



Manual for the curricula of training courses for persons responsible for work with volunteers

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1. INTRODUCTION

A considerable part of the voluntary engagement in Austria is carried out within organisations: a third of the population over 15 years of age in Austria carries out such 'formal' voluntary work. Alongside their time, these volunteers also contribute many abilities and skills to their respective field of deployment.

It is indisputable that voluntary engagement is of enormous significance in our society and for the individual organisations involved. Many services could not be provided without this engagement. Organisations in which volunteers are engaged are therefore called upon to provide them with professional guidance from the beginning to the end of their period of deployment. Only in this way

- can volunteers be integrated as well as possible
- can they quickly get to know the structures and processes of the organisation, and
- start to work in accordance with their motivation and competences.

These are important prerequisites for a successful long-term engagement and a win-win situation for all those involved.

In order to do justice to the volunteers' need for guidance and integration into the organisation, specific contact persons are required for them. These volunteer coordinators should be continuously available and have completed relevant training courses. The responsibility for the integration of volunteers is not a task which can be carried out as a sideline: the coordination of volunteers requires special personal and specialist competences. These requirements go far beyond administration and their function as contact persons for the volunteers. Volunteer coordinators also play a significant role in the field of leadership and management responsibility. Volunteers want to feel needed and to participate in meaningful activities. To do so they require orientation, guidance, attractive goals and regular feedback.

In addition: the motives for voluntary engagement have become more diverse in recent years. This also makes it necessary to have various forms of recognition. Contact persons in organisations have to be able to deal with a wide range of motives and new requirements. Only in this way can the potential of volunteers be utilised in the best possible way – both for the benefit of the organisation as well as in the interests of the volunteers.

In order to be able to cope with these demanding tasks in an optimal way, thorough training is necessary. In recent years, numerous non-profit organisations in Austria have enabled those members of staff who are responsible for cooperation with volunteers to undergo training as volunteer coordinators or managers.

Until now, the existing courses have orientated themselves to varying extents towards the Manual for the Development of Courses for Volunteer Advisors produced by the Ministry of Social Affairs, the second edition of which was published in 2008.

A comprehensive analysis commissioned by the Ministry of Social Affairs in 2015/16 provided a detailed analysis of the existing training courses for volunteer coordinators in Austria. The study established that there were common elements as well as differences with regard to contents and realisation. The current providers of training in Austria were involved in the analysis. This international comparison made it possible to analyse training courses from Germany (Akademie für Ehrenamtlichkeit, Beratergruppe ehrenamt, Freiwilligenagentur Hamburg) and Switzerland (Benevol).

This manual was subsequently conceived and developed on the basis of this evaluation, the existing knowledge based on experience, and skills developed in the field. The new manual is characterised by:

- its consistently practical orientation
- the use of standardised concepts, and
- a description of the individual learning fields which is orientated towards learning outcomes.

The latter facilitates the visibility of the learning outcomes in the respective learning fields. These learning fields include skills which are important when working with volunteers. With this approach, the quality of the courses becomes comparable, and potential participants can see what they can expect in and from the learning fields. The orientation towards learning outcomes is also of significance with a view to the Austrian National Qualifications Framework (NQR), which offers a tool to compare the different qualifications systems.

This manual provides persons who are responsible for the conception and realisation of training courses with a basic framework for the design of modern and practically-orientated further training offers. It is in line with modern standards in the work with volunteers and remains within a framework which is realistic and thus easily achievable. The curriculum is conceived in such a way that it can be flexibly adapted to specific requirements (e.g. for certain target groups or for certain regional or institutional challenges in the work with volunteers).

And thanks to this manual there is now a standardised framework for educational measures for those responsible for volunteers which also facilitates national and international comparisons. In addition, the orientation of training courses towards the learning fields described in the curriculum is a pre-requisite for the possible receipt of subsidies from the Ministry of Social Affairs. If required, the conditions and possibilities related to subsidies have to be clarified in advance before the course is held. A training course which is

coordinated with the Ministry of Social Affairs makes it possible for a final certificate to be issued in accordance with the ministry's template. This makes the standards of the respective organisation in its dealings with volunteers visible and thus strengthens the positioning and image of an organisation which works with volunteers. This in turn increases the chances of winning over new and committed volunteers.

2. DEFINITION OF TERMS

In order to explain the following differentiations made between the courses and their contents, the fundamental concepts need to be clarified. The definitions and differentiations were drawn up together with the current providers of courses and form the basis for the concepts of the courses.

2.1. Cooperation with volunteers

Cooperation with volunteers is understood here as the direct cooperation with such persons which involves only a minor degree of leadership and/or responsibility for the structure or organisation of their involvement.

