



## **STEP-BY-STEP GUIDEBOOK: HOW TO SET UP VOLUNTEER PROGRAMMES IN SOCIAL INSTITUTIONS**

Alžbeta Brozmanová Gregorová, Alžbeta Frimmerová, Jana Šolcová

2019

Önkéntes Központ Alapítvány,  
Volunteering Hungary - Centre of Social Innovation

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IN SOCIAL INSTITUTIONS**

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## INTRODUCTION

Social institutions have an important role in society; they take care of a group of beneficiaries that need to be taken extra care of in communities. This can be done in many different ways and has developed itself diversely throughout Europe.

Social institutions in Eastern and Central Europe show rather similar picture. In spite of many years of activity, they are still struggling with a multitude of tasks. Despite professionalism and continuous efforts of the personnel, social institutions still face the challenges of being underfunded, bureaucratic and hierarchic. State-controlled organisations usually lack personnel, they show low ratio of staff related to the number of beneficiaries, therefore many needs of social institution users and beneficiaries are not satisfied. Most often such needs exceed the scope of services offered by SI and are associated with loneliness, sensation of not being needed and not belonging to the society.

At the same time many people want to take an active part in their communities or in the society they live in. These people are driven by different motivations and needs, which can be either individual benefits such as gaining new skills or work experience or motivations driven by the benefit for specific group of beneficiaries or specific organisations/institutions. These people are willing to offer their skills, experience and commitment. They represent a valuable resource for those beneficiaries, organisations/institutions but also for the society as a whole, and their motivation and initiative should be nurtured and encouraged.

Volunteer programmes in SI offer the opportunity to satisfy the needs of SI beneficiaries and, at the same time, satisfy volunteers' need to help.

There are SI's that are already experimenting with working with volunteers. But there are still many social institutions that need support in planning, organizing and delivering high quality volunteer programmes, not only for the sake of beneficiaries but also for their volunteers.

Management of volunteer programmes in SI that brings benefits to the organisation, its beneficiaries and volunteers themselves requires conscious cooperation of all the parties involved. That is why it is indispensable to properly prepare not only SI employees but also SI beneficiaries, representatives of the local community and volunteers.

Special attention, especially at the beginning, social institutions should put on adequate preparation of volunteers, giving them basis for quality volunteer work in a specific social institution, but also as a way of first contact with people who should become their volunteers. The experience also shows that it is very important to prepare the whole staff of the social institutions. Employees support volunteer efforts when they understand the benefits of volunteer presence in the social institution, see how the tasks performed by volunteers differ from the duties of paid staff and know the current law. They can significantly help execute the volunteer programme when they contribute to its creation and understand how they can support volunteers through their own everyday work.

As taking care of developing the above elements it is important that organisations cre-

ate a joint vision on why and how they want to work with volunteers. This gives a common and solid basis for implementing the volunteer programme.

Such well-functioning volunteer programmes of social institutions not only support the social institution, but could also have a huge impact on the local communities as well as overall on the countries' social capital.

Within the frame of an Erasmus + project, so-called SoVol, the project partner organizations aim to strengthen the capacity of social institutions through the involvement of volunteers. The intention is to encourage social institutions to utilize the added value volunteers can bring. Therefore a series of handbooks were created for those employees of social institutions who are open and willing to undertake the adventure of building up and maintaining a volunteer programme in their institution for the benefit of all parties.

- Step-by-step guidebook: How to set up volunteer programmes in social institutions
- Trainers' Handbook: Benefits of volunteering in social institutions
  - Subtitle:
  - Sensitizing workshop for beneficiaries of social institutions
  - Sensitizing workshop for employees of social institutions
  - Sensitizing workshop for members of community/ stakeholders
- Trainers' Handbook: Training for volunteer managers of social institutions
- Trainers' Handbook: Training for volunteer guides of social institutions
- Trainers' Handbook: Training for volunteers of social institutions
- Measuring and communicating the impact of volunteering
  - Subtitle: Handbook for Social Institutions

This guidebook is one of the series. The background to create this guidebook has been a longterm experience of its authors in managing volunteers, as well as the education provided for coordinators of volunteer programmes. The guidebook form has also been influenced by feedbacks and remarks of the SOVOL project team members. Another input for the guidebook creation was a research that was performed in the first realisation phase of the SOVOL project by means of a questionnaire. 316 social institutions took part in the research in 6 countries. You can read about its results in some parts of the guidebook. For detailed information about the research conducted in the 6 partnercountries please visit: <https://sovol.wordpress.com/reports/>. The first version of the manual was tested, together with other outputs, in 5 social institutions in 5 countries (Hungary, Slovakia, Romania, Poland, Croatia). The results of the testing were implemented in the final form of the manual.

The manual is structured in several chapters, which provide an overview of the key issues of the volunteer programmes implementation in social service. Some topics can be found elaborated more deeply in other outputs of the SOVOL project; in this case you will find the reference to the certain output in the text.

In addition to the main text, you will also find several tasks, which are related to a suc-



successful planning and implementation of the volunteering programme in your organisation. We recommend you to pause at these tasks and think over the answers for the questions asked, or consult the solutions with your colleagues, beneficiaries or volunteers. They will be a source of inspiration for you and an excellent background for creating a complex volunteer programme or work strategy with volunteers in your organisation.

As a part of the manual, we also offer several useful examples and tips for working with volunteers, which you can any time refer to, in case of need.

Within the frame of the SoVol project, a glossary of definitions was created. May you need any explanation about the terms used in this manual, please visit the project's website: <https://sovol.wordpress.com/outcomes/>.

# 1. WHY VOLUNTEERING IN SOCIAL INSTITUTIONS?

*“Volunteering is a major force nurturing civil society and strengthening solidarity — one of the core values of the EU — as well as an essential component in supporting community development programmes, in particular in those Member States that are now emerging from a post-communist transitional period.”* European Parliament resolution of 22 April 2008 on the role of volunteering in contributing to economic and social cohesion (2007/2149(INI))

The term “VOLUNTEER” or “VOLUNTEERING” is not understood in the same way in all parts of the world, and has a variety of connotations in some societies; especially in post-communist countries, where “forced” volunteering was a widespread practice. In some societies, “helping” is an expectation of the culture so that volunteering is not easily identified as a distinct form of activity. There is also great variety of definitions of volunteering in national contexts, but a recent international and widely used definition of volunteer work is “*activities or work that some people WILLINGLY do WITHOUT PAY to promote a cause or HELP someone outside of their household or immediate family.*” (Brozmanová Gregorová, 2012)

We can find volunteers in different areas of our society, institutions, communities, doing different types of volunteer work. Volunteering in social services is, for the last decades, recognized as a “MOVING POWER” in development of social services. Involving volunteers in social institutions is seen as needed and essential because of many identified BENEFITS for wider society, communities and volunteers as well as for beneficiaries. Despite the fact that involving volunteers needs financial and personal RESOURCES (volunteers are doing their job for free, but volunteering is not cost free) it brings profits in increasing the QUALITY of social services, as well as in more EFFECTIVE COMMUNICATION inside and outside the organization. The benefits were recognized also in HUMANIZATION of social services, EMPOWERING the clients and their INDEPENDENT LIFE and fulfilling their specific NEEDS (Matulayová, 2007).

Paris, Heath a Hassan (2003) presents several reasons why volunteers are seen as an important source in social institutions: they supplement provided services by practical and emotional SUPPORT; thanks to their help can social workers have more TIME for beneficiaries; they bring new and creative IDEAS, KNOWLEDGE and EXPERIENCES; they bring DIVERSITY and they can also help to build NON-FORMAL RELATIONS with clients. POSITIVE impact on professional staff, as well as creating the positive IMAGE about the social institution is also added value of volunteering. The “OPENING” of the social institution, especially residential, to different social groups can have also impact on social cohesion of the local community.

As states Matoušek (2003) volunteers can do a lot of useful work in social services, mainly in DIRECT CONTACT with beneficiaries. They bring ENTHUSIASM, FLEXIBILITY, NON-FORMALITY and PERSONAL approach to beneficiaries.

Volunteering in social services brings the CHANGE in relations between service-providers and beneficiaries. While in the traditional model of social services the needs of beneficiaries are often adapted to ahead-defined characteristics of service,

in “volunteering model” the beneficiary defines the content and form of service, or he/she can be also a service provider. Volunteers can SUPPORT social functioning of beneficiaries in both directions: Volunteers contribute to LIFE QUALITY and WELL-BEING of beneficiaries they EMPOWER them and DEVELOP their potential. They can also bring changes to the social environment of beneficiaries, as well as motivate them to become volunteers themselves.

To benefit from all presented acquisitions of volunteers and their work and to see volunteers as a contribution in achieving the organization’s mission, one important condition needs to be fulfilled: VOLUNTEERING NEEDS TO BE MANAGED.

Involving volunteers in social institutions requests professional management, because volunteers are working in the field of psychosocial services, where the competent approach is needed. The PROFESSIONALIZATION in volunteer management is seen as a crucial precondition for volunteering development in social services. It influences not only the recruitment of volunteers, but also their retention for long-term cooperation. Professionalization in volunteering doesn’t mean that volunteers become professionals and they substitute the paid staff. Volunteer work needs to be professionally organized, to complement services provided by professionals and informal care-givers and to REDUCE RISKS from spontaneous volunteer works and prevent damages for beneficiaries, organization or volunteers.

Gaskin (2003) in research report about volunteering states that it is not so important what is organization in managing volunteers doing and what not, but how is it done. On the first hand, it is important to ensure that volunteering is well managed and organized, but also not over bureaucratized. There is not one model in practice which can be implemented in each organization. Professionalization in volunteer management means also effectively COMBINING CHOICE AND CONTROL, FLEXIBILITY AND ORGANIZING, NON-FORMALITY AND ACHIEVEMENTS AND PERSONAL AND PROFESSIONAL SUPPORT.

To use volunteer programme as a tool for increasing the quality of social services offered by your organization, as well as the well-being of your beneficiaries we recommend you as a first step to reflect and answer a few QUESTIONS:

- Why do we need volunteers?
- How can involving volunteers in our organization help fulfill our mission or goals?
- How can we and our beneficiaries benefit from volunteer work?
- Do we have enough resources (people, money, time, space...) to involve volunteers in our institution?
- Who can be the staff responsible for managing volunteers (for competences of this person, see chapter 4 of this manual).
- How can we involve staff, clients, family members and other stakeholders to plan an efficient volunteer program?
- Do we need any support from external organizations or the community for running the volunteer program in our organization? Who can help us?
- What change can we bring and for whom, by involving volunteers?

There are also many other questions that should be answered to develop successful volunteer programs in your organization. We can help you to find the answers on the next pages of this manual and also provide you with the volunteer management steps. We hope you can use this book as a tool for inspiration for creating your unique approach to volunteer management, which will take into account the specifics of your institution and needs of your beneficiaries as well as volunteers.

*„Through the volunteer program we want to improve the quality of life of beneficiaries, to improve the services of the Home, to expand the network of volunteerism and to develop generational and inter-generational solidarity among citizens of District Maksimir. Home for elderly Maksimir motivates the wider community with their actions to address specific problems, an idea and inspiration to others. The first volunteer program was founded in 1977, one year after the opening of the home, with the beginning of deinstitutionalization, the involvement of volunteers started in order to enhance job-creative activities at the Home.“*

*From SOVOL best practice examples: Home for elderly Maksimir,  
Zagreb, Croatia*

*“The aim of the program “Active old age – Opening to the world” in the aging societies is to resolve the isolation and loneliness of elderly people, developing the quality of their life through rebuilding human connections and through connecting volunteers and elderly people. The main task is to find those elderly people who live in homes for elderly or in their own apartment and don't have family or are seldom visited. These people are visited once a week; for these visits, upon their request, leisure activities are organized as well as joyful conversations, carefully listening to their complaints, reminiscence of their memories, forming social connections. The volunteer doesn't do anything special, s/he is just present. Pays attention, assists, brings the outside world's news into the place. Just cares for the elderly person.”*

*From SOVOL best practice examples: TESZÜNK Senior Volunteer Club,  
Budapest, Hungary*

*„SDW is a social institution which supports people with intellectual disabilities or developmental delays. From young to old. To enable them to live, learn, work, living and leisure. Working with volunteers within SDW started from 1998. The Volunteer program within SDW started in 2005, at first on a few locations. Later on, a volunteer coordinator was hired and a plan was developed. In 2010 SDW renewed the volunteer policy and at the moment SDW is involving volunteers and informal care givers around the clients. In 2016 there were 370 long-term volunteers registered in the organization for 1330 beneficiaries.“*

*From SOVOL best practice examples: SDW, Roosendaal, Nederland*

*The Community Self-Help Homes of Bielany Social Welfare Centre were established at the end of 2000. At the same time a voluntary service programme was initiated at Bielany Social Welfare Centre. Volunteers provided significant support to the realization of the rehabilitation programme of the centre.“*

*From SOVOL best practice examples: CommunitySelf-HelpHomeNo2, Warsaw, Poland*

## 2. UNDERSTANDING VOLUNTEERING IN SOCIAL INSTITUTIONS

Before we start with the planning of a volunteering programme in an organization and its implementation, we consider it important to understand what volunteering is and what we do not consider volunteering (this fact will rather often have to be explained by the organization leadership, the volunteer manager in the organization but also by other workers to their beneficiaries, family relatives, media, etc.). The second important fact is to understand the specifics of volunteering in social institutions and to organize the key assumptions of good integration of the volunteering programme into the organization. Last but not least, it is useful for a successful volunteer management in social organisations to have a good orientation in the current trends, which we meet in recent years in the area of volunteering. Actually, it is necessary to adjust the volunteering programme not only to the specifics of the organization and its beneficiaries but also to the changes happening in the world of volunteering. Understanding these basic outcomes –we consider this a somewhat zero step in the implementation of a volunteer programme in social service facilities.

### 2.1. Volunteering definition, types and legal framework

Solidarity and mutual help form the base of human society and volunteering is a form of expression of those two concepts. Volunteering has a strong tradition and rich history in the Eastern and Central Europe. At present, it is being developed in various forms. It is sometimes difficult to find the border line between a help to the relatives, neighbours, unknown people who we offer our help to and volunteering work for a school, a sports club or a house for the elderly. Therefore, we consider it important to define the concept of volunteering within the introduction.

Volunteering is significantly influenced by historical development, the political, cultural or religious frame of the region, in which it is developed. For these reasons, there are various views in defining it. Despite this disunity, there is a match in most of the definitions in at least three criteria, which differentiate volunteering from other forms of human activity. Volunteering is an activity, which is: **1) not paid, 2) performed based on free will, and 3) for the benefit of others.** However, at the same time these three basic characteristics of volunteering evoke polemic discussions. The discussions are related particularly to the fact whether the mentioned criteria are unambiguous criteria specifying voluntary and involuntary activities or, as mentioned by Paine, Hill and Rochester (2010), they may be sensed as a spectrum of activities (See Figure 1). In this spectrum then it is possible to outline the points, which determine those activities acknowledged as voluntary by most of the people, further on those, which definitely cannot be classified in volunteering, and the ambiguous zone in the middle, within which there are varied opinions (in the figures, the spectrum is divided by colours as well). Therefore, you should clarify in your organisation what you will and will not consider volunteering according to these criteria, but first respect the legal framework of volunteering in your country.

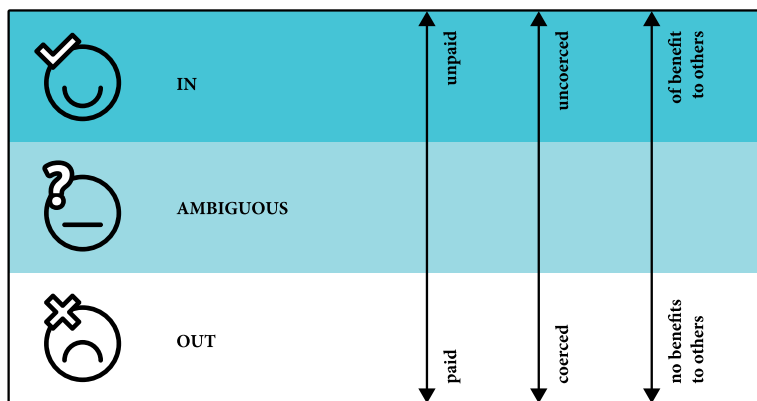
In relation to the **criterion of unpaid work**, one rule applies - that reimbursement of expenses related to volunteer activities does not interfere with the substance of vo-

lunteering. Sometimes volunteers are considered those people who work in the organisation for a very low salary or remuneration, however it is necessary to realise that any payment for volunteer activities performance interferes with the substance of volunteering. Obviously, volunteers may be acknowledged or motivated to do their work by non-monetary benefits (such as theatre tickets, books, discount cards, etc.). These are focused on encouraging people to volunteer and on expressing recognition for their contribution, and they are not considered payments for work.

Volunteering is considered such an activity which is performed **voluntarily, based on free will**. In relation to this criterion the measure of free will or volunteering is particularly discussed, and on the other hand it is the measure of duty. Volunteer activities are non-compulsory and they must contain a significant element of choice. The following are not classified as volunteer activities: those performed based on court order, alternative performance of military service (so called civil service), and practice/practical training as a part of the study that is a condition for finalisation of the study.

The last criterion of volunteering is the fact that the activity is supposed to be performed for the benefit of others. Within this criterion we perceive “other people” apart from the closest family, specifically the members of the volunteer’s family. Volunteer understands the closest family as “close relatives” and they feel “family duty” towards them. Caring for your own parents or grandparents or grandchildren then is not considered as volunteer work. In this relation, in the area of social services there is a newly-established concept of informal caregiver<sup>1</sup> – any relative, partner, friend or neighbour who has a significant personal relationship with, and provides a broad range of assistance for, a beneficiary (i.e. older person or an adult with a chronic or disabling condition). These individuals may be primary or secondary caregivers and live with, or separately from, the person receiving care. An important factor in this criterion is also the fact that even though others benefit from the volunteer activities performed, the volunteer personally benefits as well (or his/her family), and so they contain an element of self-help.

**Figure 1 Spectrum of the volunteering criteria**



Source: Paine, Hill, Rochester, 2010

<sup>1</sup> Family Caregiver Alliance, <https://www.caregiver.org/pilotIntegration/indexPersistent.html?uri=%2Fdefinitions-0>



**Exercise:** Think of the individual criteria of volunteering. Discuss them with the staff and find out if these criteria are unambiguously understood in your organisation. Clarify the problematic and polemic issues in such a manner that you will be able to communicate them inwards as well as outwards of the organization, in a unitary manner, by any staff member.

Volunteers can get involved in various ways and in practice we recognize several types of volunteering. Categories here presented are not necessarily exclusive as some volunteering positions can have several dimensions. When doing the categorization, organisations have to consider their own needs and what is the most important dimension for the positions. Here are some examples of other categories that are sometimes used by volunteering entities:

#### **a) Long-term and short-term volunteers**

*Long-term volunteers:* They often have a strong personal and psychological investment in their volunteer role and in the sense of personal worth and identity gained from their participation. They will tend to shape their own activity and determine the duration of their work, adapting their time and energies to whatever is necessary to make the cause succeed. They tend to be “generalists”, willing to do whatever work is required and necessary, but not necessarily an exciting one or rewarding-in-itself for the volunteer. They are motivated by “achievement” and “affiliation” and often recognition for them is a greater opportunity for involvement or advancement in the cause or the organization.

*Short term volunteers:* They want a well-defined activity of limited duration. They want to know at the beginning of their volunteering what exactly they are being asked to do and for how long they are committing to do it. They can be considered “focused” because they are only with the organisation long enough to learn one job or are only willing to perform one kind of work. Usually the more limited the expected time commitment and the better delineated the scope of work, the easier it will be to recruit the short-term volunteer. (McCurley, Lynch, 2011)

#### **b) Group and individual volunteering**

*Group volunteering:* They can be created from a hobby club, family, work colleagues, friends, students, neighbours etc. They want to volunteer together instead of committing to volunteer individually. They can be involved in events and situations where a large number of volunteers is needed due to the high support demanded in a defined period and concrete area.

*Individual volunteering:* They commit to volunteering individually. They are placed in a position that requires one single person. They can be part of a bigger team but always be responsible of their own tasks. They require a deeper self-sufficient commitment of the person. (Broznanová Gregorová, et al., 2017)

#### **c) Continuous and episodic volunteering**

*Continuous volunteering:* This is similar to long-term volunteering, but without the need for a full time commitment.

