VOLUNTEER COORDINATOR HANDBOOK

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VOLUGRAM

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1. INTRODUCTION

1.1 Volunteering

Volunteering can be found almost everywhere and it plays an important role in society. Its value can be contemplated from various perspectives. Primarily, volunteering is beneficial for individuals, with volunteering motivations being varied and unique to each person, as evident in the motivation chapter of this document. Below are some of these reasons.

- **Helping others:** Many volunteer because they want to make a difference in other people's lives. They want to help those who are less fortunate or in need of assistance, and they derive satisfaction from knowing they have made a positive impact.
- **Personal growth:** Volunteering helps develop new skills, gain field-specific experience, and expand your network. It can also be a way to challenge yourself and push past your comfort zone.
- **Social connections:** Volunteering provides opportunities for meeting new people and building connections, fostering a sense of community and belonging.
- **Career benefits:** Volunteering also provides career benefits, such as demonstrating commitment to an organisation, developing new skills or expertise and building a professional network.
- **Personal fulfilment:** Volunteering can be personally fulfilling as well as provide a sense of purpose and meaning to life. Contributing to society can provide a sense of accomplishment and satisfaction.

Volunteers also contribute significantly to **society and communities**, including:

- **Supporting community organisations:** Volunteers provide much-needed support to community organisations, such as charities, schools, hospitals, and shelters. They may help with fundraising, event planning, or providing services to those in need.
- **Providing essential services:** Volunteers often provide essential services that would not be possible without their help. They may, for example, serve as mentors or tutors or provide meals or transportation to those in need.
- **Enhancing community cohesion:** Volunteering can help build a sense of community and social cohesion by bringing people together to work towards a common goal. This creates a sense of belonging and strengthens relationships between individuals and groups.

- **Promoting social change:** Volunteers often work to promote social change and raise awareness about important issues. They may advocate for policy changes, organise protests or rallies, or educate others about specific causes or social issues.

In Europe, **volunteering** refers to all types of voluntary activity, whether formal, non-formal or informal which are **undertaken willingly and motivated by personal choice rather than financial gain**. **Volunteering benefits not only the individual volunteer, but also community and society as a whole**. It is also a way for individuals and associations to address **human, social, intergenerational or environmental needs and concerns, and it is often done in support of a non-profit organisation or community-based initiative.** Volunteering does not replace professional, paid employment opportunities, but it does add value to society[1].

Types of volunteering are as follows:

- **Voluntary activity** is a synonym for voluntary work. Voluntary work is something that you do in the community that benefits everyone, such as painting a playground or organising a community service. This type of volunteering creates a meaningful impact on the community.
- **Organised volunteering** refers to taking part in the activities and initiatives of an organisation or association.
- **Short term volunteering** entails contributing to a specific event, activity, project or responding to a call for help.
- **Regular volunteering**, as the name suggests, involves contributing your time, energy and skills on a continuous basis over a longer period of time[2].

In Europe, volunteering is particularly important in two ways: **promoting life-long learning** and **contributing to active citizenship** through civic participation[3]. Nevertheless, voluntary work is defined broadly because each county has its own volunteering tradition. For instance, in Estonia, helping neighbours or donating is not considered volunteering, while in Norway involvement in youth organisations as a form of civic participation is viewed as part of voluntary work.

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1   https://www.sociopolitical-observatory.eu/uploads/tx_aebgppublications/Working_Papier_no_2_Observatory_Volunteering_in_the_EU_Overview.pdf
2   https://www.teeviit.ee/kes-voi-mis-on-vabatahtlik/
3   https://www.sociopolitical-observatory.eu/uploads/tx_aebgppublications/Working_Papier_no_2_Observatory_Volunteering_in_the_EU_Overview.pdf

TASK 1

Think about the volunteer opportunities in your country.
What is and is not considered volunteering?

Volunteering at a local sports club to organise a running event for children

Helping fellow students with their homework

Participating in a community service project by picking up waste and cleaning up the beach area

Donating money for the local soup kitchen each month

Participating in a village fire-safety group

Organising a fundraising programme to support refugees

Advocating for ecological food in municipal kindergartens

Joining a local non-governmental organisation that fights against the air pollution caused by a neighbourhood factory

Contributing your time and skills to a campaign for equal rights

Participating in a folk-dance group and preserving cultural heritage

Volunteering in a pet shelter

Donating blood on regular basis

Bringing groceries to an elderly neighbour

Participating in a music festival's management team to ensure the safety of attendees

1.2 Definitions

A **Volunteer** is a person who performs 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 to the general good without financial reward[4].

A **Team Leader** is a person who is delegated to lead a particular team (for example, backstage, hospitality or transportation team) according to his/her expertise in the context of managing an event (cultural, sports or others). Volunteers are an important resource for a team's success in achieving the goal/outcome set for them, so they must be managed properly. For more information see the Team Leader Guide.

A **Volunteer Coordinator** is responsible for all aspects of volunteering inside the organisation to meet its goals. The list of tasks may involve developing a volunteer strategy for the organisation, recruitment, screening, training, on-going supervision, programme planning and evaluation.

As the size and form of the events for which volunteers are needed can vary (for instance, from carrying out workshops to conducting a major sport event), so can the roles and tasks of a Volunteer Coordinator[5]. Many organisations rely on volunteers for short-term or long-term contributions and have Coordinators to work with volunteers. A Volunteer Coordinator, on the other hand, can be someone who arranges for students or community members to volunteer and perform' tasks for another organisation. Therefore, the roles and tasks may not always be the same.

1.3 Volunteer management options

You must first understand the structure of your organisation to approach volunteering strategically. Organisations differ in size, structure and goals, resulting in varying approaches to volunteer management. The size, area of activity, financial resources, and the scale of the human resources department influence the "action space" for coordinating volunteers[6]. Traditions of how an organisation has operated could be also a factor[7].

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4   https://ec.europa.eu/citizenship/pdf/volunteering_charter_en.pdf
5   https://www.desjardins.com/ca/co-opme/business/tip-sheets/understanding-role-volunteer-coordinators/index.jsp
6   Studer, S., Sxchnurbein, G. Organizational Factors Affecting Volunteers: A Literature Review on Volunteer Coordination. In Voluntas (2013) 24:403–440
7   Studer, S., Sxchnurbein, G. Organizational Factors Affecting Volunteers: A Literature Review on Volunteer Coordination. In Voluntas (2013) 24:403–440,

Below are some visual examples of how volunteer management could be organised. Please note that **this is not an exclusive list** as there are many organisational structures.
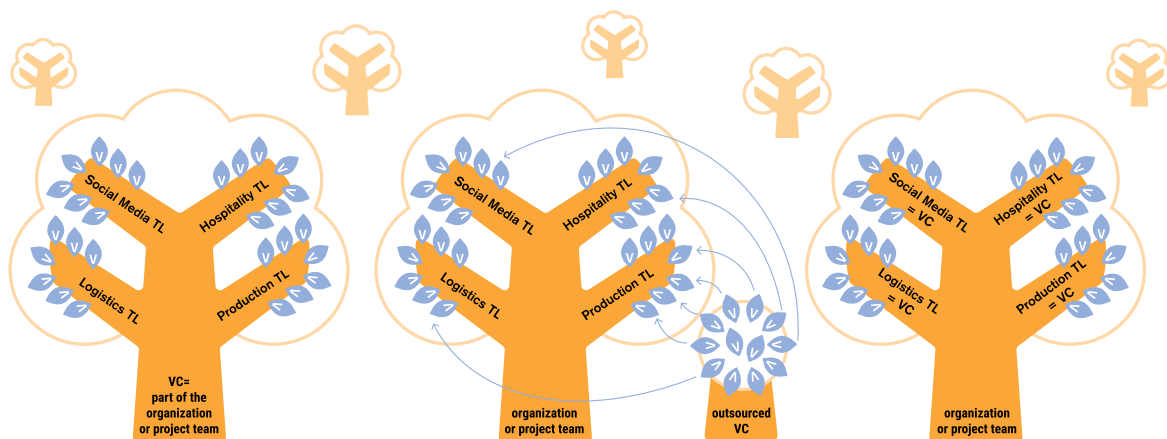
An organization has a volunteer coordinator (VC) in the team who is responsible for the volunteer management process. VC is assigning volunteers to each Team Leader (TL). TL takes over and manages his/her team volunteers (V) during the event.

An organization doesn't have a VC in the team and VC is outsourced. Outsourced VC is gathering information from the core project team (needs assessment of V) and is assigning V to each TL remaining as main contact.

An organization doesn't have a VC. Each TL covers VC role in addition to TL tasks (recruits volunteers, prepares a motivational package, collects feedback etc).

V – Volunteer, VC – Volunteer Coordinator, TL – Team Leader

Figure 1. Volunteer management options

Consider the addition of a Volunteer Coordinator to oversee the management and recruitment of volunteers for all teams within your organisation. Alternatively, outsourcing a Volunteer Coordinator can provide valuable support in this regard. For smaller events, it may be unnecessary to have a dedicated Coordinator, as teams can assign volunteers as needed.

The ability to map key individuals to the volunteering process is crucial, regardless of the Volunteer Coordinator's position within the organisation. Keep in mind that it might take longer for a Volunteer Coordinator not affiliated with the organisation to comprehend and map out its needs.

TASK 2

Consider the possibilities for volunteer management within your organisation.

1. Draw your organisation's hierarchy with positions or names.
2. Highlight the key people in the volunteering process among the entire team.
3. Who will collaborate with the volunteers and who are the key stakeholders in this process?
4. What is the role of the Volunteer Coordinator in this structure?

2. COMPETENCIES AND TASKS

2.1 Volunteer Coordinator's main tasks

What do you think are the main tasks of a Volunteer Coordinator?

A Volunteer Coordinator's primary task is **to be the anchor and put wind in the sails also.** To achieve this, various skills are required to fulfil numerous tasks. According to the Erasmus+ VOLUGRAM project expert group, the main tasks of a Volunteer Coordinator include:

- **Creating a plan/concept and setting a general goal** – including volunteers in the execution of the event you are planning.
- **Managing team leaders** – providing information and instructions, organising teams and structures and delegating tasks to team leaders.
- **Assembling teams** – understanding the tasks at hand and what people are needed for them.
- **Understanding partners' needs** – engaging and cooperating with them.
- **Networking for recruitment** – knowing organisations, platforms and community groups that could be involved with the event.
- **Recruiting volunteers** – managing open calls and legal aspects.
- **Ensuring volunteer welfare and benefits** – planning, organising and communicating welfare and benefits.
- **Organising volunteer events** – fostering team spirit and establishing common goals.
- **Troubleshooting** – managing problems or conflicts.
- **Gathering and disseminating information** – ensuring clear communication between teams and management levels.
- **Networking with other Coordinators and event crews** – being in touch with organisations to facilitate information exchange.
- **Preventing risks** – foreseeing risks and managing critical situations.

- **Maintaining a general overview of the event** – understanding the bigger picture and communicating it.
- **Evaluation** – overview of different teams were working, collecting feedback and sharing it
- **Reporting to the project manager/ CEO**.

What are not the Coordinator's tasks? Depending on the structure of the organisation, some operational tasks may be delegated to Team Leaders or persons directly responsible for their specific tasks. Thus, fulfilling operational-level tasks are not the responsibility of the Coordinator's but rather the Team Leader. These tasks include:

- Motivating volunteers
- Setting team goals
- Guiding volunteers
- Preparing schedules
- Resolving volunteer issues
- Assigning specific tasks and providing training
- Arranging transport and food

A comparative overview is provided in the visualisation below, illustrating the roles of the Volunteer, Team Leader and Volunteer Coordinator during the event management process.

