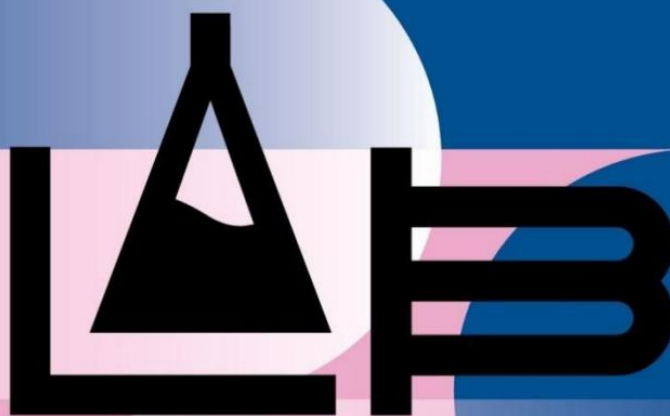




Erasmus+



## **VOLUNTEERING POTENTIAL**

# **Handbook**

**The Role Of Coordinator**

**Task Delegation**

**Volunteers Motivation**

**Conflicts Resolution**

**Role of Mentor**

**COVID-19 Impact**

**Learning Through Volunteerig**



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## INTRO

Volunteering is an accessible and inclusive activity for enhancing the common values of society. It gives a chance for getting necessary work experience, developing skills and social inclusion. In order to use its potential, especially in working with youth, it is important to recognize volunteers' needs and motivation as well as learning opportunities in a given project, so that volunteering is engaging and educational.

In order to improve the quality of volunteering projects, Center for Intercultural Initiatives Horizons along



with its partners (organizations could be listed here) developed the long term „Volunteering Potential Lab” project with 3 mobilities, covering different aspects of volunteering project management and learning through volunteering.

The aim of the project was to increase the quality of volunteering projects by developing competencies of coordinators and other people working with volunteers in the

following areas:

- identifying volunteers' needs and assigning volunteers to the proper jobs
- identifying volunteers' motivation and using its potential
- improvement of communication with volunteers (including conflict management)
- improving the promotion of volunteering (including learning outcomes) by different channels
- identifying learning potential within the volunteering project
- supporting volunteers' learning

One of the outcomes of this project (and the most tangible one) is this publication. It is the result of the common work of participants, equally involved in its creation and it serves as a handbook for present and future coordinators of volunteers.

The publication does not cover all the aspects of volunteering management e.g. it does not provide detailed information on the volunteering project cycle as there is quite a number of the publication covering that, but it focuses on the elements of working with volunteers that need to be taken care of throughout the whole duration of a volunteering project. It covers the following topics: tasks of coordinator, task delegating, motivation, dealing with conflict, the role of mentor, volunteer management in times of COVID and learning through volunteering. Thus it will be useful for those who would like to get concise information about these aspects of working with volunteers.

We hope you find our handbook as fun and useful as we do.

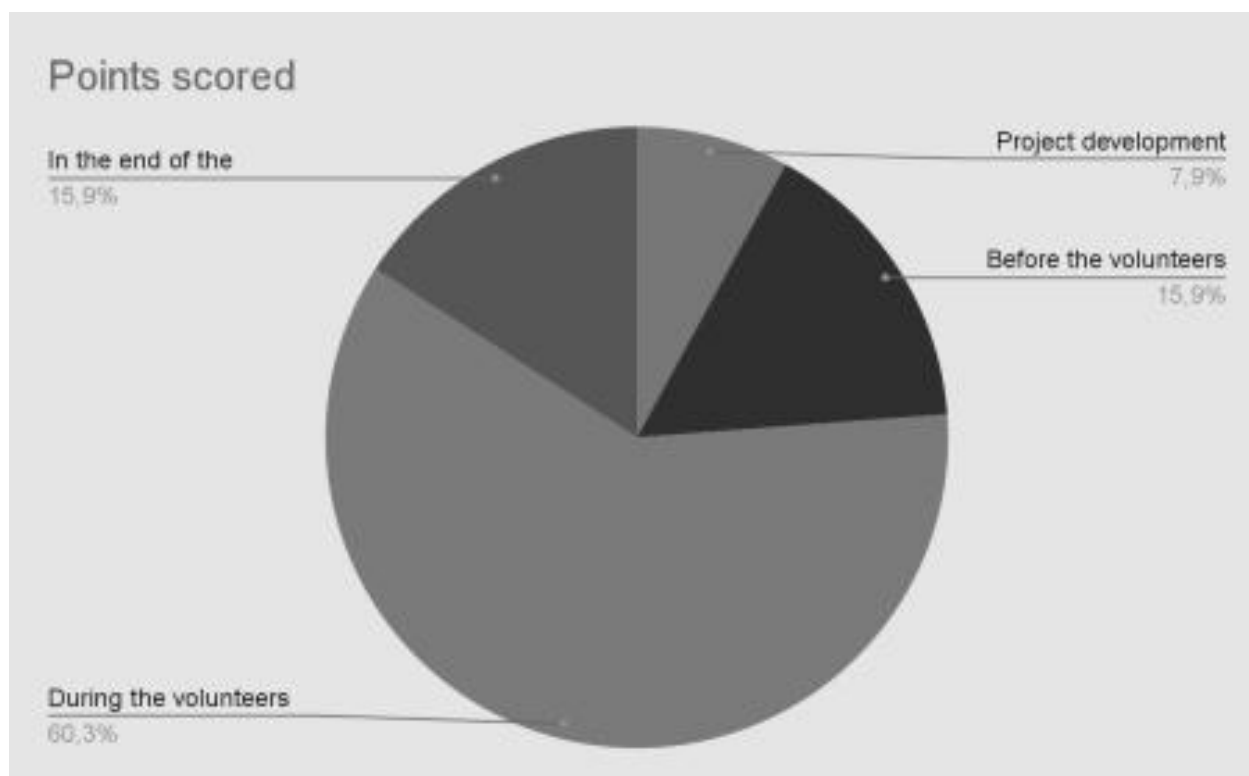
Volunteering Potential LAB Project was co-financed under the Erasmus + program of the European Union and in a collaboration of 9 European NGO's:

1. International Youth Association “Quant”, Georgia
2. Asociación para la integración y Progreso de las Culturas Pandora, Spain
3. Gyumri “Youth Initiative Center”, Armenia
4. Projektor Ideell Förening, Sweden
5. Center for Intercultural Dialogue, (Macedonia), FYROM
6. Associazione di promozione sociale Joint, Italy
7. Pro Vobis – National Resource Center for Volunteering, Romania
8. South East European Youth Network, Bosnia and Herzegovina
9. Centre for Intercultural Initiatives Horizons, Poland

## THE WORK-YEAR OF VOLUNTEERS COORDINATOR

This chapter gathers the key tasks of European Solidarity Corps coordinator and local coordinator.

### The work year of a European Solidarity Corps coordinator



#### Project development:

- Contacting organisations who want to host volunteers (long process)
- Helping them with Quality Label procedure (long process)
- Filling in and submitting the project application form
- Communicating with the hosting organisation regarding all the above

#### Before the volunteers arrive:

- Helping with recruitment of the volunteer(s); (publish ads, select applicants etc.)
- Being in contact with the sending organisation of volunteers
- Being in contact with and answer questions from the volunteer(s)
- Administration: insurance (CIGNA), Activity Agreement, residence permit, contact details, tickets etc
- Planning the introduction week for all volunteers
- Supporting with visa applications
- Arranging accommodation and transportation
- Recruiting a social mentor

#### During the volunteering project activity:

- Introduce volunteers (introduction week)
- Guide the volunteer(s) to each hosting organisation
- Administration: travel reimbursement, food and pocket money, paying rent, submitting

- documents for an ID number, enrolling in Swedish lessons, opening bank account for volunteer
- Arrange regular evaluation meetings regarding volunteers progress and goals -  
Monthly meetings for catch-up
- Be in contact with supervisors
- Be in contact with sending organisations
- Buy furniture
- Manage the project budget
- Arrange Youthpass sessions
- Handle potential conflicts
- Dealing with ongoing issues (eg. Fixing bikes)

**The end of the project:**

- Remind about Youthpass
- Send out a “Before I go home” check-list
- Final evaluation meeting
- Collecting tickets after the volunteers return to home country



- Process travel cost reimbursement
- Collect any additional documentation
- Write project report to the NA

**The different roles of ESC used by Globala Kronoberg**

Supervisor:	Coordinator:	Social mentor;
<ul style="list-style-type: none"> <li>● Presents and assigns tasks</li> <li>● Do follow up on the tasks</li> <li>● Provides social/psychological support</li> <li>● Makes sure the volunteer feels welcome in the workplace</li> <li>● Follow the learning</li> <li>● The curve of the volunteer</li> </ul>	<ul style="list-style-type: none"> <li>● Administration</li> <li>● Practicalities: accommodation, food and pocket money, transport etc.</li> <li>● Regular evaluations with all volunteers</li> <li>● Supporting Hosting Organizations</li> <li>● Ensure that the volunteers are learning and developing according to their needs</li> <li>● Providing psychological support</li> </ul>	<ul style="list-style-type: none"> <li>● Out of free will</li> <li>● Somebody outside the working environment</li> <li>● Someone to have fun with</li> </ul>

**The local volunteer’s coordinator role**

The volunteers' Coordinator is responsible for the volunteer's activities within an organization. Their duties include recruiting volunteers, introducing them to the working environment, assigning them different roles as well as monitoring their work, managing their schedule and project budget, maintaining communication with them and providing training and coaching when needed.

### Volunteers coordinator tasks:

- Recruiting volunteers
- Interviewing volunteers
- Introducing and preparing volunteers
- Signing a memorandum
- Assigning different tasks to volunteers: working with a group, administration work, PR and communication role etc. depending on their preferences

### Annual job

- Training volunteers
- Organizing and promoting events (International Volunteer Day, March the 8th, Halloween etc.)
- Managing volunteers database.
- Organizing excursions, visits (cultural centres, sightseeing)
- Organizing and lead meetings



- Submitting a quarterly and annual report to the centre coordinator
- Preparing recommendation letters for volunteers
- Creating and managing the waiting list of volunteers
- Cooperation with universities, different organizations etc
- Having meetings and

communicating with partner organizations

### Work to be done every month

- Recording and tracking volunteer's working hours
- Managing work schedule for volunteers
- Arrange a replacement (coverage) in case a volunteer is missing
- Resolving arising problems
- Managing budget
- Pay monthly pocket money

- Assign different tasks to volunteers
- Monitoring by a monthly discussion with the group leaders about volunteers work, retention and level of involvement
- Giving instructions to volunteers
- Supervising volunteers
- Providing support and training (when needed) to the volunteers
- Allocating time for working on Youth Platform (project visibility)
- Monthly discussion with coaching and development group volunteers
- Providing coaching sessions for volunteers (if needed)



Seems overwhelming? Listen to [The Coordinator Song](#), it will cheer you up!  
You will find the chords and lyrics below:



## The (ESC) coordinator song

Em C G D

*Have you heard of Gustav, the coordinator?  
He was the bravest man alive...  
Once there was an ESC - project coming up  
through which new volunteers arrived.  
Gustav wasn't scared, 'cause he had the plan.  
Preparation skills are the key!  
He recruited volunteers and contacted SO's,  
He arranged accommodation and means of transportation.  
Collected contact details, signed many agreements.  
Was there still more work to do?  
Yes, there is - a lot more administration...  
like the CIGNA - and police registration.  
He planned an introduction week, found different social mentors.  
And even Carla got her -VISA in time.  
Gustav wasn't scared, 'cause he had the plan.  
His management skills are the key!  
Ten volunteers at the same time - Seemed like a mess.  
There was the travel reimbursement, food and pocket money.  
The work of coordination was never getting less.  
So, was there still more - work to do?  
He prepared monthly meetings, enrolled in language lessons,  
In a nutshell, he was responsible for all  
these evaluations and youth pass sessions  
and in the end - for so much more.  
But Gustav wasn't scared, 'cause he had the plan.  
His communication skills are the key!  
"-Hej Gustav, can you buy us new toilet paper, please?  
Because there's nothing left anymore..."  
"-Dear Karla, that's for sure not part of my work description.  
Go and buy some on your own!"  
You see Gustav wasn't scared, cause he had the plan.  
His coordinator skills were the key!  
After several great months, it's time to go  
for the volunteers back home, it's their end of the show.  
But not for Gustav, he has more things to do.  
You see Gustav wasn't scared, cause he had the plan.  
All of his skills were the key!  
What would we do without him?*

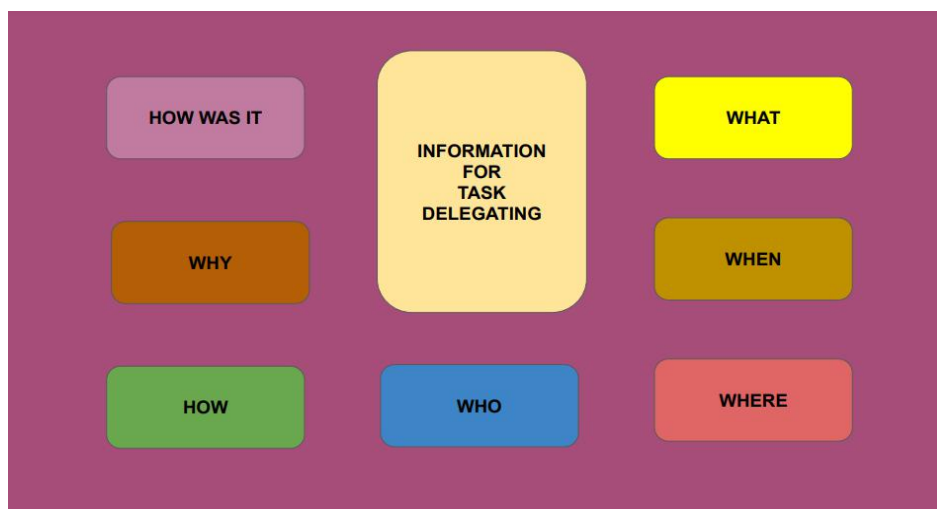
## TASK DELEGATING

### WHAT IS A TASK DELEGATION?

Delegation refers to the transfer of responsibility for specific tasks from one person to another. It empowers the team, builds trusts and enhances professional development. And for leaders, it helps to identify who is best suited to tackle given tasks or projects.

### HOW TO DELEGATE A TASK?

First of all, you should define the task and its objective. The person to whom you delegate needs to know, what is the expected result, the deadline and what are the resources. Also, don't mistake the task delegation for passing off work. You still need to have time to answer the necessary questions, provide necessary training and review the outcome. This picture might help you:



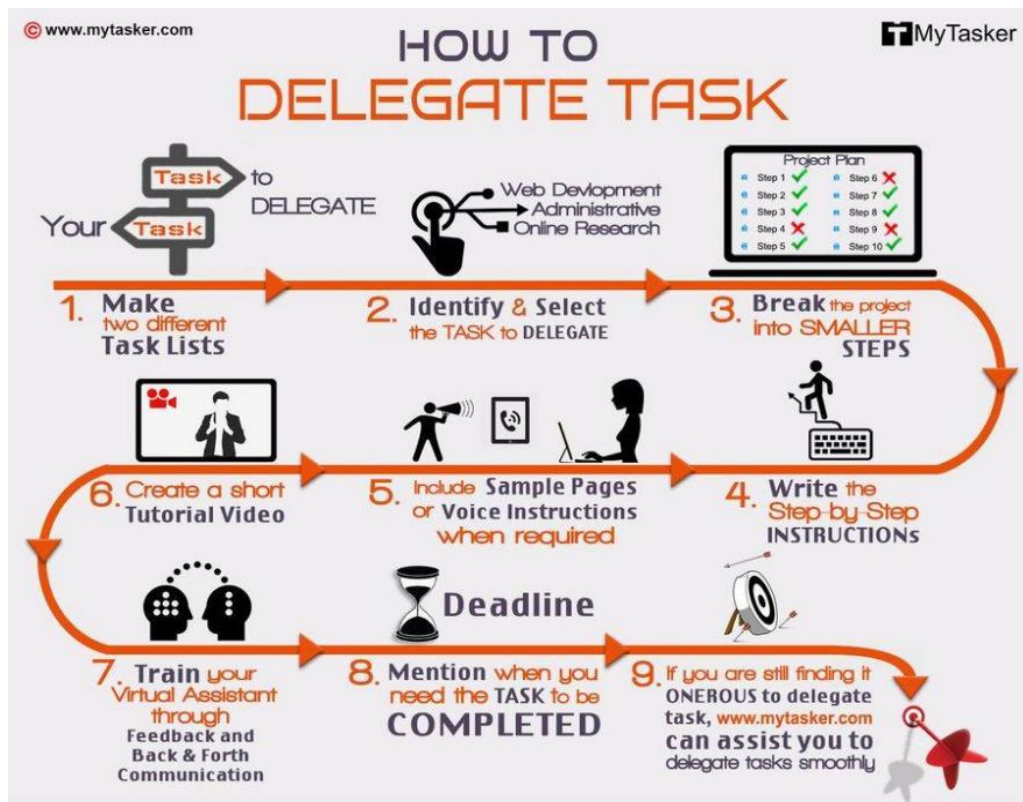
### HOW TO CHOOSE THE PERSON TO DELEGATE THE TASK?