*Episodic volunteering:* These volunteers are interested in smaller and more manageable commitments. They may choose an episodic volunteer task to test an organisation before they become involved in significant tasks or projects. They can be involved for example in crisis and emergency situations where volunteers are needed on quick notice. (Brozmanová Gregorová, et al., 2017)

#### **d) Full time and part time volunteering**

*Full time volunteering:* They assume tasks in a long term or continuous volunteering context. They can exist and should work like a work contract in full time (7-8 hours/day). Full time volunteers are for example volunteers, in the Erasmus+ European program or EU Aid Volunteers program. This type of volunteering has specific features.

*Part time volunteering:* They can be a subdivision of long term or continuous volunteering as it is about the time aspect and not necessarily the commitment aspect. They can be used in activities or tasks that require longer term commitment.

In some countries, legal regulations have been accepted in the past years and they amend volunteering and also some of its aspects. Getting familiar with these legal provisions should be an essential starting point for volunteering implementation in social institutions.

The general legal amendment of volunteering in Slovakia is established in the Act No. 406/2011 Coll. on Volunteering. The act defines volunteer as a person which provides volunteer activity based on free will, without financial payment for other person with her/his agreement or for public benefit. The law outlines the rights and duties of the volunteer, of the sending organisation and beneficiary of the volunteer work, and basic provisions of the contract on volunteering.

In Hungary an **important step** towards the acceptance of **volunteering** and its promotion on the national level was the passing of **Act LXXXVIII of 2005** on Voluntary **Activities** in the Public Interest. This law provides **volunteers** with the **necessary** legal status, recognizes the social values of **volunteering** and enables its development. Volunteer activities carried out in the public interest are understood to mean work carried out - without payment in return - within a sphere of activity defined by law at a given recipient organisation. Other volunteer activities may be carried out and organised outside the scope of the law, but the benefits defined in the law may only be submitted by a recipient organisation without the need to pay contributions if they have registered in accordance with the law, by entering the register of organisations receiving volunteers acting in the public interest. The Act is of great importance in the development of volunteerism in Hungary.

In Croatia, The Law on Volunteering (The Official Gazette NN 58/07) was adopted by the Croatian Parliament on May 18<sup>th</sup>, 2007. The amendments on the Law on Volunteering were adopted (The Official Gazette NN 22/13) by the Croatian Parliament on February 8<sup>th</sup>, 2013. It stipulates the following definition: *Volunteering is an investment in personal time, effort, knowledge and skills out of free will to carry out services and activities for the well-being of another person or the wider public, and are executed by the persons without existence of any conditions of a financial reward or any other material benefit for the work done, unless otherwise stated by the Law.* (Article 3, p. 1)



The Law on Volunteering contains: definition of volunteering, principles and conditions for volunteering, the rights and obligations of volunteers and volunteer involving organisations, the conditions for conclusion of volunteering contracts, the adoption of the Code of ethics for volunteers, the issuing of the volunteering certificate and the Competence acquired through volunteering Certificate, national volunteer award as well as means for supervising the implementation of this Law. The Law on Volunteering in Croatia has encouraged other organisations (particularly social care institutions) to *open their doors* to volunteers. Furthermore, there are also individual cases of local, regional, and national public bodies involving volunteers.

In Romania, the first law on volunteering was passed in 2001 and it was changed and amended a few times, the last review of it being in 2014. The Law clearly defines the volunteer, the volunteering activity, the rights and responsibilities of the parties involved, the need to sign a volunteering contract and to have a volunteer manager (either employed or on voluntary basis). According to it, volunteering represents the participation of the volunteer physical person to activities of public interest developed in the benefit of other persons or society, organised by juridical persons of public law or private law without patrimonial purpose, without payment, individually or in group. The law also mentions the volunteering certificate, as a means of recognition and the need to maintain a volunteer registry.

We must mention that the shape of the current law is largely due to a very successful advocacy campaign initiated by volunteer organizations, who worked closely with national authorities to improve the legal framework for volunteering and formulate clauses that would support the professionalization of volunteering activities in Romania.

In Poland, The Act of Law on Public Benefit and Volunteer Work was voted by Polish Parliament on April 24th 2003 (last amendment 2017). The Act of law includes provisions concerning legal status of volunteer work. Volunteers shall provide benefits to support non-governmental organizations in the field of public benefit and to support public administration facilities, with the exception of business operations they may engage in. According to the Act, the scope, manner and duration of providing benefits shall be defined jointly by the volunteer and the beneficiary in the appropriate agreement. The beneficiary shall be obliged to guarantee the appropriate personal safety measures determined by the type of benefits provided and related hazards. The beneficiary shall also notify the volunteer of any risk to health and safety stemming from the process of providing benefits, and on the rules of protection against occupational threats and hazards. The beneficiary may cover the costs of health insurance in case that the volunteer is not eligible for health care benefits by any other way.

In addition to the general legal amendment of volunteering, also legal amendments of volunteering in relation to social services may be important within social institutions. The practice in individual countries is also quite different.

In Slovakia volunteering is not directly mentioned in the act on social services, but it is one of the ways of providing quality standards of social services, related to support of the social service beneficiary in full and effective involvement and participation in the society, while respecting their natural relationships within their family and community, and in compliance with the right to equality of opportunities.

In Hungary the purpose of the Act III of 1993 on *Social Administration and Social Services (1993. évi III. törvény a szociális igazgatásról és szociális ellátásokról)* is to define the forms and organization of certain social benefits provided by the state, the conditions for entitlement to social benefits and the guarantees of its enforcement in order to create and maintain social security. This act does not mention volunteering. However the 1/2000. (I. 7.) SzCsM regulation states that in the case of home care (in-home assistance), voluntary public service activities can only be used to provide social assistance, that is to say, only tasks that do not require a qualification can be provided. The same regulation also states that a community caretaker of psychiatric or addictive patients should involve volunteer helpers, such as family members, neighbors, and other volunteer assistants in improving the beneficiary's living conditions.

In Croatia, volunteering is mentioned in the Law on social services in the form that is necessary to encourage it, especially related to the government Centres for social care and Local and regional authorities. Involvement of volunteers is a part of Quality standards of social services developed by the Ministry in charge for social services and care. Those Quality standards are obligatory to all organizations and institutions that are providing institutional and non institutional social services in cooperation with the Ministry.

The Romanian Law on social services specifically states that the institutions have the obligation to promote the involvement of the community members and volunteers in their activity. Moreover, the providers of social services who involve volunteers are given more opportunities to access state funding. The legal provisions state that in the support for instrumental daily activities, the beneficiaries need to be assisted by informal care givers, volunteers and only if this is not possible, by formal care givers. The Quality standards for the social services providers also mention including the volunteers in the care giving activity and the necessity of promoting the involvement of the volunteers.

In Poland there are no special regulations regarding the organization of volunteering in social organizations. All necessary regulations are included in the Act of law of April 24th 2003 on Public Benefit and Volunteer Work.

## **2.2. Specifics of volunteering in social institutions**

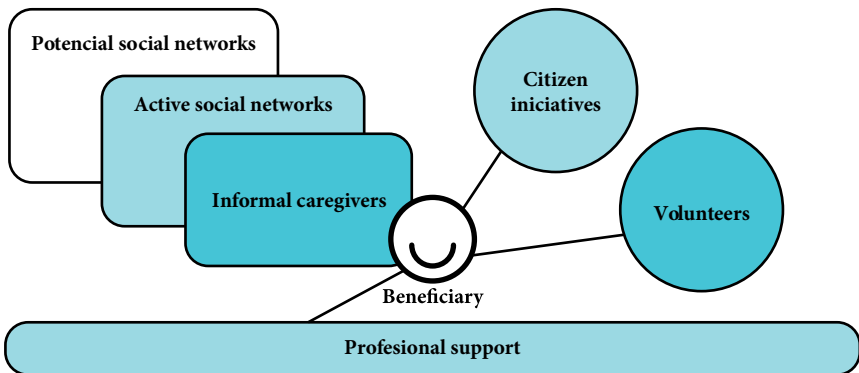
Volunteering is applied in almost all areas of human existence. The area of social services has a distinctive specific significance and some important specifics, which have to be reflected.

Particularly its benefits point to the importance of volunteering in the area of social services. These may be sensed in relation to the society, communities, organisations, beneficiaries as well as the very volunteers. However, the importance of volunteering in this area is growing with the gradual deinstitutionalisation of social services and the related changes in the social care system. The purpose of social services deinstitutionalisation is actually the creation and provision of conditions for an independent and free life of all citizens, depending on the help of society in the natural social environment of the community with support of professionals, family members and volunteers. In this area we can see great differences between the countries in the "east" and "west"

of Europe. While in many Western welfare states, social services that have traditionally been provided by paid employees are being replaced by family support, community support, informal networks, and volunteering, in eastern countries the institutional type of care is prevailing. Thus, on the one hand western countries may be a great inspiration and motivation in the area of volunteer programmes implementation within social institutions, on the other hand it is important to realise that volunteering as well as social services are developed in each country in a specific historical, cultural and social context, and it is necessary to respect these in volunteering implementation, in our conditions.

However, the key fact remains that volunteering implementation in social institutions should be established on the philosophy of social services provision, in the **centre of which the beneficiary of help and their need and interests are standing**. A great inspiration in this area can be a model of help-provision to a client, which is based on cooperation with a wide network of help, in such a manner that all needs of the client will be satisfied. The system of professional help, as an inspiration from the Netherlands, is illustrated in Figure 2. It points to the need of cooperation with the clients, informal caregivers, volunteers and active and potential social networks. Professionals cooperate primarily with the beneficiaries and their relatives, who are often the central caregivers. Parts of the client's network are also volunteers and other informal caregivers. The beneficiary administers the care and support as much as possible. The professional may support this individual orientation. Strengthening of self-governing administration and self-sufficiency contribute to the load decrease of informal carers, because of higher independency of beneficiaries.

**Figure 2 The system of professional help**



Source: <https://www.movisie.nl/>

Besides the attention to physical health and hygiene, which was always there, it's equally important to look at the beneficiaries' needs regarding participation, feeling at home, and mental well-being. There is more attention to the opportunities for people and what role they themselves can play. Volunteers can play an important role when it comes to fulfilling the needs of beneficiaries; because they visit beneficiaries, organize or par-

ticipate in activities with beneficiaries or work as hosts in the organizations' living room. Volunteer's advantage in a social care facility is that they can focus on what is healthy, on the part the beneficiary does not lose even during their illness and on what is valuable for them. That is the main input, which a volunteer may contribute with and thanks to which they can be a co-player in the team of professionals and informal caregivers.

The research completed in the Netherlands, with already a long tradition of social services provision by other-than-paid professionals, has shown several benefits from the view of beneficiaries:

- services provided by volunteers are more relational than are services provided by paid employees, and they are therefore perceived as more equal, flexible and sincere;
- relationships between volunteers and beneficiaries appear to be characterized by a higher level of affective trust, while those between paid workers and beneficiaries seem to be based largely on cognitive trust;
- volunteers are perceived to increase the quality of social services by providing services that would otherwise have been unfeasible, as well as by combining the services with pleasant social interaction with beneficiaries. (Metz, Roza, Meijs, Baren, Hoogervorst, 2016)



**Exercise:** Think of who is involved in the system of services provision in your organisation. In which way do these people participate in satisfying the beneficiaries' needs? What are their responsibilities? Where do or might volunteers have their place on this map? Try to sketch a figure/scheme of this help in your organisation.

### 2.3. Professionalization of volunteering in social institutions

The area of social services requires a professional management of volunteers due to several reasons. Volunteers enter the systems of social institutions, which are still functioning in our conditions as relatively closed systems. In these institutions, it is important not only to prepare volunteers for their activities, but it is necessary to prepare the organisation for acceptance of these volunteers, including training of the volunteer manager in the organisation. The emphasis on professional leadership of the volunteers does not mean stabilisation of the unchangeable system, but on the contrary, the creation of a flexible frame that is supporting the free exertion of the volunteer.

Professionalisation of volunteering is understood as the implementation of personal management tools, which are used in professional work with employees, in the work with volunteers. The extent of professionalisation in volunteering expresses the extent of the usage of these tools in the organisation. There are many tools that can help you in professionalizing the work with volunteers and one has to choose the most appropriate for its needs and activities, considering that the aims of the tools is to support the work of all those involved and ensure quality of action. These are the most frequent:

- the presence of the volunteer manager in the organisation;
- initial interview with volunteers;

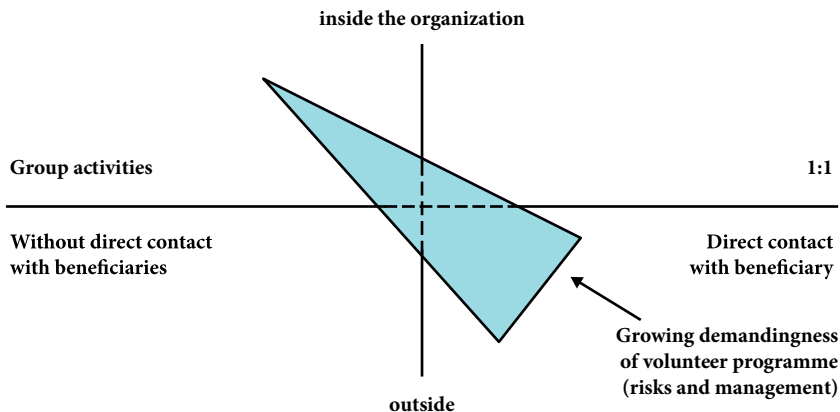
- targeted training for volunteers;
- written contract with the volunteer;
- existence of the volunteer's work description and its compliance by the volunteer;
- the existence and use of procedures for working with the volunteers;
- request for references from the volunteer;
- existence of the manual, guidebook, code of ethics for volunteers;
- possibility to gain support, consulting, supervision in case of problems;
- reimbursement of expenses related to volunteering performance;
- receiving reward, acknowledgement, non-monetary reward for the work performed.

In this context however, a high extent of professionalisation is not understood as something each organisation should pursue, but it rather shows a certain style of management and organisational context of volunteering. The model in which exist all the mentioned elements actually does not necessarily have to be appropriate for each type of organisation or volunteer activities and in certain cases it may even be counterproductive (e.g. request for references, a written contract, etc.)

Professionalization is not just about using as many tools as you can. It is combined also with a different approach and atmosphere created in the organization, as well as the appreciation of volunteers and the long-term planning. Professionalization in volunteer management comes also with a certain attitude and mindset of the organization.

In the area of social services, volunteers may be involved in performing various activities – from simple administrative or manual works up to sustained contact with beneficiaries. Those activities, which they take part in, might run within the organisation but also outside the organisation. Growing demandingness of a volunteer programme and the related need of professionalisation of volunteering is illustrated in Figure 3.

**Figure 3 Growing demandingness of a volunteer programme and the related need of professionalisation of volunteering**



The more volunteers are involved in the activities which run outside the organisation environment, are based on contact with beneficiaries and this contact is in the form of one-on-one, the higher the need of the professionalisation of volunteering. Of course, the need for existence of individual elements of volunteer management is related to the area of the organisation activities or target group, which the volunteer will work with. For example, work with dying elderly people will be more demanding in terms of selection, but also preparation or leading of the volunteers, than work with youth.



**Exercise:** In Figure 3, try to draw your volunteer programme or your vision of a programme, which might work in your organisation. What conclusions come, in relation to the professionalisation of work with volunteers in your organisation, from the position of your volunteer programme in the figure?

Another factor influencing development and the shape of the volunteer programme in social services is the **model of volunteer programme management**:

- **External model of management.** This model lies in the fact that a certain facility of social services cooperates in the volunteer programme implementation with an external organisation (often with a volunteer centre). The external organisation is responsible for some parts of the volunteer management and takes part in the successful realisation of a volunteer programme in the concrete organisation. This model can be appropriate in the first phase of volunteering development in the social institution of social services; in case the organisation does not have experience with volunteers. The external organisation with experience in managing volunteers may help the organisation with programme planning, selection of activities for the volunteers, recruitment and selection of volunteers or their support and supervision. Gradually, in the next phase of the programme development, the management of the volunteers may be handed over to the organisation in which the volunteers work. The external model of the volunteer management however can work successfully for a long period of time as well. An example is the volunteer programme Spojivko, which is realized by the Volunteer Centre in Banská Bystrica in the low-threshold centre Kotvička in Banská Bystrica, Slovakia. Within the programme, volunteers provide individual tutoring/teaching for children from the socially disadvantaged environment in the premises of the low-threshold centre. Two volunteer coordinators function in the programme – one of them is from the Volunteer Centre, who is primarily responsible for recruitment, selection, preparation of volunteers, contract signing, supervisions and evaluation of the programme and the other one in the low-threshold centre is responsible for preparation, establishing of volunteer – child pairs, support and record-keeping of the volunteers directly in the activities performance. Finances for the programme are provided by the Volunteer Centre.
- **Internal model of management.** This model seems to be more purposeful for organisations with a clearly defined structure in terms of a long-term cooperation with volunteers. The organisation itself employs a volunteer manager and manages activities of the volunteers directly in relation to the beneficiaries' needs.



**Exercise:** Both of the above mentioned models of volunteer management in the organisation have their advantages and disadvantages. Which model does your organisation use or would like to use? Why?

The implementation of a new volunteer programme or of new elements in the existing structure requires a certain time. This is necessary for the optimum change to happen from the old to the new. Within the existing volunteer programme, it is necessary to find what requires change and to perform that change afterwards. In the implementation of a new volunteer programme, it is necessary to plan it, adjust it and correctly set the timing in such a manner that it will be adequately integrated into the existing structure of the organisation. According to the experience of Tošner and Kořínková (2005), it is possible to include the **development schedule of a volunteer programme** into these phases:

- **Phase One – preparation and implementation of the volunteer programme** lasts approximately one to two years. It is necessary to take into account the fact that this phase requires a great deal of energy and patience. A programme, which works well in one organization, is only an example and it is not possible to simply copy it into another organisation, neither can it be ordered from above. Good acceptance and anchoring of the volunteer programme is closely related to good understanding of its sense. This “mental transformation” cannot be avoided/bypassed and often not even quickened, therefore this process is inevitable. Volunteer programme implementation in the organization should be established on voluntary decision of all the parties involved. This phase requires from everyone mutual trust, willingness for seeking the appropriate form of cooperation, creative potential and a certain measure of enthusiasm for seeking new methods and ways as well as patience in overcoming initial obstacles and problems.
- **Phase Two – means the stabilisation and implementation of volunteer activities into the organisation daily running.** After the well performed phase one, phase two brings the feeling of relief and certain stabilisation. This phase means the transition from pilot seeking to routine practice. The assumption of its accomplishment is a well performed evaluation of the phase one. It should bring information about facts like: what is functioning in the programme, what was proven and what must be changed.
- **Phase Three – is related to the implementation of volunteer activities into the quality of care programmes.** The basic characteristic feature of this phase is visible change in acceptance of the volunteer programme by the staff, in such a way that the staff systematically cooperates with the volunteers and get involved in the team complex care. Thus the contribution of the volunteer programme is evaluated in the maximum extent and then it can be reflected in the increasing level of the organisation services.



**Exercise:** In case you have implemented a volunteer programme in your organisation, try to evaluate which development phase it is in. If you are not in the last phase, what is missing to reach it? What is necessary to be done?

Each facility social institution has its specifics given by its size, location, composition of the beneficiaries, conditions of the premises, or type of the services provided. In spite of these differences, it is possible to define several basic criteria, which have an impact on the quality of the volunteer programme in any organization. The successful integration of volunteers in the team has its benefits, limits, as well as risks.

We consider **the basic assumptions of a successful volunteer programme integration** into the social institutions as follows:

- complying with the organisation specifics and its beneficiaries in planning and implementing the programme;
- correct timing of the processes;
- support of the organisation management in the programme implementation and realisation of the needed changes in the organisation;
- support of the staff – the staff are willing to work with the volunteers, are trained and motivated and helpful in seeking new ways and methods;
- defining and finding financial, material and space conditions for the programme realisation.