An example of this is a specialist carer for older people in a senior citizens' centre who is in daily contact with volunteers there. Here it is about cooperating with as little friction as possible and having an understanding for the particular qualities of voluntary engagement. However, the specialist carer does not have a higher-level function and is not responsible for creating and further developing general framework conditions for the engagement of volunteers in the organisation.

At the same time, organisations which work with volunteers frequently have few formal structures or are organised entirely on a voluntary basis.

Examples of this are voluntary initiatives which have been created since 2015 as a response to the refugee crisis. With regard to their structure, they exhibit considerable differences: some initiatives have officially founded an association, some work without an organisational framework, and some are directly affiliated to an organisation or structure their activities together with the organisation.

In this case, the target groups for participation in the courses are:

- volunteers who have taken on the task of organising the cooperation with volunteers, or
- full-time staff of organisations who have the job of ensuring successful cooperation with initiatives or volunteers.

Due to the heterogeneous nature of volunteers' initiatives (e.g. their composition, activities, goals and their genesis), their regional and organisational specifics should be integrated into the planning of courses. This ensures an optimal level of practical and field orientation.

A compact version of a course can also be meaningful as an additional qualification within the framework of other training courses (e.g. social management, social work, palliative care) or can complement them, given that a basic knowledge of working with volunteers is taught here. Many of the participants of such training courses will be working together with volunteers in the course of their careers and will thus be well-prepared for this.

The curriculum 'Voluntary Engagement compact: working together with volunteers' was developed for all such situations and requirements (see chapter 3).

2.2. The coordination of volunteers

The coordination of volunteers refers to a function which goes beyond mere cooperation with volunteers (see above). It includes management responsibility as well as the design of corresponding framework conditions for volunteers and the deployment of volunteers. The detailed list of the wide range of tasks (see point 4.2.2) reveals the extent of the services and the responsibility which is related to this function. Volunteer coordinators have a clearly defined position and role with regard to volunteers. Their degree of integration into the organisational structure is correspondingly strong. Examples are teams of volunteers in residential and nursing homes for whom there is a main contact, but who – in the departments – work directly together with full-time employees. Both the organisation as well as the teams of volunteers exhibit a corresponding size and number.

A good preparation for such complex challenges is offered by the Coordination of Volunteers curriculum with its practically-oriented learning fields (see chapter 4).

2.3. The management of volunteers

Volunteer management is a higher-level management task. It signifies the assumption of responsibility for volunteer coordinators who have been assigned to the person in question and the strategic co-design of an organisation's focus with regard to the work with volunteers. Volunteer management is thus located in the senior management level of an organisation. The target group for relevant further training are senior managers who carry out corresponding tasks. The size of the organisation and the number of volunteers are important underlying factors in volunteer management.

An example of this are the emergency services. Their organisation is of a certain size, has a large number of volunteers working for it as well as several volunteer coordinators (e.g. in the individual districts or areas of deployment). Here again, regional, organisational and sectoral specifics need to be taken into account.

No specific curriculum is assigned to the function of volunteer management in this manual. The qualifications required which go beyond the skills of volunteer coordination (see Chapter 3) can be covered by a small number of additional modules (see point 4.4.2).

3. CONCEPT FOR THE COURSES 'VOLUNTARY ENGAGEMENT COMPACT: WORKING TOGETHER WITH VOLUNTEERS'

3.1. The framework conditions of the 'Voluntary Engagement compact: working together with volunteers' courses

General educational goal

The primary goal of this short course is to provide a general understanding of the topic of working together with volunteers. With this compact course, persons who come into contact with volunteers in their everyday work

- because their fields of work overlap,
- because they work for the same target group/group of persons, or
- because the work of a small initiative is primarily taken on by volunteers

obtain insights into the specific characteristics of voluntary engagement and knowledge of how dealing with volunteers can be designed in such a way that it is of benefit for both sides.

Extent/ time required

The scope and structure of the Voluntary Engagement Compact curriculum was designed on the basis of the considerable experience of current providers of training courses.

The course contains 16 units of 50 minutes each. It consists of four learning fields with four units each.

We recommend completing the short training course within a maximum period of four months in order to enable the participants to have a learning experience which is as intensive and continuous as possible.

Organisation/ infrastructure

- Clear responsibilities and defined contacts are required.
- The structure of the training course must be clearly recognisable for the participants.
- The course location should be easily reachable with public transport and must be equipped for the needs of adult education.

Methodological/didactic fundamentals

The trainers must be competent in their specialist field as well as suited to the task at a personal level. For each module, only one trainer or continuously working team of two trainers should be deployed. It is important to ensure that there is an optimal information flow between the individual modules and trainers in order to avoid repetition of the contents and to deal with group dynamic processes in a proactive way.

The methodological and didactic principles must be orientated towards the standards of adult learning. This means that various teaching and learning methods (method mix) are used in order to increase the effectiveness and efficiency of the teaching and learning.

