

TEAM LEADER GUIDE

Volunteering
in Culture

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in Culture**

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Made by a project "Developing volunteering as a part of individual learning path" VOLUGRAM

The project team thanks everyone who contributed to the completion of this guide.

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This Guide is all about working with volunteers from the perspective of a Team Leader

If you are reading this material, you are probably a team member in an organisation/project that is involved in event management and you have worked with volunteers. Or maybe you are just thinking about joining this interesting world of working with people who are not monetarily compensated for their time.

We have gathered knowledge and the best practices from experts to help you on this journey. Being a Team Leader and working with volunteers may sometimes be a challenge due to the responsibilities assigned to you but it is never boring!

A great part of leading a team towards its goal is managing people and that requires certain competencies and skills from the Team Leader. Volunteers are a valuable part of any team, so it is worth investing your time and energy to plan for the best possible outcome.

Our intent was to make this guide as practical as possible to equip you with necessary information when working with volunteers. We cover definitions and options of the volunteer management process, and we will also guide you through the event management process. We encourage you to take your time and think about the “Take a moment” questions as these will help you to relate the information presented in this guide with your personal experience.

Feel free to use the practical tools listed in the last section of the guide in your everyday work and adapt them to your specific needs if necessary.

This guide was produced as part of the Erasmus+ Volugram project together with the Volunteer Coordinator’s Handbook. The two materials are intended to work together and complement each other.

Enjoy!

PERSONAS

Please meet our three Team Leaders, who have different levels of experience and competencies in event and volunteer management. They will help you on this journey throughout the guide!

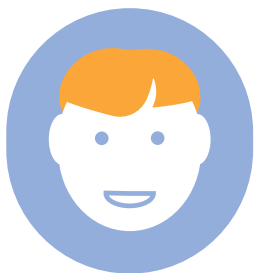


An inexperienced Team Leader

JANE is a 52-year-old active woman who has found her way into the world of volunteering thanks to her friend. She helps to manage events at the local cultural centre from time to time, contributing to the local community.

It is a small team, and since there is a lack of resources, Jane was offered to take on new volunteers and provide them with appropriate training. Although Jane has no previous volunteer management experience, she plans to use her life experience and empathy to succeed in her new role.

A somewhat experienced Team Leader



MARTIN is a 23-year-old student who has volunteered at the city's biggest film festival for the past three years. He started with ticket control and moved to the hospitality team, where his task was to receive film crews and assist them on site. Martin, who knows several foreign languages and is good at communication, was perfectly suited to this responsible role. The project manager noticed his potential and offered him the role of team leader.

Martin has no volunteer management experience, but he knows the specifics of his team and the tasks of the volunteers, having been in this role many times. In addition, Martin wants to find out what competencies he should hone to be a good leader and what is most important to prevent burnout in his new role.



A Team Leader with much experience

ANNA is a 34-year-old woman who manages the main stage at the biggest music festival in the region. She leads a team of nearly 15 volunteers who help the artists with technical preparations, carry out logistical tasks and assist with behind-the-scenes activities. Anna has a lot of experience in how to involve, train and manage volunteers.

As a result of her years of experience, Anna knows how important it is to create a safe and pleasant environment for volunteers and to be a reliable leader for them (especially for young people). After the end of another festival, Anna meets with her team of volunteers outside of work and spends time with them. During the year, she stays in touch with the volunteers on social media, and many will join Anna's team next year as well. She just needs to call for it!

TAKE A MOMENT...

- Which of the three Team Leaders do you relate to the most?

1. INTRODUCTION

1.1 Definitions

Volunteering refers to all forms of voluntary activity, whether **formal** (carried out in associations and organisations) or **informal** (self-organised and carried out outside the home). Volunteers act of their own free will, according to their own choices and motivations and do not seek financial gain. Volunteering is a journey of solidarity and a way for individuals and associations to identify and address human, social or environmental needs and concerns. Volunteering is often done in support of a non-profit organisation or a community-based initiative.¹

Volunteering is seen as a **way to promote life-long learning**, while civic participation is seen as having an **important contribution to the promotion of active citizenship**.²

Please consider your country-specific definition of a volunteer and volunteering and pay attention to the rules of other countries.

A **Volunteer** is a person who performs activities benefiting society by free will. These activities are undertaken for a non-profit cause, benefiting the personal development of the volunteer, who commits their time and energy to the general good without financial reward.³

A **Volunteer Coordinator** is responsible for all aspects of volunteering inside the organisation to meet its goals. The list of tasks may involve developing a volunteer strategy for the organisation, recruitment, screening, training, on-going supervision, programme planning and evaluation. As the size and form of the events for which volunteers are needed can vary (for instance, from carrying out workshops to conducting a major sport event), so can the roles and tasks of a volunteer coordinator.⁴

1 https://ec.europa.eu/archives/volunteering/sites/default/files/comm_pdf_com_2011_0568_f_en_communication_0.pdf

2 https://www.sociopolitical-observatory.eu/uploads/tx_aebgppublications/Working_Papier_no_2_Observatory_Volunteering_in_the_EU_Overview.pdf

3 https://ec.europa.eu/citizenship/pdf/volunteering_charter_en.pdf

4 <https://www.desjardins.com/ca/co-opme/business/tip-sheets/understanding-role-volunteer-coordinators/index.jsp>

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

1.2 Volunteer management timeline

There are different stages in volunteer management – starting with the development of volunteer programmes and ending with the monitoring and evaluating the programme and volunteer work.⁵ See below for an overview of the tasks performed by Volunteer, Team Leader and Volunteer Coordinator when managing an event.

This guide focuses on the Team Leader's role as an important part of the whole process. Please refer to The Volunteer Coordinator Handbook for more information on the Volunteer Coordinator's role and tasks.

