

Youth Workers guide for finding Volunteers



Paphos, Cyprus



About the project

“Youth workers guide for finding Volunteers” was a youth workers mobility, financed by European Commission through the programme Erasmus +. The project duration was of 8 months and it was implemented by 6 partner organizations: AGE CARE - Cyprus, ASK Yourself - Romania, Associazione BIR - Italy, Proactive Association - Poland, Kurybos ir inovacija laboratorija - Lithuania, Aktive Kosmos- Spain.

The main activity of the project was a nine day Training Course, implemented in Paphos, Cyprus, from 18 to 27 October. The training was dedicated to youth workers that want to learn more about how to attract new volunteers in their non-profit activities. Our main focus is to help non-profit organizations develop more actions and projects with the help of young people.

Together, we learned about what motivates young people to do voluntary work and how can we adapt the message and the purpose of our campaigns to the youth needs. We learned and implemented various non-formal education methods that can keep the volunteers motivated.

Our project objectives were:

1. Improve the participants' recruitment skills and help them attract new volunteers for their local projects.
2. Help the participants to learn new non-formal education methods that will help them motivate their new and older volunteers.
3. Increase the participants' confidence in their ability to work with young people and their ability to understand young people needs.

Participants in this training learned how to:

- attract new volunteers
- discover more non-formal methods
- develop new recruitment campaigns ideas
- better communicate with youth
- motivate youth
- implement more interactive, engaging non-formal methods
- have a new perspective on how to talk “the same language” with youth
- learn to find and understand young people needs
- learn from peers
- find a way to adapt activities to the needs of the youth
- feel appreciated, important in the organization
- be listened to, have the chance to express new ideas

How to manage and motivate your volunteers

Share Their Vision

A leader with vision has a clear idea of where they want to go, how to get there and what success looks like. Be sure to articulate your vision clearly and passionately, ensuring your team understands how their individual efforts contribute to higher level goals. Personally working toward your vision with persistence, tenacity, and enthusiasm will inspire and encourage others to do the same.



Lead By Example



As a leader, the best way to build credibility and gain the respect of others is to set the right examples. Demonstrate the behavior that you want people to follow. If you demand a lot of your team, you should also be willing to set high standards for yourself. Aligning your words and actions will help to build trust and make your team more willing to follow your example.

Demonstrate Integrity

A leader with integrity draws on their values to guide their decisions, behavior, and dealings with others. They have clear convictions about what is right and wrong and are respected for being genuine, principled, ethical and consistent. They have a strong sense of character, keep their promises, and communicate openly, honestly and directly with others. Displaying integrity through your daily actions will see you rewarded with loyalty, confidence, and respect from your employees. your example.



Motivate and Inspire



The best leaders drive their team forward with passion, enthusiasm, inspiration and motivation. Invest time in the people you lead to determine their strengths, needs, and priorities. As well as making them feel valuable, this will help you to understand the best way to motivate them. Continually reinforce how their efforts are making a difference, and encourage the development of their potential with meaningful goals and challenges.

Communicate Effectively

The ability to communicate clearly, concisely and tactfully is a crucial leadership skill. Communication involves more than just listening attentively to others and responding appropriately. It also includes sharing valuable information, asking intelligent questions, soliciting input and new ideas, clarifying misunderstandings, and being clear about what you want. The best leaders also communicate to inspire and energize their staff.



Make Hard Decisions



To be an effective leader, the ability to make fast, difficult decisions with limited information is critical. When facing a tough decision, start by determining what you are trying to achieve. Consider the likely consequences of your decision and any available alternatives. Make your final decision with conviction, take responsibility for it and follow it through. Being a resolute and confident decision-maker will allow you to capitalize on opportunities and earn the respect of your team.