On the other hand, **the barriers for volunteering development in social institutions** are:

- limited support from the top management and also bureaucracy (especially in public social institutions);
- insufficiently informed staff and beneficiaries about volunteers;
- insufficient understanding of the volunteer's role in the organisation and effort to gain only a cheap or non-paid labour force;
- rigidity, unwillingness to change the well-established stereotypes and insufficient openness to new possibilities;
- closed channels of communication between the volunteers and the staff;
- small space for feedback towards the volunteers;
- unwillingness to invest reasonable (personnel, financial, space and other) resources into the volunteer programme and to look for options and alternatives to support such programs.

The organisations involved in the research within the SOVOL project have named the followings as the **main challenges in the work with volunteers**. Those may also denote obstacles of full usage of the volunteers' potential in the organisation:

- lack of resources (people, time and infrastructure);
- unclear division and designation of responsibilities and competencies;
- distrust between the volunteers and the beneficiaries, but also between the volunteers and the staff,
- fluctuation of volunteers as well as workers in the organisations.

A special challenge in the implementation of volunteer programmes in the social institutions in the countries of Central and Eastern Europe are, according to our experi-



ences, also the issues related to the objectives and quality of social services in general. The process of deinstitutionalisation of social services, the focus on the beneficiaries, their needs and autonomy and independence, have their specific reserves in real practice of organisations. As stated by Kořínková (2005), the quality of life increase for an individual means to participate actively in someone's life, to learn not to be afraid and to look at oneself, to ask oneself questions and use the information gained in active work on oneself. In the same way, also in the area of development and quality of care increase, it is substantial for organisations to set and manage the process of self-evaluation and to have the ability to use the information which the process brings with it. This "mental transformation" is necessary in our society and is related to all the persons involved. However, it is not simple, and time is needed for it. Volunteers belong to those who have already started this transformation. Therefore, acknowledgement and thanks belong to all of those volunteers and organisations, who have had the courage or they will take now that courage to enter this complex process.

#### 2.4. Trends in volunteering

When developing effective volunteer management processes, it is important to look at recent trends in volunteering. These trends can help organizations adapt their volunteer recruitment and retention activities and engage volunteers from various demographic groups and skill levels. (Volunteer Canada, 2016). Trends in volunteering are closely related to the changes of the current society, among which there are particularly changes in the family and homes structure, towards fragmentation and isolation, education growth and prolonging of financial independency of young people, the population ageing, changes in the labour market, high level of wealth in certain levels of the population, immense growth of choice possibilities in all areas of social life, creation of new ways of life related to information and communication revolution and high and ever-growing aspirations of the citizens regarding the length and method of free time using.

The most significant trends, which determine and will be determining the form of volunteering in the following decades, may be considered as follows, according to several authors (e.g. Merrill, 2003; Evans, Saxton, 2005; Volunteer Canada, 2016; McCurley, Lynch, Jackson, 2013; Ellis, 2005 ):

- **The rise of the brain volunteer and the demise of the brawn volunteer.** If there is perhaps a single theme that runs through all our trends and ideas concerning the future of volunteering, it is that 'volunteers are doing it for themselves'. Volunteers will increasingly want to know what is in it for them. However, this means that volunteering experiences, where people are simply asked to do the drudgery that paid staff will not do, will be increasingly untenable.
- **The rise of the cause-driven volunteer and the slow decline of the time-driven volunteer.** Alongside the change in the kind of volunteering experience that people are looking for is a change in what motivates people to volunteer. Sectoral accounts suggest that, in the past, people volunteered because they had spare time to give; who they gave it to was not as important as the need to fill their days. However, as people have more and more ways to spend their leisure time, volunteering has to com-

pete with many exciting alternatives. People will increasingly be as selective about whom they give their time to as they are about whom they give their money to.

- **The rise of the selfish volunteer.** We call 'selfish' volunteers people who are as interested about what they get out of volunteering, as what they put in it.
- **Volunteers want short-term assignments.** Reluctance to commit to a long-term volunteer assignment is so prevalent that it's moving from a trend to an established fact. Association members are stressed and time-starved. Yet associations have earned the reputation of rewarding good volunteer work with more volunteer work, meaning that we often burn out our best people.
- **Volunteers prefer multitasking opportunities.** Volunteering is a leisure-time activity in which members participate after filling the priority demands of a job or family. Volunteers, however, will complete all sorts of tasks if they enjoy what they are doing and the people they are doing it with.
- **Volunteering needs to be more professionalized.** The growing recognition of the volunteer manager as a paid professional.
- **Volunteering as a factory for community social capital.** Volunteering has a role in creating links between people from different social groups because it is one of the ways in which people do get to know each other. Volunteering brings people together, helps people to know their neighbours and colleagues, and knocking on doors and asking for money is one of the simplest and most powerful ways for people to do that.
- **The rise of young activists and the decline of young volunteers.** If we want young people to volunteer, we must not call it volunteering and we must encourage activism and a social conscience, rather than the unfashionable and uninspired giving of time. Youth volunteering needs to have a radically different image, and activism (or pro-activism) matches that image perfectly.
- **Experience-seeking employee volunteers.** More often, companies contact volunteer organisations and seek volunteer activities for their employees, which will help them build their team, improve the morals or connect the company with the local community, and provide their employees with new and varied experiences.
- **The involvement in volunteering depends on volunteer life cycle, if he/she can donate money or time.**
- **Productisation of volunteering.** This trend is actually an answer to the previous trends. It speaks about the fact that organisations, which work with volunteers, should offer volunteer opportunities as products and they should make them a part of their marketing strategy. Volunteer experience should be offered as a product, while the volunteers will understand how much time is needed for it, for how long, what benefits of the activity are for them and for the beneficiaries.
- **Group volunteering.** Many people are looking for group volunteering activities, but few organizations have the capacity to offer such group activities.
- **Volunteering of seniors.** Seniors' involvement in volunteering is closely related to demographic changes in the society and the population ageing. Volunteering

of the people of higher age is becoming a phenomenon of active ageing.

- Ever growing awareness of the need of really **pluralistic approach** to gaining volunteers, their involvement and management.
- The influence of technologies on volunteering has brought the trend of **virtual volunteering and micro volunteering**. The recent revolution in Information and Communication Technology (ICT) has opened up many new possibilities for volunteering. Virtual volunteering is voluntary work completed, in whole or in part, over the internet. It is sometimes known as online volunteering or cyber service. It is not a replacement for face-to-face volunteering, neither for the organisations, nor for the volunteers themselves, and a combination of on-site and on-line volunteering usually works best for everyone. It does, however, allow an organisation to involve more volunteers and thus achieve more of its aims.
- **Family volunteering**. Many people volunteer with their family members. For some parents, involving their children in volunteering is the natural way of education for pro-social behavior and active citizenship.

Australian authors Zappala, Parker and Green (2001) reflect the changes in the area of volunteer management in the area of social services by creating two models, which they describe as a model of charity and a model of social business. Characteristics of these two models are summarised in Table 1.

**T1 Model of charity and model of social business in volunteering**

<b>Dimension of volunteering</b>	<b>Model of charity</b>	<b>Model of social business</b>
Basis of recruitment	Community in general	Community and enterprises
Demographic characteristics	Usually older volunteers, not working, women	Usually younger, employed – “rich in money, but poor in time”
Location	In organisation	In organisation, outside the organisation, virtual volunteering
Method of involvement	Adjust the volunteer to the work (by selection and training)	Adjust the place/work to the volunteer (by creation of adequate volunteering opportunities)
Volunteer activity type	Specialized, fixed to the tasks	Diversified, project-based, also some freer activities
Skills	Various: from basic ones to the special ones	Tendency rather towards special skills
Training	Traditionally shorter or focused on education of specific roles, taking place in the organisation, provided by the organisation	Volunteers can employees within the organisation
Participation	Continuing, loyalty is important	Time-limited, unstable
Commitment	Perceived in the sense of regular hours of the week (usually specified hours)	Depending on time and preferences of the volunteer
Motivation	Focused on altruism	Altruism plus personal benefits and benefits for the organisation
Relationships between paid employees and volunteers	Paid employees may sense decrease of the standards	Volunteers may have higher education and more experience than the paid employees

Source: Zapalla, Parker, Green, 2001, p. 6.

Volunteers within the model of charity are traditional types of volunteers, who perform tasks on a regular basis. Typical female volunteers used to be married women with children who did not work, or retired people. In relation to the growth of the number of working women the attention within this model was concentrated on young and older people outside the labour market. On the other hand, male and female volunteers within the model of social business are younger, with developed professional skills, they are full-time employed persons; they can work on the projects at home or in the organisations during intensive periods. Mc Donald and Warburton (2000) describe the changes in some organisations providing social services as a shift from family culture to work culture.

### 3. VOLUNTEER MANAGEMENT PROCESS

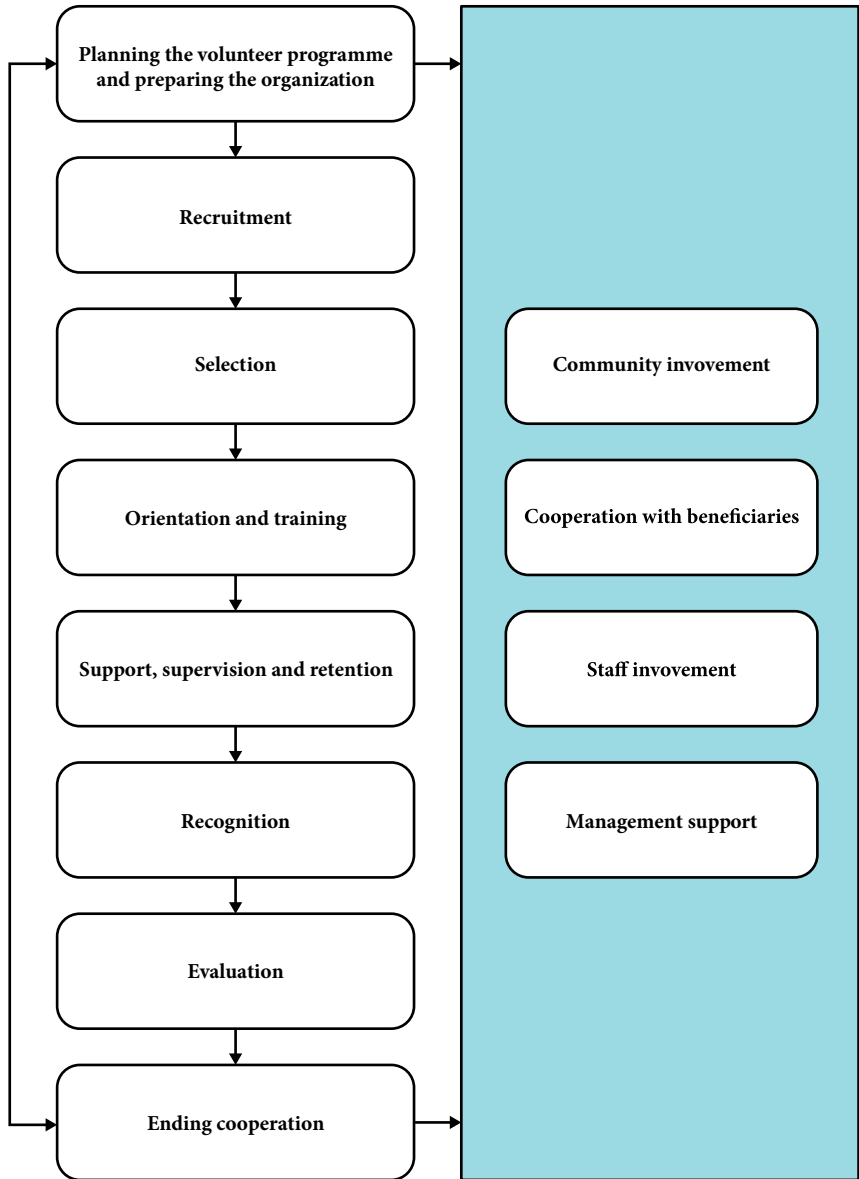
The word management was formed from the English word „to manage“, which means to control, lead, organize, and reach the aim. In economic literature, a number of definitions can be found regarding this concept; however, for the purposes of our work we will think of the management as a continuous process or a group of connected activities, which must be performed if certain aims are supposed to be reached. In our case, the work with volunteers is supposed to be a benefit for the organisation, its beneficiaries as well as the volunteers themselves. Volunteer management actually includes all activities of the management in general – from planning, through organisation, coordination, up to communication and control, and it is not much different from managerial work with employees. In the conditions of volunteer work management however, by applying these activities also specific procedures have been created, which serve for a more specific and better determination of what an effective process of volunteer management in organisations should contain.

If the organisation leadership takes the decision that a volunteer programme will be implemented, it assumes the responsibility that it carries for all the volunteers. Protection of the beneficiary, protection of the volunteer and finally protection of the organisation itself as well as its “brand”, lead the organisation to **quality management**, respectively **to professionalisation** of volunteer management in the organisation.

There are different theoretical models that present the stages of an efficient volunteer management process. Out of these, we have chosen the one we believe applies best to current social institutions in CEE region:

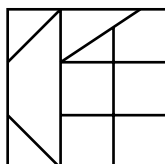
The basic steps of volunteer management are illustrated in Figure 4. On the right side of the scheme there are basic elements of volunteer programme implementation illustrated in the social institution. On the left side of the scheme there are elements illustrated, which are necessary for volunteers’ involvement in the organisation in individual steps.

Figure 4 Volunteer management process

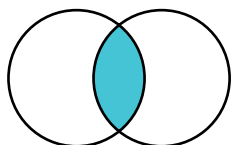


The mentioned steps are a theoretical model, which must be adjusted in practice by specific conditions of each organisation, but also by the mentioned new trends in volunteering. McCurley, Lynch and Jackson (2013) offer, apart from the “classic” steps of volunteer management, also another view of the management process of volunteers by means of three simple geometric shapes (Figure 5)

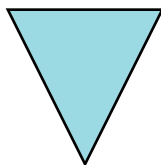
**Figure 5 The three shapes of volunteer involvement**



**The Puzzle Square represents the work that the organization needs done.**



**The Overlapping Circles represent the commonly met needs of the organization and the volunteers.**



**The Triangle represents the web of relationships among the volunteer manager, the volunteers and the staff.**

Source: McCurley, Lynch and Jackson, 2013

These shapes illustrate what and how the interacting processes of the volunteer management work and major tasks that must be accomplished in order for volunteer management to be effective. <sup>1</sup>

**The most successful organisations ‘involve’ rather than ‘use’ volunteers. It is good practice to reflect this in all your communications and to remember that volunteering is a two-way relationship, one that should benefit both the volunteer and the organisation. Your organisation’s view on the role of volunteers and what they can bring to your organisation will determine how you manage and involve them.** (Volunteer Ireland, 2017)

<sup>1</sup> You can read about different approaches to the management of volunteers in organisations also in the publication: Jeffrey L. Brudney & Lucas C.P.M. Meijs (2014) Models of Volunteer Management: Professional Volunteer Program Management in Social Work, Human Service Organizations: Management, Leadership & Governance, 38:3, 297-309, DOI:10.1080/23303131.2014.899281



## **4. PREPARATION OF AN ORGANIZATION AND PLANNING OF A VOLUNTEER PROGRAMME**

The preparation of an organization and the planning of a volunteer programme are the first steps of the Volunteer Management process. Both these parts are mutually interconnected, or better said – according to the experience of the authors of this guide – they can be implemented simultaneously. If you want to create a volunteer programme for a social institution, you need to motivate the management and staff of this institution first. Without stakeholders knowing who are the volunteers, what they can bring to the institution, and how they should work with them, the effort to integrate a volunteer programme into a facility or an institution is in vain. The time and space devoted to the preparation of an institution should be also effectively used for involvement of the management, the staff, but also the beneficiaries and their relatives into the planning of a volunteer programme. The introduction of volunteers into the institution means a change in a system or its functioning and to secure that this change is accepted, it is ideal to make those who will be influenced by it also its co-creators.

Any volunteer programme is theoretically simple, the difficulties come only with its implementation. It is because it consists of all the elements of personnel management and these do not function spontaneously or coincidentally. A good volunteer manager needs to take a lot of decisions before he/she starts to search for volunteers who can help an institution/organization to fulfil its mission. (McCurley, Lynch, 2000).

### **4.1. PREPARING SOCIAL INSTITUTIONS FOR INVOLVING VOLUNTEERS**

The goal of the preparation of the organization is to make the management, the staff, the beneficiaries and their relatives able to support the volunteer programme.

During the preparation of an organization for the introduction of a volunteer programme, you should also try to eliminate concerns on the side of employees regarding the volunteers, including:

- the fear of decrease in quality of provided services,
- the fear of irresponsible volunteers,
- the fear of potential legal complications,
- the refusal of higher working performance coming I fear of the loss of a job,
- the fear of the need for management of volunteers without any previous experience,
- the fear of the loss of control. (McCurley, Lynch, 2000)

Staff who do not wish to work with volunteers can destroy volunteer effort, either through direct opposition or through indifference. If the staff is not willing to cooperate in developing realistic activities for the volunteers, if they ignore volunteers or give them second-class status in the organization; if they indicate by work or action or inaction that volunteers are a hindrance; that they are not a help, then volunteers can quickly become disillusioned and de-motivated, and they will quickly find other causes and/or other organization where to volunteer, or they may stop volunteering at all. (McCurley, Lynch, Jackson, 2013)

During the preparation of an organization, you should focus on the following tasks (Brozmanová Gregorová, Mračková 2012, McCurley, Lynch, 2000):

- **To gain the support of the management of the organization.** Without the support of the management, the programme will not function neither for a long time nor effectively. The support of the management is important because the employees need to form their attitudes toward it but also because there should be resources assigned for its implementation. The management of the institution should understand how the volunteer programme contributes to the fulfilment of its mission.
- **To explain to the management and the staff of the organization the reasons why the social organization will – from now on – involve volunteers into its activities** (gaining new human resources, making the communication with the community more intensive, adding more personal character to the services provided to the beneficiaries, quality increase in the services).
- **To find out whether the employees of the social organization had or want to have an experience with volunteering.** In such a way you can find out what are the attitudes of employees towards volunteering and the employees can bring new ideas of how and where the institution/organization can engage volunteers.
- **To introduce all employees of the social organization to the principles of volunteering.** You should organize an informative seminar or *sensitizing workshop* for the staff of the institution/organization. During such an event, you can explain the reasons why you want to engage volunteers in the institution/organization, what volunteering is, what the principles of volunteering are, what the volunteer management is and why it is necessary to use it in the work with volunteers. As an inspiration, feel free to use the outcomes of the SOLVOL Project: <https://sovol.wordpress.com/outcomes/>.
- **To involve staff of the organization into the creation of the volunteer programme** – they can suggest potential volunteer activities, job descriptions. It is important that the volunteers do not substitute the employees of the institution/organization. Staff often have great ideas for involving volunteers, whether it is helping with an existing project or planning a new programme.
- **To offer the employees of the social institution the opportunity to participate in the volunteer program as mentors.** Even though the volunteers are managed by a volunteer coordinator, paid staff is part of the social institution/organization and thus can decide about how to proceed in the work with volunteers; the employees can manage volunteers and cooperate with them. We recommend to involve also position of mentor in volunteer programme, you can find more about mentoring in volunteer programmes in social institution in the SOVOL output: <https://sovol.wordpress.com/outcomes/>.
- Even when the program is introduced and running, you can **ask the staff for a feedback and evaluation** of volunteers. At the same time, you should constantly appreciate staff for how they work with volunteers – you can do so formally and informally. It is important to constantly build the good relationships between volunteers and employees. You should inform staff about the good outcomes of the volunteer

programme, ask them whether they are satisfied with volunteers, request feed-back from employees, and emphasize the benefits of volunteers for the social institution/ organization as such. Possible issues should be dealt with flexibility.

- **To inform beneficiaries and their relatives about the volunteer programme.** These groups also can contribute for the creation of a volunteer programme. You can base the volunteer programme on the individual development plans of the beneficiaries and focus on the needs that are not sufficiently covered. You can ask the beneficiaries what their dreams and wishes are – it can help you to find the shortages in provided services and opportunities for volunteer activities. In order to inform beneficiaries and their relatives about the volunteer programme, you can use the workshop created within the SOVOL Project: <https://sovol.wordpress.com/outcomes/>.

During the study visit in Netherlands, the SOVOL Project partners visited a senior home and asked a beneficiary why she needed volunteers. The client answered: “Without their help I wouldn’t be able to do what I want. I would be just sitting in my room. I would not be able to walk to the store or to cinema, I would not read so many books”.

