

VOLUNTEER MANAGEMENT IN CULTURAL INSTITUTIONS

notes

for the participants of the
Volunteer Management in Cultural Institutions – Practical issues and hints
In-Service Training
Museum of Fine Arts Budapest
6th-10th November 2011

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WITH THE CONTRIBUTION OF NEMO FOUNDATION.
2011 – EUROPEAN YEAR OF VOLUNTEERS

In 2012, a *Practical Handbook for Volunteer Managers* will be published in English from this author.
If you are interested to receive information, mail us at volunteer@mfab.hu.



WORKSHOP CONTENT

DAY 1 - NOVEMBER 6TH (SUNDAY)

- 9:30-11:00 introduction to the workshop, introduction of the participants, Introduction to volunteerism
- 11:00-11:20 Coffee break
- 11:20-12:40 Basics and elements of volunteer management & volunteer motivations
- 12:40-14:00 Lunch break
- 14:00-15:00 Expectations towards volunteer work
- 15:00-15:20 Coffee break
- 15:20-17:00 Selection of volunteers
- 17:00-18:00 Budapest by night – city tour

DAY 2 – NOVEMBER 7TH (MONDAY)

- 9:00-10:40 Interview techniques
- 10:40-11:00 Coffee break
- 11:00-12:30 Training of docents and further challenges
- 12:30-13:45 Lunch break
- 13:45-15:15 Theory of volunteers' induction – part I.
- 15:15-15:35 Coffee break
- 15:35-17:25 Theory of volunteers' induction – part II.
- 19:00-22:00 Splash in the nearby Széchenyi thermal spa

DAY 3 – NOVEMBER 8TH (TUESDAY)

- 9:20-10:40 Timing of launching a new programme
- 10:40-11:00 Coffee break
- 11:00-12:30 Practical experimentation of induction training of MFAB volunteers – part I.
- 12:30-13:45 Lunch break
- 13:45-15:15 Administration and representation of volunteers' results
- 15:15-15:35 Coffee break
- 15:35-17:15 Changing volunteer motivation, phases of volunteer life

DAY 4 – NOVEMBER 9TH (WEDNESDAY)

- 9:00-10:40 Evaluation of volunteer activities – assertive feedbacking technique
- 10:40-11:00 Coffee break
- 11:00-12:40 Practical experimentation of induction training of MFAB volunteers – part II.
- 12:40-14:00 Lunch break
- 14:00-15:30 Practical experimentation of Hands On activity and visitor feedbacking
- 15:30-15:50 Coffee break
- 15:50-17:15 Dissemination of volunteer programme's results
- 19:00-21:00 Group dinner of workshop participants

DAY 5 – NOVEMBER 10TH (THURSDAY)

- 9:00-10:30 Role of the volunteer coordinator
- 10:30-10:50 Coffee break
- 11:00- 12:00 Participation on a volunteer docent guided tour
- 12:00-13:15 Lunch break
- 13:15-15:00 Volunteers' appreciation
- 15:00-15:20 Coffee break
- 15:20-16:40 Evaluation of workshop

DAY 1 – November 6th, 2011

INTRODUCTION TO VOLUNTEERING

Traditions of volunteering vary between countries of different background. In Anglo-Saxon regions volunteering is evident, in Postcommunist countries volunteering is a suspicious activity, in other countries without American influence it can be even a sort of method of low-cost employment. However, cultural volunteering especially raises the question of responsibility, trust and professionalism. And nowadays there is nothing more required in any cultural institution than resources (workers) and management knowledge.

This course and its notes give a management perspective of volunteers' coordination and besides providing a systematic approach of this field, offers practical hints and solutions to frequently asked questions of volunteer coordinators.

Out of the 100 most visited museums in the world exactly 50 run volunteer programmes, which is a definite vote for the movement.

However, it is interesting to have a look at the list. 36 (78%) out of the 46 non EU based museums run volunteer programmes and 17 of them is American, 9 is Australian. Both countries have a long standing tradition of volunteerism. In the EU the picture is more controversial: 14 (26%) out of the 54 EU based museums run volunteer programmes and 9 of them is operated in the United Kingdom. <http://www.theartnewspaper.com/attfig/attfig10.pdf>

If we have a look at the different countries and continents, volunteering has a very different history.

Traditionally North America, the United States and Canada would take the first rank in the movement, however Australia itself is the same outstanding.

Europe is really colourful as historical background, the influence of Communism and Socialism vary from country to country. In cultural institutions, generally in NGOs the renaissance of the movement was closely linked to the fall of the iron curtain and liberalism. To further analyse this pattern, it means that society has to reach a certain level of maturity when individuals not only look for reaching individual goals but more than that: social welfare, general social and cultural values are so much embedded that the person is willing to act in their favour.

