other, and look after one another in case of a crisis. From time to time, we also meet in joint neighbourhood events.”*

Strategic & tactical objectives:

- are medium-term,
- are realistic and imaginable,
- describe measures or effects,
- are formulated openly enough so that different operational objectives can be summarised under them.

Functions:

- Concretisation of the visionary key objectives
- Mediation between the visionary objective and the implementation (operational objectives).

Example: "We will organise regular community events such as block parties, clean-updays, street art sessions or cultural celebrations to promote a sense of community.
We'll maintain the existing parks and recreational spaces to provide residents with areas for leisure and community gatherings."

Operational objectives

- relate to a manageable period of time,
- are concrete (what should take place? How? When? By whom?)

Example: "Setting up a volunteer neighbourhood committee, who are a diverse team, representing neighbours from various backgrounds (age, gender, orign etc.). They organise four neighbourhood events a year that celebrate the diversity within the community, fostering inclusivity:

- *a joint clean-up day,*
- *Joint "Colour my neighbourhood" event*
- *a neighbourhood festival*
- *A workshop, training, or info session relevant for the community*

Every month a joint neighbourhood breakfast is organised in the local adult education center, where everyone is contributing.
At these meetings interactive methods are used, so different people get to know each other. The committee members introduce themselves to every new neighbour within 14 days and invite them to the next neighbourhood meetings and events."

To make a vision achievable, you can break it down into smaller goals, the strategic objectives. These can be further divided into smaller and more specific actions, the operational objectives. This process helps to derive a practical action plan from a vision.

All the specific actions (operational objectives) should be aligned with the bigger picture (the vision). This way, the organisation functions efficiently and moves closer to achieving its overall vision or goal. In fact, defining clear and measurable goals has many **advantages:**

Orientation: Volunteers benefit from having a clear direction and something to work towards. Defining goals helps to establish clarity and transparency – both within and outside a volunteer organisation and team. Goals are the basis of a joint understanding and are needed for giving orientation. Orientation and differentiation can be achieved through value judgments, making decisions based on a particular set of values. It requires thoughtful consideration and prioritization, determining what tasks should be tackled first, what is less critical, and what can be postponed.

Improved decision making: Well-defined goals and objectives encourage a focus on finding solutions rather than dwelling on the causes of a problem. Achieving a goal involves making decisions about the essential steps to take and determining the objectives or "milestones" to reach along the way.

Effectiveness: With clear goals in mind, resources can be organized accordingly. They improve efficiency and the relation between input and output: How to reach maximum efficiency? A goal can help to prioritize: What needs to be done first, what is less crucial and what can be postponed or cancelled?

Control and Evaluation: Clearly defined goals can be checked, which is useful to measure and control the progress of your work. You can use the goals defined at the beginning of a project to evaluate the success and impact of a project. You can check whether you have achieved the planned results/milestones or not.

Success: Achieving measurable objectives provides tangible evidence of success, both internally within the organisation and externally to stakeholders and supporters.

Characteristics of a good objective

To ensure that your goals are effective, you should stick to the **SMART** criteria:

Figure 2 SMART Criteria for a clear objective

Specific: Objectives should be clear and specific, avoiding vague or ambiguous language. This means defining what exactly you want to achieve and why it's important.

Measurable: Objectives should be measurable, so you can track your progress and determine whether you've achieved your goal or not. This involves defining clear metrics or indicators that you can use to measure progress.

Achievable: Objectives should be challenging but also achievable. This means setting realistic goals that are within your capabilities and resources, avoiding goals that are too easy or too difficult.

Relevant: Objectives should be relevant to your overall objectives, mission, or purpose. This means ensuring that your goals align with your larger priorities and fit into the broader context of what you're trying to achieve.

Time-bound: Objectives should have a clear deadline or timeline. This means setting a specific date or timeline for achieving the goal, to provide motivation and ensure you stay on track.

For example: *"This year we'll organise 12 neighbourhood breakfasts in the local adult education centre. It will be every first Saturday of the month. We expect at least 50 visitors from various backgrounds. Everyone will bring enough food so that we can have a joint breakfast. The committee will prepare interactive activities, so that each person gets to know at least two new neighbours. At least 50% of the participants will be present at the next breakfast. Three testimonies will show that neighbours engaged in activities together after breakfast."*

Specific: The objective clearly outlines the specific goal of organising 12 neighbourhood events. Details like time, responsible persons, and location are given. It is clearly defined how this goal should be reached.

Measurable: The success of the project can be tracked using measurable indicators: The aim is to have 12 neighbourhood breakfasts with at least 50 participants, who should each get to know at least 2 new neighbours. At least 50% of the participants will be present at the next break-fast.

Attainable: The objective is achievable within the given time frame and resources availa- ble. The location is available for monthly breakfasts and food will be contributed by every visitor.

Relevant: The objective is relevant to the neighbourhood's commitment to build a strong community.

Time-bound: The objective has a clear timeline. 12 neighbourhood breakfasts will be or-ganised throughout the year, every first Saturday of the month.

Criteria for good objective/goal formulation:

1.The overarching goal describes a **desired state in the future**: What should have happened, changed or been preserved? (Be careful with comparisons!)
2.The formulation makes it **clear to whom or what the goal refers**. It specifies what is intended, what changes, improvements or stabilisations are to be triggered (do not describe a measure or process).
3.The point in **time** when the goal is to be achieved **is stated or at least limited**.
4.The goal is formulated in a **positive and active way**.
Achieving the goal is a **challenge, but achievable**.

Part II: Understanding your own motivation & role

After identifying your vision and objectives, you can create a work plan and assign tasks to your team. Understanding roles and motivations helps in managing expectations and identifying the right volunteers for specific tasks.

1. Definitions

What is a social role?

- The position or function that a staff member holds within a group or organisation
- It defines their place and expectations in the social structure
- *For example, a staff member can have a social role such as a team member, supervisor, or manager*

What are responsibilities?

- The duties and obligations that a staff member is expected to fulfil as part of their role
- These can vary depending on the specific position and organisation
- They outline the areas of work and the overall goals the staff member is accountable for
- *For example, a staff member's responsibilities may include attending meetings, completing assigned tasks, and cooperating with team members.*

What are tasks?

- Specific activities or assignments that a staff member needs to perform in order to fulfil their responsibilities
- Individual actions or jobs that contribute to the overall objectives
- They can be daily, short-term, long-term, project-based, …
- *For example, they and involve activities like controlling, writing reports, conducting a training, cleaning, …*

What are competences?

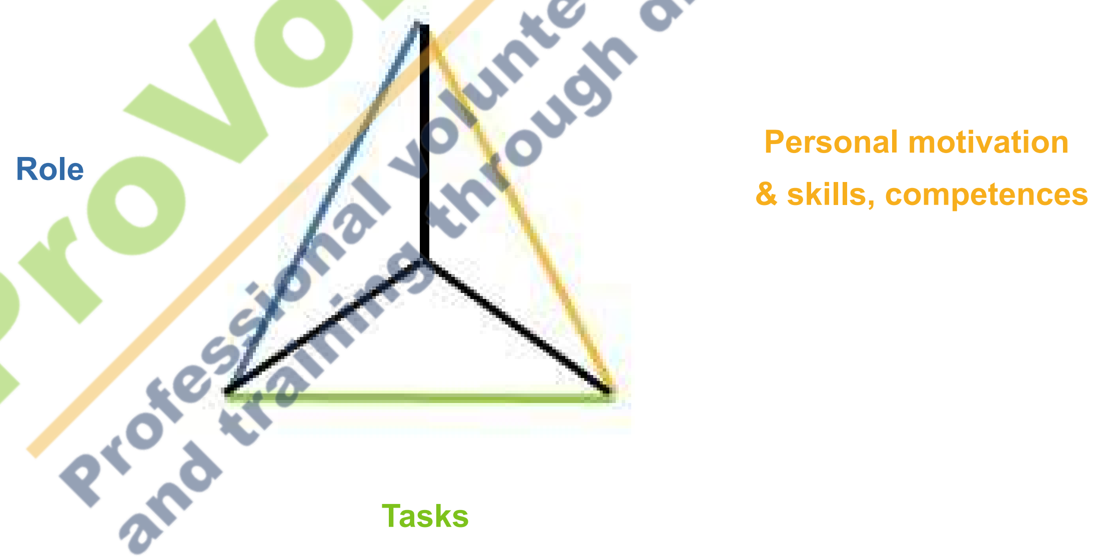
- The skills, knowledge, and abilities that a staff member possesses and applies in their role
- They enable someone to effectively perform their responsibilities and tasks
- There are “hard” skills and “soft” skills
- *Competences can be technical (hard) skills specific to their field (e.g., programming, accounting) as well as soft skills (e.g., communication, problem-solving) that are valuable in any work environment*

In summary,

- *a staff member's **social role** defines their **position**,*
- ***responsibilities** outline their **duties**,*
- ***tasks** are the **specific activities** they need to perform,*
- ***competences** are the **skills and abilities** they utilize to carry out their role effectively.*
- *Together, these elements contribute to a staff member's contribution and success within an organisation.*

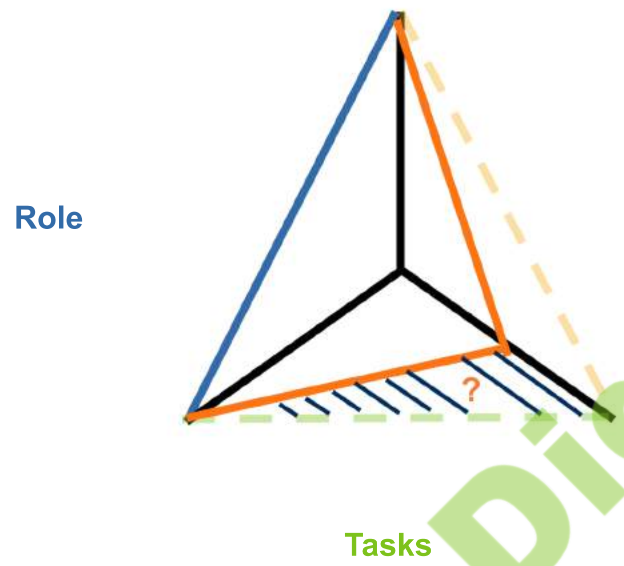
2. Triangle of role finding

Each function and role in voluntary work is associated with specific tasks. To sucessfully fulfill all tasks, roles and functions, the volunteer must possess certain abilities and competences, as well as personal motivation. A graphical display such as "triangle of role finding" is one method to help learn about this part. This method not only helps to identify and visualise problems in people management, but also to make the causes and thus the solution approaches visible.
If the tasks that a person is to take on are in balance with his or her tasks and their personal motivation, skills and competences, then the "triangle of role finding" looks like this:



It can happen that the tasks taken on do not correspond to the role, the motivation and the competences of a person. Then the sides of the triangle are no longer balanced. This creates a need for action on the part of the volunteer coordinator. The following examples illustrate this:

Example: *Peter is the chairman of an organisation. His tasks involve overseeing finances. However he does not have any desire to be tied up with finances and he is not that comfortable with mathematics. Therefore, he lets all accounting and financial matters slip and does not have appropriate oversight. Due to this his cashier has issued incorrect donation receipts for many years which Peter has signed under the impression that they were accurate.*



To fill this gap and ensure that all tasks will be fulfilled, there are at least two solutions:

Training: He can undertake additional training to make him more confident and competent in financial matters.

Motivation: Since Peter does not like his financial tasks, he is not motivated to deal with them. He can try to build up his motivation. For example, by choosing a fixed day when he first devotes himself to finances and then "rewards" himself with nicer tasks.

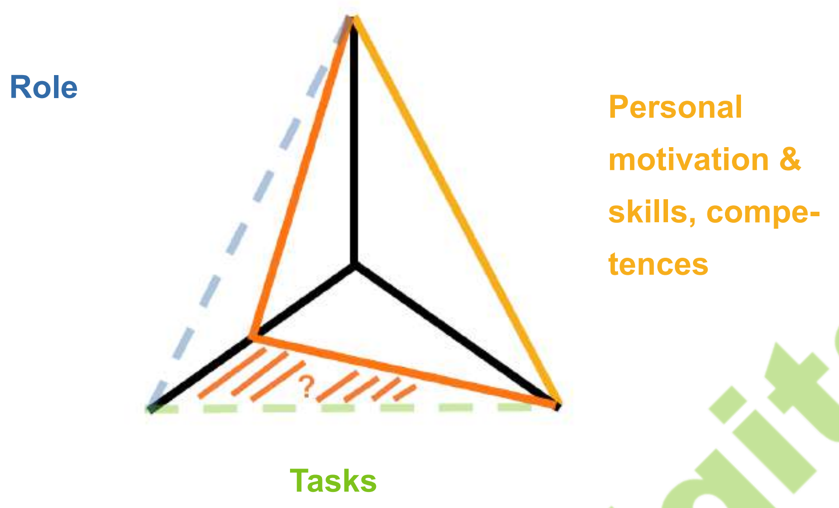
Delegation: He can search for another person with necessary competences and interests who will take over this area of work.

Peter wants to throw a party to celebrate the anniversary of his organisation. For this he distributes the tasks: His new intern Anna will plan and coordinate the event. The board members will take care of invitations and prepare a speech.

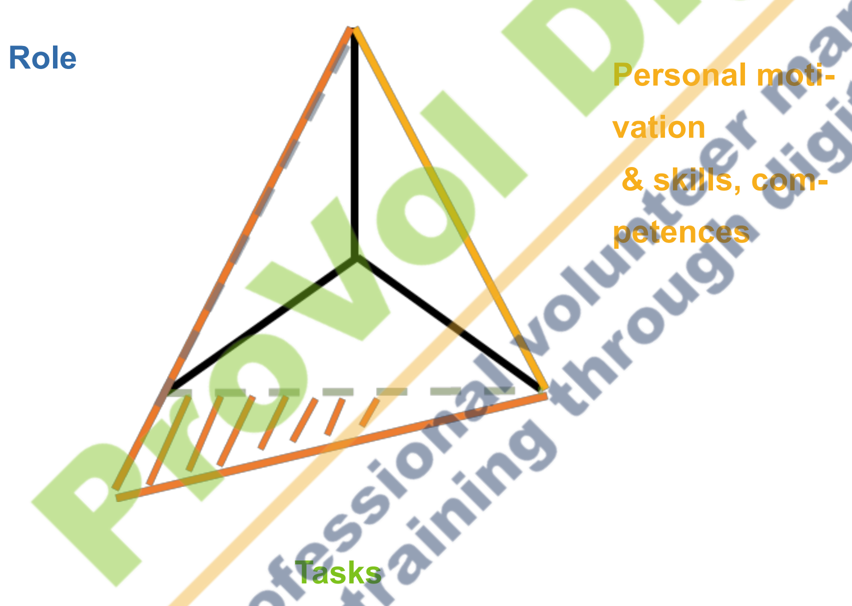
As the party approaches, some difficulties arise:

1.None of the board members takes on the agreed tasks, even though that is what the role as a board member provides for. The board does not fulfil its duties. A gap is created.

2.Anna, a conscientious coordinator, notices this gap. She decides to write the speech herself. She also invites key stakeholders on her own. As she is still new to the team, she lacks a comprehensive insight into the organisation's vision, values and actions. Her speech is not well received by the association members and stewards. In addition, Anna is frustrated because the work falls on her alone.



When someone is not fulfilling their role, a gap is created that the volunteer coordinator has to fill.



When someone does tasks that do not correspond to their role, this can have negative consequences: e.g. loss of quality, conflicts in the team, or frustration.

<u>There are several solutions for this scenario:</u>

Peter, as the chairman of the organisation, can have a conversation with the board. This will clearly define responsibilities and tasks to ensure that each board member contributes. Regular meetings could be used to review progress and offer support when needed.

Anna's commitment and efforts should be recognised and appreciated by the board and the organisation. This can increase her motivation.

In this way, the "triangle of role identification" can be used to make the causes of problems and approaches to solutions of different scenarios visible.

4. “Role description” for volunteers

Why is the “role description” necessary at all? Usual objections:

- “That is actually something for business!”
- “I don’t need a role description. I actually know what my task is!”

But all these following questions appear quite often when working with volunteers:

- **What is expected of me?**
- **Who is responsible for me? From whom do I get information?**
- **Whom should I inform?**
- **Who will train me?**
- **Do I volunteer alone or does anybody support me?**
- **How long and how often do I actually have to volunteer?**

These questions can be answered to a large extent through a good role description.

Lessons learned: practical application for self-study and assessment

- Formulate for your project or organisation:

1. What is your aim/visionary objective?
2. What are your strategic/tactical objectives?
3. What are your operational objectives?

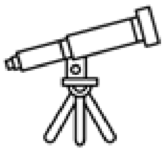
You can use the template on the following page.

- Do a concrete action plan of one of the activities you have planned. If you don’t have one, do it for the example of a neighbourhood event.

Objectives of my organisation

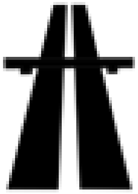
Aim (Visionary/key objective)

Define your ultimate vision, direction, purpose and aspiration.



Strategic & tactical objectives

Have an overall strategy, method and tactic to reach the aims.



Operational objectives/Action goal

Make a concrete plan of action that can be implemented to reach the objectives.

Inspiration and further resources

If you want to delve deeper into the topic of roles, you can check out the work of Dr Meredith Belbin and his team. In the 1970s, he analysed the effects of team composition of different per- sonality types on team performance. According to him, teams work effectively when they consist of several heterogeneous personality types and role types. That means each role has its own im- portant task and function in a team. For coordinators of a team, it is a challenge to be able to rec- ognize this pattern. They identified 9 different roles:

3 action-oriented roles: Shaper, Implementer, Completer, Finisher

3 communication-oriented roles: Co-ordinator, Team-worker, Resource Investigator

3 knowledge-oriented: Plant, Monitor Evaluator, Specialist

Team Role	Contribution	Allowable Weaknesses
Shaper	Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Prone to provocation. Offends peoples' feelings.
Implementer	Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done	Somewhat inflexible. Slow to respond to new possibilities.
Completer Finisher	Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.	Inclined to worry unduly. Reluctant to delegate.
Co-ordinator	Mature, confident, identifies talent. Clarifies goals. Delegates effectively.	Can be seen as manipulative. Offloads own share of the work.
Team worker	Co-operative, perceptive and diplomatic. Listens and averts friction.	Indecisive in crunch situations. Avoids confrontation.
Resource Investigator	Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed.
Plant	Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.	Ignores incidentals. Too preoccupied to communicate effectively.
Monitor, Evaluator	Sober, strategic and discerning. Sees all options and judges accurately	Lacks drive and ability to inspire others. Can be overly critical
Specialist	Determined, independent, committed. Provides knowledge and special skills.	Contributes only on a narrow front. Dwells on technicalities

Titel
Passau kocht!
Ideen-Template
Beschreibung
DIE KOCHKARTE
Wie kam es dazu?
Collage
Jahr 2020
KÄSE-WOCHE
PRIMUS

Module 3

pr oj ectand t ime management

pr oj ect and t ime management

"The secret of success is consistency of purpose."
Benjamin Disraeli (1804-1881)

Our daily volunteer work consists of projects and activities that need to be implemented as well as possible. It doesn't really matter whether you are organising a large event, tutoring or a repair cafe, the structure is always the same, only the degree of complexity is different. This modul describe the basic structure of project management. Practical examples and tasks supplement the information. In addition, time management is an essential component of project management. This is mainly due to the fact that we are forced to organise our work more efficiently and effectively - often due to a lack of resources. Effective time management methods help us to plan our work well and deal with time killers.

3.1. Pr oj ect management

3.1.1. Introduction to project management

This handout deals with project management in volunteer work. The following explanations and practical methods should help you to gain insight into the topic of project management. You will learn about different methodological approaches so that you can easily get started with your own project planning. By the end of this seminar, you will have learnt which steps need to be considered when planning a project, how to approach them in a targeted manner and how to implement them successfully.

3.1.2. What is a project?

A project is a sum of activities that are limited in terms of time, funding and personnel. It is characterised by several features that are very closely interlinked. Firstly, every project needs a **pre-defined goal** and a **precisely defined task or tasks** derived from it that are necessary to achieve the objective. It is also very important to have a **schedule** that specifies when or by when the individual tasks must be completed and how long they take in order to maintain an overview of the project at all times. The involvement of several responsible persons/other cooperation partners as well as an independent structure in the organisation and course of the project are also of enormous importance for the successful implementation of a project.

3.1.3. What does project management mean?

Project management means the management and realisation of a project, which begins with the start or initiation of the project. Effective project management helps to build trust and credibility both internally and externally, as well as acceptance and understanding of the necessary tasks and work steps among all those involved.

Fig. 1 Project management

3.1.4. What is the benefit, the value of project management?

If you master and apply project management methods, there are many advantages:

- You can plan tasks, resources and time expenditure holistically.
- Realisation within the planning period (time and costs) becomes easier and more controllable.
- The quality of results is improved.
- A project is documented.
- Changes can be reacted to quickly in a structured, but also flexible way.

Project-based work is becoming increasingly important, especially in volunteering, as more and more volunteers want to become active in a way in which their tasks, responsibilities and the necessary time resources are clearly defined and fixed, i.e. they often want to work for a limited period of time and on a project basis.

A clear topic and a defined goal not only make it easier to recruit volunteers, but also to attract sponsors and supporters for the respective project. More and more sponsors give money to support specific projects and want to know exactly what the money is being spent on. Furthermore, working on these projects increases the chance that you as an organisation will appear in the press and thus receive attention for your project. And the more "professionally" you implement your projects, the more appreciation and support you will receive both internally and externally.

For successful project management you have to consider following aspects:
Quality – Resources – Time

Fig. 2 Target values

It would be perfect if the resources and time you have are exactly the amount you need to reach the quality you wanted. But unfortunately, life is not always perfect, and as a project manager you have to make decisions, for example:
If you have little or not enough resources left (e.g. the budget you planned is not enough, the planned working days are already used), you have to decide: do we need more time to get the quality we planned? Or can we accept less quality because we have used all staff resources?
If you are on a tight timeline, you can consider bringing in more resources (more staff, more money, better IT …) or to “sacrifice“ some quality (e.g. less impressive, smaller, not so beautiful, not 100% perfect …)

3.1.5. Requirements for the project manager

A project manager has to fulfil a variety of tasks that are very similar in all projects. These are as follows:

- Identification of project requirements, objectives and scope
- Planning, monitoring and documenting tasks during a project
- Ensuring that all tasks, deliverables and project materials are delivered on time
- Management of all resources required for project implementation
- Development, management, motivation and coordination of the team
- Promotin effective communication with employees and stakeholders on project status
- Risk assessment and management, problem solving
- Evaluating and monitoring the overall performance of the project

A project manager contributes to value creation and quality by overseeing theplanning, implementation and completion of a project.

In order to fulfil these tasks, a good project manager requires the following skills:

- Leadership qualities and decision-making
- Motivational skills
- Conflict resolution skills
- Good communication skills
- Time management skills
- Resilience and ability to deal with stress and pressure
- Critical and self-reflective way of thinking

The role of a project manager and the topic of leadership will be addressed in the chapter on **„Project steering“.**

3.1.6. Project management processes

A project develops along individual sections, which can also merge into one another.

Fig. 3 Project steps

Step 1: Generate ideas

"If you want to get the right answers, you have to ask theright questions!"

The foundation for a good project idea is an analysis of the current situation. What needs to be done here?

- Identify the problem or need that needs to be solved
- Determine what you know and where information is still missing
- Gather relevant and accurate information
- Identify possible causes of the problem and investigate them
- Identify limitations, obstacles and challenges
- Identify possible solutions
- Decide on a realistic and "attractive" solution approach
- Start by collecting your visions for the future as well as ideas and facts. What should the ideal situation look like? What results should be achieved in the end? What should have changed as a result of your activities?

It is important that everyone draws a common picture of the problem/challenge, because a stable project can only be built on this if there is a common understanding.

However, in order to generate ideas in a team, rules are needed that promote creativity and do not prevent it. We recommend observing the following rules:

- Work in a team.
- Allow sufficient space and time.
- If you ask more questions, you have more chance of getting important answers.
- Much is conveyed between the lines.
- Keep in mind that things get interesting when the going gets tough.
- Pick up topics again and again, deepen them, condense information.
- Have the courage to "start over" again and again.
- Document your results and share them with other teams.
- Collect and organise different opinions and then set priorities, moving from quantity to quality.

The task now is to generate ideas and develop solutions to overcome challenges/problems. All these initial ideas are gradually concretised in the subsequent steps.

There are various **creative techniques** for collecting ideas and facts, which are briefly presented below.

Quick think

Brainstorming is one of the most popular creative techniques for generating ideas and building a vision, as well as making sure everyone can be involved in the development phase.

Here are the important steps:

- Gather a group of people, who are relevant for the project. If possible, include representatives for intended beneficiaries.
- Each person writes down their ideas. Each idea on a separate piece of paper or separate online note.
- Collect all new ideas, cluster them in topics.
- Create headings for each cluster.
- Check the headings: Can you identify a structure, categories, or sequences? Once you have identified them, put the clusters in a coherent order.
- Now you have a structure/ an overview of all important issues of your project, which is the starting point for your project concept!
- Be sure to keep all ideas, even those that don't seem to match one of the identified categories: put them on a separate paper/ online section as they might become useful later.

Quick-Think can be carried out in different ways:

Query with metaplan cards (rectangular cards), with each participant writing the ideas on the cards themselves. Only one idea with a keyword should be used per card.

Shout-out technique, whereby participants shout out ideas to the moderator, who writes them down on a flipchart so that everyone can see the ideas.

Imaginary brainstorming, whereby one or two visionary questions are asked and then freely discussed, and the ideas are introduced. One person moderates, one person writes down the discussion.

In brainwalking, pre-prepared keywords are written on several flipcharts and hung up. The participants can then add their ideas and additions.

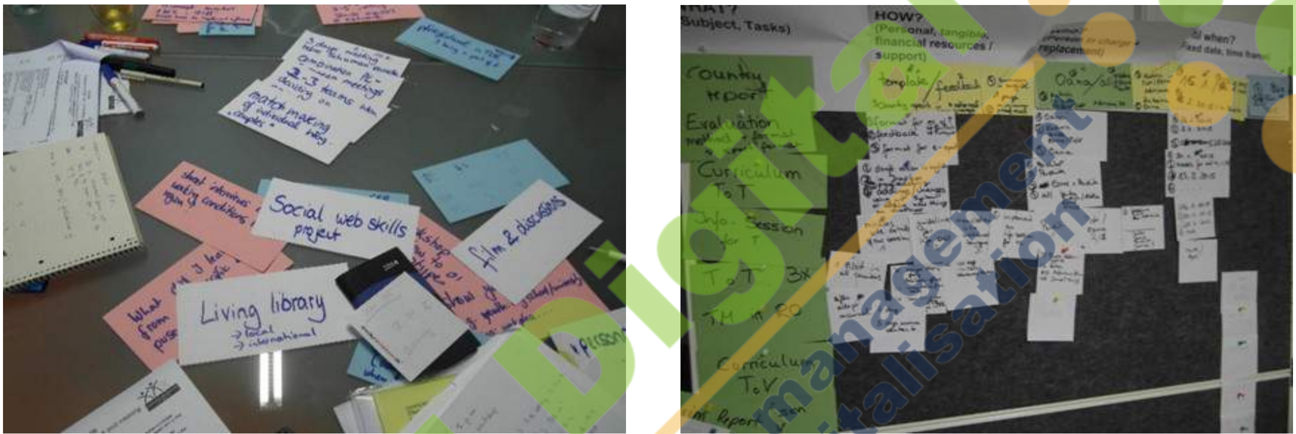


Fig. 4 Photos quick think

Method 635

Method 635 works as follows: a group of 6 people outline three proposed solutions to a given problem. Each proposed solution is concretised by one person. They then pass this proposed solution on to their neighbour. The neighbour then revises the proposed solutions by adding three new ideas or incentives. This means that each of the 3 people works once on one of the three suggestions. This continues until all members of the group have contributed their own suggestions and the original three proposed solutions have thus been further developed by five people.

Mind-Map

You do not write down your ideas and thoughts behind or below each other as usual, but proceed as follows: Write down the main topic in the centre of a larger sheet of paper. Then write down your most important thoughts as keywords on lines starting from the centre of the central concept. Whenever another idea is related to one of the keywords you have written down, draw a new line from this keyword. This creates a structured visual representation of your thoughts, a "mind map".

Metaplan

Another helpful method is the metaplan, a special form of dialogue and discussion technique. Guided by a moderator and with the help of various materials (e.g. flipcharts), an attempt is made to identify a common goal. The facilitator first creates an awareness of the problem among the participants and visualises which interests exist, and which problems need to be solved in concrete terms.

Then problem questions are formulated and recorded together with the group. The participants then collect contributions - if possible, in small groups - on a specific, defined problem by writing their associations individually on cards. These contributions are weighted and summarised under generic terms (see brainstorming). Based on these collected contributions, the participants work together to develop results, which they present to the other participants and receive constructive feedback from them. This allows additional suggestions and input to be incorporated. At the end, the (small) group draws up a catalogue of activities.

For visualising the process of idea generation, the following online resources can be useful: **MIRO, MURAL, MINDMEISTER**.

Step 2: Analysis - demand sounding and preparation

You now have a clearer idea of your visions and goals. The next step in successful project planning is to develop these ideas further and condense them into a convincing overall concept. To do this, it is important that you obtain additional information and do not rely on a vague idea.

When drawing up the project description, you should always answer the questions of **why** and **for whom specifically** you want to achieve **what** with what **means** and **what effect** you want to achieve in the short, long and medium term. Use the results of your information search to create an **analysis of the current situation** and provide clear answers to these questions.

To summarise, you create an **as-is analysis**:

The **ACTUAL analysis is** used to record the current status and to describe a problem as neutrally as possible. Project ideas often arise from the feeling that something crucial is missing or that a situation needs to be changed. You want to improve something. With an analysis of the current situation, you are basically recording the exact things that need to be changed. It is important here that you do not rely on the opinion of a single person. Rather, you should try to incorporate different opinions. For example, by using a questionnaire, conducting an observation or interviews ("primary survey") or use existing data ("secondary survey").

Gather everything that can be seen as supporting your vision. Start by looking for information using the **Internet, databases, literature** or **your own networks,** for example. Observe discussions in the news and media. Try to find out who has perhaps already developed and realised similar ideas and how they have done so. It is also important to find out the actual demand for your idea. You should be able to answer the following questions before you become active in this area:

Who might be interested in your idea locally? Are there generally enough people in your area who would generally need or use your potential offer, i.e. who would use such an offer in the future and to what extent? How would it have to be organised in order to meet with real interest? Where can you get advice and support? Who is already very active in this area? Who could you co-operate with? What is the actual effort involved? Can you afford it and do you want to? Do you even have the necessary human resources and expertise or the necessary funds? If not yet: can you obtain these with a certain amount of effort?

However, don't forget to also consider the framework conditions of your organisation with your colleagues and the volunteers in your organisation.

It is helpful to carry out a **structured environment analysis** in which you record and describe your environment.

Possible relevant aspects of the environment include

- Your target group
- Other volunteer organisations with their employees and volunteers
- Potential cooperation partners
- Other relevant stakeholders
- Political and administrative structure

Especially if you are planning a bigger project, which should have an impact in a bigger scale, you need to understand your environment better. One of the tools you could use, is the PESTLE Analysis.

You can also analyse the existing organisations and stakeholders on the topic or in the region in more detail:

Name of organisation/ stakeholder	Relevance/ importance for your project	Attitude towards the project or you as an organisation	Influence on the project (power, interest)	Supporter or Preventer? (trust or distrust, influencing pro or con position)

Fig. 6 Environment analysis

SWOT analysis

An integral next step of an as-is analysis for the planned project is a strengths and weaknesses analysis.

Above all, it is important to present the strengths and weaknesses honestly and also very self-critically. Only then will it be possible to derive the opportunities and identify the potential risks. This step will establish the strategic approaches, which form the basis for the project.

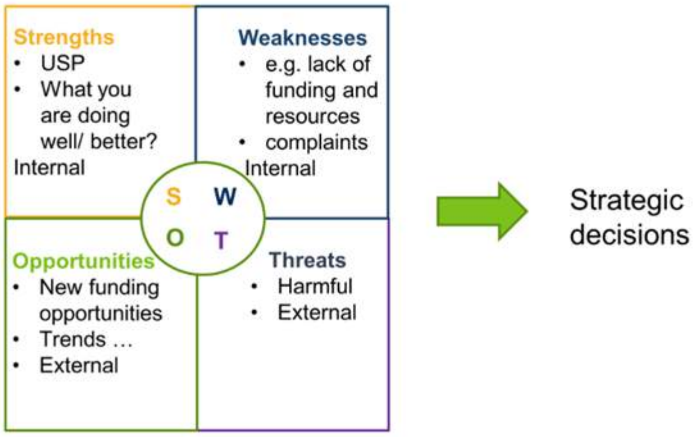


Fig. 7 Swot analysis

Step 3: Planning and conceptualisation: Project concept

Finally, the whole thing is moulded into a **project concept.** A project concept usually answers the following questions:

What do we want to achieve?	**WHY?**	Idea and intention/vision
What has to happen?	**WHAT?**	Concrete objectives and actions/activities
Who is affected and involved?	**FOR WHOM?**	Target groups and partners
How do we proceed?	**HOW?**	Process and methods
Who takes over which areas?	**WHO?**	Responsible persons
Which phases are envisaged?	**WHEN?**	Timing
Where does the project take place?	**WHERE?**	Surroundings, premises
What resources do we need?	**WITH WHAT?**	Time, money and resources

Fig. 8 Project concept

The structure of a project concept essentially comprises the following areas:

1. Summary: Very briefly: What is it about?

2. Background: What is the starting point/current situation? (Analysis of the current situation)

3. What is to be achieved? (strategic goals)
4. Who should be reached? (Define target groups in more detail)
5. Which individual objectives/action goals are being pursued? What does the project aimto achieve?
6. Which path should be chosen - project strategy
7. How should the objectives be implemented in practice (action and work plan), e.g.
   - Which methods should be used
   - Which work plan is planned for this
   - In what time frame should the project take place?
   - Where should project activities take place?
   - How many people should participate? (Implementers, users)
   - How should these participants be reached?
   - Which steps should be taken (based on individual action goals)?
   - How will it be advertised (e.g. will promotional material be printed?)
8. What resources are available and needed? (personnel, material, financial, non-material)
   - Cost planning
   - Resource planning
   - Financial planning

Let us now move on to concrete project planning:

"Planning is the replacement of chance by error"

As soon as you can clearly identify your priorities, you should start planning the project. There are also numerous helpful methods and tactics to facilitate the successful realisation of the project. Planning should always be done in writing in order to have documentation of the results achieved. But beware: time planning does not mean "time planning", rather the following principle applies: "Work smarter, not harder!"

When you draw up a project plan, make sure

- the project plan is well-structured
- the procedure and various activities are planned in a structured way
- single tasks are marked out, as this will save you time
- deadlines are defined
- responsibilities are assigned to help organise the work

- expected results are described
- Time and expenses are planned with a generous margin. This will prevent time pressure and budget problems

Project Canvas

It is helpful to start with a **project canvas.** A project canvas is a visual tool that provides an immediate overview of the project, and it visualises the most important facts of a project clearly and in a uniform structure. The method was derived from the business model canvas, which is used to visualise new business ideas. However, it is also useful for revolving planning as well as for internal project marketing and the communitisation of a project.