Theory and practice should relate to each other throughout the course. A special focus should also be placed on inter-generational and gender aspects.

Completion of the course

It is expedient that the participants are continuously present during the course. Whether it is possible to retake missed sessions or modules and how this can be done should be clarified in advance. For a training course which has been coordinated in advance with the Ministry of Social Affairs, a final certificate can be issued in accordance with the ministry's template.

3.2. The structure and content of the 'Voluntary Engagement compact: working together with volunteers' courses

The main themes and contents of this short course ensure as broad as possible an insight into voluntary engagement. The following overview covers the learning fields and provides examples of contents and issues:

3.2.1. Understanding volunteers

4 units of 50 minutes each

The goal of this learning field is to create a basic understanding of voluntary engagement. This covers the basic conditions as well as the volunteers themselves and their wishes and needs. Sound, empirically-validated knowledge, a theoretical background and current developments are taught in a way which is orientated towards their practical use and towards the target group.

- **The motivation and motives of volunteers**
 - Which different motivations and motives do volunteers bring with them?
 - Which expectations do they have?
 - What does this mean for their respective field of deployment?
 - How have these motives changed over time?
- **Definitions of honorary positions and volunteering**
 - What do these terms mean?
 - What are the differences and what do they have in common?
 - How and why have honorary positions and voluntary engagement changed in recent years?
 - Which effects and influences does this have on formal voluntary engagement?

- **Distinguishing between voluntary engagement and paid work**
 - Which criteria are decisive for drawing a line between them?
 - What significance does this differentiation have in practice?
 - How can clarity be achieved (e.g. assignment agreements for volunteers)?
- **Acquisition of volunteers**
 - Which possibilities are there to acquire new volunteers (tools...)?
 - Who is responsible for this?

Learning outcomes

Those persons who have completed this learning field are aware of their own approach and the psychological background to voluntary engagement. They are aware of the essential differences to paid work and can deal with the specific attitudes of volunteers which result from this. They are well aware of the various motivations which lead people to become volunteers and how they can intensify them.

3.2.2. Communication with volunteers

4 units of 50 minutes each

The goal of this learning field is a fundamental understanding of the great significance of communication for successful cooperation between volunteers and between volunteers and regular employees.

- **Communication skills**
 - Which ways of managing conversations are there?
 - What are the basic rules for constructive, empathetic conversations?
- **Teamwork, participation**
 - What do teamwork and opportunities for participation in decision-making mean to volunteers?
 - What are the features of a good team, and which conditions does a good team require?

Learning outcomes

Persons who have completed this learning field have internalised the fact that cooperation with volunteers is dependent on good relationships and particularly on successful communication. They are aware of the different factors involved in holding good conversations and can apply them in practice. They are familiar with the individual phases of team development and can deal with them. Those who have completed the course know that information and having a say are important factors in a person's identification with an organisation or facility.

3.2.3. The 'volunteering trajectory': From a positive entry to a successful exit

4 units of 50 minutes each

This learning field aims to raise awareness of the individual phases which volunteers pass through in their work. The intention here is to make the overall course of their engagement consistent and harmonious.

- **The beginning**
 - What are the most important prerequisites for a good start?
 - What significance does an induction phase have?
 - How can one recognise a successful start?
- **Recognition culture**
 - Why is recognition so important for volunteers?
 - Which possibilities and tools are available to provide recognition?
 - Where and how can a culture of recognition be incorporated into an organisation? Who is responsible for it?
- **Fundamental elements of administration work in relation to volunteers**
 - Which administrative tasks are necessary in the context of voluntary engagement?
 - What do volunteers need during their engagement (e.g. further education, recognition, opportunities for reflection)?
- **When it is time for volunteers to leave**
 - How can their exit be structured?

Learning outcomes

Persons who have completed this learning field are familiar with the different phases in the trajectory of volunteering. They can make the first contact with new volunteers positive, ensure that the cooperation works for both sides during the engagement, and can accompany the end of the period of volunteering in such a way that volunteers can be given a fitting farewell. In addition, course participants have become familiar with the essential prerequisites for carrying out administration work in relation to volunteers in an efficient way.

3.2.4. The social context of voluntary engagement

4 units of 50 minutes each

This learning field focuses on general developments in voluntary engagement, the personal attitude of unpaid and voluntary workers to their engagement, as well as the relevant legal context. This learning field is particularly suitable for orientating the contents towards organisations and target groups.

- **Figures, data, facts**
 - Which relevant developments are there?
 - In which fields do volunteers work? How is the voluntary work progressing?
- **Status in civil society**
 - Which significance and which status does voluntary work have in our society?
 - Which positive and negative developments can be observed?
- **Personal positioning**
 - What is my own attitude to the topic?
 - Which positive and which critical aspects are relevant for me?
- **Legal basis**
 - Which legal aspects have to be taken into consideration?
 - Which significance do the issues of insurance and insurance cover have for volunteers?
 - Which rights and obligations do volunteers have?