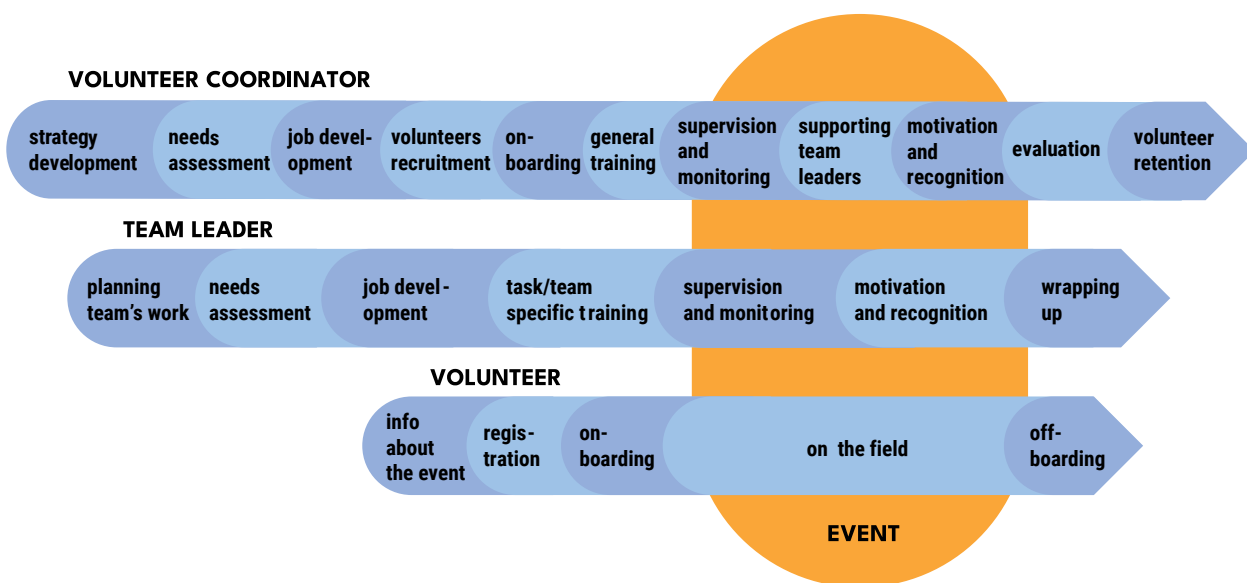


Figure 1. Volunteer management timeline

2. VOLUNTEER MANAGEMENT IN AN ORGANISATION

2.1 Volunteer management options

Organisations differ in size, structure and goals, resulting in varying approaches to volunteer management. The size, area of activity, financial resources, and the scale of the human resources department influence the “action space” for coordinating volunteers.⁶ Traditions of how an organisation has operated could be also a factor.

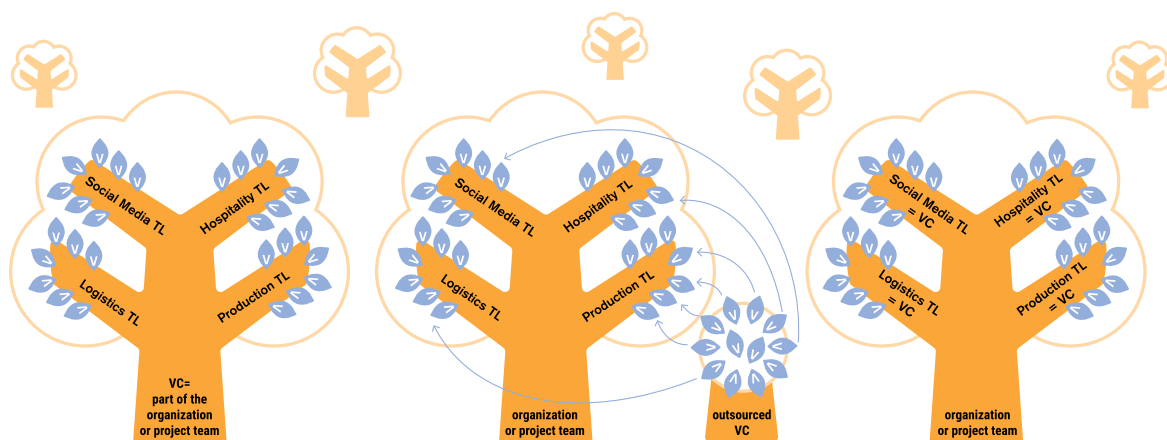
The capacity of an organisation to manage volunteers is an important factor influencing volunteer participation. There are various management models, and there is no single right method. It is vital to know the basics of volunteer management and how to apply the right methods based on the organisation, activities, and volunteer motivation expectations.

It is important to remember that volunteers are more productive if they are familiar with the values, goals, objectives and activities of their organisation.⁷

Below are some visual examples of how volunteer management could be organised. Please note that this is not an exclusive list as there are many organisational structures.

⁶ Studer, S., Sxchnurbein, G. Organizational Factors Affecting Volunteers: A Literature Review on Volunteer Coordination. In *Voluntas* (2013) 24:403–440

⁷ Volunteer Management Handbook, 2nd edition, Sarajevo 2017



An organization has a volunteer coordinator (VC) in the team who is responsible for the volunteer management process. VC is assigning volunteers to each Team Leader (TL). TL takes over and manages his/her team volunteers (V) during the event.

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

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

 - Volunteer, VC - Volunteer Coordinator, TL - Team Leader

Figure 2. Volunteer management options

TAKE A MOMENT...

- *What are the pros and cons of the options described above?*
- *Think about your organisation. Where are you **NOW**? How is a Team Leader placed in the organisation?*
- *Where do you **WANT TO BE** to have a well-established and effective volunteer management process? Feel free to draw your own organisational "tree" on a separate piece of paper.*
- ***HOW COULD YOU GET THERE?** What are the options to discuss with higher management?*

2.2 Team Leader's role and tasks

Below is a list of the tasks that you may perform as a Team Leader.⁸ **Please note that this is not an exclusive list** as the Team Leader's tasks and responsibilities may vary depending on the size and/or orientation of the event, and the structure of an organisation. If the team does not have a Volunteer Coordinator, the Volunteer Coordinator's tasks may be assigned to the Team Leader. For more information on Volunteer Coordinator's roles and tasks refer to the Volunteer Coordinator Handbook.