VOLUNTEERING IN THE EUROPEAN UNION - Educational, Audiovisual & Culture Executive Agency (EAC-EA)- (DG EAC); Final Report submitted by GHK, 17 February 2010

In the twenty-seven Member States of EU there are around 92 to 94 million adults involved in volunteering in the EU. This in turn implies that around 22% to 23% of Europeans aged over 15 years are engaged in voluntary work.

There are clear differences in the level of volunteering between Member States.

- Very high in Austria, the Netherlands, Sweden and the UK (40% of adult population)
- High-Denmark, Finland, Germany, Luxembourg (30%-39%); Medium high-Estonia, France, Latvia (20%-29%)
- Relatively low in Belgium, Cyprus, Czech Republic, Ireland, Malta, Poland, Portugal, Slovakia, Romania, Slovenia and Spain (10%-19%) and Low in Bulgaria, Greece, Italy and Lithuania (less than 10%)

A large proportion of volunteers are involved in the culture sector. Countries with a high proportion of volunteers in the culture sector include Austria, Finland, France, Germany, Hungary, Ireland, Latvia, Lithuania, Luxembourg, Portugal and Sweden.

There is no uniform way of regulating volunteering, primarily because of the diverse nature of volunteering together with the complexity and diversity of the voluntary sector across Member States. By way of categorising the regulatory framework for volunteering, three key distinctions can be made between Member States:

- Member States where a legal framework specifically relating to volunteering is in place (Belgium, Cyprus, Czech Republic, Hungary, Italy, Latvia, Luxembourg, Malta, Poland, Portugal, Romania and Spain);
- Member States that do not have a legal framework but where volunteering is regulated by or implicit within other existing general laws (Austria, Denmark, Estonia, Finland, France, Germany, Greece, Ireland, Lithuania, Netherlands, Slovakia, Sweden and the UK)
- Member States who are in the process of developing a legal framework for volunteering (Bulgaria and Slovenia).

The term 'volunteering' is translated by more than one word in other languages such as French and German. Volunteering can refer to voluntary engagement (*Bénévolat/Ehrenamt*) characterised by the following aspects:

- open to all, - unpaid, - undertaken by own free will, - educational (non-formal learning aspect), - occasional or regular, - usually part-time rather than full-time.

Central and South America is certainly in the emerging phase of volunteering.

Volunteerism is an enigma to many Latin Americans and their perception of it is influenced by contradictory forces.

While not reprehensible, it is seen largely as a waste of time.

However, reality is moving in the opposite direction and contradicts these perceptions. Some years ago, an eminent social scientist from Brazil, Betinho, the director of one of the main research centres in his country, fell seriously ill with AIDS at a time when no effective medicines were yet available. He decided to dedicate the rest of his life to creating a huge volunteer initiative to fight hunger. Sixty million Brazilians turned out in response to his call to form the largest movement of its kind in the history of Brazil.

In Argentina, between 2000 and 2002, there was an upsurge of poverty, triggered by the orthodox economic policies of the government of the 1990s. Millions were excluded from the economy. Towards the end of 2002, 58 per cent of the population and 70 per cent of young people were living below the poverty line and large sectors of the middle class had become the 'new poor', losing their small and medium industries – their traditional sources of work. They were without any hope at all.

Volunteerism, in various forms, came into its own. Between 1998 and 2002, the number of volunteers trebled to the point where it included a third of the population. Among them was Caritas, an organisation that looked after three million people with a base of 150 000 volunteers. The Asociación Mutual Israelita Argentina, AMIA (Mutual Jewish Argentinian Association, AMIA) reached thousands of newly poor families with a social network supported by several thousand volunteers. La Red Social (The Social Network) and other organisations vastly expanded their membership. The barter economy, a phenomenon based on volunteerism that emerged among the new poor, provided immediate relief in the worst moments.

The same kinds of examples can be cited in relation to most countries in the region. They give rise to a number of questions, including: Is volunteerism really marginal, inefficient and a waste of time?

... in Latin America, with its serious social problems and a level of poverty that, in 2005 – in spite of excellent economic growth – was at 41 per cent (higher than in 1980, at 40 per cent). This region presents the worst inequality on the planet – the richest 10 per cent of the population has 48 per cent of the income, and the poorest 10 per cent only 1,6 per cent.

Bernardo Kliksberg: Volunteerism in Latin America: Seven theses for discussion, Service Enquiry, 2008

The Asian and the African model seem to share certain characteristics, they both have developed internally based on social values and traditions on the edge of international movements with spectacular results and a great organisational hub.

Is there an Asian model of volunteering?