Learning outcomes

Persons who have completed this learning field are familiar with the social significance of voluntary engagement. They are aware of the opportunities and limits of voluntary engagement. They have developed a considered attitude with regard to the deployment of volunteers which provides them with orientation in their cooperation with volunteers in their working environment. A knowledge of the legal basis increases their feeling of security when making decisions.

4. CONCEPT FOR COURSES FOR VOLUNTEER COORDINATORS

4.1. Quality goals in the work with volunteers

The following ten quality goals provide a tried and tested orientation framework for the work with volunteers. They make it clear which issues and developments are important for the work of volunteer coordinators and their training.

1. Mission profiles for volunteers
2. Induction phase and trial period
3. Support and guidance for volunteers
4. Responsibility and participation in decision-making
5. Reimbursement of costs
6. Insurance
7. Further training and continuing education
8. Exit
9. Certificates
10. Recognition

4.2. The job profile of volunteer coordinators

Job profiles for volunteer coordinators specify the abilities and knowledge required for this work. By means of a job profile, the training needs of volunteer coordinators and their positioning within an organisation can be clarified. The training course for volunteer coordinators is linked to this profile and relates its themes and content to the functions which have to be fulfilled by the coordinator.

4.2.1. Creation of the job profile

Within the framework of a discussion on the scarcity of resources for the wide variety of tasks faced by volunteer coordinators, members of the Vienna Platform for Volunteer Coordination (an association which has existed since 2010 for the transfer of knowledge between coordinators and for the further development of quality in the work with volunteers) listed the essential tasks of volunteer coordination. This revealed the wide range of activities which high-quality coordination of volunteers covers. For this manual, the job profile was updated in spring 2017 and further elaborated.

4.2.2. The job profile

It is recommended that the person holding the position or function and the responsible line manager jointly draw up the profile. In this way, the maximum possible level of identification with the function as well as full acceptance on the part of management can be ensured. The

following job profile which is provided as an example should be adapted to the size, structure and requirements of the organisation.

4.2.2.1. Job profile of volunteer coordinators

1. Task profiles for volunteers

- Needs assessment and definition in coordination with full-time employees and customers
- Drawing up task profiles for volunteers

2. Initiation and realisation of projects with volunteers

- Planning and carrying out projects with volunteers
- Integrating volunteers into such projects

3. The acquisition of volunteers – public relations work

- Entry into and updating of volunteers' platforms
- Participation in fairs, conferences etc.
- First point of contact (telephone, mails etc.)
- Holding information events
- Preparation of press releases / articles and representation at PR appointments
- *(in coordination with marketing, public relations work and volunteer management)*

4. Selection/placement of volunteers

- Carrying out initial interviews
- Matching with target group/ target persons/ clients/ customers
- Providing support during trial period

5. Guidance for volunteers

Support for volunteers

- Intake/ concluding a written agreement with volunteers
- Introduction/ induction
- Introducing new volunteers to full-time employees who will be working with them
- Ongoing support:
 - Interviews to provide encouragement and motivation and to reflect (individually or in groups)
 - Conflict and crisis management/ mediation
 - Organisation and management of exchange events
- Voluntary work certificate (proof of voluntary work carried out)
- End of voluntary work:
 - Concluding interview and design of an exit scenario for volunteers

Promoting bonding

- Being a continuous contact
- Structuring recognition and appreciation/ a culture of thanking
- Informing volunteers about specialist and strategic goals of the organisation
- Promoting the participation of volunteers
- Promoting team formation and corporate identity

6. Skills training for volunteers

- Establishing the need for skills training
- Passing on information about skills training needs to the volunteer management of the organisation
- Organisation and carrying out of further training

7. Internal networking

- Integrating voluntary engagement in the organisation and boosting its profile
- Interface between volunteers and full-time employees: interface management between full-time and voluntary staff
- Interface between volunteers and the volunteer management
- Internal PR and lobbying work

8. External networking

- Interface between volunteers and external organisations
- Cooperation/ exchange/ active networking with associations and volunteer coordinators in the region
- Lobbying work
- Sharing cooperation projects (e.g. CSR projects)

9. Organisation and administration

- Creation and continuous adaptation of suitable framework conditions for the deployment of volunteers, coordination of the processes within the organisation
- Ensuring the flow of information (between full-time employees, volunteers, family members etc.)
- Gathering and maintaining data
- Recording of hours worked
- Administration of cost reimbursement
- Registration of volunteers with the insurance company, and if necessary making insurance claims
- Preparation of data for quality management surveys
- Keeping minutes of the meetings of teams of volunteers
- Evaluation of voluntary engagement in one's own organisation

4.3. Framework conditions for training courses for volunteer coordinators

General educational goal

Training courses for volunteer coordinators should enable their participants to:

- integrate the volunteers into the organisation;
- ensure suitable framework conditions in the organisation;
- match the abilities and skills of volunteers with suitable tasks;

- guide volunteers to success in their activities;
- guide the group of volunteers well;
- develop the resources of volunteers

and in this way making a significant contribution to the satisfying and successful deployment of volunteers.