- What abilities and qualities should have a person to complete this task?
- How independent should this person be?
- Who has time and motivation to take on this work?

### ALLOW ENOUGH TIME

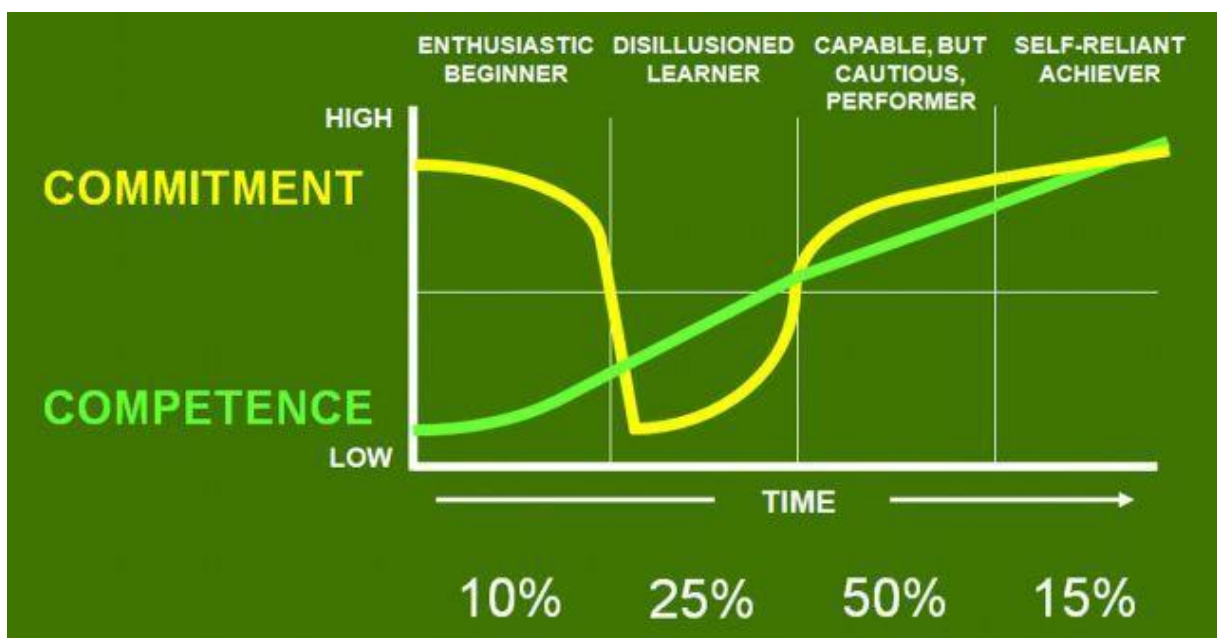
After you have delegated the task to someone, you need to be patient. You might be able to do the task within 30 minutes, but the person that has to do it is not you. She or he might need much more time. Allow it. Also, be honest. If you think the task is not done properly, tell it the person who got it, explain what should be improved. Allow him or her to fail and try again. Maybe you weren't clear enough or something was not understood. Be open to each other, you are in the same team!

This picture might help you understand how task delegation process might look like:



ANOTHER HELPFUL CONCEPT CAN BE THE SITUATIONAL LEADERSHIP MODEL

It is a model created by Paul Hersey and Ken Blanchard. According to it the effective leadership is task-relevant, and the most successful leaders are those who adapt their leadership style to the ability and willingness of the individual or group (in our context individual volunteer of the group of volunteers). Authors of the model identified 4 maturity levels of followers (volunteers), which evolve as shown below:



ENTHUSIASTIC BEGINNER showing low Competence and high commitment – generally lacking the specific skills required for the job in hand, but has the confidence and/or motivation to tackle it.

DISILLUSIONED LEARNER showing some competence and low commitment – may have some relevant skills, but won't be able to do the job without help. The task or the situation may be new to them. The lower commitment may arise from first failures.

CAPABLE, BUT CAUTIOUS PERFORMER showing high competence and variable commitment – experienced and capable, but may lack the confidence to go it alone, or the motivation to do it well quickly.

SELF-RELIANT ACHIEVER showing high competence and high commitment – experienced at the job, and comfortable with their own ability to do it well. May even be more skilled than the leader.

Depending on the maturity level, leader chooses one of the following styles:

DIRECTING - you provide a person with high directive behaviour and low supportive behaviour, i.e. you provide specific direction about goals, you show and tell a person what, when, where, and how to do something, and then you closely monitor the person's performance in order to provide frequent feedback on results. If there are decisions, you take them.

COACHING - you provide a person with high directive behaviour and high supportive behaviour, i.e. you continue to direct goal or task accomplishment but you also explain why, you solicit suggestions, and begin to encourage involvement in decision making. Still, you are the one to decide. Once a person has lost commitment, providing direction is not enough, you also have to provide support and encouragement.

SUPPORTING - you provide a person with low directive behaviour and high supportive behaviour, i.e. you facilitate, listen, encourage, and support. You make decisions together. You support the person's efforts, listen to the suggestions, and ask good questions to build his/her confidence in his/her competence.

DELEGATING - you provide a person with low directive behaviour and low supportive behaviour, i.e. the person makes most decisions about what, how, and when. You value the person's contributions and support his/her growth.

Following this concept, the Self-Reliant Achiever needs less instruction when given with task than Enthusiastic Beginner. Keep that in mind when delegating a task.