VOLUNTEER COORDINATOR

| strategy development | needs assessment | job development | volunteers recruitment | on-boarding | general training | supervision and monitoring | supporting team leaders | evaluation and recognition | volunteer retention |

TEAM LEADER

| planning team's work | needs assessment | job development | task/team specific training | supervision and monitoring | motivation and recognition | wrapping up |

VOLUNTEER

| info about the event | registration | on-boarding | on the field | off-boarding |

EVENT

Figure 2. Volunteer management timeline

See chapter 3.3 for guidance on drafting a job description as a Volunteer Coordinator.

2.2 Volunteer Coordinator's essential competencies

What competencies are needed to perform the responsibilities of a Volunteer Coordinator?

Competencies are defined as a **set of knowledge, skills and attitudes that are applied appropriately to a situation in order to achieve a desired outcome**.

Erasmus+ VOLUGRAM project team used Lominger's competencies as a starting point and compiled a list of the most important competencies that are useful for a Volunteer Coordinator. Of course, this is not a definitive list, but rather a framework for self-analysis and development.

HIGHER LEVEL COMPETENCIES FOR A VOLUNTEER COORDINATOR

ADDITIONAL COMPETENCIES FOR A VOLUNTEER COORDINATOR

CORE COMPETENCIES FOR A VOLUNTEER COORDINATOR

- **Planning**
- **Organising**
- **Hiring and staffing**
- **Presentation skills**
- **Understanding others (groups)**
- **Motivating others**
- **Building effective teams**
- **Problem solving**

- **Priority setting**
- **Decision quality**
- **Managing and measuring work**
- **Process management**
- **Managing through system**
- **Conflict management**
- **Risk management**
- **Managerial courage**

- **Managing vision and purpose**
- **Managing diversity**
- **Creativity**
- **Perspective**
- **Strategic agility**
- **Organisational agility**
- **Political savvy**
- **Perseverance**
- **Learning on the fly**

Figure 3. Volunteer Coordinator's competencies

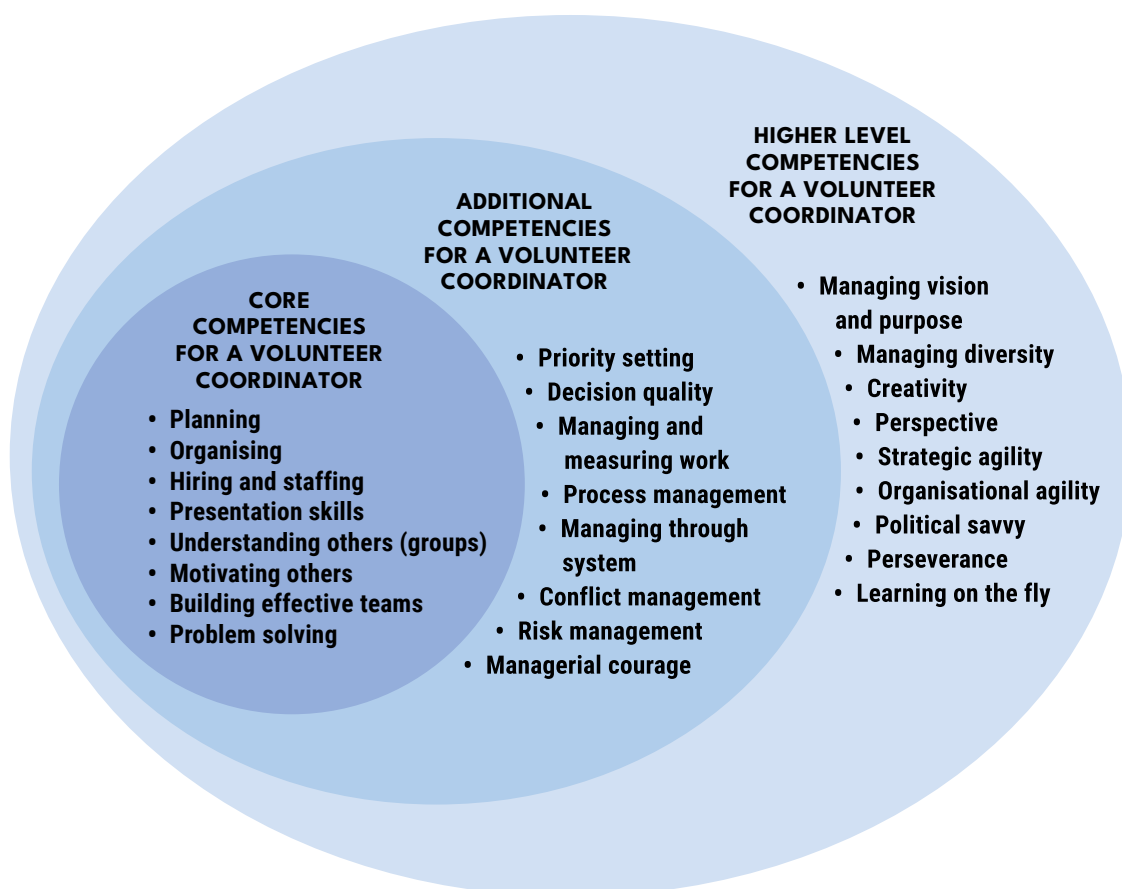**This handbook primarily focuses on the essential skills of a Volunteer Coordinator, such as communication, recruitment, team building and volunteer motivation, goal setting, planning, organising, monitoring and evaluating results.**

TASK 3

Please evaluate your competencies for the role of Volunteer Coordinator. What are your strengths and where do you need to improve?

I´M DOING WELL: ◄   ►   **I NEED TO IMPROVE:**

2.3 Interpersonal skills

What are interpersonal skills?

You may have noticed from the list of the Volunteer Coordinator's tasks and core competencies, that an efficient coordinator is a people person. Interpersonal skills are thus essential for a Volunteer Coordinator to facilitate effective communication, build strong relationships, and foster a positive and productive team environment among volunteers and other stakeholders in the organisation.

Interpersonal skills are the abilities that enable you to interact, and work effectively with others. These include but are not limited to **basic communication skills, such as active listening, clear self-expression, empathy, conflict resolution, leadership and teamwork.**

Interpersonal skills are crucial for a Volunteer Coordinator due to frequent contact with individuals of unique personalities, backgrounds, and abilities. Effective communication ensures that volunteers understand their responsibilities and any important guidelines while fostering strong relationships through empathy. Furthermore, having conflict resolution skills enables to manage any disputes that may arise[8].

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8   Independent Sector. (2019). Volunteer Management: Essential Strategies for Success. Retrieved from https://indepen-

Additionally, the role of a Volunteer Coordinator often involves managing volunteer teams and communicating with other stakeholders, which requires strong leadership and teamwork skills. A Volunteer Coordinator must inspire and motivate volunteers to achieve common goals while also delegating tasks and providing feedback when necessary[9].

2.4 Communication

What is communication?

There are several communication models that try to explain human interaction using basic concepts such as the "sender", "receiver" and „message" to illustrate the transfer and comprehension of meanings through verbal and non-verbal means.

The Shannon-Weaver **model** is the most well-known model of communication that involves two key elements: **the sender and the receiver**. The sender is the person who initiates the communication, typically driven by a need or desire to convey an idea or concept to others. In the volunteering setting, the sender could be a Coordinator or a Volunteer. To convey their message, the **sender encodes** their idea by using appropriate words, symbols, or gestures, ultimately producing a **message**, which can take the form of written communication or verbal (spoken words) and non-verbal cues (body language, facial expressions).

The message is then transmitted via a medium or channel that serves as the carrier for the communication. Depending on the situation and available communication channels, the **channel** could be a face-to-face conversation, a telephone call, an email, or a written report. Upon receiving the message, the receiver decodes it to extract meaningful information from the encoded message. However, there are several factors which can distort the message and introduce **noise**, such as differences in perception, language barriers, interruptions, emotional states, and attitudes of the individuals involved.

Consequently, **feedback** plays a crucial role in the communication process. Feedback occurs when the receiver responds to the sender's message and provides a response or reaction. This feedback allows the sender to assess whether the message has been successfully received and understood by the receiver[10].

dentsector.org/resource/volunteer-management-essential-strategies-for-success/

9   American Red Cross. (n.d.). Volunteer Coordinator Job Description. Retrieved from https://www.redcross.org/content/dam/redcross/atg/Chapters/Division_3/Region_3_2/Chicago/Job_Descriptions/Volunteer%20Coordinator%20Job%20Description.pdf

10   Lunenburg, F. C. (2010). Communication: The process, barriers, and improving effectiveness. Schooling, 1(1), 1-10.
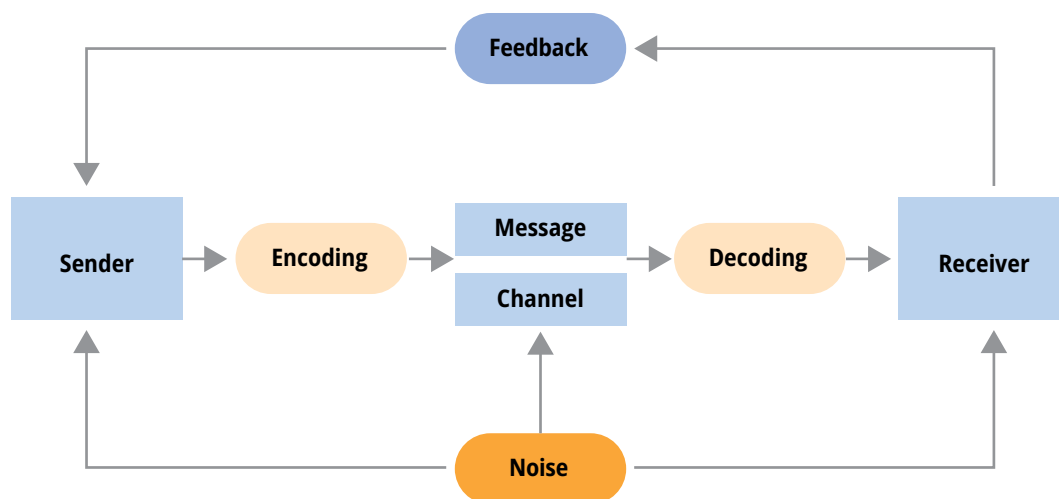
Figure 4. The Shannon-Weaver model of communication

To put it simply, communication requires at least two parties, one of whom sends out information via various means (communicator) and the other who receives the information (recipient) and responds.

Communication consists of three major areas of activity:
- **Forming and sending messages;**
- **Perceiving non-verbal messages and listening to verbal messages;**
- **Responding to both types of messages verbally and non-verbally.**

Cultural differences, in addition to differences in personalities, backgrounds, and abilities, may cause additional concerns that may affect working relationships, as people from different cultures may have different behaviours, language, signs and expressions.

If your team has a member from another culture, learn about and consider the following aspects:
- Body language and space
- Addressing people
- Cultural and language barriers
- Gift giving

Do some research and learn about team member culture's approach to communication. It is also wise to always ask your team members how they prefer to communicate.

2.5 Active listening

What is active listening? What are active listening techniques?