Target group

The target group are full-time employees who have been entrusted with the task of the coordination of volunteers (e.g. specialist social workers from residential and nursing homes).

For this target group, it is also important to take regional (e.g. differences related to acquiring volunteers in rural and urban areas) organisational and sector-specific requirements into consideration (such as the social sector, the environment and sports).

Extent/ time required

The scope covered and the structure of the curriculum were established on the basis of the considerable experience of providers of training courses.

The Volunteer Coordination course is not based on the Voluntary Engagement course (see chapter 3), which is therefore not a prerequisite for this course. In order to be able to obtain possible subsidies from the Ministry of Social Affairs, the course has to contain at least 56 units of 50 minutes each. These 56 units convey the necessary basic competences in seven learning fields. On the basis of this, three additional learning fields on the extension of competences can be offered. The learning fields can be extended by additional topics – e.g. issues specific to the organisation.

It is recommended that the course be carried out over a period of at least six months. In this way, in-depth assimilation processes are encouraged, and reflection within the framework of the Practical Orientation learning field is facilitated.

Organisation/ infrastructure

- Clear responsibilities and contacts are required.
- The structure of the training course must be clearly recognisable for the participants. In this interests of quality assurance, continuous support and guidance should be provided during the course.
- In order to reach the desired target group (see above) of the course and to fulfil the expectations of interested persons in the best possible way, a suitable selection and admission procedure (e.g. including an interview, questionnaire and a letter of motivation) is recommended.

- The course location should be easily reachable with public transport and must be equipped for the needs of adult education.

Methodological/didactic fundamentals

The trainers must be competent in their specialist field as well as suited to the task on a personal level. For each learning field, only one trainer or continuously working team of two trainers should be deployed. It is important to ensure that there is an optimal information flow between the individual learning fields and trainers in order to avoid the repetition of contents and to deal with group dynamic processes in a proactive way.

The methodological and didactic principles must be orientated towards the standards of adult learning. This means that various teaching and learning methods (method mix) are used in order to increase the effectiveness and efficiency of teaching and learning. In the context of the course, blended learning (a combination of classroom events and e-learning) is used.

It is especially important that theory and practice are consistently related to each other. In addition, intercultural and gender aspects should be taken into account.

Obligatory quality criteria

In order to obtain possible subsidies from the Ministry of Social Affairs, the following quality criteria must be adhered to:

- The course must include a minimum of 56 units (= basic competence).
- Continuous support and guidance for participants must be provided by the respective course leader or their deputy.
- In order to ensure suitable quality levels, an evaluation of the course should be carried out. To do so, appropriate evaluation instruments must be applied and the results evaluated in writing and in an understandable way.

Completion of the course

It is expedient that the participants are continuously present during the course. Whether it is possible to retake missed sessions or modules and how this can be done should be clarified in advance. A training course which is coordinated in advance with the Ministry of Social Affairs makes it possible for a final certificate to be issued in accordance with the ministry's template.

Important: it is not possible to obtain credits for the course 'Voluntary Engagement compact: working together with volunteers' or parts of it.

4.4. Structure and contents of the Volunteer Coordination courses

4.4.1. Overview: The learning fields of the Volunteer Coordination courses

Learning fields:	Part A: Basic competence (= minimum standard)	56 units
Learning field 1	General fundamentals	8 units
Learning field 2	Basics of leadership	8 units
Learning field 3	Support and guidance for volunteers	8 units
Learning field 4	Communication with volunteers	8 units
Learning field 5	Acquisition of volunteers	4 units
Learning field 6	Orientation towards competences, the acquisition of competences, certificates	4 units
Learning field 7	Focus on practical application	16 units

Further learning fields

Learning fields	Part B: Extension of competences	optional
Learning field 8	Self-management	8 units
Learning field 9	Corporate volunteering	8 units
Learning field 10	Quality management	8 units
Additional learning fields	<ul style="list-style-type: none"> ▪ Topics specific to the target group ▪ Topics specific to the region ▪ Topics relevant to a specific occasion/event 	

4.4.2. Detailed description: the learning fields of the Volunteer Coordination course

The topics and contents of every learning field, including the learning outcomes, are formulated below. The topics listed are obligatory, while the contents given are merely examples. The sequence of the learning fields should be understood as a suggestion, and is based on experiences made in previous courses. It can be individually adapted as long as the respective topics remain unchanged. In addition, optional topics for the respective learning fields are listed.