## VOLUNTEERS MOTIVATION



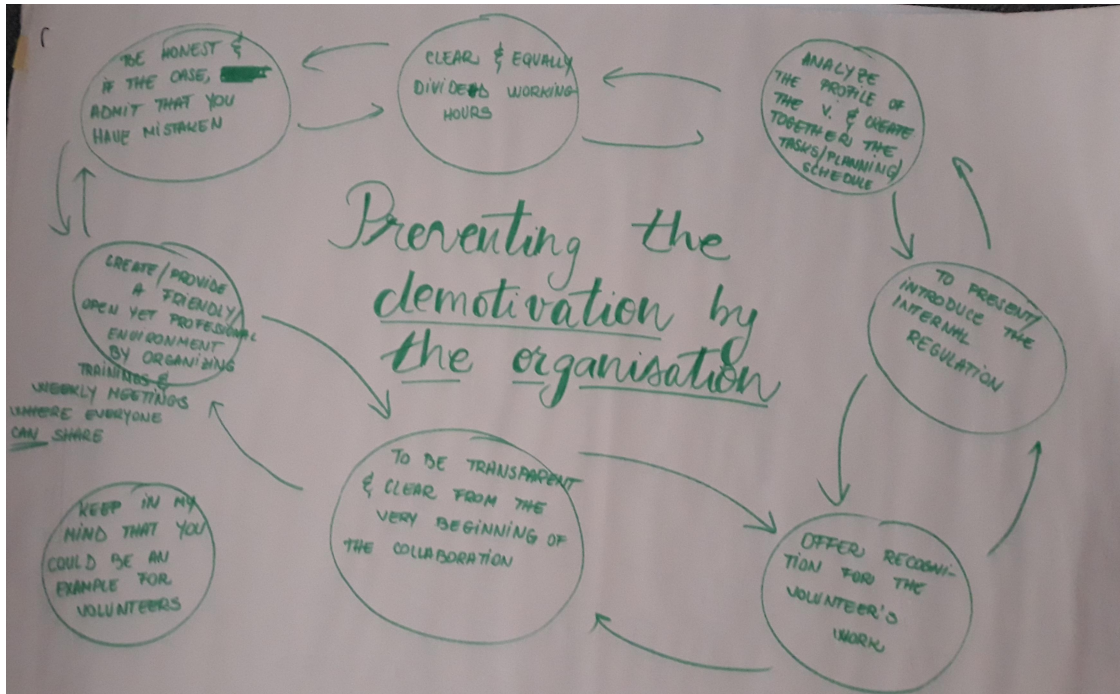
### Understanding volunteer motivation

Recognize three psychological areas of needs: achievement, affiliation and power. Volunteers are motivated by specific aspects of these areas, not all volunteers are motivated by the same aspects, leaders should take time to understand what motivates individual volunteers.

Picture on the right shows some conclusions of participants of 1<sup>st</sup> mobility of Volunteering Potential Lab on what motivates volunteers.

Below you will find some other conclusions on how to prevent demotivation.

- sharing idea with others
- upscaling the idea
- feedback (positive)
- ~~the~~ seeing the result of work
- doing things with purpose
- trying sth new
- doing sth challenging
- to see the development of others
- enjoying process / work
- rebelling / J.D. style
- being in line with the idea
- encountering the support the other
- having the impact
- feeling of helping someone
- working with people that I like / social
- work according to needs & interest
- motivation of others



And here are 8 tips that will help you to keep volunteers motivated:

### 8 TIPS TO MOTIVATE VOLUNTEERS

1. *Show respect*
2. *Communicate*
3. *Have an open door policy*
4. *Find common goals*
5. *Recognize achievement*
6. *Build team spirit*
7. *Encourage development and training*
8. *Accomodate*

## Volunteers who shared their thoughts with us:

### **Krisitna**

Watch her talk [here](#)

### **Angus**

Watch his talk [here](#)

### **Maud**

Volunteer of the "Civil Protection"

*The reasons that push me to volunteer for "Civil Protection" are: being close to the public, being able to come to their aid, seeing that they are grateful to us for the help they receive.*

*Civil Protection is a first aid association and therefore we [volunteers] will be able to provide our help to people in difficulty, such as asylum seekers who are the majority of the public we work with, and it touches me a lot, so it is one of the reasons why I volunteer in the Civil Protection. Our interventions require helping people who arrive in France and who have nothing more.*

### **Laura**

Volunteer of the "Civil Protection"

*The reasons that push me to volunteer for Civil Protection organization: contact with people and help people who are in need. I find it important to give some time for people without anything in return. It is a value of mutual aid and sharing, it's personal fulfilment, I love what I do! It also allows me to get out of the routine, we never see the same things. It also allows me to have new experiences and skills such as teamwork, communication, organization, etc. Knowing how to use a defibrillator, how to carry a stretcher, how to react to a situation. It also allows me to gain self-confidence, to be less shy with people.*

*I am studying health and social work and this association fits completely in this field. Since I did that [volunteering], I perceive certain things differently and I appreciate life better (for example with migrants - I tell myself that yes, we are lucky in our country, there is no war, very little poverty or if a person dies of a heart attack or in an accident, I immediately say to myself that we must take advantage of the present moment because anything can happen any time). It makes me think a lot. Basically, it's all positive !!!*

## DEALING WITH CONFLICT

### The Culinary Experience Welcome to our cooking masterclass!

Masterchef of solving conflicts would like to transmit to you our experience in this process and improve your skills in solving conflicts.



Imagine that a conflict arises between two persons: What happens? The challenge. Who is right? Both are trying to impose their version of the facts, they are fighting to be right. They accuse each other of causing the conflict, the fight is getting bigger and bigger. So, to get out of this vicious circle, they need a shared responsibility for the conflict.







## Step 2

### *The feelings conversation:*

They both have profound feelings, they should recognize their feelings and verbalize them: I am sad, angry, embarrassed..., and not be judged for it.