- **Capacity assessment** – your organization/institution needs to look at the overall resources you have at disposal (experience, motivation, trained staff, etc.) and based on that to decide whether the volunteer program would be a positive experience both for the volunteers and your organization. Sometimes involving volunteers in an environment that is not prepared for them, will only add to the problems of the organization instead of helping the organization increase the quality of offered services.

It is important to overview the pros and cons of the volunteer programme for the social institution. This can be done from the point of the following categories of actors:

- the social institution;
- the employees;
- the beneficiaries;
- the volunteers.

As a next step in strategic planning, it is worth considering the organization (as volunteers will do this) and look at the volunteering situation with fresh eyes. This can be done with a classical tool, called SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis. For the SWOT to be used effectively, it is not enough to complete the table, it is necessary to think about crossing each area or element and analysing such questions: Do the strengths allow us to take the opportunity of the advantages? Or Do the strengths enable us to overcome the dangers/threats?

It can also give an extra point to analyse the advantages and disadvantages for the social institution but also for the volunteers and compare the results, drawing the needed conclusions in planning a dynamic volunteering program, that answers both of their needs and expectations.

During the analysis, you should answer also these questions: Is this the right time to be initiating the volunteer programme? What other projects or occasions are there that could hinder or support the launch of the programme? How long will this effort take us?

Workshops for employees, beneficiaries and their relatives should be organized only after the basic aspects of the volunteer program implementation are thought through so that you can answer all their potential questions.

*From the SOVOL survey among social institutions, some important conclusions can be drawn regarding the preparation of the organization and planning the volunteer program: „Most problems defined by social institutions involved in the survey were due to unclear arrangements and/or continuity expectations or a lack of support. When organizational changes or budget cuts are imminent, staff experiences pressure and uncertainty about the future manifests. That can result in situations where volunteers are seen as a threat. The volunteer manager coordinator or the mentor might be the only connection between volunteers and employees – he/she has to be ready to deal with that consciously. The integration of volunteers can be supported by a first meeting between staff and volunteers. Planning regular feed-back opportunities for both groups is a good way to create a good relationship between them. Teambuilding occasions where both groups are participating are also a way to enhance this relationship. Clear work objectives, rules of conduct and limits are important, to avoid jealousy. Organisational policy on co-operation between staff and volunteers is the basis but not sufficient for a good working co-operation. The preparation and sensitizing of the employees and a well-planned volunteer policy dealing with communication opportunities is core for the volunteer programme.”*

The preparation of an organization for the work with volunteers should lead to a creation of the so-called pro-volunteer or volunteer welcoming atmosphere. In such an environment, volunteers would feel their work is appreciated, and they are accepted, welcome and connected with the overall mission and functioning of the organization.

## **4.2. PLANNING THE VOLUNTEER PROGRAMME**

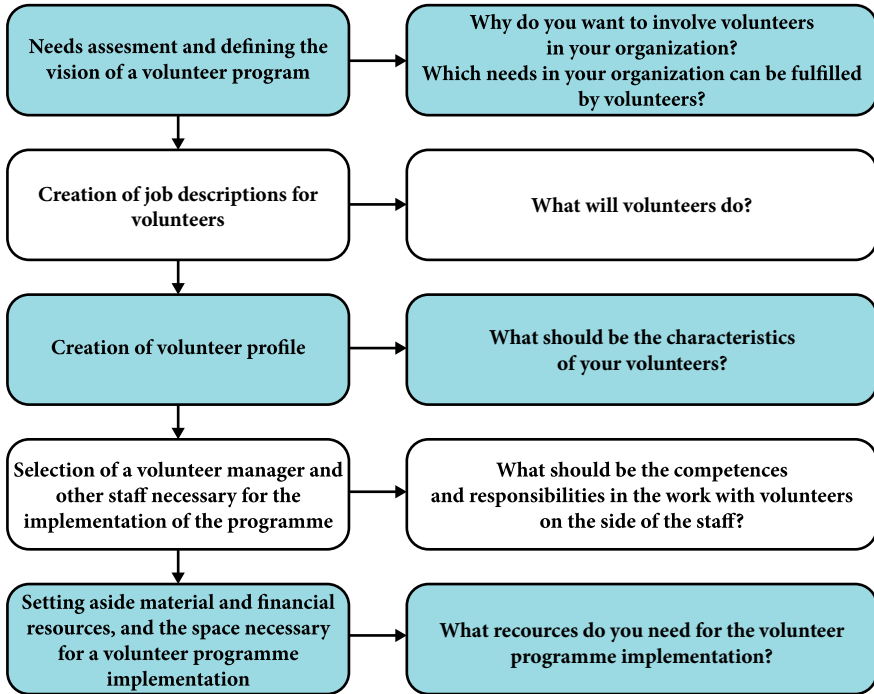
The preparation of a volunteer programme has several important stages that will help you to reach effective volunteer management. The time spent on planning and preparation will greatly reduce both confusion and problems that arise later.

*Operate by McCurley's Rules of Planning:*

*Think first, and get volunteers later. They'll appreciate your consideration. Do it right already the first time; it is easier than to have to do it over again.*

The brief overview of the stages of a volunteer programme planning in a social institution/organization can be found in Figure 6.

**Figure 6 Stages of the volunteer programme planning**



**A. Needs assesment and defining the vision of the volunteer program**

The key starting point to setting up a new volunteer programme is to remind yourself why your social institution wants to involve volunteers in the first place and to identify what exactly you want to achieve by involving volunteers. A clear vision and understanding as to how volunteers can contribute to your social institution will help you to determine how to support, involve and manage volunteers on an ongoing basis. (Volunteer Ireland, 2017)

*There are many potential reasons for involving volunteers in a social institution/organization. In SOVOL research, these were divided into three different categories: reasons on the side of the beneficiaries, reasons on the side of the SI and reasons on the side of the volunteer him/herself. Social institutions provided both instrumental (cost reasons), additional (in addition to professionals) as well as ideological (it is the right thing to do, demonstrate community involvement, more social support) reasons. Usually a combination of two of these reasons was given. Instrumental (without volunteers we cannot get it done) and additional reasons (it is complementary to what we are already doing) were mentioned most often. Then there were other considerations such as: thereason that they work with volunteers matches the image/mission/vision of the organization (ideological).*

The reasons for engagement of volunteers into the work of a social institution can vary. However, it is important to define them clearly in the form of a vision of a volunteer programme. As McCurley, Lynch and Jackson (2013) state, it will provide a quick and clear understanding of what benefit the organization thinks will be delivered from the engagement of volunteers, and also provide a sense of purpose for the volunteer programme. In essence, you should answer the question: “Why are we doing this?”



### Two examples of a vision on volunteers

In an organisation consisting mainly of volunteers, the mission can be simple: “*We attach great importance to the work of volunteers. Our organisation would not exist without them. Therefore, we develop a policy on volunteer management.*”

In an organisation, working in the social-cultural field, the vision on volunteers is connected to the mission of the organisation: “*Our mission is to contribute to strengthening social cohesion and improve the quality of live in society. Our organisation made a conscious decision to work with volunteers. Volunteers have an added value in achieving our organisation’s aims. Without them, our organisation could not offer the same product. Volunteers contribute to the integration of our product into society and they form a network that provides information about society to our organisation*”. In this vision, volunteers contribute to the fulfilment of the organisation’s mission and they serve as a source of information, as well. However, they do not determine the mission.



**Exercise:** Formulate the vision of your organization. How are volunteers contributing or how can volunteers contribute to the fulfilment of this vision? Why do you cooperate or why you want to cooperate with volunteers?

Formulating the vision for a volunteer program should be closely connected with the assessment and justification of needs related to the involvement of volunteers into the organization. In social institutions, volunteer activities should react to specific needs of the institution and its beneficiaries. In such a way, the volunteer program will be authentic and will be based on reality and specifications of the organization. In an optimal way, the needs should be defined by the staff and the beneficiaries of the organization, together?

In the first step it is necessary to think about the needs of beneficiaries that are currently not fulfilled. These can be needs that require some kind of intervention from the side of specialists or usual needs that do not require any special knowledge or skills. After that, it is necessary to think about the needs of the social organization/institution itself. These needs are often related to the effort of making provided services more effective and improving their quality.



**Exercise:** Imagine volunteers are very eager to start work at your place.

1. Talk to your beneficiaries about the following issues: What wishes they have? For which could you find one or more volunteers?
2. Have a brainstorming with colleagues about which tasks still have to be done.
3. Make a list of needs in your organization that can be satisfied in co-operation with volunteers.

## B. Creating job descriptions for volunteers

Needs assessment is directly linked to the identification of possible tasks for volunteers. From this perspective, it is particularly important to achieve a direct link between the tasks you assign to the volunteers and the organization's mission. Volunteers need to understand their role and place in the organization and in which way their work will contribute to reaching its goals. This will give them a feeling of relevance and significance and will represent a highly motivating factor, one of the very few that you as an institution have available at all times and with no cost.

In this step, you should decide what the job descriptions of volunteers would be and create volunteer positions. The content of the job descriptions depends on:

- the needs and capacity of the social organization,
- the needs and capacity of the beneficiaries,
- the needs and the creativity of the volunteers.

*Based on the result of the survey among social institutions implemented within the SOVOL project, the following conclusions were made: "It seems that there is no limit to the tasks and activities done by volunteers. Tasks can be categorised by different aspects such as - done directly for the beneficiary, done with the beneficiary or done indirectly - more for the SI, tasks not directly involved with the beneficiaries, who have administrative tasks (copying or editing documents), volunteer management tasks (recruiting and coordinating volunteers, training volunteers) or marketing tasks (media communication, searching for partners). There are volunteers at all levels of an SI: working directly with the beneficiary or helping the staff or even the management of the social institution."*

However, volunteer activities have their limits. While creating volunteer positions and job descriptions, it is necessary to respect the following **rules**:

- **volunteers should not substitute the work of paid staff**, but can supplement it and thus help to reach the maximum effect of the care provided by staff (results of the SOVOL Project survey showed that some of the social institutions do not respect this rule and that is why it needs to be emphasized);
- basic limits for the help of volunteers should be set up in a way that is following valid legislation;
- volunteers should not do activities that nobody wants to do;
- the creation of the offer of volunteer activities should be a permanent and open process and volunteers should also be part of it.

There can be more volunteer positions within one organization and they can include various job descriptions. For each volunteer position, you should define:

- **Title.** Creating a catchy role title will help ‘sell’ your volunteer opportunity to potential volunteers. Be honest - make the title sound enticing and encourage people to apply, without making them think the role is more than it is.
- **Purpose.** The result the position is meant to accomplish and its impact on the organization and/or beneficiaries.
- **Suggested activities.** Examples of volunteer tasks and activities.
- **Time frame.** Estimated number of hours, length of commitment, frequency, flexibility, specific days, part of the day.
- **Site.** Location of work. Transport to the location. Indoor or outdoor activities.
- **Cooperation.** Cooperation with staff, other volunteers, mentor. Group or individual activity.
- **Supervision.** Relationship with staff and other volunteers, reporting requirements and need for supervision. Mentoring arrangements.
- **Qualifications.** Skills, knowledge and attitudes needed for the position, or requirement to take a training.
- **Benefits.** Training, insurance, reimbursement of expenses...any others that fit.

Volunteering is a two-sided relationship, one from which both the volunteer and the institution should benefit. As in any relationship, both parties will have expectations from the other. By being aware of these expectations, both volunteers and organisations are more likely to have a successful partnership.



### Example of volunteer position description:

**Title:** Big Friend

**Purpose:** Children will be better prepared for the school and, through positive examples of people, will be motivated to study in the future and see education as a value.

**Suggested activities:** friendship and mentoring relationship between volunteer and child; the volunteer meets the child and helps the child with the preparation for the school, after preparation they can play games or discuss any issues together.

**Time frame:** once a week during a school year for 90 minutes, in the afternoon. The dates will be set up according to the preferences of volunteers and children.

**Site:** youth centre in the area where socially disadvantaged families live

**Cooperation:** volunteers cooperate with the coordinator from the youth centre

**Supervision:** once every two months - group supervision with other volunteers, make evidence of volunteer activities in youth centre

**Qualifications:** basic knowledge from grammar school, listening and communication skills with children, without prejudices towards Roma people. Having mobility within



the city. The volunteers have to participate in special training on working with target group.

**Benefits:** training, regular feedback, supervision, reimbursement of travel expenses, regular social events, certificate of participation in training, certificate of participation in the volunteer program.

Another more detailed **volunteer position description can be found in the Handbook for training volunteer managers of social institutions.**



**Exercise:** Create volunteer positions for your organization. Think through all above-mentioned elements, to come up with specific descriptions that will help you later on in the set-up of the volunteer program.

### C. Creating a profile for individual volunteer positions

Creating a profile means defining conditions and rules that are absolutely needed if someone wants to become a volunteer in your institution, in that particular position. You should focus on:

- **social-demographic characteristics** (age, level of education, gender, work position, etc.),
- **knowledge, skills, attitudes**
- **personal characteristics**
- **additional requirements** (specific experience, health status, the amount of free time available, etc.).

While creating a volunteer profile, you should also define what type of documents you will need from volunteers (criminal history report, CV, references; in some cases, you can find out you need potential volunteers to fill in a questionnaire, which you should prepare, etc.).

Do not create the profile of the super-volunteer – add only those skills and requirements that are absolutely needed for the volunteer to start working in your institutions. Many of the skills and knowledge needed will be developed during the volunteering activity, in training or through learning-by-doing and mentoring support. So try to be realistic in the profile you are creating, so that you don't discourage potential volunteers. Anybody can learn and most volunteering programs are in fact wonderful opportunities for professional and personal development!



#### Example of a volunteer profile:

**Title:** Big Friend

- Age over 18
- Free time in the afternoon, for 2 hours every week

- Patience, empathy, flexibility, responsibility, emotional stability
- Without prejudices towards Roma people
- Without psychiatric diagnosis
- Having mobility within the city
- Basic knowledge from grammar school
- Motivation for working with children from socially vulnerable groups
- Good moral character



**Exercise:** Create the profiles of volunteers for individual volunteer positions you choose. What should be the characteristics of your volunteers? Be real, you are not looking for a Superman or a Superwoman.

#### **D. Naming a volunteer manager and additional staff necessary for the implementation of the volunteer programme**

Having a volunteer manager is extremely important to be able to implement all the responsibilities that an organization needs to fulfil while working with volunteers. **A volunteer manager is a key person a volunteer programme of a good quality cannot exist without**, as he/she accompanies volunteers from the beginning until the end of their volunteer activity. In general terms, the main lines of action in which the volunteer manager should be involved can be briefly highlighted: to set targets, to plan, to organize, to communicate, to promote personal development, to encourage, to monitor, to evaluate, to recognize. (Brozmanová Gregorová et al., 2017)

There are four basic options in coordinating volunteers:

- volunteers are managed by the head of the social institution/organization;
- volunteers are managed by an employee of the social institution/organization;
- volunteers are managed by a volunteer manager who is a volunteer himself/herself;
- in very rare cases, volunteer management can be done by an external organization in cooperation with the social institution.

It is inevitable that the volunteer management becomes the part of the overall management of the social institution and that the volunteer management tasks become an indispensable part of a job description of the person responsible for it.

The responsibilities of a volunteer manager include especially:

- preparing a volunteer programme,
- fulfilling administrative tasks and record-keeping related to the volunteer programme,
- informing about volunteering within but also outside the social institution/organization,
- searching for, selection of and recruitment of volunteers,
- communicating with volunteers on a regular basis,

- securing the needed training for volunteers,
- organizing regular meetings with volunteers and being available for them to discuss issues and share thoughts,
- helping volunteers to solve issues related to their volunteer activities,
- protecting the interests of volunteers
- receiving feedback from volunteers on a regular basis,
- organizing and securing group or individual supervision of volunteers in cooperation with other colleagues and specialists (a mentor, a psychologist, a priest, a doctor or a nurse),
- processing records, interim and final reports about volunteer activities in order to evaluate the volunteer programme,
- creating a system of motivation and recognition of volunteers,
- mediating the communication among volunteers, beneficiaries, management and staff of the institution/organization,
- securing photo-documentation of volunteer activities,
- in case of need or once the volunteer activity is over – terminating the work with a volunteer.

For a more detailed task description of volunteer managers please read the Volunteer Manager Occupational Profile elaborated within the “Wake- up call: volunteer manager role” EU project. It is an occupational standard for the volunteer manager, describing the key skills and tasks related to high quality volunteer management.<sup>2</sup>

The volunteer manager is a person with adequate competences, required skills, knowledge, qualification, capacity, and the ability to do this job properly. A volunteer manager should undertake a specific training in Volunteer Management. One optional training structure is one of the outcomes of the SOVOL Project: <https://sovol.wordpress.com/outcomes/>. You can look for the organizations in your country offering this training or identify other opportunities to prepare your volunteer manager for their challenging but important role.

A wider team securing the smooth implementation of a volunteer programme can consist of mentors, volunteers who serve the organization for a long time, special consultants or counsellors, a supervisor, a psychologist, and/or other staff, if necessary.

Setting aside all material and financial resources and space necessary for the implementation of the volunteer programme

When we talk about a volunteer programme, we talk about the cooperation with people who do not get any financial reward for their work. Even so, you need to understand that any volunteer programme needs some material and financial resources. These can include for example some tools, material, clothing, office supplies, covering

<sup>2</sup> [http://ec.europa.eu/programmes/proxy/alfresco-webscripts/api/node/content/workspace/SpacesStore/545b7d49-689e-4e5a-87fd-e8624e6ad03e/VMOP\\_EN.pdf](http://ec.europa.eu/programmes/proxy/alfresco-webscripts/api/node/content/workspace/SpacesStore/545b7d49-689e-4e5a-87fd-e8624e6ad03e/VMOP_EN.pdf)

the costs of volunteers (e.g. for travelling), financial resources related to the coordination of a volunteer programme, honoraria for lecturers of the trainings, a supervisor, salary for a volunteer manager, promotional materials, costs for recognition activities, etc. Despite all these expenses, the work of volunteers is priceless and has much higher value than it can cost and often it generates quantifiable economic value.

In this phase, you should also prepare the physical space for the induction of volunteers – they would need a room where they can leave their personal belongings while volunteering, a registration book to record the arrivals and departures of volunteers, a message board or a room where volunteers can find information that is necessary for them, respectively a room for supervision meetings. In case volunteers are in contact with the beneficiaries of your institution/organization, you should think of a message board available for and their relatives where they can see the faces and names of all volunteers, to start building trust and appreciation. If you are working with a higher number of volunteers it is useful to offer a space for them where they can regularly meet and create a much needed group cohesion.

At the end of this chapter, you can find a brief checklist for a volunteer programme planning process. It is inspired by the publication by McCurly, Lynch and Jackson (2013) with some additional ideas from the SOVOL project team.



#### **Exercise:** Volunteer programme plan checklist

- Is the vision of your volunteer programme clear? Did you define why you should involve volunteers into the work of your institution/organization?
- Does the management of your institution/organization support the implementation of a volunteer programme?
- Did you include the staff, beneficiaries and existing volunteers of your institution/organization in the planning process? Were their suggestions incorporated into the final version of your volunteer programme?
- Are the volunteer positions based on real needs of your institution/organization and its beneficiaries?
- Are the volunteer positions meaningful? Is it clear how they contribute to the fulfilment of the vision of your institution/organization?
- Are you sure the volunteer activities do not substitute the work of paid staff?
- Did you define what type of people you need for individual volunteer positions?
- Is your idea/expectation of volunteers realistic? Will you find such people in the local community?
- Did you define who will be a volunteer manager?
- Did you define other people responsible for the fulfilment of tasks related to the implementation of your volunteer programme?
- Did the institution/organization set aside adequate financial resources necessary

for the implementation of your volunteer programme?

- Is there a room/working/meeting space for volunteers?
- Is your institution/organization ready for volunteers? Can you create a pro-volunteering atmosphere, an environment where they feel safe, appreciated and valued?

## 5. RECRUITMENT

Searching for volunteers is not a one-time process. When you work with volunteers, you should be ready for them to come and go. Recruitment of volunteers can be done continuously or in specific part of year. For example in many volunteer programmes the emphasis that is put on the recruitments done in the early fall and the beginning of a new calendar year (after summer and winter holidays).