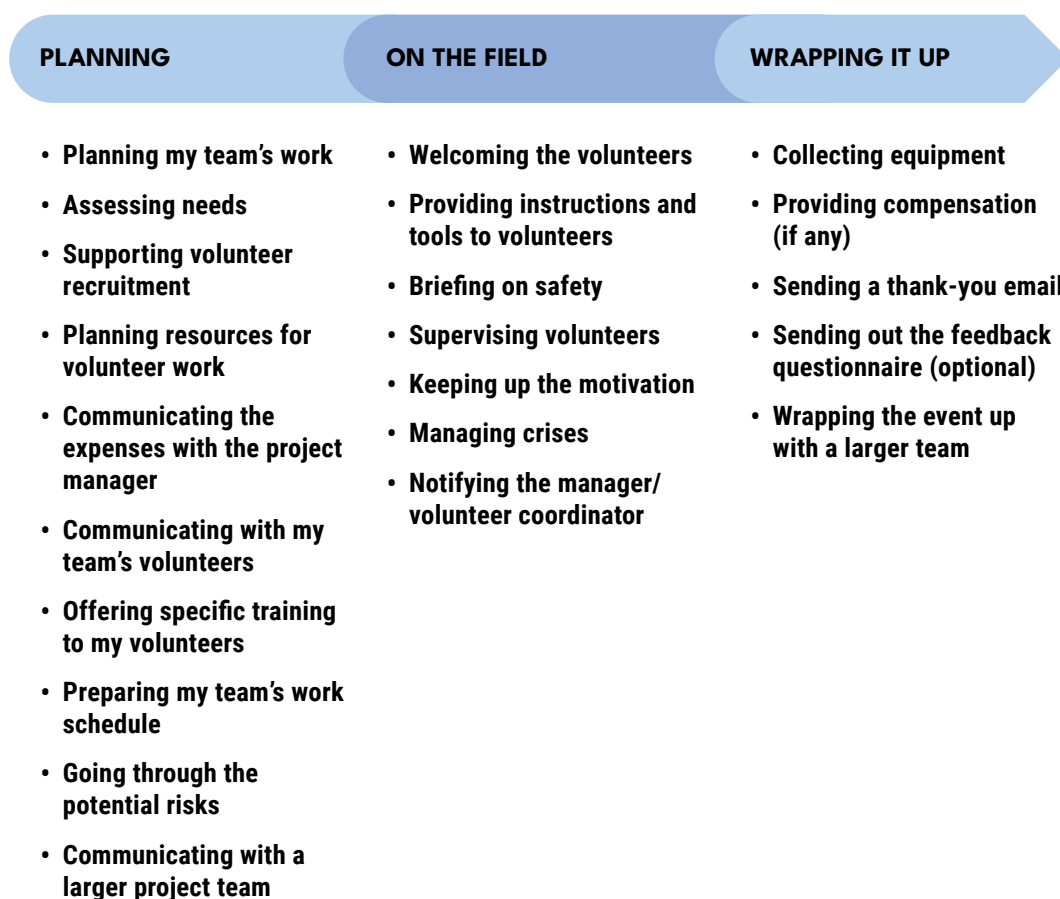


Figure 3. Team Leader's role and tasks

⁸ Erasmus+ VOLUGRAM project team

2.3 Tasks not the Team Leader's responsibility

Knowing what tasks are not part of one's responsibilities is sometimes just as important as knowing what is expected of your role. Here are some examples of what a team leader is not expected to do:

Micro-managing the volunteers – focus on managing the goal and communicating how you want the outcome to look. Then take a step back.

Solving the volunteers' personal problems – it may happen that some volunteers will demand more attention from you than expected. Be polite, but keep in mind that you are not responsible for solving personal problems.

Knowing all details of the event – the project manager and other team members are the correct persons to refer to in case of any additional questions.

Building the entire volunteer management system – this task is complex and requires time, competencies and vision that a Team Leader is not expected to have.

2.4 Essential competencies of a Team Leader

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

Key competencies are those which all individuals need for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society through lifelong learning.^{9,10}

The **Lominger competencies** were used as a framework in this guide to illustrate how competencies are distributed among Team Leaders depending on their level of expertise.¹¹

Please note that this is not an exhaustive list or an "absolute truth".

9 https://www.young-adult.lt.eu/glossary/detail.php?we_objectID=200

10 Learn more about David McClelland's competency theory here → <http://www.nwlink.com/~donclark/hrd/case/McClelland.html>

11 The description of Lominger 67 competencies is available here → <https://www.tralib.com/projects/2016/6/12/lominger-67-competencies-and-descriptions-for-leadership-training-cle3n>