## Step 3

### *The identity conversation:*

Their self-esteem is challenged, they accuse each other to be selfish, weak, violent, etc... So, both have to acknowledge their part of responsibility, what have they done wrong?

Nobody is selfish, violent... but can act in a selfishly or violently manner, so ask himself/herself: which error did I commit?... recognize it and apologize!





## Step 4

*Telling their versions:*

Being conscious of the previous steps, they can tell their versions, understand each other, agree on adopting a different behaviour.



## Step 5

*Reconciliation and better awareness and knowledge of themselves and of each other*



As every culinary experience conflict resolution requires some practice. Keep practicing!

## THE IMPORTANCE OF MENTOR

This chapter is based on surveys, bringing different and subjective points of view.

### Who is a mentor?

- A mentor is a person who can support, advise and guide you.
- This relationship is additional to a manager or boss and benefits from a more personal and confidential structure.
- The purpose of a mentor is to help you grow as a person and become the best version of yourself.
- A mentorship is mutually beneficial for the mentor and mentee.
- Mentors can help you in a variety of ways. Mentors can provide concrete benefits.

### Frequently asked questions about mentors and mentees

### What is the difference between mentoring and coaching?

*Coaching involves helping a new employee in a particular company or industry. This is not an initiative, but a duty. This is always a specific task.*



*Coaching is guiding people to reach their goals, mentoring is all about communication.*

-----  
*I believe that a mentor is a person who accompanies you in your new situation, helps you to function in an environment that you did not know and you can always count on him to get out of a problem, but a coach is more specialized in some specific aspects, and he or she can give a talk so that you just get on with it; When you've done it, his work is done.*

-----  
*Mentoring can be defined as a relationship between a student who is guided and advised by a successful and experienced person, a mentor who will enrich him in a professional and personal way and will open many doors for him. Coaching is leadership and communication skills training that promote self-knowledge and contact of a person with their environment.*

*Mentoring is more informal and on a friendly basis, the whole coaching is more formal and in the frame of the business purposes.*

-----  
*Mentoring is to go with and take care of the integration of someone somewhere/in something without any*

*specific objective; whereas coaching is more training someone to achieve something with a specific objective.*

**Can a mentor help you to develop your personal/career skills and how?**

*Yes, a mentor can help this way by sharing experience, knowledge and skills in something, and help you to develop yourself and improve my skills*

-----  
*Yes, by telling about their own experience, sharing thoughts, inspiring and encouraging*

-----  
*I think yes because if you're close with your mentor, he/she can discover your passions and by this way can suggest something that you might like to do in the future*

-----  
*Yes. The mentor teaches skills and abilities that you need to develop for your new job or adapt to a new situation.*

-----  
*If I am motivated to do this and my mentor has the appropriate skills, then yes. I imagine this as a series of pre-planned meetings with an already defined end goal.*

-----  
*Yes, the mentor can be very useful as a guide and role model*

**Do you think it is important to maintain a friendship with your mentor?**

*Yes, it's always important to keep a good relationship between mentor and mentee because if not, there is no possibility for a positive and interesting transmission of knowledge and skills from the mentor to the mentee.*

-----  
*I think it's not necessary to be friends with a mentor. But it is important for high-quality interaction to be on good terms. But if the mentor becomes your friend then that's great*

-----  
*More than a friendship relationship, it is necessary to establish a relationship of mutual trust and recognize the mentor's experience in the mentoring relationship.*

-----  
*I think so because the relationship between the two can last a long time and this causes a friendship to emerge.*

**What did you learn from your mentor?**

*I learnt more things about Poznan, about activities there, how to evolve in the city, how to send postcards and packages, for example, more vocabulary, traditions, the history of the city, possibilities of going outside for cultural activities, etc.*

-----  
*I have learned to cope in a new situation, to be more secure in the environment and to integrate better.*

-----  
*I learned that is important to be available and to sometimes take initiative first when it is needed*

**Do you have experience as a mentor?**

*In my work relationships, I have acted as a mentor on occasions, in the first moments of the relationship, until colleagues have acquired skills.*

---

*Yes. As a teacher, I have had students doing internships to whom I teach everything they need to get along with the students.*

---

*Yes, I was a mentor to Erasmus students, and also a mentor to younger members of my organisation.*

### **What is the role of the mentor?**

*The role of the mentor is to share knowledge, skills, and experience with the mentee.*

---

*To transmit experience and knowledge to those individuals who face new situations; to help them acquire skills.*

---



*Role of a mentor is to be there for his/her mentee and to provide the informations and help, as the first contact.*

### **Do you think mentoring is important outside of volunteering?**

*Yes, because it's always important to have someone who is sharing his/her own experience about something to know more about this; we have always things to learn from others.*

---

*Yes, because a mentor is already an experienced person and sometimes we all need to ask someone more experienced than us*

---

*Of course, it is used a lot in companies and lately a lot in higher education institutions such as universities. There are mentoring programs to help international students cope with new situations and overcome the*

*first days of culture shock.*

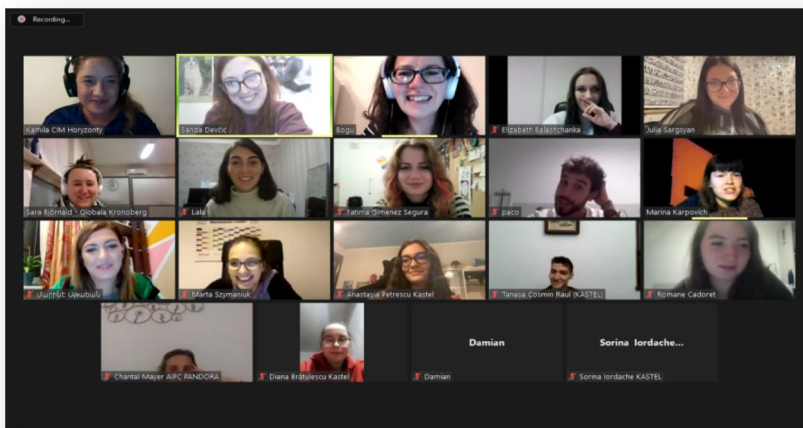
-----  
*Depends on a person. Mentoring will only play a role if both people [mentore and mentee] are interested in it and take the initiative to meet and communicate*