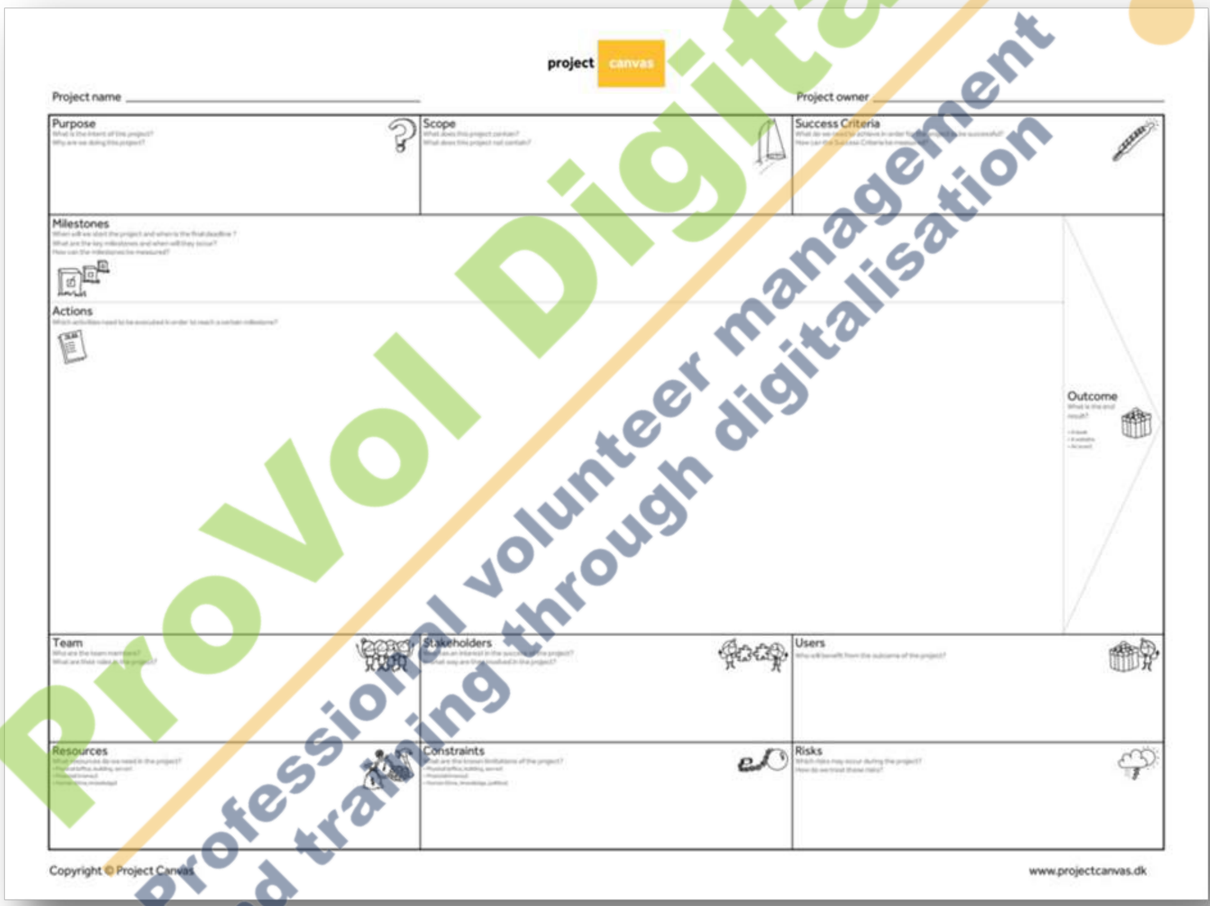


Fig. 9 Project canvas

Areas of project planning

A comprehensive project plan covers the following areas:

1. Priority setting
2. Action planning
3. Phase plan
4. Milestone plan
5. Personnel planning
6. Project partners and networks
7. Communication planning
8. Cost and resource planning
9. Checklists

Priority setting

Priority setting is essential in project management because it helps project managers and team members focus on key objectives, make decisions, allocate resources efficiently, manage time effectively, mitigate risks, align with stakeholder expectations, adapt to changes, and optimize project results.

One simple tool for priority setting, is the "Priority Matrix":

Fig. 10 Priority setting

For example, if you have various solutions or ideas for your project, and you don‘t know which one to choose, the priority matrix is a helpful tool.

<u>The rules are:</u>

- Each suggestion has an individual number
- Write each suggestion in one of the numbered fields (if you have more than 6 suggestions, add lines and diamond shapes
- Each suggestion will be compared with another suggestion, and you have to make a choice: which of the two is better/more suitable/more attractive/more important: The number of the most popular suggestion will be written in the matrix: e.g. What kind of team building measures do we want to do this year: 1: A hike, 2: visit a museum? If the group votes for the hike over the museum, write the number 1 in the first line of diamonds.
- After the first round, you continue to compare the suggestions in the matrix.

Another method for priority setting is the so-called Eisenhower principle.

Eisenhower principle

The Eisenhower principle is a popular method used in time and self-management to categorise upcoming tasks. The aim is to complete the most important tasks first and sort out unimportant things.

There are four possible combinations based on the criteria of importance (important/not important) and urgency (urgent/not urgent):

All tasks are categorised into A, B, C and D tasks and entered in the corresponding four quadrants (Quadrant I, II, III and IV).

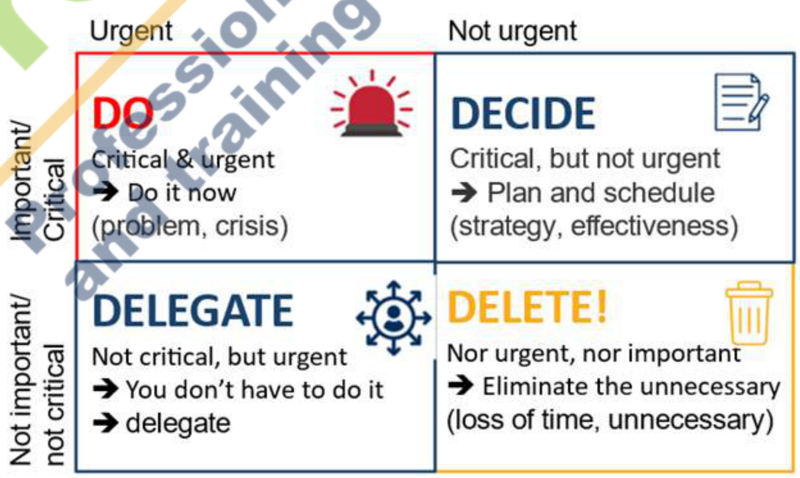


Fig. 11 Eisenhower matrix

Each task type is assigned a specific type of processing. A-I tasks must be completed immediately by the person responsible, D-IV tasks do not necessarily have to be completed, i.e. they can also be placed in the wastepaper basket.

This method is very suitable for learning to differentiate between **importance and urgency.** Urgent tasks (e.g. "Could you look up this information for me?", "Could I ask you a quick question?" or current information about a meeting/information event) have a deadline by which they must be completed. All tasks that require immediate attention and require you to act immediately are urgent tasks. Meeting a deadline results in a one-off benefit, but do not necessarily bring you closer to your goal or contribute significantly to completing your important tasks.

Important tasks, on the other hand, bring you closer to your goal. They are usually long-term and strategic and have far-reaching effects. As soon as important tasks are completed, there are long-term improvements. The task is evaluated according to objective criteria.

The urgent is rarely important and the important is rarely urgent. Not everything that is urgent has to be done. Knowing this allows you to delegate some things and even leave others alone. This is the only way to ensure that you no longer have to bow to the "dictates of urgency". Otherwise, you will continue to get bogged down every day in many urgent, but rather unimportant, activities.

Phase plan

Creating a schedule, or phase plan, is a fundamental task that should be completed at an early stage of the project. The scope of a schedule can vary depending on how much time has been planned for the realisation of the project.

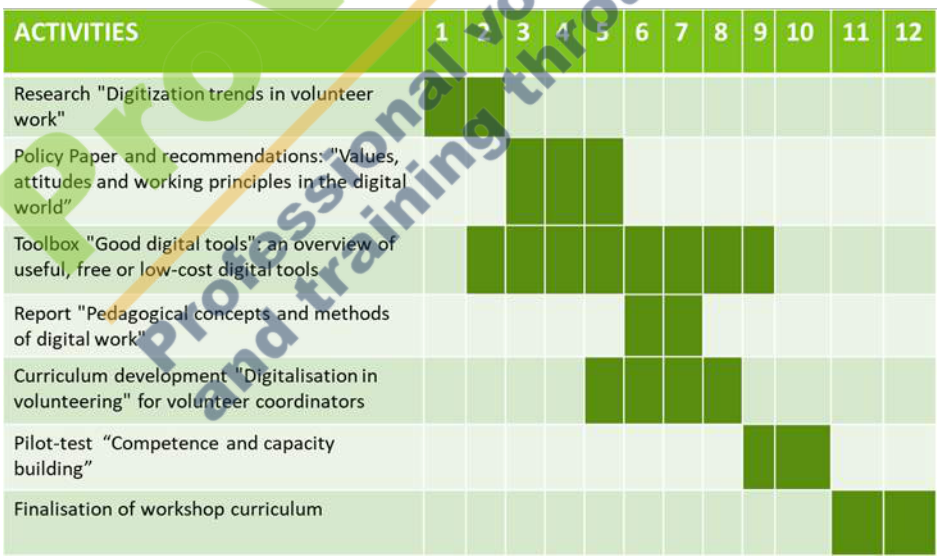


Fig. 12 Phase plan

Milestone planning

A milestone plan provides a clear roadmap for achieving key objectives and tracking progress throughout the project lifecycle. It outlines the significant events, achievements, or stages within a project's timeline. A milestone plan also helps ensure that the project stays on track, milestones are achieved in a timely manner, and stakeholders are kept informed of progress along the way.

A milestone, therefore, is a specific point in the course of a project at which you check whether a certain objective/result/event has been or can be implemented or not. It marks a point in your project, where you learn whether you can implement the project as planned or whether you need to make adjustments.

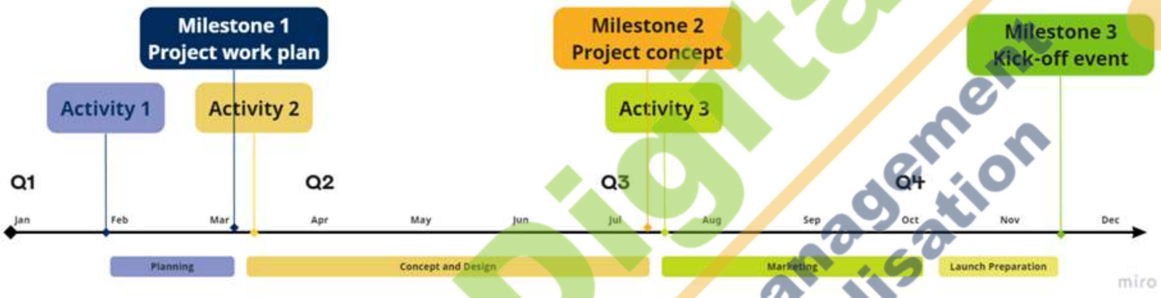
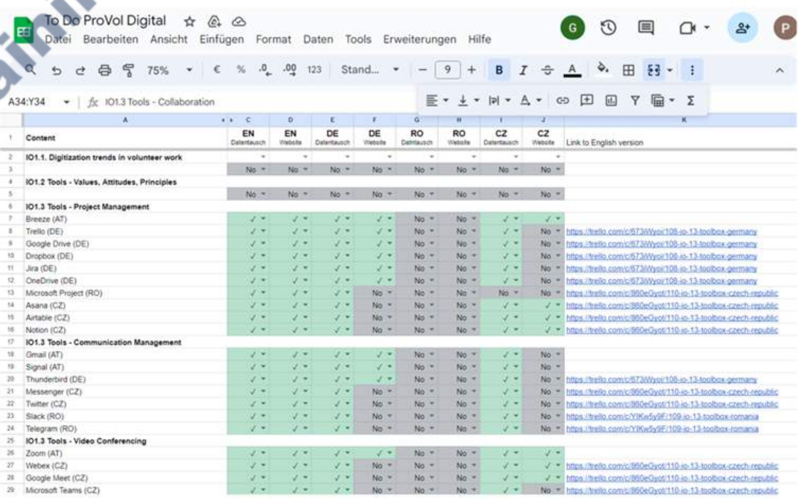


Fig. 13 Milestone plan

Open Point List (OPL)

In task management or task planning, an item list (also known as an OPL) is a list that specifies which tasks are due, who is responsible for them and by when they must be completed. One useful tool is an open point list offered by Mindmanager (subject to a charge). It shows the work packages with individual tasks as well as the target values and milestones and the durations. It provides an overview of the to-do's, who is responsible, the



	A	C	D	E	F	G	H	I	J	K
1	Content	EN Datentausch	EN Website	DE Datentausch	DE Website	RO Datentausch	RO Website	CZ Datentausch	CZ Website	Link to English version
2	IO1.1. Digitization trends in volunteer work									
3		No	No	No	No	No	No	No	No	
4	IO1.2 Tools - Values, Attitudes, Principles									
5		No	No	No	No	No	No	No	No	
6	IO1.3 Tools - Project Management									
7	Breeze (AT)	✓	✓	✓	✓	No	No	✓	✓	
8	Trello (DE)	✓	✓	✓	✓	No	No	✓	No	https://trello.com/c/673iWyoi/108-io-13-toolbox-germany
9	Google Drive (DE)	✓	✓	✓	✓	No	No	✓	No	https://trello.com/c/673iWyoi/108-io-13-toolbox-germany
10	Dropbox (DE)	✓	✓	✓	✓	No	No	✓	No	https://trello.com/c/673iWyoi/108-io-13-toolbox-germany
11	Jira (DE)	✓	✓	✓	✓	No	No	✓	No	https://trello.com/c/673iWyoi/108-io-13-toolbox-germany
12	OneDrive (DE)	✓	✓	✓	✓	No	No	✓	No	https://trello.com/c/673iWyoi/108-io-13-toolbox-germany
13	Microsoft Project (RO)	✓	✓	✓	No	No	No	No	No	https://trello.com/c/860eGyot/110-io-13-toolbox-czech-republic
14	Asana (CZ)	✓	✓	✓	No	No	No	✓	✓	https://trello.com/c/860eGyot/110-io-13-toolbox-czech-republic
15	Airtable (CZ)	✓	✓	✓	No	No	No	✓	✓	https://trello.com/c/860eGyot/110-io-13-toolbox-czech-republic
16	Notion (CZ)	✓	✓	✓	No	No	No	✓	✓	https://trello.com/c/860eGyot/110-io-13-toolbox-czech-republic
17	IO1.3 Tools - Communication Management									
18	Gmail (AT)	✓	✓	✓	✓	No	No	✓	No	
19	Signal (AT)	✓	✓	✓	✓	No	No	✓	No	
20	Thunderbird (DE)	✓	✓	✓	✓	No	No	✓	No	https://trello.com/c/673iWyoi/108-io-13-toolbox-germany
21	Messenger (CZ)	✓	✓	✓	No	No	No	✓	No	https://trello.com/c/860eGyot/110-io-13-toolbox-czech-republic
22	Twitter (CZ)	✓	✓	✓	No	No	No	✓	No	https://trello.com/c/860eGyot/110-io-13-toolbox-czech-republic
23	Slack (RO)	✓	✓	✓	No	No	No	✓	No	https://trello.com/c/YIKw5y9F/109-io-13-toolbox-romania
24	Telegram (RO)	✓	✓	✓	No	No	No	✓	No	https://trello.com/c/YIKw5y9F/109-io-13-toolbox-romania
25	IO1.3 Tools - Video Conferencing									
26	Zoom (AT)	✓	✓	✓	✓	No	No	✓	✓	
27	Webex (CZ)	✓	✓	✓	No	No	No	✓	✓	https://trello.com/c/860eGyot/110-io-13-toolbox-czech-republic
28	Google Meet (CZ)	✓	✓	✓	No	No	No	✓	✓	https://trello.com/c/860eGyot/110-io-13-toolbox-czech-republic
29	Microsoft Teams (CZ)	✓	✓	✓	No	No	No	✓	No	https://trello.com/c/860eGyot/110-io-13-toolbox-czech-republic

Fig. 14 Open Point List

Task list

A work task list is similar. It defines who is responsible for what by when and checks whether the tasks have been completed or not.

What?	Who?	How?	Till when?	Done at

Fig. 15 Task list

Resource planning

We distinguish between three dimensions of resources:

Fig. 16 Resource planning

Project duration: The duration of a project must also be taken into account. With short projects in particular, you quickly come under time pressure, and can be jeopardised by unplanned delays (e.g. change of contact person, summer holiday time, etc.). In contrast, signs of fatigue and demotivation can also occur if a project takes too long. It is not easy to get the right feeling here.

Effort: This primarily refers to the deployment of personnel, but also any infrastructure that may be required. Consideration must be given to whether the appropriate personnel (employees and volunteers) are sufficiently available, whether recruitment is necessary or whether the labour input needs to be increased. The same applies to possible external support and experts as well as infrastructure such as premises.

Costs: Once the project duration and effort have been estimated, the costs can be calculated.

Step 4: Decide and preparation

The next step is to decide whether the project can and should be realised at all. This may be a volunteer project, a subsidised project, an internal project or a sponsored project.

Regardless of whether it is internal or external decisions that are important for implementation, a concrete commitment must be established via three key influencing factors: do we have enough time? Do we have enough resources? Do we have the ability to achieve quality results and are we willing to put the needed effort into it?

There are additional considerations if you are implementing a funded project: never start a project: For example, never start a project before you have the official contract because expenses might not be covered before official start! It is extremely important to read the contract and the stated commitments carefully.

And in the course, of the project implementation, you always have to make decisions, e.g. what is really important, what can wait, what is necessary, or what is nice to have. So, making decisions is one of the key duties of a project manager. In the section on time management, you will find some methods and tools, which can help you make decisions.

However, it is also important to prepare well for the new project.
At first, you only see what needs to be done and usually in a very short space of time. Some time management tools are helpful here.

PARETO Principle

The PARETO principle could have been intended for project management. It says that we spend 80% of the time to get 20% of the work done and only 20% of the time to achieve 80% of a result.

To counteract this, we should critically question our work efficiency and work effectiveness.

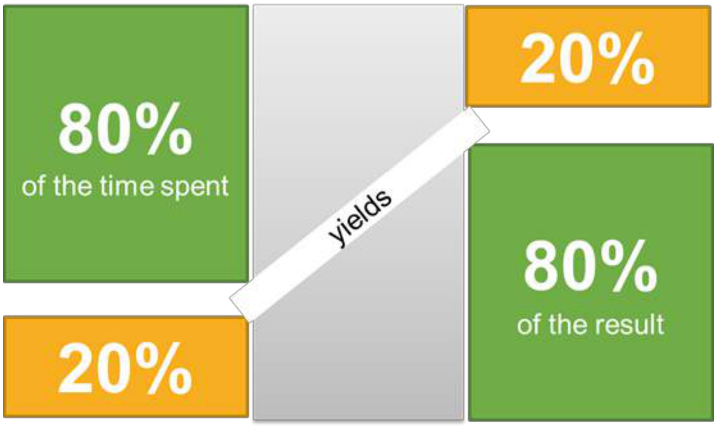


Fig. 17 Pareto Principle

ABC Method

The ABC method optimises time and self-management.

The ABC method is used to analyse and structure the current status of a project. The result is clear to-do lists, clarity about the importance of the individual tasks and a feeling for the amount of time actually required.

A	B	C

Fig. 18 ABC Method

Classify tasks using the ABC method:

1. List of all regular and project related tasks
2. Classify the tasks into the following categories

- **"important" (A)**
- **"less important" (B)**
- **"routine" (C)**

You can add an additional column D for

- Nice to have, something to check
- If none of the above criteria apply: don't do it, delete task

Step 5: Start implementation

Before we move on to the individual project implementation steps, here is an overview of what can happen in projects and what could cause them to fail.

- We have too few human resources!
- We cannot keep to the schedule!
- The project goals are unrealistic!
- The quality of the results is simply not right!
- We need more money!
- We are not reaching the target group!
- Nobody keeps to agreements!
- The project documentation is too time-consuming!
- The team is not cooperating!
- Our meetings go round in circles!
- Everyone is at odds with us!
- We are doing management by disaster!
- The framework conditions have changed!
- The client does not know what he/she wants!

It is really important to identify these problems. An accompanying project evaluation or ongoing reflection helps here.

Project start

The Chinese philosopher Lao Tzu once said: **"A journey of a thousand miles begins with the first step."**

In most cases, a strong start to the project is useful both for internal motivation and for public communication. It is therefore recommended to organise a kick-off event - at a minimum with the project team but also a public event if appropriate.

An internal kick-off event serves to communalise the project so that everyone knows:

- The intentions of the project
- The results to be expected
- Who has which tasks and competences
- What is required of him/her
- What the schedule and budget framework is

If you have the time and resources, it would be great to start with an official kick-off meeting, where you invite everyone needed for a successful project implementation and cover the following:

Aims

Aim definition (e.g.: same initial information for all, clarify cooperation in the team, role definition, ...)

What?

Define content and process (information on the assignment, getting to know the project team members, introducing roles, organisational form - decision, experts, ..., distribution of tasks, developing initial results, clarifying rules of cooperation

For whom?

Participants - define the group of people, number of participants, list of participants, design and send invitations

Who?

Who is responsible, who provides support? Who provides the briefing?

Where?

Venue - room, infrastructure, arrangement of tables, equipment, working group rooms

When?

Coordinate date and duration, set breaks

Which aids?

Catering (catering during breaks, lunch / dinner), material (copying of documents, name badges, conference folders, ...), work equipment (overhead, screen, transparencies, projector, laptop, flipchart, ...)

And afterwards?

How is the event evaluated? What follow-up information is required? How do we communicate the added value / impact of the event?

This is just a brief introduction on how to organise a kick-off meeting. In module 7 you will learn more about event management.

Of course, sometimes, we don't have the time, money, and resources to organise a kick-off event, or it doesn't need a big event to start it. But nevertheless, it is important to organise a briefing with everyone, you want to involve so that they are on the same page, and share a common understanding of the objective and what needs to happen to make it reality.

Project management

Objectives are not merely achieved by planning everything in detail, but by having the courage to get started. So don't delay the actual implementation of your project unnecessarily: your planning will never be complete and perfect - no matter how long you spend on it. Good planning is important, but it's only in the doing that you realise which solutions work and which don't, where you need to adapt and change your plans. It is best to set a specific date for when you want to start at the beginning of your planning. This can help.

A key challenge in project management is to find a good balance between structure and flexibility. Clear structures mean transparency, order and clarity. However, these structures must not be too rigid; you need a certain degree of flexibility to be able to respond well to challenges. You also need employees who are willing to get involved and think along with you. Rules that are too strict can prevent this.

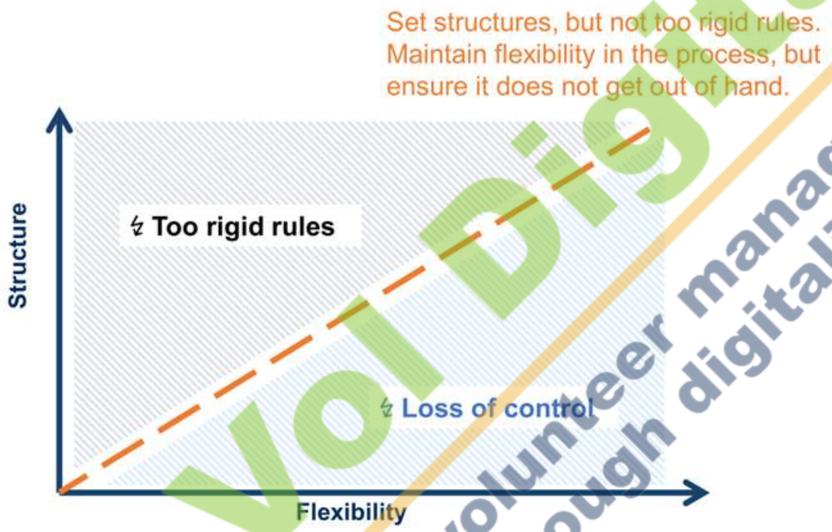


Fig. 19 Structure and Flexibility in projects

Project management is therefore a management task that has to strike this balance on an ongoing basis.

Project management is at the heart of every project. It involves the following building blocks of project management:

- Communication (internal and at the interfaces)
- Management in terms of decision-making processes and the definition of strategic direction and priorities
- Organisational development with the structural and procedural organisation and the necessary structures
- Personnel development in the sense of motivating and developing employees and volunteers.

Project management also involves setting clear priorities. The following applies here: disruptions always take priority! However, it is also necessary to assess what jeopardises a project and when it is at risk.

With regard to structural alignment, the following sentence applies: **"The structure follows the strategy!"** This means that structures are the basis for every project; not having structures can lead to chaos. But it also requires a certain degree of flexibility. If necessary, the structures must be readjusted. Only then can a project be implemented successfully.

Project steering - the role of project management

We distinguish between two main roles in project management:

- Leadership versus
- Management

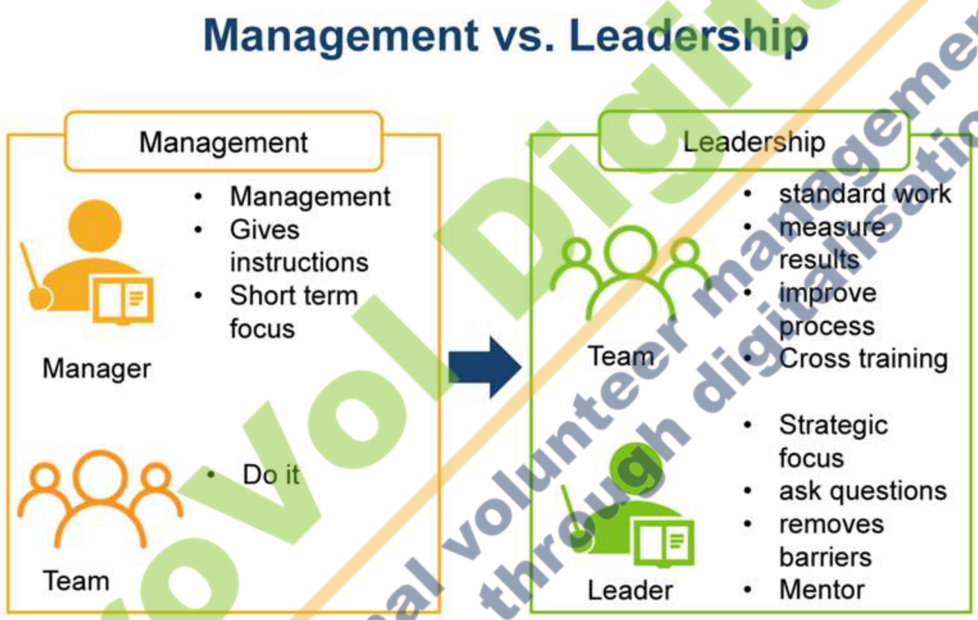


Fig. 20 Management and Leadership

A **project manager** is responsible for the overall organisation and operational implementation of the project. The tasks are:

- Set goals
- Define processes
- Develop structures
- Create plans
- Make decisions
- Issue instructions
- Control realisations

Success factors of management:

- Development of clear and simple project plans for project realisation
- Development of requirement profiles and work schedules, taking into account existing skills.
- Ongoing monitoring of project implementation, in particular through controlling and monitor- ing.

A **project leader** is responsible for personnel management, interacting with andinfluencing people, including:

- Staff development
- Enabling interpersonal relationships
- Communication
- Motivation / Inspiration
- Dealing with conflicts
- Personal leadership

Success factors of leadership:

- Clearly explain the project's vision, strategic and operative objectives, tasks and progress.
- Clearly formulate what is expected of staff members, participants or beneficiaries.
- Allow time and opportunity for understanding and questioning.
- Maintain clear and transparent information and communication channels
- Indicate what is open for adaptation or change, open spaces and areas for personal free- dom, as well as what also are set rules and regulations, that can not be changed.

As already mentioned, **monitoring and controlling** is a central task of project management.

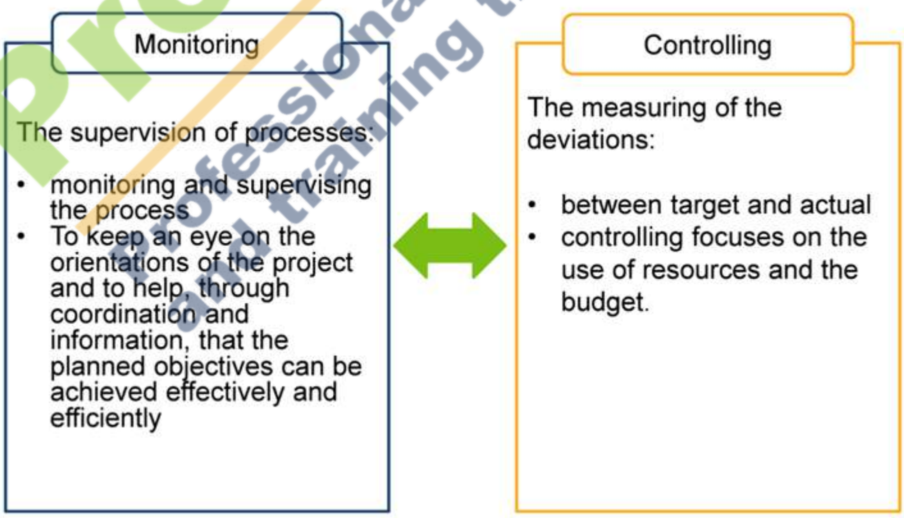


Fig. 21 Monitoring and Controlling

- Successful monitoring and controlling involves keeping an eye on the project's direction and helping to ensure that the planned objectives can be achieved effectively and efficiently through coordination and information.

The three questions are central:

- Are the right things happening?
  - ⇒ Strategic monitoring - orientation towards the vision!
- Are things happening right?
  - ⇒ Operational monitoring - orientation to the state of the art!
- What changes have there been?
  - ⇒ Innovative monitoring - orientated to the situation!

An essential part of monitoring and controlling involves answering questions relating tothree factors: resources, criteria / objectives and time:

- Do the individual steps correspond to the planning?
- How big are the deviations?
- Is the project result at risk?
- Where do adjustments need to be made?

The project must then be managed accordingly.

Controlling is about measuring the deviations between target and actual figures.Controlling therefore focuses on the use of resources and the budget.
This is why instruments are used here that primarily endeavour to detect deviations.

Tools for implementation

There are various instruments that can be helpful for program implementation. Selection and turning of these tools should be based on the requirements of the project.

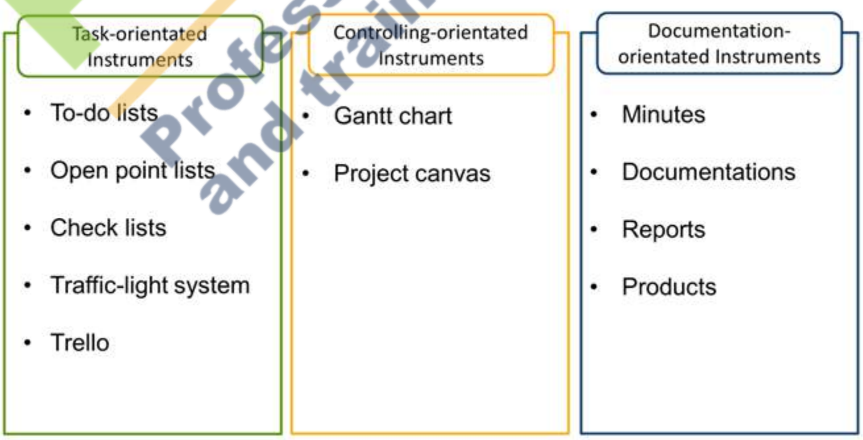


Fig. 22 Implementation Instruments

Task-orientated instruments:

Annual level/ Annual to-do list

The annual objectives, including the respective deadlines, should be listed and well organised so that the implementation of the project can be approached appropriately. This also gives you an overview of the structure of the project. This makes it easier to recognise potential problems and processes within the project.

Quarterly level/ Quarterly to-do list

List of objectives within a quarter including the assigned months or weeks and possible venues are noted. In addition, fixed deadlines should be written down in order to start the project in an appropriate manner (e.g. month 1,2,3...; week 1,2,3...)

Monthly level/ Monthly to-do list

The list of monthly goals should be created depending on the importance of the respective tasks. The tasks listed here should be completed within one month. They can be categorised in the following way:

- Mandatory tasks
- Optional tasks
- Weekly tasks
- All-day tasks

Weekly level/ Weekly to-do list

As with the monthly level, the tasks at the weekly level are categorised according totheir importance. These tasks should be completed within a week and are also categorised as follows:

- Mandatory tasks
- Optional tasks
- Weekly tasks
- All-day tasks

Daily level/ Daily to-do list

Create a list of all the must-do and can-do tasks that need to be completed in one day. They should be divided into the categories already mentioned:

- Mandatory tasks
- Optional tasks

To-do list (according to priorities) **Name:**

Priority A	Priority B	Priority C

Fig. 23 To-do list

TRAFFIC LIGHT SYSTEM

A traffic light system is a reminder function for open tasks or deadlines.

Corresponding reminders are either sent by e-mail or made visible in various tools (e.g. coloured labels in Trello).

<table>
<tr><td rowspan="3"></td><td>RED a) Deadline expires the next day.</td></tr>
<tr><td>b) Tasks not started</td></tr>
<tr><td>YELLOW a) Reminder to start implementation, otherwise it will not be possible to complete within the given deadline.
b) Task started, but not finished

GREEN a) Polite reminder that there will soon be a deadline.
b) Task is completed</td></tr>
</table>

Fig. 24 Traffic light system

KANBAN

Personal Kanban is a visual time or project management system that emerged from the optimisation concept of Toyota's "Lean Manufacturing". It is based on two principles:

- Visualisation of work/ tasks
- Limitation of parallel work ("work in progress")

To do's	Doing	Done

Fig. 25 Kanban

TRELLO

Is a free online software, based on KANBAN (Lean Management).

Trello makes it possible to work through a project collaboratively. The visual tool makes it possible to plan, implement and manage any type of project, workflow or task.