We spend a significant amount of our lives listening to others. Listening seems to be something that anyone can do as it requires no special skills. Yet, everything is not as it appears as one can hear but not listen to what others are saying. Some of us are born with a natural talent for listening, while others need to learn how to be good listeners. Here are some definitions to help you understand the difference between hearing, listening and active listening:

Hearing – Perceiving a sound made by someone or something with the ear[11].

Listening – Paying attention to a sound, observing and responding to what is said, and being alert and ready to hear something[12].

Active listening – A communication skill that involves going beyond simply hearing what is being said, but also understanding the meaning and intent behind the words. It requires active participation in the communication process and employs several techniques[13].

Active listening requires a lot of energy and time and is not something that can be practised all the time. However, it is recommended in two **situations**:

- when you care about the issue or **topic** and want a good solution.
- when you value having a partner and maintaining **relationships**.

According to Robert Bolton's People Skills, active listening techniques are as follows:

	Attending skills
Listening begins with sending **non-verbal signals** indicating good contact: body language, eye contact and removing distractions. It is not the external signals themselves that are important, but rather the genuine psychological presence and readiness to listen to the partner, the output of which is body language.	• Posture of involvement • Reflecting body motion • Psychological contact • Eye contact • Appropriate distance • Non-distracting environment

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11   Oxford Languages
12   Oxford Languages
13   https://www.verywellmind.com/what-is-active-listening-3024343

	Following skills
Door openers are short verbal encouragers that demonstrate your interest and willingness to listen to your partner. They are not always necessary, as some partners are eager to start speaking right away. However, there are times when your partner might want to discuss something but needs a little push to get started. • I would be interested in hearing more about it. • I would like to know what worries you. • Do you want to talk about it? **Minimal encouragers** communicate to your partner that you are (still) with them. They may be more frequent at the start and less frequent at the end of the conversation. Minimal encouragers include individual phrases and vocalisations ("ahhhh", "mhmhh", "really?", "and then?", "I understand") as well as short sentences ("please continue, I'm listening", "keep talking, it's interesting"). Facial expression and tone of voice also support the message. Encouragers do not express agreement or objection to the story, but rather a signal that you are present and listening.	• Door openers • Minimal encouragers • Infrequent questions • Attentive silence

	Reflecting skills
Paraphrasing is the use of rational thinking to comprehend the meaning of spoken words and rephrasing the most important part without adding personal feelings or thoughts. A good paraphrase is direct, short rather than long, and cautious to prevent mistakes. • If I really understood you, then… • So you say that… • I understand it to be… • Correct me if I am wrong, but you said that… **Reflecting feelings** means reflecting upon what you perceive your partner to be feeling during the conversation. Again, this should be done with careful phrasing that allows for correction if you are wrong: • You seem angry. • I believe that you are disappointed. • You appear surprised. • Your expression suggests that you are worried. **Summative reflection** summarises what your partner said while also reflecting their feelings. It can be summed up in one sentence ("You feel … because…"; "You are …., because….") • I understand you are feeling quite hopeless because you cannot see your place in the market right now. or be a more detailed summary that helps the partner better understand what is happening to them. • Let's check if I understood you. You claim to have paid the instalment by the due date, but the company disputes it. I understand that you are angry and intend to file a protest. At the same time, it seems to me that you are worried and would prefer a calm explanation of the circumstances rather than a conflict. Is that correct?	• Paraphrasing / reflecting meanings • Reflecting feelings • Summative reflections

Reflection is always followed by a pause and listening to the other party's reaction! It allows your partner to confirm that you have understood them or to make any necessary changes to your paraphrasing.

Paraphrasing allows the listener to:
- obtain information that the partner may have intended to give;
- distinguish between the important and the unimportant while staying on the topic;
- understand the message and clarify ambiguities;
- check understanding and improve retention of what you heard;
- enhance clarity in the speaker's thoughts and point out inconsistencies;
- reduce tension and counter aggression by remaining calm.

However, active listening is not always recommended, particularly during emergencies. Especially under extreme time constraints, rewording is not appropriate. Moreover, paraphrasing responses is unnecessary in standard situations where both partners' responses are known in advance. This includes the communication rituals such as greetings, farewells and transactions.

Rewording is meaningless if one of the partners is in a forced situation, such as an interrogation or reporting to a superior. Of course, if the partner is overly talkative, paraphrasing will only add fuel to the fire. To some extent, paraphrasing can also serve as a covert method of controlling the conversation partner.

Task 4

Use active listening techniques and reflect on your volunteer's words and feelings.

Volunteer: "I am tired of constantly contributing alone every time. Everyone else does things poorly and I am always responsible for everything."

Your reflection:

2.6 Reflection

What are the stages of reflection?

Reflection is an important process that helps people in gaining insights and learning from their experiences. Some models of reflection can be applied to volunteering, such as Gibbs' Reflective Cycle.

Gibbs' Reflective Cycle is a commonly used framework for reflective practice and learning, consisting of six stages that guide individuals in reflecting upon and analysing their experiences[14]. One way to apply this model is by asking volunteers to write a reflective article or social media post discussing what they learned, the challenges they faced, and how they overcame them after completing a task or a project.

Each stage of the cycle is defined as follows:
1. **Description:** Describing the experience or situation in detail, including the context, people involved, and key events.
2. **Feelings:** Identifying and exploring personal emotions and thoughts during the situation.
3. **Evaluation:** Assessing positive and negative aspects of the experience, considering successes and areas for improvement.
4. **Analysis:** Analysing components, patterns, and underlying factors of the situation contributing to the outcomes.
5. **Conclusion:** Drawing conclusions from the analysis and reflecting lessons learned.
6. **Action plan:** Developing an action plan for future actions or improvements based on reflection insights.

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14   Gibbs, G. (1988). Learning by doing: A guide to teaching and learning methods. Further Education Unit, Oxford Polytechnic.
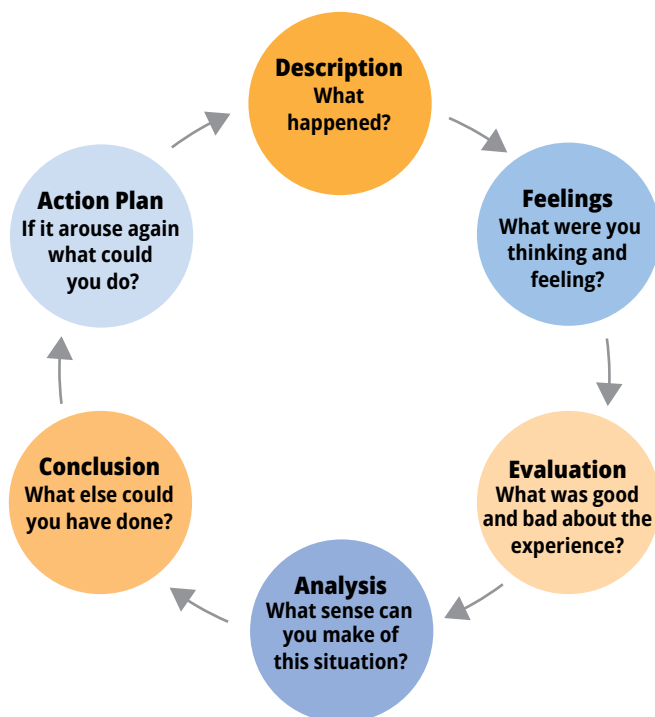
Figure 5. Graham Gibbs' Reflective Learning Cycle

Other reflection options include:
- **Personal reflection**, which involves reflecting on personal volunteer experiences and emotions. This can help volunteers in understanding their volunteering motivations, identifying strengths and weaknesses, and evaluating personal growth over time.
- **Group reflection**, which involves reflecting on volunteer experiences with fellow volunteers or staff members. This allows participants to share insights, learn from each other, and build relationships within the volunteer programme.
- **Formal reflection**, which involves structured activities, such as journaling, debriefing sessions, or goal-setting exercises. This type of reflection can help volunteers set goals, track progress, and identify areas for improvement.
- **Informal reflection**, which involves reflecting on volunteering experiences as they occur, without the use of structured activities or processes. This type of reflection can help volunteers to stay present and mindful during their activities while deepening their learning from those experiences.

Task 5

Think of a recent experience you had while working with volunteers that you found challenging or rewarding.

Answer the questions using Gibbs' reflection model.

1. What happened in the situation? (description of the event)

2. What did you think and feel during the situation? (feelings and thoughts during the event)

3. What worked well? What did not work well? (evaluation of the event)

4. Why did certain things happen? (analysis of the event)

5. What did you learn from this experience? (conclusion and lessons learned)

6. How will you apply what you learned to future situations? (action plan for future situations)

2.7 Feedforward and feedback

How do feedback and feedforward differ?

Feedback mainly concentrates on evaluating past performance and suggesting improvements based on previous experiences, whereas feedforward focuses on the future by providing guidance, and suggesting improvements for future situations. Ideally, both feedback and feedforward should be used as they complement each other.

Feedback has been identified as a tool for improving the teaching–learning process. To achieve successful teaching and learning, constructive feedback should be systematic, relevant, immediate, factful, helpful, confidential, respectful, tailored and encouraging[15] .

Constructive feedback:
- provides information about behaviour and performance against objective standards in such a way that recipients maintain a positive attitude towards themselves and their work.
- encourages recipients to commit themselves to a personal plan for achieving agreed-upon standards of behaviour and performance.

Below are some steps to follow for giving **effective feedforward**.
- **Start with positive feedback:** Acknowledge the person's strengths and accomplishments, as this can help establish a positive and supportive tone.
- **Be specific:** Provide clear and specific suggestions or recommendations that the person can act on. This can include specific actions or changes they can make to improve their performance or achieve their goals.
- **Focus on the future:** Feedforward is all about looking ahead, so avoid dwelling on past mistakes or shortcomings. Instead, focus on what the person can do differently in the future to achieve their desired outcome.
- **Be constructive and helpful:** Avoid criticism or negativity and focus on being constructive and helpful. Offer suggestions that can help the person improve their performance or achieve their goals, rather than simply pointing out their weaknesses.
- **Be open to feedback:** Encourage the person to ask questions, provide feedback, or offer suggestions. This can help create a dialogue and foster a collaborative and supportive environment.

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15 Ovando, M. N. (1994). Constructive feedback: A key to successful teaching and learning. International Journal of Educational Management.

Keep in mind that the goal of feedforward is to help the person improve their performance and achieve their goals. You can help them develop the skills and strategies they need to succeed by providing specific, constructive, and future-oriented guidance.

Feedback and feedforward can be given in a variety of settings, but when deciding when and where to give it, it is important to consider the context and the individual receiving the feedback. Here are some general guidelines:

- **Timing:** Give feedback and feedforward as soon as possible, so that the person can apply it to their work, but not so soon that it becomes overwhelming or distracting. If possible, provide feedback or feedforward in real-time or immediately after an event or task is completed.
- **Setting:** Choose a setting that is private, quiet, and free from distractions. This can help the person focus on the feedback and feel comfortable asking questions or providing their own feedback.
- **Format:** Feedback and feedforward can be given in many formats, such as in-person meetings, written reports, or online chats. Choose a format that is appropriate for the situation and the individual receiving the feedback.
- **Delivery:** Deliver feedback and feedforward using a supportive and constructive tone and focus on specific behaviours or actions rather than making generalisations or assumptions. Actively listen and be open to the person's feedback or questions.