### **How did you find your mentor or how can you find a mentor?**

*Got acquainted with them at university, talked about it thoroughly/the organization provided the mentor. Search for the right person, talk about it with them, establish a relationship.*

-----  
*In my studies to be a teacher, I had a teacher-mentor who taught me what I needed to function in a real class with students. His experience helped me a lot.*

### **Do you think the fact of having a remote mentor would change a lot?**



*I'm not sure that it would change because the importance for me with the mentor is to have the possibility to meet this person in real and go where we need with this person. With the new technologies this would be possible, but it would not be as effective, it would be better for the coach.*

### **Describe your ideal mentor? Name three qualities that your mentor should have**

*The mentor must be a person who knows the organization well. For me the qualities they must have are: credibility, experience, ease of communicating and transmitting knowledge and skills.*

-----  
*My ideal mentor would have to be a person with more experience than me, to be able to teach me, a friendly person, who knows how to listen and has completed a specific training.*

-----  
*My ideal mentor is motivated to communicate with me and to meet offline. Also my ideal mentor is: sociable, knows his/her purpose and has a positive outlook on the world.*

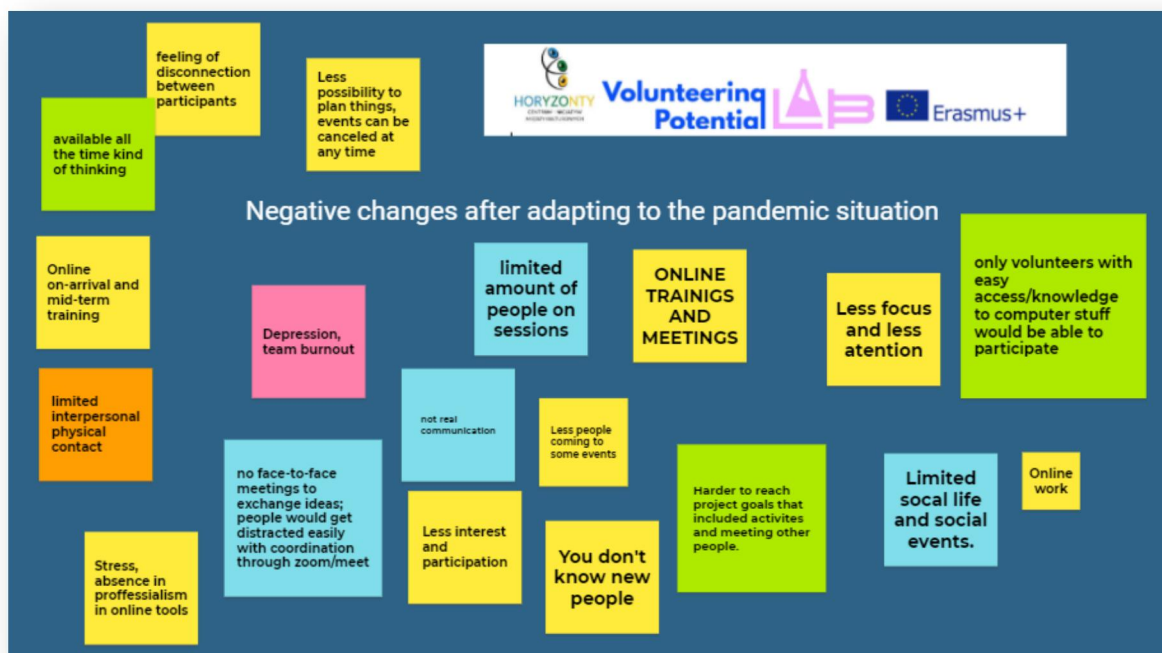
## COVID-19 Pandemic Impact on Volunteering Projects Management

The Volunteering Potential LAB project was changed like a whole world by the unexpected and dramatic COVID-19 pandemic. The second training and evaluation seminar needed to be organized online instead of offline. The original participants have changed due to regrouping of employees in partner organizations.