Recognize Success



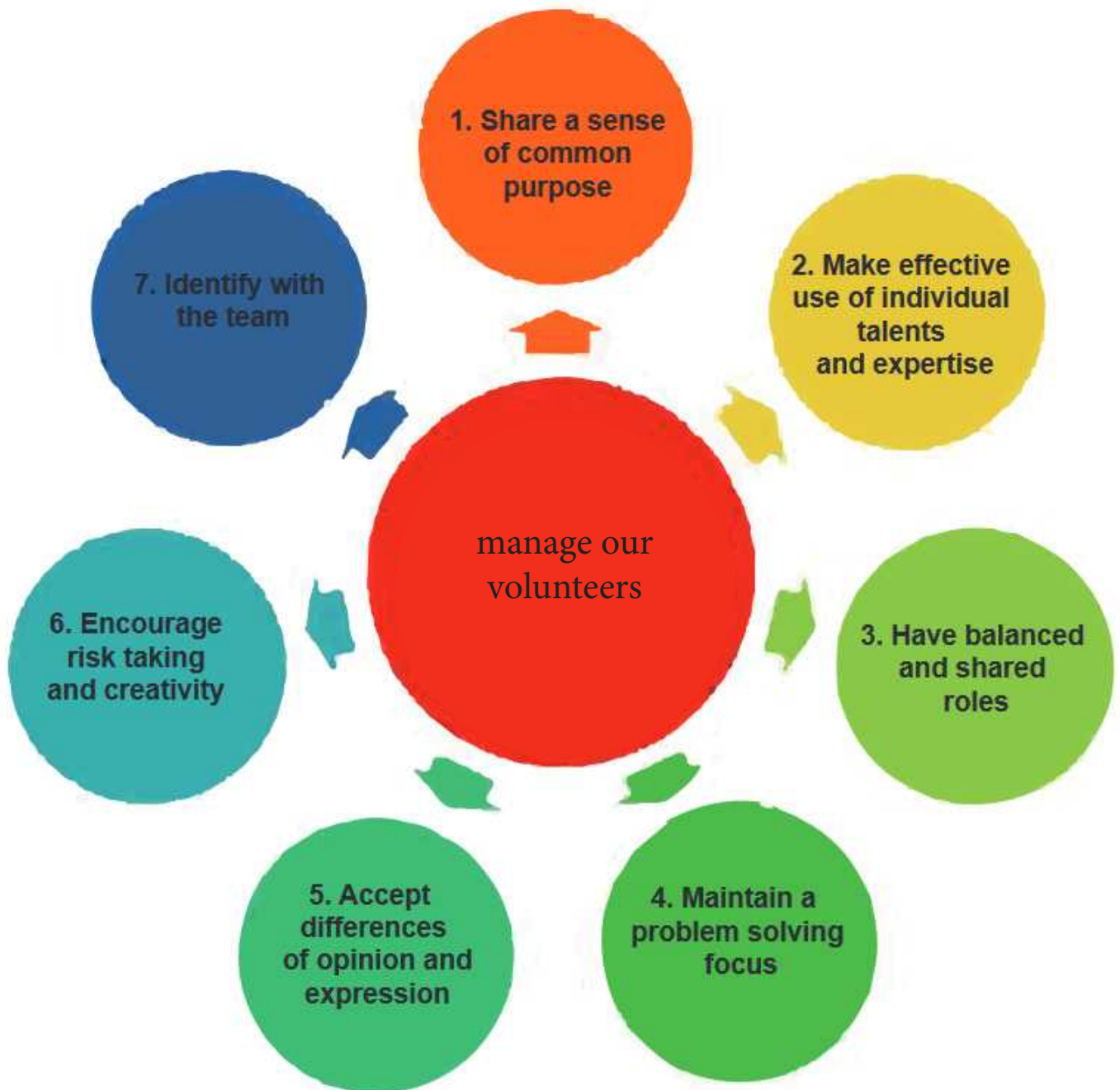
Frequently and consistently recognizing achievement is one of the most powerful habits of inspiring leaders. For people to stretch themselves and contribute their best efforts, they need to know their work will be valued and appreciated. Find ways to celebrate the achievements of your people, even if it's through a simple 'well done.' As well as boosting morale, it will also strengthen their motivation to continue giving their best.

Empower Others

Great leaders understand that for people to give their best, they must have a sense of ownership over their work and believe that what they're doing is meaningful. Communicate clear goals and deadlines to your team, and then give them the autonomy and authority to decide how the work gets done. Challenge them with high expectations and encourage them to be creative and show innovation.