Part A. Basic competences of volunteer coordination

Learning field 1: General fundamentals (8 units of 50 minutes each)

After an introduction to the course, learning field 1 focuses on the fundamentals of voluntary engagement:

1. Facts, figures, definitions, terms

- Features / criteria of voluntary engagement
 - An overview of the history of voluntary work, functions of voluntary engagement, demographic developments, changes in the world of work, structural changes in volunteering

- The significance and development of various terms
 - Distinction between voluntary work and new forms of employment, borderline cases
- Various fields in which volunteers are deployed and their dimensions
 - Where is voluntary work carried out? Who volunteers? Which forms of volunteering are there? How large is the overall volume of voluntary engagement?

2. Strategies for voluntary engagement

- How the organisation perceives itself internally and externally
- The development of appropriate framework conditions for volunteering
- The infrastructure of voluntary work
- Factors which inhibit and promote it

3. Legal framework

- Legal basis
 - Voluntary Act
 - Associations law
 - Labour law
 - The General Social Insurance Act (ASVG)
- The rights and obligations of volunteers
 - The definition of mutual expectations
- Insurance law
 - Insurance cover (e.g. accident insurance, liability insurance, legal expenses insurance), insurance options
 - Dealing with risks
 - Liability
- Deployment agreements concluded with volunteers

Optional:

4. Financial and tax-related aspects

5. Trends and perspectives

- In the field of voluntary engagement (national and international)
- Research findings in the field of voluntary work and volunteer coordination

Learning outcomes

Participants who have completed this learning field are familiar with terms used in relation to volunteering, and particularly with the definition of voluntary engagement used in the Austrian Federal Law for the Promotion of Voluntary Engagement. They are aware of the organisational framework conditions which promote or hinder work with and by volunteers. They have familiarised themselves with the status of their organisation in these regards and with its strategic further development. They are aware of important legal fundamentals in work with volunteers and they are in a position to apply this knowledge in practice.

Learning field 2: Fundamentals of leading volunteers (8 units of 50 minutes each)

Learning field 2 focuses on leadership skills in relation to volunteers. The main emphasis is on those leadership issues which are of significance in the coordination of volunteers.

1. Voluntary engagement and motivation

- The psychological fundamentals of motivation in voluntary work
- Ways of motivating volunteers and full-time employees who work together with them
- Incentive systems and a culture of recognition

2. Goal-oriented approach

- The coordination of volunteers as a management task
- The coordination of volunteers as part of an organisational strategy, and the framework conditions for volunteer coordination

3. Understanding the function of a volunteer coordinator

- A task profile for volunteer coordinators
- The clarification of tasks, roles and responsibilities

4. Approaches to management and leadership

- Management styles
- Values and attitudes in relation to volunteers
- Special features of managing a team of volunteers

Learning outcomes

Participants who have concluded this learning field have reflected upon their attitude to volunteering, the kind of people who do it, and the values that are connected to it. They are aware of what motivates volunteers, know the differences between normal paid work and voluntary work and can apply their knowledge professionally. Those who have completed the course are familiar with suitable leadership tools. They can apply these tools to the management of volunteers in a targeted way. They have examined the functions which are expedient for this field of work and which are required in their organisation. They have also worked out a job profile for a volunteer coordinator and adjusted it to the framework conditions in their organisation.

Learning field 3: Providing support and guidance to volunteers (8 units of 50 minutes each)

This learning field deals with specific tasks and issues which occur during the deployment of volunteers – from the first contact to the end of the engagement.

1. Selection of volunteers

- Selection process and interviews
- Expectations of volunteers

2. Integration of volunteers

- The significance of a successful induction phase
- The creation and maintenance of suitable structures

- The participation of volunteers in decision making
- The interface between full-time and voluntary staff

3. Deployment of volunteers

- Developing job profiles and descriptions of tasks for volunteers
- Organisation and administration

4. Skills training for volunteers

- Ascertaining the need for further training among volunteers
- Planning and organisation of further training programmes for volunteers

5. Saying farewell to volunteers

- Reasons for leaving
- How a positive exit strategy can be designed

Learning outcomes

Participants who have concluded this learning field can apply methods and procedures for the entry of volunteers into an organisation, for offering them support and guidance during their work, and for the end of their engagement. They are familiar with the relevant structures and processes. They can estimate how much volunteering is expedient and legally possible for the organisation and in which area it can take place, and if it will be suitable and beneficial for the volunteers themselves. They know how to increase the bond between volunteers and the organisation and how important participation in decision making is for volunteers' identification with the organisation.

Learning field 4: Communication with volunteers (8 units of 50 minutes each)

As working with volunteers is to a large extent relationship-orientated, communicating with them is of particular significance. Given that relationships are not always free of friction, a special knowledge of how to hold empathetic and constructive conversations and how to use conflict management are necessary.