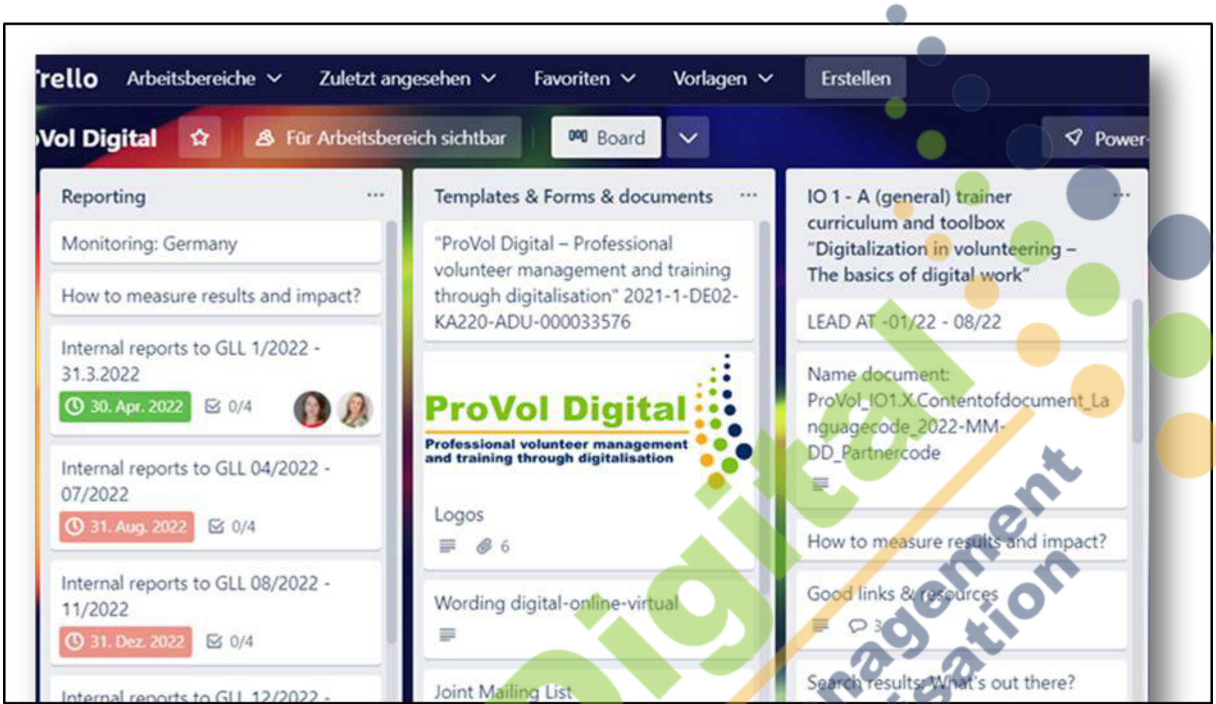


Fig. 26 Trello

Further practical tips for project realisation

To summarize, we have put together a few practical tips on the subject of project management:

1. Set priorities.
2. Take the time to write down your goals and expectations (what is most important?).
3. Think through all the details of a project and estimate the time required before you tackle it.
4. Try not to waste so much time on unimportant things.
5. Write down your tasks in the form of a to-do list.
6. Create a daily schedule. This will bring more structure to your working day.
7. **But:** Think through your planning times; too much planning is time-consuming - a middle way between planning and quick, effective and spontaneous action is the optimal solution.
8. Nevertheless: Think first and then act (do not act hastily).
9. Think more about the results than the amount of work.
10. Concentrate on the results and not on perfection.
11. Set yourself realistic goals and don't expect too much of yourself. Try to take a more relaxed approach to things from time to time.

12. Change your perspective.
13. Always remember: good is better than perfect!
14. Keep an eye on the deadlines without clinging to them.
15. Work consistently.
16. Set yourself a strict time limit for completing your tasks.
17. Complete tasks immediately if this is possible within 3 minutes.
18. React less, but actively influence events.
19. You cannot avoid every risk. Internalise that.
20. Make decisions even if you have less information than you would like.
21. Don't waste too much time analysing things from every perspective.
22. Just do it - don't always wait for instructions.
23. Be self-confident.
24. Solve problems - even interpersonal problems don't usually solve themselves.
25. Listen actively and stay focussed during conversations with others.
26. Speak clearly and don't just allude to your request.
27. Say "no" when needed.
28. Consult others to determine priorities and activities.
29. Work more together.
30. Be patient. Allow others a reasonable processing time.
31. Shift down a gear - don't expect as much from others as you do from yourself.
32. Don't overwhelm others with too many tasks at once.
33. Keep your desk clean and your shelves tidy.
34. Finish one task before you start the next one.
35. Avoid private interruptions and limit the time for private conversations to an appropriate level.
36. Find new ways. Be open to new things and try them out instead of clinging to the safety principle.
37. Have a positive attitude towards change - it enriches your life!
38. Relax and unwind. Take time for the finer things in life.

Step 6: Evaluation

Evaluation is an instrument for documenting, analysing and assessing an ongoing or completed project.

The evaluation measures:

- the effectiveness
- the efficiency

of an implemented project. It also identifies the need for changes or adjustments. It thus supports project management in every project phase.

Projects can be evaluated

- in advance
- in retrospect (post) or
- accompanying

Post evaluations are the most common. The disadvantage of this is that although the need for change is then identified, no further adjustments can be made to the project, as the project is already over. However, if the results of the evaluation are taken into account, it could have an impact on possible new projects. Accompanying evaluations hardly ever take place, as they are usually outsourced and therefore very cost-intensive. However, they do provide an external perspective. Evaluations in advance are virtually non-existent; they are geared towards large programmes and not projects.

Depending on the results of the evaluation and monitoring, you can optimise your project:

- continue as before or
- terminate (e.g. when target is reached)

However, it is very often the case that during the course of your project:

- the demand or the target group has changed
- a new or modified objective has arisen

If you want your project to remain successful, you must be prepared to critically reflect, learn, adapt and change, as the project process is not rigid and fixed in the vast majority of cases, but is constantly changing. You should be open to these changes right from the start and take them into account.

Step 7: Finalise

The finalisation phase comprises

- the completion of the project
- analysing success and errors

Project completion

Successful project completion primarily involves documenting the end of project at an administrative level and, of course, celebrating the success of the project.

Success and error analysis

It is advisable to include a final evaluation phase during project planning. This is the only way to determine after the end of the project whether the objectives planned in advance have been achieved and to identify any weaknesses within the project. The following questions should be answered in advance when planning a project evaluation:

- How and when should the concept be reviewed?
- What points need to be considered in the assessment?
- How do we check whether the desired effect has been achieved?
- How satisfied am I with the project result?
- Were the targets set achieved?
- What went well / what went badly?
- How was the teamwork?
- What should be done differently/better in future?
- How can we safeguard the impact achieved in the long term?

The success and error analysis provides important lessons from a project. It illuminates on what went well and what did not go so well. A self-critical reflection is important as we often learn more from mistakes than from successes.

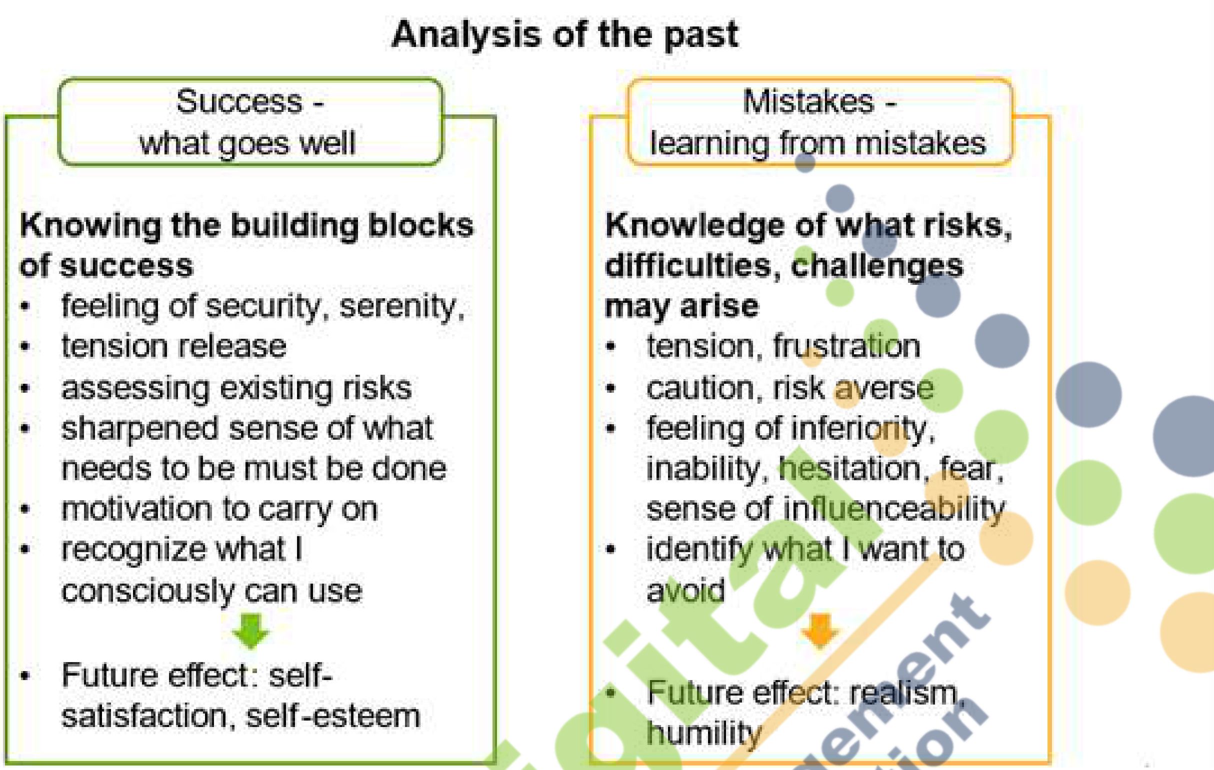


Fig. 27 Success and Mistakes Analyses

What do we derive from this? Experience for new projects or the ability to share this experience with others.

Good reflection requires constructive feedback. Central elements are

- Feedback must be descriptive - it is best if it is described using an example.
- It must be specific and not generalised. This means describing a specific situation that has occurred frequently and not, for example, that the public relations work was poor. This is the only way to find out whether it is a question of structural errors or successes, or whether it is down to individuals.
- If we want to learn from feedback, it must be appropriate - especially if it is about people. Feedback must never be accusatory, but should describe the effects of an action/activity. People must be able to do something with critical feedback - be it positive or negative.
- There needs to be a space for reflection and feedback - in other words, a specific appointment where it can be discussed, and not "between the door and the door".
- If learning is to take place, feedback should always be given immediately after an activity and it should always be factual and descriptive.
- Internal factors and external factors must always be taken into account.

Time management & st r ess management

3.2.1. Introduction

Everyone who coordinates projects or is responsible for certain tasks has already experienced that "time is too short". This puts you under time pressure and makes you feel stressed. There are also fewer and fewer financial and human resources available for voluntary work, certain tasks are becoming increasingly complex, requirements (such as documentation and verification obligations) are constantly increasing, specifications are changing, and people prefer to get involved in the short term rather than the long term. This increases the time pressure and therefore the stress factor.

Remaining honest, authentic, capable of acting and (time) efficient in this area of tension is a daily challenge for project managers.

Good time management can be helpful here. We have therefore put together a few methods and tips to help you successfully utilise your existing time resources and be satisfied with your work.

This section deals with the areas of time management in volunteer work. The following explanations and practical methods are intended to help you gain an insight into the two topics of "time management" and "stress management".

3.2.2. Time management

Time management is a measure to increase personal efficiency. It involves planning the tasks to be completed in such a way that time is organised realistically and effectively.

Time management does not buy you time!

But you can improve the way you deal with the time you have, and thus gain more quality time (for yourself, for meaningful, important tasks, less negative stress). However, if you "fill up" the time you have "gained" with stressful, burdensome tasks, you will not gain anything in terms of quality of life! We humans are not robots who can totally optimise ourselves and use every minute "sensibly". We need time for creative breaks, to process what we have experienced, to do nice things and sometimes simply to stare blankly into nothingness.

Moreover, time management is not an individual matter, i.e. it is possible that you may improve your own time management through time management techniques, but worsen the time management of others.

The time management strategies covered in this section will help you to answer the following questions for yourself:

- When do you feel time pressure?
- What are you currently doing to free yourself from this pressure?
- What or who in particular puts you under pressure?
- How can you and your volunteers work more efficiently - despite the pressure - to achieve better results?
- How can you create relief and avoid conflicts through better time management?

The answers to these questions will help you to become aware of how you actually behave under stress. Only if you know what stress means to you personally and who or what triggers it can you learn specific ways to counteract it. Learning about and applying better time management measures is one such countermeasure.

The aim is also to enable you to keep an eye on your own goals as a volunteer coordinator, despite the abundance of demands, tasks and unplanned events. Through this introduction to time management, you will learn to set clear priorities in order to make better use of the time available. This will allow you to focus on the essentials in future, giving you more time for yourself and the things that are important to you.

Successful time management ensures:

- Less pressure / less stress
- More overview
- More free time for other things
- More quality of life
- Improved productivity
- More motivation
- Better target realisation

Discover and reduce your time wasters and disruptive factors

With the help of a personal time log, but also by critically reflecting on your everyday working life, you can track down your personal "time wasters". You should differentiate between external and internal time wasters:

Time wasters from outside

- Planning errors – time allocated is too short
- Insufficient human resources – Not enough qualified staff available
- Insufficient financial resources – Tasks that should be outsourced need to be done
- Lack of competence-oriented staff deployment
- Increased demands and expectations
- Inefficient working style and procedures
- Phone calls and messages
- Unexpected visitors
- Short notice demands
- Time consuming meetings

Time wasters from the inside

- Procrastination of unpleasant tasks
- Setting the wrong priorities
- Too much time spent on details or unimportant or irrelevant things
- Lack of consistency and self-discipline
- Inability to say “No“
- Inability to delegate
- Too much time spent on distractions like social media, mobile games
- Sloppiness in your work or within the team
- Control mania

Once you have a better understandig about your time wasters, analyse your personal situation by asking the following questions:

- Where do I set my priorities?
- How much time did I need before I started working on the most important task of the day?
- How often was I interrupted?
- What habits are stealing my time?
- Who is stopping me from my plans?
- What other time wasters can I find out about?

Once you have identified your problems, you need to think about strategies and methods to keep your "time wasters" in check in order to regain control of your time.

Please note: **You don't gain time with time management!**

It is helpful if you know yourself better and know where your strengths and weaknesses lie. This means that you need to know your own performance curve and your own working style on the one hand side.

On the other hand, disruptions need to be reduced. This can be achieved by agreeing not to disturb others, eliminating time wasters or simply saying "no".

Thirdly, of course, there are also tools for planning, checklists and to-do lists.

Here we have put together a few tips that can help you manage your time!

These are the key principles of time management

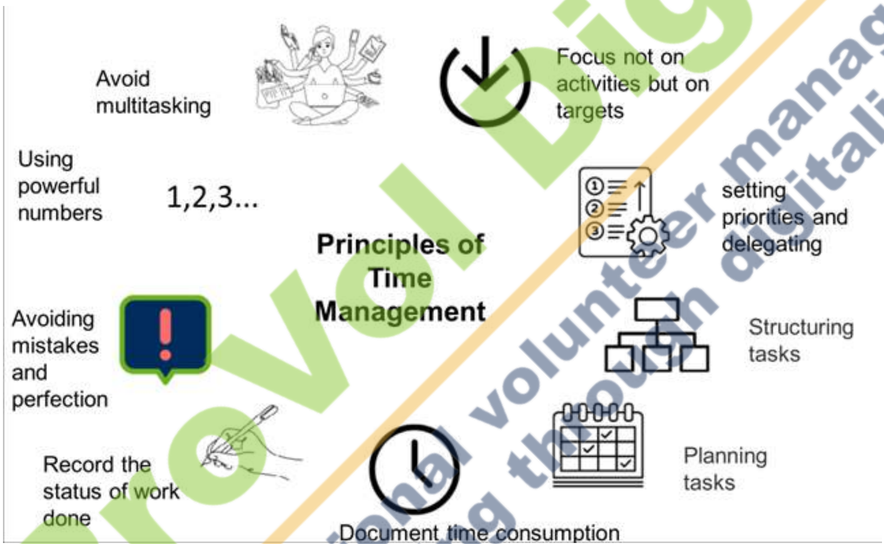


Fig. 28 Key principles of time management

One key instruments avoiding time wasting: Delegation

In a project, you will never really be able to do everything on your own, i.e. you need the support of a team to be able to manage the variety of tasks. In order for them to be able to take on tasks, you must be able to differentiate between which tasks you delegate and which you handle yourself. And many managers find it difficult to "hand over" tasks for various reasons. That's why the following four questions can be helpful when dealing with tasks: they help you to organise your own time more effectively. They are particularly suitable where routine has crept in and prevent you from carrying out a task "automatically".

4 Discharge questions:

1. Must it be me? Can I delegate?
2. Must it be now? Can I postpone it?
3. Must it be like this? Can I complete the task in another way?
4. Must I do it all? Can I leave some part to others?

How to eliminate interference factors

- Put an end to open door policy
- Create time slots for no distraction (e.g. take no phone calls / messenges and don‘t check social media or emails)
- Designate time slots for questions, calls, emails, and meetings
- Say no and mean it
- Analyse the situation:
- What exactly is expected from me?
- How much time will I really need for this task?
- How often is this going to happen? Once? Regularly?
- What consequences will it have for me, if I don’t do it now or not at all?

Time management tools and methods

As soon as you can clearly identify your priorities, you should start planning the project. There are also numerous helpful methods and tactics to facilitate the successful realisation of the project. In general, it can be said that planning should always be done in writing in order to have documentation of the results achieved. But beware: time planning does not mean "time planning", rather the following principle applies: "Work smarter, not harder!"

Daily/weekly plans with priorities, checklists and intermediate planning/control steps are useful time management tools! But time management begins with good planning. At the outset, it is useful to do the following:

- Set goals
- Question motivation
- Provide an overview
- Set priorities

The following tools and strategies can help with plannig:

- ALPEN Method
- Weekly schedule

- To do List
- ABC Method
- Pomodoro-Technique
- Pareto principle
- Kanban

ALPEN method

The A-L-P-E-N method is a comparatively simple but, if used correctly and consistently, very effective way of planning your daily routine. This method uses a few minutes a day to create a written daily plan.

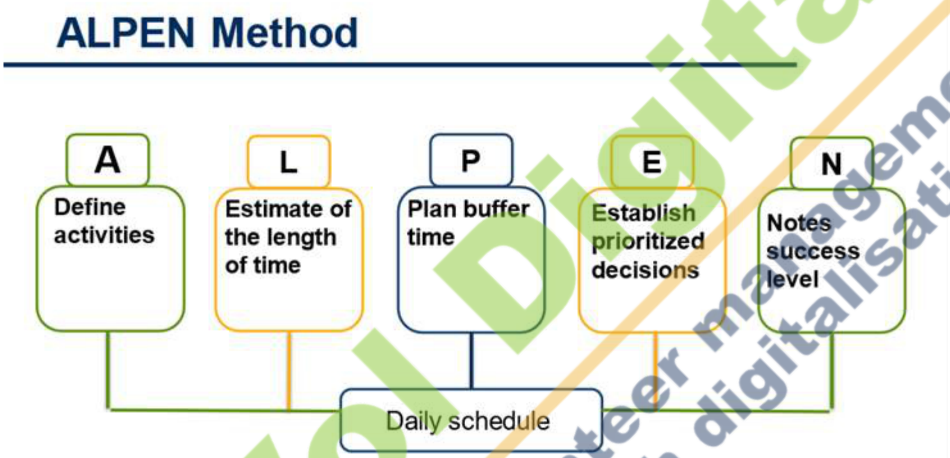


Fig. 29 ALPEN method

Weekly schedule

	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fixed dates								
Variable dates								
Urgent matters								
Weekly target:								

Fig. 30 Weekly schedule

To do list

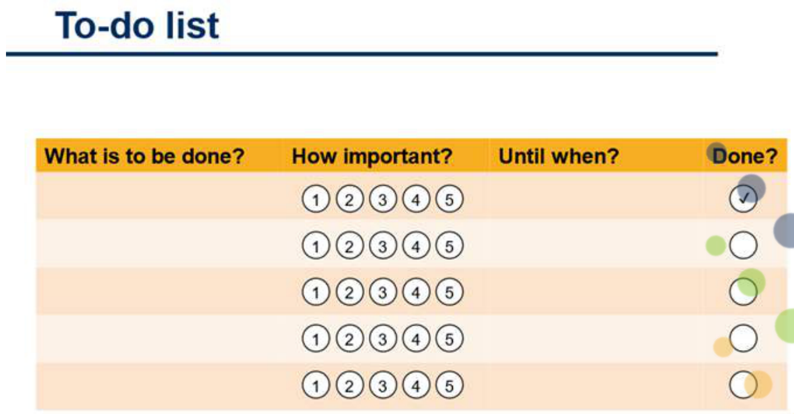


Fig. 31 To-do list

3.2.3 Stress management

Not all stress is the same. In general, a distinction is made between so-called good stress, i.e. "positive" stress (also known as "eustress", i.e. an energising factor) and bad, "negative" stress (also known as "disstress"). Whether we perceive a situation as positively or negatively stressful is strongly related to our feeling of being in control of the situation, i.e. whether we can control or steer the circumstances, or whether we feel like victims of the circumstances and driven by others who are not able to change anything. In the latter case, stress is negative, and we perceive the demands and the situation as stressful and exhausting.

Negative stress can have very different causes, so-called "stressors".
Some typical examples of "stressors" are

- Physical stressors:
  - Noise, heat, cold
  - Unpleasant odours
  - Humidity, poor lighting
- Physical stressors:
  - Physical or mental overload or underload
  - Time pressure
  - Night shift, overtime
  - Mental - social (societal) stressors:
  - Conflict in the group = poor working atmosphere
  - Uncertain job
  - No appropriate recognition
  - No satisfactory salary

These factors can trigger pure chemical reactions in our body: we assess a situation as dangerous, stressful and threatening and adrenaline and noradrenaline are immediately released into our bloodstream, i.e. our body is directed to fight or flight. However, as we are unable to react to most stressful and unpleasant situations with fight or flight, all the tension remains in our body. Chronic, long-term stress therefore usually leads to numerous physical complaints (back pain, heart palpitations, headaches, stomach pains, dizziness, etc.). It is therefore important to know and apply strategies and methods to reduce stress. This is important, as negative stress can also lead to burn-out, i.e. a depression caused by exhaustion.

But there is also positive stress. Positive stress stimulates us to perform at our best, it energises us, tasks become a positive challenge and we are more efficient.

For successful stress management, it is essential to first find out what actually puts you under stress. Often the causes are not purely external, uncontrollable situations (e.g. natural disasters or war), but have a lot to do with yourself: with your own inner attitudes or the way you deal with situations and people. Therefore you should take responsibility for the stress you experience and not merely see the cause exclusively in others and external factors. In order to no longer experience yourself as a victim of circumstances, you need to have control over your own actions and experiences: the more often you have the feeling that you can control and influence situations, the less negative stress you will experience. It is helpful here to replace inner attitudes that put you under stress ("They won't like me!", "I'll never manage!", "It'll never work!", "I'll probably make mistakes again!") with helpful ones ("I'm sure I'll meet someone nice.", "Someone will help me!", "Even in the worst-case scenario, we'll be able to manage the most important things.").

Laughter and humour are an extremely effective method of coping with stress. Laughter relaxes us immediately and has a positive effect on our inner and outer well-being. Relaxation methods (e.g. yoga or progressive muscle relaxation), sport and exercise, positive leisure experiences and time out can also bring visible relaxation. A well-functioning social environment, friends and family, can also be an important source of support in stressful situations.

Self-management can help to change our own attitude to stress. If we know what causes us stress, we can develop strategies. But relaxation techniques also help us to reduce stressors and achieve a balance between body and mind. Methods include yoga, meditation, tai chi, quigong, biofeedback and breathing techniques, to name but a few.

Finally, inner balance can also be restored through sport. When one engages in sport, adrenaline and cortisol - the two stress hormones are reduced and the happiness hormones dopamine and serotonin are released.

Personal performance curve

Planning ahead for the next day is important. But when you do this is crucial. There are morning people and evening people - and everyone's performance curve is different. While morning people reach their daily peak early in the morning or in the morning hours, the performance of evening people increases slowly after midday before reaching its peak in the evening hours. This difference is also decisive for your daily planning and should therefore be taken into account.

Golden or silent hour

The golden hour is a time that you reserve each day for important work and during which you do not allow any disturbances. To do this, arrange one hour a day with yourself. Treat this appointment as you would an appointment with another person. Switch off all disturbances during this golden hour so that you can work undisturbed and with concentration in order to achieve significantly more than usual.

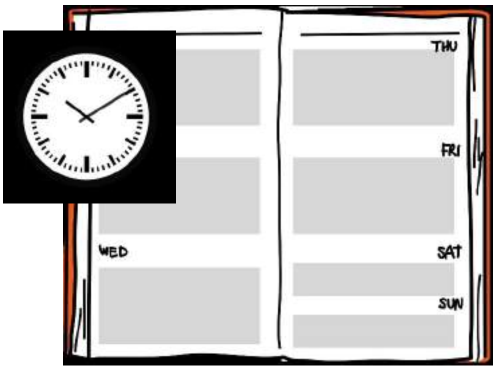
Timetable book

It is often very useful to keep a timetable book, or diary. This differs from a normal calendar mainly in that it is focussed on planning aspects. A timetable book is not only about an overview of upcoming appointments, but above all about focussing on projects and goals. It is advantageous to record everything in an action or task plan:

Who does what (responsible person/assistance), how (personnel, material/financial resources) and by when (exact date)? In addition, the category "completed" should be included.

It is important to work through the plan consistently and with the necessary discipline. However, this consistency and discipline does not always have to be associated with a huge amount of effort; the necessary vigour should be the result of the stimulating nature of the goal.

From experience, both the attractiveness of the goal and the schedule are often the cause of headaches. Because no matter how good the plans are - if they are not consistently assigned to the annual, monthly or daily level, they are likely to fail. A plan can never be implemented all at once, but must be realised step by step. This is perhaps the most important rule of all.



Module 4

Communicat ion

Communication

"You can't not communicate!"
(Paul Watzlawik)

Fig. 1 Sketchnote Communication

Objectives of the module

Participants will:

- Get to know the basics of communication and the communication models
- be able to apply simple communication techniques in everyday life
- get to know possible solutions to conflicts
- learn effective communication techniques using the example of "giving and receiving feedback"
- learn more about moderation

1. Basic of Communication

Without communication, our everyday life and our togetherness cannot be managed. Linguistic as well as non-linguistic communication are important components of our social relationships. Through communication, we pass on knowledge and information and influence the thinking and actions of others. The "how-we-speak," or the situation in which we communicate, also influences how we and what is said are perceived by the listener and what effect we achieve with it. Communication is therefore a complex process.

As a rule, we are not aware of this; we only notice it when, for example,

- we lack the words to express what we want to convey or describe to others.
- we do not understand our counterpart (e.g. because the person speaks a different language/ dialect or unclearly, or we do not understand the terms used).
- we misunderstand each other and this creates conflicts and problems.

1.1 What is communication?

Communication **is the exchange or transmission of information** that can take place in various ways and by various means **between at least two people** (a sender and one or more recipi- ents). The word comes from the Latin **"communicio, -are"** and means: "**to communicate, to give, to share"**

Communication is ultimately a competence, and you can learn and train communication skills. It is the basis for interpersonal relationships and the basic element of any creative activity. One could say communication is the source and basis of all success.

1.2 What types of communication are there?

The five basic types of communication are non-verbal, verbal, paraverbal, written, and visual communication. In practice, several types of communication are often used at the same time.

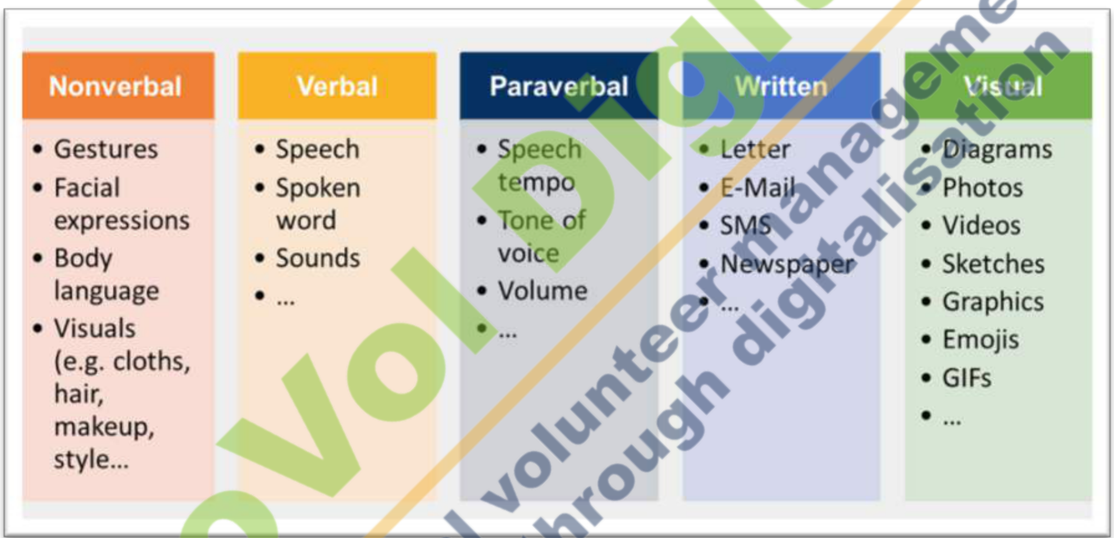


Fig. 2 Forms of Communication

All forms of communication that are not based on the linguistic transmission of information are referred to as non-verbal communication. Some effective forms of non-verbal communication include, among other things:

- **Use of facial expression**
  - Smile
- **Confident posture -**stand with both feet about hip-width apart and firmly on the floor
- **Eye contact** with each audience member, but only one person at a time
- Use of hands to underline the speech at the appropriate place - looks professional and dynami**c**
- **Correct choice of outfit**

Verbal communication includes the spoken and written communication, as well as sign language.

And there is also a distinction between **synchronous** and **asynchronous** communication:

- Synchronous communication: People communicate with each other at the same time. (Examples: personal conversation, telephone calls, chats).
- Asynchronous communication: People do not communicate at the same time. (Examples: letters, fax, e-mails)

1.3 Basic rules of communication

How do I say it right? Communication with volunteers must be engaging, personal and have a high degree of continuity. The central point of successful communication is clarity.

The following basic rules of communication will further support you in communicating individually and effectively:

1. Speak in the first person, avoid "you" messages.
2. Avoid negative constructions, formulate statements in a positive way, while remaining authentic
3. Keep eye contact, speak calmly and clearly.
4. Do not use generalisations ("never", "always", "again", "all the time", "anyway", etc.), but refer only to concrete situations.
5. Be concise, clear and concrete

2. Communication Models

Wherever people meet, they send signals to each other. Different communication models have tried to find out what these signals are and how communication works in detail. We present the most important and fundamental ones here.

Communication models/theories are used to try to understand interpersonal communication and make it tangible.

Since the topic is very complex, there are various theories and models that describe verbal and non-verbal communication.

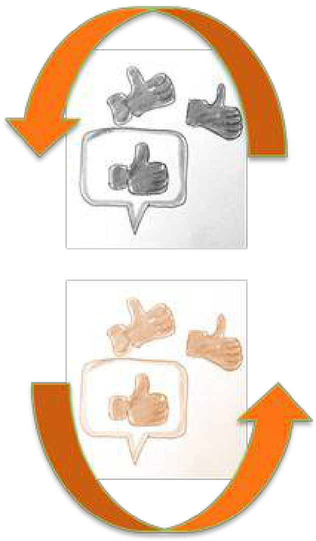


Fig. 3 Sketchnote Communication models

2.1 What is the point of communication models?

Communication models deal with the two questions:

- How do people communicate with each other?
- What happens in the process?

They also explain how conflicts and misunderstandings can arise and help to avoid them. Where specifically can the knowledge about communication models be applied?

- Understand family, friends, acquaintances, colleagues, target groups and customers better.
- Avoid conflicts and misunderstandings
- Better understand and categorise the actions of others.

2.2 Maslow´s pyramid of needs?

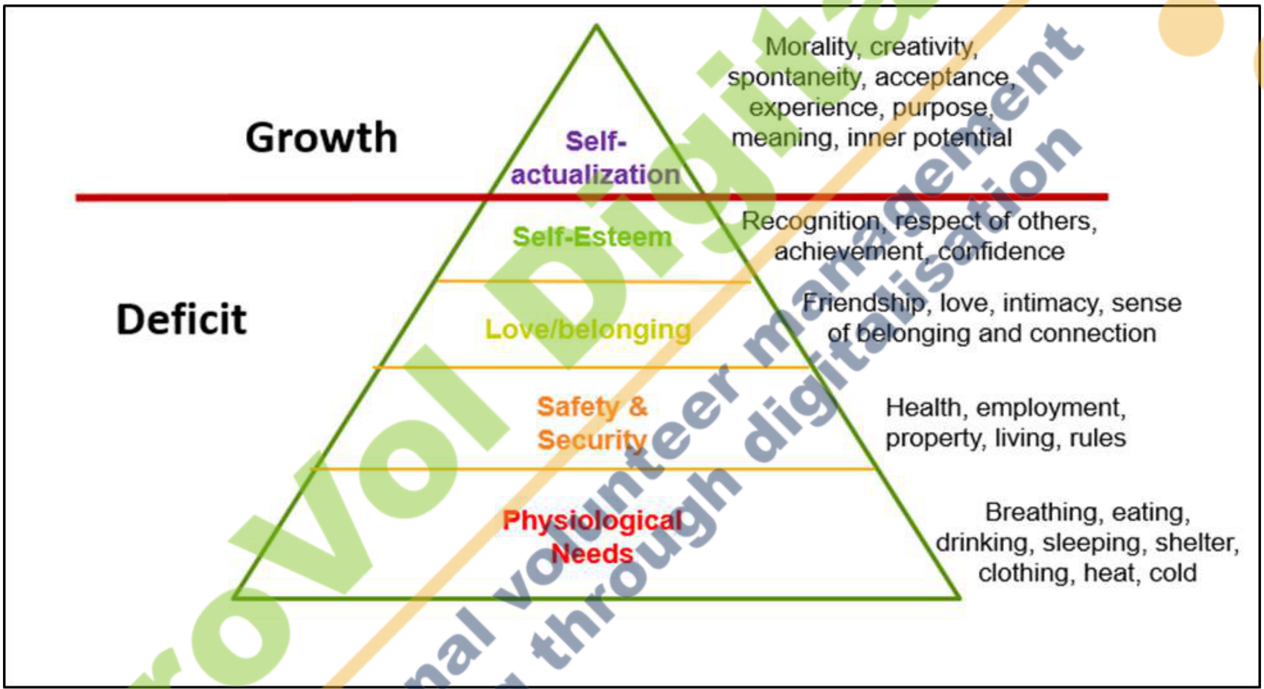


Fig. 4 Maslow's pyramid of needs

To understand our audience, we need to understand their needs.For successful communication, and later on for cooperation it is important to understand peoples needs.

According to Maslow (1943, 1954), human needs were arranged in a hierarchy, with physiological (survival) needs at the bottom, and the more creative and intellectually oriented 'self -actualization' needs at the top.

Maslow argued that survival needs must be satisfied before the individual can satisfy the higher needs. The higher up the hierarchy, the more difficult it is to satisfy the needs associated with that stage, because of the interpersonal and environmental barriers that inevitably frustrate us.
Based on this model, communication can be enhanced by ensuring:

- Physiological needs are met (room at good temperature, nice food and drinks, fresh air from time to time, not communicating if other is about to fall asleep
- Information is useful, e.g. improving health, earning money, make a living … and help participants feel safe and secure
- People feel connected and addressed,: give them a feeling of belonging (e.g. by language you use), be nice and friendly etc.
- People are respected, recognise their contributions and experiences, feed their self-estem and confidence, make sure they will not lose face …

⇒ All these are ways of overcoming deficits, if they are not met, people may not be open to engage on topic, for example like values, purpose etc.