Task 6

The event you organised was great and one volunteer, who usually does an excellent job and was excellent at this time as well. However, they were 30 minutes late and made everyone anxious. Give them constructive feedback, i.e. praise them but also mention that being late is not appropriate.

Your feedforward:

2.8 Clear self-expression or "I" statements

How to make yourself clear?

Clear self-expression or "I" statements is a style of communication that focuses on the feelings or beliefs of the speaker in an assertive, non-aggressive way. The opposite of "I" statements is "you" statements where the speaker attributes thoughts and characteristics to the listener.

Usage of "I" and "you" statements is especially important in conflict situations. Using "you" statements may intensify the conflict as the other party feels that they are being attacked and "labelled" as these kinds of statements sound like accusations or blame when we tell them what they did or did not do. It puts the person on the defensive and makes them unwilling to listen.

By using "I" statements, you are taking responsibility for your feelings and experiences, and opening up opportunities for collaboration and problem-solving.

"You" statements	"I" statements
You are of no help at all!	I feel overworked and would appreciate some extra help.
Why are you always late?	I find it difficult to complete work because it is getting delayed without you.
You did not send me this information.	I have not received the information I asked from you.

Study by Rogers, Howieson and Neame[16] concluded that it is better to communicate some perspective (i.e. self and/or other) than neglecting to do so in a conflict situation. When communicating perspective, their research suggests that using "I" statements to communicate both points of view (i.e. self and other) is more beneficial than communicating a single perspective. This approach promotes a greater sense of 'feeling heard', mutual understanding and openness, transparency, and honesty which maximises perceived politeness and minimises perceived hostility.

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16   https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5961625/

Task 7

You are a little disappointed with your team as they are constantly late for events. Use the "I" message to express your displeasure.

Your "I" message:

2.9 The importance of team building

Why is team building important in volunteer management?

A Volunteer Coordinator must have team building skills in addition to effective communication skills. Team building is essential because it helps to promote communication, collaboration, and trust among team members. It also fosters strong working relationships between team members and improves morale and productivity[17].

Building a team entails several important steps and considerations. Below are some strategies for building a strong and cohesive team:

- **Define clear goals and roles:** Clearly establish the team's goals and objectives and each member's responsibilities. It is easier to work towards a common goal when everyone understands their purpose and what is expected of them.

- **Foster open communication:** Encourage team members to communicate in an open and transparent manner. Create an environment in which everyone feels comfortable expressing their ideas, concerns, and feedback. Effective communication promotes trust and improves team collaboration.

- **Promote diversity and inclusivity**: Build a team with a diverse range of skills, backgrounds, and perspectives. Diversity brings different ideas and approaches to problem-solving, which can lead to innovative solutions. Create an inclusive environment where everyone feels valued and respected.

- **Encourage collaboration:** Promote collaboration and teamwork among team members. Encourage them to share their knowledge, skills, and expertise to achieve team goals. Create a culture that values collaboration over individual competition.

17   Beauchamp, M. R., McEwan, D., & Waldhauser, K. J. (2017). Team building: Conceptual, methodological, and applied considerations. Current opinion in psychology, 16, 114-117.

- **Provide team-building opportunities:** Engage in team-building activities and exercises to strengthen relationships and improve communication among team members. These activities can range from team retreats to problem-solving challenges to casual social events. Team-building activities help to build trust and improve morale and teamwork.
- **Support professional development:** Provide team members with opportunities to improve their skills and knowledge. Offer training, workshops, or mentoring programmes to help them grow both individually and as a team. Supporting team members' professional development shows that you value their growth and fosters loyalty.
- **Lead by example:** As a leader or manager, it is important to lead by example. Demonstrate the qualities and behaviours you expect from your team members. Be approachable, communicate effectively, and exhibit strong teamwork skills[18].

2.10 Team-building methods

How to build effective teams?

Several methods and activities can be employed in the context of volunteering that can help foster stronger relationships, collaboration, and a sense of camaraderie among volunteers. Some commonly used team-building methods include:

- **Icebreaker activities**: Start volunteer sessions or meetings with icebreaker activities to help volunteers get to know each other better. These can include simple games or questions that encourage sharing personal experiences, interests, or fun facts.
- **Team-building games and challenges**: Engage volunteers in team-building games and challenges that require collaboration, problem-solving, and effective communication. These activities can range from physical challenges, such as obstacle courses or scavenger hunts to mental puzzles or group problem-solving exercises.
- **Volunteer projects or initiatives**: Assign volunteers to work on specific projects or initiatives together. This allows them to collaborate, share responsibilities, and achieve common goals while making a positive impact on the community or the cause they are supporting.
- **Group discussions and reflections**: Set aside time for group discussions and reflections where volunteers can share their experiences, challenges, and successes. This provides an opportunity for volunteers to learn from each other, provide support, and strengthen their bonds.

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18   Türk. K. Inimressursside juhtimine, 2015.

- **Volunteer retreats or outings**: Organise volunteer retreats or outings where volunteers can spend time together in a relaxed and casual setting. This could include outdoor activities, team-building exercises, or simply socialising and getting to know each other better.

- **Skill-sharing sessions:** Encourage volunteers to share their skills and expertise with each other through skill-sharing sessions. This can involve volunteers teaching or leading workshops on specific topics of interest or organising training sessions to enhance the skills of the entire team.

- **Celebrate achievements and milestones**: Acknowledge and celebrate the achievements and milestones of volunteers through events such as award ceremonies, or appreciation gatherings to honour their contributions and dedication.

- **Volunteering in pairs or small groups:** Assign volunteers to work in pairs or small groups on specific tasks or projects. This promotes collaboration, improves teamwork and allows volunteers to support and learn from each other.

- **Virtual team building**: If volunteers are dispersed geographically or engaged in remote/virtual volunteering, utilise virtual team-building methods such as virtual icebreakers, online games, virtual team challenges, and coffee chats to help build connections and strengthen teamwork.

- **Encourage networking and mentorship**: Facilitate networking opportunities among volunteers and encourage mentorship relationships. Pair experienced volunteers with newcomers, or create mentorship programmes where volunteers can provide guidance, support, and share their experiences.

Task 8

You are putting together a new team of volunteers. Create your own checklist to ensure that team building goes smoothly.

A list of teambuilding ideas can be found in the chapter titled "PRACTICAL TOOLS".

2.11 Team development phases

What are the phases that every team goes through while working together according to your experiences?

Understanding group dynamics and the phases most groups go through is essential when working with a team. Tuckman (1965) proposed the stages of group development as necessary and inevitable phases for a team to grow, face challenges, tackle problems, find solutions, plan work, and deliver results. According to his approach, a group goes through four phases: **forming, storming, norming and performing**. In 1977, he added a fifth phase, **adjourning**[19].

Forming
· Introductions
· Best behaviour
· Project defined
· Confusion

Storming
· Getting real
· Vying for authority
· Express feelings

Norming
· Standards established
· Full agreement with project goals

Performing
· „Clicking"
· High level of synergy

Adjourning
· Closure
· Celebration
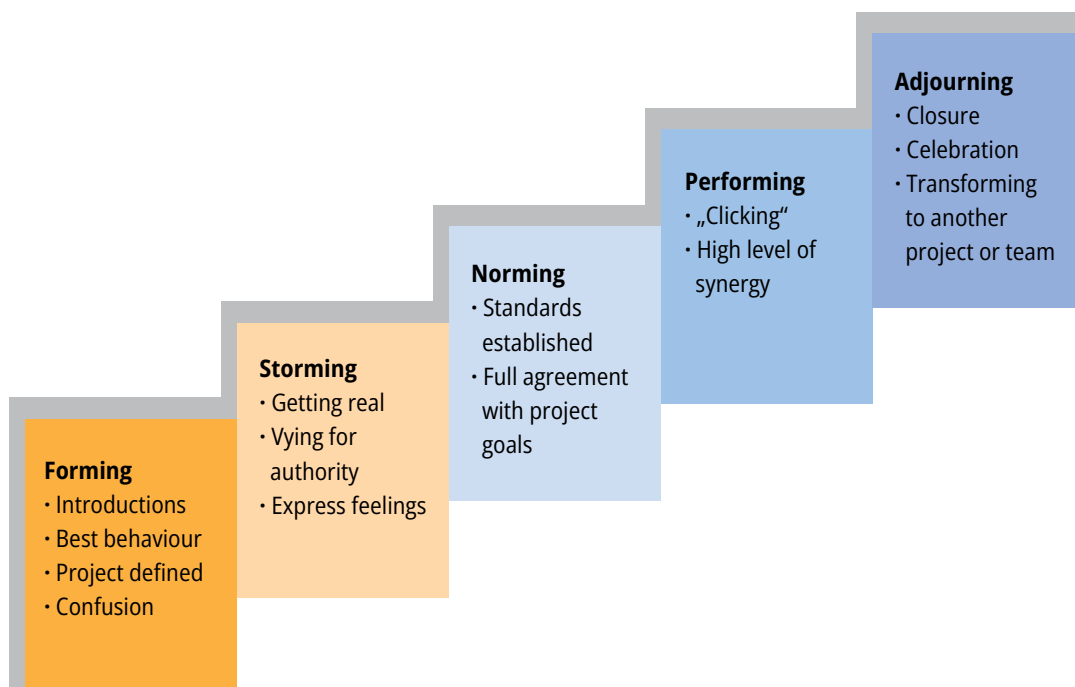· Transforming to another project or team

Figure 6. Tuckman's stages of team development

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19 https://manchestercommunitycentral.org/sites/manchestercommunitycentral.co.uk/files/Team%20Building%20Ideas%20for%20Volunteers.PDF

Forming – Team members share personal information, get to know each other and focus on their assigned tasks.

The Team Leader or Coordinator can reduce tensions, uncertainty, and constant feelings by:

- creating an atmosphere of involvement through sharing information, ideas, values, and significant topics related to participants' experiences;
- explaining goals, procedures, roles, and rules as well as setting boundaries and norms;
- encouraging members to express their feelings about the first "uncertain" situation to facilitate team collaboration and making them understand that this is not a personal issue but a normal aspect of team development;
- identifying and assessing the members' needs;
- clearly defining the learning agreement with team members (What arrangements have been agreed upon?) and checking whether goals are understandable and clear, and that all members are willing to implement the decisions made;
- being open to feedback on the team's work and taking time to explore members' attitudes, values, and ideas as the facilitator.

Storming – Team members compete for status, argue about goals and direction and struggle for relative control. The Team Leader or Coordinator can help the group move through the conflict phase more quickly by:

- acknowledging and managing the conflict;
- reflecting on team dynamics and providing feedback;
- encouraging the expression of questions and positions through various, primarily activating, work methods;
- redirecting criticism from people to their behaviour, and supporting those who are being criticised if necessary;
- ensuring that the objectives and procedures related to each activity are clear and understandable to everyone;
- defining what role they wish to fulfil as a facilitator;
- helping the tean establish new rules, redefine goals and re-evaluate work procedures;
- instilling confidence in team members to handle tasks.

Norming – Team members start building mutual understanding, developing shared group norms and gradually working more cohesively together. The Team Leader or Coordinator can accelerate cooperation by:

- sharing responsibility with group members and minimizing intervention;
- keeping the focus on the goal and updating group agreements;
- helping people monitor progress, reduce conflicts, and clarify their positions.