1. Constructive conversations with volunteers

- Conversation techniques
- Structuring conversations for development and reflection purposes
- The rules of giving feedback

2. Promoting team work, participation and cooperation

- The features of successful team work
- Infrastructure and framework conditions
- Phases of team development
- Managing teams
- The significance of networks

3. Conflict management in the coordination of volunteers

- Types of conflict
- Models for solving conflicts

- Dealing with conflicts at the interface between full-time employees and volunteers
- Recognising one's own behaviour in conflicts

Learning outcomes

Participants who have completed this learning field are aware of the importance of successful communication with volunteers and can practise this on the basis of suitable communication models. For their future work with teams of volunteers, participants who have completed the course have a basic knowledge of team development and corresponding skills. They are familiar with methods of preventing conflicts, and with dealing with them and solving them, and are able to put this into practice.

Learning field 5: The acquisition of volunteers (4 units of 50 minutes each)

Within the framework of this learning field, a basic knowledge about the acquisition of volunteers is conveyed. This learning field was consciously positioned after the previous learning fields. This is intended to underline the fact that the acquisition of volunteers for an organisation is frequently (and often rightly) seen as a key aspect of volunteer coordination, and is of great urgency. However, this is only meaningful if the organisation and the volunteer coordinators are as well prepared for the deployment of volunteers as possible.

1. Recognising potential and target groups

- Identifying new target groups and tasks
- Opportunities for active acquisition and recruiting
- Acquiring more volunteers by word of mouth among volunteers

2. Public relations work

- The description and portrayal of possible activities and their significance
- Knowledge of media work
- Writing press releases
- The organisation of events
- Internal public relations work
- Web 2.0
- Strategies to acquire volunteers from specific target groups

Learning outcomes

Persons who have completed this learning field are familiar with the internal requirements of the organisation in terms of volunteers. They know which target groups have to be addressed. They are also in a position to carry out effective external and internal public relations work to promote voluntary engagement in their organisation and to use various approaches to do so. Those who have completed the learning field can apply different advertising strategies in order to address a range of target groups of volunteers in a precise and targeted way.

Learning field 6: Orientation towards skills, the acquisition of skills, and proof of their acquisition (4 units of 50 minutes each)

The informal acquisition of competences via voluntary engagement and proof of it in the form of certificates (e.g. for use in job applications) is increasingly gaining in significance in the context of volunteer coordination. Learning field 6 shows how this is taking place and which benefits it has.

1. The recording of competences

- The fundamentals of the competence model and the recording of skills
 - Instruments to record the competences acquired during voluntary engagement
- A voluntary work career
 - Instruments for the development of competences among volunteers

2. Voluntary work certificate (proof of voluntary work carried out)

- Development and significance
- The creation of a certificate

Learning outcomes

Participants who have completed this learning field know that volunteers contribute their skills to the organisation they work for, that they are interested in their own personal development, and that they can acquire additional competences via informal learning processes in the context of their work. They are in a position to summarise these competences in a succinct way and to draw up a conclusive certificate recording them.

Learning field 7: Practical orientation (16 units of 50 minutes each)

In addition to the practical orientation of the previous fields of learning, in this learning field the focus is on content which has a direct relevance to practice in order to achieve basic skills. In order that course providers can design this learning field on practice transfer as flexibly as possible, two possibilities for its implementation are offered in the second part of the learning field.

Part 1 (8 units of 50 minutes each)

3. Fundamentals of the planning and realisation of projects with volunteers

- Fundamentals of project management – initiating and organising projects
- Opportunities to realise projects in one's own organisation

Part 2 (8 units of 50 minutes each)

Drawing up and presenting a project assignment

- To accompany the course, topics for project assignments are chosen by the participants in coordination with the course leaders, and then drawn up and presented.
- In this way, the competences of presentation and reflection are trained, as is the art of giving constructive feedback and criticism.

or

Excursions

- Getting to know and experiencing good practice projects supports the transfer of expertise and promotes reflection on that which has been learned.

Learning outcomes

Participants who have completed this learning field are familiar with the fundamentals of project management and can apply it to the development and realisation of projects. In a project assignment they link what they have learned with the specific practice in their organisation and in this way deepen their knowledge of volunteer coordination with a direct relationship to their organisation. They are capable of presenting their practice projects in a professionally sound, reflective and attractive way. If the course includes excursions, the participants can obtain insights into real-world practice of the work with volunteers. They can then draw conclusions from this for their own volunteer coordination work.

Part B. Opportunities for the extension of the competences of volunteer coordinators

Additional learning fields can either be integrated into the course (whereby the basic competences is the minimum standard), or can be offered separately in the form of advanced seminars for the extension of skills.