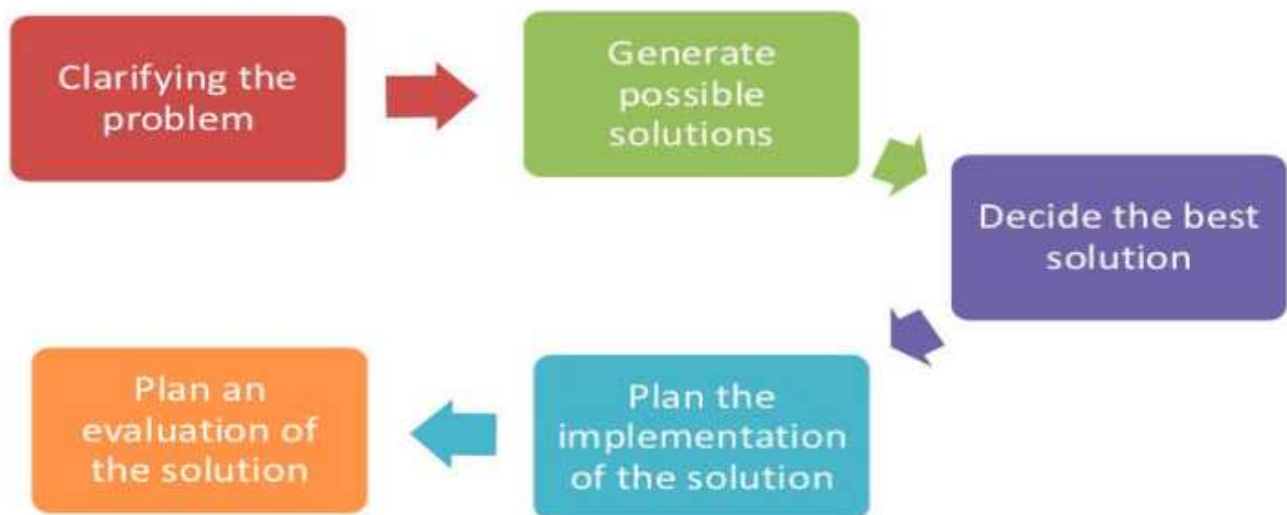
We learn to



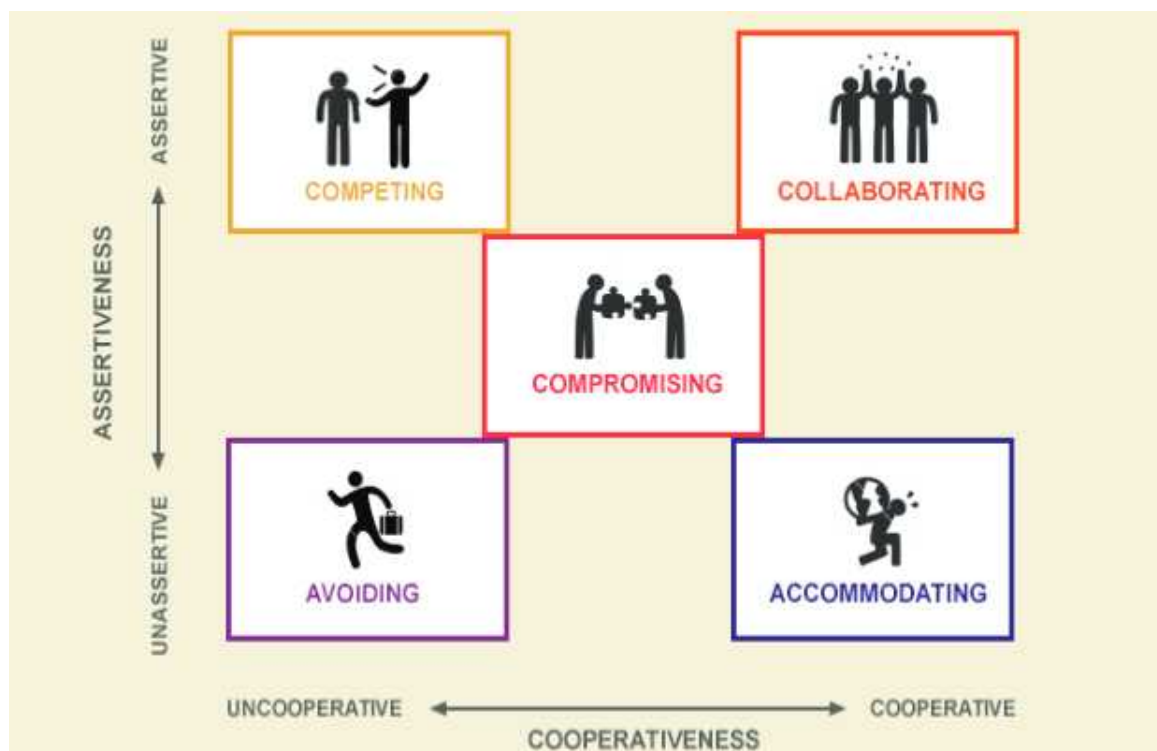
In every team there are some conflicts but now we know that:

- Conflict is inevitable and can be beneficial
- It provides opportunity for growth
- Differences of opinion are natural and must be expected
- There are different sources for conflict and the:

PROCESS OF CONFLICT RESOLUTION

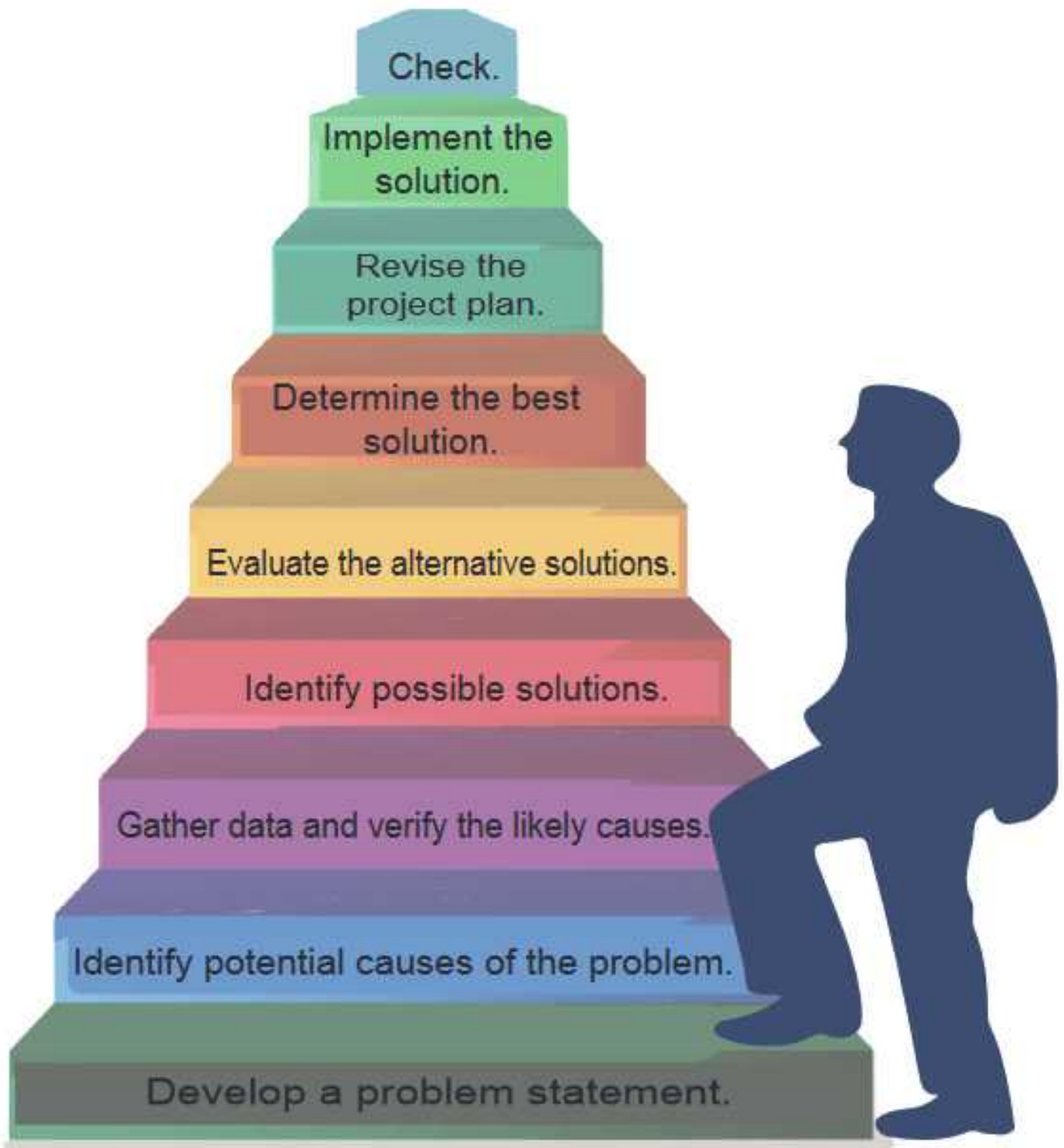


- And different approaches to conflict:



Here are a few ideas if you get stuck:

Nine-Step Approach to Problem Solving:

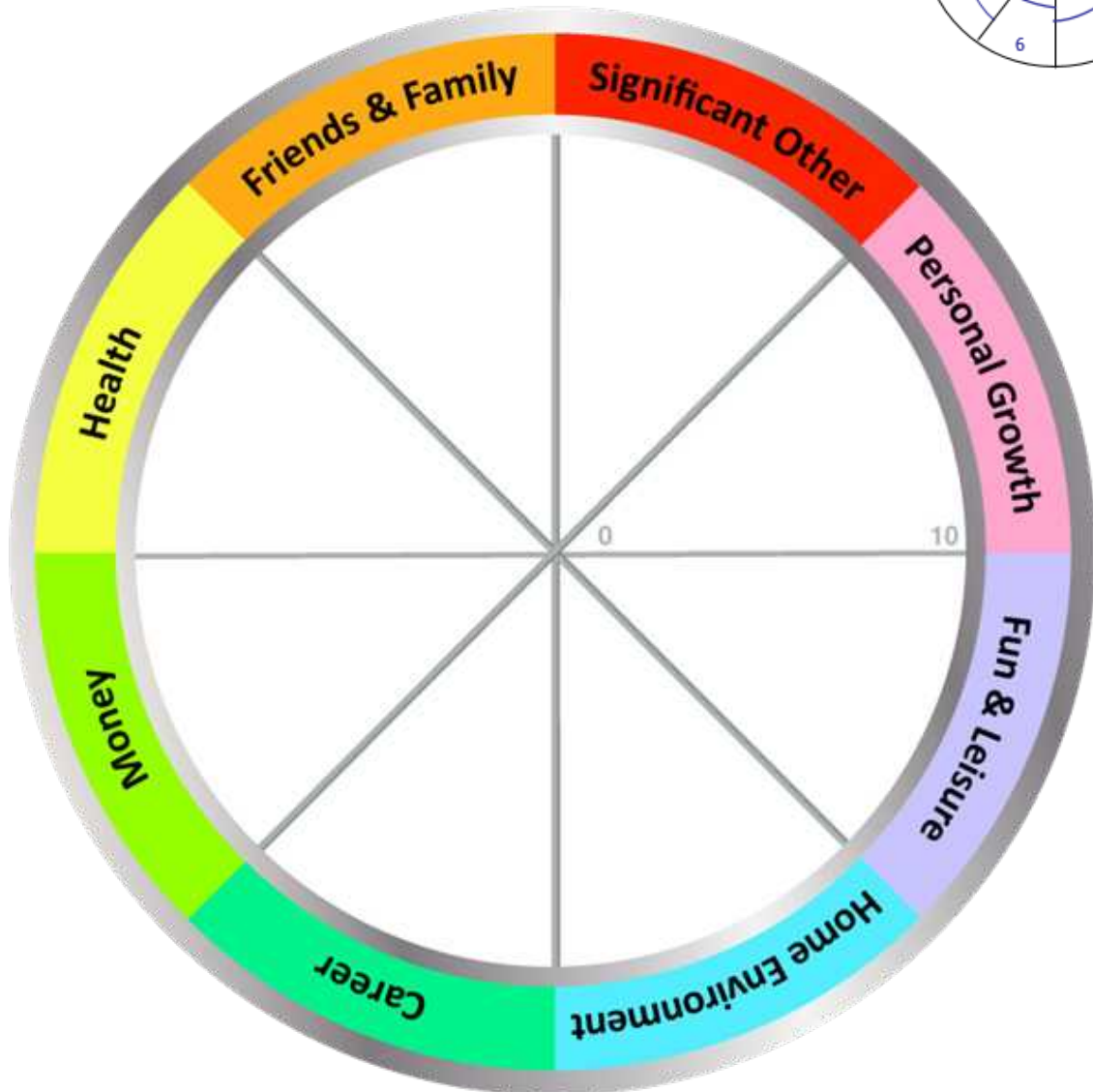
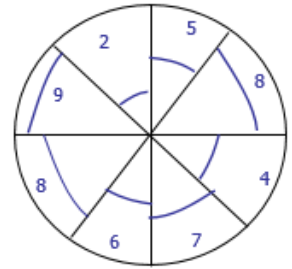


The Wheel of Life

Your Name: _____

Today's Date: _____

EXAMPLE



COMPLETE THE WHEEL:

1. Review the 8 Wheel Categories - think briefly what a satisfying life might look like for you in each area.

2. Next, draw a line across each segment that represents your satisfaction score for each area.

- Imagine the centre of the wheel is 0 and the outer edge is 10
- Choose a value between 1 (very dissatisfied) and 10 (fully satisfied)
- Now draw a line and write the score alongside (see example above)

IMPORTANT: Use the FIRST number (score) that pops into your head, not the number you think it should be!