Performing – The team matures and handles complex issues efficiently with defined and flexible roles. The Team Leader or Coordinator can support cooperation by:

- taking on the role of consultant-facilitator rather than a direct leader, trusting team members and not trying to do everything themselves;
- creating challenges, providing opportunities for collaboration in diverse teams, and allowing people to vary tasks for new experiences;
- ensuring that the necessary tools and conditions are in place;
- acting as a resource themselves, offering advice without fear of backlash;
- encouraging humour, openness and recognition.

Adjourning — Team members let go of frustrations, celebrate successes, and turn to a new assignment (or return to a previous one). The Team Leader or Coordinator can help the team prepare to leave by:

- encouraging them to express their feelings and emotions;
- encouraging them to apply what they have learned in their home situations (action plans);
- promoting continued learning and self-reflection.

3. PLANNING VOLUNTEER INVOLVEMENT

3.1 Volunteer management timeline

What are the definite steps that must be taken during the volunteer management process?

Volunteering can be very diverse depending on the event or project, as can volunteer organisations, which vary greatly in size, structure or purpose. Regardless, even on a small scale, such as a single event, the volunteer management process will go through several steps as described in chapter 2.1. Let's review this process again.

The Volunteer Coordinator begins by understanding of the organisation's **strategy** and **assessing the needs** to achieve its goals. This is closely related to event programme planning, and since we are discussing the Coordinaator's tasks, it involves determining the overall need for volunteer involvement in the programme.

After creating a general plan, it is essential to consider the specific tasks that volunteers need to perform. This might entail a shortlist of tasks or detailed **job descriptions**.

During the **recruitment** phase, the Volunteer Coordinator's role is to find right people for the roles. Recruited volunteers will get familiar with the staff and team members during onboarding. They will also find out the location of the event, their work shifts and how to solve common issues. If volunteers have more complicated tasks, the Coordinator may need to provide tools and organise specific **training**. The knowledge and skills required for a volunteer to do a good job are essential to your success.

Then it is finally time to get things done! **Check in**, **supervise, monitor, support, motivate, recognise and communicate with** your team leaders and volunteers. After the event, **evaluate** and improve your current process to achieve even better results next time.

Retention is the process of keeping volunteers engaged and motivated to return. Their reasons for returning could be similar values and aims, great company or motivation. However, if none of the earlier steps were successful, it will probably not happen.

The following is an example of a step-by-step process table to follow the timeline. Find the fillable version in the Practical Tools section and create your own timeline with activities.

Tasks	Steps/activities	Comments
Strategy development	Find out the event's purpose, date, location and key performance indicators.	My event takes place
Needs assessment		
Job development		
Recruitment		
Onboarding		
General training		
Supervision and monitoring		
Supporting team leaders		
Evaluation and recognition		
Volunteer retention		

A step-by-step process template can be found in the chapter titled "PRACTICAL TOOLS".

3.2 Volunteer management planning in an organisation

Why would your organisation need volunteers?

Volunteering is an emotional and value-based activity[20]. According to studies, volunteers are more likely to join organisations with similar values and worldviews. Therefore, when planning volunteer involvement, review your organisation's values, goals and mission to help you find suitable people.

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20   Haski-Leventhal, D., & Bargal, D. (2008). The volunteer stages and transitions model: Organizational socialization of volunteers. Human Relations, 61(1), 67–102.

Task 9

Write down your organisation's values, goals and mission if they have been agreed upon internally. If not, draft them with your team. Then draft your value proposition to volunteers based on the previously mentioned points.

What do you need to accomplish with the help of volunteers?

What qualitative and quantitative success indicators should be used?

Organisations need volunteers to help them fulfil their mission, expand their reach, bring new skills and expertise, build community support, and save money. Volunteers are a valuable resource for many organisations and they play an important role in their work. Volunteers can help organisations save money by providing services or support without payment. This is especially useful for organisations with limited budgets or those working in resource-constrained environments. **At the same time, it is important to highlight that while volunteers may not receive financial compensation for their work, they are not a *free workforce*.** They volunteer their time and services, and organisations must provide them with the necessary support and resources to ensure that their work is meaningful and impactful.

3.3 Volunteer involvement planning

What tasks can be delegated to volunteers in your project or event?

The previous chapters provided you with a summary of information to help in planning volunteer involvement within your organisation.

To start planning, ensure that your role as a Volunteer Coordinator and the process of volunteer involvement are clear and understandable to all stakeholders. Writing your own job description can effectively communicate your responsibilities. Also, bear in mind the volunteer management timeline mentioned in Chapter 2.1.

Task 10

Complete the table based on your own understanding and then discuss and/or finalise it with your supervisor.		
Tasks:	Rights:	Responsibilities:

The next step is planning. According to studies, organisations struggle to find the right volunteers with whom they can share and negotiate their organisational values[21]. One of the most challenging aspects of this is establishing a clear volunteer roles without being overly rigid[22]. To reduce that risk, planning should start at a more general level, starting with **assessing needs** and **planning programmes**.

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21 Studer, S., Sxchnurbein, G. Organizational Factors Affecting Volunteers: A Literature Review on Volunteer Coordination. In Voluntas (2013) 24:403–440, page 418
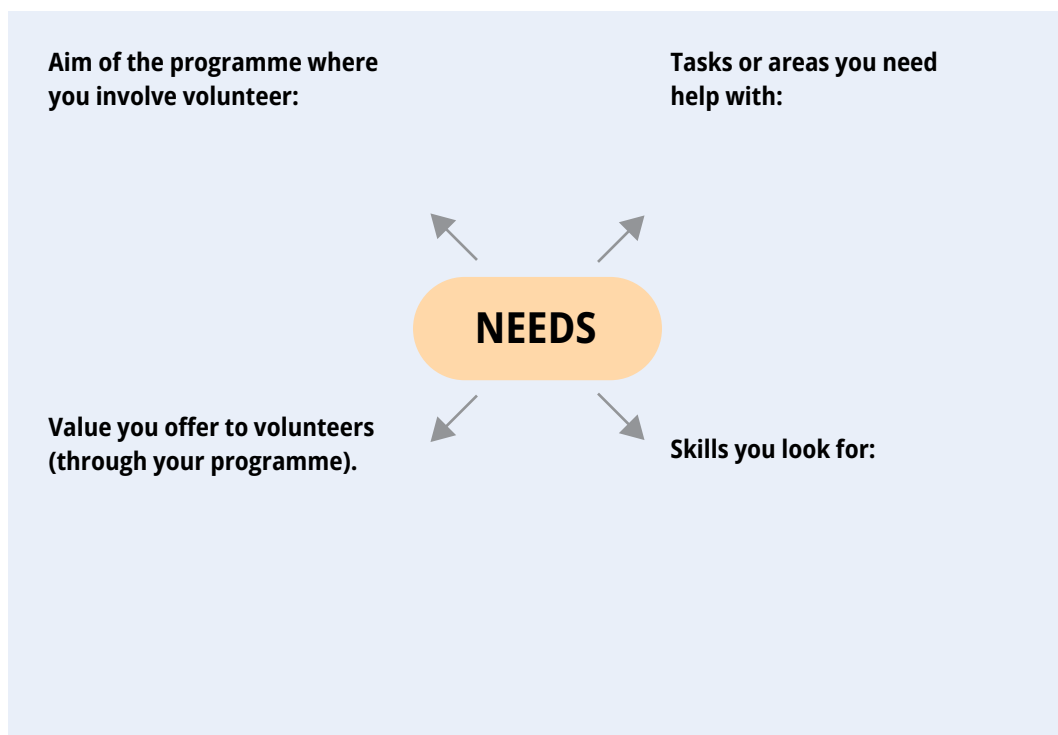22 Studer, S., Sxchnurbein, G. Organizational Factors Affecting Volunteers: A Literature Review on Volunteer Coordination. In Voluntas (2013) 24:403–440, page 415

Needs assessment entails gathering information to determine areas where volunteers can make the most impact and how their skills and abilities can be best utilised. It is closely related to programme planning. Needs assessment should give a general understanding of whether you need help from volunteers and why, as well as how you can give back to them. Once the assessment is complete and it is determined that volunteers are needed, programme planning begins.

Programme planning involves specific and detailed planning of how volunteers will be used to address the identified needs. The process includes defining specific roles and responsibilities, setting goals and objectives, determining the necessary resources and support, and establishing a timeline for implementation. Start a needs assessment by completing the task below.

Task 11

Aim of the programme where you involve volunteer:

Tasks or areas you need help with:

NEEDS

Value you offer to volunteers (through your programme).

Skills you look for:

Planning your needs by programme lines or departments is a step closer to defining roles and responsibilities for recruiting volunteers. The table below will help you consider the volunteer resources you need. This is not a concrete or final plan, but it is part of the **job development** process. **Job development** involves translating identified needs into concrete volunteer roles and positions that effectively address those needs. A single programme line or department may include several roles or jobs.

The final schedule and plan should be developed in collaboration with team leaders, as their detailed input may be necessary for specific tasks.

Programme line / department	Task	Description	Necessary skills	Person in charge / team leader
Registration team	Scanning tickets with an app			

Please note that the table provides an overview of the number of team leaders to include. As a Coordinator, it is your responsibility to support and guide them as they work with their teams. More information on this topic can be found in the team building chapters 2.9 to 2.11.

A list of aspects to consider in the planning stage can be found in the chapter titled "PRACTICAL TOOLS".

3.4 Motivation

How to define motivation?

In the previous chapter we discussed organisational needs and tasks that can be delegated to volunteers. However, we also have to consider their needs. What does our project or event offer in exchange for addressing those needs?

Motivation is what makes us act the way we do and start, direct, maintain, and stop our behaviours. It is also the needs, wants, interests, and desires that energise and direct behaviour[23]. Motivation is essential for volunteering because it is the driving force behind people's decisions to dedicate their time and resources to helping others without any expectation of personal gain. Volunteering is a challenging and demanding task that requires a lot of time, effort, and energy; hence strong motivation is critical for maintaining the commitment needed to volunteer effectively.

Motivating volunteers is important because it affects the quality and impact of their work. When volunteers are motivated, they tend to be enthusiastic, proactive, and dedicated to their role, resulting in higher engagement and a greater impact on the community.

Motivation can be intrinsic or extrinsic. **Intrinsic motivation** occurs when you engage in a behaviour because it is rewarding. You are doing something for the sake

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23   Neill, J. (2002). What is motivation?

of doing it rather than for the sake of some external reward. It is the behaviour that is the reward[24]. **Extrinsic motivation** occurs when we are motivated to perform a behaviour or engage in an activity because we want to earn a reward or avoid punishment. You will engage in behaviour not because you enjoy it or because you find it satisfying, but because you expect something in return or want to avoid something unpleasant[25].

Volunteers usually have intrinsic motivation; however, considering other motivational triggers can be beneficial while engaging with your team.

3.5 Motivational package

What motivates your team?

Even though the main motivations for volunteering are intrinsic, such as helping others, social connections, personal growth, or personal fulfilment, Volunteer Coordinators cannot solely rely on these factors but should develop specific reward systems for volunteers.

To create an effective reward system, avoid making assumptions and ask your team what motivates them. Motivations can differ greatly due to generational and cultural differences, gender identity, career path and many other factors[26].

As motivation of volunteers varies significantly, the rewards you use in your reward system must be carefully considered. Below are some ideas for material and non-material rewards.