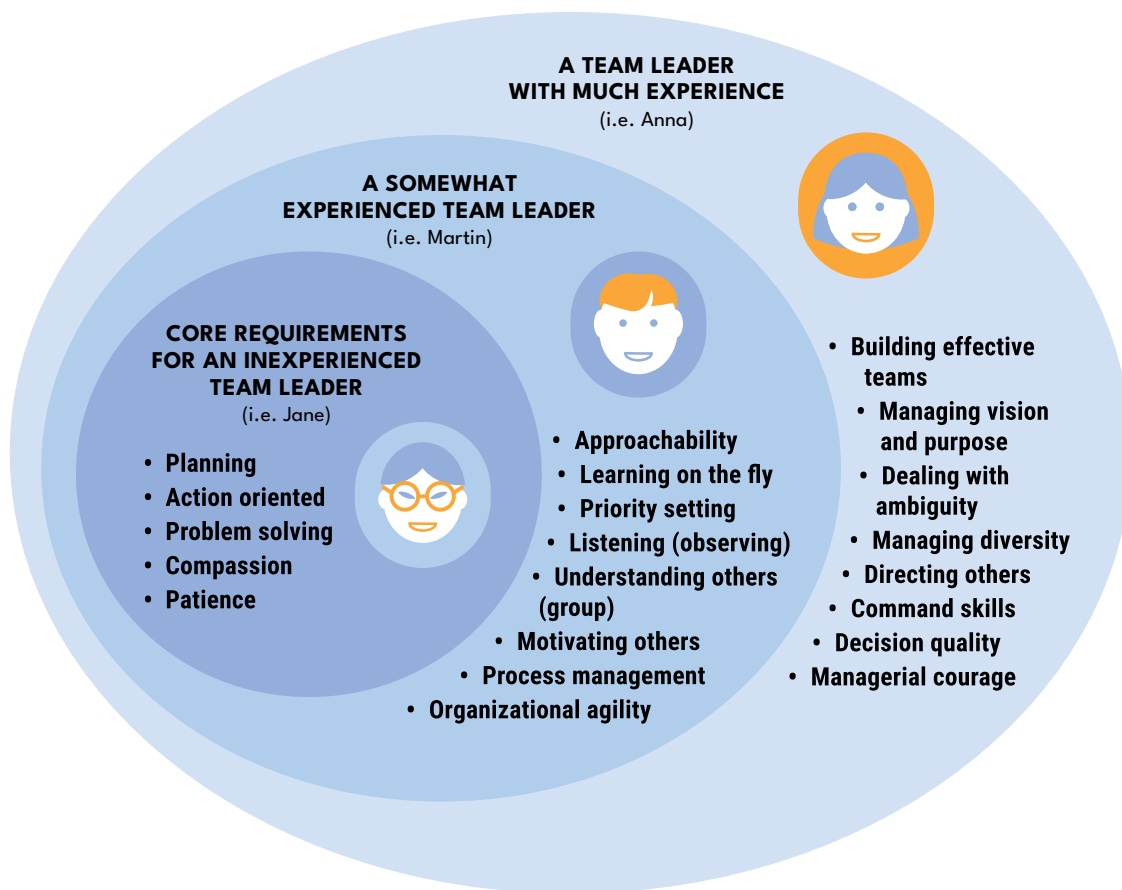


Figure 4. Distribution of competencies among Team Leaders with different levels of experience.

Each competency has action-based descriptions. All 67 competencies and their descriptions are available here ► <https://www.tralib.com/projects/2016/6/12/lominger-67-competencies-and-descriptions-for-leadership-training-cle3n>

TAKE A MOMENT...

- *What competencies do you **already possess** as a Team Leader?*
- *What competencies do you **need to acquire or improve** to become an excellent Team Leader?*
- ***How would you improve** those competencies? Write down the steps and resources you would need for achieving this goal.*

3. BEFORE THE EVENT

Planning is the most important stage in event management. It includes deciding on the team members and work schedule, training programme, tools and uniform. The success of your team depends on how well you plan it in advance.

Active competencies at this stage

● PLANNING

Accurately determines the length and difficulty of tasks and projects; sets objectives and goals; divides work into steps; creates schedules and assigns tasks and people.

● PROCESS MANAGEMENT

Good at figuring out the processes necessary to complete tasks; knows how to organise people and activities; understands how to separate and combine tasks into an efficient workflow; can simplify complex processes.

● MANAGING VISION AND PURPOSE

Creates an environment in which people want to do their best; can motivate many kinds of direct reports and team or project members; empowers others; invites input from each person and shares ownership and visibility; makes each individual feel that their work is important.

3.1 Responsibilities and tasks

Below are some questions you need to consider as a Team Leader during the preparation stage.

TASK	QUESTIONS	COMMENTS
Planning your team's work	<i>What are the goals and tasks of my team?</i>	You need to have a clear picture of the expectations for your team and the result.
	<i>What motivates me as a Team Leader? How do I show it to my volunteers?</i>	When you are working, it is easy to forget why you are doing this. As a Team Leader you need to be motivated to achieve great results, so your volunteers could feel the same.
	<i>What motivates my volunteers depending on age, experience level and other factors?</i>	You may investigate what motivates your volunteers before the event. Motivation is a complex topic, but each person does have their reasons for why they have decided to help you at a particular event.
Assessing needs	<i>What tasks could I assign to my volunteers?</i>	Keep in mind that there are tasks that only paid staff (service providers) may be assigned to do.
	<i>How many volunteers do I need in my team for particular tasks?</i>	Plan the number of volunteers with a small margin as last-minute drop-outs are common. However, avoid situations in which volunteers are "bored" at their stations as there are far too many of them.
	<i>What are the minimum skills for my volunteers?</i>	Think thoroughly about the tasks and find the most suitable volunteer for each position.
	<i>What is the minimum age of my volunteers?</i>	Find out what are the legal aspects in regards to volunteers age restriction in your country.

Supporting the recruitment of volunteers	<i>What channels should we use in our team?</i>	Consider channels that your potential volunteers are using (depending on age, occupation and field of interest).
	<i>How would I write a good announcement?</i>	A potential volunteer wants to know what will happen and where, what they need to do and what will they receive in exchange (why say yes). Do not forget to include a “call to action” with instructions on how to register. For more information and an example, please refer to the Volunteer Coordinator Handbook.
Planning resources for volunteer work	<i>What tools, if any, do my volunteers need for completing their tasks?</i>	If your volunteers need to use any equipment, plan where you will get them. Also, make sure you understand how to use it.
	<i>Do my volunteers wear uniforms?</i>	If you provide the volunteers with uniforms (t-shirts, caps), plan the amount and sizes with your project manager. Also, decide when the volunteers will receive it and whether they need to return the uniform after the event.
	<i>How are meals organised for my volunteers?</i>	Schedule lunch and dinner in advance for your volunteers. Communicate with the person responsible. Make sure that volunteers are properly hydrated. Consider any special diets.
	<i>Do my volunteers need help with transportation/accommodation?</i>	If possible, help volunteers with transportation and simple accommodation.
Communicating the expenses with the project manager	<i>Did I discuss the expenses (meals, transportation) of my team with a project manager?</i>	Discuss with your project manager ahead of time whether there are resources for compensating volunteers for transportation and accommodation.