- People will listen, if they have the feeling of being able to develop and grow, if you are talking about something they value, give them new and interesting new insights, …

2.3 Classical communication models

2.3.1 Shannon-Weaver-Modell

"There are as many realities as there are people".
In principle, people communicate with each other on two levels: on the one hand on the factual level, where contents are transmitted, and at the same time on the emotional level, where the emotional world of the sending person and the receiving person is expressed. The factual level refers to the spoken words (language), the emotional level is also evident through body language. In order for the message to reach the other person "correctly", the sender must be clear and transparent.
In order to understand the sender correctly, the receiver must ask whether what is heard corresponds to what is meant.

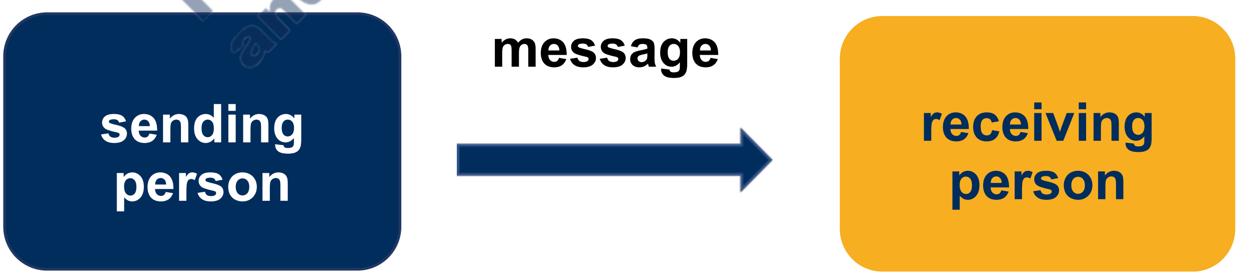


Fig. 5 Shannon-Weaver-Model

The sending person encodes messages (thoughts in speech, writing or body language) and sends the signal to the receiving person.

The latter translates the message in order to understand it (decoding).
Through the reaction of the receiving person, the sending person recognises whether the intention could be made clear.
If this is not the case, the communication process has been disrupted.

2.3.2 Schulz von Thun's 4-Ears Model

Schulz von Thun developed this simple basic model further. Every "message", i.e. all the sentences we speak, is understood by our counterpart on different levels
Every person who communicates with another person conveys four types of messages:

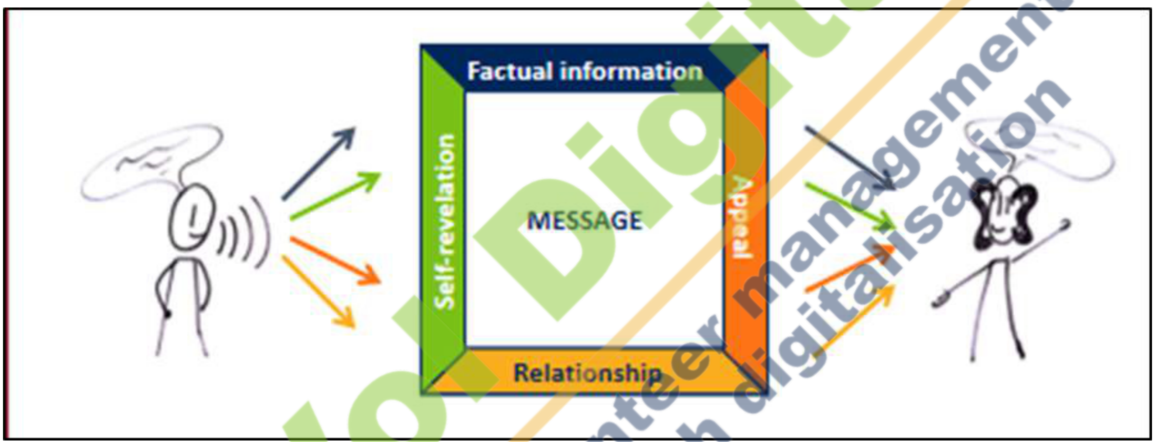


Fig. 6 4-Ear-Modell

- **Message on the factual level**

This level includes pure factual statements, data and facts contained in a message.

- **Self-revelation**

Through self-disclosure, the speaker - consciously or unconsciously - conveys something about his/her self-image, motives, values, emotions, etc.

- **Message on the relational level**

On the relationship level, the sender expresses or records how he/she feels about the receiver and what he/she thinks of him/her.

- **Appeal**

The appeal side contains a wish or a request for action.

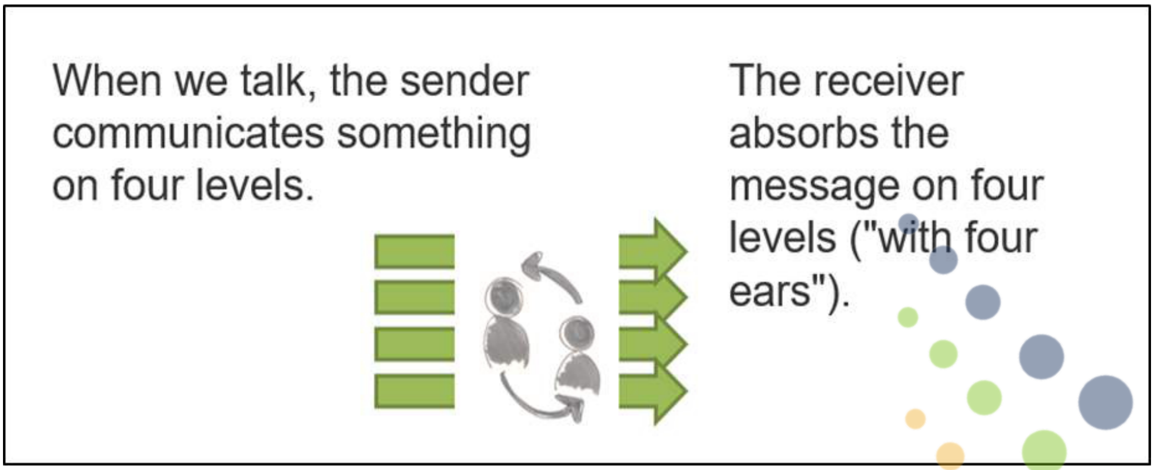


Fig. 7 Schulz von Thun's 4-Ears Model

The sending person sends four messages at the same time, he/she speaks with four beaks, so to speak. The receiving person receives four different messages at the same time, he hears with four ears, so to speak. Often, however, the receiving person hears and understands something other than what the sending person meant and said. This leads to misunderstandings and subse- quently to conflicts.

The weighting of the four levels can also be meant or understood differently. For example, the sender may have placed the emphasis of the message on the appeal, but the receiver may have received mainly the relationship hint. This is one of the main causes of misunderstandings.

Example:

Two people are eating a home-cooked meal together.
The one who did not cook says: **"There is something green in the soup.“**

- Matter layer: *There is something green.*
- Self-revealing layer: *I don't know what it is.*
- Relationship layer: *You should know what it is.*
- Appeal layer: *Tell me what it is!*

The other answers: **"If you don't like the taste, you can cook yourself."**

- Matter layer: There is something green.
- Self-revealing layer: You do not know what the green item is, and that makes you feel un- comfortable.
- Relationship layer: You think my cooking is questionable.
- Appeal layer: I should only cook what you know in the future!

What is true is not what the sender says, but what the receiver understands.

2.3.3 Communication model by Watzlawick

Communication is always cause and effect. Everything that is communicated - whether verbally or non-verbally - triggers a reaction in the other person. And this reaction in turn triggers behav- iour in the other interlocutor.

Axiom 1: "You cannot not communicate".
That one cannot not communicate is one of Watzlawick's best-known theses. Other theses are:
Axiom 2: Every communication has a content aspect and a relationship aspect.
Axiom 3: Communication is always cause and effect.
Axiom 4: Human communication uses analogue and digital modalities.
Axiom 5: Communication is symmetrical or complementary.

3. TWO-WAY COMMUNICATION

3.1 Act ive l ist ening

Good listening is more than saying nothing!
It is the art of showing true interest in your counterpart.
Active listening is one of the best ways to build interpersonal relationships and create closer con- nections. This technique belongs to the soft skills and is an essential factor in the

- resolving conflicts
- solving problems and giving constructive criticism.
- improving communication in general
- promoting cooperation
- creating deeper connection
- creating mutual trust
- building a good relationship with each other

Listening is a form of empathy and thus emotional intelligence. It is not about impressing or demonstrating knowledge. Listening is actually an "active" strategy. It involves asking questions. A good listener never interrupts someone or completes the other person's sentences. Active lis- tening adds depth to a conversation.

3.1.1 How does active listening work?

- Active listening means that you genuinely want to understand the other person. It involves paying close attention to what the other person wants to say. If you have never consciously used active listening before, it can seem a little confusing at first. Here are a few important elements of conversation that can be helpful:
- "Tell me more about…"
- "I see."
- "Then what happened?"

Fig. 8 Active Listening

When a volunteer raises a problem, they want to solve, it is best to repeat what you have heard ("As I understand it, you mean..."). "Often, just hearing your own problem from the mouth of a counterpart is enough to realise that you already know the solution." (Justin Rosenstein)

3.2 Feedback

3.2.1 What is meant by feedback?

Feedback, the "feeding back" of impressions, perceptions and emotions to our fellow human be-ings, is a central instrument of interpersonal communication. This can take the form of recogni- tion, criticism, praise or blame.

Feedback is:

- an opportunity for learning (--> not criticism)
- is voluntary and for the benefit of the taker
- It is less about the "what?" and more about the "how?" (--> Conflict-free communication)

Aim of the feedback:

- better self-assessment
- improved working atmosphere

3.2.2 Feedback Types

A distinction is made between the following types of feedback:

- **Positive feedback**

This is the kind of feedback we all like to hear, namely when someone praises our work.

- **Negative/destructive feedback**

In this case, someone has done something less than good and you point it out to them).

- **Constructive feedback**

Feedback is constructive when it gives useful, actionable advice to help improve. This form of feedback is very helpful.

3.2.3 Feedback methods

The right choice of feedback method depends on:

- What age group of people are you dealing with?
- How large is the group you want to get feedback from?
- Exactly what information do you need?

There are different methods of collecting feedback:

The feedback sheet

A feedback sheet is a compact form of questioning. The questionnaire includes a limited number of questions, which are mostly closed, i.e. "yes / no" questions. Tick-box scales are also popular in feedback sheets.

Feedback letters

Participants are invited to write a letter for everyone else and then put it in the respective envelope.

The two-page method

Participants are invited to write all the positive aspects of the feedback on one side of a sheet of paper and the criticism on the back.

The flashlight

The flashlight method can be used to quickly determine the mood, opinion, state of affairs regarding content and relationships in a group. The participants express themselves briefly - in one or a few sentences - on a clearly defined topic.

The five-finger method

The 5-finger feedback method is a simple and effective technique to get comprehensive feedback in a short time. Each finger of the hand represents a specific aspect of the feedback. The feed- back hand is mainly used when feedback is requested from participants quickly and specifically.

The target method

The target is a short, non-verbal feedback method that can be implemented with relatively little effort. The participants receive a prepared target and place their crosses in the appropriate place.

3.2.4 Tipps for providing feedback

Feedback rules help to formulate communication and feedback in such a way that it neither hurts nor misses its mark. Effective feedback is:

- **Requested** (only if welcome, it is also purposeful)
- **Descriptive (**not judgmental)
- **Direct talking** to the person **directly**
- **Constructive** (authentic and in I-messages, balancing pros and cons)
- **Positive** (motivating and showing perspectives)
- **Timely** (context clearly recognisable, promptly given not weeks later)
- **Concrete** (it is possible to learn from it and derive concrete actions)
- **Focused** on change in behaviour not on values and beliefs
- Includes solutions (described as a **wish/ vision)**

3.2.5 Rules for receiving feedback

- Do not interrupt the person speaking
- Do not justify your comments/ position, just listen
- Question your contribution/communication critically è maybe the other person has a reason
- Be thankful for a constructive feedback as a chance for improving yourself, communication, and the relationship/ cooperation

3.3 Question Techniques

Questions serve to obtain new information, but also to signal interest in your counterpart. The motives for asking questions are manifold: you want to clarify a situation, you are interested in the topic, person or thing, you need help in making a decision or you are pursuing a specific goal with your questions.

Questions are of great importance for our communication. If you don't ask questions at all in a conversation, it will dry up at some point. "Asking questions is beneficial for the flow of the conversation and mutual understanding: brief counter-questions or questions of understanding help to avoid misunderstandings and signal to your interlocutor that you are listening attentively and are interested in what he/she has to say.

When it comes to questions, a distinction is made between **"open"** and **"closed"** questions. However, there are other questioning techniques.

In the open question, the question word is at the beginning. The answer usually has to be formulated in a complete sentence. Example: "What will we discuss in detail today?", "How did you like the event?".

In the closed question, the verb (or auxiliary verb) is at the beginning of the sentence. The an- swer can only consist of a "yes", "no" or "maybe".

Example: "Would you like to start?"

⇒ It is usually more useful to ask an open question to get a more precise answer, i.e., ''How would you like to start?'

3.3.1 What are questioning techniques?

Questions are of great importance for our communication. Questions signal interest and serve to obtain new information. A distinction is made between:

- **Open questions** (What do you want to achieve?)
- **Closed questions** (Do you agree?)
- **Rhetorical questions** (Doesn't everyone make a mistake sometimes?)
- **Suggestive questions** ("I'm sure you feel the same way, don't you?)
- **Systemic questions** (direct information questions: What time is the event?)

3.3.2 Systemic questions

HE WHO ASKS, LEADS!

When you make a statement, the interlocutor does not have to say anything, but when you ask a question, he/she has to react.

Systemic questions are well suited for this.

- **Introductory question:** "What do we want to discuss today?"
- **Emotional question:** "How does it make you feel?"
- **Goal question:** "How would you know you have reached your goal?"
- Resource question: "Have you solved a similar problem before?"
- **Solution-oriented question:** "What have you already tried to overcome the challenge?"
- **Paradox question:** "What would you have to do to make the project fail completely?"

4. INTERCULTURAL COMMUNICATION

Culture includes all the non-verbal communication, customs, thinking, language and artefacts that make a group of people unique.

Cultural similarities allow us to understand the difference between what is said and what is actually meant.

Communication may be more difficult when we come from different cultural backgrounds, as many non-verbal cues have completely different meanings in different cultures. These can lead to "misinterpretation" or "mistranslation" of what is meant by a person.

Examples:

Gestures: In most western cultures, moving one's head up and down is understood as an expression of agreement, while moving it from side to side conveys disagreement. However, this nonverbal communication is not universal. For example, you should be careful when nodding to mean "yes" and shaking your head when you mean "no" in Bulgaria, as this is one of the places where the meanings of these gestures are the opposite.

Eye contact: One of the most important means of nonverbal communication in any culture is eye contact—or lack thereof. Eye contact—which simply denotes one person looking directly at another person's eyes—seems to have strong implications in almost every culture, although what these implications are vary extensively across the globe.

In many ("western") countries having good and direct eye contact with a person signifies that you are interested in the person you are looking at and in what that person is saying. If you look down or away from a person rather than meeting his or her gaze, you are considered to be distracted or uninterested in him or her. Also, if you neglect to make eye contact with a person, you may be thought to lack self-confidence.

On the other hand, a person who makes eye contact with another person is thought to be confident and bold. And for example, in Germany direct eye contact is a sign of honesty, meaning if you don't look into someone's eyes, it is interpreted as you have something to hide.

In many Asian, African and Latin American cultures, extended eye contact can be taken as an affront or a challenge of authority. It is often considered more polite to have only sporadic or brief eye contact, especially between people of different social registers. So, in many of these cultures, direct eye contact you initiate with those who are your social superiors or who are in authority over you, would be considered disrespectful or overly bold.

So just imagine the situation of an African in a German Immigration office: The African avoids eye contact to show respect, which the immigration officer misinterpretates his as a sign of the person is not interested at all and tries to hide something.

Cultural norms also influence our style of communication, for example, if a direct or indirect communication style is preferred. Understanding these differences is crucial in an intercultural context to facilitate effective communication, avoid misunderstandings, and build better relationships across cultures.

4.1 Direct communication style

In some countries direct communication style is practiced. (e.g. USA, Germany, North European countries) Direct communication is when the speaker communicates true intentions directly in the verbal message. Direct communicators' messages usually don't have an underlying meaning. They value direct answers, honesty and frankness.

This communication style is considered more "task-oriented" because criticism is expressed more freely, and it is taken less personally.

Direct communicators do not avoid conflict and are used to disagreeing with others openly.

4.2 Indirect communication style

In other cultures, conflict, arguments, embarrassment or hurt feelings must be avoided and therefore communication is more indirect and diplomatic in order to maintain social harmony.

In indirect communication, the true intentions are not expressed verbally, but are derived from the context or non-verbal communication.

Fig. 9 Communication – intercultural dimension

Indirect speakers usually do not express themselves directly if this could lead to tension or conflict. They find more complicated ways to respond to avoid saying "no". For them, it is more important to be polite and "save face", i.e. not to hurt the other person's self-esteem, than to give an honest answer. Since direct conflict must be avoided at all costs, indirect speakers will express their disapproval or discomfort through non-verbal communication, vague questions or even by complaining to third parties.

Example: As a German if you ask for direction (“Can you tell me, how to get from A to B”), you expect a straight answer how to get from A to B or been told, that the person doesn’t know. In some parts of the world, people might give you directions even if they have no idea how to get there. The reason: they don’t want to disappoint you or embarrass themselves by telling you they don’t know.

In many cultures, the most difficult word to say is "no." Usually, there are more than a dozen different ways to give a rejection, each appropriate for different occasions. Rather than saying "no" directly, people might say "maybe" or "not yet." For example, if you offer some food to someone ("Would you like to have some of this chocolate?"): In Germany, you have to say "yes" if you would like to have some; otherwise, you will not get a second chance. If you say "no," it is inter- preted as "a no is a no – so he/she doesn’t want any."

However, in many cultures, it would be impolite to say "yes" directly, as it might imply you are greedy or needy. Instead, you have to decline a couple of times, saying you don’t want to bother the host, then eventually continue declining but with less emphasis, which means that you actually want some chocolate. Just imagine you come from such a country to Germany and are not asked a second or third time; people usually interpret this as being rejected.

4.3 Intercultural Communication – Tips

For people with direct communication style:

- Ask in several different ways to get more direct information
- Seek information through third parties, especially locals
- Create “informal” settings
- Be more diplomatic, adjust your style, ask more but avoid forcing “direct” answers

Whether we communicate directly or indirectly does not mean that we communicate better or worse. It just means that we communicate differently. It's just important to recognise this and engage with the other person's communication style to help us understand each other.

5. PUBLIC SPEECHES

5.1 Making good speeches

For your upcoming speech, the main thing to remember is not to expect to be perfect. Here are a few more practical tips:

- **Structure creates clarity!**

A red thread must run through the speech, at the beginning of the speech name the points you want to deal with, structure the whole thing with concrete information about time limits and then stick to the time limits, possibly write a manuscript, at least write down an outline, think about an interest alarm clock beforehand, calculate the speaking time well and ensure a punctual end).

- **Less is more!**

What is the most important thing? Keep the core message in mind, carefully research facts and figures, visualise complex or important content.

- **People love emotions!**

On the one hand, it is very important to be really authentic, connectivity and attention, also stories and anecdotes, use figurative language.

- **Clear, simple and precise language**

Use short, simple formulations. Speeches are most effective when they are (relatively) kept free-form, (i.e. not simply read out), pauses are very important, speak calmly and slowly, less is often more, avoid foreign words and technical terms, a little humour always loosens things up, no generalisations, vary the pace of speech, speak in the first person as already mentioned and avoid "you" messages

- **Interactive**

Involve the audience in what is happening, stay in the present, use active formulations, always look at the audience, maintain eye contact.

- **Free body posture**

During a speech non-verbal body signals are perceived and remembered by the audience. Tips: Find your "own centre" with both feet on the floor;
avoid fixations (e.g. arms crossed, leaning on the floor, fixing a certain point, holding a pen etc.);
find the best point in the room from which all listeners can be "reached".

- **Get off to a fast start and get straight to the point.**

First impressions rarely get a second chance.

- **Never try to hide insecurities**

Do not try to hide or cover up any insecurities you may have, allow you admit your fear and try to find strategies to overcome these insecurities.

5.2 Tipps for Non-Verbal-Communication

- Smile!
- Keep eye contact with the audience, take a look at everyone and look around, so that a lot of people have the feeling you are addressing them
- Use gestures to emphasize the speech at the appropriate place - looks professional and dynamic, but don't use "trained gestures", as this will look unnatural. Check your own body language and gestures when you have an easy-going conversation with someone you like: these would look natural
- Maintain a confident posture – stand firm with both feet about hip-width apart and firmly on the floor, this would make you feel more grounded for a good and firm start. Later on you can loosen up a bit
- Choose an outfit that is appropriate for your audience, but also one you feel comfortable in

5.3 Elevator Pitch

The core idea of an elevator pitch, also called a lift speech or elevator statement, is based on the scenario of meeting an important person in a lift and then convincing them of an idea/project for the duration of the ride.

5.3.1 Structure of an Elevator Pitch

What could an elevator pitch look like that keeps timing and at the same time conveys everything that is important? Enclosed you will find a five-step structure:

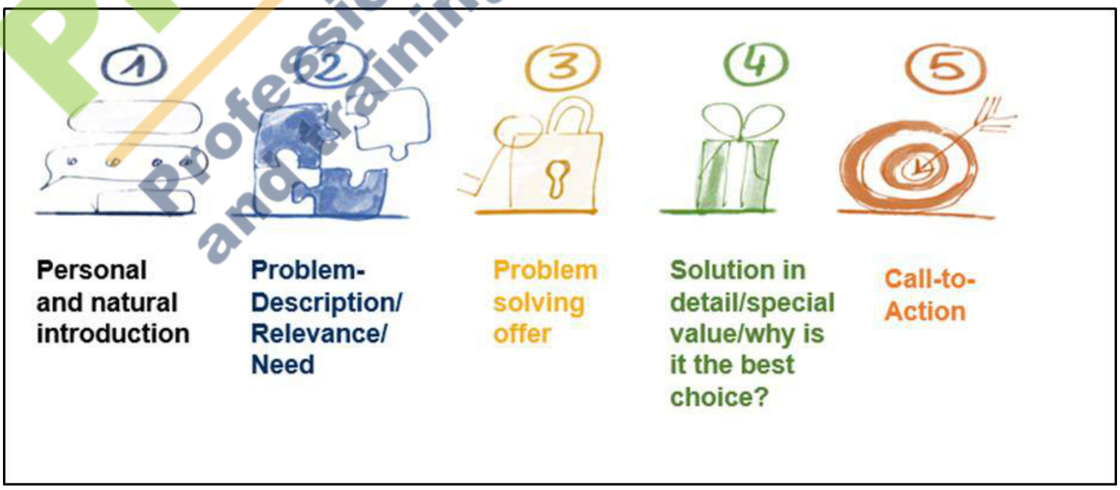


Fig. 10 Elevator Pitch

1.5.2 Writing an Elevator Pitch

There are no concrete templates for elevator pitches. The situations are so diverse that a wide variety of elevator speeches are needed. However, some basic phrases can be used almost everywhere. Reading other pitches will give you good ideas. There are also many examples and templates on the internet to help you write them.

1.5. 3 Example of an Elevator Pitch

"We are ProVol, Europe's largest volunteer management and training platform. The world needs volunteers more than ever to meet the challenges ahead. It is not uncommon for successful networking between volunteer organisations and volunteers to fail. ProVol supports the management of organisations and the work with volunteers through digital competence building. Get to know us and our services! "

6. MODERATION

Confident and secure moderation is one of the keys to successfully conducting a seminar, workshop or lecture. This section is intended to help you with future moderations and to provide you with useful tips. First, it will provide you with information on the role and tasks of a moderator and on the general procedure of a moderation. Second, we will give you useful tips on how to deal with and master conflicts and other difficult situations. Furthermore, you will find practical exercises in the appendix, which you can also use in the future when carrying out your own projects.

Fig. 11 Sketchnote Moderation

In its original meaning, the term moderation means "to moderate", "to control" or "to steer".

Facilitation, another word for moderation, is a method for working together in groups, supported by a facilitator.

The aim is to jointly design learning, project work or discussion processes.

6.1 Moderator

6.1.1 Roles and tasks of the moderators

The task of a facilitator is not to prevent conflicts, but to intervene and resolve them constructively for all.

Roles

- Service provider
- Organiser
- Communicator
- Mediator
- Timekeeper
- Playmaker
- Motivator
- Helmsman/Controller

Fig. 12 Roles of the Moderation

Tasks

Moderators control the conversation flow, pick up on important key sentences, summarise, put the brakes on overzealous people, support silence, mediate in conflicts. They steer the handling of the topic and involve the audience. Important further tasks of the moderator:

- "Coaches" the participants and communication processes
- Improves interpersonal communication
- Clarifies formalities
- Gets an overview (topics, procedure)
- Agrees on rules
- Manages the time available
- Keeps an eye on the common thread
- Controls the group work and processes (i.e. involves everyone, directs and evaluates the group dynamic processes)
- Initiates or animates conversations
- Asks questions and makes processes and results transparent
- Provides the summary

Fig. 13 Tasks of the Moderation

6.2 Requirements for a good moderation

- Minimal or no influence on the development of the content
- Acceptance from the group
- A lot of methodological knowledge and a confident use of facilitation techniques
- Flexibility: facilitation situations often make adjustments necessary, so it is rather counterproductive to plan everything too rigidly and not be prepared to deviate from one's plans.
- The right feeling for people and situations: where to hold back as a facilitator, where to intervene, what means to use?
- Authentic use of moderation techniques that suit one's own personality

6.3 Prepare yourself

- Develop an engaging starter question
- Present objectives and agenda
- Mobilise and motivate viewers
- Collect and structure contributions from others
- Provide creative material and methods
- Summarise (also in the middle) and keep the focus of the moderation
- Stick to your objectives
- Be the timekeeper
- Delegate the work

6.4 Guiding questions for the preparation

- **WHAT? - Topic and goal clarification of the facilitation.**

What is the overall topic? Into which individual topics can it be subdivided? What is the cause? What is the history of the problem, if any? What goals are to be achieved? How can success be measured?

- **WHO? - interest groups, persons**

What is the composition of the group? (Or in the case of internal team facilitation: Who do I have to invite?) What functions, hierarchical position and decision-making powers do the participants have? What interests (also outside the team in the company) and what attitudes to the topic are most likely to be present? What conflicts can arise? What prior information do the persons have? What general experience with the workshop subject has already been gained (newcomers vs. participants already "saturated" with the topic)?

- **WHERE? - Available resources**

Where will the meeting/workshop take place? Is the necessary equipment available (chairs, tables, different workspaces, media such as flipcharts, pinboards, overhead projector, materials, etc.)? What about the provision of food and drinks?

- **WHEN? - Dates and timetable**

Drawing up a timetable provides an overview of the time available for action, necessary or sensible larger break units and the alternation between different working and loosening-up phases.

- **HOW? - (Out-) effects of the above findings for the session/workshop**

What information is still missing? Who do I need to talk to in advance? Which preliminary documents should I send to the participants? How do I choose the introduction to the topic (presentation of survey or interim results? Expert presentation? ...?) Which moderation methods and steps make sense? What is the goal of the individual steps? How much time do I allow for this? What does my agenda look like?

Good preparation is expected of you as a facilitator and is an expression of your appreciation for the participants. However, please note: Methodical "fireworks" are rather a hindrance and inappropriate. A "healthy dosage" of the methods used avoids overstraining the participants and causing them to wear out. The focus should not be on the method, but on the content, the achievement of objectives, the cooperation and the results of the team.

6.5 The moderation process

The moderation process can be roughly divided into three overarching phases:

1) Preparation
2) Implementation
3) Follow-up.

According to Josef W. Seifert, the moderation process can also be depicted in this way:

1) Getting started (introduction)
2) **Collect topics**
3) **Select topic Problem focus**
4) **Work on topic**
5) Generate and plan measures
6) Conclude

Good planning and preparation of a facilitated meeting or workshop are already "half the battle". However, planning should not be confused with a rigid predefinition of all content and methods. There is little that can restrict the work as much as a facilitation "script" that no longer fits the meeting. Flexibility is necessary in order to be able to respond to changing situations, contents, group constellations, etc. as needed.

In preparation, the facilitator should not only be clear about the goal of the teamwork, but also about the composition of the group and some organisational issues, in order to leave as little room as possible for delays and disruptions.

6.5.1 Moderation techniques

Moderation techniques refer to specific strategies or approaches used by a moderator to guide and manage discussions within a group setting. These techniques are aimed at maintaining or- der, encouraging participation, managing conflict, and ensuring that discussions remain produc- tive and on track.

Quick thinking: Quick thinking is a moderation technique that involves the moderator being able to respond rapidly and effectively to unexpected situations or changes during a group discussion or meeting. The moderator needs to be attentive and adaptable, ready to respond to any unex- pected developments during the discussion. This may involve providing clarification, redirecting the conversation, managing disruptive behaviour, or addressing technical issues.

Flashlight:

Each participant has the opportunity to communicate their own expectations and feelings regard- ing the topic of the meeting in words or short sentences. Basic rules are clarified in advance: The participants only speak in the first person and there are no discussions or comments on other people's statements.

One-point question:

For this technique, the moderator prepares a pin board in advance, on which either a sliding scale, a graduated scale or a coordinate field is displayed. At the conference, the moderator asks a question, for example "How interested are you in the topic?" and gives each participant a sticky dot, which is then stuck on accordingly. He can also ask for an explanation, which is noted on a poster next to it as a bullet point.

Topic memory board: The topic memory board is a moderation technique used to visually organize and track discussion topics, decisions, and action items during a meeting or group discussion. The moderator creates a physical or digital board where discussion topics, decisions, and action items are recorded in real-time. This may involve using sticky notes, whiteboards, flip charts, or specialized software tools. The moderator updates the board as the discussion pro- gresses, summarizing key points, documenting decisions, and assigning action items.

Moderation techniques are used to focus on the common, creative goal.

- Mind mapping
- Open Space
- World Cafe
- Quick Thinking

There are different forms and techniques of facilitation. The following are presented here as suggestions:

Mindmapping

The mind map is a visual method for representing complex thoughts, ideas and associations on a central topic or concept.

Open Space

In the Open Space facilitation technique, the participants determine the topics themselves and decide whether and in which thematic working groups they want to work together. Central to Open Space is the law of two feet: participants can leave their group if they cannot make a pro- ductive contribution. The results of the working groups are collected, and a steering committee takes care of the subsequent implementation. This facilitation technique is suitable for heteroge- neous groups whose members are themselves affected by the changes. Open Space strength- ens the team spirit and a variety of concrete measures emerge in the working groups.

World Café

The World Café moderation technique is characterised by its particularly relaxed, coffee house-like atmosphere. Six to eight participants each talk at a table about a specific issue. They note down ideas, new perspectives and options for action with felt-tip pens on the paper tablecloth. After 20 to 40 minutes, all but the "host" change tables. The host explains the previous results to the next group. The new guests add to the points worked out so far with their arguments, ideas and knowledge. The table can be changed several times. The World Café is particularly suitable for bringing together different points of view or developing plans of action.

Quick Thinking

This is a method to encourage creative thinking and to collect many ideas. At the beginning, the topic is clearly formulated, and the participants are asked to "bubble out" their ideas as quickly as possible without being evaluated. Crazy, wild ideas are also welcome, because they can be inspiring. One to two people are needed to take notes so that everyone can see.

6.5.2 Moderation of Online-Meetings

- No "camera off" culture; all participants should maintain visual presence
- Lots of interaction/participants are included (latest after 10 minutes)
- Time for social interactions
- Methodological skills available
- Visualizations
- Technical preparation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Module 5

VOLUNTEER AND PEOPLE MANAGEMENT

Volunteer and People Management

Coordinators of volunteers play a vital role in facilitating impactful volunteer experiences. Central to this role is effective people management within the realm of volunteering. People management in volunteering encompasses a diverse range of responsibilities, from recruiting and training volunteers to fostering a positive and inclusive environment for all participants.
We will also discuss techniques for team building, conflict management, and motivation.

At the end of this module, participants will:

- have knowledge about the 11 steps in volunteer management: preparation, recruitment, selection, orientation/training, supervision, teambuilding, conflict management,motivation, recognition, monitoring end evaluation;
- be able to manage local and international volunteers using the steps method;
- be able to facilitate and recognise the learning for the volunteers; and
- be able to create a network in the community with the benefit for the community

STEPS in Volunteers' Management

1. Preparing the organisation for volunteer involvement
2. Recruiting volunteers
3. Selection of volunteers
4. Orientation and training for volunteers
5. Supervision of volunteers
6. Team building
7. Conflict management
8. Motivation of volunteers
9. Recognition of volunteers' merits
10. Monitoring volunteers
11. Evaluation of volunteers and volunteer programme

1.1 Preparing the organisation for volunteer involvement

The preparation of the organisation before starting to coordinate a volunteering program or a project that involves volunteers is an essential aspect, representing the foundation for the next steps and it is important to allocate resources for the successful completion of this phase. Moreover, the practice has shown that taking all the necessary measures for proper preparation will help reduce later risks.

The organisation needs to identify how engaging volunteers contributes to achieving the objectives of the program or project. Once this is set and clear for the members, they can look at the next elements, such as analysing potential costs and risks, as well as the benefits involving vol- unteers would bring. The costs to be considered are the financial ones with the organisational support for the volunteering activities (covering the materials needed to implement the activity, the transportation costs to and from the location of the activity, and sometimes food and beverag- es), the costs with the personnel involved in the volunteers coordination, and the time dedicated to the management of the program.

The most frequent **risks associated with volunteer management** are the lack of motivation or experience, as well as potential ineffective management and communication. However, good preparation and planning during this phase allows the organisation to overcome these risks and succeed in managing them.

There are many **benefits of involving volunteers**, which include: engaging a more diverse range of skills, experience, and knowledge, reaching more supporters, collecting signatures more effectively and efficiently, promoting the initiative among different communities, etc.

The planning and preparation stage of the organisation includes four main components:

I. Needs analysis

To start a volunteering program, you need to analyse in a systematic way what is needed. Concerning the vision and objective of your program you need to analyse and determine: What is the present state on this issue and how it should be in the future, meaning: what will be different if your volunteer program is successful? At this step, an evaluation of the organisation's current performance should be conducted, while questioning aspects such as the capacity to reach supporters on its own.

You also must analyse the needs and resources available. A successful volunteering programme must take into account three categories of needs, as shown in the Venn diagram below:

Community needs:
What can volunteers bring to the community? How could the community benefit from them?
Organisational needs:
Does the organisation need to involve volunteers? Do you have enough resources to successfully involve volunteers in our activities and programmes?
Volunteer needs:
What does the volunteer need (e.g. support, social contact, communication & information, equipment and materials)?
This step serves as a starting point for the identification of the volunteer's future tasks.

- The following aspects should be considered:
- Are there enough and meaningful tasks for volunteers?
- What kind of assets can we make available for the volunteers - includes materials, electronic

devices, software applications, or space for their activity?

- Do we have enough and suitable personnel available for the coordination, support,and know-how transfer for our volunteers?
- Do we have enough financial resources, e.g. to support unforeseen organisational costs?

II. Clarifying the volunteering program

This includes establishing the mission, the objectives and the action plan for the initiative, the job descriptions for the volunteers and for the volunteer coordinator. An effective volunteering pro- gram starts with setting up its mission and objectives. The program's mission should address meeting a need or solving a problem as part of the cause supported. It should include the general scope of the initiative, the means (actions, services) that would lead to its success, followed by the set of values on which it is based. In accordance, several objectives related to the program should be developed, as it allows the organisation to evaluate its effectiveness, during the clo- sure phase.