Examples of material rewards:
- **Gift items:** Items such as sponsor company branded merchandise, electronics, or other partnership-related items.
- **Access to the programme:** Providing time off during the event to enjoy the programme or free extra access/tickets for volunteers to invite friends.
- **Monetary rewards**: These can be cash bonuses or gift cards, but they are not the best way to recognise volunteers.
- **Discounts**: Offering discounts on sponsor/partner company products or services.
- **Special perks**: Providing special perks such as free lunches, T-shirts or other event merchandise and access to on-site facilities.
- **Travel opportunities:** Offering all-expense-paid trips or team tickets.

24 Lee W, Reeve J, Xue Y, Xiong J. Neural differences between intrinsic reasons for doing versus extrinsic reasons for doing: an fMRI study. Neurosci 2012
25 Tranquillo J, Stecker M. Using intrinsic and extrinsic motivation in continuing professional education. Surg Neurol Int. 2016
26 12 Ways to Find What Motivates Your Employees. Forbes Business Council. 2001. Visited in: https://www.forbes.com/sites/forbesbusinesscouncil/2021/06/28/12-ways-to-find-what-motivates-your-employees/?sh=6f376e8a78cf

Examples of non-material rewards:

- **Recognition and praise:** This can be verbal or written, such as thank-you notes or public acknowledgements of a job well done.
- **Personal or professional development opportunities:** Providing opportunities for learning and growth, such as attending training sessions or workshops, demonstrates that an organisation values and invests in its volunteers.
- **Flexibility:** Flexibility in work schedules or assignments can be a valuable reward, especially for those with personal or family commitments.
- **Time off:** Extra time off or extended breaks can be a great way to show appreciation while also allowing volunteers recharge and reset.
- **Mentorship or coaching:** Providing guidance and mentorship can help individuals develop their skills and reach their potential.
- **Additional responsibilities:** Offering additional responsibilities or opportunities to take on leadership roles can help individuals feel valued and trusted.
- **Social events:** Organising social events, such as team outings or volunteer appreciation events, can help build a sense of community and strengthen relationships among colleagues or volunteers.
- **Community:** Being part of a community gives you a sense of belonging and can be a great motivator to participate in volunteering as like-minded people can be highly motivating.
- **Meeting celebrities** and performers at events can also be a rewarding and motivating factor.

Overall, non-material rewards can be highly effective in motivating and engaging employees or volunteers, resulting in greater job satisfaction and commitment to the organisation's mission.

Task 12

You need to organise a general training session for volunteers. However, none of your team members are willing to do this on Sunday morning. Find ways to motivate them.

My solution:

Task 13

Create a motivational package for your team based on the examples above.

3.6 Risk management

How to avoid and handle possible risks?

Risk management is another essential part of planning volunteer involvement. Incorporating risk management strategies into the planning process ensures effective handling of risks associated with volunteer involvement, safeguarding the well-being of volunteers, visitors, and the organisation.

Here are some key points to consider:
- **Identify potential risks**: Identify potential risks that may arise, including safety, confidentiality, liability, or reputational damage.
- **Assess the likelihood and impact of each risk:** Once potential risks have been identified, assess their likelihood and impact.
- **Develop risk management strategies:** Develop strategies for mitigating or managing each risk, which may involve implementing policies and procedures, providing training, or obtaining insurance coverage.

- **Communicate risks to volunteers:** Communicate any potential risks to volunteers before they begin their work to ensure that they are aware of the risks and can take appropriate precautions.
- **Provide appropriate supervision:** Provide appropriate supervision to volunteers to ensure that they are performing tasks safely and effectively. This may include training, monitoring performance, and providing feedback.
- **Obtain consent and waivers**: Obtain consent and waivers from volunteers to ensure that they understand and accept the risks associated with their work. This may involve requiring volunteers to sign a waiver or agreement before beginning their work.
- **Monitor and evaluate risks:** Monitor risks continuously and assess their effectiveness in mitigating or managing those risks to identify areas for improvement and inform future risk management strategies.

Task 14

Based on the previous information, create a list of potential risks and try to identify actions that you can take to mitigate them.

Risks	Actions to mitigate risks
A number of volunteers fail to show up on the right day	• Establish a clear and consistent communication plan with the volunteers, which includes email reminders, text messages, and phone calls. • Recruit additional volunteers or adjust the schedule to accommodate the missing volunteers.

The risk management template can be found in the chapter titled "PRACTICAL TOOLS"

4. VOLUNTEER RECRUITMENT AND ONBOARDING

4.1 Finding the volunteers

How to find volunteers for your project or event?

One of the Volunteer Coordinator's tasks is finding volunteers to participate in teams. This can be challenging due to the numerous volunteering opportunities available, requiring Coordinators to stand out to attract necessary volunteers. Here are some takeaways that can help you attract the right people to your cause or event:

- **Highlight your event or project:** People may not know about your event or its purpose. Look for a captivating way to describe the essence of your event, as people are more likely to participate in projects that align with their values, interests, or passions. Thus, make it clear to potential volunteers what you believe in and how it relates to them. Which call, for instance, do you think is more appealing?
  "Volunteers needed for traffic regulation at a sporting event"
  "Join the triathlon team and help to ensure safe traffic"

- **Consider how you will reach out to** potential volunteers. Choose the communication channel based on your target audience and available resources. For example, visiting schools is time-consuming but you can attract a large number of people. Using social media channels is a good idea to reach potential volunteers without spending money on direct media advertisements.

- **Prepare a call.** Prepare a detailed call, specifying the roles, responsibilities and motivational package. Clearly state when you need volunteers and how they can sign up or get more information. Make the application process simple and understandable to attract and support potential volunteers.

- **Use social media and online platforms.** Use social media platforms, such as Facebook, Instagram, Twitter, and LinkedIn to reach out to potential volunteers. Create a page or group for your event or project and post regular updates, share your goals and encourage participation. Use popular hashtags to attract more attention.

- **Leverage your personal and professional networks.** Reach out to your personal and professional networks to promote your event or project and encourage participation. Ask for referrals or recommendations from your team and networking contacts.
- **Partner with local organisations** or community groups that share your mission and values, allowing you to tap into their network of volunteers and supporters and reach a broader audience.
- **Attend events and meetings** related to your event or project. Visit schools or community organisations to find potential volunteers. Contact people directly to promote your volunteering offer, as personal contact is the most effective method for persuasion.

Task 15

Create an appealing call-to-action for a Facebook post.

An example of a volunteer recruitment advertisement can be found in the chapter titled "PRACTICAL TOOLS".

4.2 Applications

How to collect applications?

Part of your recruitment process is having a proper method of collecting applications from those who are interested in volunteering. Consider the whole process from the perspective of the applicant. Do they understand how and when to apply and is the process simple enough? Where can they get additional information and what are the next steps in becoming a volunteer?

Organisations typically use **online platforms** to collect potential volunteer applications. There are many different tools available, but the most relevant are:

- SurveyMonkey: www.surveymonkey.com/
- Google Forms: www.google.com/forms/
- Typeform: www.typeform.com/

It is important to consider what type of information you will need to collect from your applicants when developing an electronic application system. The general suggestion is to only collect the most necessary information.

Below are some questions to consider:
1. **Contact information of the applicant:** name, location (address), phone number and email address.
2. **Availability:** What days and times can they volunteer? Are they available on the weekends and in the evenings? Do they depend on public transportation?
3. **Skills and experience:** What skills or experience do they have that could be useful to the organisation? Have they volunteered before? If so, where and in what capacity?
4. **Motivation:** What motivates them to volunteer? Why are they specifically interested in volunteering with our organisation?

Keep in mind that your questions should be specific and based on your actual needs. Do not ask too many questions because it may scare people away. Consider whether the questions are too personal as you write them. The information that people consider sensitive varies but most often it is related to age, education, religion, nationality, health or money. However, in some cases you need such information because there are tasks that can only be assigned to physically fit people or adults. Simultaneously, you need information to plan your schedule and tasks.

Thus, creativity is sometimes necessary to get the information you need. One option is to think about why you exactly need this information. Perhaps there are other ways to formulate the question. For example, instead of asking the volunteer's nationality, ask what languages they speak. Information about language skills is much more useful for finding the right person for the task and may give you hints

about the person's nationality. Another option is to incorporate questions into the application process that elicit useful input for recruiting the suitable candidates based on their perceived readiness to perform specific tasks.

Task 16

Read the examples and create your own questions. Ensure that they are creative, clearly communicate the value of the tasks, and maintain a coherent and precise format.

Question:
How motivated would you (potential volunteer) feel if you had to...
Rate on a scale of 1–5 where 1 represents "I strongly disagree" and
5 represents "I strongly agree".

... **smile** and **greet** the guests**, answer questions,** and **share information**?
(This question may help you find the right people for the registration desk.)

... assist the **production team** with unexpected AND expected tasks?
(This question may help you find the right people for the technical team for stages.)

... **go green** with the sustainability team – set up and label recycling stations, help with the logistics and the ongoing inventory of deposit dishes/cups?
(This question may help you find the right people for the cleaning team.)

A sample volunteer application/registration form can be found in the chapter titled "PRACTICAL TOOLS".

4.3 Recruitment and contractual relations with volunteers

What steps should be taken to recruit volunteers?

Once you have a list of potential candidates, you need to officially recruit them. Volunteers are an invaluable resource for any organisation, and it is important to establish clear expectations and contractual relations with them to ensure a successful volunteer programme.

Here are some steps to help you recruit volunteers and establish contractual relations with them:

- **Make a selection.** If you have more candidates than you need, you can selectively invite volunteers. However, if multiple teams need to be formed, a selection process is still required, which may involve screening your candidates.

- **Screen volunteers.** Screen potential volunteers to ensure they are a good fit for the role and the organisation. Screening may involve reviewing applications, conducting individual or group interviews, or running background checks. Establish clear communication with your candidates before and after the selection process. Even if you must reject a few candidates, you should keep the door open, as you may need someone with their skills and knowledge later.

- **Create a clear job description**. You should already have a job description that clearly outlines the responsibilities and expectations of the volunteer position. Give each volunteer a specific time slot and make sure that they know their schedule and assignments.

- **Plan onboarding and training.** You must plan the steps for involving volunteers in teams and how to familiarise them with the organisation, safety concerns and required procedures. The onboarding phase is crucial for helping volunteers feel more comfortable and confident in their role. Moreover, volunteers sometimes need additional training to perform their tasks and it is therefore necessary to plan and prepare their training activities.

- **Create a volunteer agreement**. Create a volunteer agreement or contract that outlines the expectations and responsibilities of both the volunteer and the organisation. This should include information on the duration of the agreement, the scope of the volunteer's role, and any other relevant details. See the following paragraph for more information.

- **Establish clear communication.** Establish clear communication channels with volunteers and provide them with a point of contact if they have any questions or concerns. Also, provide information in advance of their duties, whether it is just a short notice of a training event or general information about the event or project. This helps to foster team spirit and ensures that volunteers feel supported and valued.

Task 17

Prepare a rejection letter for the candidate you did not select.

Prepare a letter of invitation for a candidate you want to recruit.

A MS Office downloadable template can be found in the chapter titled "PRACTICAL TOOLS".

4.4 Legal aspects

ESTONIA

Estonian civil law does not contain the definition of voluntary work. In essence, it is a relationship under the Law of Obligations Act that arises between a private volunteer with legal capacity and the legal person involving them[27].

For more information please refer to analysis of the legal environment of volunteering prepared by Alari Rammo and Toomas Seppel ▶ https://vabatahtlikud.ee/organisatsioonile/seadusandlus/

Volunteer agreement

Under the Estonian Law of Obligations Act, the only type of agreement that allows for reimbursement of the costs of work rather than payment of remuneration is the authorisation agreement. Thus, an authorisation agreement can be concluded with a volunteer.