Communicating with volunteers	<i>When should I send the first e-mail to my volunteers?</i>	The first email introducing you as the Team Leader and your team's work cannot be sent too close to the event's starting time. Your volunteers need to know details in advance and be able to ask additional questions if necessary. In your first email, inform the volunteers of the next steps and what is expected from them.
	<i>What communication channel will my team use during the ON THE FIELD stage?</i>	Determine the most efficient way to exchange information during the event (group chat, emails) Make sure everyone is aware of the chosen channel.
Team-specific training	<i>What kind of team-specific training do I provide to my volunteers?</i>	Depending on the complexity of the task and other factors, you may need to provide team-specific training ahead of time.
	<i>Where and when will I organise it?</i>	You might need to train your volunteers days before the event or give instructions on-site. Consider <i>online</i> training when possible.
	<i>Do my volunteers have the necessary skills?</i>	Plan the place and time for your training ahead of time (consider online meeting/training when possible).
Preparing the team's work schedule	<i>How long is the work day and how many shifts do I plan?</i>	Consider the complexity of the task and other factors.
	<i>Do I have information on the availability of my volunteers?</i>	Communicate with your volunteers in advance when you need their help, so they can plan accordingly and let you know about their availability.
	<i>Did I consider the age of my volunteers?</i>	Find out what are the legal aspects in regards to volunteers age restriction in your country.

Going through the potential risks and crises	<i>Did I go through the potential risks that are relevant to my team?</i>	A Team Leader needs to be aware of potential risks. However, risk analysis is not a Team Leader's task.
	<i>What emergency contact information should my volunteers know?</i>	You could give your volunteers a short note with important contact information, including your and emergency contact information. Find an example in Section 7.6 "Practical tools".
	<i>How do I cooperate with a Volunteer Coordinator or a larger team?</i>	General safety and risk management need to be discussed at a higher management level as it concerns all team members.
	<i>What common crises are related to my team's activities and how could I prevent them?</i>	You cannot predict all the situations that might happen, but you may go through the most common ones, and think about plan B whenever possible.
	<i>How do I prevent burnout?</i>	Take time to plan your work and personal well-being (rest), so the risk of burnout at the end of the event is lower.
Communicating with a larger project team	<i>How do I respect my colleagues and maintain professional relationships with other team members?</i>	Volunteers perceive the climate of the organisation based on the team members' communication.
	<i>Am I a strong team player?</i>	Teamwork is essential. Not only may you need help but offering a hand to others (especially) in a crisis could save the event itself.
	<i>What channels do we use within our team to communicate quickly during an event?</i>	You may need the help of your colleagues during the event, so make sure you have all the important phone numbers saved.

Section 7 "Practical Tools" contains the checklist that can be adapted to your specific event.

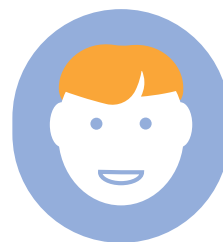
3.2 Common challenges

Even if you have spent a large amount of time and resources planning your team's work, there is always a chance that you will face the same challenges that your colleagues have. Why not learn from their experience? Below are some real-life examples of situations our three Team Leaders have encountered during the preparation stage:



JANE: *"I was organising a farmer's market in our community and invited five volunteers to help me out. The volunteers were ready on the day of the event, but I did not distribute the tasks beforehand because I thought I could do it on the spot. Unfortunately, I had to resolve other issues before the event started and important stations were left unattended by staff. It all happened while the market was already welcoming its first visitors which complicated the whole situation even further."*

MARTIN: *"I had already made a master plan for my team when last minute changes in the event agenda made the whole process more complicated. It resulted in difficulties when planning my volunteer resources for particular tasks as I was short on time."*



ANNA: *"The event was held far from the city and the logistics were complicated."*

"My project manager said that we were short of resources and could not compensate our volunteers for transportation costs."

TAKE A MOMENT...

- **What could our three Team Leaders have done to prevent the situations mentioned above?**
- **What challenges do you often face as a Team Leader during the preparation stage? How do you prevent and solve them?**

4. ON THE FIELD

There are crucial actions and tasks you need to perform as a Team Leader when an event is about to start. The better you have planned your team's work, the more confident you will be and the more likely you will enjoy the event itself!

Active competencies at this stage

● SOLVING PROBLEMS

Uses rigorous logic and methods to solve difficult problems with effective solutions; searches all fruitful sources for answers; can see hidden problems; looks beyond the obvious and does not stop at the first answers.

● MOTIVATING OTHERS

Creates an environment in which people want to do their best; can motivate many kinds of direct reports and team or project members; can identify each person's hot button and use it to get the best out of them; empowers others; invites input from each person and shares ownership and visibility; makes each individual feel that their work is important.

● DIRECTING OTHERS

Is good at establishing clear directions; sets stretching objectives; distributes the workload appropriately; lays out work in a well-planned and organised manner; maintains two-way dialogue with others on work and results; brings out the best in people.

4.1 Responsibilities and tasks

Below are some questions you need to consider as a Team Leader during the ON THE FIELD stage.

TASK	QUESTIONS	COMMENTS
Welcoming the volunteers	<i>When and where do I meet with my team's volunteers?</i>	Set aside time to welcome your team before the event and set the mood for the whole day. We tend to go straight to the point, but it is important to make volunteers feel comfortable.
Providing instructions and tools to volunteers	<i>What do I expect of my volunteers? What is not under their responsibility?</i>	Give clear instructions on the volunteers' tasks to avoid misunderstanding. Find out more information in Section 7.5 "Practical tools".
	<i>Did I distribute the equipment and train my volunteers on how to use it?</i>	Make sure your volunteers possess all the necessary equipment for their work, and they know how to use it.
Briefing on safety	<i>Do my volunteers acknowledge potential risks relevant to their work/event?</i>	Prevention where possible will always cost less than dealing with the consequences.
	<i>Have I instructed my volunteers on emergency contacts?</i>	It may be a paper/electronic note with important phone numbers. Find an example in Section 7.6 "Practical Tools".
	<i>Are my volunteers aware of what to do in case of harassment?</i>	Find more information about harassment in Section 7.8 "Practical tools".
Supervising volunteers	<i>How do I support my volunteers?</i>	Your volunteers need to feel your support as they cannot solve all the problems they will face alone.
	<i>How can I make my volunteers feel comfortable asking for my help/advice when needed? How approachable am I?</i>	Building trust between your team members will facilitate communication and prevent misunderstanding.
	<i>What do I focus on when giving feedforward/feedback to my volunteers?</i>	Find more information in Section 5.2. "Practical tools".