As the volunteer program aims to tackle a need or a problem within the society, while the organi- sation's resources are limited, it leads to limitations in achieving its mission. Involving volunteers in its activity helps the organisation achieve its objectives and benefit from the expertise and the time availability of the people who decide to volunteer for their cause. Thus, the volunteering pro- gram's mission, vision, and values must be clear, as they are considered to be an essential factor in recruiting volunteers.

- **The MISSION** is a statement that describes its purpose, a statement of its ultimate goal, while **the VISION** describes in an enthusiastic manner, the desired future state of the prob- lem or the need tackled by the initiative.
- **The VALUES** are the core elements that the people behind the initiative can identify with, and which guide them throughout their activity.

One or more of the values may resonate with organizations and volunteers:

Integrity	Perfectionism	Generousness
Creativity	Ambition	Vision
Courage	Family	Ethics
Competence	Adaptability	Change
Health	Responsibility	Money
Independence	Development	Efficiency
Balance	Diversity	Authority
Dignity	Equity	Recognition
Structure	Humour	Effectiveness
Simplicity	Quality	Entrepreneurship
Locality	Wisdom	Teamwork
Realization	Correctness	Kindness
Faith	Passion	Perfectionism
Action	Trust	
Knowledge	Compassion	

Once mission, vision and values are established, program managers should start working on an action plan that includes all the activities required, following their logical and chronological order, from the program's preparation to its evaluation and closure. It should assign the responsible person(s) and appoint a volunteer coordinator to take over these activities, as well as the results expected, their duration and costs generated. A set of policies and procedures for working with volunteers should be established, as well as a budget or resources for volunteer activities. Additionally necessary documents should be prepared in a unified way, such as volunteer profiles, contracts, timesheets, data protection regulations, certificates, and safety and protection concepts for the volunteers.

At this step, it is important to decide upon the volunteer coordinator. This person can be someone from the organisation, or recruited from outside of it, depending on the program's size and the financial resources available for its implementation.

The volunteer coordinator is responsible for volunteer management, which includes carrying out the following tasks:

- recruiting and selecting volunteers;
- ensuring appropriate support and training for volunteers;
- ensuring constant coordination of the volunteering activities (preparing, supervising, monitoring, evaluating the activities carried by the volunteers);
- communicating with relevant stakeholders (inside and outside the organisation);
- offering advice and information to volunteers through face-to-face meetings, telephone and email contact;

- managing budgets and resources, including the reimbursement of expenses;
- keeping up to date with legislation and policy related to volunteering;
- maintaining databases and undertaking any other administrative duties;
- informing the volunteers about the progress of the program

Together with the program management, the volunteer coordinator develops the **job description for the volunteers**. This document will serve both in the volunteers' recruitment, and also in developing and signing the volunteering contracts. It will include:

- the name and the position of the volunteer;
- the purpose of the position created;
- the main responsibilities of the volunteer;
- to whom the volunteer reports;
- requirements (knowledge, skills, previous experience required); (for this area the **Make-my-persona** – method described below can be very useful.)
- evaluation (means of evaluation for the results achieved);
- training (what competencies will the volunteer develop);
- duration of the contract and time required weekly;
- the volunteer's schedule (for the volunteering activities); and
- benefits (what will the volunteer get out of this experience).

Make-my-persona method

User personas are fictional characters based on user data and characteristics that paint a complete picture of who your volunteers are. Creating your personas involves looking at both qualitative and quantitative data about your users - beneficiaries/volunteers. User research is the most important part of the process. Developing user personas is tied to user segmentation. Your personas can help you identify user groups and your target audience more effectively.

Job Description Template / Volunteer Sheet

VOLUNTEER SHEET	
Job Title	
Volunteer Program	
Job Holder (volunteer name and surname)	
JOB DESCRIPTION	
The goal:	
Responsibilities (listed according to the total number of tasks assumed by the position) 1. 2. 3. 4.	
Labor relations: Directly subordinated to: In direct relations with:	
CONDITIONS for carrying out the volunteering activity: a. Period b. Schedule c. Venue: ___ % at the headquarters; ___ % on the field; ___ % elsewhere (specify) d. Available resources:	
JOB SPECIFICATION:	
Required knowledge and skills: 1. 2. 3. 4. 5.	Desirable knowledge and skills: 1. 2. 3. 4. 5.
Date:	
Executive Director name & signature	Volunteer name & signature

III. Preparing the organisation members for involving volunteers

Before moving forward, the members of the organisation (employees, board) should be prepared and learn how to work with volunteers, what their needs are and how they can support them. The relationship between the volunteers and the paid staff is essential to determine the results obtained and building a strong connection between them is an important aspect to be considered by the volunteers' coordinator. Therefore, a good preparation includes also understanding the attitude of the members of the organisation towards the involvement of volunteers in the organisation's activity.

IV. Preparing the organisation culture

Efficient volunteer management requires preparing the organisation to welcome the volunteers, after developing a set of documents, rules and procedures that help everybody understand their role, as well as their rights and responsibilities. Important documents include policies, proce- dures, forms: volunteer job description, contracts, timesheets, safety & security procedures etc.
These documents increase efficiency, by making sure that each volunteer understands what to do in certain situations, or whom to address. Presenting volunteers the procedures within your organisation, as well as your expectations concerning their contributions, can be done through formal discussions, presentations, in a brochure or an online guideline.

1.2 Volunteer recruitment

Once the organisation's needs have been identified and the job description developed, the next step is the volunteer recruitment. According to the needs identified and the context, the recruitment strategy approach may be different in various situations, but having the same goal: finding the most suitable people for the position available. While doing this, the person in charge with the recruitment process needs to make sure that both the organisation's and the volunteer's needs are met. Effective volunteer recruitment does not focus on convincing the people to do something they are not interested in, but rather showing the opportunity to those who already have the moti- vation to get involved.
People decide to volunteer for many reasons, which are different based on their motivation.

When we start planning our recruitment strategy, we should address in our communication most types of sources of motivation people may have. These include:

- to have a positive impact in the society;
- to socialize and to make new friends;
- to get to know important people in the community;

- to develop or practice skills;
- to earn experience that would help them get a job;
- to test the waters before making a career change;
- to get out of the house and escape boredom;
- to feel part of a group;
- to express a religious or philosophical belief; etc.

Volunteering can be considered a leisure-time activity, similar to a game, therefore, in order to attract and keep volunteers, their involvement should bring them similar achievements: satisfaction, challenge, reward, or accomplishment. Moreover, it is important to consider the following factors that can help keep volunteers motivated when designing their position:

- Ownership - sense of personal responsibility for something;
- The authority to think - ability to be part of the decision-making process;
- Responsibility for results - making sure that the volunteers are held responsible for achieving the results expected, not only performing various tasks given by their supervisor;
- Keeping Score - measuring the volunteers' performance and providing rewards.

The organisation's first contact with the volunteer is done during the recruitment phase. Special attention given to its preparation leads to better results. For example, a proper position design, focused on the volunteer's interests has more chances to attract motivated people. Creative and attractive communication also increase the chances for a more effective recruitment campaign.

The approach the organisation decides to use when it comes to recruiting volunteers may be different, as different techniques may be used:

- **General - Warm body recruitment** - Is effective when the volunteering activities do not require special skills, or involve skills that anyone can be taught in a small amount of time. The strategy focuses on reaching as many people as possible, though different channels. It can be used for recruiting volunteers to support collecting signatures.
- **Specific - Targeted recruitment** - Is used when the position requires certain specific competencies or knowledge. This type of recruitment focuses on searching for the right people, in the right places. It can be used to recruit people responsible with graphic design, communication and public relations, etc.
- **Concentric circles** - Is based on the assumption that the people who are already connected with the organisation are the best target group for the recruitment campaign. Existing members reach out to friends, family members and acquaintances to mobilize them as candidates or to spread the announcement, gradually expanding the recruitment campaign.

- **Ambient recruitment** - Consists of developing a volunteering culture among the members of the community where the organisation is present and directing the recruitment campaign to a certain group of people. Or in other words you create a profile of the desired volunteer and promote this profile in the immediate area of the organisation. In this way you target a certain population/group of people (with certain skills, availability) that you constantly need in the organisation.

In the communication with the potential candidates, an important attention should be given to the message created, in order to increase the campaign's effectiveness. The message should in- clude at least four elements:

- **The need** - detailing the need identified within the community to which the volunteer will contribute to resolving.
- **The position** - describing the role of the volunteer and what is their contribution and activi- ties they will undertake (the job description). Describing the position in the context of the need identified, maximize the chances of a successful campaign.
- **The fears** - addressing the potential fears the candidate may have towards their job.
- **The benefits** - mentioning what the volunteers gain from getting involved and addressing potential needs they may have, relevant to their involvement in the program.

The recruitment message must be suitable for the communication channel used for spreading the call. The channels can be divided into two main categories: online and offline. Nowadays, the communication mostly moved to the online environment, however, for some specific target groups (elderly people, people with no access to the internet), using offline means of communica- tion is more effective.

Online	**Offline**
Social Media posts and advertisements; Creating website posts and articles; Making use of newsletters and volunteers databases; Using online mass-media;	Spreading brochures, flyers and posters; Using local newspapers, or radio; Receiving recommendations from other organisations; Volunteering fairs;

Constant recruiting is a practice used mostly in the corporate sector, which has been proved to be a good practice. This involves keeping track of all potential volunteers, including those who express their interest to get involved, but for whatever reason the organisation receiving their re- quest cannot engage them at that moment, then, when a position is available, those who already expressed their interest can be contacted. Data for constant recruiting can be amassed by col- lecting CVs on various occasions (e.g. volunteering fairs, during the organisation's public events), or through an online form for contact data, which can be filled in by those interested, visiting the organisation's website or social media accounts.

Generally, a good recruitment strategy includes answering the following questions:

WHAT? – know what you want them to do
WHERE? – know where you can find them
WHEN? – decide when it is the best time to find them
HOW? – decide how you will reach them: method, message, channel, application system

Tips and tricks in recruitment:

- Be open to new, creative ideas
- Brainstorm extensively about possible sources, channels, messages
- Stick to motivations/values when formulating messages
- Adapt the message according to the targeted volunteers, channels, andcommunication methods
- Recruit more than you need
- Include a recruitment message in your promotional materials
- Maintain recruitment as a continuous process
- Use word of mouth/ testimonies of former volunteers

→ *A satisfied volunteer is a "living advertisement".*

1.3 Volunteer selection

The selection process is based on a different strategy when it comes to volunteers, compared to paid staff, according to the literature, because volunteers put their time, knowledge and abilities in the benefit of others, without expecting any financial rewards. Therefore, it is more relevant to talk about a matching process, through which the candidate is matched with one of the roles available within the organisation. When this is done, aspects related to the candidate's motiva- tion, time availability, values, required knowledge, abilities and attitudes should be taken into con-

sideration. It is important that the organisation's needs and interests are met, while the volunteer feels comfortable with the role assigned, and their characteristics (personality, behaviour, working style) match the organisation's working environment.
In the selection process, there is a variety of tools and methods one can use in order to choose the most suitable candidate. They can be used individually or as a combination, and include:

- **Application forms**: represent a structured way of collecting the information about the candidates, in a centralized manner. It can be used alone when the organization needs a large number of volunteers (e.g. for collecting signatures, for organizing an event) or when the volunteering position is time limited and has a short duration. It can also be used as a filter before scheduling an interview to get perspective over candidates for longer term, more involved volunteer opportunities.

- **Motivation letters**: provide an understanding of a candidates motivation to apply for a certain position, as well as relevant information about their previous experiences. Since it is a subjective way to relate things, it is recommended to ask for a CV in addition to the motivation letter, in order to better understand the candidate's background.

- **References**: represent recommendations received from a trust-worthy third party (former or current volunteers, staff members, other organisations) who has a professional relationship with the candidate. It is useful when a volunteer is needed for a short time activity. The method can be used in combination with application forms, or selection interviews.

- **Selection interviews**: is the most complex selection method used in this process, which allows the organisation to obtain a comprehensive set of information about the candidate. At the same time, it offers the person interviewed the chance to better understand the organi- sation and its requirements, as well as the vision about the volunteering program. During a selection interview, the interviewer is expected to collect relevant information about the can- didate: their education and training, experience, knowledge, abilities, skills, values and quali- ties, as well as about their expectations from the volunteering program and from the organi- sation. This method is useful when a volunteer with extraordinary skills or knowledge is needed for a position, or when the volunteer is selected for a long-term program.

- **Rejecting a volunteer**: it is not always easy to say no to a candidate, especially when it comes to someone who decided to volunteer. But sometimes, due to different factors (the candidate’s lack of time, potential incompatibility with the position, or with the organisation, the organisation's insufficient resources) it is preferable to refuse someone, rather than risk-ing to create dissatisfaction or frustration on either side. Ideally, even in case of a negative answer, the candidate should be contacted to be informed about the final decision and given feedback and recommendations on what to improve in the future. However, before completely rejecting a candidate, the organisation can propose the applicant to be put on a reserve list, or on a future contact list, or to be redirected to another organisation.

Tips and tricks in selection

- Ask questions and listen
- Be honest (don't hide possible risks, inconveniences)
- Give information about the organisation
- Give a clear picture of what the job entails
- Explore their interests, skills and motivations
- Match volunteers with the most suitable positions
- Answer questions and concerns
- Discuss the benefits of volunteering
- Prepare a standardized selection process, policies, and procedures
- Establish non-negotiables and areas of flexibility
- Ensure confidentiality (for them and by them)
- Inform them about benefits
- Have the courage to say NO!

1.4 Orientation and Training of volunteers

Orientation and training represent one of the key aspects in the retention of the volunteers. Both activities require a systematic and thorough preparation, in order to successfully equip the volunteer with the information and skills required to perform their activity within the organisation.

ORIENTATION, also known as induction, represents the process of preparing the volunteer for a clear relationship with the organisation and volunteering program or project. It should help the volunteer better understand the organisation, the team behind it, and their role within. It should provide them a comprehensive understanding of the organisation's background, as well as practical knowledge about it.

The content of orientation can include:

- Introduction about the organisation
- Presentation of the vision statement (purpose of the volunteering programme, proposed activities, values)

- Presentation of the volunteer management system (policies, working documents)
- Aspects related to organisational culture
- Rights and responsibilities of the volunteer and the organisation
- Agreement and signing of documents: volunteer contract, volunteer/post volunteer file, volunteer protection file
- First steps in the formation and consolidation of the volunteer team

This activity should allow the volunteer to answer the following questions:

⇒ *Why should I be working here?* The volunteer should learn about the history of the organisation and about the target group it serves. They should understand the problem and the causes addressed through the volunteering program as well as its core values. They should learn about other programs, projects and services the organisation implements, or will be implementing in the near future.

⇒ *How will I be working here?* At the end of the orientation, the volunteer should be able to understand the structure of the organisation and how it works, its internal rules and procedures. They should be presented the requirements, as well as the potential benefits. During the orientation, the volunteers should be introduced to the facilities and equipment they have access to. At this step, an introduction to their position should be provided, so they can better understand their activity within the organisation, or how they can get involved.

⇒ *Where do I fit in with everyone else?* During the orientation it is important that the volunteer is welcomed and introduced to the whole team, including the leadership of the organisation and the team. They should be presented with elements specific to the organisation's cul- ture.

When preparing for the orientation activity, it is important to understand that the whole process is meant to make the volunteer feel more comfortable with the organisation. Thus, the information should be delivered in a way that actively engages the volunteers in the activities prepared, so that the intellectual, practical and emotional bond between them and the organisation is estab- lished. For example, non-formal education based methods can be used in order allow an interac- tive and fun experience, such as: ice breakers, get to know each other activities, treasure hunts, team work activities, quizzes, etc.

TRAINING represents the process of providing volunteers with the ability to perform specific types of work. During a training, the volunteer can develop new skills, improve the ones they already have, or learn about the organisation's work specifications. When designing a training activity, the attitudes, skills and knowledge one needs in order to successfully perform their work should be incorporated. The training should meet the requirements of the volunteer's position, but also their learning needs. Training activities can be delivered not only at the beginning of the volunteering program, but also during it, so it gives the chance to the volunteers to learn new things, or to improve what they already know.

FOR VOLUNTEERS:	**FOR THE ORGANISATION:**
• a reservoir of new ideas, skills and experiences • legitimacy of involvement • sense of belonging • form of accreditation • intrinsic value	• means of standardising training • essential for certain activities • attracts, encourages and motivates volunteers • increases volunteer satisfaction and commitment • improves performance, ensures success

The training content can be delivered a variety of techniques and methods.

- **Formal training** aims to equip the volunteer with the required attitudes, skills and knowledge in order to perform their job. The information can be presented using different methods, such as: lectures, readings, discussions, field trips, videos, panel discussions, demonstration, role playing, case studies, simulations, etc. Formal training allows the volunteer to understand what they have to do and how to perform.
- **On-the-job training** gives the volunteer a hands-on experience, by actually trying out a task (perhaps after participating in a demonstration) and receiving feedback afterwards. Analysing the results and the experience is an important step in the learning process when using this training format.
- **Counselling gives** the volunteer the opportunity to be assisted in doing a task and solving a problem (whenever it pops up), by taking responsibility for a potential improvement in their work. When doing so, the volunteer, together with their supervisor, should identify the problem and its cause, identify potential alternatives, develop solution to the problem and learn from the experience.

1.5 Supervision of volunteers

The purpose of the supervision process is to empower the volunteer to become more autono- mous and independent. It is crucial for the volunteer's learning process as well as for the achievement of the program's results and objectives. Supervision has three main functions: man- agerial, educational and supportive. The managerial function helps the organisation preserve the quality work standards and achieve the results expected from the initiative. The educational com- ponent focuses on the development of knowledge, skills and attitudes of the individual, by con- stantly providing feedback and consultancy to the volunteer. The supportive function addresses the emotional aspects of the volunteering work. The organisation must create a safe space where the volunteers are able to share their feelings about their work, or any issues around it, and sup- port the volunteer overcome the eventual difficulties.

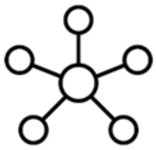
In general, the volunteers' coordinator will be the main person responsible for supervising the vol- unteers. For this, they need a set of special communication competencies, such as active listen- ing, assertiveness, empathy and being able to offer useful and meaningful feedback. It is im- portant that the coordinator understands the needs of each volunteer and provides them constant and custom support.

The main topics/themes of the supervision:

- progress meeting: positive aspects and areas for improvement
- organisation of working hours
- evaluation of volunteer performance/volunteer programme
- clarification and problem solving
- consultancy/expertise
- words of praise
- reporting errors
- setting standards
- assessment of training needs
- helping to match tasks to goals
- providing feedback
- answering different questions from volunteers
- modelling the professional behaviour of the volunteer coordinator
  (some important characteristics: enthusiasm, gratitude and professionalism)

The most important aspects the volunteers expect from their coordinator are:

- to set the standards,
- to provide consultancy and guidance,
- to answer questions,
- to evaluate their performance,
- to give them feedback.



Supervision is a continuous process which, if done properly, grows significantly the volunteers' work satisfaction. Supervision can be done in group, or individually. The group meetings are more efficient and useful when the entire team is involved in the same activities, allowing the coordinator to analyse the group's performance and work strategy. It is recommended that at the end, the coordinator is available for individual discussions if requested. Otherwise, individual meetings allow the discussion to be more detailed and create a better connection, but it is more costly for the coordinator, in terms of time and energy invested. It is useful to have periodic supervision meetings, focused on the current activities and events.

During a supervision meeting, the volunteer coordinator discusses with the volunteer, or with the group of volunteers, set of predefined questions that will help them understand the potential challenges the volunteer encounters. It is useful for the volunteer to hear the coordinator's opinions and advice. In a discussion, the coordinator will listen to the volunteer's opinion, guide them through questions to help them have a better understanding of the situation, and lead a discus- sion involving both sides about the next steps.

The questions addressed in a supervision meeting have different functions, based on their use:

Questions for clarification

- How do you feel about your volunteering activity in general?
- Are you satisfied with your role? How do you feel about your tasks?
- How do you feel within the team and the organisation?
- What are the main aspects you enjoy about your activity? What about the things you do not like in your work?

Questions for evaluation

- How would you evaluate your performance?
- Are things going as planned? Why?
- How can the program be improved?
- Did you receive adequate training and support?

Question for planning

- What can you do better in the future?
- What are your main learnings from this experience?
- What obstacles have you encountered in your activity?
- What strategy can/did you follow to overcome these obstacles?
- If you were to start again, what would you do differently?

The role of the supervision meetings is to support the volunteer in identifying the potential problems and offer the help needed to overcome them successfully. The coordinator should be open to discuss the emotional aspects of the volunteering work that the individual deals with. An effec- tive supervision process leads to improved communication.

A good supervisor ensures that relationships based on equality and collegiality are established among the volunteers, as well as between the volunteers and the employees. Their role is to address communication issues, or to solve potential conflicts. During the supervision meetings, the coordinator should provide constructive feedback to the volunteer, as well as to show gratitude for their efforts. One of the feedback techniques the supervisor may use is the Key-Start-Stop method. This method helps volunteers gain insight into the positive aspects of their work (what to maintain and continue doing), into areas where improvement is needed (what to start doing), and actions or behaviours that should stop. The supervisor should not be afraid to communicate neg- ative feedback, if the volunteer's actions and behaviours affect the results accomplishment, or have a negative impact on the team. It is very common that the volunteer is not aware about the others' perspective and understanding it will only help them grow and improve their work and relationships.

A supervision session may end by congratulating the volunteer for the great things they have done, or by reporting some mistakes and building up a plan that will help the volunteer be in con- trol in the future in order to improve their performance and relationships.

The support and supervision should reflect the following **principles**:

- **Healthy climate:** It is vital to foster a climate that allows the volunteers to ask for help. A point of contact for support should always be available. Equally supervision must be seen as a part of the volunteer experience and not something that only happens when there is a problem.
- **Accessibility**: Support and supervision must be provided at appropriate times and places for volunteers.

- **Flexibility:** The supervision should be adjusted as necessary to accommodate the needs of individual volunteers.
- **Appropriateness**: The support given must bear some relationship to the work that volunteers are being asked to do as well as being obviously helpful for them.

1.6 Teambuilding

A good volunteer coordinator and supervisor is one who can manage group dynamics well. Understanding the **stages of team development**, helps a supervisor learn how to intervene at each stage with appropriate and effective measures.

The process of learning to work together effectively is known as team development. Research has shown that teams go through definitive stages during development. Bruce Tuckman, an educational psychologist, identified a five-stage development process that most teams follow to become high performing. He called the stages: forming, storming, norming, performing, and adjourning.

Forming stage

The forming stage involves a period of orientation and getting acquainted. Uncertainty is high during this stage, and people are looking for leadership and authority. A member who asserts authority or is knowledgeable may be informally selected to take control. Volunteers are asking such questions as "What does the team offer me?", "What is expected of me?", "Will I fit in?".

Most interactions are social as members get to know each other.

Storming stage

The storming stage is the most difficult and critical stage to pass through. It is a period marked by conflict and competition as individual personalities emerge. Team performance may actually decrease in this stage because energy is put into unproductive activities. Volunteers may disagree on team goals, and subgroups and cliques may form around strong personalities or areas of agreement. To get through this stage, volunteers must work to overcome obstacles, to accept individual differences, and to work through conflicting ideas on team tasks and goals. Teams can get bogged down in this stage. Failure to address conflicts may result in long-term problems.

Norming stage

If teams get through the storming stage, conflict is resolved, and some degree of unity emerges. In the norming stage, consensus develops around who the leader or leaders are, and individual volunteer's roles. Interpersonal differences begin to be resolved, and a sense of cohesion and unity emerges. Team performance increases during this stage as members learn to cooperate and begin to focus on team goals. However, the harmony is precarious, and if disagreements re-emerge the team can revert back into storming.

Performing stage

In the performing stage, consensus and cooperation have been well-established and the team is mature, organized, and well-functioning. There is a clear and stable structure, and members are committed to the team's mission. Problems and conflicts still emerge, but they are dealt with constructively. The team is focused on problem solving and meeting team goals.

Adjourning stage

In the adjourning stage, most of the team's goals have been accomplished. The emphasis is on wrapping up final tasks and documenting the effort and results. As the work load is diminished, volunteers may be reassigned to other teams, and the team disbands. There may be regret as the team ends, so a ceremonial acknowledgement of the work and success of the team can be helpful. If the team is a standing committee with ongoing responsibility, volunteers may be re- placed by new people and the team can go back to a forming or storming stage and repeat the development process.

PHASE	FORMING	STORMING	NORMING	PERFORMING
Cooperation between hu- man beings = level of interaction	orientation	conflict	organization	mutual trust
Organization of work = factual level	improvisation	strategy	structure	targeted working
Group activities	organize teambuilding activities	process conflict with specific techniques	generate procedures, rules, standards	supervision, monitor- ing, constant motiva- tion recognition of volunteers

In order to have a well-functioning team a concrete goal is needed. This must be clear for every member. The more the team members can identify themselves with the aim, the greater the chance of success. To finish a task successfully, different skills and abilities are needed, so you need to make sure that you have people with these skills in your team. Also, it is important for a team to have different personalities: idealists, lateral thinkers, mediators, creatives, and pragmat- ics. The team coordinator must bring these different personalities together and not allow them to clash. One person has to take over control and coordination of the team. This person must be able to lead, delegate and appreciate people. This person must be accepted by the whole team. Every team must be big enough and have enough time to solve the given tasks together. But the bigger the team, the more demanding it gets for management manager to lead it. An efficient team must maintain regular contact. One hand has to know what the other one is doing. There- fore, it is important that team members know how they should communicate. The team should agree on that from the very beginning.

Tips that will help the volunteers to create a good working atmosphere:

- **Weekly planning** – Create the weekly planning together as a team
- **Project meeting** – Include the whole team in a meeting to introduce the project
- **Coffee break** – Ensure you allow your team coffee breaks for social interactions and building a social atmosphere
- **Delegation** – As far as possible you should give your staff members the option to delegate colleagues
- **Coordination of the project** – Hand over the coordination of new projects to different team members every time. This will give each team member experience of leading
- **Feedback** – Offer your team the chance to give feedback, listen to what they are saying and take their suggestions seriously. Take practical action
- **Improvements** – If feedback leads to improvements, acknowledge the team member's contribution, and show your appreciation
- **Room designing** – If possible, offer your team the opportunity to design and/or organise their workplace
- **Cooperation** – Ensure that you as a manager also take part in the work as much as possible
- **Holiday schedule** – Plan the holiday schedule together as a team
- **Work time** – If possible, give your team the opportunity to coordinatework timetables among themselves and make flexitime arrangements possible.

1.7 Conflict management

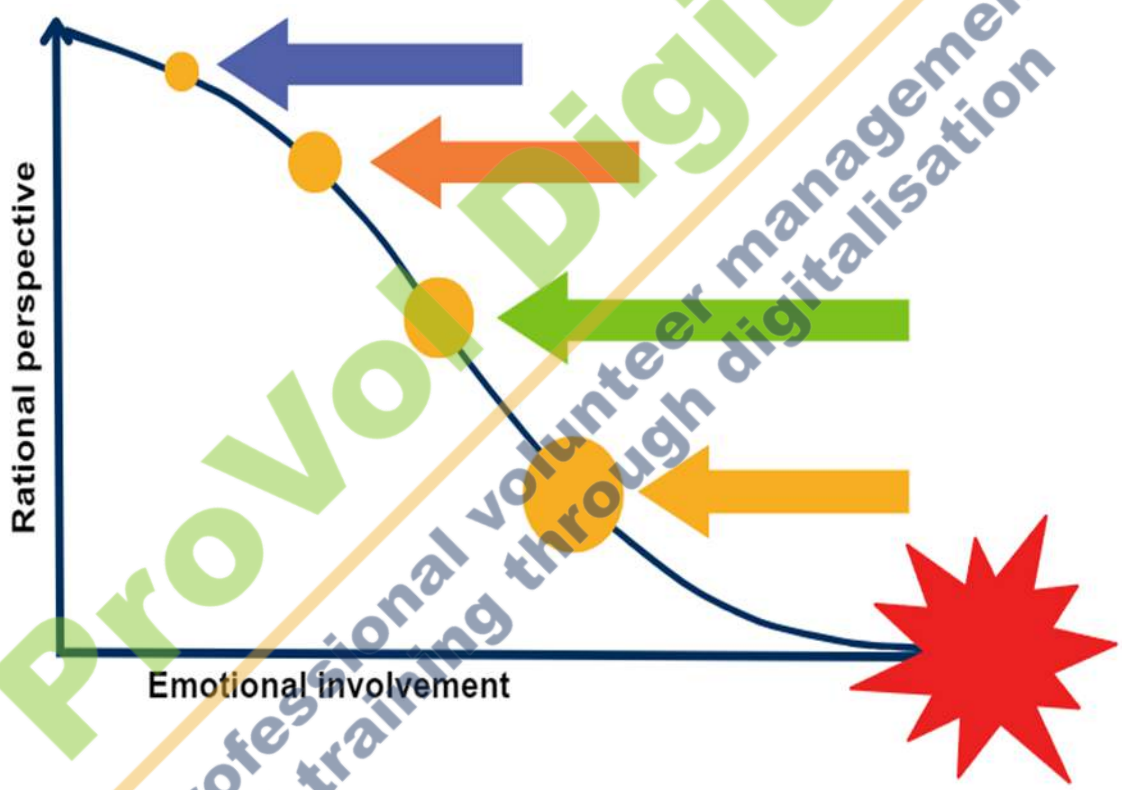
When teambuilding does not go well, conflicts can arise, and it is the responsibility of the volunteer coordinator to help solve conflicts. It is important to understand different conflict levels and how the arise, to be able to apply effective interventions.

Preconditions of a conflict show that:

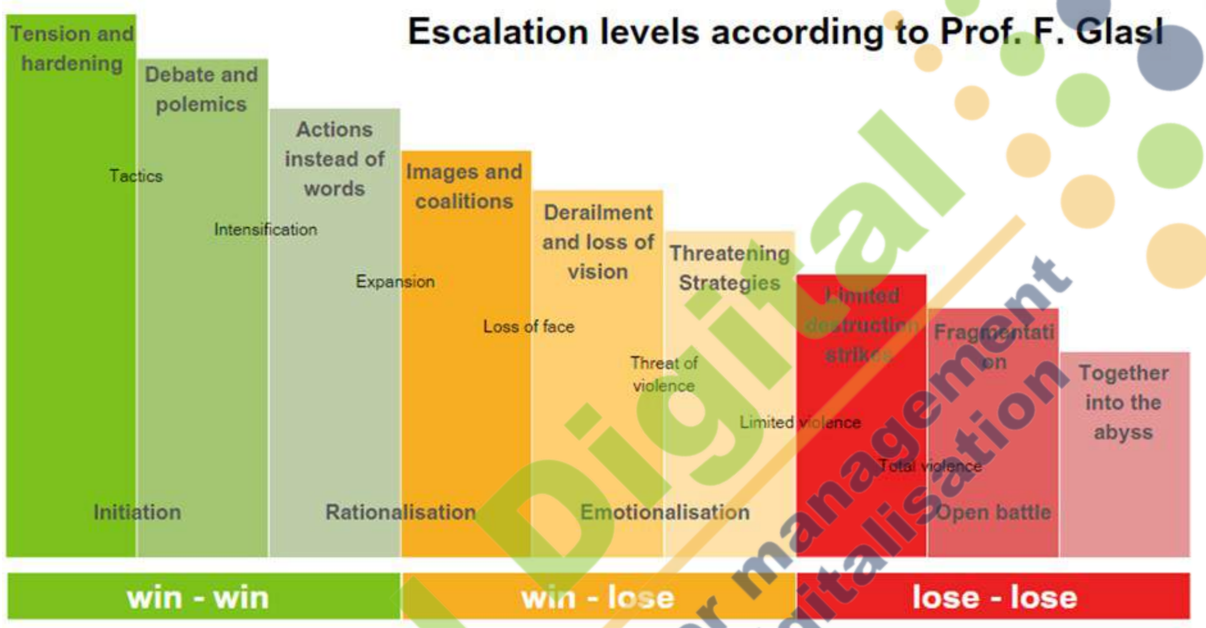
1. The concerns or goals are incompatible, and at least one of the involved parties considers the beliefs, desires, aspirations, goals and actions of the other as illegitimate.
2. At least one of the involved parties one of the parties is convinced that only their own valuations are true or justified.
3. One or more parties to the conflict feel impaired or threatened as a result.
4. The parties believe responsibility for the conflict lies with the other party.
5. Both parties are informed about the impairments but are not prepared to change their own position.

A conflict implies the entanglement of emotions. These can take center stage, driving actions and reactions. Mutual attempts of manipulation often arise, as each party seeks to assert dominance or control over the situation. Rather than seeking common ground, individuals may forget about the connecting links that bind them, focusing instead on emphasizing separating issues. This emphasis on division only serves to widen the gap between conflicting parties, leading to a cycle of misunderstanding. Avoidance becomes a coping mechanism, as individuals choose to distance themselves rather than confront the complexities of the conflict. Yet, it is in acknowledging and addressing the emotions underlying these conflicts that true resolution can be found, fostering understanding and reconciliation.

According to Kurt R. Spillmann and Kati Spillmann there are five identifiable escalation levels of a conflict, depending on the intensity of the emotional involvement or the rational perspective. There stages of a conflict, are:



One effective approach to resolving conflicts involves open, honest, and respectful communication. All parties should express their perspectives and feelings without interruption, actively listen to each other, and seek to understand underlying emotions and motivations. It's important to identify common ground, encouraging a collaborative mindset and a willingness to compromise and consider alternative perspectives. A coordinator should act as a mediator by, shifting the fo- cus from assigning blame to finding solutions. Once a resolution is reached, the coordinator ensures that agreed-upon solutions are implemented effectively, and follow up regularly to address any lingering issues. Finally, the coordinator may help volunteers use the conflict as an opportunity for learning and growth, reflecting on what contributed to the conflict and how similar situations can be handled differently in the future. By committing to communication, collaboration, and understanding, conflicts can be effectively resolved, fostering stronger relationships and a more harmonious environment.



The phase model of escalation by Friedrich Glasl is a model for conflict analysis. The model has nine stages, and these are divided into three main phases (levels), each with three gradations.

1. First main phase: both parties to the conflict can still win (win-win).
2. Second main phase: one party loses while the other wins (win-lose).
3. Third main phase: both parties lose (lose-lose).

The three main phases are separated from each other by so-called main thresholds. Respecting the first main threshold ensures a cooperative solution on the substantive level, respecting the second main threshold means still being guided by moral-ethical scruples. Usually, a conflict evolves in various steps.

Phases of a conflict

- **Phase / Beginning: annoyance**

Getting annoyed by minor issues.

Hot phase: controversy

The conflict erupts:

- Both parties get into a fight, persisting in each one's point of view and ignoring the arguments of the other side.
- Both parties may act as if the conflict never happened.
- The conflict could be ended or deescalated at this point. If there isn't any such solution, the next phase will follow.

Cold phase: breaking off the relationship

The tension between both parties is increasing. Talking about the problem is almost impossible. The relationship changes:

- forgetting about connecting links
- emphasizing separating issues
- avoiding each other

First physical reactions (headache, hardening of (neck-) muscles) can occur.