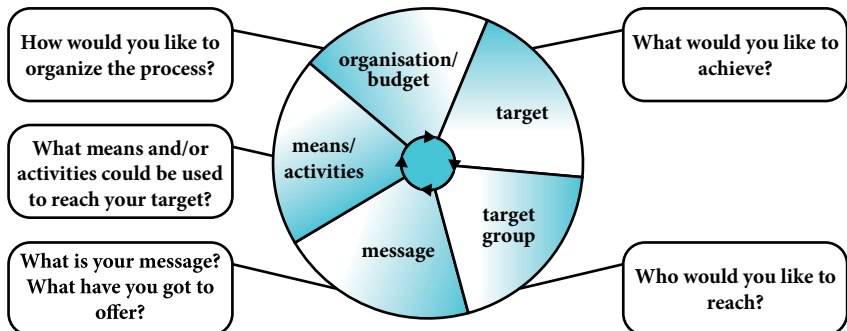
The recruitment process follows three main steps:

- *Preparing the recruitment* – Answers two main questions: what kind of volunteers do you need and what will they do in your organization? The preparation of a recruitment strategy is directly connected to the elements discussed in the previous chapter. It includes assessing the need for volunteers in the organization, developing the job descriptions, as well as the volunteer’s profile, to be able to know what you are aiming for in the recruitment phase
- *Planning the recruitment* – This implies focusing the recruitment (choosing the target groups based on the previously established job descriptions), creating a timetable for the recruitment and developing the recruitment process (creating the message, choosing the recruiting techniques which best fit the objectives pursued, identifying the resources needed and the staff involved).
- *The recruitment itself* – Involves turning the strategy developed in the preparation and planning steps into an action. (Adolfova et al., 2016)

### Preparation for Recruitment

You should not see the recruitment as a process in which you persuade people to do something they do not want to do. On the contrary, during the recruitment you should try to find people for whom the offered volunteering positions pose a challenge. You need to take care that the expectations of volunteers match the expectations of the organization. That is why you should look for people whose needs are in harmony with the needs of your organization. In a recruitment process that is well planned, the self-selection of volunteers is already starting, as they will pre-select themselves by checking the criteria and conditions you set out. In this phase of the process, two problems can occur there – the lack of potential volunteers in general and the lack of suitable volunteers (McCurley, Lynch, 2000).

In the preparation of the recruitment process, you should answer questions stated in the recruitment circle (see Figure 7).



Source: <https://www.movisie.nl/>

## Types and Techniques of Volunteer Recruitment

In general, the literature on recruitment of volunteers identifies different types of recruitment. McCurley, Lynch and Jackson (2013) presented a 5-type classification for the volunteers' recruitment process:

- *Warm body recruitment* – It's useful for those volunteering opportunities that don't require special skills or that require skills that anyone can be taught in a small amount of time. The principle used by this type of recruitment is spreading the message to an audience as wide as possible, presuming that somewhere in this audience the organization will find the people needed. As methods used, it relies on tools such as: flyers and posters, advertising on websites (own or external), Social Media or in the traditional media (newspapers, radio, etc.), , contacting local community groups and spreading the message among their members (such as the Scouts, neighbourhood groups), distribute emails and telephone messages.
- *Targeted recruitment* – This form of recruitment is extremely useful when the volunteering opportunity you are promoting implies certain specific competences (for example: accounting, face painting or other artistic skills, speaking a foreign language, etc.). In the planning phase of the recruitment you should answer these questions: who are the volunteers we need? what specific competences should they have for this volunteering role? where can we find people with these competences? how should we communicate with them and what should our message be? Once you answer these questions, you will have the basis for your targeted recruitment campaign.
- *Concentric circles recruitment* – This type of recruitment assumes that the people already connected to the organization are the best targets for a recruitment campaign, not only by volunteering themselves, but also by motivating others around them to do it. Some of the best groups for building your concentric circles recruitment include current volunteers, friends and family members of volunteers, beneficiaries of the organization, friends and family members of beneficiaries, staff members or donors, people in the neighbourhood, etc. How it works? Using people the organization is already in contact with, such as the groups presented before, you are starting a word-of-mouth campaign that will help you find the volunteers you are searching for. In addition, involving these groups in the recruitment uses the positive connection already existing between them and the organization as well as the impact the organization has generated in the local community as motivating factors for volunteering. It will also ensure a higher degree of success in getting trustworthy volunteers, since the groups mentioned will not promote the opportunity to people they do not like and trust.
- *Ambient recruitment* – An ambient recruitment campaign is directed to a closed system such as a school, a company, a neighbourhood, a church group, etc. This seeks to develop a culture of involvement among the members of the chosen community, that leads to individuals deciding to volunteer. This type of recruitment however does not work for all groups and it has to be linked with the type of tasks offered to volunteers.
- *Brokered recruitment* – It connects your organization with other groups whose purpose is to provide volunteers for the local community and in this way, it enhances your recruitment efforts. Such groups may include volunteer centres, local corporate volunteer programs, youth groups in schools and universities, etc. All these can place

you in contact with individuals seeking volunteering opportunities that can be interested in what your organization is offering.

While looking for new volunteers, you can use several techniques and/or tools that can be divided into direct and indirect sources of information. The combination of both types of sources of information has proven to be more effective.

**Indirect Sources of Information** – information is communicated through various media (newspapers, magazines, TV, radio), websites (social institutions, official web site of a town, online databases of volunteer opportunities, volunteering portals etc.), Social Media, posters, leaflets, promotional materials.

**Direct Sources of Information** – information about volunteering opportunities is communicated through the direct contact with potential volunteers (potential volunteers are informed about volunteering opportunities from their relatives or friends they trust and are in direct personal contact with). Many new volunteers can be also approached directly by active volunteers or employees of the social institution which needs their help.

When we talk about specific activities of the recruitment process, here are some tips:

- **Distribution of leaflets and brochures about the social institution and the recruitment process** with the contact details where potential volunteers can get more information about the volunteer programme. These materials can be placed on the message boards at the municipality, dormitories, churches, lecture halls, clubs, waiting rooms, labour offices, local volunteer center etc.
- **Publishing an advert/article/picture** in newspapers or magazines (published by the social institution, town, region) – such an information can approach a wider spectrum of potential volunteers.
- **Promotion of information about the social institution and its volunteer program on the internet.** Internet is currently often used not only by young people. You can use different internet sites or create profiles/pages on social networks that enable you to distribute and promote the invitation for recruitment to your friends/followers. In addition to social networks, you can use also websites of volunteer centres (local, regional, national), online databases of volunteer opportunities as the visitors of these pages are those interested in volunteering.
- **Promotion of volunteer programme on the webpage of the social institution.** You can create a special section on the webpage, where – in addition to information about recruitment - you can publish pictures from the recently organized volunteering activity, detailed description of benefits of volunteering, the rules for volunteering and the contact for the volunteer manager. Another option is to have a very visible section/button on your website – Be our volunteer – where more information is provided on how to become a volunteer in your institution.
- **Mass e-mail distribution.** You can send the invitation to the recruitment meeting to your acquaintances, friends, relatives of beneficiaries of the social institution, employees of the social institution who can forward it to their friends, relatives, and acquaintances and thus use the snow-ball effect.



- **Continuous plan for promotion.** You can approach media, write press releases, articles, provide interviews during the whole year, not only before the actual recruitment process. Based on such a promotion, you can approach potential volunteers as well. However, this form of promotion requires a certain level of skills as well as a system that can receive and integrate wannabe volunteers rather rapidly, so they do not lose interest until you actually get them involved.
- **Involvement of the social institution in national or community activities and volunteering campaigns** such as Days of Volunteering, Community Days, Week of Volunteering. You can also create your own event during which you can emphasize the value of volunteering and the need for volunteers in a social institution in your community (Open Doors Day, activities during various holidays, International Volunteer Day, Volunteer Gala/Award Ceremony etc.).
- **Promotion of the social institution** on the premises of other institutions or organizations (schools, clubs, community centres, youth centers, etc.). You can create your own awareness campaign or workshops in cooperation with people active in your community. As the institution opens to the community, regular events organized once a year have proven to be very effective.

### **Recruitment message**

The recruitment message can be spread by word of mouth, printed materials, online, public events, local press and radio, volunteer centres and local companies. Each of these methods can be useful to a certain degree, depending on your recruitment strategy, type of the volunteer positions that are available and the targeted group of potential volunteers. The message should not be too long. Create a catchy title for your volunteer role. A catchy title will ensure your ad grabs people's attention. Be sure the title also accurately represents the role. It should be easily understood, without usage of jargon. (Matorčević, Gligorović, 2017)

Information in the message should be given in the "right" order, following a typical line of thinking (the reader first checks if the defined need is worth volunteering for and then decides whether it would technically be achievable for him or her to engage). The announcement or advert should look interesting and catchy to draw the attention of viewers. This assumes that people are attracted to volunteering through emotions, an effort to change something or to solve some situation, or through their values and the desire to help.

Every convincing recruitment message includes:

- the description of the problem that needs to be solved or the needs of beneficiaries that are addressed,
- the description of how the volunteer's work can solve the problem in or addressed by the social institution and what is the actual work about, what are the activities
- some answers to possible volunteer's questions on whether he or she is the one to apply for this position,
- the details about any trainings and rewards provided to the volunteer,
- explanations of the next steps in the application process - If interested, what should they do next? Is there an application form? Who should they contact? Is there an interview process? What is the expected start date?

- contact information for further inquiries. (Volunteer Ireland, 2017, Matorčević, Gligorović, 2017)



**Exercise:** Prepare an advertisement for recruiting new volunteers.

### Title

An enthusiastic, motivating headline

### Introduction

Describe the project or activity where the volunteer will be active. Describe also what is so special or attractive about this project or activity

### Motivation

Describe here why the organisation wants to work with volunteers. Invite the reader to be active as a volunteer.

### Commitment you ask for

Describe the type of volunteers you are looking for. What type of commitment do you ask for? What are possible special requirements (for example: availability, own transport). Describe also what volunteers will get in return.

### Application

Describe here how volunteers can show their interest and in what period. How will the application procedure look like? Who can they go to for more information?

### Closure

A call for action



### The example of an article containing a recruitment message for a volunteer programme in Slovakia, which was published in local newspapers:

#### **Lean on Me! You can become a mentor too...**

*Barborka is an ordinary and playful girl. For her age, she is a bit solitary. The relationships in her school are not optimal because she does not agree with the opinions of the rest of the students. She was introduced to a volunteer Zuzana and her life is suddenly more active. It gains more colours as now she has a new friend with whom she has fun and acquires new experiences. They go ice-skating and swimming together. Thanks to Zuzana, Barborka can share her playful energy with somebody else, and learn new things without any judgements.*

*You would not believe but there are still children among us who do not have their soul-mates. They live without friends. They don't experience the support, understanding and*

*appreciation they need, not even from their family members. Any difficulties in their lives are only another test whether they can cope with them alone. Can you imagine that you can be the one to help these children? Centre of Volunteering is since 2007 creating a space for a mentorship program devoted to children and youth who need it. It is called Rely on Me. It is a Slovak version of Big Brother Big Sister Program that was established more than a hundred years ago in the USA.*

*“Today, Barborka is not a lonely child anymore. On the contrary – she has a friend thanks to which she sees the world in a more positive light and she is not shy to get in contact with other people around her. She uses her free time effectively and she is really looking forward to every meeting with Zuzana.”*

*Become a mentor too! A volunteer who wants to accompany a child like Barborka, should be older than 18 and younger than 30. In case of interest, we can open it also to older volunteers. More information is available through [oprisaomna@centrumdobrovolnictva.sk](mailto:oprisaomna@centrumdobrovolnictva.sk) or at [www.centrumdobrovolnictva.sk](http://www.centrumdobrovolnictva.sk).*

*Team of the Volunteer Centre*

## 6. SELECTION – MATCHING VOLUNTEERS WITH THE POSITION IN THE ORGANIZATION

The selection of volunteers is closely related to the recruitment process, being based on what the organization designed beforehand as potential roles of the volunteers and the profile guiding the selection of candidates. The literature in this field presents the selection process of volunteers in general, as having different features compared to the selection of paid staff in an organization. This takes into account the characteristic of voluntary work which is the dedication of one's time and abilities for the benefit of others, without expecting financial rewards. From this perspective, in the case of volunteers, instead of "selection" we should rather talk about a "matching process", about finding the suitable volunteer for the activities offered by the organization. The selection process of volunteers balances two sides of the same coin: the context and the needs of the organization, on one hand and the needs, interests and abilities of the volunteer, on the other hand. A volunteer should not be placed in a position for which he/she has not an interest or motivation, just because he/she fits the profile. Neither should a volunteer be given a role for which he/she is highly motivated but doesn't have the competences needed. Therefore, the selection of volunteers should aim to reach a win-win situation for both parts involved. (Adolfová et al., 2016)

Matching a volunteer with a task and a working environment they will enjoy is one of the challenges a volunteer manager must face. To approach this challenge efficiently, the social institution has a few instruments that have proven to be useful in the selection of volunteers: **the application form/questionnaire, recommendation letters and the selection interview**. In most cases, these instruments are not used individually, but organizations prefer a combination of them in order to ensure that all the information needed for the final decision was obtained from the candidates.

If it fits your organization, you can organize before the interview with volunteers a group meeting. This meeting with the persons interested may be described as "informative" - its aim is to give basic information, both about the organisation mission and history, and we speak particularly about the meaning and scope of the volunteers' activity. The staff and the volunteers are introduced to each other. There is also space for the persons interested to ask questions.

In case the volunteers will work with the beneficiaries or they will be in close contact with the employees, in the second part of the meeting we recommend giving a **questionnaire** to the persons interested. The questionnaire should contain questions related to statistical data, basic information about the potential volunteer's personality and their motivation to volunteer in your institution. The questionnaire will not however give us a comprehensive picture about the applicant. Therefore, we suggest inviting the applicants to a personal interview, in the cases in which selection and matching is really needed (especially when looking for a volunteer with a specific profile and set of skills).

The instrument we can use to get the most complete information about a candidate for a volunteering position is the **selection interview**. Any selection interview is a two-way process, a reciprocal process that allows the organization to obtain the information needed from the candidate, but at the same time offers the person inter-

viewed the basic elements that define the mission, vision, activities, beneficiaries, etc. of the organization. The interview should be led by the volunteer manager with another team member who will make themselves available to these volunteers (could be a volunteer mentor or an experienced volunteer), ideally also together with a psychologist.

The volunteer manager, or the person leading the interview, should have the following knowledge and abilities (McCurley, Lynch, 2000):

- fair knowledge of the organization/institution, its programmes,
- personal acquaintance of the organisation workers,
- ability to communicate with all types of people,
- ability to lead dialogue with foreign/unknown people,
- ability of active listening and recognition between spoken and unspoken language,
- ability to ask additional questions,
- ability to keep the course of the interview and not to get into a dominant position,
- commitment to the organisation and its programmes,
- ability to understand other people's problems,
- ability to say no.

The interview will provide you with a **more complex picture of the applicant** - from the first impression, through analysis of their motivation and fears, up to own self-reflection at the end of the interview. It is a tool also meant to help the applicant reveal how much their expectations of the volunteer activity are real as well as the requirements from them (in terms of time and capacity).

**The aim of this firstmeeting is the allocation of the right person to the right place. The more precisely both parties describe their expectations at the beginning of the cooperation, the smaller the risk of their disappointment in the future.**

During the first meeting or the selection interview (in some cases), it is necessary to define as precisely as possible:

- expectations in relation to the volunteer activity on the side of the organisation and the volunteer applicant
- perceptions about the volunteer tasks on both sides,
- commitments arising from the mutual cooperation,
- rights and duties related to the volunteer activities performance,
- work scope of the volunteer,
- method of the tasks fulfilment,
- investment of time.

Questions you can ask the applicants are for example:

**Questions about their motivation:**

- Why have you decided for this volunteer activity in our place?
- What do you expect from this volunteer activity?

- What attracted your interest most in our organization?
- What is your perception of the volunteer activity in this area?

**Questions aimed at using an amount of free time in terms of involvement in the volunteer activities, also in terms of psycho-hygiene:**

- What do you do in your free time?
- How much time are you willing to devote to volunteer activities?

**Questions focused on skills, work habits and preferences of the volunteer:**

- What skills, abilities...do you have and could you use in our institution?
- What do you like doing? What kind of tasks would you like to rather avoid?
- What volunteer experience have you got so far?
- What would you do in solving a specific volunteer task...how would you proceed in the case that...? (give a concrete situation from your regular activities)
- How do you solve situations when they do not go according to your plan?
- How would you react, if...?
- Can you imagine certain beneficiaries, which you would like to work with?
- Do you prefer working in pairs or individual work? Why?

E. Mydlíková et al. (2002) adds the **rules in interviews:**

- Use open questions, by which you gain more relevant answers.
- Use verifying questions such as: “Can you tell me more about this..?”
- Be honest to the volunteers, do not misguide them, do not promise what you cannot fulfil, if you do not know the answer to some question, admit it, etc.
- Listen to volunteers what they say and also what they do not say. Their silence may have a greater significance to you than the things they say.
- Carefully watch the volunteer’s overall conduct and their presentation.



**Example: Structure for a selection interview**

### **Introduction**

- make the candidate feel at ease
- introduce yourselves
- inform the candidate about the structure of the interview

### **Main part**

- give a realistic description of the volunteer activities
- give information about the position
- ask the candidate for information on the basis of the selection criteria/requirements

ask the candidate about their motivation and expectations from the volunteer activities

- ask the candidate about their experiences, knowledge, skills, characteristics
- give space for questions

### **Conclusion**

- ask the candidate if he/she needs more information
- inform him/her about further steps in the selection procedure
- or reject the candidate, clearly explaining the reasons for the rejection (if you can make the decision then, on the spot)

The environment in which the interview takes place has a great influence on the volunteer. Therefore, you should make sure the atmosphere during the interview is friendly so that privacy and comfort are provided, offer some small refreshment. Do not lead the interview in places where other people are present, because you might discourage the volunteer from providing complex information. You should also plan the interview in such a manner that you're not interrupted by a phone call or a meeting with another colleague. During the interview, show the applicant that they are welcome in the organisation. In the same way, as it applies to you, they also should have the possibility to ask questions. It is a process of mutual information exchange, so, during the interview the volunteer may ask about anything that is not clear to them (McCurley, Lynch, 2000).

After the interview has been completed, you may find that not every applicant is the right person for your volunteer position, due to several reasons. You may reveal a wrong, in extreme cases even pathological, motivation; you may find that your expectations and the volunteer's expectations do not match but you can find also simpler reasons such as insufficient amount of their free time, the volunteer cannot attend the announced training or take part in supervisory meetings, etc. Refusing the volunteer in this case does not mean that after a certain time the volunteer cannot come back to the organisation again. You can refuse the volunteer - to tell them "no" during the interview or rather after the consultation with all the colleagues present, you can send them an e-mail or call them. If you find that the person could be a volunteer in the future, you could ask them if they are interested in your newsletter or email-list, or to be kept in the database for future vacancies. It is never pleasant to refuse the volunteer who comes with the intention to help. If you have contact with the local volunteer center you could refer the volunteer there. However, it is necessary to bear in mind that by this you protect the beneficiaries, your organisation, and finally the volunteer, too. Many inexperienced volunteer managers think that a high number of volunteers is the most important sign in gaining volunteers and it is attractive to other potential volunteers. It is not so. If you want to attract the right volunteers, you have to take into account the fact that you might have to refuse many volunteers in the initial interview. The correct estimation of own possibilities is a frequent problem when working with volunteers.

In case of a positive result, you end the interview by offering a certain volunteer position and an explanation of the process that will follow (training, supervision, first contact

with the beneficiary , request for further references), or you will announce the result to the volunteer after agreement with the other team members, by e-mail or a phone call. Interviews are many times highly demanding, because sometimes the volunteers do not know what they are actually interested in or they do not have the abilities to perform the specific tasks.

**Special caution during interviews is required in order to reveal the following, in some cases pathological, motives in the volunteers**, which we could have met with in practice (Tošner, Sozanská, 2004, Hatoková et al. 2009):

- sympathy leading to the beneficiary’s degradation,
- inadequate and useless curiosity,
- service coming from the feeling of duty, strong moral commitment,
- tendency to deserve something,
- desire to sacrifice themselves, the so called self-destructive types,
- personal misfortune, which the applicant is not able to deal with and therefore desires to find a balance (compensation) in serving,
- loneliness and related desire for friendship,
- feeling of their own importance and feeling irreplaceable,
- lack of self-esteem and related desire to meet even less fortunate people,
- authoritative approach, desire to rule over others and apply their influence.