Keeping up the motivation	<i>How do I keep my volunteers motivated throughout the event?</i>	This may be challenging if you have a multi-day event. Consider relocating tasks/positions when a volunteer has a monotonous/hard task.
Managing crises	<i>How do I act during a crisis?</i>	Stay calm and avoid emotional responses (focus on solving the issue). Analyse how many people it affects and consider your solution based on it. Ask for help if necessary.
	<i>Am I familiar with the general safety plan of the event?</i>	You need to know whose instructions to follow in case of a general emergency.
Notifying the manager/ volunteer coordinator	<i>Where do I seek help from in the case of issues I cannot resolve myself?</i>	If your team has a Volunteer Coordinator, they should be contacted with issues related to volunteers. Feel free to ask for advice from other experienced team members when necessary.
	<i>How and to whom do I report my volunteers' performance?</i>	We tend to report negative aspects. Do not forget to also report positive aspects of the volunteers' input as it is valuable feedback for all parties (the Project Manager, the Volunteer Coordinator and other relevant team members).

The checklist that may be adapted to your specific event can be found in Section 7 "Practical Tools".

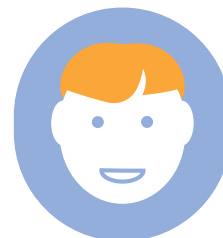
4.2 Common challenges

Below there are some real-life examples of situations our three Team Leaders have faced during the ON THE FIELD stage when managing an event.



JANE: *"Some of the volunteers of my team did not show up in the morning of the event and did not inform me about it. I could not reach them by phone. As a result, I was lacking people at important workstations and needed to resolve the issue as soon as possible."*

MARTIN: *"The flight of our film festival guests was delayed for several hours, and the volunteer responsible for this crew had to wait much longer at the airport than was planned in her schedule and she felt forgotten (she did not have any food and felt that she was wasting her time). I did not anticipate the flight delay and thus, I did not warn her about the possibility of a delay and did not prepare water or snacks for the volunteer to wait several hours at the airport at night."*



ANNA: *"Once our event started, I learned that one of my volunteers was not able to perform the tasks allocated to him. He did not inform me beforehand that due to his health condition (spinal injury) he was not allowed to lift heavy items and therefore could not help with the festival stage construction as planned. My energy and time were spent on quickly finding a replacement and a new suitable working station for him."*

TAKE A MOMENT...

- What could our three Team Leaders have done to **prevent** the situations mentioned above?
- What **challenges** do you often face as a Team Leader during the ON THE FIELD stage? How do you **prevent** and **solve** them?

5. WRAPPING IT UP

Your team did their very best and the main objectives were reached. You may feel relief and also pressure due to the activities that need to be done before enjoying well-deserved moment of relaxation. However, a strong team leader understands the importance of planning and collecting feedback/feedforward in addition to collecting/returning tools and saying “Thank you”. It requires planning and understanding of how to do it best.

Active competencies at this stage

● PLANNING

Accurately determines the length and difficulty of tasks and projects; sets objectives and goals; measures performance against goals; evaluates results.

● APPROACH-ABILITY

Is easy to approach and talk to; builds rapport well; is a good listener; is an early knower, receiving informal and incomplete information in time to take action.

● MANAGERIAL COURAGE

Says everything that needs to be said; provides current, direct, complete, and “actionable” positive and corrective feedback; lets people know where they stand; is not afraid to take negative action when necessary.

5.1 Responsibilities and tasks

Below are some questions you need to consider as a Team Leader during the WRAPPING IT UP stage.

TASK	QUESTIONS	COMMENTS
Wrapping it up ON THE FIELD	<i>Do I plan to meet my volunteers at the end of the shift/day?</i>	It is important to conclude the volunteer's work and clearly communicate the end of the assignment. It may only take 10–15 minutes to gather your team, give a brief overview on how everything went and thank them. It is a good moment to ask about the volunteers' general impression and feelings.
	<i>Do I need to collect the equipment?</i>	If necessary, make sure your volunteers return equipment that was given to them for the tasks.
Wrapping it up OFF THE FIELD	<i>Do I need to collect the expense receipts (if any)?</i>	Do not postpone this task if compensation was previously agreed upon. Make sure you have necessary details for making a reimbursement.
	<i>Will I send an email to thank my volunteers?</i>	Along with thanking your volunteers, you could ask them to share feedback, and/or invite them to the next event, if there is one. Make sure you have all of your volunteers' email addresses (contacts). You can ask them from the Volunteer Coordinator (if there is one).
Reflection on your performance as a Team Leader	<i>What went well and what could be improved? Do my volunteers have any thoughts on it?</i>	Analyse the challenges experienced (if any) and the solutions for their better prevention in the future. Do not forget to note what you are especially proud of.
	<i>How do I ask feedback from other team members that supports self-reflection and personal growth?</i>	You could mention to your colleagues beforehand that you would appreciate their feedback at the end of the event.
	<i>What do other team members think about my performance?</i>	Feel free to ask for colleague's feedback (what did I do well and/or what should I do differently next time) as it may help to reflect on your performance as a Team Leader.
	<i>Will I provide my feedback to the project manager/volunteer coordinator (if there is one)?</i>	Your input could be valuable and help to prepare for the next event.

Section 7 "Practical Tools" contains the checklist that can be adapted to your specific event.

5.2 Feedforward and feedback

Feedback focuses on what happened in the past, while feedforward focuses on what could be done differently in the future. Both are methods of reflecting and analysing. We suggest using **feedforward** in addition to traditional feedback. You can find some examples below.

If you plan to give **feedforward** **feedback** to your volunteers, you must...

- Make a plan – plan the TIME and PLACE and check the READINESS OF PARTNERS.
- Prepare for it. It is easier to determine and focus on what went wrong. Find positive (successful) aspects as well.
- Listen to your partner (give him/her a chance to speak).
- Discuss what could be done in the future.
- Ask your partner's opinion.

Please note that the following parts/roles could be included if applicable in the **feedforward** **feedback** process:

- **Volunteers** – giving feedforward/feedback to volunteers (how did an event go, was the goal achieved and what could be mastered in the future) AND asking for feedforward/feedback as well;
- **Volunteer coordinator** (if there is one) – valuable information on how you, the Team Leader, describe your experience managing the volunteers and what could be improved in the future; what could be done on the Volunteer Coordinator's end; how did the volunteers perform/feel as a part of the event;
- **Event producer** – may be done personally or when meeting with a larger project team;
- **Yourself** – a great possibility for self-evaluation.