An agreement in Estonia may be entered into orally or in writing. It is therefore not necessary to enter into a written agreement with a volunteer. The Network of Estonian Nonprofit Organizations has drawn up a sample agreement to regulate the cooperation between the network and volunteers ▶ https://vabatahtlikud.ee/organisatsioonile/juhendmaterjalid/lepingute-solmimine/[28]

A template of contract can be found in the chapter titled "PRACTICAL TOOLS".

Employment register

All legal persons must register their employees in the employment register. An exception is made for non-profit associations and foundations, which do not have to register persons working on a voluntary basis. However, **if the volunteer works for a company or public sector organisation, the volunteer must be registered in the employment register**[29].

Volunteers under 18 years of age

When working with underage volunteers, bear in mind the **restrictions on the minors' freedom of movement.** Minors under the age of 16 are prohibited from being in public places without an adult escort from 11:00 p.m. to 6:00 a.m. From 1 June until 31 August, minors are prohibited from staying in public places without an adult escort between midnight and 5:00 a.m[30].

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27 https://vabatahtlikud.ee/organisatsioonile/seadusandlus/
28 https://vabatahtlikud.ee/organisatsioonile/juhendmaterjalid/lepingute-solmimine/
29 https://www.emta.ee/ariklient/registreerimine-ettevotlus/tootamise-register
30 https://www.riigiteataja.ee/akt/12850781

Background check guide for volunteers working with children is available here**:** https://vabatahtlikud.ee/organisatsioonile/juhendmaterjalid/lastega-toota-vate-vabatahtlike-taustakontrolli-juhendmaterjal/

As of 20 July 2007, a restriction on working with children has been in effect in Estonia, which ensures that persons who have been convicted or sentenced to compulsory treatment for human trafficking, crimes against sexual self-determination, prostitution and child pornography are not allowed to work in professions involving children.

For example, if volunteers are to be involved in a children's camp, the camp organisers should check the criminal records of each volunteer they want to include. The necessary application forms can be found on the following website ▶ http://www.rik.ee/et/karistusregister[31].

AUSTRIA

According to case law, volunteers are persons who work exclusively for the following purposes:

1. to expand practical knowledge and skills, and
2. to **work without any obligation** and any entitlement to remuneration.

A volunteer is not an employee in the sense of labour law. As such, no labour law provisions such as the Holidays Act (Urlaubsgesetz), Continued Remuneration Law (Entgeltfortzahlungsgesetz), or Salaried Employees Act (Angestelltengesetz) apply to them. The volunteer is also not governed by any collective agreement regulations (such as minimum wage or special payments). The Chamber of Commerce, however, mentions precautionary measures if the collective agreement of your branch contains special provisions regarding the employment of volunteers[32].

Social insurance

According to the Chamber of Commerce, all volunteers in Austria must be registered with the General Accident Insurance Institution (AUVA) under the accident insurance scheme. The accident insurance contribution amounts to 14 cents per person each calendar day (as of 2021).

Volunteer work registration and the volunteer agreement

In Austria, a person can either do a voluntary internship (Freiwilliges Praktikum) or a compulsory (Pflichtpraktikum) internship. The difference between the two is that a compulsory internship is usually required as part of school training courses or through studies and complements the knowledge gained through these courses/

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31 https://vabatahtlikud.ee/organisatsioonile/juhendmaterjalid/lastega-tootavate-vabatahtlike-taustakontrolli-juhendmaterjal/
32 https://www.wko.at/service/arbeitsrecht-sozialrecht/volontaer.html

studies, while a voluntary internship is not required by a curriculum, does not serve the primary purpose of earning money and is done to gain experience[33].

Characteristics of an employment relationship:
• subject to instructions,
• specified tasks and times,
• compliance with working hours,
• personal work obligation,
• integration into the work process.

If the employment criteria mentioned above **ARE** mostly met, then you have an employment relationship (Arbeitsverhältnis). In such case, the intern is entitled to appropriate remuneration, continued remuneration in the event of illness, holiday entitlement as well as the rights and obligations outlined in the relevant regulations (the Employees Act, AVRAG, ArbVG, ABGB, GewO, GlbG and collective agreements).

If the employment criteria **ARE NOT** met, then you have a training relationship (Ausbildungsverhältnis) instead of an employment relationship. In such case, there are only learning and training purposes, and therefore no obligation to work. This kind of relationship is not subject to labour law and its regulations, and the intern (volunteer) has no right to minimum payment. However, the volunteers must always follow the general operational order and the safety regulations.

Sample volunteer agreement

Austrian Chamber of Commerce offers a general list of contract samples on their website https://www.wko.at/service/muster-vorlagen.html. They as well offer a contract sample for voluntary work and you can access it over the following link https://www.wko.at/branchen/tourismus-freizeitwirtschaft/mustervertrag-volon-tariat-asylwerber.pdf *(this specific contract sample includes a section for asylum applicants that, of course, can be removed as it is a sample contract).

Other helpful links

Volunteers under 18 years of age

According to the Children and Young People Employment Act (KJBG), overtime for people under the age of 18 is prohibited. They are allowed to work no more than 8 hours a day and no more than 40 hours a week. A volunteer is free to arrange their working hours and to refuse any work activity without explanation.

The Trade Union GPA runs the website www.aufdeinerseite.at which helps ease young people's entry into professional life and to prevent cases of abuse at the workplace. On their website under the section on Voluntary work, they emphasise

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33   https://www.jugendinfo-noe.at/wp-content/uploads/2022/06/contentcheckliste_unternehmen_0.pdf

that as a volunteer you are not subject to any instructions, do not owe any work, and are not bound to any place of work or working time specifications[34].

Volunteers under 18 years old

According to the Children and Young People Employment Act (KJBG), overtime for people under the age of 18 is prohibited. They are allowed to work no more than 8 hours/day and no more than 40 hours/week. A person volunteering is free to arrange the working hours and can refuse any work activity without giving any reason[35].

NORWAY

According to Norwegian Live (NKA), a volunteer is considered an employee regardless of whether the work is paid or not. This means that your organisation has an employer's responsibility to its volunteers and must follow the Working Environment Act in the same way as it does to its other employees[36].

As an employer, the organisation is responsible for providing occupational injury insurance to its volunteers[37].

If you are responsible for making the volunteers' schedule, you need to make sure you follow the Working Environment Act regarding as follows:

- The maximum number of working hours in a 24-hour period is nine or 40 hours during 7 days.
- The volunteer has a right to rest for 11 hours straight after every 24 hour-period they work.

If you are responsible for children (under 18 years of age), make sure that they receive proper training and are monitored during the event.

34 https://aufdeinerseite.at/ich-arbeite-als-vAs an employer you are responsible for the employees safety and olontaerin/
35 https://www.wko.at/service/arbeitsrecht-sozialrecht/volontaer.html
36 https://www.arrangor.no/arrangoerwiki/temaoversikt/frivillig/#topic8808
37 Supervisor for security at large events (Norway, July 2017). Author: The Directorate for Social Security and Emergency Preparedness. Retreated from dsb.no 29.03.2023:
    https://www.dsb.no/globalassets/dokumenter/veiledere-handboker-og-informasjonsmateriell/veiledere/veileder-for-sikkerhet-ved-store-arrangementer.pdf

4.5 Onboarding

How to welcome volunteers to your team and ensure their smooth and successful onboarding?

Once you have accepted volunteers, you must welcome them. The first step for that is onboarding, which is the process of integrating new volunteers into an organisation.

The aim of the onboarding process is to make both the volunteers and team leaders feel that:
- their needs align with the company's mission;
- their contribution matters;
- their time and energy are taken into account;
- they can participate in planning;
- they receive support in performing their responsibilities;
- their skills can be improved;
- they are part of the team;
- they have a pleasant workplace;
- others recognise them and call them by their name.

Here are some tips for effective onboarding:
- **Start with a warm welcome**. Greet new volunteers warmly and show them around the organisation. Introduce them to their team members and explain the organisation's mission and goals.
- **Provide clear expectations.** Volunteers need to understand what is expected of their role. Provide them with a clear job description and explain the goals and outcomes they are expected to achieve.
- **Provide training.** Volunteers may need training on how to perform their duties effectively. Plan and provide them with the necessary training and support to be successful in their role.
- **Set goals and milestones.** Setting clear goals and milestones for team leaders or volunteers can help to keep them motivated and engaged. Check in regularly to provide feedback and support.
- **Foster a sense of community.** Volunteering can be a social experience. Encourage volunteers to get to know each other and build a sense of community within the organisation.
- **Express gratitude.** Express gratitude to volunteers for their contributions. A simple thank you can go a long way in building a positive and supportive relationship[38].

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38 Stein, M., & Christiansen, L. (2010). Successful onboarding. McGraw-Hill Professional Publishing.

Task 18

Prepare a list of activities for the volunteer onboarding process.

4.6 Training

What training do new volunteers need?

A Volunteer Coordinator must assess the skills and training needs of volunteers to ensure effective task performance. Once their needs have been identifies, you can provide training in three different ways.

General training
Providing general training to all volunteers is crucial to communicate the organisation's mission, goals and expectations. This training should cover any policies or procedures that volunteers should be aware of, such as safety guidelines or reporting protocols.

Task-specific training
Task-specific training is essential for volunteers assigned to specific roles. This training should cover the specific skills, knowledge, tools and technology required for the task. Although providing task-specific training falls under the Team Leader's responsibility, the Volunteer Coordinator should still plan the training and share the information. It is important to carry out the training in a clear and concise manner, allowing time for volunteers to ask questions and practise their skills.

Clear instructions

Volunteers must receive clear and concise instructions, including step-by-step in-structions for tasks, relevant deadlines or expectations. Make sure that volunteers know who they can contact if they have questions or need additional support. This could be the Team Leader or task specific-stakeholder. Usually, the Team Leader is the primary contact; however, as the Coordinator you need to establish a clear system or written instructions.

Overall, you can ensure that volunteers feel valued and prepared to make a pos-itive impact by evaluating their skills and training needs and providing the neces-sary training.

Task 19

Plan preparatory trainings for volunteers.

What (content of train-ing)	To whom	When (date and duration)	Place	Trainer	Resources (materials, coffee or meals)	Respon-sible person

5. SUPERVISION, MONITORING AND EVALUATION

5.1 Volunteer Coordinator's tasks during the event

What do you plan to do during your event or project?

Once the project or event has begun, the Volunteer Coordinator's main tasks are to **coordinate and supervise the team members and volunteers**, ensuring that everyone in place understands their roles and responsibilities. Are the recruited and trained volunteers showing up and are the teams working according to plan? Are all task-related materials and tools in place? Are Team Leaders and volunteers motivated to fulfil the tasks?

Now is the time to remind them that you are there for them and **give feedforward** to your team members. **Recognise** and **motivate** them throughout the event. A kind word or a bottle of water are important signs that a person's efforts are being noticed. Since you have planned the motivation package, use it to ensure that everyone will get their lunch and other promised perks.

As the person in charge of the entire project or event, Team Leaders and volunteers, it is your responsibility to **keep all parties informed** of progress, changes, and important updates. Your **communication** and active listening skills and the ability to send clear messages will be especially useful now.

It is also important to **monitor the progress** and performance of your project or event. Is everything going according to the plan or are there any major deviations? Gather the necessary information and keep a record of it for future evaluation. Make notes about changes or gather the necessary signatures.