“In all of these cases, the declared effort to help covers the real desire for power over someone else, for acknowledgement, etc. If the dangerous motive is very strong or combined with some other negative motives, or it is not recognised, it may cause a serious harm to the beneficiary and relationships with the volunteer team members” (Tošner, Sozanská, 2002, p. 46). Therefore, try to pay attention to the motivation of your potential volunteers already during initial meetings and interviews, and if selected, try to offer support to those volunteers to overcome those negative motivations

As a conclusion, the selection process represents rather a matching between what is needed or provided by the organization and the individual characteristics of the applicant, that can be integrated into the services offered by the organization. Therefore, adapt your selection process to this and make sure you are not asking too much from the candidates (such as numerous levels of applications forms and selection interviews, etc.). In the end, we are selecting for a volunteering position not for a highly paid, Wall Street job! (Adolfova et al., 2016)



**Exercise:** Prepare, according to the structure and information in this chapter, the scenario with concrete questions for an interview with the candidates for a certain volunteer position in your organization (an interview design).



## 7. ORIENTATION AND TRAINING

The preparation process that helps the volunteers get introduced to their work within the organization can be divided into two parts:

- **Orientation:** the process of preparing the volunteer to adjust to the organization and their job and to become effective as soon as possible (also known as induction).
- **Training:** the process of preparing the volunteer to be able to perform the volunteering activities for the organization.

### Orientation

Orientation is understood as a process of helping volunteers comprehend and feel comfortable with the organization. It is designed to provide them with background and practical knowledge of the organisation and let them understand how they can contribute to its cause. This practically is translated into understanding the organisation's cause, system, operations and procedures. McCurley, Lynch and Jackson (2013) divide orientation into three main areas: cause orientation, system orientation and social orientation.

- **Cause orientation.** In this part volunteers are informed about your organisation's reasons to exist, about its mission and values. Cause orientation creates an emotional bond between the volunteer and the organisation. The following areas should be taken into consideration when running a cause orientation session: history, mission and philosophy, beneficiaries, provided services, implemented programmes and projects.
- **System orientation.** This is the part where you introduce the volunteer to the organisation's management system. Its purpose is to provide an organisational context to the volunteer and help them understand how they fit into the organisation. It deals with more practical aspects of the organisation: structure, organogram, number of employees, rules, space, possibilities, and volunteer job positions.
- **Social orientation.** This is the part where you introduce volunteers to other members or staff in organization, you explain them what there are doing. You introduce volunteers also to the organizational culture, for example: *dress code, smoking and food rules or practices and other unwritten rules or even established rituals. Volunteers should be able understand things like:* How do people treat one another? Is there a family atmosphere, or is everything kept formal? What about language? Gender relations? *Understanding the organisational culture will help the volunteer become "one of the team" quicker and it will reduce the uncertainty and the stress of a new situation. It will make their transition or induction into the organisation and the workplace easier.*

### Training

Training is directly related to the skills and knowledge necessary for the volunteer to have, in order to do a particular volunteer activity It can include teaching them new skills, exposing them to unfamiliar ideas, giving them a chance to practice and get feedback on particular styles of working and interacting with people. If the vol-

unteers will work with sick people, they need to know about their physiological, mental and spiritual needs; they need to know how to communicate with them, to support them or respond to their necessities, etc. During the training, volunteers should have a space for sharing their expectations and fears regarding their volunteering in the organization.

It is helpful if more experienced volunteers or some of the organisation employees participate in the orientation and training, who can also describe various aspects of the institution's functioning. They will also welcome new volunteers, get to know them and thus they will actually accept the volunteers into their team faster.

To determine the type of preparation you should give to your volunteers, you need to find out the answers to two questions:

- What information do the volunteers need in order to perform their work successfully?
- What skills, knowledge or attitudes do the volunteers need to perform their tasks?

You can use as an inspiration during the preparation of your orientation and training for volunteers elements of the training for volunteers prepared within the SOVOL project: <https://sovol.wordpress.com/outcomes/>.

### **Guidebook for volunteers**

You can prepare for your volunteers also a guidebook and use it during the orientation and after it. It is a guide to which the volunteers can come back anytime during the implementation of their volunteer activity; therefore it is a useful aid and a reference for clear information, when needed. It can contain:

- An introductory declaration of the organisation employees on the value of working with volunteers in this particular institution,
- information about the organisation, its mission, aims, statutes,
- the organisational structure, the employees' names (especially those that the volunteers get in direct contact with),
- contact data of the volunteer manager,
- Code of Ethics for the employees, Code of Ethics for the volunteers,
- principles regarding the volunteers, conditions for cooperation,
- confidentiality rules,
- personal data protection procedures,
- presentations, articles from the professional training of the volunteers,
- a template contract between the volunteer and the organisation,
- reasons for termination of the cooperation,
- advice related to communication with beneficiaries,
- safety rules at work,
- instructions related to clothing, using phones, or any other office procedures etc.



**Example: Practical guidelines for volunteers in rehabilitation camps**

- “Treat the disabled the same as you would like to be treated yourself.”
- “Be open to worries, sorrows and joys of the disabled that you spend time with.”
- “If there is something you do not know, ask. The more questions you ask, the greater your knowledge will be of the specificity of functioning of the mentally disabled. Treat a rehabilitation camp as an excellent opportunity to expand your knowledge and skills in that regard.”
- “Talk about problems. Inform the professional staff (carers) about all the issues that worry you regarding the camp participants.”
- “Do not make promises, if you are unable to keep them. Mental disability entails exceptional trust of the patient, which is why it is very easy to hurt them.”
- “Everyone is entitled to make mistakes, and so are you. Admit, if there is something you are unable to handle.”<sup>3</sup>

You can also prepare for your volunteers an **information package**. This can contain:

- Welcome Letter
- Agreement of cooperation (Volunteering contract)
- General flyer about your social institution
- Copy of the volunteer policy and set of procedures
- Overview of training courses offered or planned
- List with important contact phone numbers
- Magazine of the organisation
- Chart of the organisation
- Organogram



**Exercise:** Fill out the “Preparing volunteers checklist”. After filling it, discuss it with the staff in your organization and incorporate the results in the orientation and training of your volunteers. Which points were answered with a ‘no’? Can a volunteer still do the job well?

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3 Source: SOVOL best practise examples, Community Self-Help Home No 2, Warsaw, Poland

## Preparing volunteers checklist

Volunteers get information about the mission of the organization	Yes	No
Volunteers get information about the history of the organization	Yes	No
Volunteers get information about the provided services in the organization	Yes	No
Volunteers get information about the programs and projects in the organization	Yes	No
Volunteers get information about the structure of the organization	Yes	No
Volunteers get information about the spaces in the organization available for them	Yes	No
Volunteers get information about the volunteer job positions in organization	Yes	No
Volunteers get information about the responsibilities and tasks of the volunteer manager	Yes	No
Volunteers are introduced to the staff	Yes	No
Volunteers get information about the culture and important rules in the organization	Yes	No
Volunteers get information about the volunteer contract with the organization	Yes	No
Volunteers get information about their rights and responsibilities	Yes	No
Volunteers have the space for sharing their expectations and fears during the orientation	Yes	No
Volunteers get information about the Code of Ethics for the volunteers	Yes	No
Volunteers get information about the reasons for termination of the cooperation	Yes	No
Volunteers get information about the beneficiaries in general	Yes	No
Volunteers get information about the behavior of the beneficiaries	Yes	No
Volunteers get information about the beneficiaries' illness and medical treatment	Yes	No
Volunteers get information about the mobility of the beneficiaries	Yes	No
Volunteers get information about what the beneficiaries like and what not	Yes	No
Volunteers get all information about the beneficiaries that is necessary in order to do their work.	Yes	No
Volunteers get information about the safety rules in the institution	Yes	No
We analyze with the volunteers their stereotypes and prejudices regarding the beneficiaries	Yes	No
We check with the volunteers whether they have enough information in order to do their work.	Yes	No
Volunteers get information about maintaining evidence and the evaluation process of their volunteer work	Yes	No
Volunteers get information about what to do in conflict situations	Yes	No
Volunteers get information about confidentiality rules and data protection procedure	Yes	No

## 8. SUPPORT AND SUPERVISION IN MANAGING VOLUNTEERS

All volunteers working in social institutions need support and supervision. The forms in which it's carried out will vary widely. Short-term volunteers or volunteers who work with children in a hospital will need different support and supervision than long-term volunteers or volunteers who mainly do administrative work. It is important that support and supervision provided is appropriate and adapted to the role and the personality of a volunteer. The words "support" and "supervision" are often used almost interchangeably and, in practice, they are frequently delivered through the same activities or methods. We also can find a lot of definitions and understandings of the word supervision. In this chapter we want to share with you our view on support and supervision as key tools for the Volunteer Management process in balancing the needs of the organization with those of the volunteer, to achieve an efficient, productive and fulfilling volunteering experience. This view is based on literature and our experiences with supervision in helping professions, mainly in social work, and with local and EVS volunteer organizations in the SOVOL partnership have managed.

### Support and supervision

In volunteer management it is useful to think of support and supervision as a continuum with the needs of the volunteer at one end and the demands of the role at the other:



Source: Volunteer Now, 2012

*Support* has been defined as: "The interest, understanding and care which is provided to volunteers, which keeps them going all the time and additionally in times of crisis, and enables them to satisfy their needs and those of the organization." (Volunteer Now, 2012) The functions of support are focused on the person.

*Supervision*, on the other hand, is described as, "A way of monitoring a volunteer's performance to help them benefit from their placement, to make sure they are carrying out tasks appropriately, encourage problem solving and provide guidance." (Volunteer Now, 2012). Piers and Rowell (2006) define supervision as a developmental process designed to support and enhance an individual's acquisition of the motivation, autonomy, self-awareness, and skills necessary to effectively accomplish the job at hand.

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

- *Climate*. It is vital that you foster a climate that allows volunteers to ask for help. A point of contact for support should always be available. Equally, supervision must be seen as a part of the volunteer experience and not something that only happens when there is a problem.
- *Accessibility*. Support and supervision must be provided at appropriate times and places for volunteers.
- *Flexibility*. This is the ability to accommodate the needs of individual volunteers, which will vary.

- *Appropriateness.* The support given must bear some relationship to the work that volunteers are being asked to do as well as being obviously helpful for them. A balance should be maintained between the primary needs of the organization for the completion of the tasks and delivery of services (supervision), on the one hand and on the other - the personal needs of the volunteer (support). (Volunteer Now, 2012)

### **Person-related support in Volunteer Management**

The main functions of support in Volunteer Management are connected with the role of the volunteer coordinator and volunteer guide. Support for volunteers can be offered also by the supervisor and other staff/volunteers or members of the organization.

Support for the volunteers can be offered in both formal/structured ways (e.g. orientation, training, one to one meetings, group meetings) and informal/unstructured ways (e.g. listening and communicating with the volunteer, when needed or asked for). A good support system can accommodate any strategy or combination of strategies and should use a variety of methods and activities. We can distinguish between eight broad types of support that may be offered through these and other activities. These are:

- Offering advice - Sharing your ideas on what would be the best course of action for them to take, based on your own experience;
- Giving information - Providing volunteers with the information they need in a particular situation (e.g. role description, relevant contacts etc.);
- Direct action - Doing something on behalf of the volunteer and relieving pressure;
- Training - Helping someone to acquire knowledge and skills;
- Changing systems - Working to influence and improve systems which cause difficulty for volunteers - working on organisational development rather than with individuals;
- Personal support - Helping volunteers to explore problems and alternative ways of dealing with them;
- Facilitating mutual support - Enabling volunteers to support each other (e.g. group support, buddying);
- Supervisory support - Giving feedback on volunteer performance. (Volunteer Now, 2012)

Each category may amount to a 'strategy' for support for a particular volunteer in a specific work context. A good support system can accommodate any strategy or combination of strategies, and should use a variety of methods and activities for making that support available to volunteers.

Support for volunteers is the precondition for retention, so remember to:

- Inform volunteers what they should do;
- Give volunteer tasks;
- Help them to be a part of the team;
- Secure regular contact between volunteers and the volunteer manager;

The key in offering valuable support is the continuous communication between volunteers and the organization which:

- Prevents conflicts and tension;
- Creates the atmosphere of mutual trust and cooperation;
- Enables the sharing of information about the current situation and changes needed;
- Prevents the leaving of volunteers;
- Develops the partnership between volunteers, staff and beneficiaries.

A mentor (sometimes called job holder) has a Special position in support of volunteers in social institutions . For more information about this person see the SoVolo utput: Trainers handbook for training volunteer mentors of social institutions: <https://sovol.wordpress.com/outcomes/>.

### **Supervising the volunteer work**

Supervision of volunteers is the main role of supervisor, where this role exists and is allocated. In some cases, the volunteer coordinator and supervisor can be the same person, but it is better if different persons take responsibilities for these roles. Coordinating is not the same as supervising the volunteers and in working with volunteers there can be also a need to resolve problems between volunteer coordinator and volunteers.

Supervision is still often perceived with doubt because supervised volunteers or professionals have a fear of being controlled. When they hear the word “supervision,” they have in the mind a picture of a big mean person, looking over their shoulder, trying to find a mistake in everything that they do. Maybe there are some supervisors who fit in that description, but in helping professions and in Volunteer Management, supervision should be the opposite. It’s helpful and often welcomed by supervisees as a source of advice, information and emotional support for work that can be demanding and difficult. At the same time, supervisors are responsible for making sure that people whom they supervise are doing a good job – that they’re where they’re supposed to be, when they’re supposed to be there, and that they do high quality work.

The supervision has three main functions: managerial or administrative, educative and supportive. They are strongly connected together, but in the supervision process one function can predominate over others. (Vaska, 2012). We can also apply this function to the supervision of volunteers.

*The managerial or administrative function* is connected with the responsibility for quality and it is about making sure the volunteer is doing what is expected of them. The aim of this function is support and preservation of activity quality standards and the coordination of volunteers’ work with the organization policy. It may also involve exploring how they are balancing the conflicting expectations placed on them by the organization and its beneficiaries, with their own standards and values.

*The educative function* is focused on the development of knowledge, understanding and skills of the individual volunteer. An important aspect of this will be giving feedback, to enable people to reflect on particular situations, in order to learn from them, identify strengths and weaknesses and explore areas for development and training. This

process will mainly focus on enabling the volunteer to draw insights from their experience, but may also include sharing information by the supervisor/mentor in order to develop someone's understanding or knowledge.

*The supportive function* is often used in the supervision process in parallel with the administrative and educative functions. (Vaska, 2012) It is focused on the emotional process connected with the volunteer work. The main role of the supervisor within this function is to create the safe space in which volunteers can talk about their feelings about their performance and any problems or issues around it. It may also involve enabling someone to explore and deal with feelings in their personal life which are affecting their volunteer work. The aim is not to resolve these problems, but to identify ways of getting appropriate support and be able to leave them behind and not for them to influence their efficiency when volunteering. Another key aspect of the supportive function is giving recognition and encouragement, which helps a volunteer feel valued and empowered.

These supervision functions can actually be fulfilled by one single person (which in small organizations is actually the volunteer manager who acts as mentor and supervisor).

Not only volunteers need supervision, but it is also important for a mentor and a volunteer manager to benefit from it. It is ideal when a mentor and a volunteer manager have a set time planned for regular external supervision. The aims of supervision for all volunteers and paid staff in volunteer programmes are:

- Recognizing and dealing with problems;
- Learning new skills;
- Professional and personal development
- Increasing or keeping motivation;
- Verification of working methods;
- Dealing with conflict situations in the workplace;
- Supporting work efficiency
- Expansion of services for beneficiaries ;
- Establishing and empowering good relationships;
- Encouraging attitudes that motivate people towards their performance;
- Ensuring and applying the organization's policies, systems and standards;
- Prevention of burn-out;
- Giving and receiving feedback;
- Empowering autonomy of the volunteers;
- Breaking down barriers and fears;
- Protecting beneficiaries against low-standard work;
- Applying basic ethical standards;
- Protecting the interests of beneficiaries and organization;



The process of supervision has to take place in an atmosphere of trust, where volunteers feel listened to, accepted and not attacked. Supervision meetings may not be appropriate for all models of volunteer involvement, but it is the best way for many volunteers to ensure that they get a chance to give and receive feedback. It offers a chance for an open, two-way conversation about the volunteer's work. The supervision meetings can be individual or in a group. The most important principle is trust between a volunteer and a supervisor/mentor, and in the case of group supervision, also between volunteers.

It is important to remember that supervision is not the same as support, or having a friendly chat. Supervision is making sure that the needs and interests of the individual are being balanced with the need and interests of the organization. (Volunteer Now, 2012)

### **Tips for supervising volunteers:**

- Have regular supervision meetings (for example: weekly) with the volunteers and make sure everyone knows about them and understands their importance.
- Postpone answering questions that are not urgent until the supervision meetings – this will help you as a volunteer manager or a supervisor to avoid answering the same question several times and also will help you to avoid overburdening your daily schedule.
- Create a good atmosphere during meetings and use them to celebrate success and bigger or smaller achievements obtained by volunteers.
- Instead of pointing fingers at who is responsible for the „failures“, focus on how individuals and the team as a whole can overcome difficult situations.
- Be sensitive to the needs of volunteers and initiate additional individual or group meetings, if you see the need for them.
- During the meetings, assess the individual needs of the volunteers and create action plans with the entire team (volunteer manager, supervisor, and mentor) to address these needs.
- Use creative ways to underline the progress and results volunteers gain – for example we use „the wish box“, in which each volunteer sets an individual goal for the week, which then is assessed in the next supervision meeting.

### **Three helpful questions in the supervision of volunteers**

Elliston (1999) offers three helpful questions which you can use in supervising volunteers. The questions are oriented on self-evaluation of volunteers as a key to continuous improvement and they were developed by Mame Porter years ago.

1) *What do you like about what you did?*

2) *If you had the opportunity to do this again, what might you do differently?*

3) *What help do you need from me?*

Asking and answering these questions can help volunteers to feel proud of their work,

to be able to reflect on what worked and what didn't work and to also be willing to get help. All three questions allow the supervisor the opportunity to share expertise or even professional advice, without having to give negative criticism.

### **Checklist of questions for a supervision meeting**

The other types of questions that prompt supervision with volunteers include:

- *Volunteering generally*: How do you feel about your volunteering activities, in general?
- *What's going well*: What's going well within the program? Is there anything you have done which you are pleased about?
- *What's not going so well*: What hasn't gone well? Is there anything that has happened which you are unsure about or would like to see done differently?
- *Relationships*: How are you getting on with the rest of the team/organization?
- *Ideas for improvement*: How can the volunteer programme be improved? Did you receive adequate training and support?
- *Personal/professionall development*: Do you feel there is any support or training that you need to do your tasks better or to integrate better?
- *Developments to role*: Are you satisfied in your role? Do you feel your time is productive? Are there any tasks in the organization that you would like to do? Are there any areas of our work you would like to move into or try out?
- *Actions agreed last session*: Last meeting you agreed to do..., let's talk about the progress with this.
- *New actions*? Are there any actions that we should set for ourselves between now and the next time we meet?

## 9. RETENTION IN VOLUNTEER MANAGEMENT

To retain volunteers means at the same time not to let them burn out. The most frequent causes of volunteers' burnout are stated by Tošner and Sozanská (2002):

- a great difference between expectations and real activity,
- the feeling that their help is good-for-nothing,
- no feedback, praise or acknowledgement,
- the tasks are too much of a routine, without variety (or their meaning is not explained),
- insufficient support of the co-workers - also of the organisation employees,
- the tasks which do not bring almost any prestige,
- the activity does not give them any opportunity of personal growth,
- not enough or too little opportunities to express initiative, creativity,
- tension between the co-workers (or the staff and the volunteers)

Volunteers feel good in an environment that is improving their self-esteem. People with a high degree of self-esteem are those who meet three motivational needs at the same time, namely: the need for co-ownership, the need for uniqueness and the sense of power. (McCurley, Lynch, 2000)

- **Co-ownership** means that people feel connected to something, they feel they belong somewhere, that they are part of a group or an organization they can identify with. Good volunteer managers can strengthen this feeling through respecting these simple rules:
  - volunteers and employees should be equal partners,
  - requirements related to volunteers should not be lower than those fulfilled by employees – volunteers should not do second-rate tasks but at the same time, their role should not be overrated,
  - volunteer managers should behave the same way to staff and to volunteers,
  - volunteer managers should work with the staff, so they appreciate activities of volunteers. However, the recognition should be based on real outcomes, otherwise certain volunteers could feel ignored.
- **Uniqueness** is a feeling that a person is authentic, unique and has a combination of remarkable qualities and characteristics. Volunteer managers build the feeling of uniqueness through recognition of results of volunteers' work also individually. They should support volunteers to show their talent. In a positive and understanding environment, people can be themselves. They can be unique and feel the support of the group. The development of an individuality can be supported also through the opportunities for further education that volunteer managers can mediate to volunteers.
- **Sense of power** – in a positive way it means a feeling of effectiveness, feeling that a volunteer can bring a change. That is why volunteers need to work on something that makes sense. Even though they are working on a simple task (e.g. mailing), we need to tell them what sense the task has for the organization and for the target group and how it is linked with other tasks and results achieved.