Learning field 8: Self management (8 units of 50 minutes each)

The Self Management learning field covers the personal dimension of volunteer coordination. It deals with issues of how one perceives oneself, self-organisation and the identity of volunteer coordinators.

1. Self-perception in the coordination of volunteers

- Identifying your own current position, reflecting upon and testing oneself (e.g. by means of a portfolio of competences)
- How one views one's role, self-management

2. Promoting self-organisation

- How to recognise one's own self-management
- Dealing with information and knowledge
- Dealing with time/ time management

3. Defining one's own boundaries

- Empathy, needs and boundaries
- Work-life balance

4. Personal development

- Exercises to increase one's own ability to assess oneself and to lead groups

Optional

Self-awareness

- Taking stock of one's current personal position and analysing one's personal goals as a volunteer coordinator

Learning outcomes

Participants who have completed this learning field are in a position to reflect professionally on how they view their role and their working behaviour in volunteer coordination. In the interests of self-care, they are able to deal with their own needs and demands in a constructive way. They are aware of how important it is to be close to people and to be sensitive to their needs, but also know that it is important to protect your personal boundaries and be clear in your work with volunteers. They are able to put this knowledge into practice in their everyday work.

Learning field 9: Corporate Volunteering (8 units of 50 minutes each)

This learning field introduces to formalized Employee Volunteering Programs, which are regarded as a part of the companies' sustainability efforts and their social responsibility activities.

1. The fundamentals of corporate volunteering

- Corporate social responsibility
- Objectives and cost-benefit considerations

2. Various possibilities for realisation

- Different formats and their advantages and disadvantages

3. Opportunities and limits for one's own organisation

4. Skills-based volunteering

Learning outcomes

Participants who have completed this learning field are aware of the significance of corporate volunteering. They can estimate the related costs and effort as well as the opportunities it provides. They know how to obtain deployments from companies and/or selected specialists and how to integrate them into their own organisation as usefully as possible.

Learning field 10: Quality management (8 units of 50 minutes each)

A basic knowledge of quality management is helpful for quality assurance in volunteer coordination. Quality management is directly related to the nature of the organisation and its size.

1. Forms of quality management

2. Quality management and the development of quality

3. The significance of quality management for volunteer coordination

4. Formulating and achieving objectives

5. The advantages and disadvantages of examination and evaluation systems

6. Evaluation

- The importance of evaluation for quality assurance
- Forms of and examples of evaluation

7. The fundamentals of controlling

Learning outcomes

Participants who have completed this learning field understand the significance of quality development and quality assurance for the work with volunteers. They are able to employ a range of quality management tools in a targeted way. They are familiar with the continual improvement process.

Further topics

Within the framework of the extension of skills, the following topics can be included alongside the learning fields listed above:

- **Topics specific to the target group**
These are issues which are relevant for volunteer coordinators, such as in the fields of care for the elderly, help for refugees, caring for people with disabilities, working in libraries or in church-based organisations. Specialist themes as well as overriding issues (such as the ethics of helping) can be addressed here.
- **Topics specific to a region**
This supplementary field concerns issues which are, for example, relevant for regional initiatives or obtain their relevance from special regional challenges.
- **Topics relevant to a specific occasion/event**
These are issues which are particularly urgent at specific times and should therefore be taken into account in a course for volunteer coordinators. An example of this is dealing with the heterogeneous engagement of sections of civil society during the refugee crisis of 2015.

4.5. Further learning fields

After the volunteer coordination course, advanced modules building on what has already been learned can be offered. The following learning field is primarily directed towards volunteer coordinators (or people working as volunteer managers) who work in higher-level positions of responsibility for a group of volunteer coordinators in medium-sized or large organisations. As a guideline, teams of volunteers numbering over a hundred persons can be used here. The target group is therefore persons who are in positions requiring leadership and decision-making.

Due to the fact that it is only relevant for comparatively few organisations, it is recommended that this learning field is realised throughout Austria in coordination with the course providers.

The learning field Strategic Volunteer Management (16 units of 50 minutes each)

- Organisational development
- Project management
- Quality management
- Personnel management

Learning outcomes

Due to its in-depth work on special management issues, participants who have completed this learning field are in a position to professionally manage work with volunteers at the level of the entire organisation, to play a decisive role in the strategic orientation of their organisation with regard to volunteers, and to professionally design the realisation of strategic objectives.

5. CONTRIBUTORS

Alongside the editing team (Nicole Sonnleitner, Independent Volunteering Centre Upper Austria (ULF), Martin Lesky, Central Tyrol Volunteering Centre, Martin Oberbauer, Volunteering Platform of the Vienna Hilfswerk charity,) the following persons from current course providers played an important role in the development of the manual as participants in workshops where the previous training courses were analysed and the new conceptual framework for future courses was formulated:

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