Even with excellent planning, you must be prepared to **troubleshoot**. When errors and risks occur, you may need to refer to the **risk management** plan or find creative solutions on the fly.

5.2 Volunteer work monitoring and evaluation

When is the best time to evaluate the work of your volunteers?

Volunteer work must be monitored and evaluated to ensure effectiveness, improve volunteer engagement, identify training needs, ensure compliance, recognise and reward volunteers, and evaluate program effectiveness. By incorporating monitoring and evaluation into volunteer management practices, organisations can better engage volunteers and maximise their impact.

You have already planned your volunteer management system in chapters 3.2 and 3.3, which includes the same aspects you must consider in the evaluation phase. Although evaluation is not a separate activity, it is an important part of the process.

To establish an evaluation process for your organisation's volunteer programme, you should:

1. highlight the goals and objectives of your volunteer programme;
2. identify the key performance indicators (KPIs) that will help you track your progress toward your goals;
3. choose data collection methods that align with your KPIs and objectives, such as surveys or feedback forms;
4. identify the person responsible for collecting and analysing data;
5. prepare a reporting process to communicate evaluation findings to key stakeholders;
6. regularly review the evaluation results and adjust the volunteer programme accordingly.

There are several methods for monitoring and evaluating volunteers, including the following:

- **Performance feedback:** Provide regular feedback to volunteers on their performance. This helps them understand their strengths and areas for improvement and make on-to-go adjustments to improve their performance.
- **Volunteer logs:** Ask volunteers to keep logs of their activities and tasks. This helps organisations track volunteer hours, measure the impact of volunteer work, and identify areas where volunteers may need additional support or training.
- **Performance metrics:** Develop performance metrics to measure the impact of volunteer work. This may include identifying key performance indicators (KPIs), such as the number of volunteers, hours worked, tasks completed, feedback received, and impact achieved.
- **Surveys and questionnaires:** Conduct surveys or questionnaires to gather feedback from team members and stakeholders. This can help to identify areas for improvement.

- **Focus groups:** Conduct focus groups with volunteers and stakeholders to gather feedback on their experiences and the effectiveness of the volunteer programme. This can help identify areas for improvement and future programme development.
- **Programme evaluations:** Conduct programme evaluations to assess the effectiveness of the volunteer programme. This can include collecting data on programme goals, objectives, and outcomes.

Task 20

What can be measured or evaluated in your programme to better understand the effectiveness of volunteers (and their involvement process)?

What are the key performance indicators (KPIs)?

5.3 Reporting

What does reporting mean in the context of your event/project?

Reporting systems can vary depending on the management and the specifics of an organisation. **Reporting** in the context of volunteering often involves documenting and sharing information about volunteer activities, such as the number of volunteers and hours worked, tasks completed, and outcomes achieved.

Reports may be used to communicate progress, impact, and challenges to stakeholders, including volunteers, staff, funders, and the community. The information collected in reports can help organisations assess the effectiveness of their volunteer programmes, identify areas for improvement, and make informed decisions about future activities. The format of a report can range from written reports to presentations to graphs and charts.

Be aware of what information you need to collect and when you need to collect it in order to produce adequate reports. For instance, if you need to report the number of volunteers and their hours worked you must set up a data **collection system prior to your** project or event. Then it will be easier to collect the data and prepare reports during the project.

Task 21

Reporting in my organisation/programme – When? Who? Why? What?

Consider the following questions to ensure that you are in line with the volunteer reporting requirements of your organisation:
- Do you know when you need to report?
- Do you know to whom you need to report?
- Do you understand why you need to report?
- Do you know what you need to report?
- Do you know how to collect the data required for reporting?

5.4 Asking feedback after the event

How to gather feedback from volunteers after the job is completed?

After evaluating and reporting, you must reflect and collect feedback from your volunteers after the event or project has concluded. This step is crucial for understanding volunteer perspectives, improving your volunteer management system and supporting volunteer retention. Organising a meet-up (you can call this event whatever you want) is a tried-and-true way to reflect, gather final feedback and off-board volunteers. The steps below will guide you through the process:

- **Determine the purpose and goals**. Decide what you want to accomplish before you start planning the meetup. Do you want to celebrate the volunteers' achievements, provide a networking opportunity, offer training or gather feedback? Clearly defining your goals will help guide your planning and ensure that the meetup is focused and effective.

- **Choose a date, time, and location.** Select a date, time, and location that is convenient for your volunteers. Consider factors such as accessibility, transportation, and parking. If possible, choose a location that is meaningful or relevant to your volunteer programme.

- **Plan the agenda.** Create an agenda featuring planned activities, speakers, or workshops. Make time for socialising and networking, as this is a major benefit of meetups. Provide refreshments or snacks to make the event more enjoyable. Involve Volunteer Leaders in this agenda as they have close contact with their volunteers.

- **Include reflection, feedback and feedforward.** Team Leaders can guide their reflection groups and gather feedback and feedforward from their volunteers. Individual and anonymous methods, such as flip charts or Mentimeter questions, for whole group are also recommended.

- **Follow up.** After the meetup, thank your volunteers for their participation and provide any resources or information that were shared. You can also gather some additional feedback on the event to help you plan future meetups.

You know your organisation and programme the best, so plan this meet up accordingly and do not forget about the needs of the volunteers!

Task 22

Draft an agenda for the volunteer meetup using the information above.

Task 23

Create at least five questions that you can include in the follow-up question-naire to gather feedback and feedforward from volunteers. The questions should be open-ended and cover topics such as the volunteer experience, areas for improvement, and suggestions for future projects.

A sample volunteer feedback form can be found in the chapter titled "PRACTICAL TOOLS".

5.5 Retention

What can you do to keep your volunteers coming back?

According to the volunteer management cycle, retention is a crucial yet often overlooked aspect. It refers to the ability of an organisation to keep its volunteers engaged and committed to its mission over time. Retention is an important factor in the success of any volunteer program, as volunteers who remain involved for a longer period of time are more likely to become invested in the organisation's goals and make a greater impact. Retaining volunteers involves the whole process of organising voluntary work, communicating and engagement, from recruitment to the follow-up phase. The more a volunteer feels connected to a project, event or organisation, the more likely they are to come back.

The following are some actions you can take to ensure volunteer retention:
- Conduct a volunteer satisfaction survey to gather feedback and identify areas for improvement.
- Provide volunteers with clear expectations and job descriptions.
- Provide ongoing training and support to develop their skills.
- Recognise and value volunteers' contributions.
- Offer flexible opportunities to accommodate volunteers' schedules and preferences.
- Provide opportunities for socialising and connecting with other volunteers.
- Give volunteers the chance to take on leadership roles and increase their involvement in the organisation.
- Conduct exit interviews or use forms to gather feedback from volunteers who are leaving the organisation and identify areas for improvement.
- Communicate with volunteers on a regular basis to keep them informed about the organisation's activities and accomplishments.

Task 24

Think of other activities that might support volunteer retention.

6. PRACTICAL TOOLS

	Tool	Link
6.1	**Step-by-step process**	Step-by-step process
6.2	**Aspects to consider in the planning stage**	Aspects to consider in the planning stage
6.3	**Risk management template**	Risk Management Tool.doc
6.4	**Volunteer recruitment advertisement**	Volunteer recruitment advertisement
6.5	**Sample volunteer application/ registration form by Tartu2024**	Vabatahtlike_ankeedi_tekst_2022. docx
6.6	**MS Office downloadable template: volunteer assignments**	https://create.microsoft.com/en-us/ template/volunteer-assignments-3bfa8d02-823e-4c5b-9269-b829d3822a74
6.7	**Sample volunteer agreement in Estonia (in Estonian)**	Vabatahtliku töö näidisleping.docx
6.8	**Teambuilding ideas for volunteers**	Teambuilding Ideas for Volunteers
6.9	**Work schedule**	Work schedule
6.10	**Sample volunteer feedback form**	Sample feedback questions

6.2 Aspects to consider in the planning stage

It is recommended that the following aspects be considered during the planning stage.

Question	What to do and when
What task needs to be completed?	
How many participants are there, where are they located, and what are their needs and capacities?	
How many volunteers are needed and for what?	
What is the volunteer's role in the activity or service?	
What skills and abilities must volunteers have?	
What training is required?	
How to incorporate volunteers?	
Who will be responsible for supervising and guiding them?	
What is the work schedule?	
Who evaluates the work?	
Where will the voluntary action take place?	
How long will volunteers be needed?	
Are there any budgetary, financial, technical, or logistical resources available?	

6.4 Volunteer recruitment advertisement

When creating an open call advertisement for volunteers to join your event/team, make sure to include the following information:

- WHAT will happen
- WHEN will it happen
- The ROLES and TASKS for volunteers
- The rewards that volunteers will GET
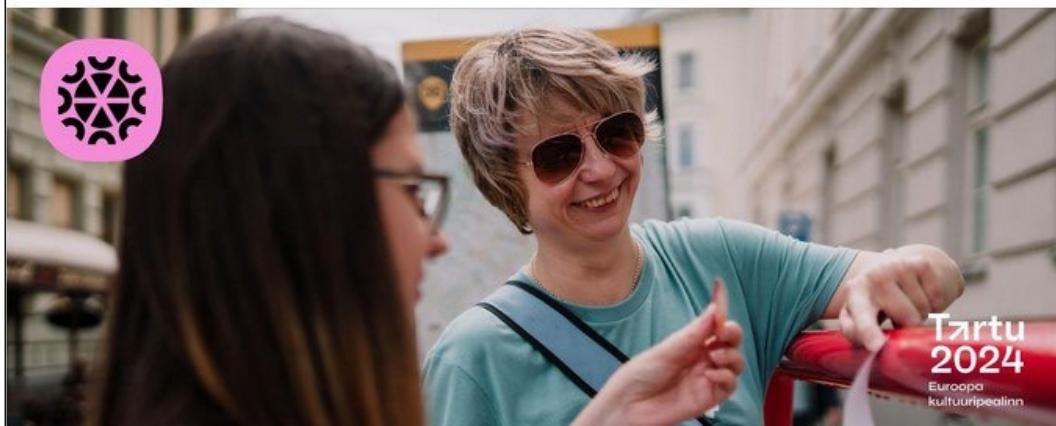- WHERE to register/get more information (insert the registration link/contact)

Include a picture or other visuals as well!

6.9 Work schedule

When preparing your team's work schedule (for example, in Excel/Google Drive) make sure that the following are included:

• Name of the volunteer

• Work days

• Shifts (start/end of the shift)

• Lunch and other breaks

• Clear instructions for filling out the form (if you need input from volunteers)

Example:

INFORMATION DESK SCHEDULE		NB! Please mark YELLOW the shifts that suit you						
		GREEN=CONFIRMED SHIFT						
Nr	Volunteer name	Thursday, 4.08.		Friday, 5.08.		Saturday, 6.08.		Sunday, 7.08.	Comments
		10:00-15:00	15:00-20:00	10:30-15:00	15:00-20:30	05:00-13:30	13:30-20:30	08:00-15:00	
1	ANNA								
2	MARIA								Needs to leave 30 min earlier on 5.08.
1	JOHANNA								
2	SILJA								
3	MARTIN								Special diet (lunch)!
4	...								
5	...								
7	...								
8	...								

You may also provide a working schedule via email or use an application (for example, PARiM).

VOLUGRAM