Motivation is the one element that supports and directs human behavior and at the same time gives energy. No individual decision or action can be separated from the underlying motivating elements. When we speak about volunteering, the factors that motivate people to start and stay involved in the volunteering activity, on a short or long term, are very diverse. Understanding them can help the volunteer manager not only to support the volunteers through the more difficult moments, but also to create a working environment that suits the individual needs of volunteers.

Looking at the theories and literature in this area, besides the general theories regarding motivation (such as Maslow's hierarchy of needs or Herzberg's two factor model), the efforts of studying the motivation that supports the decision of becoming a volunteer were started in the 1970s and became more concretely structured in the theories outlined in the 1980s. Among these theories, we can identify three main directions (Brozmanová Gregorová, Matuályová, 2012):

- *The model based on two or three factors* - In 1981 Horton Smith argues that the motivation to start volunteering is based on either altruistic aspects - intangible rewards such as wanting to help others - or selfish aspects - tangible rewards. In 1987 Fitch adds another factor to these two – social obligations – establishing the three-factor model.
- *The uni-dimensional model* - Cnaan and Goldberg-Glen observed, in 1991, in the data collected, that individuals' motivation in volunteer work is not based only on a certain type of factor but rather on a combination of possible categories of motivations. They identified 28 motives to volunteer and, using them, they developed the Motivation to Volunteer (MTV) scale. Cnaan and Goldberg-Glen observed that volunteers don't distinguish between the different types of motives and they are not acting on just one motive or one category of motives (altruistic and egoistic motivations). They concluded that it is a combination of these motives that are part of the whole volunteering experience and therefore it is a unidimensional model that explains the motivations of those who volunteer.
- *The multifactorial model* - Clary, Snyder et al. identified 6 different factors that are involved in motivating people for volunteer work – values, the need for learning and acquiring new knowledge, career, social compliance, self-esteem and protection from self-negative feelings.

In 2016, MOVISIE – Netherlands Center for Social Development has done research in defining different types of volunteers in The Netherlands. This research has resulted in a model to classify four types of volunteers: the volunteer classification model. This model is based on the assumption that each type of volunteer has different needs, wishes and demands regarding volunteer work.

The classification model has four dimensions; it distinguishes two dimensions - safety and challenge - on the vertical level and other two dimensions - ego focused and group focused - on the horizontal level. Each volunteer moves within these levels differently.

- The *vertical level* indicates the way in which a volunteer experiences and uses the opportunity of being a volunteer in social institutions. One part of the volunteers will always look for challenges in their volunteer work: being a volunteer offers them the opportunity to experiment, to undertake, to create and take chances. Another part of

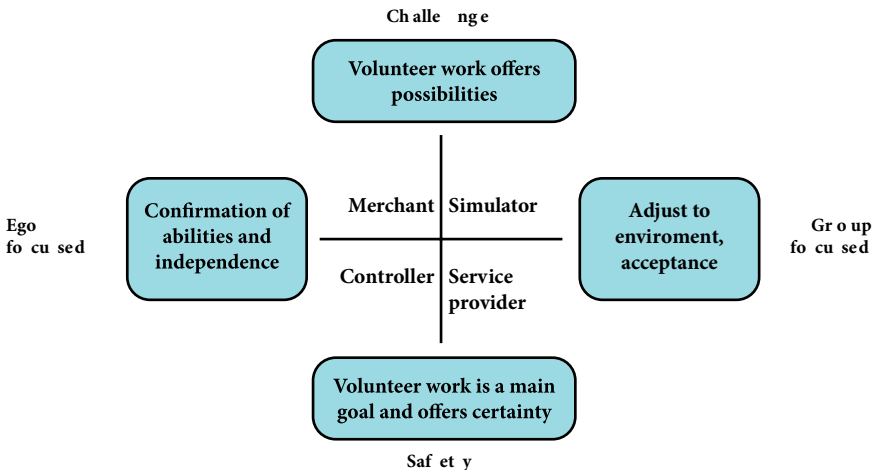
the volunteers benefits by safety, certainty and structure. They want their volunteer work to be secure and calm.

- The *horizontal level* indicates volunteer behaviour towards their social environment. One part of the volunteers display ego-focused behaviour: as a volunteer they focus on their own talents, independence and confirmation of their abilities. Another part of the volunteers display group-focused behaviour in which they tend to adjust to their social environment.

These four dimensions are represented in a model and offer a framework in which to identify four types of volunteers: merchants, stimulators, service providers and controllers.

- *Merchants* take their volunteer work as a challenge and as a way to personally develop. They are more focused on the confirmation of their abilities than they are on being accepted by others. Merchants are very active and they demonstrate initiative. Openness, ability to grow and having influence are very important to them.
- *Stimulators* see their volunteer work also as full of chances and challenges, but require more acknowledgement and acceptance from their social environment. Stimulators need to see clear results from their volunteer work. Teamwork, guidance and feedback are very important to them.
- *Service Providers* seek certainty and calmness in their volunteer work. As stimulators, they are very much focused on social acceptance. Care for others and appreciation are important to them. Clear goals, a transparent structure and a clear definition of tasks provide them with the certainty and safety they need in their volunteer work.
- *Controllers* are, just as service providers, very much looking for certainty and calmness in their volunteer work. They are involved and tend to take responsibility or get involved in? supervision. They are more self-focused and less focused on their social environment. Controllers need clear agreements and rules. Having influence is important to them.

**Figure 8 Four dimensions of volunteer classification**



Source: <https://www.movisie.nl/>

Understanding the classification of volunteers provides greater knowledge on who to recruit, how to recruit them (how to appeal to them) and how to provide guidance and support to your volunteers. Knowing what kind of volunteers you need or have is an important tool in successful volunteer management. By supporting and stimulating volunteers in the appropriate way, you will be more successful in retaining your volunteers.

To understand more the motivation of your volunteers you can use one of the questionnaires which you can find in the Training volunteer managers of social institutions – Trainers’ Handbook under “motivation” unit: <https://sovol.wordpress.com/outcomes/>. You can then discuss the results with your volunteers and try to approach them according to their specifics.

The volunteer manager, the members of the organisational team and staff must not forget that one of the supporting motivating and organisational aspects of the work with volunteers are good, informal, **interpersonal relationships**. Volunteer management cannot do without humour, informal conversations, openness between the volunteers, sessions at coffee, ice cream or wine, simply without fostering a relaxed atmosphere and mutual trust.

## 10. RECOGNITION OF VOLUNTEERS AND THEIR WORK

Recognition is an ongoing, integrated component of any effective volunteer programme. Recognition is a retention and motivation tool. Volunteers should be recognized for their contributions to the local community, to the organization, to the beneficiaries and the paid staff. This serves not only to satisfy basic human needs, but also to motivate volunteers to continue their involvement. Recognition is acknowledging the effort of volunteers. It shows appreciation for the work that volunteers do for an organization and provides volunteers with a sense of belonging and contribution. Recognition and approval give volunteers a feeling of warmth, pleasure and accomplishment. Recognition is also a public proclamation that volunteer's efforts are valuable and making a difference not only to the organization but to the community as well. Volunteer recognition is more than pins or certificates; it is creating a culture within the organization that shows volunteers they are valued, appreciated and important to the success of the programme. Recognition can be formal or informal and extrinsic or intrinsic. An important role in recognition can play a mentor, a volunteer manager, a supervisor and other staff in an organization. There are also some specific tools for recognition of competencies gained through volunteering in some countries, which can be used, in combination with other methods of recognizing volunteers' merits.

Recognition is the acknowledgment and affirmation of the personal growth of an individual or group (Michigan 4-H Recognition Handbook). Lipp (2011) states a difference between appreciation and recognition. Appreciation expresses "thank you" for a time and an effort, which can be done in a variety of formal and informal ways. Recognition, with its root "cognition", conveys the message that one is mindful of and values the unique contribution made by a volunteer. It is important to give both appreciation and recognition.

As Merrill (2005) states, managers of volunteers should consider recognition as a process rather than a product.

Recognition of volunteers is important because:

- **It contributes to morale.** Demonstrating concern for volunteers, ensuring that the tasks and activities they are assigned meet their needs and recognizing their contribution, will only increase a volunteer's satisfaction and willingness to further participate in your organization.
- **It contributes to productivity.** If volunteers are given meaningful tasks and are then rewarded and recognized appropriately for these, they will have a sense of belonging and a feeling of accomplishment. This in turn will result in productivity.
- **It contributes to retention.** As a manager of volunteers, a lot of time, effort and energy go into recruiting volunteers into your organization. It is to your benefit to ensure that these volunteers continue on. Volunteers are more likely to stay involved with your organization/institution if they feel appreciated for the work they do and feel connected to your organization. (Humphrey-Pratt, 2006)

**In recognition of volunteer’s merits, the whole social institution plays an important role, it is not only the volunteer manager’s responsibility.** Volunteer recognition is not solely the responsibility of the volunteer manager, although he/she plays a certain role. All the paid staff in a social institution should be engaged in the on-going recognition of volunteers. Just as every workplace has its own unique corporate culture, an organization’s atmosphere can have a huge impact on the volunteer experience. It is important for volunteers to feel welcome, to be a part of the team, to feel valued and appreciated.

**Recognition is closely associated with motivation.** If people are rewarded with things that are significant or relevant to them, then the recognition process is the most effective. Because volunteers are stimulated to serve under various motivations, the same model of recognition for all volunteers will not be appropriate in all situations (Merrill, 2005). The key to keep volunteers engaged in an organization is to determine what motivates them and then to recognize them, based on their motivations. By linking motivations to recognition, you are acknowledging the reasons why volunteers are involved in your organization and placing value on that involvement in a meaningful way to the volunteer. (Humphrey-Pratt, 2006)

McClelland and Atkinson et al. (1953) found three types of motivation that people exhibit which include: affiliation, achievement and power/influence.

Type of Volunteer Motivation	Characteristics of Volunteer	Recognition Ideas
<b>Affiliation</b>	<p>Gets involved with group projects.</p> <p>Likes to have a personal relationship with the supervisor and mentor.</p> <p>Needs to be perceived as a good person.</p> <p>Needs to be liked.</p> <p>Seeks socialization opportunities.</p>	<p>Cards, gifts, etc. on their birthdays, or special holidays.</p> <p>Letters to supervisors telling of their work to benefit people.</p> <p>Unexpected thank-you notes.</p> <p>Awards that are personalized with a thank you from the beneficiary served.</p> <p>Opportunities to give input about specific beneficiaries needs.</p> <p>Banquets, luncheons, picnics, social outings or attending community events as a group.</p> <p>Include volunteers in slide shows or photos showing their work.</p>



<p><b>Achievement</b></p>	<p>Needs specific goals with boundaries and feedback.</p> <p>Has a desire to achieve unique accomplishments.</p> <p>Needs to measure success by seeking goals.</p> <p>Seeks responsibility.</p> <p>Needs tangible rewards.</p>	<p>Tangible awards, plaques or pins that can be displayed.</p> <p>Letters of commendation for specific accomplishments from board members and to local newspapers.</p> <p>Opportunity to use their own ideas to attain goals.</p> <p>Being included in staff meetings when appropriate.</p> <p>Nomination for area, state or national awards.</p> <p>Careful not to waste their time.</p> <p>Color name tags, badges to honor time spent with the institution</p>
<p><b>Power/influence</b></p>	<p>Needs to impact and influence others.</p> <p>Enjoys teaching others.</p> <p>Can respond to needs of people or programs.</p> <p>Seeks position of authority and responsibility.</p> <p>Responds to titles that depict authority; has strong feelings about status and prestige.</p>	<p>Impressive job title.</p> <p>Ongoing program or site name for them. Recognition that is broad-based and will be seen by people in authority and power.</p> <p>Letter of commendation noting their impact and importance, sent to newspapers, colleges and magazines.</p> <p>Being sent to seminars for volunteers and asked to teach others.</p> <p>Being introduced to people of influence and media contacts.</p>

Source: Fox, Arcemont, Martin: Ideas for Volunteer Recognition.

**Recognition should be personalized and individualized.** The volunteer manager should make every effort to use personalized recognition to build an ongoing relationship with each volunteer. There can be no “one size fits all” approach to volunteer recognition. The kinds of recognition may be as varied and wide ranging as the individuals. Recognition that is well received and appreciated by volunteers in one situation may not be the most appropriate or effective for volunteers in another situation. Each volunteer is unique. The success of any volunteer program is based on an understand-

ing that individuals come in all shapes, sizes, colors and ages, have a wide range of skills and abilities to contribute, and want to do so for a variety of reasons. This realization allows the volunteer manager to develop appropriate, effective and sensitive recognition responses based on individual preferences.

**With the diverse types of volunteers, there must be a balance of informal and formal forms of recognition.** Informal recognition should be an on-going part of any volunteer program. All staff in the hosting organization plays an important role in informal recognition. The ways they greet and interact with volunteers on a day-to-day basis are important elements of informal recognition. All staff in the hosting organization should make every effort to know volunteers' names, acknowledge their presence and appreciate their contributions. For some volunteers formal recognition is more important. Formal recognition of volunteers involves more traditional and structured methods. Certificates of appreciation and special pins or other tokens may be presented to volunteers as enduring mementos of the organization's appreciation. Formal recognition for volunteer contributions may also involve widespread public recognition using newspaper, radio, television or social media. Other tips for formal and informal recognition you can find below.

Tips for good recognition practice:

- **Be timely and spontaneous.** The longer you wait, the harder it will be to say, and the less effective the compliment becomes. Say it now, rather than saving it for the annual recognition night.
- **Be sincere.** If you don't mean it, don't say it. If you try to deceive, your non-verbal communication will give you away, and you will end up sounding artificial and forced.
- **Be specific.** Give attention to details. Be specific in indicating exactly what the person did that was so important, and why. Compliment the «little» as well as the «big» things.
- **Reinforce it non-verbally.** A warm pat on the back, a wink, a smile, an agreeing nod of the head, excitement in your eyes will more than triple the impact of your words. The desired effect of praise can be amplified (or negated) by how it is given.
- **Do it often.** Recognition of volunteers should happen on a year-round, frequent and informal basis. Begin by saying “thank you” often!
- **Recognize the person, not the work.** It's best to phrase recognition to emphasize the contribution of the individual and not the end result. “You did a great job!” as opposed to “This is a great job!”
- **Be consistent.** Make sure that whatever standards of recognition you establish, they can be consistently maintained by your organization/institution in years to come. Holding a volunteer recognition dinner one year sets up expectations for future volunteers.
- **Customize it.** Getting to know each of your volunteers and their interests will help you learn how best to recognize each individual and make him or her feel special. (Volunteer Appreciation Guide, Lip,2005)

**Some ideas and tips for recognition of volunteers** (Mc Curley, Lynch, 2005):

Daily means of providing recognition:

- Saying “Thank you”.
- Telling volunteers “You did a great job”.
- Suggesting volunteers join you for coffee.
- Asking for their opinions.
- Greeting volunteers when they come in the morning.
- Showing interest in their personal interest.
- Smiling when you see them.
- Bragging about them to your boss (in their presence).
- Jotting small thank- you notes to them.
- Having refreshment with volunteers after activities.
- Saying something positive about a volunteer’s personal quality.
- Telling a volunteer what happened at the organization since their last visit.

Intermediate means of providing recognition:

- Taking volunteers to lunch.
- Providing food at volunteer meetings.
- Letting volunteers put their names on the products they produced.
- Writing them a letter of recommendation.
- Putting volunteers in important task forces or committees.
- Posting graphic displays, showing their progress toward targets.
- Mentioning major contributors by name in your status report to management.
- Inviting volunteers to present their results.
- Giving volunteers permission to go to seminar, convention or professional meeting.
- Writing articles about their performance for newsletters or newspapers.
- Decorating a volunteer’s work area on their birthday.
- Celebrating the major accomplishments of a volunteer.
- Letting volunteers to represent your organization on important meetings.

Major means of providing recognition:

- Making special caps, shirts, bags, agendas
- Encouraging volunteers to write an article about some accomplishment in their volunteering.
- Giving the plaque or certificate for most improved results (or any other title you choose).
- Buying volunteers good equipment for their tasks.
- Getting a volunteer’s picture in the paper/online for outstanding accomplishment.

- Giving a volunteer additional responsibilities and a new title.
- Renting newspaper space to thank volunteers.
- Suggestion and recommendation box.
- Funny notes during stressful times.
- Field trips.
- Networking opportunities.

Here are also some other tips for recognition of volunteers suggested by Volunteering Australia: <http://volunteeringaustralia.org/wp-content/uploads/VA-Managers-101-Ways-to-Recognise-Your-Volunteers.pdf>



**Exercise:** Go through the checklist to find out what you can offer to volunteers in your organization/institution to support their motivation and retention?

- Saying “Thank you”.
- Saying that they did a great job.
- Contact with “different reality”, possibility to gain a new view
- Attractive and active way of spending free time
- A fun environment?
- Opportunities to relax
- New friends and work team
- Sharing common values
- Sense of meaningfulness
- Environment with a grateful atmosphere
- New information, experiences, knowledge, skills
- Possibilities for further education
- Feedback for personal development
- Space for self-realization
- Space for realization of own ideas and visions
- Experience that they were able to do/organize something
- Possibilities for visibility
- Good feeling from a job well done
- Meet the need to help someone
- Meet the need to belong to something
- Meet the need to be recognized
- Increasing their self-esteem
- Congratulations for the name day or birthday
- Certificate of participation in a training

- Recommendation letter
- Thank you letter
- Participation in actions prepared only for volunteers
- Participation in actions together with the staff
- Special gifts
- Position of trainer for new volunteers
- Public recognition
- Interview with the volunteer in the media

### **Tools for recognition and validation of competencies gained through volunteering**

Volunteering is one way of non-formal education. People develop new skills, competences, knowledge and gain a lot of experience in various ways. You can help volunteers to recognize and validate these experiences and competencies by using various tools developed in different countries.

In order to make volunteering more visible on the labour market, but also in further education, through amendments to the Croatian 2013 **Law on Volunteering**, it is possible to issue certificate of competences - knowledge, skills and experience - acquired through volunteering to those volunteers who are in long-term volunteer engagement. Its intention is to provide support to volunteers in recognition of their competences acquired through voluntary experience (including knowledge and skills and the associated autonomy and responsibility), for a full presentation to any third party. The certificate is based on the European framework of key competences for life-long learning. The website with more info in English <http://kompetencije.hcrv.hr/en>

The online platform created in Romania [www.Hartavoluntariatului.ro](http://www.Hartavoluntariatului.ro) – supports organizations by providing a way of issuing volunteering certificates, called **Volunt-Pass**. The certificates are generated based on the concrete volunteering experience. They include the time offered by the volunteer and the type of activity that the volunteer was involved in. The organizations have the option to fill in and issue an activity report and elaborate on the main activities and responsibilities of the volunteers as well as five key competences acquired through volunteering. The aim of this tool is to increase the volunteer's chances of entering the labor market.

The tool for validation of skills and competences gained through volunteering (VAEB) was originally elaborated by IRIV – Institut de Recherche et D'information sur le Volontariat in a Leonardo project: "Assessing voluntary experiences : identifying, evaluating and validating skills and qualifications acquired through volunteering as an informal learning for a professional purpose". It was gathering seven countries: France, Germany, Austria, Hungary, Italy, Poland and the United Kingdom. This project was supported by the European programme Leonardo da Vinci and the Regional council in Champagne Ardenne for the experimentation in France. The web site of the project is [www.eEuropeassociations.net](http://www.eEuropeassociations.net).