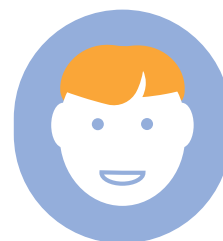
5.3 Common challenges

Below are some real-life examples of situations our three Team Leaders have faced during the WRAPPING IT UP stage when managing an event.



JANE: "I was so busy at the end of the day that I did not have time (actually I forgot!) to personally thank my volunteers after their work day/shift."

MARTIN: "The volunteers wanted to leave immediately after their shift, and I could not wrap up the team's work right after the event."



ANNA: "I wanted to gather feedback after the event via email or Facebook Messenger but the volunteers did not respond."

TAKE A MOMENT...

- **What could our three Team Leaders have done to prevent the situations mentioned above?**
- **What challenges do you often face as a Team Leader during the WRAPPING IT UP stage? How do you prevent and solve them?**
- **Practise giving/receiving *feedforward* instead of feedback with a friend or colleague (Do not forget to switch roles!).**

This Guide was all about working with volunteers from the perspective of a Team Leader

We hope that the knowledge and best practices from experts have helped you on this journey. From this guide you have learned the complexity of the tasks you have been assigned as a Team Leader, and the competencies that help manage others.

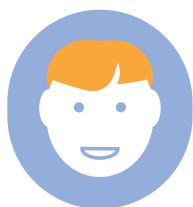
Feel free to adapt the practical checklists and other tools to your specific event to make them even more useful for you.

We hope you took time to reflect on your personal experience with the material presented in the guide and that it helped you in growing as a Team Leader when working with volunteers.

Keep in mind that while working with others may be challenging, it is always rewarding to see the end result that a well-working team can achieve!



JANE: *"I feel proud that I have stepped out of my comfort zone and contributed to the community as a Team Leader. Experienced colleagues offered their help aside from their own responsibilities. My volunteers were proactive and went above and beyond of what was expected from them. This experience taught me that if you are passionate and put effort into creating a safe environment, people will come along. I know I still have a lot to learn about managing and working with volunteers, but this experience has inspired me to take further action!"*



MARTIN: *"I was happy that I had the courage to accept the Team Leader's position. I learned a lot about myself and leading others. There were challenges, of course, but I took them as steps to grow. When the main project manager approached me on the last day of the festival and recognised my work, I felt more confident and valued as a team member. In the future, I want to focus more on the planning phase and create even better events!"*



ANNA: *"I was really happy that I could focus on motivating my team and bringing the best out of each member. It was already my eighth time as a Team Leader at our music festival, and it felt good to see that the system I have been developing for a long time works and makes my job as a Team Leader enjoyable and rewarding. I feel that I have mastered the competencies needed for project management and leadership, and it has also helped me a lot in my everyday life."*

6. LEGAL ASPECTS

Please refer to your country-specific legal aspects of volunteering (need for a volunteer agreement, volunteers under 18 years old etc.).

7. PRACTICAL TOOLS

7.1 “BEFORE THE EVENT” checklist

STATUS	DUE DATE	TASK
		Purpose and outcome defined
		Volunteers' tasks defined
		Volunteer profiles and numbers defined
		Information about volunteers' needs given to VC (if applicable)
		Work schedule prepared
		Work schedule sent to volunteers
		Trainings of volunteers planned (if applicable)
		Information regarding training/training materials distributed to volunteers (if applicable)
		Information on meals (incl. dietary) collected and given to the responsible person
		Transportation/accommodation needs collected
		Transportation/accommodation organised
		Volunteers' uniforms planned (sizes collected)
		Volunteers' uniforms available for distribution
		Equipment planned
		Potential risks and crises defined
		Expenses planned and discussed with PM (if applicable)
		Welcome/instruction email sent to volunteers



7.2 “ON THE FIELD” checklist

STATUS	DUE DATE	TASK
		Volunteers welcomed at the meeting/working point
		Uniform and tools provided (if not earlier)
		Instructions provided (training if planned)
		Safety instructions provided
		Instructions regarding the meals provided
		Equipment distributed
		Maintaining motivation and positivity
		Equipment collected
		Feedback collected (verbal)
		Manager/volunteer coordinator (if any) notified



7.3 “WRAPPING IT UP” checklist

STATUS	DUE DATE	TASK
		Everything on the field finished
		Equipment, uniform and other things collected (if any)
		Volunteers compensated (if any)
		Thank-you email sent
		Feedback gathered from other team members
		Self-reflection done
		Feedback provided to other team members



7.4 Work schedule

Whether you prepare and send your team's work schedule via email as a simple written text or via Excel/Google Drive, make sure that the following are included:

- Name of the team
- Name of the volunteer (if a person-specific email is sent)
- Work days and/or shifts (start/end of the shift)
- Lunch and other breaks
- Location (where a volunteer needs to come)
- Contact information of the person who a volunteer should inform about changes to his/her availability
- Any other relevant details/information

Tip:

If you have a large team, you may need to ask your volunteers about their availability before finalising a work schedule. In such case, give clear instructions on how and when do you expect this input (see an example below).

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

You could also use an application designed for this purpose (usually a paid service)

7.5 Written instructions for the volunteers

When providing your volunteers with written instructions, make sure to cover the following topics:

- The contact details of the person with whom a volunteer may interact/ask for help
- Role/task description
- Work schedule
- Food
- Transportation and accommodation (if any)
- Uniform (what to wear)
- Location of meeting point or volunteer's tent (if any)
- General good practices related to volunteering and to the event
- Special requirements in case of a pandemic
- Other important information

7.6 Sample emergency contact note

You can include emergency contact information in a document with written instructions, or prepare a paper/electronic note with important phone numbers.