- it is quite normal and recommended that both parties are avoiding each other at this phase of a conflict.

Cold phase: social expansion

Self-doubts are increasing, namely to the same extent as the tension increases.

Both parties are seeking allies to get psychological relief. Third parties may get involved and participate in the conflict.

Cold phase: strategy

An increase of self-consciousness comes along with the new support. In fantasy, both parties are developing new strategies to increase the pressure and to protect themselves against attacks. To see through the others' strategy and to destroy it becomes the overall goal.

Hot phase: threat

As the conflict becomes the main issue, it will dominate all the individual perceptions, thoughts, and emotions. Willingness to cooperate is vanishing, mutual pressure is increasing. The aim of all actions is to sabotage the other objectives, whereas means and intensity are still limited at this stage of the conflict.

Cold phase: breaking the rules

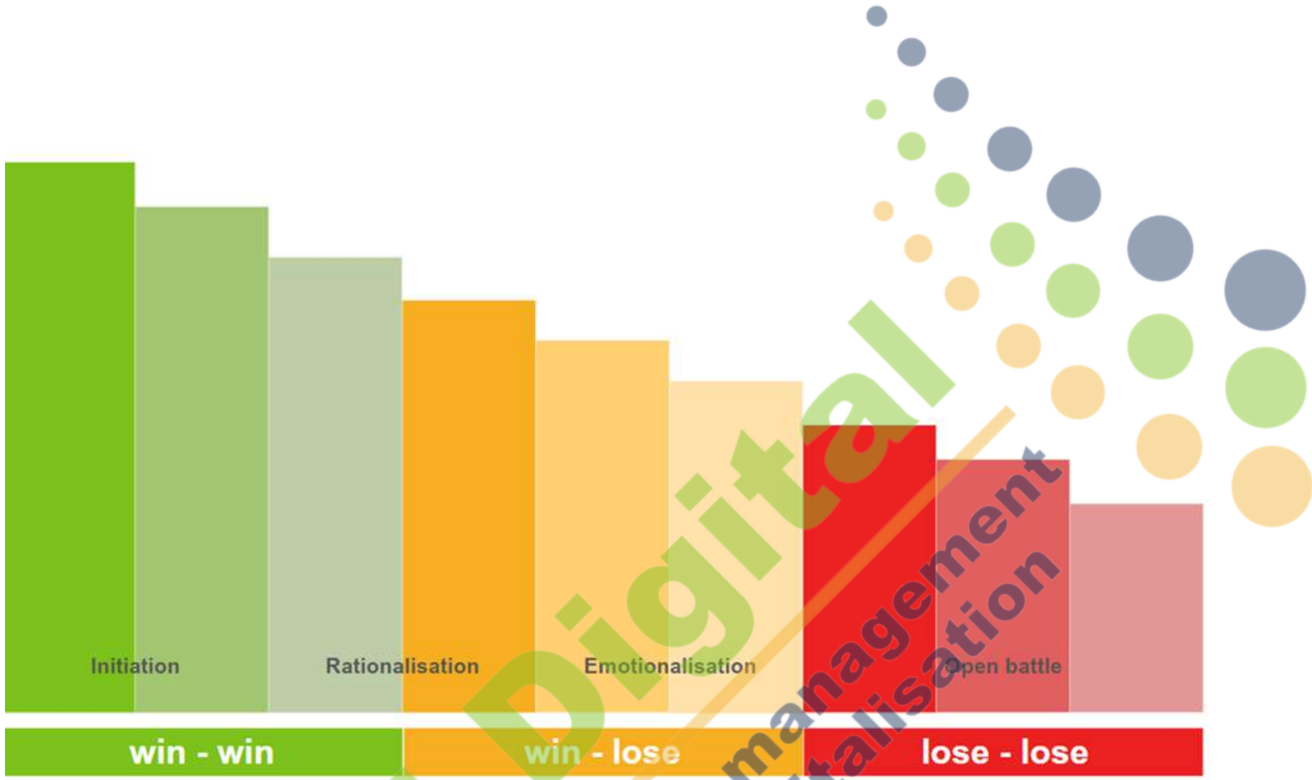
Every action of the other party is perceived and interpreted as negative. One expects worse treatment by the other than is able to do by oneself. A new dimension of the conflict shows up: Every change for the worse is the others fault. Everything becomes the other's fault.

Hot phase: ambushing

Conflict is changing into visible sabotage. To destroy the others' power, the overall goal is to spoil the others' objectives. Attacks against the other party and its allies are increasing.

Hot phase: war

This last phase is about "me" or "the other". It is aimed at destroying the enemy in mental, physical, social, professional terms, accepting your own harm (disease, reprisals).



To achieve de-escalation Glasl assigns the following strategic models to the different stages of escalation:

Stage 1–3: Mediation: bringing in a neutral third party to facilitate communication and assist in resolving the conflict through dialogue.

Stage 3–5: Process guidance: provide support and direction in the conflict resolution process. It may involve helping parties define issues and develop strategies for resolution.

Stage 4–6: Socio-therapeutic process guidance: Focus on the emotional and psychological aspects of the conflict, aiming to address underlying issues

Stage 5–7: Intercession, intermediation: This stage may include propose solutions and assist in negotiations. Intercession involves actively intervening in the conflict, while intermediation involves acting as a go-between.

Stage 6–8: Arbitration, court action: If informal methods like mediation fail, more formal processes like arbitration or legal actions may be pursued to settle the dispute.

Stage 7–9: Forcible intervention: Intercession involves actively intervening in the conflict, while intermediation involves acting as a go-between. This stage may include proposing solutions and assisting in negotiations.

De-escalation works best as an early intervention. Show empathy, concern, respect, seriousness, and fairness. Build a communicative relationship with the other person. Do not control your counterpart but control the situation.

Strategies for de-escalating conflicts

- Active listening/ showing interest

Take time. Be a good listener and show interest in the other person's explanations and in finding a solution.

- Appreciation

Be grateful that the problem is being addressed: "I really want to thank you for talking to me!"

- Understanding

Show understanding for the other person's reaction. Change of perspective: "I understand you. The situation does appear different from your point of view."

- Responsibility/ apology

Apologize without taking sides, which can be done without taking overall responsibility!

- Clarity/ setting objectives

Discuss things openly. Ask for objectives that contribute to a better understanding: "What could we do to prevent this from happening again?" "What should we do differently?"

- Next steps/ agreement

To reach the joint objective, set the next steps. Make sure that each party agrees: "Okay, I will do it this way ... Is this acceptable to everyone?"

- Final phase of a conflict

In the end it is about defending one's own power, but conflict resolution is still possible. Every phase of a conflict contains lots of energy and creativity that can be used.

The later the phase of the conflict, the more advisable it is to make use of external consultants. Neutral objectives must be developed, empathy for the others point of view must be promoted. Mediating the conflict should persist until all parties find a way to neutral interaction. If you can not successfully mediate the conflict, the only solution is to separate the disputants.

If possible, involve the team in the conflict solution. One of the methods to do this, is the "Fishbowl method":

“Fishbowl method“

The “fishbowl” is a strategy that helps participants be contributors and listeners in a discussion. It consists of people sitting in a circle (the ’fishbowl’) and observers standing outside the circle. Participants in the fishbowl circle ask questions, present opinions, and share information, while observers on the outside of the circle listen carefully to the ideas presented and pay attention to process. Then the roles reverse. This strategy is especially useful when you want to make sure all participants participate in the discussion, when you want a reflection on what a “good discus- sion” looks like, and when you need a structure for discussing controversial or difficult topics.

1. Setting up the room

A fishbowl requires a circle of chairs (“the fishbowl”) and enough room around the circle for the remaining participants to observe what is happening in the “fishbowl.” The observers stand around the fishbowl.

2. Select a conflict that needs to be discussed in group

Almost any topic is suitable for a fishbowl discussion. The most effective do not have one right answer, but rather allow for multiple perspectives and opinions. The fishbowl is an excellent strategy to use when discussing dilemmas.

3. Set discussion norms and rules of the discussion

There are many ways to structure a fishbowl discussion. Sometimes facilitators have half the participants sit in the fishbowl for 10-15 minutes and then say “switch,” at which point the listeners enter the fishbowl and the speakers become the audience. Another common fishbowl format is the “tap” system, where observers gently tap a participant on the, indicating that they should switch roles.

Regardless of the particular rules you establish, you want to make sure they are explained beforehand. You also want to provide instructions to the observers. What should they be listening for? Should they be taking notes? Before beginning the fishbowl, you may wish to reflect on how to have a respectful conversation

4. Debriefing the fishbowl discussion

Take a moment to debrief with all participants on the way the discussions went.

1.8 Motivating volunteers

Maintaining the volunteers' motivation is always the most challenging aspect in volunteer management and it is in fact not just one step or, for example, the 6th step chronologically. It is rather a horizontal approach and attitude towards the volunteers' involvement. It includes all the differ- ent initiatives taken during the whole volunteering program that in the end brings quality to the volunteer management process and ensures the motivation of the volunteers involved.

Motivation is a dynamic process, and in the voluntary sector it has **3 dimensions**:

1. To improve the **individual motivation of volunteers**, the coordinator will take particular actions according to their personal needs and individual motivational drive.For a volunteer who is motivated by group affiliation and positive relationships, the best way might be to find a volunteer activity that involves networking, socializing, group work and not individual work. Also, with such a volunteer it is good to spend time together, try to get to know them better, show interest, acceptance, appreciation. They will be motivated by tasks and roles with impact and chances to make a difference in the community. Basically, give them the opportunity to put their skills and influence for positive change into practice.
2. To improve the **group motivation**, various teambuilding activities are organised. The coordinator makes sure that participants understand the importance and the need to organise teambuilding meetings for volunteers.
3. **To improve process motivation** (quality of work with volunteers), individualized motiva- tion activities can be implemented: for example, completing the questionnaire: What kind of volunteer am I?

Motivation represents the reason behind the actions of each of us. It is what gives one energy and directs their behaviour. In volunteer management, the organisations usually struggle in find- ing ways to keep the volunteers' motivation high, as they cannot be remunerated, or profit from other financial benefits, like paid staff. Motivating the volunteers should not be a reactive action to unmotivated individuals, but rather a set of actions undertaken by the organisation through the whole volunteering program in order to prevent the volunteer from losing interest or lowering the standards.

Understanding what motivates each individual helps the coordinator not only to support the volunteer, but to create an environment that fulfils the volunteer's needs. Keeping the volunteers' motivation high helps the organisation with their retention, as it is more costly to continuously re- cruit for new volunteers than to work on motivating the current volunteers within the team.

When we address the **individual volunteer's motivation**, what we actually do is to identify each individual's needs and try to meet them through custom actions. People have various needs that have to be fulfilled in their work in order to keep them motivated:

- **The need for power**: some people like to feel in control, or to have the sense of authority and influence over the other volunteers. They enjoy sharing their ideas, or giving advice and aim to gain a positive reputation or obtain an important position.
- **The need for achievement:** some people are motivated whenever they successfully fulfil

their responsibilities and others acknowledge their contribution. They want to achieveimportant objectives and reach concrete outputs.

- **The need for affiliation:** some people need to feel accepted and liked by the others. They enjoy interacting and working in a team, while being concerned about how the other team members feel.

People often have a combination two or even three categories of needs, but there is almost always one that is more prominent.

The key to retaining volunteers is to make sure that they are getting their motivational needs met, through their volunteering experience. Moreover, as previously mentioned, the organisation must ensure that the volunteers are motivated throughout their engagement, and must take proactive initiatives to maintain it.

This includes:

- creating a motivating role, that allows the volunteer to feel that they contribute to a cause in accordance to their values and beliefs;
- having a clear description of the tasks and setting realistic objectives;
- creating a motivational environment, with well-established procedures and rules, that allow the volunteer to be more independent. This helps them understand better their role within the organisation, what to do, or how to react in certain situations;
- ensuring a positive working environment and relationship with the paid staff. Making sure that the employees treat the volunteers as equals;
- creating a motivating recruitment message, focused on the mission of the initiative, as well as on its benefits and development opportunities;
- maintaining a transparent communication with the candidates, during the selection phase, offering space for potential volunteers to ask for feedback;
- congratulating the selected volunteers and making them feel welcomed in the team;
- offering orientation and training opportunities to help the volunteer integrate and learn about their role in the organisation, as well as to develop or improve competencies related to their position;
- constantly giving constructive feedback and support;
- allowing the volunteer to be independent and providing a hands-on experience through their tasks;
- managing well the volunteer's time and talents;
- taking into consideration their feedback and suggestions;
- expressing recognition and appreciation.

You should not forget that volunteers can also be lost if they are experiencing a range of negative emotions and perceptions within their environment. They can feel unwelcomed, uncomfortable, and unaccepted or unappreciated by paid staff members. Additionally, there can be lack of camaraderie among team members. Furthermore, they can feel either overwhelmed or underutilized in their roles, leading to feelings of exploitation. Moreover, they can lack opportunities for participation in decision-making or taking on responsibilities. Overall, their experience is characterized by dissatisfaction and disengagement.

General motivational activities can include:

- Celebrating 5 December - International Volunteer Day
- Happy birthday!!! - birthday, name day, etc.
- Social media posts with volunteers, results, etc.
- Theme parties
- Nature outings, pick-nicks
- Restaurant outings
- Mentioning names on the organisation's website, at events
- Thank you letters
- Certificate of participation

Group motivators

- Help us to become a good team
- Sense of team spirit
- Group events
- Sharing achievements (so that everyone knows what others do)
- Share vision
- Clear role distribution for different tasks
- Success common facilities
- Keep everyone updated with information, e.g. through regular gatherings

Individual motivators

- Feedback
- Communication space
- Evaluation feedback
- Space for development
- Possibility in new tasks
- Networks and connecting
- Praise for achievement
- Giving criticism for improvement in friendly way
- Be open and ask for help
- Give support (training, resources)
- Be flexible
- Accepting ideas
- Set clear and measurable goals
- To be appreciated and respected
- To be acknowledged (names, skills, characteristics, motivational role)
- To be able to grow (to apply skills)
- To be treated equally
- Listening in conflict situations and other situations
- Clear structure, and overview
- To have a visible outcome and progress
- To decide by myself on how to get there
- Trust

1.9 Recognition of volunteers’ merits

Recognition represents the acknowledgement of the volunteer's efforts, and it is linked to their motivation. It represents the way of showing appreciation to the individual and rewarding them for their contribution. Recognition helps with the volunteers' retention, giving them a sense of accomplishment and belonging. Additionally, it contributes to the volunteer's morale and work satisfaction, by assuring them that their involvement is meaningful for the organisation and for the cause of the volunteer program.

Recognition of merits can be conveyed through numerous initiatives that combine both formal and informal methods.

- **Formal recognition** includes giving awards, certificates, badges, access to extraordinary training or learning opportunities, recognition dinners or showing gratitude during public events.
- **Informal recognition** takes place on a daily basis, in the interaction between the volunteer and the organisation, by simply showing appreciation or thanking the volunteer for their contribution.

The way to keep volunteers engaged in the organisation is to determine what motivates them and then to recognize their merits based on their motivations. In order to be effective, the recognition should be personalized for each volunteer.

Recognition of merits, based on the volunteer's type of motivation should include:

For power-oriented volunteers
- impressive job titles;
- opportunity to be promoted; access to information
- letters of recommendation noting their impact;
- being introduced to people with influence
- recognition from the people with authority within the organisation;

For achievement-oriented volunteers
- tangible rewards
- additional training;
- more challenging tasks;
- letter of recommendation noting specific accomplishments;
- being included in staff meetings when appropriate;
- managing their time efficiently;

For affiliation-oriented volunteers
- public recognition;
- cards, gifts on special occasions;
- unexpected thank you notes / emails;
- personalised awards;
- group events and social outings;
- showcasing their work through pictures made available for the public;
- being considered to give input about the clientele.

Daily means of providing recognition:

- saying "thank you";
- congratulating the volunteers when they did a great job;
- asking for their opinion;
- showing interest in their personal life;
- inviting them to informal activities;
- giving them compliments;

Intermediate means of providing recognition:

- writing a letter of recommendation;
- putting the volunteers in important task forces or committees;
- posting graphic displays, showing progress toward targets;
- mentioning major contributors by name in reports;
- inviting the volunteers to present their results;
- giving permission to go to seminars or other meetings;
- celebrating the volunteer's birthday;
- allowing the volunteers represent the organisation on important occasions;
- having the management write them a thanking message;
- celebrating their major accomplishments;
- including them in the organisation's newsletter.

Major means of providing recognition:

- creating personalised merchandise;
- providing networking opportunities;
- giving additional responsibilities and a new title;
- awarding the best volunteer, or best volunteer team;
- creating a suggestion and recommendation box.

When a volunteer leaves the organisation, it is important to provide a proper farewell. Here are some tips:

- show appreciation (e.g. writing a letter, mentioning at a meeting, provide a farewell party)
- have a private talk and provide qualified feedback and suggestions
- give opportunities to stay in contact (e.g. membership, online volunteer options …)
- write a reference letter or give reference if needed
- ask for feedback and suggestions for improvement

1.10 Monitoring volunteers

Monitoring in volunteer management is defined as a continuous assessment of the volunteer's activities to ensure they are on-course and on-schedule in meeting the program's objectives. Monitoring involves observing the volunteer's work and identifying potential problems in order to bring the program back on track by taking required corrective actions. Unlike supervision which involves supporting the volunteer in their ongoing work, monitoring is focused on the activities already implemented by comparing the results obtained with the indicators set when designing the program.

Monitoring represents an on-going process whose purpose is to improve efficiency and adjust the work plan. On the other hand, evaluation efforts work to improve effectiveness, assess the impact and results of the program and support future planning. Effective monitoring involves constantly checking the volunteer's work, to make sure they are making progress towards the target, rather than waiting until the end and finding different results than expected.

Monitoring	Evaluation
• Continuous assessment of the volunteer's activities • Process of collecting data • May be related to evaluation • Purpose: improve efficiency and adjust the work plan • Has no effect on the programme	Data collection Data processing Use of results Data analysis Purpose: assessment of the program, evaluate the impact and results of the program and support future planning Determines and/or justify program changes

Proper monitoring constantly analyses the indicators set in order to measure whether the pro- gram is successful or not. Through monitoring, it is observed the degree of implementation of the volunteering work plan, throughout the program, as well as the progress in meeting the program's objectives. Indicators are measurable and are represented by a percentage or a number that will allow the comparison between the desired objective and the current situation, at any moment of evaluation.

Setting regular checkpoints ensures that the volunteers make constant progress and that last-minute, poor-quality work is avoided. A variety of methods may be used in order to record the information from the volunteers in a systematic and clear manner. For a good overview of the volunteers' progress, it is recommended to use a combination of different methods that allow both a quantitative and qualitative assessment. The methods include:

- **Timesheets:** illustrate the activities performed by the volunteer, together with the amount of time consumed.
- **Questionnaires:** are a centralised manner for collecting volunteers' input regarding their progress. They can be created online or on paper.
- **Progress reports:** provide a comprehensive way of evaluating one's work. The tool allows a better understanding of the volunteering performance, focusing rather on open ended questions.
- **Interviews:** represent discussions with the volunteer. The person responsible for monitoring prepares a set of questions and guides the volunteer through them, while taking notes. There can be group interviews, or individual ones.

Volunteer timesheet template

Volunteer's name: Month/Year:

Organisation and project's title:

Name of the supervisor/volunteer coordinator:

When conducting monitoring activities, it is also a good opportunity to request feedback from the volunteer, but also to give them feedback regarding their work. It is important to constantly re- quest feedback to better understand what the organisation can do in order to support them in be- ing more efficient and productive. The volunteers' coordinator should also have a follow-up activi- ty with the volunteers, letting them know the conclusions of the monitoring process, as well as the potential aspects to be improved. Possible decisions about work plan adjustments should be made together.

Monitoring and supervising volunteers working remotely may be challenging. The separation be- tween the project team and the volunteers may lead to potential frustration, inefficient communi- cation and poor performance, as people are used to working in a shared environment. Under these circumstances, it is important to create a sense of connection and bonding between the team members. Volunteers work better if they feel connected to the organisation and the other people they are working with. It is important to achieve a sense of personal contact between the project team and the volunteers. Frequent interactive meetings will also help the volunteers de- velop a sense of belonging.

Date	**Activities**	**Number of hours**
Total		
Signature of the volunteer		
Signature of the supervisor/volunteer coordinator		

1.11 Evaluation of volunteers and volunteer program

Evaluation is a key element in analysing whether or not a program was successful. When evaluating a volunteering program, the organisation needs to look closely at the way volunteers performed, the way their involvement brought value to the organisation and the cause supported, but also to the way they felt as part of the program.

When evaluating volunteers, the organisation should start from the volunteer's job description and get various points of view in order to reach a conclusion. This process helps assessing to what extent the goals of the program were reached and what has to be improved in the future,

There are different ways to evaluate whether the program was successful:

- **mission-based evaluation**: measures the impact of the volunteer program and to what extent the volunteers helped the organisation achieve the goals set within the mission of the volunteering program.
- **output-based evaluation**: examines the results obtained within the program, by comparing them with the indicators set when designing the program;
- **standards-based evaluation**: evaluates the effectiveness of the volunteer program comparing it to the standards of operation.

In the evaluation phase we put together all the results obtained by examining all monitoring documents (timesheets, progress reports, etc.). It is important however to allow the volunteers to self-evaluate their overall performance and learning experience, as well as to provide feedback about the program. This will help the organisation gather very useful information which can be used to change and improve the program, and guide future initiatives. When we measure the volunteer's performance, we basically formulate questions, collect and analyse data, modify plans and actions if needed. The evaluation can be done through surveys, reports, or interviews with the volunteers who have completed their projects.

The dual **purpose of evaluation** is: **to improve** (intervention/improvement for current and future programs) and **to prove** (communication of results/impact within and outside of the organisation).

The evaluation of the program should focus both on quantitative and qualitative indicators.

- **From a quantitative perspective**, the evaluation should address the results obtained, in comparison with the indicators set during the program design, the numbers of volunteers involved, volunteer hours and the value of the volunteer time. The value of volunteer time can be calculated based on a minimum wage system, considering the number of volunteer hours multiplied with the minimum wage / hour in the state the volunteer is established. The results can be framed in an infographic, in order to help the organisation communicate the program's impact to stakeholders.
- **From a qualitative perspective**, the organisation should evaluate:

The work of the volunteer:

- How did the volunteer feel in their position and about the tasks delegated?
- Did they successfully complete the tasks given?
- Did the job meet the ' 'volunteer's expectations and help them reach their potential?
- Were there any obstacles in fulfilling their tasks? Were there any delays?
- Did they have enough support?

The personal growth of the volunteer:

- Did the volunteer achieve what they expected in the program?
- Did the activities help them achieve their goals?
- Did the volunteer improve or develop new competencies?

Evaluation represents an important phase for the future of the initiative and for the organisation. It represents a way to inspire and enrich the organisation, as well as improve the 'coordinators' and 'volunteers' performance. Evaluation helps to measure the efficiency and the personal development of each individual. It also benefits the volunteer by providing constructive feedback to help them reach their full potential and grow further personally and professionally. This allows the volunteer to reflect on their achievements, strengths and weaknesses. At the end, their efforts should be rewarded with a certificate, letter of recommendation, or other means that reflect their involvement in the program.

Module 6

PUBLIC RELATIONS

Public Relations

At the end of this module you will:

- be able to build a communication strategy
- know which media tools to use
- know the tools that can help to get visibility in the local community
- gain competencies in communication.

What is public relations?

Public relations is:

- publicity
- research
- special events
- speeches
- strategy
- evaluation
- community partnering
- fundraising.

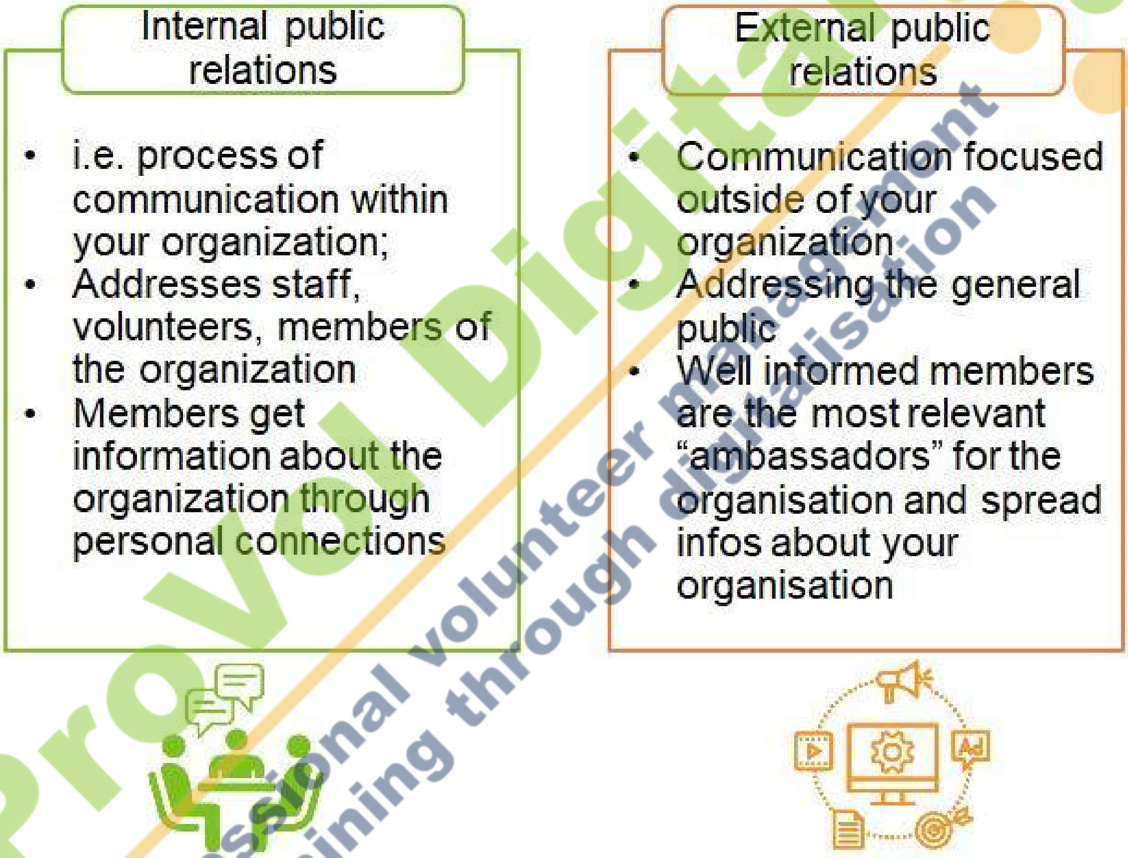
But none of these, individually, reveals the totality of what public relations is about.
Public relations (PR) are the methods and strategies used to control how information about an NGO (or person, or company) gets out to the public, especially to the media. Its main goals are to spread important NGO news or events, and to keep a good image of the brand to increase the results and impact.

PR is generally defined as “a strategic communication process that builds mutually beneficial relationships between organizations and their publics“. The most widely used definition is the one of J. Gruning and Hunt stating that public relations is “the management of communication be- tween an organisation and its publics”.

It is important to know that PR only works properly if your product is good. What determines if a product is good? Well, in the 1940s, Rosser Reeves invented the concept of a “unique selling proposition”, a concept that is highly relevant even nowadays. In the context of PR, this “good” product means that it exceeds the needs and expectations of its target audience. It also needs to be unique and valuable. With this in mind, in his 1961 book, Reality in Advertising, Reeves says that “the proposition must be one that the competition either cannot, or does not, offer”. There- fore, for a good PR to be successful, authenticity and uniqueness, along with a distinctive value is what is needed.

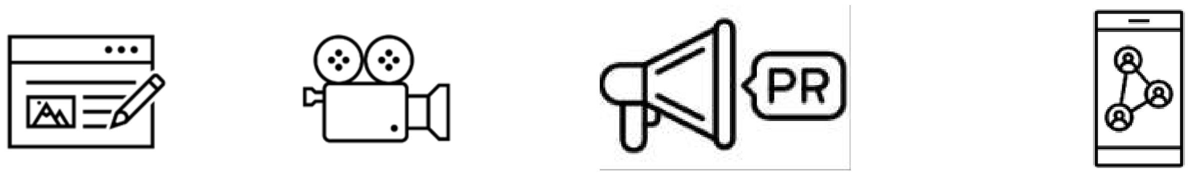
Distinction: internal – external PR

There are two different forms of public relations: **internal public relations** i.e. processes of com- munication within your organisation; **external public relations i.e.** communication focused out- side of your organisation.



Channels for PR – Communication channels

There are different types of media, and you should carefully consider which platform is best for your purposes. Here is a breakdown of some types of media:



Print media	TV and Radio	Online & Social Media	Other forms of PR
Brochures, leaflets, posters (Annual) Reports Invitations Newspapers: local, regional, national, international Advertising journals Official magazines	Public TV (regional, national, international) Radio stations (regional, national, international) Online TV and radio programs Private broadcasters (international, national, regional and local)	Online platforms of publications Organisational websites Local web platforms and event calendar Facebook Instagram TikTok LinkedIn Twitter YouTube Blogs Vlogs Podcasts Messenger services and groups (Telegram, WhatsApp...)	Give aways (e.g. pens, bags, cups) Shop windows, showcases, flags, notice boards, banner advertising, signs .. Public events (congress, speeches, workshops, competitions) Advertisement Information stands, fairs, exhibitions Demonstrations Flash mobs … **Word of mouth!**

Below you can find several examples of communication channels and their advantages and disadvantages.

Press release

Suitable for

- Media and its readers
- Topics with high news value and topicality

Advantages	**Disadvantages**
• High volume of attention and credibility when the report gets published in the media • Communication focused on the target group is possible	• Limited control: not all the information will always be published, and what is published does not always match the press release

Own publications
Flyers, posters, brochures, magazines

Suitable for

- All target groups, especially customers/ clients/ members
- Specific information related to your organisation

Advantages

- Flyers, brochures and similar materials can be given out at events or sent to selected target groups
- Complete control over the content: Provide an opportunity for NGOs to reinforce their brand identity and build a positive public image

Disadvantages

- More effort (layout)
- Higher costs (e.g. printing, shipping)
- Limited Reach: Own publications may have a limited reach compared to main-stream media or online platforms
- Get thrown away quickly

Website

Suitable for

- All target groups
- Presentation of the organisation, image management, background information, regular news and updates

Advantages

- Global reach
- 24/7 Accessibility: Information on a website is available around the clock
- Rich multimedia content: all information such as press releases, publications, event information, photos and videos can be provided on the website
- Relatively simple and cheap
- Control over what is published and how
- Allow for interactive engagement through features like contact forms, comments, and social media integr

Disadvantages

- More effort (layout)
- High technical and maintenance costs
- Limited personal relationships and interaction

Social media account

Suitable for

- Younger generation
- Highlights of events
- Event announcements
- Presentation of results and people

Advantages	**Disadvantages**
• Posts can be adapted specifically to the need of the target group and the topic • For free • Wide reach • Enable real-time communication • Interactivity: interactions with audience is possible	• Relatively high personnel costs • Needs to be updated on weekly basis • There are different social media platforms for different target groups • Quick changes in trends • Dependency on Algorithms

Event

Suitable for

- A particular target group
- Presentations and discussions

Advantages	**Disadvantages**
• Event can be adapted specifically to the need of the target group • Face-to-face interactions create stronger connections and build trust • Good for networking • Increases visibility	• Relatively high personnel and other costs • Logistical challenges • Limited reach to a specific geographical area

3. Building a communication strategy

What is a communication strategy? A communication strategy is a plan that outlines how you or your organization will communicate with the target audience. It comprises of:

- goals and objectives
- key messages
- communication channels
- tactics
- metrics to measure the success of the communication efforts.

Steps to follow:

1. Defining objectives: Decide what you want to achieve with the communication strategy. Objectives can include increasing awareness, audience engagement, etc.
2. Identifying target audience: Consider demographics, interests, behaviours, and communication preferences.
3. Developing key messages: These messages should be clear, concise, and memorable and should resonate with the target audience.
4. Determining communication channels: Choosing communication channels to reach the target audience, such as social media, email marketing, website content, print materials, and other channels.
5. Creating a content plan: Develop a content plan outlining the content types created for each communication channel. Consider the format, tone, and style of each piece of con- tent.
6. Establishing a timeline: Develop a timeline for the execution of the communication strategy. This timeline should include key milestones and deadlines.
7. Evaluation and adjustment: Evaluate the effectiveness of the communication strategy regularly and adjust as needed. Consider feedback from the target audience and analyse the impact of the communication efforts on the objectives.

Every strategy needs an operational plan. Below is a sample **operational plan** to implement PR activities and achieve the strategic objectives.

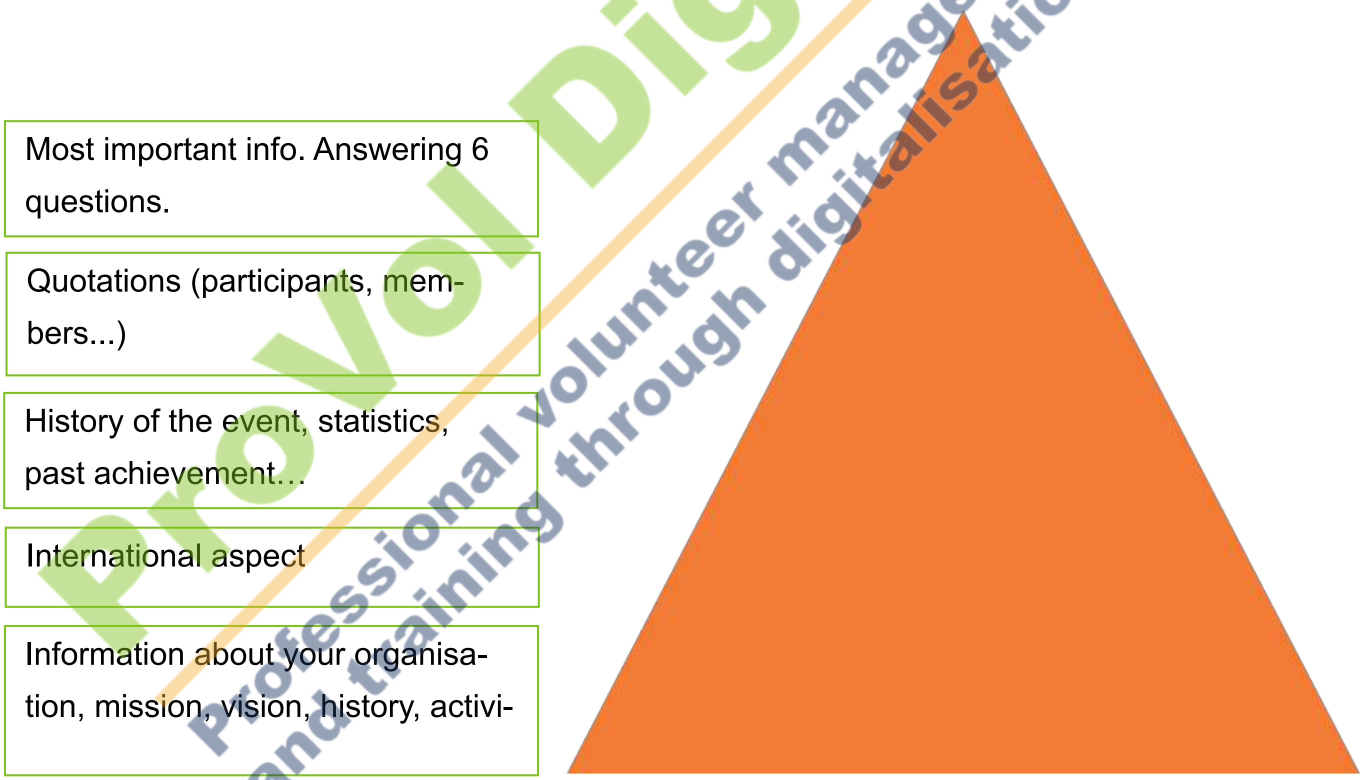
Target audience and environment	WHO is responsible?	HOW do we want to proceed?	WHEN? – Time frame	What should people remember? Which image do we want to create?
Critical self-reflection: Who are we? What is our focus, strengths and weaknesses? What do I expect from the target audience / addressee? (expected reaction) What does the target group expect? 	Who can inspire? What is the person in charge's personal approach to communication, PR, flyers, website, events? Only someone who appreciates good communication, can convey good feelings and communicate successfully. There must be clear rules on how communication processes take place.	Method has to suit the target audience (you don't reach young people via local press but via social media) How is information currently conveyed? Find suitable language and style (How do you want to communicate?) Define methods, styles and forms of communication – adjust them to the given resources	Does your timeline take into consideration the schedule of the target audience (e.g. holidays)? What external factors should you consider? 	Consistent design Consistency (visual and content) Be professional. Who could design a good flyer / website? 