The Validation of Prior Learning “EVC” in Netherlands is developed in systematic way in many fields. MOVISIE (The Netherlands Centre for Social Development) has created the EVC also for volunteers. The Netherlands Centre for Social Development, MOVISIE (in their capacity as research institute for the voluntary sector), developed an EVC (validation of prior learning) procedure for volunteers. The EVC procedure consists of a portfolio for the volunteer and two manuals (one for the supervisor and one for the assessor). More information: <https://www.movisie.nl/publicaties/evc-procedure-vrijwilligerswerk>

In Slovakia, there exists an on-line validation tool for competencies and skills gained during volunteering called Vskills for Employment. The online tool was launched after a testing period at the beginning of 2015. The tool enables volunteers to get their competences officially certified by a special committee at the University of Matej Bel in Banska Bystrica.

For the projects funded by Erasmus+ programs you can use the Youthpass Certificate. To learn more about Youthpass, its importance and how volunteers can do it, see website: <https://www.youthpass.eu>

Other useful tools you can find also on the CIVCIL project website : [www.civcil.eu](http://www.civcil.eu) or competence portfolios elaborated within a pioneer project, called **Assessing a Voluntary experience-AVE** project.

## 11. ORGANISATIONAL ASPECTS OF VOLUNTEER WORK

In volunteer programme creation, we see volunteers as team members externally as well. Volunteers have their classification within the organisational structure, and also the beneficiaries, their relatives and the organisation's partners should see them as a part of the team. Therefore it is essential that they are informed about the volunteer programme and the volunteers, particularly in the countries where there has not been any tradition regarding volunteer programmes created yet.

In a visible place within the organisation, there should be a **notice placed with information about the volunteer programme**, apart from the information about volunteer activity, photos of the volunteers, the telephone number of the volunteers manager, and also in this place the volunteers' cards may be kept. The card may contain a photograph (in the size of an ID card), the name, the year of birth, the date of joining the volunteer programme, profession. Such cards could serve the employees, beneficiaries and relatives for assignment of the particular volunteer to the organisation. In some organisations volunteers wear uniforms - mostly T-shirts or shirts with the designation "volunteer". In case that the employees of the organisation wear name badges, we suggest that the volunteers will wear name badges as well - with their name and surname together with the designation "volunteer".

When entering and leaving the organisation, in the **log book** the volunteers should write down the date, the type of their volunteer activity, their name and time when they performed the volunteer activity. In special cases, also the beneficiaries they volunteered for should be indicated. The evidence can be done also by volunteer manager or mentor. Record-keeping is important due to several reasons. For example in Slovakia, we recommend it in terms of record-keeping pursuant to the Act on volunteering. We can use the time recording for the overview of the hours "voluntarily worked", in terms of the possibility of any citizen to donate 3% of their income tax to a non-profit body, and also they are useful for the volunteers who ask us for the confirmation of their volunteer activity performance.

The volunteer managers should create and update the so-called **database of volunteers** immediately after acceptance of the volunteers into the programme. In some countries there are clear legal provisions with regard to record keeping of volunteer activity, you should check the appropriate rules and regulations in your country. The database may contain: name, date of birth, address, occupation, e-mail address, mobile phone number, volunteer working time in the week, etc. For the regulation on record keeping of volunteers of your country, please check the relevant law (there is also a European law now, to enter in force in May- GDPR – we may need to refer on it). The database also offers contact data of the volunteer manager and other employees, and it is available for all the volunteers. Thanks to it, they can contact each other also besides regular face-to-face meetings.

## 12. EVALUATION OF VOLUNTEERS AND THE VOLUNTEER PROGRAMME

We split the evaluation as a step in the Volunteer Management process in two parts. One part is targeted on the evaluation of volunteers and the second part is about monitoring and evaluation of the volunteer programme. For the second part, we recommend you to read the SOVOL output Handbook on Measurement and Communication of the Impact of Volunteering in Social Institutions, where you can find the information more deeply: <https://sovol.wordpress.com/outcomes/>.

### a. Evaluation of the volunteers

One of the most common forms for evaluation of volunteers is the evaluation meeting. The **evaluation meeting** should be a meeting where both parties get some space for interaction and evaluation. During it, parties can speak about the volunteers' performances, express acknowledgement on them or discuss about suggestions for improvement.

Evaluation of volunteers in practice simply consists **in expression of praise or** disapproval. Positive evaluation is an opportunity to reward those who work well. More often we meet with such active and reliable volunteers. The volunteer manager should therefore express thanks to the volunteers on each occasions and highlight all their positive skills or achievements. You can also use evaluation meetings to identify how the volunteers see their work. In some volunteer positions (e.g. work with the severely sick, handicapped, maltreated, homeless...), it may happen that the volunteers overwork or even burn out. Particularly it happens in the case of keen and enthusiastic volunteers, who are not careful with their too high input into the volunteer activity. The supervisor or volunteer manager or mentor should find out during the evaluation (or also during supervision) meeting whether their energy is running low. In many cases, evaluation meetings take place during supervision meetings.

During personal evaluation of the volunteers we do not necessarily have only positive evaluation of the volunteers. Even though we often avoid it, if the volunteer activity is not satisfactory, it is **necessary to reproach the volunteer**. Because we keep in mind the fact that we want to protect the beneficiaries, the organisation and also the volunteers. The principles of how to deal with problematic behaviour of the volunteers are:

- be authentic,
- be concrete, name what the volunteer is doing and not doing,
- raise also positive features and good skills, abilities of the volunteers,
- speak about facts and rules and consequences on the organization and the beneficiaries and show that the program, the organisation as well as the beneficiary require quality performance,
- ask the volunteer about their opinion on their own satisfaction with themselves, ask about the possibility of correction
- speak directly about the areas which require improvement.



You should always give the chance to the volunteer to explain and hear the volunteer's side of the story. McCurley and Lynch (2002) provide advice in keeping basic steps for positive correction:

1. Let the volunteer describe the inappropriate behaviour.
2. Separate the behaviour from self-evaluation.
3. Tell the volunteer something positive.
4. Ask the volunteer for correction.
5. If the performance gets better, praise this improvement in the performance.

The decision to dismiss the volunteer from the programme is the last option. It may mean that our management failed straight at the beginning - that we did not choose the right volunteer, or that the supervision or training was not done correctly. McCurley and Lynch (2000) also offer us other alternatives preceding the relationship termination with the volunteer:

- **Emphasis on the leadership:** The volunteer might not have understood at the beginning what the rules are and why we insist on keeping them. You emphasise them, explain your approach so that the volunteer will understand your emphasis.
- **Assignment to a new workplace:** If possible, you assign the volunteer to another volunteer position. Probably, at the beginning you did not understand their interests and perceptions or they themselves had wrong perceptions about their volunteer activity performance. They will try a new activity and you shall see what will happen.
- **Repeated training:** If possible, you send the volunteer for another training course. Some people need more time for acquiring certain techniques or they require a different approach. If the volunteer misses concrete knowledge, it has to be given added to them individually.
- **Recuperation:** The volunteer probably needs only a bit of rest, particularly in the case if they work with demanding situations, or beneficiaries. Volunteers may not realise that. A good mentor or volunteer manager has to see this problem. Therefore they should allow, sometimes even "ask for, a time off from the volunteer for a few weeks or months.
- **Recommendation:** The volunteer may find out in the course of time that the organization/institution and volunteer activity are not convenient for them and they actually seek something else. Then you can recommend another organisation to them, which you think might be appropriate for that particular volunteer.
- **Departure:** It sometimes happens that the volunteer can no longer perform certain type of tasks, which they have been doing until now. At that time, you express your acknowledgement to them and help them leave in a good way and with dignity, before it might be unpleasant or dangerous for both parties.

If the activity correction of the volunteer is not possible, if a certain kind of inappropriate volunteer activity is repeated, or the volunteers themselves make a decision about their leaving the organization/ due to their personal reasons, it is necessary to terminate the work with the volunteer.

## b. Evaluation of the volunteer programme

Evaluation of the volunteer programme is actually necessary for us to learn what we can improve in the Volunteer Management process, **how we can provide higher quality of the management of volunteers**. Another reason for this evaluation is the **possibility to present the results** in front of the public, in media, and in front of the donors (Tošner, Sozanská, 2002). Evaluation places a value on something. It determines the significance or quality of programme results. A proper evaluation of your volunteer programme will help you and your organization make critical decisions such as which of your volunteer efforts have been effective and which might be eliminated or changed, and where you might best allocate scarce resources for the greatest impact in the future.

Monitoring and evaluation does not have to be too time consuming. It can be on one aspect of your volunteer involvement, or on the whole programme. More importantly, it's not just a paper exercise. It should tell you where you are going wrong (as well as what's working well), and guide you on the steps you can take to improve things.

**Monitoring** is the process for collecting the facts and figures related to your volunteer programme. This will include such things as

- Numbers of volunteers
- Demographic information eg age and ethnicity
- Records showing how often and for how long people volunteer
- The type of work that volunteers do
- The economic value of volunteer's contributions
- The costs of involving volunteers
- The number of beneficiaries impacted by volunteers' presence

Information for monitoring can be collected daily, monthly or quarterly. Monitoring helps you check the activity is being implemented as expected. Collecting this information helps to see if something isn't working, or working better than expected and whether changes need to be made to the programme. Stating how many people volunteered, how many training sessions were delivered and so on does not describe or measure impact, as it doesn't tell us what changes were experienced by those involved. But it is key information needed later on in the evaluation process.

**Evaluation** involves using information you have collected to answer questions about how well the volunteer programme is doing, to identify any gaps and improvements you can make and to demonstrate your outcomes, eg the difference that involving volunteers makes. It will involve analysis of monitoring information and any feedback, case studies, volunteer experiences that have been collected. Monitoring information describe what has happened. Evaluation is one step further – as the name suggests, it means putting a *value* on this descriptive information – is the impact *good enough*? Is it *worth* the resources we put into the programme? *To what extent* is the impact experienced as a result of the programme and the volunteers' intervention?

There are two main types of evaluation:

- **Formative evaluation, which** ‘informs’. It helps guide the ongoing development or implementation of an activity or project. This means it answers questions about the implementation or process, for example ‘to what extent is the programme reaching beneficiaries’. This would mean rating the monitoring information about who was participating, against numbers of expected participants.
- **Summative evaluation, which** ‘sums up’. This means it reaches an overall conclusion about the value or worth of a programme or project, often after it has finished. Summative evaluations answer questions such as ‘in what ways and to what extent did beneficiaries benefit from volunteering?’, ‘how worthwhile was the volunteering programme (were the benefits worth the resources spent)?’. (Guide to Measuring impact of volunteering, 2013)

For the evaluation of the volunteer programme you will need two types of data: **quantitative** (outputs or “hard”) data and **qualitative** (outcomes or “soft”) data. A good evaluation uses both quantitative and qualitative measures to present a more complete picture of the volunteer programme.

### **Quantitative Data**

Quantitative data describe information in numbers. There are many various data you can get, such as:

- number of the volunteers involved in the programmes per year, month, week,
- number of all volunteer hours invested,
- economic value of volunteer hours,
- number of the beneficiaries, who the volunteers made themselves available to,
- number of paid staff working with volunteers and to what extent
- average time period of the volunteers in the organisation,
- how the volunteers learned about the organisation - sources of the volunteers,
- volunteers according to the categories: age, gender, (study, work) focus, etc.
- number of money spent or saved as an outcome of volunteer services, among other indicators

You can obtain quantitative evaluation information through the daily evidence or through questionnaires and interviews that tap the insights and opinions of individuals served by the programme, who are in a position of influence.

### **Qualitative Data**

Some aspects of voluntary impact cannot be easily quantified. This is referred to as qualitative data. These include the more intangible benefits of increased staff moral, improved community relations, increased interest in programs and increased loyalty to the organization or cause. Programme outcomes of increased beneficiaries’ satisfaction, improved well-being of beneficiaries and increased community support are examples of other intangible benefits that can be measured qualitatively. Qualitative data are contained in narrative accounts, interviews, observations, testimonials and or-

ganizational reports. This 'soft' data will probably play a bigger role in your evaluation process than 'hard' data, although facts and figures are important too.

Each evaluation begins with the scope of work. Without a well elaborated scope, the volunteer managers, mentors and supervisors cannot know what is expected and required from the volunteers (McCurley, Lynch, 2000).

There are several methods of qualitative evaluation of the volunteer programme. Volunteers, beneficiaries and employees may evaluate the quality and efficiency of the programme, and this can be done in the form of structured, half-structured, but also non-structured conversations – meetings, focus groups, interviews, or in the form of questionnaires.

In some cases, it is more convenient - due to time, capacity and study reasons - to choose the method of an **evaluation questionnaire**. They are the cases when the evaluation of the volunteers or the whole programme is required by us from other persons as well - from our colleagues, employees, beneficiaries or their family relatives. In this case, the answers in the questionnaire are archived, and later on we come back to them, particularly for the reason of assessment and comparison.

E.g. in the **questionnaire for volunteers**, we can ask questions such as:

- How much have your expectations been fulfilled, which you came with to the first meeting?
- What has been the most demanding task/aspect for you?
- What would you welcome in your volunteer activity? What would be helpful for you?
- How do you evaluate the communication and cooperation with the volunteer manager? What change would you welcome?
- What was the most helpful, useful or needed aspect at the supervisory meetings?

In the **questionnaire for employees**, there may be questions such as:

- Is the volunteers' activity a benefit for your organization?
- Does the activity of the volunteers have an impact on the relationships in your collective?
- Do you notice any changes in your organization, related to the volunteers' presence? If so, what are they?
- Do you think that the activity of the volunteers in your organization bears any risks?
- Has your opinion changed regarding the volunteers for the period during which they were acting in your organization? In which direction?
- Do you think that a volunteer can be a helper of the staff?

**In the questionnaire or conversation with the beneficiaries/ target group**, there may be questions such as (cp. McCurley, Lynch, 2000):

- What do you like about the volunteers?
- What do you not like regarding the volunteers?
- Is our programme meaningful for you?

- If so, in what way is it useful for you?
- Do you trust the volunteers?
- What would you change about the volunteers?
- What mark would you use to evaluate them (from...1 to 10..., for example)?
- Would you recommend the volunteers to other beneficiaries another organization/ institution? Why?
- Are the volunteers reliable?
- Did they always come at the agreed time?

Once you have gathered the information, you will need to analyse it and interpret it.

For **outputs or quantitative data**, this might include: Did you meet the targets you set for volunteer recruitment? Are your volunteers from a wide and diverse range of backgrounds?

For **outcomes or qualitative data** you can ask: Did you achieve what you set out to do, or were there some unexpected outcomes, eg did some volunteers leave to take up paid employment, using the skills and experience they learned and developed as volunteers? You may need to write up your conclusions based on the evidence you have found. When interpreting information, consider if there are any other possible explanations for your findings. Once you have identified gaps, you need to focus on how to make improvements. These need to be realistic, specific and achievable. This may be a good opportunity to review targets for outputs and outcomes and plan more realistically for the next volunteer programmes. (NCVO, 2015)

### 13. TERMINATING THE COOPERATION WITH A VOLUNTEER

Despite the personal interest, good relationships and complex care of volunteers, you will, naturally, experience the decrease in the number of volunteers. The cooperation with a volunteer can be terminated:

- **During the first interview** – when you find out the motives and expectations of both sides (the volunteer and the organization) do not match. It can be difficult, especially if the volunteer does not see why the volunteer activity is not suitable for her/him.
- **After some time** – during the first days or weeks. A volunteer can get a real picture about the characteristics and content of the volunteer work and can find out where his/her limits are. Many fears can be overcome by a consultation with a volunteer manager or supervisor. In some cases, it is enough to change the activity or a beneficiary, in other cases it is better to stop the cooperation.
- **After a longer time.** On the side of a volunteer, there might be some changes in his/her personal or professional life. New tasks related to these changes can limit the capacity (especially the amount of free time) on the side of the volunteer. He/she can gradually stop to function within an organization/institution, stop to fulfil his/her volunteer tasks, because of personal reasons (e.g. he/she moved to another part of the town, got married, got pregnant, became a parent, got ill).

**Saying good-bye** to a volunteer is one of the most difficult tasks of a volunteer coordinator. Despite the fact they often work with enthusiastic and keen people, they can encounter also problematic volunteers. A good Volunteer Management process is characterized by the ability to handle also this type of volunteers. McCurley *a Lynch (2000) offer a system that will help you deal with such a situation:*

**Preparation of a clear philosophy.** The ways to to decide about the termination of a cooperation with a volunteer should be part of planning, respectively of the volunteer management strategy and the decision should be done by several employees (if possible).

**Introduction of a system that makes it possible to terminate the cooperation with a volunteer.** Such a system helps a volunteer manager handle the decision-making without problems and, at the same time, it is fair to the organization and the volunteer. If the system is set up in the right way, problematic volunteers will choose to leave themselves before they would be excluded. This system consists of:

- **Warning/Preliminary Information.**
  - A set of rules for recruitment of volunteers is created.
  - A system for informing volunteers about these rules is created. A mechanism that would help to transfer the rules into every day practice (volunteer position descriptions and contracts explaining the requirements for a volunteer activity) is prepared.
- **Examination/Decision-making.**
  - There should be a process introduced, based on which you can decide where a volunteer made a mistake. It can have a form of a regular assessment of volunteers,

e.g. through supervision sessions. Those volunteers whose performance is not adequate should learn about their failures, and you should give them the advice needed. In some cases, it is necessary to have an evidence from other volunteers or employees that a volunteer made a mistake.

- Introduction of the system.
  - The rules, reprimands or sanctions should be fair and unbiased so that they cannot be taken personally.

**During the termination of the cooperation** it is important for a volunteer manager to appreciate the volunteer, his/her positive skills and characteristics, and his/her activities, in front of other volunteers and colleagues. In this moment, despite the reasons for the ending of the cooperation can vary, the volunteer manager should not forget to thank the volunteer. Below you can find several tips for leading the terminating interview, offered by McCurley a Lynch (2000):

- The interview should be organized in an environment with enough privacy to secure the dignity of a volunteer and the volunteer manager.
- Be persuasive, authentic and direct. A volunteer should understand this is a good-bye and cannot come back to the organization.
- Don't argue, just state facts. The goal of this meeting is to inform a volunteer calmly that we don't see his role in the organization anymore. During the meeting, never re-evaluate your decision.
- Don't give advice, be real.
- Finish the interview right after the volunteer states his/her comments or shows feelings. In this point, you should stop the discussion and indicate him/her that he/she should leave.
- After the meeting, you can send a letter to the volunteer and state your reasons for the termination of the cooperation in more details. You should inform also other volunteers, beneficiaries, and staff about the decision, without discussing the reasons for this step. You should pay a special attention to beneficiaries who had a long-term relationship with the volunteer and if possible, provide them with a new volunteer.



### **Example: Sample Exit Interview Template**

Volunteers may feel they can give more frank and open feedback when they have finished volunteering with your organisation. An exit interview provides an opportunity to gather valuable feedback which can help your organisation improve work practices and learn how to better retain

volunteers. Volunteers are under no obligation to participate in an exit interview, so do thank them for their time and honesty and remind them of the valuable contribution they have made during their placement. A simple checklist/template will ensure

the exit interview process is consistent and easy to complete. Below is a sample exit interview template from Volunteer Ireland which can be adapted for your organisation.

We would appreciate feedback on your experience volunteering with us. We value your comments and look forward to using this information to improve our work practices so we may, in turn, provide a better quality volunteering experience.

Name of Volunteer: \_\_\_\_\_ Volunteer role: \_\_\_\_\_

Dates of Volunteer Service:

Name of Exit Interviewer:

Date:

1) What is the primary reason you are leaving (please tick)?

Travel/moving out of area

Type of volunteer work

Personal reasons

Quality of Mentoring

Self Employment

Working conditions

Career Opportunities

Compensation and benefits

Health reasons

Lack of Recognition

Other, please specify

2) What did you enjoy most about volunteering with us?

3) What did you like least about volunteering with us?

4) Did you feel adequately prepared for your role?

5) Do you feel the support and supervision you received was adequate?

6) Did any of our organisation's policies or procedures support or hinder your volunteering?

7) What suggestions would you make to improve our volunteer programme?

8) Would you recommend our organisation to others?

9) Is there anything else you would like to tell us about your volunteer experience?



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