The Wheel of Life Exercise Instructions for the Facilitator

Notes:

- Balance is personal and unique to each individual - what may be satisfying or balanced for some may be stressful or boring for others.
- This exercise raises a person's awareness and allows them to plan a life that is more satisfying and closer to their definition of balance. It also helps clarify priorities for goal-setting.
- Balance must be assessed over time. A regular check-in (eg. with this exercise) can highlight useful patterns and help your participants learn even more about themselves. You can do this with them, or recommend they do it for themselves.
- Another option is for the participant to ask someone who knows them well to complete the scores for them (sometimes it's helpful to see an outside perception of your life 'balance'). Important: This must be someone they trust and whose opinion they value - and remember that others may have hidden agendas.

Detailed Instructions:

1. Ask your participants to review the 8 categories on their Wheel of Life. The categories should together create a view of a balanced life for them. If necessary they can split category segments to add in something that is missing, or re-label an area to make it more meaningful for them. Examples of changes are:

Family and Friends: Split "Family and Friends" into separate categories.

Significant Other: Changing the category name to "Dating", "Relationship" or "Life Partner".

Career: Changing the category name to "Motherhood", "Work", "Business" or "Volunteering".

Finances: Changing the category name to "Money", "Financial Security" or "Financial Wellbeing".

Health: The category name could be split or changed to "Emotional", "Physical", "Fitness", "Spiritual" or "Wellbeing".

Home Environment: The category could split or change to “Work Environment” for career or business participants.

Fun & Leisure: The category name could change to “Recreation”

Personal Growth: The category name could change to “Learning”, “Self-Development” or “Spiritual”

- Other categories to add could include “Security”, “Service”, “Leadership”, “Achievement” or “Community”.

2. Ask your participants to think about what success or satisfaction would feel like for each area.

3. Now ask them to rank their level of satisfaction with each area of their life by drawing a line across each segment. Ask them to place a value between 1 (very dissatisfied) and 10 (fully satisfied) against each area to show how satisfied they are currently with each category in their life.

4. The new perimeter of the circle represents their Wheel of Life. Ask your participants, “Is it a bumpy ride?”

“Imagine this kind of wheel on your bicycle. How would it work?”

“How can we make our ride smoother?” – we can make all the bigger areas smaller – possible answer from the participants. You can reply “Imagine how small the wheel would be and how long the ride to your objectives.”

“The solution is to develop the low areas to come closer to balance and a smooth ride.”

5. Now, looking at the wheel here are some great questions to ask your participants to take the exercise deeper:

Identify 1-3 low areas you would like to work on.

Main questions:

- Why are you here? (with a low mark in this specific area)
- Where would you like to be? (What would be a 10 for you?)
- How can you get from where you are to where you want to be? (try to write specific actions that you can do: today, this week, this month)

If time is not an issue, consider also these questions:

1. Are there any surprises for you?
2. How do you feel about your life as you look at your Wheel?
3. How do you currently spend time in these areas? How would you like to spend time in these areas?
4. What would make that a score of 10?

5. What would a score of 10 look like?
6. Which of these categories would you most like to improve?
7. How could you make space for these changes in your life?
8. What help and support might you need from others to make changes and be more satisfied with your life?
9. What change should you make first? And what change do you want to make first?
10. If there was one key action you could take that would begin to bring everything into balance, what would it be?

6. Taking action - the final step. To wrap-up the exercise you can ask your participants to identify one action for each area, and then pick 1-3 actions to get started. You could also ask them to choose the 3 areas they most want to work on and identify an action for each. TIP: If your participant is extremely busy or stressed try asking, "What is the smallest step you could take to get started?"

Battle of voices

- Type of activity: role play, simulation
- Duration: 40-50 min
- Printed resources (2 pagea)
- A set of playing cards
- Number of participants 6-30

Learning objective

To understand how irrational self-talk affects our emotions and our performance.

To realize the benefits of rational self-talk.

To realize the importance of having positive people in our life (friends, family, leaders)

Instructions

1. Space arrangement:

Participants will be divided in 3 different groups. They should all be able to see the table and 2 chairs that will be positioned in front of the class.

2. Introduction:

Tell participants that you will implement a method that will test their skills in completing a simple task. You can choose what task to give them: solving a puzzle, find the right path in a maze or building a cards castle. Make sure that the task can be repeated without affecting their performance: for example if you choose to give the first participant a maze, the next one should not see the solution (in case the first one managed to solve it). In the case of the castle with cards, their performance will not be affected if they see the others building it (it is a matter of coordination, not having a strategy).