4. Press work and press release

Writing a press release

If you are writing a press release, make sure that you answer the following 6 basic questions: Who?, What?, When?, Where?, How?, Why?. The information given must be up-to-date or tackling current issues. It must be reported in an objective manner, written professionally (well- written, no spelling mistakes), and kept under 3000 characters. It should have the most important information at the beginning, so that the reader knows right away what the press release is about. You can also add quotations in order to make it more authentic, and include for example, an introduction of the people mentioned, links or information about the events. To check, put yourself in the shoes of a reader: read the text and think if you would read it yourself. Last but not least, you should provide quality attachments with description (pictures in good quality – 600 dpi mini- mum, logos, posters) and the topic should be clearly written in the "mail-subject" along with a brief description in the body of the message.

The pyramid is a common format for the press release:



Tips for writing

- Write comprehensibly: make sure sentences are short and complete
- Use verbs to make the text more dynamic and use the active tense
- Include vivid descriptions to captivate the readers
- Don't use set phrases, superlatives or clichés
- State the full name of each person, and if possible, state the age
- Don't use abbreviations

Tips for a good title

- It has to grab attention
- It has to be understood in one glance
- It should not be cryptic or an insider
- It has to fit to the content of the article
- It should fit to the visual content (consider what context it will be shown in)
- It should indicate if a news article or comment will follow
- Verbs are better than nouns
- Active verbs are better than passive
- Nothing interests people more than people
- Make it interesting but don't misrepresent

What is interesting for readers and viewers?

Human interest stories: people are in focus, offering high entertainment and sensation value. They highlight timely events, such as upcoming trainings or significant changes, and focus on in- dividual experiences rather than numbers. These stories showcase spectacular occurrences (like management skydiving), address controversial topics, featuring visits from celebrities and promoting social engagement. They spotlight unique regional features and are contextualized within current events, emphasizing their significance. Additionally, the media supports volunteering efforts, amplifying stories of community involvement.

The power of storytelling

Nowadays, people have turned their focus on visuals and stories. In order to attract attention, you should focus on telling personal stories, relating individual experiences and by sharing real examples in order to build personal relationships. You should take into account different perspectives (competitors, participants and visitors), but also keep it short. Don't forget to focus on your success.

Criteria of good news:

TIME
The information has to be up to date and have a “hook” in current events
RELEVANCE
The information has to be short, important, interesting and easy to understand or has to have a special, political, cultural meaning for the target audience
LANGUAGE
The information needs to be easy to understand and comprehend
ADDED VALUE
The information has to be useful and provide benefits to the reader
IMPORTANCE/STATUS
The information has to be important on a regional or national level or concerns some-body famous
IDENTIFICATION
The information needs to be easy to understand and comprehend

The do´s and don’ts in press work

Avoid using media solely for promoting individuals or advertisements, especially when advertising fees are their major revenue source. Do not send long and confusing articles (e.g. the minutes of a meeting). Keep in mind to put the relevant and im- portant information at the beginning. If the paper needs to cut an article to have more space for other information, they often just cut out the last paragraph. And never use outdated infor- mation. If you organise a press conference, it is advisable to schedule press conferences in the morning, as final editing typ- ically takes place in the late afternoon.

Understand the pressure media professionals work under and appre-ciate their work. Editorial offices often face understaffing and high pressure. Stay polite, offer help, never express anger, and avoid being overly persistent. It is okay to follow up on your article but stay polite and don't be annoying. Consider calling a day after release to confirm receipt and address any concerns. If something went wrong, kindly explain why and concentrate on how to improve in the future. Use effective communication strategies, which means that you should be considerate – the less they have to do, the better. Gather the contact information for the right editorial office and send information to them. Mention a par- ticular contact person that can give more information quickly, clearly and accurately. Send the article as a word file without any special formats – it's easier to edit this way. Finally, use high quality resolution images to complement your written content.

5. Trends in media

The surge in digitalization, driven by advancements in technology and AI, has led to a decline in traditional media like newspapers and television. This shift gave rise to new delivery platforms for news, music, and advertising, fostering an individualized communication landscape driven by extensive data collection. As a result, media has become more personalized, niche-oriented, and community-driven, prompting selective news consumption. Furthermore, there's an increasing emphasis on storytelling and human-centered news, alongside the growing significance of recommendations, ratings, and likes. The trend towards audio and video content, seen in the rise of podcasts, TikTok, and YouTube, continues unabated, while media and content automation fur- ther reshape the digital landscape.

Online content creation is increasingly community-driven, with influencers shaping trends. The rise of the metaverse offers new digital realms for socializing and working. Yet, concerns persist about privacy, misinformation, and bullying on social media. Users now prefer bite-sized, sharea- ble content, fuelling creativity in short-form video storytelling. Navigating these trends requires vigilance and innovation.

6. Tips for Social Media Work

Social Media Channels

NGOs should utilise social media channels for several reasons:

Increased Reach: Social media platforms have billions of users worldwide, making them a powerful tool for NGOs to reach a wide audience quickly and cost-effectively.

Engagement and Communication: Social media allows NGOs to engage with their supporters, donors, and beneficiaries in real-time. It fosters two-way communication, enabling NGOs to respond to inquiries, share updates, and gather feedback efficiently.

Fundraising Opportunities: Many social media platforms offer features such as donation buttons, fundraisers, and crowdfunding options, providing NGOs with additional avenues to raise funds for their causes.

Advocacy and Awareness: NGOs can use social media to raise awareness about their causes, campaigns, and social issues. By sharing compelling stories, statistics, and multimedia content, they can mobilize supporters and advocate for change.

Networking and Collaboration: Social media facilitates networking and collaboration among NGOs, allowing them to connect with like-minded organizations, share resources, and collabo- rate on projects and campaigns.

Most common Social Media Channels

Facebook: Facebook is a versatile platform suitable for NGOs targeting a broad audience, including donors, volunteers, and the general public. It offers various features like pages, groups, events, and fundraisers, making it ideal for engaging and mobilizing supporters.

Instagram: Instagram is ideal for NGOs with visually compelling content, such as photos and videos. It's popular among younger demographics and can be used to showcase impact stories, behind-the-scenes glimpses, and awareness campaigns through posts, stories, and Instagram-TV.

LinkedIn: LinkedIn is valuable for NGOs targeting professionals, corporate partners, and poten- tial volunteers. It's suitable for sharing industry-related news, job opportunities, thought leader- ship content, and networking with professionals and organizations in related fields.

YouTube: YouTube is an excellent platform for NGOs to share in-depth stories, documentaries, and educational content through videos. It's ideal for raising awareness, showcasing projects, and inspiring action through compelling visual storytelling.

TikTok: TikTok can be utilised by NGOs targeting younger demographics with engaging, short-form video content. It's a platform known for its viral challenges, trends, and creative storytelling, offering opportunities to reach and inspire a new generation of supporters.

X (Twitter): X is useful for NGOs focusing on timely updates, news, and advocacy efforts. It's particularly effective for reaching journalists, policymakers, and influencers, as well as engaging in real-time conversations and trending topics.

The social media channels an NGO should use depends on following criteria:

- alignment with the NGO's objectives,
- your main target audience's preferences,
- your content strategy, and
- available resources.

It is essential to maintain a consistent presence across chosen platforms and tailor content to resonate with each specific audience segment. This takes time and resources. So, if you have limited resources, choose the most important channel and do it well instead of trying to be on most of the channels, but not being able to deliver good content.

Make a Social Media Plan

When you are using social media, you should have a plan that contains the date of posting, the type of posting (post, story, reel, etc.), its content description and the person responsible for post- ing. If you have joint projects with partners, you can take turns posting the content. This can also lead to reaching a higher number of users among your target group.

Here's an example:

Date	Post/Story/ Reel	Content	Responsible
29.11.2023	Post	Invitation to game night	Olivia
05.12.2023	Story	Reminder game night	Olivia
06.12.2023	Reel	Reel during game night	Sofie
01.01.2024	Post	Presentation of the new project	Partner Organisation 1
01.02.2024	Post	Post about the kick-off event	Partner Organisation 2

Social Media Visuals

Pictures are an essential aspect of social media that provide a unique and easily recognisable visual identity, and which should display your key message at a glance. Using templates from de- sign platforms such as Canva, Photoshop and others can save you time, while using your own pictures convey your message much better than stock photos. On the social media platforms with "stories" you can create "story highlights" to save your content so that followers can still view and interact later on. Linktree is a useful tool that can show relevant links in your profile leading to your website, registration forms or any other information that is relevant for your community.

Other worthwhile social media tools are:

- Design tools
  - ⇒ Canva (free premium features for Nonprofits)
  - ⇒ Infogram
- Colour palettes
  - ⇒ Adobe Color, Typespiration, Colordesigner
- Stock images and illustrations
  - ⇒ Pixabay, Unsplash, Pexels, Undraw.io
- Icons
  - ⇒ Flaticon, Iconsvg, Iconfinder
- Inspiration
  - ⇒ Designspiration, Pinterest, Templates on Canva, Google

Increase your reach

Increasing reach on social media requires a combination of strategic planning, consistent execution, and engagement with your audience. Therefore, it is important to understand your target audience's interest and behaviour on social media.

Produce content that is visually appealing, informative, entertaining, and relevant to your audience. Use a mix of formats such as images, videos, infographics, and GIFs to keep your feed engaging. Stay informed about current trends (e.g. reels, LinkedIn) and your followers' behaviour.
Maintain a regular posting schedule to keep your audience engaged and active. Consistency helps build brand recognition and keeps your content appearing in your followers' feeds. Find a good balance, post enough, but not too many posts. Use storytelling: stories about your volunteers, personal insights into your work. Ask your audience to get involved or become active, by liking, commenting, sharing or tag the post, or respond to general call of actions like: „Apply now", „Learn more", „Follow us", „Volunteer now", „Contact us". Monitor and respond to comments, messages, and mentions promptly.

Share your social media content across multiple platforms to reach a wider audience. Tailor your content to fit each platform's format and audience preferences.
To keep an eye on your followers' behaviour you can check the reach of your posts (for example

for Facebook using the Meta Business suite) and analyse which content generate more interest and shares. Also use the analytics tools to identify peak engagement hours. Analysing your audience's activity patterns helps you to determine the best times to post content, e.g., when they are most active and likely to engage. Based on this you can adapt your Social Media Strategy and your posts.

Building genuine connections with your audience will foster loyalty and encourage users to share your content with their networks. So, follow like-minded profiles, tag partners, comment on posts, like or share posts, and ask others to share your posts. Partner with influencers and micro-influencers in volunteering in general, or around the topic of your organisation to leverage their existing audience and credibility. Influencer collaborations can help expose your brand to new followers and enhance your social media reach.

Utilise hashtags: research and use relevant hashtags to increase the discoverability of your content. Incorporate a mix of popular and niche hashtags to reach broader and targeted audiences.

7. Confronting our public speaking fears

There can be nothing better than being able to stand up in front of a room of people and deliver a message that inspires or motivates people, or maybe a message that gets people interested in what you or your organization does. With this message you hope to get the audience to take some action afterwards and perhaps even engage with you later on.

It is empowering to have the ability to confidently deliver a message to a group of people, and the ability to do this well is powerful and important.

The main considerations for public speaking are:

1. Getting your mindset right: building confidence and reducing fear. One experiences fear because of uncertainty and lack of confidence in doing presentations. There are a number of ways to reduce fear. One way is getting out there and doing it just doing the thing you fear. Another way is looking at the benefits of doing presentations and public speaking what it would mean for your life and context.
2. Building the motivation, enthusiasm and desire. Connect with the aim, the final results that you aim to achieve.
3. Being yourself and dealing with mistakes. Making mistakes is not a problem. It is important not to panic and fall apart if you do make a mistake.
4. Having great content to deliver. You should focus on delivering a presentation that people enjoy. When you deliver talks or presentations, you must, as much as possible, use stories or worked examples.
5. Getting the audience to take action. The main thing to keep in mind is that in most situa- tions people are interested in what benefits them – what you, your project or organization can do for them. Be aware of the benefits that are relevant to your audience — what they will get out of using your product or service or attending your event.
6. Asking yourself “What will being better at presentations mean to you?” Being able to pre- sent and do presentations is an immensely rewarding and satisfying activity.
7. Prepare. Prepare. Prepare. Preparation is the most important measure for dealing with public speaking fears. Prepare as much as you need to feel in control of the situation and become more comfortable with public speaking.

Elements of a good speech

1. Structure creates clarity (Red thread, possibly manuscript, outline, interest alarm clock, cal- culate speaking time...)
2. Less is more! (What is the most important thing? Keep the core message in)
3. People love emotions! (stories and anecdotes, figurative language...)
4. Clear, simple and precise language (short, simple formulations, free speech, pauses, calm and slow, few and slow, few foreign words and technical terms, alittle humor, vary the pace)
5. Interactive (involve the audience in the event, stay in the present, use active language, al- ways look into the audience, maintain eye contact...)

More recommendation for successful public speaking:

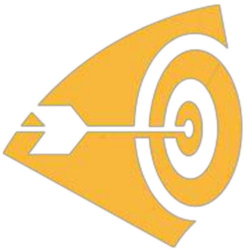
- It is ok to be nervous. Practice and prepare.
- Know your audience. Your speech is about them, not you.
- Organise your material effectively to achieve your purpose.
- Use audiovisual aids wisely.
- Accept feedback and adapt to it.
- Show your personality – be yourself.
- Be funny, tell stories.
- Don't read from full texts, write down main ideas and content in brackets.
- Pay attention to voice and gestures.
- Grab attention at the beginning, close with a dynamic end
- And if you have a short blackout: admit it, but do not waste to much energy in apologising, but instead take a deep breath, look at your notes, and keep going!

Module 7

EVENT MANAGEMENT

Event management

1. Introduction



Every organised gathering of people is an event, for example a general meeting, an open day, a concert, a competition, a conference, a trade fair or a work meeting. For events to be successful (e.g. improve the im- age or awareness of your organisation, reach a large number of visitors or participants, sell goods or services) they require purposeful, system- atic planning. The modul includes useful information and recommenda- tions for every step you need to take: developing a strategy, planning and implementing the event. In addition to practical tips, an event plan- ning guide and checklist are provided.

2. Strategy

2.1 Define goals and target group

Before you begin, you need to define the goals and target groups of your planned event (see also Module 2 "Defining aims, objectives and goals"), i.e. you need to determine beforehand:

- What is the event about? What do you want to achieve with the event?
- Which target group(s) do you need to address in order to achieve your goals or the desired effect or result?
- What interests might the target group(s) have in your event?
- In what form will the event take place? How do you satisfy all interested parties and reach your aims?

2.2 Setting the framework of the event

Setting the framework involves several strategical decisions. By taking the time to answer key questions and make informed choices, event organizers can shape an experience that not only aligns with their goals but also resonates with their target audience.

The first crucial question to address is the desired outcomes of the event. Event organizers must reflect on what they hope to achieve and the impressions they want to leave on their audience. What thoughts and perceptions should the event evoke? Why should participants actively choose to take part? By clarifying these objectives, organizers can tailor their approach to meet the in- tended impact.

With a clear goal in mind, you can choose a type of event that will best serve this goal and will suit your target audience. The possibilities are diverse as there are many different types of events:

- Conferences & conventions
- Seminars & Workshops
- Trade shows & exhibitions
- Galas & Fundraisers
- Corporate events
- Social events
- Sporting events
- Cultural and arts events
- Community events
- Educational events

Each type of event offers unique opportunities to engage attendees and achieve specific objectives. Once you have chosen your event type, you can make more detailed decisions. Answering the following questions will help set the framework for the event strategically:

- What kind of event are you organising?
- Should it be an open or closed event?
- Should it be a festive, celebratory or more casual event?
- Should it be a big event with many attendees or a small, more personal meeting?
- Will it be easier to reach your goals with a professional, informative approach or have a more emotional or entertaining tone?
- Do you need to put on a show with "wow factor" or would it be better to have a smaller show tailored to the needs of participants?
- Do you want to play games or have space to dance to get people to be active?
- Do you want to maintain traditions and known rituals, or do you want to do something new?

3. Planning the event

Once your aims and strategies are set, it's time to develop a detailed plan! Based on the defined goals and the event framework, you can determine all relevant aspects. At the end of this module you will find a template with guiding questions and a checklist, which you can use for the planning of your next event.

4. Implementing the event – Practical tips

- **Plan in advance:** The earlier you start planning, the better! Things can take longer than you may think - from finding suitable venues to getting all the required approvals – so in- cluding buffer time is a good idea.
- **Allocate clear responsibilities.** You can use the checklist at the end of this module to do so.
- **Prepare a detailed budget plan**: Calculating and controlling your event from beginning to end is crucial for success. It's a good idea to have a cost buffer so that you have some lee- way in your budget. The following list will give you an idea of possible event costs:

• Invitations • Fees (e.g. for registra- tion) • Insurance • Staff costs (organisers, assistants, technical sup- port, security…) • Accommodation for or- ganisers, special guests etc	• Travel expenses • Transport costs • Food, drinks • Decoration • Technical equip- ment, IT • Rent • Electricity, Heating, Gas, Water	• Printing costs (e.g. leaflets, invitations, posters, brochures, programmes) • Advertising • Giveaways • Stationery • Cleaning

- **Think of a suitable event programme:** An entertaining and attractive programme is an important part of a successful event. Don't forget about supervision and entertainment for kids (especially during a longer event). That way, your event will appeal to the whole family.
- **Catering:** Make sure that there is enough food and drink for all attendees. Even the quality of cookies counts! If people have good food, they feel better.
- **Invite your target audience:** What would the most exciting football game be without an audience? It's important to invite people well in advance, using targeted invitations, adver- tising and promotion.
- **Send personal invitations to important guests:** This includes VIPs, sponsors and the media. Create an address list.

PR work for your event

- **Press:** Prepare a press kit including background information and good photos. This simplifies work for journalists and increases the chance of being published.
- **Publicise the event within your organisation:** General meetings, newsletters or the website homepage of the organisation are good ways to inform your staff members about the event (which is best to do before you inform the public).
- **Inform the public:** An open event e.g. an open day should be advertised in advance. Possible ways to advertise:
- Event advertising in the daily newspaper or other local journals
- Posters in shops, train stations, buses etc.
- Flyers and brochures

Good Timing during the event

- Set a schedule and stick to it. That's how you to avoid awkward situations like food getting cold, guest of honour doesn't finish his speech on time …
- Always plan with buffer times!
- Use a priority task list to avoid concentrating on details in time of stress. Make sure, all the important things are getting done, to satisfy most participants.
- Use the comprehensive check list provided at the end of this module. Check lists may not cover everything, but they will help you remember many of the essential aspects of an event.

5. "Lessons learned: practical application for self-study and assessment

In small groups, plan an event to celebrate the Day of Volunteering on December 5th. You can use the event planning template in the handbook.

Guide to plan an event

Event	
Date	
Time Venue	

1. What is the event about? Rough outline of the event concept and idea

2. What is planned? Setting the framework

2.1. What do we want to achieve? What are our aims and objectives?

2.2. Who do we want to target? Who is the target group? What are their interests regarding our event?

2.3. In what form will the event take place?

Make strategical decisions suitable for the defined target audience and aims.

- How do we satisfy all interested parties and reach our aims?
- What type of event is it? (e.g. conference, seminar, exhibition, social event, fundraising event, sporting event...)
- Should it be a big event with many attendees or a small, more personal meeting?
- Is it an open or closed event?
- Should it be a festive, celebratory event or more casual event?
- What should the audience think and experience?

3. How do we plan to implement it?
3.1. When and how often will the event take place? How long will it last? Is this the best date? Will it clash with other important events, public holidays or vacations?
3.2. Where will it take place? Is the venue available? Is it big enough? Are there enough rooms, e.g. for group work? Is the required equipment available? (e.g. cooking facilities, stage, technical facilities)? Are there any conditions for using the room? Is it barrier free and accessible for everyone? Are there enough parking spaces?
3.3. What will happen during the event? What is the schedule? Are there any breaks?
3.4. Who will be invited? How many people will participate in the event? (Number and type of attendees)
3.5. How much will the event cost? How much money do we need?

3.6. How will we fund the event?

3.7. What resources are needed to conduct the event? (Food, drinks, materials, staff...)

3.8. Who can support us – regarding content, budget, and resources? Will cooperation partners be involved? If yes: what are their responsibilities?

3.9. What tasks must be completed? Who will be responsible for what? Who will lead the project?

3.10. How will we communicate?

3.11. What regulations or possible risks should we keep in mind?

- What contracts etc. are needed? What are the legal constraints? (E.g. administrative regulations for fire safety, emergency routes, sanitary facilities, barriers, health …)
- What are the potential risks (finances, weather, number of visitors, security risks) and how should we handle them?

3.12. How can we attract public and media attention? How do we advertise ourselves?

- Advertising materials (e.g. posters, flyers, website etc.)
- Development of existing networks (personal contacts, telephone acquisition)
- Digital tools (E-Mail, social media, etc.)
- Regional Media (online, print, radio, TV)
- Other local public channels

4. How will we evaluate our work? Evaluation and Monitoring

4.1. How do we document our work? How do we prove we achieved our goals? What should be documented and how this will be done (photos, reports, documentation, participant lists, records...)?

4.2. Have we achieved our goals? What are our evaluation criteria? Which evaluation tool do we use? Who will take charge of evaluation/ feedback?

Checklist

Once you have planned the event, the next step is to prepare for it. Use the checklist below to divide the steps and make a work plan: determine who will do what by when. You can copy and use it for your upcoming event. Remember that each event may have specific requirements, so tailor this checklist to your event's unique needs.

Before the event

Task	Until when?	Who?
Content and coordination		
Define the event's aim and objectives.		
Determine the target audience and the expected number of participants and how to reach them. Define		
the framework for the event (type of event, size,...).		
Plan the content of the event (topics, programme, speakers, methods, breaks, etc.).		
Set the date, time and duration for the event.		
Choose a suitable venue.		
Appoint a person or preferably an organisational team who will be responsible for the coordination.		
Financing the event		
Create a budget outlining expenses and potential income sources.		
Develop a sponsoring concept, acquire sponsors.		
Establish collaborations.		
Regulations and permits		
Review relevant regulations and permits.		
Obtain all relevant permits (e.g. event permit from local authorities, liquor license, license for music usage,...).		
Catering		
Plan catering arrangements. Select drink options.		
Check the technical facilities for cooking and serving		
(e.g. cooker, grill, microwave, freezer, corkscrew, bottle opener, napkin, coffee machine, washing-up liquid, cleaning tissues, etc.)		

Check the necessary equipment (e.g. cutlery, glasses, tableware, serving utensils).		
Plan waste disposal.		
Decoration		
Plan a standardised design theme (e.g. colours, recurrent elements) suitable for the event		
Think about attractive decorations for special areas (e.g. entrance, stage)		
Furnishing		
Plan room layout with tables and chairs		
Consider special areas like stages, dance floors, changing rooms		
Consider Catering requirements (e.g. bar, buffet)		
Organise the wardrobe (Area, staff, coat rack, cloakroom and tickets)		
Technical equipment		
Stage, platform, curtain, speaker etc.		
Sound equipment		
Media (e.g. overhead projector, slide projector, screen etc.)		
Speaker`s desk		
Outdoor lighting		
Promotion and invitations		
Create a list of invited guests, including club members, friends, sponsors, etc.		
Send out invitations		
Create advertising materials (flyers, posters, press releases, social media posts, online announcements) to advertise the event.		
Reach out to your network (personal contacts, telephone acquisition)		
Create a list of invited guests, including club members, friends, sponsors, etc.		
Send out invitations		
Safety		
Identify emergency exits and let them be surveyed by the fire brigade		
Note emergency numbers		
Organise medical services and first aid equipment		
Ensure safe storage of valuables (Cashbox, lockable room)		
Secure necessary insurance coverage.		
Identify emergency exits and let them be surveyed by the fire brigade		

During the event

Task	Until when?	Who?
Setup and Logistics		
Ensure the venue is clean, well-lit, and properly set up.		
Set up event signage and banners.		
Arrange seating, tables, booths, stages, sound equipment		
Confirm that all necessary equipment, furniture, and decor are in place		
Test all technical equipment such as microphones, projectors, sound systems, and lighting.		
Verify that restrooms are clean and stocked		
Set up beverage stations. Make sure that all beverages are available (E.g. cool drinks in refrigerator, make enough coffee in advance)		
Arrange food stations		
Provide a cash register with sufficient change		
Set up a welcoming area with signage, registration materials and event information		
Welcome and Registration		
Welcome the attendees and provide event information		
Ensure that registration personnel are available to assist attendees		
Provide name tags or badges for easy identification of involved helpers		
Program Execution		
Follow the established event schedule. Coordinate the timing of speeches, presentations, and activities, taking into account changes at short notice		
Ensure that presenters and performers are prepared and on time		
Ensure that involved helpers complete their assigned tasks and adhere to shift schedules.		
Monitor and manage technical equipment, including audio visual systems.		

Oversee food and beverage stations, ensuringsuffi-cient change in the cash register		
Encourage engagement and participation amongat-tendees		
Manage waste disposal and recycling. Keep event are-as clean and tidy		
Documentation		
Take photos or videos to capture memories ofthe event.		
Maintain active social media updates during the event.		
Thanks and Farewell		
Express gratitude to the guests for their participation.		
Plan a closing session to officially conclude the event.		
Increase staffing at relevant areas (e.g. coat check are-as, parking lot)		
Handle payments to staff, external speakers,modera-tors, and performers.		

After the event

Task	Until when?	Who?
Clean-up		
Collect cash from registers and securely lock them.		
Coordinate clean-up efforts and ensure the venue is left clean.		
Organize and sort beverages for storage or disposal. Manage		
waste disposal.		
Secure valuable items immediately.		
Collect and store any lost items.		
Feedback		
Collect feedback from attendees and involved stafffor future improvements.		
Internally evaluate the event's success.		
Debrief with the team to discuss successes and areas for im-provement.		
Reports		
Write a report for the association's newsletter and, if applica-ble, the website.		
Send a press report and pictures to the media.		
Send thank-you letters to staff, volunteers, sponsors, coopera-tion partners, local community...		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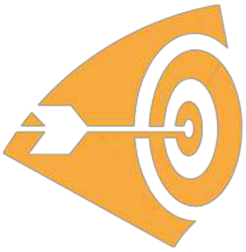
Module 8

NETWORKING

Networking



Participants will learn:

- Differences between networks and organizations
- How to create a network
- How to get started networking
- What it means to be a networker

1. Introduction to networking

NGO's and organisations that rely on volunteers often face a shortage of financial resources. Therefore, it is important to have a good network to compensate for the lack of funding. When it comes to networking person- al contacts are crucial. In the follow- ing module you will find some practi- cal

1.1 Definition of "networking"

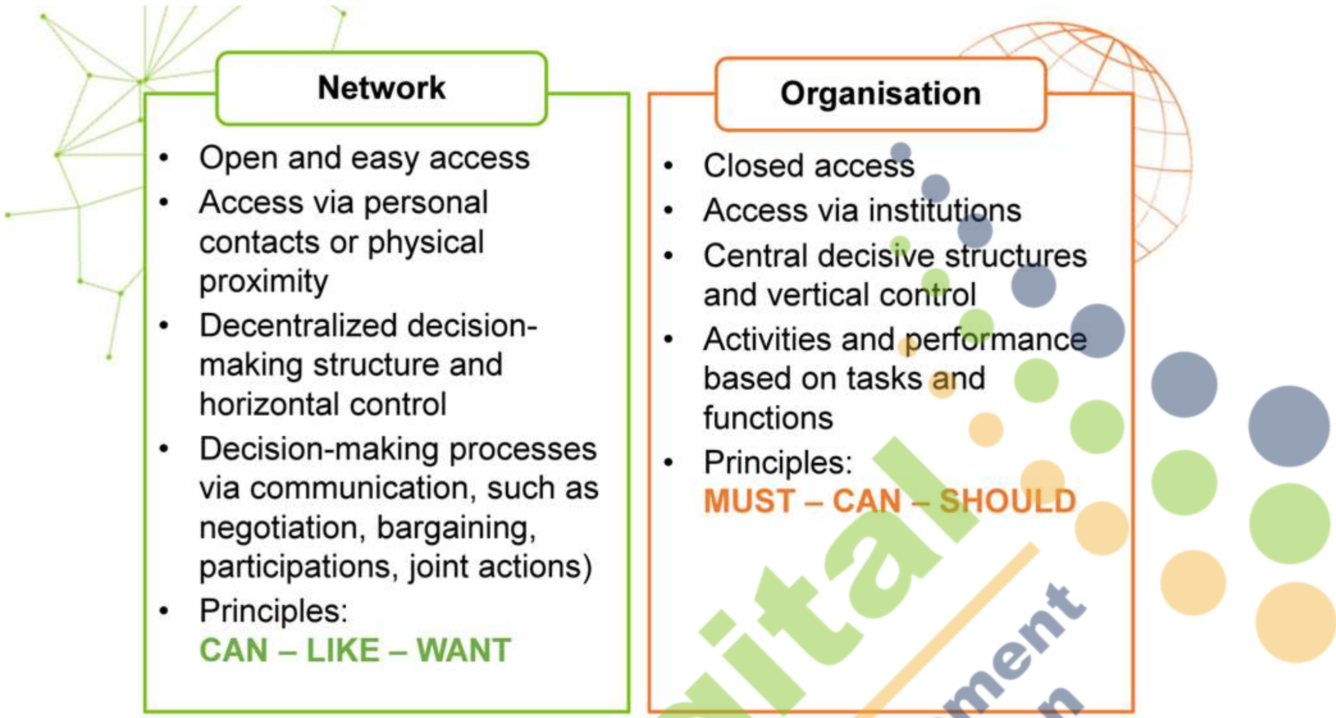
The concept of "networking" might not be completely clear, but it is something all of us do in our daily lives. Simply put, networking means to interact with others, to exchange information, to de- velop professional or social contacts, to maintain and to use them. The contacts can be friends, acquaintances, business partners or other organisations.

It is important to note that individuals are active in multiple networks simultaneously, and contacts from one network can often benefit others.

1.2 What characterises a network?

- common interests are the central component
- there are no formal hierarchies
- There is a general openness for new network partners
- the participation of partners in the network is voluntary
- the arrangement of responsibilities and duties is temporary

1.3 Differences between network and organization



1.4 Networks and their strengths

- works across borders
- innovative and multifunctional ("market of possibilities")
- decentralised structures and flat hierarchy
- together you can achieve more than alone
- better access to knowledge and information through network partners
- fast to establish but also to terminate, because there is no bureaucracy

1.5 Networks and their weaknesses

- no fixed structures
- no legal entity (in most cases)
- not easy to coordinate
- insufficient coordination of network partners can lead to collection of sameinformation or execution with contradictory opinions being represented
- no binding arrangements regarding tasks, roles, input and output
- the balance between taking and giving can be difficult to manage

2. Personal and professional networking

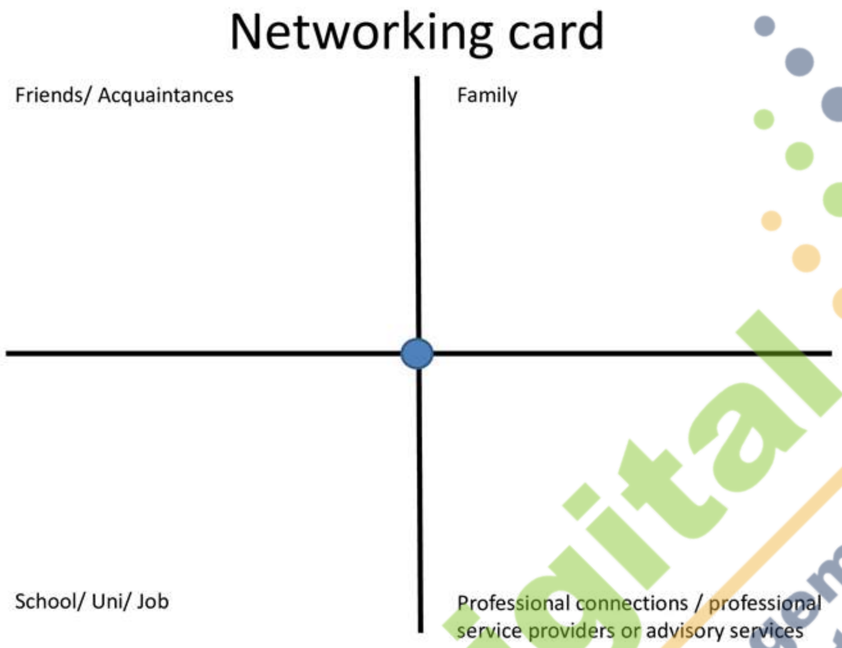
2.1 Basic principles of networking

A network is unable to establish and maintain itself without support from members and participants. Therefore, it is important to consider the following when networking:

- establish a concrete cause or aim e. g. a joint project or the necessity to bundle resources (e. g. to improve the financial situation)
- develop an interesting platform (idea) or create a framework/occasion for a platform
- ensure members have common basic-intentions
- manage interpersonal relations effectively
- foster an exchange: all partners in the network should profit from the participation in the network
- people are just as important as organizations and institution
- establish trust between the partners
- create a sense of unity and a sense of belonging
- respect the different competences/ knowledge of the partners
- acknowledge and utilise the skills and experience of members or partners involved
- ensure continuity and reliability
- clarify mutual expectations

Sometimes we underestimate the network we actually have. To visualise your own networking contacts, you can use the following two methods:
Imagine we want to organise a neighbourhood event. We can use our network to find a suitable venue. To do so, we think of everyone who could potentially help, including persons and organisations. It might look like this:

Or you can use a “Networking card”: write down names of people or organisations in your network. The closer to the center, the closer and usually more successful the contact is.



2.2 Conditions for successful networking

There following conditions are essential for running a network:

- The exchange of competence is mutual.
- There is a balance of giving and taking.
- The contacts need to be balanced, you need to have patience, as participation is voluntarily, but at the same time demand something respectfuly, otherwise nothing gets done
- It takes time and trust to build a reliable network.
- You need to be open to new things and innovative ways of working.
- It is helpful to have concrete actions at the beginning, which are also easy to realise (easy wins) as well as long term goals
- Don’t idealize networks, be critical about them

2.3 How to initiate a network

In order to establish at network, you need to follow the following steps:

1. Define the objective or function of the network you want to establish

What do you want to achieve? Define your goal clearly and transparently
(e. g. a certain project goal, financial, ideal support of the project, attracting new volunteers).