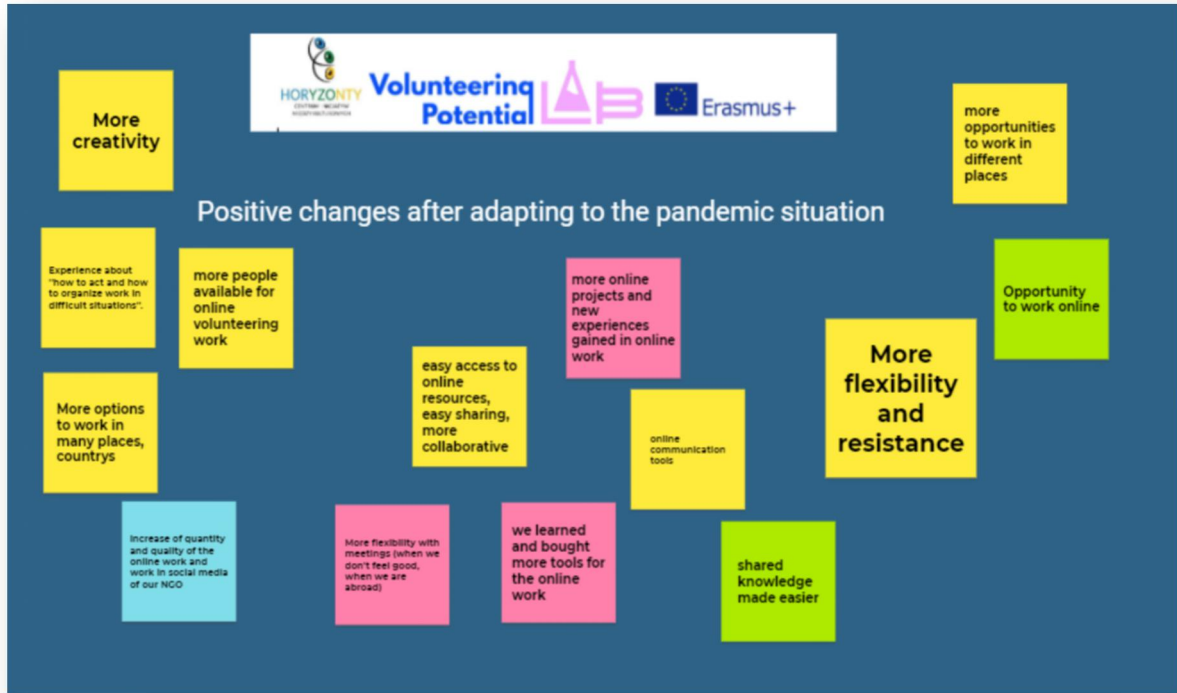
The pandemic itself has forced organizations working with volunteers to be flexible and manage new, previously unknown risks. That led to the development of COVID-19 Secure Operational Risk Assessments, tailored to the needs and threats of the organizations. Changes happened also in the management of volunteers and volunteering projects.

The participants of the Volunteering Potential Lab Evaluation Seminar mapped these changes, pointing out the negative and the positive ones.

Here are the results of their work:



Some of the participants were surprised that they could identify so many positive changes:



Many coordinators declared their willingness to use the developed communication methods and management tools also after the pandemic ends



## LEARNING THROUGH VOLUNTEERING

Learning through volunteering is surely learning by doing. There is potential in their coordinators and/or mentor to support such learning and enhance recognition of it.

Volunteers develop their competences by doing their tasks and simply experiencing. This is why Kolb's Learning Cycle can be useful here. It guides learners through the cycle of learning from experience.

Kolb's Learning Cycle consists of 4 elements and can be entered from any of it.

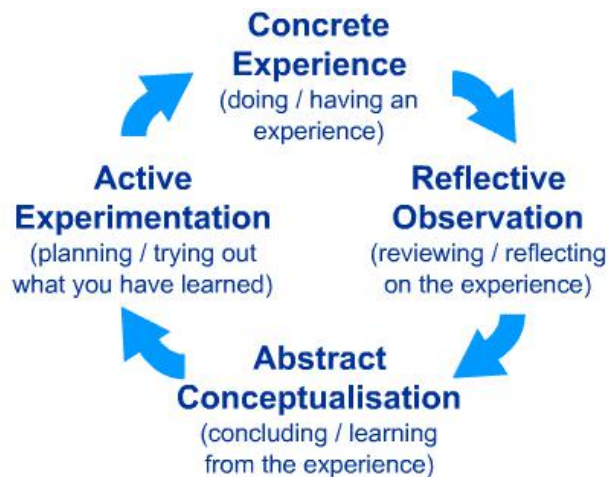


Photo 1: Kolb's learning cycle of learning

**CONCRETE EXPERIENCE** is...well...an experience, the doing, the acting that gives material for learning.

**REFLECTIVE OBSERVATION** is the phase of reflecting of what happened in the experience and possibly what emotions did it caused. So it's basically stating the facts.

**ABSTRACT CONCEPTUALISATION** is the phase of generalization and learning from the experience. It requires a bit of critical thinking in order to draw a conclusions that may be applied in „real life“, e.g. in the situation outside volunteering experience.

**ACTIVE EXPERIMENTATION** is the phase of implementation of what has been learned in the previous phase. It allows testing the conclusions. This phase can open a new Experiential Learning Cycle as trying out leads to a new Concrete Experience.

Notes:

1. Not every experience is a learning experience. Experience enables learning only if followed by reflection and generalizations (e.g. all the steps of Kolb's Learning Cycle).
2. Kolb's Learning Cycle is rather a spiral since the Active Experimentation leads to Concrete Experience.
3. This model can be used without any assistance. However not every volunteer is familiar with it, so some assistance from a coordinator or mentor is advised.

When it comes to assistance or supporting learning, **evidence-based practices** are worth mentioning. An evidence-based approach (or practice is the idea that practices ought to be based on scientific evidence. The goal of it is to eliminate unsound or outdated practices in favour of more effective ones by shifting

decision making from tradition and intuition to grounded scientific research (Deans For Impact: *The Science Of Learning*). In other words, if you want to support someone's learning, use the methods that are proven to work, not the ones you are used to using.

### **SO WHAT DO RESEARCHERS SAY?**

According to Deans For Impact Organization, there are some cognitive-science principles all educators (so also coordinators and mentors) should know:

- People learn new ideas by relating them to what they already know. This means that coordinators/mentors should make sure that volunteers have - or should provide them with - the background knowledge needed for understanding new content.
- People remember information better when they are given many opportunities to practice retrieving it from their long-term memories and think about its meaning.
- Problem-solving and critical-thinking skills are developed through feedback and depend heavily upon background knowledge.
- For people to transfer their abilities to new situations, they need to deeply understand both the problem's structure and context.
- Students will be motivated and successful in academic environments when they believe that they belong and are accepted to those environments. The same goes for volunteers and their organizational environment.



More information and explanation can be found in *The Science of Learning* by Deans For Impact on: <https://deansforimpact.org/resources/the-science-of-learning/>

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## **Pictures:**

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