3. Task:

Step 1: Divide participants in 3 equal groups. You can divide them randomly by using number or you can use a creative way or dividing them (you can find examples in the group division section).

Group 1 will be the Performers

Group 2 will be the Rational Voice

Group 3 will represent the Irrational Voice

Step 2: Ask one member from each team to come in front of the class. The other participants will be Observers for this round and will pay attention to how the 3 people are feeling during the task (what are their gestures, how is their tone of voice, etc.) and how they perform their task (especially the member of the performance team- does he manage to complete the task). You can encourage them to write down what they see and think so it will help them during the debriefing.

Step 3: You will distribute the list with functional thoughts to the Rational voice member and cards with dysfunctional thoughts to the Irrational voice. Give very clear instructions: `Now you have become thoughts in the performer's mind while he is doing the task. We want to see how you can help or not help him. Therefore, it is extremely important to only say what is written there and nothing more. You can repeat the words and choose your own way of saying them. You can only talk when I make a sign`.

Step 4: The Performer seats at the table, in front, with the Rational Voice on one side and the Irrational Voice on the other side. Facilitator tells him he has maximum 2 minutes to solve the maze/puzzle/ construct the card castle (you can adapt the time according to the complexity of the task). Set the time and give him the start.

Step 5: As soon as he starts you can make a sign for the Rational voice to start saying the thoughts, inviting that person to read what is written on his/her paper. You must be very careful that teens don't say anything extra or hurtful. After 4-5 messages, you can make a sign for the Irrational voice to start saying the thoughts. After 4-5 messages, make a sign again for the Rational voices. You can play with this division of voices: you can let them both talk in the same time, give preference to one over the other, etc. Keep going until the time for the task is over. In the meantime, make sure that the observers are also engaged and watching the performance.

Step 6: After the time has passed, you tell participants to go back to their teams and invite other members of the 3 groups to come in front. You can ask more people from Rational or Irrational group to come in front and "offer thoughts" to the performer. This way the observers can see how the voices can affect you when one is stronger: does the performer finish the task faster if he/she has more Rational voices? How about when there are

only Irrational voices?

Continue with this step until all members of the 3 groups (or most of them according to your time limit) have been in front.

Step 7: Exchange roles between the 3 groups. Performers become Rational voices, Rational voices become Irrational voices, Irrational voices become performers. The process restarts.

Step 8: Make one last exchange of roles in the 3 groups, making sure all groups had all the 3 roles.

4. Debriefing:

How was it to perform when the rational voice was speaking to you?

How about when the irrational voice was speaking?

What did the observers see during other people performance?

How did it feel to be in each of the three groups? Which one was your favorite? Why do you think you felt more comfortable in that role?

Have any of these messages seemed familiar to you? Have you heard them anywhere before? Where?

What voice affected you the most? Why?

What voice should we follow more? Why?

Can we change this voices around us or the ones that are always in our head? How?

Do you have people in your life that are having a similar voice? Is it a positive or a negative one? How can this affect you?

How can you connect this exercise with leadership? What should a leader say or do?

Tips & tricks:

You can make this method longer or shorter according to the task you choose for the Performers. If you choose to build a card castle, it will be good to show them a model in the beginning (for ex 2 floors castle) that they should follow. If you choose to give them puzzle solving, make sure you have more puzzles. The same situation with the maze- print as many as participants.

You can make the time longer or shorter for the task, according to their performances. It shouldn't be too easy or too hard for them to solve.

NASA Exercise: Survival on the Moon

Scenario:

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. However, due to mechanical difficulties, your ship was forced to land at a spot some 200 miles from the rendezvous point. During reentry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15 for the least important.

First, the participants will do the ranking individually, then in pairs, then in groups of 4, then in groups of 8, then in 10. Every time the groups need to come up with a final ranking list which will be the same for all the participants.

The list of items:

- Box of matches
- Food concentrate
- 50 feet of nylon rope
- Parachute silk
- Portable heating unit
- Two .45 caliber pistols
- One case of dehydrated milk
- Two 100lb. Tanks of oxygen
- Stellar map
- Self-inflating life raft
- Magnetic compass
- 20 liters of water
- Signal flares
- First aid kit, including injection needle
- Solar-powered FM receiver-transmitter

Nasa ranking + answers:

Box of matches - 15 - Virtually worthless -- there's no oxygen on the moon to sustain combustion