2. Identify, address and obtain network partners/members

- Who has the resources/competences to support my goal?
- What could motivate my partners to participate?
- Which platform do I have to offer in order to realize an effective network?
- Who might be an interesting / useful partner for the network or has many contacts?
- Where can I find network partners? (e.g. platforms, events, formal and informal groups)
- Whom can I talk too?

3. Determine goals, services, time horizon, public appearance:

- Find a mode for your collaboration: definition of tasks and competences, decide rules, acknowledgement, etc.
- Build trust by maintaining the network
- Clarify willingness to cooperate, especially if you are working on a project, enable partners to cooperate / work in the network

4. Promote your network

- Provide information about your network (e.g. elevator pitch, business card, webpage, online profile)
- Talk to people about it
- Exchange contact details

5. Have your first network event

- Present something useful for participants
- Give lots of opportunities for getting to know each other and to exchange know-how, expertise, contacts
- Decide on structure and information (consider communication challenges)
- Decide, on the next meeting date and who to invite

6. Follow-up activities

- Follow up with your contacts
- Maintain good relationships
- Be willing to help and invest first and add value to your relationships, rather than just taking and asking for favours
- Set realistic expectations and be patient with networking results: if you build a good relationship you will benefit later

2.4 Typical mistakes and pitfalls

- Burden of time and unequal distribution of work
- Unclear measurement of results
- Changing representation of the individual organizations and changing of personnel
- Lengthy, unproductive discussions
- Scheduling problems

3. What does it mean to be a good networker

Being a good networker means having the ability to establish and maintain relationships with people in various professional and social circles. It involves building a strong network of contacts that can provide support, guidance, and opportunities.

Here are some key aspects of being a good networker:

1. **Building relationships:** Good networkers focus on building genuine and mutually beneficial relationships. They take the time to get to know others, understand their needs and interests, and find ways to offer support.

2. **Active listening:** Effective networkers are attentive listeners. They show interest in what others have to say, ask thoughtful questions, and engage in meaningful conversations. By actively listening, they gain insights into others' challenges and needs, allowing them to provide relevant assistance when appropriate.

3. **Offering help and support:** A good networker is always willing to help others. They proactively offer their skills, knowledge, and resources without expecting immediate reciprocation. By being helpful, they build trust and strengthen their connections.

4. **Maintaining contact:** Regularly staying in touch with contacts is crucial for nurturing relationships. Good networkers make an effort to follow up after meetings, send periodic up- dates or greetings, and offer assistance when needed. They understand the importance of maintaining a consistent presence in their network.
5. **Connecting others:** A key trait of good networkers is their ability to connect people within their network. They actively look for opportunities to introduce individuals who may benefit from knowing each other. By facilitating these connections, they enhance their reputation as a valuable resource within the network.
6. **Being authentic and trustworthy:** Building trust is essential in networking. Good networkers are authentic in their interactions, demonstrating integrity and reliability. They follow through on their commitments and avoid engaging in self-promotion or manipulative behavior.

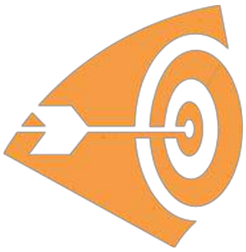
7. **Being proactive:** Successful networkers take the initiative to seek out networking opportunities. They attend industry events, join professional organizations, and participate in relevant communities both online and offline. They actively seek new connections and are not afraid to step out of their comfort zone.
8. **Continual learning:** Networking is an ongoing process, and good networkers understand the value of continually learning and expanding their knowledge. They stay informed about industry trends, attend workshops and seminars, and engage in professional development activities. This helps them provide valuable insights and guidance to their network.

Remember that being a good networker is not just about what you can gain but also about how you can contribute and help others. Building and nurturing genuine relationships will ultimately benefit both you and your network in the long run.

Module 9

LEGAL ISSUES

Legal Issues



This module provides information to help you:

- become familiar with the national law on volunteering,
- know the non-profit sector, different forms of legal entities and how to start an association
- be able to identify, avoid and reduce risks
- know about volunteer insurance options
- know about relevant legal issues such as copyright, hygiene regulations
- learn about contracts and other documents in the field of volunteer management,
- be able to clarify the boundaries of personal data protection
- be able to distinguish voluntary work and illegal work

1. Volunteering Act

Some countries have laws governing volunteering. You have to check it in your country.

2. How to form an NGO

Initial thoughts:

- is it necessary to have a formalized, legal structure? Maybe a working group is more suitable for your goals.
- Do you know the different legal entities and how they interact with the law and taxation? If not you should research this before making a decision.
- What are the most common legal entities in your country? What are their advantages/ disadvantages?

2.1 The non-governmental non-profit sector

In the non-governmental non-profit sector, there are several forms of legal entities that organizations can adopt depending on the country and its specific legal framework. The most common forms of legal entities in this sector include:

Non-Profit Association: A non-profit association is an organization formed by individuals or groups with a common purpose. It operates on a non-profit basis and is typically governed by a constitution or bylaws. This form of legal entity is often used for clubs, societies, and grassroots organizations.

Foundation: A foundation is a legal entity established by a founder or group of founders to pursue a specific charitable or philanthropic purpose. Foundations are usually funded by endowments, donations, or grants. They have a self-governing board of trustees or directors responsible for managing the foundation's activities and assets.

Trust: A trust is a legal arrangement where a trustee holds and manages assets on behalf of beneficiaries. In the non-profit sector, charitable trusts are established to further specific philanthropic or social causes. The trustees are responsible for administering the trust in accordance with its stated objectives.

Non-Governmental Organization (NGO): NGOs are independent organizations created by individuals or groups to address social, humanitarian, environmental, or developmental issues. They operate on a non-profit basis and can take various legal forms, depending on the country. NGOs often work in partnership with governments, international organizations, and other stakeholders to implement projects and advocate for change.

Community-Based Organization (CBO): CBOs are grassroots organizations that operate at the local level to address the specific needs and concerns of a particular community. They are typically formed and governed by community members themselves. CBOs often focus on social, cultural, educational, or environmental initiatives within their communities.

Social Enterprise: While not strictly legal entities, social enterprises are organizations that combine commercial activities with a social or environmental mission. They generate revenue through business operations, which is then reinvested in pursuing their social objectives. Social enterprises can take various legal forms, such as non-profit companies, cooperatives, or benefit corporations.

It's important to note that the availability and specific characteristics of these legal entities can vary from country to country. Therefore, it's advisable to consult with legal professionals or local authorities to understand the options and requirements applicable in a specific jurisdiction.

2.2. Organisation types

What Is an Association?

An association is any group of individuals who share the same purpose. They combine their skills and knowledge to commit and attain all their goals for the common good. In addition, an association typically follows a set of rules and membership requirements.

What is a Non-profit Association?

It is typically a charitable institution that focuses on a mission to serve those in need. For most nonprofits, the election of officers and members is exclusive to the board.

3. Avoiding and reducing risks

3.1 Identifying risks

Risk management helps organizations stay aware of the risks they face today and guide them to future success.

Why you need it:

- Accurate identification and evaluation of the impact of emerging risks on the organization and beyond.
- Gain a broader and more complete picture of risk by drawing data from workflows, processes and surveys across the organization.
- Access to customizable, out-of-the-box workflows that allow you to build a risk register, assess their impact and take effective mitigation measures.
- Understanding the financial implications of your comprehensive risk management program.

Think and evaluate these areas:

- Risk analysis
- Monitoring
- Naming critical points
- Mandatory documentation
- Hand and personal hygiene
- Food calling
- Health status of volunteers
- Garbage
- Storage
- Ecological packaging
- Clean environment
- Biological hazard

3.2 Insurance

The following legal and administrative factors are important to consider in the development of an association.

- Is insurance covered by the state or the organisation itself? Do you need public liability insurance? If so is the coverage adequate?
- Are volunteers insured to use the organisation's insured car? Are volunteers insured to use their own car when volunteering?
- Are insurance expenses covered for volunteers?
- Is a volunteering contract mandatory or not? Is a formal application form necessary?
- What are the legal boundaries and differences between being a volunteer and a staff member?
- Is volunteering considered as professional experience; and does it count towards the volunteers pension?

- Are you aware of data protection laws and do you have the correct systems and processes in place to comply with them?
- When taking photos, videos and quoting volunteers do you have consent to use them? If you are using third party material, are you in breach of copyright?
- Is a police check required for volunteers when supporting children and/or vulnerable adults?

3.3 Copyright

A copyright is a type of intellectual property that gives its owner the exclusive right to copy, distribute, adapt, display, and perform a creative work, usually for a limited time. The creative work may be in a literary, artistic, educational, or musical form. Copyright is intended to protect the original expression of an idea in the form of a creative work, but not the idea itself.

You need to check:

- What photos are protected by copyright?
- What music can we use for our videos?
- What licensed digital tools do we use and how can we distribute them?
- What tools are free?

The following are useful resources for free pictures and other media:

unsplash, pixabay, https://undraw.co/, pexels, wikimedia, …

3.4 Personal data and GDPR

Because volunteer activities involve people, the protection of personal data is an important issue to have in mind. This is regulated by the General Data Protection Regulation (GDPR), a comprehensive data protection law that was enacted by the European Union (EU) to safeguard the privacy and personal data of individuals within the EU and the European Economic Area (EEA). It regulates how organisations collect, store, process, and manage personal data.

Basic legal terms

Personal data — Personal data is any information that relates to an individual who can be directly or indirectly identified. Names and email addresses are obviously personal data. Location information, ethnicity, gender, biometric data, religious beliefs, web cookies, and political opinions can also be personal data. Pseudonymous data (like usernames or nicknames) can also fall under the definition if it's relatively easy to identify someone from it.

Data processing — Any action performed on data, whether automated or manual. Collecting, recording, organizing, structuring, storing, using, erasing, etc...

Data subject — The person whose data is processed. These are your customers or site visitors.

Data controller — The person who decides why and how personal data will be processed. If you're an owner or employee in your organization who handles data, this is you.

Data processor — A third party that processes personal data on behalf of a data controller. The GDPR has special rules for these individuals and organizations. They could include cloud servers or email service providers.

For more information on the GDPR, visit: https://gdpr.eu/what-is-gdpr/

4. Working in volunteering

4.1 What is the difference between voluntary work and illegal work?

Voluntary work and illegal work are two distinct concepts with significant differences, but they are sometimes confused. It is important to recognize the differences to safeguard the volunteers and the organisation from legal problems.

Voluntary work: Voluntary work, also known as volunteering, refers to unpaid activities that individuals engage in willingly to benefit others or society as a whole. Here are some key characteristics of voluntary work:

1. Voluntary nature: Individuals willingly choose to engage in voluntary work without any financial or material compensation.
2. Legal framework: Voluntary work is conducted within the boundaries of the law. The organization or institution that coordinates voluntary activities ensures compliance with relevant laws and regulations.
3. Non-profit organizations: Voluntary work is commonly associated with non-profit organizations, community groups, charities, or NGOs. These organizations often rely on volunteers to carry out their missions.
4. Beneficial purpose: Voluntary work is intended to contribute to the betterment of society, support a cause, or help those in need. It may involve activities such as assisting the elderly, tutoring students, participating in environmental cleanups, or providing support in disaster-stricken areas.

Illegal work: Illegal work refers to activities that violate existing laws and regulations. Here are some important aspects of illegal work:

1. Criminal nature: Illegal work involves engaging in activities that are prohibited bylaw. These activities may range from minor infractions to serious criminal offenses.
2. Lack of legal framework: Illegal work operates outside the boundaries of the law, bypassing regulations and restrictions set by the government or other relevant authorities.
3. Exploitation and harm: Illegal work often involves activities that exploit individuals, such as forced labor, human trafficking, drug trafficking, or involvement in other criminal enterprises. It can lead to severe harm to individuals involved and contribute to societal problems.
4. Financial gains: Illegal work is usually motivated by financial gain or personal benefits obtained through unlawful means. It may involve activities such as tax evasion, smuggling, counterfeiting, or participating in the black market.

To summarize, voluntary work is a legitimate, unpaid activity carried out for the benefit of others or society, while illegal work involves engaging in activities that are unlawful, often resulting in harm and personal gain through illicit means.

4.2. Workers' rights

The International Labor Organization (ILO) identifies "fundamental principles and rights at work":

- freedom of association and the effective recognition of the right to collective bargaining;
- elimination of all forms of forced or compulsory labour;
- effective abolition of child labour;
- elimination of discrimination in respect of employment and occupation; and
- a safe and healthy working environment

Other important ILO standards deal with conditions of work, including wages and hours of work.

4.3. Health and safety at workplace

Basic hygiene regulations

It is governed by the Regulations of the European Union, for example on food hygiene, National Decrees, for the Czech Republic: Decree No. 137/2004 Coll., on hygienic requirements for catering services and on the principles of personal and operational hygiene in epidemiologically significant activities. And also, the Rules of good hygienic and production practice, general principles of food hygiene.

Obligations of workers and volunteers of good production and hygiene practice:

- maintain a high standard of personal hygiene
- observe a high standard of good hygiene practice (sanitation)
- separate risky operations (storage, preparation, distribution)
- use appropriate work aids and tools
- effectively manage waste and production residues
- carry out regularly: – disinfection (occurrence of microorganisms), disinsection (occurrence of insects), extermination (occurrence of rodents)

The following areas are included in good manufacturing practice:

- food intake
- food storage
- use of cooling and freezing boxes
- Packaging
- technological procedures
- Sanitation
- personal hygiene
- operational hygiene

For a food event, it is important to:

- comply with national regulations and rules
- determine of preventive procedures to ensure the safety of food
- establish a system of critical points that minimizes the risk of food contamination and increases its safety, ensuring the safety of food from processing to the moment of consumption
- define requirements for the health status of workers and volunteers

PERSONAL HYGIENE

- WASH HANDS FREQUENTLY — THE GOLDEN RULE OF PERSONAL HYGIENE
- wash your hands in warm water using a suitable product (before entering the workplace, before starting work, after eating, drinking, coughing, sneezing, blowing your nose, after using the toilet, after handling garbage, after contact with cleaning products and further during any change of activity)
- have any injuries treated and bandaged with a clean waterproof bandage

- **OPERATING HYGIENE - workplace hygiene**
- health hazard from food - possible contamination by agents that are immediate causing a threat to the health of consumers
- sources: raw food, people, pests, ...
- routes of transmission: hands, work clothes, surfaces in contact with hands or food

5. Abuse

Many volunteer projects serve disadvantaged people, many of whom are particularly vulnerable: Children, young people, the elderly, disabled people, etc. Organisations must therefore consider how they can effectively protect their from abuse.

5.1. What is abuse?

Abuse is any behaviour towards a person that deliberately or unknowingly causes him/her harm, endangers life or violates their rights. It can take many forms:

- **Physical** – forceful bodily contact.
- **Sexual** – sexual activity the person does not want/understand.
- **Psychological** – repeatedly being made to feel unhappy, humiliated, afraid or devalued by others.
- **Financial or material** – stealing or denying access to money or possessions.
- **Institutional** – where things are arranged to suit the carers and not the individual (poor care standards, rigid routines).
- **Discriminatory** – abuse motivated by discriminatory attitudes towards race, religion, gender, disability or cultural background.
- **Neglect and Acts of Omission** – ignoring someone's needs or not providing something they need (health care, social care, withholding of essentials).

5.2 Who is an abuser and where can abuse happen?

Abuse can happen anywhere, for example:

- At home
- In nursing homes
- In day centres
- In hospitals or other health centres and surgeries
- In public places or the community

Any one can abuse. The abuser can be someone well known to the person such as a partner or family member, a friend, a neighbour, an acquaintance or a stranger. Abusers can also be people in positions of trust or power such as health or social care professionals or paid and volun- tary care workers.

5.3 Things that could indicate abuse

- Someone may tell you about something that has happened to them
- You may see something that makes you feel uncomfortable or uneasy
- You may notice physical evidence that may indicate physical abuse
- You may notice unexplained changes in behaviour over a period of time e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper, self-harming, mood swings, fear of certain people or places etc.
- Challenging behaviours may increase

The list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place.

Modul 10

FUNDRAISING & FINANCES

Finances and fundraising

Learning objectives

In this module, readers will find information on how to:

- understand fundraising and sponsorship
- know how to find the financial resources for projects or activities.
- know how to finance their own volunteer projects
- understand the financial issues to be considered

1. Introduction

First, this chapter will give you an introduction to fundraising, which is the process of gathering voluntary contributions of money or other resources by requesting donations from individuals, businesses, charitable foundations, or governmental agencies.

Second, it will provide tips and tools to help you find and secure financial resources for your projects:

- How to find the financial resources for your projects/activities.
- What is fundraising? What is sponsorship?
- Introduction to fundraising.
- Funding of volunteering.
- How to finance my own Volunteer Project?

2. What are funds? What is fundraising?

2.1 Basic principles of fundraising

Funds and other resources needed to operate a project:

- Money
- Contribution of time, effort and expertise
- Pro Bono contribution
- Equipment and material
- Provision or borrowing of resources (e.g. premises, technical equipment, kitchen, …)
- Free advertising and marketing
- Contacts and recommendations

What is fundraising?

Fundraising consists of various methods and procedures to obtain financial and other resources for the activities of non-profit non-governmental organizations (NGOs).

Fundraising efforts motivate others, giving them the opportunity to donate their time, interest, and trust.

2.2 Three basic rules of fundraising

- **Only he who is convinced himself can convince others.**
  - ⇒ Be consistent with your aims and ask reasonably.
- **We don't get money, we get people!**
  - ⇒ In order for fundraising to be successful, it should be tailored to the donor's interests.
- **You have to ask!**
  - ⇒ If you need something, you have to ask for it.

2.3 Fundraising strategy

- Set an objective: What do you want to achieve?
- Make a plan: How can I reach my goals? What budget do I need? What‘sthe timeline? Who is my audience/ target group for fundraising?
- Be specific and direct-
- Name the benefits of a donor/sponsor/grant giver.
- Decide on strategies and be consistent.
- Use positive language.
- Make it personal and in line with the organisation’s objectives, work, and values.

2.4 Fundraising activities

- Direct donations (money, material, etc.) by organisations, communities, corporations, individuals
- Online donation forms
- Information shared on social media and use built-in donation buttons
- Mails & emails
- Google Ad Grant
- Fundraising events (e.g. galas, auctions, games, concerts)
- Sales
- Crowdfunding pages and platforms
- Pro bono activities
- Membership fees
- Fines via court

2.5 How to initiate first contact?

Develop a consistent strategy! Ensure that you have the appropriate kind of person doing this job: a fundraiser has to seek financial support, therefore, you need a “people person”, someone with good social skills, adequate qualifications and high motivation.

The responsible person should be:

- outgoing and sociable
- enthusiastic
- sensitive, (knows how to approach people and much to ask for)
- patient and resilient

Documentation: It is important to use a clear system for your data management. You should record contact history and donation history of each supporter.

How you present: It is all about consistency! How you represent yourself/your organisation affects how you are perceived. Put some effort into the development of consistent mottos and logos to develop a brand. A professional, easy-to-recognise brand is very important, not only for attracting donors but for other areas of project management as well.

Good communication:

- **Outside the organisation**: inform the public, investors, partners, employees, and other stakeholders continuously. Doing a good job isn't enough when no one notices it.
- **Within the organisation**: Everyone working within your organisation should be able to summarise the key goals, your "mission".

2.6 Some practical aspects you should take into consideration

Communication:

The key to the success of any project is good communication among those involved. Make sure there are clear, open lines of communication between the campaign/project organiser and the group leaders, teachers, parent helpers, etc., and most importantly, the participants. Effective two -way communication keeps everyone interested, informed, and enthused.

Organisation:

As in most endeavours, the degree of organisation can make the difference between success and failure. Setting up a sequence of events for your fundraising project – what happens and who is responsible – will make your campaign run smoothly and without confusion, since everyone will know exactly what is expected of them.

Recruiting Help:

Recruiting the assistance of other stakeholders can be an extremely effective method for fund-raising activities, particularly those involving children. Such volunteers typically provide help with organising, coordinating, calculating total orders, and serving refreshments.

Motivation:

One of the biggest motivators for fundraising activities is making the participants aware of the purpose of your campaign. When they know why you are raising funds and why their participation is important if the campaign is to be successful, they are far more motivated to go out and get positive results. When younger children are involved, sending an informative note or newsletter home to parents is also very effective. Doing so reinforces the importance of each and every participant and encouraging sales efforts. Children are typically very proud when they are able to say that they did their part in achieving the group's fundraising goal.

Set Individual Targets for Participants:

Make sure each participant knows their personal goal, (e.g., know how many pieces of cheese he/she should try to sell to meet the group's total goal). Tell the participants what the total goal is and how, if each one of them meets their personal goal, the group will be successful. Each participant can then see the link between their contribution and the success of the campaign.

Rewards and Recognition:

Establish a system of rewards and/or recognition for achievement. For example, awarding prizes or mentioning successful achievers in group meetings establishes a sense of accomplishment and pride and fosters friendly competition between participants. Also, recognising the assistance given by parents, business people, teachers, organisers, etc., makes a positive impression that will foster willingness to assist again in the future.

2.7 To-do list Fundraising

1.	Why should someonegive their money to us?	**Rewards**: What can we offer?
2.	Why are we doing this, for whom, and how?	**Summarise** the project's key goals and activities.
3.	What do we need?	Money or other resources? **Budget**: Prepare a systematic overview!
4.	Are there people you already know who can open new opportunities? Who could be interested in our goals??	**Target group**: • Individuals: members, customers/ beneficiaries, employees, interested public, … • Businesses: mentors, supporters, … • Foundations/ Service Clubs • Public institutions
5.	What is our strategy?	**Choose a method.**

2.8 "Step by step" instruction to attract sponsors

1. Step: Have realistic goals
Develop realistic goals to attract more sponsors and keep them on a long-term basis.
2. Step: Concrete projects
Pick out some of your projects that need financial support and are really appealing. Think about presenting a particular area if you have a convincing concept why financial support is needed.
3. Step: Target groups
Selected the target groups you are going to address. Focus on three groups at most.
4. Step: Methods
Select adequate methods suiting your target groups, such as mailing, events, media campaign, etc.
5. Step: A crucial message
Phrase a crucial message for every project/activity. Try it on your friends or colleagues at first!

6. Step: Estimate the costs
Estimate the costs: do not choose the "cheap" but the low-priced!
7. Step: Calculation
Calculate from the beginning until the end. Ensure effort and income are balanced according to your goals.
8. Step: Time planning
Create time plan to follow agreed upon by the project managers and everyone involved.
9. Step: Responsibilities
Make sure everyone knows what to do.
10. Step: Analyse
After each fundraising activity, conduct an analysis to point out theweaknesses and strengths.

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2.9 Resource cards

2.10 Worksheet 1

1. When and what did you donate to your organisation? Was it personal help, time, something material, or money? If money, how much?

2. Give examples of your donations to other NGOs. Remember who asked you and how you supported it.

3. When have you said NO to another organisation and why?

4. List at least ten reasons why someone should give something to you and your organisation.

Worksheet 2 - List of potential donors

Who among those you know will contribute to your organization, even if it is less than you need or expect? (Look for them among your current leaders, contributors, friends, or family.)

Which individuals or organisations are interested in your organisation being successful, and who, if you approach them appropriately, will be willing to support you? (Search among your clients and their families, professional groups in related fields, small entrepreneurs, and supporters.)

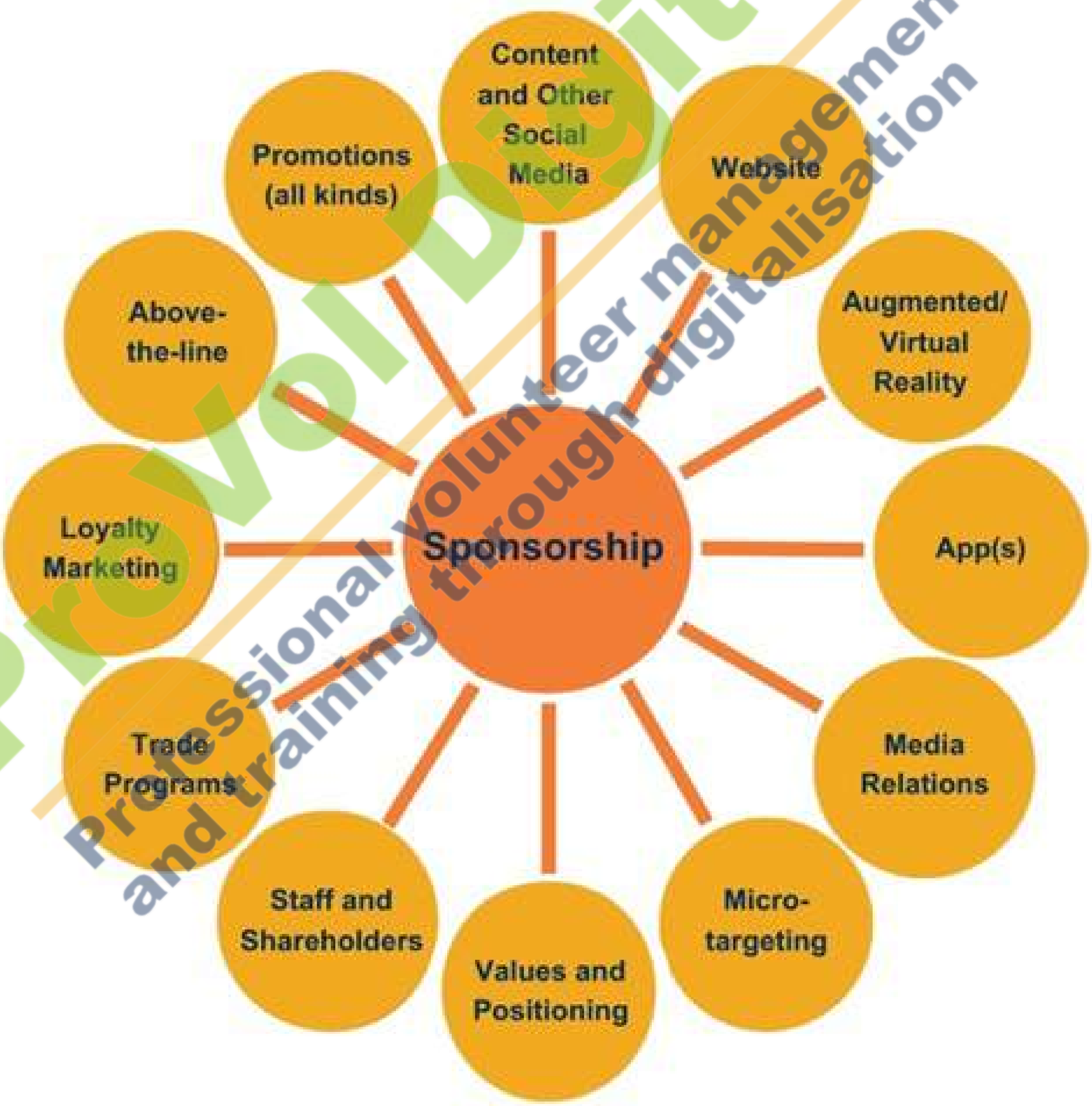
Which people or organisations would help you, but only if you really pay attention to them and spend time preparing the donation carefully? (Look for organisations that care about making the local community or society better, or ones that help with the is- sues you are trying to solve.)

3. Sponsorship

Sponsorship and support of your projects

Sponsorship is a way to support a certain event, product or service.

- Sponsorship is a mutually beneficial collaboration and can be an ideal addition to a classic advertising campaign. Whether it is sponsoring a top sport, a small sports team, or a cultural event, one basic rule always applies: the sponsor will provide fulfilment (material or financial), and the organizer will make the sponsor's contribution adequately visible.
- This can be accomplished by placing the sponsor's logo or message in such a way that the largest possible number of people have the opportunity to register it, not only in person (when the number limited to participants of the sponsored event), but also through the media.



Basic procedure for sponsoring

Submit a request for cooperation and send it to the contact well in advance. In the application form, the representative of the non-profit applicant presents the following points:

- The details of the applicant for sponsorship cooperation.
- Who represents the applicant and their position.
- The purpose for which the sponsorship contribution is requested.
- The date(s) of the event or activity and the amount of the required support.
- What the applicant offers to the sponsor as adequate consideration - visibility (list of advertising spaces offered, possible promotion dates, media coverage, etc.) and promotion on the applicant's website.

The list of individual promotions must also include a preliminary estimate of the number of people reached by the offered advertisement and the criteria used for this estimate.

4. Main sources of financing volunteering

In each country the sources of volunteering financing differ. So, you need to find out: What are the main sources of financing for volunteers in my country?

5. Finances and taxation

NGOs must consider taxation regulations when raising funds for their activities, in order to

- Avoid legal penalties
- Maintain their legal (non-profit) status
- Benefit from tax exemptions and deductions
- Report finances accurately
- Be transparent
- Ensure proper use of funding

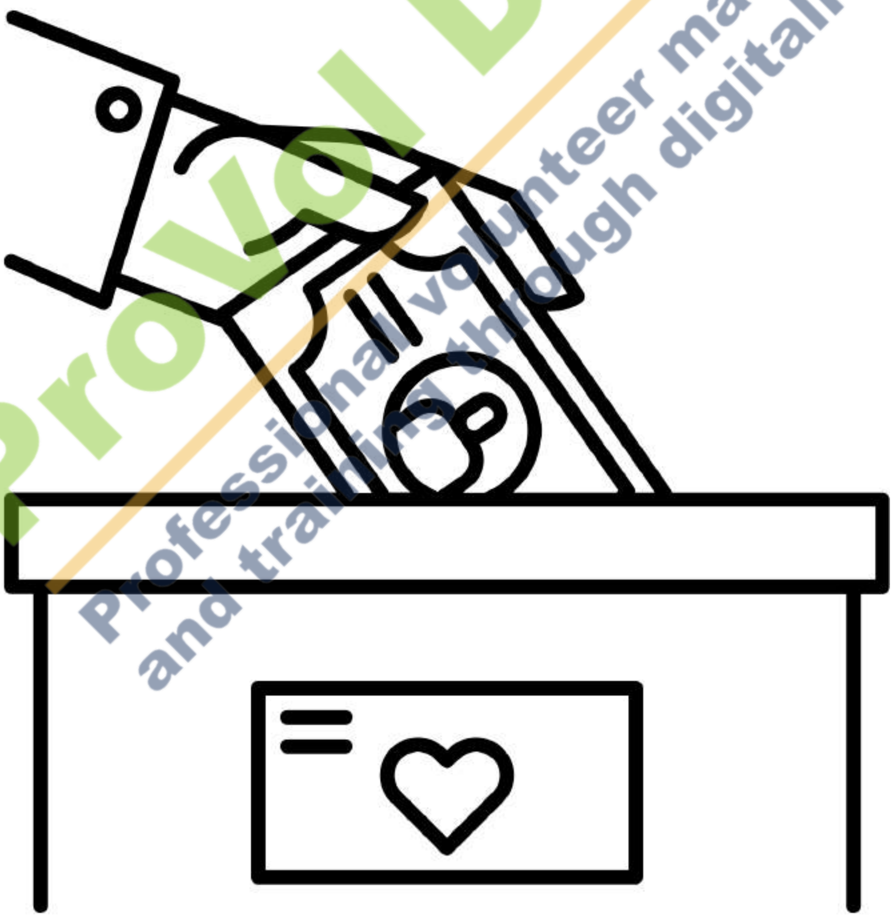
So, to minimize risks, make sure you know about and comply with the applicable tax regulations in your country.

6. Donation receipts

Donation receipts, or donation tax receipts, provide official documentation of a gift made by a donor. They inform the donor that their donation has been received and allow the non-profit to express its gratitude. Non-profits also use donation receipts to provide donors with essential information needed for tax purposes.

Donation tax receipts should include the information:

- The name of the organisation
- A statement confirming that the organisation is a registered organisation, along with its tax identification number
- The date the donation was made
- The donor's name
- The type of contribution made (cash, goods, services)
- The value of the contribution
- Additional information specifying if the donor received anything in exchange for the dona- tion
- Name and signature of a representative of the organisation



ProVol Digital

Professional volunteer management and training through digitalisation

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https://courses.lumenlearning.com/suny-principlesmanagement/chapter/reading-the-five-stages-of-team-development/
Fig. Gruppe, Menschen (page 105) http://surl.li/uqyrl
Fig. (pages 116, 118) Gemeinsam leben und lernen in Europa e.V. (2024).
Fig. Person lessen (page 138) http://surl.li/ulwce

Modul 6:
Fig. (pages 142, 143, 144, 146, 149) Gemeinsam leben und lernen in Europa e.V. (2024).
Fig. Megaphon (page 156) http://surl.li/ulwbq

Modul 7:
Inspiration/Further resources
Guideline for organising a neighbourhood festival (in English):
https://gemeinsam-in-europa.de/pdfs/Neighborhood_Festival_Guide_2023-10-25_EN.pdf
Guideline for events in Bavaria (in German)
https://www.bayern.de/wp-content/uploads/2023/03/STK-Ehrenamtsleitfaden_2023_Online.pdf
Fig. Event management (pages 170) Gemeinsam leben und lernen in Europa e.V. (2024).

Modul 8:
Fig. (pages 172, 178) Gemeinsam leben und lernen in Europa e.V. (2024).

Modul 10:
Fig. Menschen (page 193) http://surl.li/kjghwl
Fig. Donation box (page 200) Gemeinsam leben und lernen in Europa e.V. (2024).

ProVol Digital

Professional volunteer management and training through digitalisation

The Professional Volunteering Training Programme, funded by the European Erasmus+ programme, is designed to professionalise volunteer activities across Europe. It consists of 10 complementary modules designed to help volunteers and volunteer coordinators work more efficiently and purposefully. In the first modules, they discuss exactly what they want to achieve as volunteers or, in the case of coordinators, by working with volunteers. They also learn the necessary methodological tools to achieve these goals professionally such as project and time management, people management, and public relations. Therefore, the training programme has a very strong practical focus and includes many opportunities for exercises tailored to specific needs.

The ProVol Training Programme offers benefits on multiple levels:

- **For Volunteers**: It enables volunteers to work more effectively and task-orientated in their volunteer work and improves their employability through a professional training.
- **For Volunteer Coordinators**: Coordinators develop skills to manage and support volunteers more effectively, align volunteer roles with organisational needs, and ensure that volunteers have a meaningful and productive experience.
- **For NGOs**: It supports the volunteer work within NGOs as it is a way of bridging resource shortages, but also attracting new volunteers, as NGOs offer additional, work related free trainings. It is capacity building of staff within the own organisation and is a successful way to the professionalisation of volunteering.
- **For Employers**: It recognizes the value of volunteering as pathway of gaining work related skills and expertise of (potential) staff.
- **For the General Public**: It strengthens the societal value of volunteering and promotes social inclusion by increasing participation from disadvantaged groups.

ProVol aims to standardize and ensure quality in volunteer training across Europe, referencing the European Qualifications Framework for Lifelong Learning (EQF). The programme seeks to establish standardized, high-quality training for volunteers and coordinators, develop a network of professional trainers, and implement a robust quality assurance system.

www.professional-volunteering.eu