Example:

IN CASE OF MEDICAL EMERGENCY, PLEASE CALL _____

IN CASE OF _____

IMPORTANT CONTACTS

- Team leader _____ (name), phone number _____
- Medical team of the event _____
- Race centre (if any) _____
- Other important numbers: _____

7.7 Communication tips

The way you communicate with volunteers or other team members affects cooperation. Below are some basic communication techniques you could practice. For more details, check out the relevant literature.

I-message

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

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

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

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

A study by Rogers, Howieson and Neame¹² concluded that it is better to communicate some perspective (i.e. self and/or other) than neglecting to do so in a conflict situation. When communicating perspective, their research suggests that using “I” statements to communicate both points of view (i.e. self and other) is more beneficial than communicating a single perspective. This approach promotes a greater sense of ‘feeling heard’, mutual understanding and openness, transparency, and honesty which maximises perceived politeness and minimises perceived hostility.

For additional reading ► [Thomas Gordon’s work](#); [Robert Bolton’s People Skills](#)

How to say no

There are some fears or doubts associated with saying no for fear of damaging relationships or gaining a reputation as a rigid and uncaring person. Saying no will not hurt relationships if you follow these three rules:

- **Clarity** – Be specific and understandable and avoid using excessive scattered explanations for saying no. No must be clearly spelled out.
- **Justification** – Give a brief explanation on why you are saying no at this time. Your justification should be sincere as people can understand when you are trying to spin the truth.
- **Limits** – you determine the extent to which no applies, for instance, volume, time, or location.

For additional reading ► [Manuel Smith’s When I say no, I feel guilty](#)

Giving instructions

Sometimes you might feel that even though you gave perfect instructions to your volunteers, the outcome is not what you expected. The 5-point instructions guidelines may be useful in avoiding such a situation.

For example, you may have instructed a volunteer not to allow spectators cross the road at a particular spot. One hour later you find out that your volunteer is disregarding this instruction. Your actions are as follows:

1. **Give a brief overview of the situation you are in.** Describing the situation, events or tasks ensures that you and your partner see the problem in the same

12 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5961625/>

way. “Today we have a running event with spectators and we must ensure the safety of both the runners and spectators. To accomplish this, we have planned safe track-crossing places for spectators.”

2. **Give clear instructions on what must be done.** “You need to ask people to cross the road 50 meters further from this spot and not let anyone cross the road here.”
3. **Explain the reason for the instruction.** If you have an idea of what the end result should look like, describe it. “Our runners are focused on the race and are not able to react instantly when somebody steps on the track.”
4. **(Pay attention.** If there are any special circumstances, they must be clarified. It is not always necessary to use this point, but if problems are expected to rise while completing the task, then the person can prepare for them.) “Please note that this spot has especially poor visibility due to the sharp bend, therefore it is crucial that nobody crosses the track here.”
5. **“Talk to me.”** Ask your partner to reflect on what they heard from your instructions. You also need to give the person the opportunity to ask questions to make sure they have understood their role and task correctly. “To ensure whether I have given you all the necessary information, could you please tell me where you are going to direct the spectators for track crossing?”

Feedforward/feedback

For additional reading ► [Marshall Goldsmith's work](#)

7.8 Harassment – recognition and actions

As a Team Leader there might be situations where a volunteer will come to you and tell you about a situation where he or she has been a victim of harassment. It is important to know what to do, how to act and what you can and cannot promise the volunteer in such cases.

What is harassment?

Harassment occurs when a person is subjected to unwanted negative actions or statements, which are or are intended to be offensive, intimidating, hostile, degrading or humiliating. Harassment can also include the absence of actions, such as withholding important information.

Harassing behaviour has many expressions and forms. Harassment might be directed at the person you are (for example, your personality or appearance) or at workplace conditions (for example, professional denigration or workload distribution).^{13,14}

13 <https://www.altinn.no/en/start-and-run-business/working-conditions/employment/ban-on-harassment-in-the-workplace/>

14 https://lovdata.no/dokument/NL/lov/2017-06-16-51/KAPITTEL_2#%C2%A713

Harassment can happen directly through words and actions as well as indirectly.

Harassment includes, but is not limited to:¹⁵

- Unwanted sexual attention
- Reprimanding in front of others
- Ignoring someone or making them feel invisible
- Ridicule
- Withholding crucial information
- Condemnation regardless of your actions
- Inflicting shame and guilt
- Hurtful banter and teasing
- Torment
- Exclusion

Harassment may happen just once or as a part of a pattern. If it happens only once, it must be severe enough to be considered harassment. This does not mean that the person's actions were acceptable, but they will not be considered harassment.^{16,17}

If the harassment is of a sexual and severe nature, it should be reported to the correct authorities.

What to do if a volunteer reports harassment to you?

- Talk to the volunteer, find out what happened and whether it is something that has occurred before and ask them if they agree to sharing the information with the appropriate people in the organisation.
- If the volunteer agrees and depending on the severity of the harassment, bring this up the chain of command. This should be done in writing. If a volunteer or another team leader is the one being accused of harassment, tell your volunteer coordinator. If the one being accused is the volunteer coordinator, inform the next person in line, and so on.
- If the volunteer does not want the information to be shared with others, let them know that you support them, but it might be difficult to end the harassment. Do not push them to report it further and just be honest with them about the situation.

Harassment procedures

It is up to your organisation to develop procedures for what to do in the event of harassment reports. But it is your responsibility to know these procedures and to make sure that volunteers know these as well as who to report to. If no such procedures have been introduced to you, ask your volunteer coordinator for them.¹⁸

¹⁵ <https://www.arbeidstilsynet.no/tema/trakassering/>

¹⁶ <https://www.altinn.no/en/start-and-run-business/working-conditions/employment/ban-on-harassment-in-the-work-place>

¹⁷ https://lovdata.no/dokument/NL/lov/2017-06-16-51/KAPITTEL_2#%C2%A713

¹⁸ <https://www.altinn.no/en/start-and-run-business/working-conditions/employment/ban-on-harassment-in-the-work-place/>

Volunteers should be informed of the procedures in writing, for example, in an email before the event, so that the volunteer has the necessary contact information to report to the relevant person. However, you can also inform them orally when you meet before the event.

Take a moment to learn more about the harassment policies in your country and/or organisation.



VOLUGRAM