Food concentrate - 4 - Efficient means of supplying energy requirements

50 feet of nylon rope - 6 - Useful in scaling cliffs and tying injured together

Parachute silk -8 - Protection from the sun's rays

Portable heating unit -13 - Not needed unless on the dark side

Two .45 caliber pistols - 11 -Possible means of self-propulsion

One case of dehydrated milk -12 - Bulkier duplication of food concentrate

Two 100lb. Tanks of oxygen - 1 - Most pressing survival need (weight is not a factor since gravity is one-sixth of the Earth's -- each tank would weigh only about 17 lbs. on the moon)

Stellar map -3 - Primary means of navigation - star patterns appear essentially identical on the moon as on Earth

Self-inflating life raft - 9 - CO2 bottle in military raft may be used for propulsion

Magnetic compass - 14 - The magnetic field on the moon is not polarized, so it's worthless for navigation

20 liters of water - 2 - Needed for replacement of tremendous liquid loss on the light side

Signal flares - 10 - Use as distress signal when the mother ship is sighted

First aid kit, including injection needle - 7 - Needles connected to vials of vitamins, medicines, etc. will fit special aperture in NASA space suit

Solar-powered FM receiver-transmitter - 5 - For communication with mother ship (but FM requires line-of-sight transmission and can only be used over short ranges)

Scoring:

For each item, mark the number of points that your score differs from the NASA ranking, then add up all the points. Disregard plus or minus differences.

The lower the total, the better your score.

- 0 - 25 excellent
- 26 - 32 good
- 33 - 45 average
- 46 - 55 fair
- 56 - 70 poor -- suggests use of Earth-bound logic
- 71 - 112 very poor – you're one of the casualties of the space program!

Marshmallow Challenge

Items you need: spaghetti, tape, rope, marshmallows

Time: 25 minutes

Description:

Participants will be grouped in teams of 4 or 5. Each team will receive a few spaghettis, a little tape, a piece of rope and a marshmallow. They will have to build the tallest tower only using these tools in 10 minutes. After the 10 minutes each group has to stop working on their tower and the facilitator / trainer will go team by team and will check whose tower is the tallest. Only the towers that stay on their own (without any help of the participants or other items) will be taken into consideration.

Examples for debriefing questions:

How did you feel during the activity?

How did your team manage the time?

How did you communicate in your team?

Did your group have a leader? If yes, how did you choose him/her?

How do you think your team could have improved?

What have you learned during this activity?

How will you use what you learned in the future?

Testimonials

“It has been an amazing TC from various points of view. I feel grateful since I have become better in public speaking due to the non-formal education methods used. I learned how to make a survey in a team. I learned to write E+ Projects and quite a lot about the management process. It has been really important for me to learn more about Cyprus, since it is an EU country I did not know much about.”

Alina Sorlei

“This experience was one of my biggest experience in my life, helped overcome my fears. I feel now more open to people all over the world and I think we are more in common that I was thinking before. I am more likely to travel alone, even stay in foreign country more time. Professionally, I learned that I should more take care about volunteers and show some people benefits of volunteering. For example, volunteering can be important step to develop career, is great option to self-realisation, and volunteers can be part of bigger thing and have impact on the world.”

Joanna Stefaniuk

“I think that this experience taught me somehow how to be more “professional” as mentor and volunteer in my organization. I understand now how the recognition of my mentee’s work is important to them especially and I don’t underestimate it.”

Simona Bertin

“From the feelings menu, I mostly remember people of course. Being with them, talking with them (the storytelling method was really great for getting know each other deeper), working with them and spending time together. I remember counting days and with everyday passing thinking how time flies and hoping that everyday will be a better and a longer one. For the learning part, I learned some cool methods that I use now - sometimes for myself but mostly sharing them with other people in trainings and in casual conversations, so others may grow too as I did. And I remember that this project gave me a very good insight on the need of organisation mission/vision/values - how important it is and how it should look like. I started thinking about it and why do the new volunteers in my organization don't understand them, so I started working on it and now everybody in my organization thinks, that we need to change these three things and we are working on changing it.”

Neus Aubeso



Thank You

Special thanks for all those who made this project possible:

- Erasmus Plus: https://ec.europa.eu/programmes/erasmus-plus/node_en
- Cyprus National Agency: <https://erasmusplus.cy/tcallp>

Partner organizations:

AGECARE - Cyprus

ASK Yourself - Romania

Associazione BIR - Italy

Proactive Association - Poland

Kurybos ir inovacijų laboratorija - Lithuania

Aktive Kosmos- Spain



Disclaimer: This brochure was made during a project financed by European Commission through the program Erasmus+. The points of view or opinions expressed in this document are those of the authors and do not necessarily represent the official position of European Commission.