Is it possible to say that there exists any "Asian model" of volunteering? Something that is special for the region? Probably not one model - it is more likely that there are different models. Religion is influential and this is described in a study referred to by Justin Davis Smith¹. The study encompassed Christianity, African religions, Islam, Hinduism and Buddhism. The authors argue that the size and shape of the voluntary and community sector and the practice of volunteering in a country have been greatly influenced by the dominant religion. Whilst all religions have charity as a main tenet of their faith and different attitudes towards the state, individualism and institutions have led to very different patterns of voluntary action. Countries with a Judeo-Christian tradition would appear to be most associated with the development of voluntary associations and formal philanthropic voluntary activity, whilst those with a Buddhist and Islamic tradition are more associated with informal types of voluntary action.

Volunteering is influenced not only by religion, but also by the culture, history and politics of a country or even a geographical area. The form and meanings of volunteering are different in different settings.

Stefan Agerhem: Volunteering in South Asia and South East Asia; Swedish Red Cross, January-May 2004

Volunteering in this workshop has been regarded as the group defined it:

It's our own choice to give „something” back in an organized and regular way to the community which we live in, without financial reward but gaining new experience.

MODEL OF VOLUNTEER MANAGEMENT

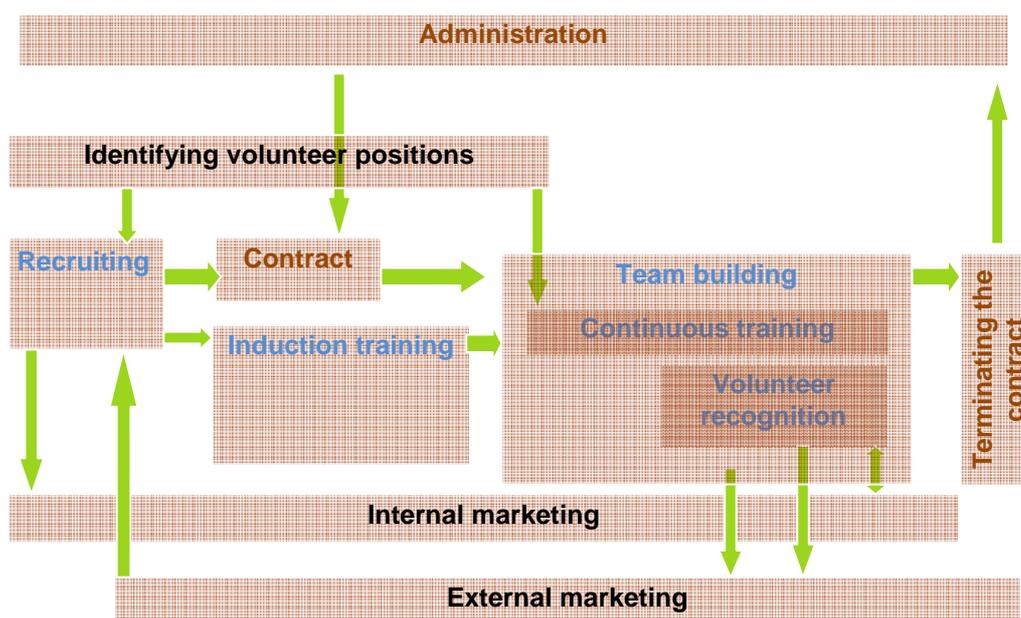
Working with volunteers and usually with people is a very complex job.

Over the years working with volunteers, we developed the following model at MFAB. Systematically, we would say that volunteer coordinators wear at least a minimum of 3 hats: the one of the **precise administrator** who does all the paperwork, arranges the contracts and keeps records of everything, the hat of a **good strategist** is also important when identifying volunteer positions and disseminating the program's results either inside or outside the House. The last hat, the one of the excellent **HR expert** as the very heart of the triple-identity unites recruiting, training, recognizing volunteers and team building. Of course none of them can exist in this position without the other two.

The below chart shows these elements as they interrelate. As this is just a broad overview of the management elements and the skills needed are never ready. We have to say that the good volunteer coordinator has to further develop his mental and verbal abilities as unexpected situations always might happen. They surprise us and at the end it is us who stand there and who has to sort them out. This is a lifelong learning process and so not boring at all.

Of course, the majority of the tasks can be easily followed and learned after some practice. The rest lies with the personality, the imagination and the creativity of the coordinator. Over the course, your creativity will be challenged while providing you with some practical hints on volunteer management.

VOLUNTEER MANAGEMENT (COORDINATION)
 Model by Izabella Csordás



VOLUNTEER MOTIVATION

MODEL 1

There are quite a few studies on volunteer motivation. Let's take the Hungarian research first.

The one¹ we in Budapest usually refer to has been further developed based on our experiences. We believe that knowing and understanding *your* volunteers is above any studies. Nonetheless, motivational factors may vary

¹ Czike, Klára-Kuti, Éva 2006. 'Önkéntesség, jótekonyság, társadalmi integráció (Volunteerism, charity, social integration)', Nonprofit Kutatócsoport és Önkéntes Központ Alapítvány, Budapest, p. 27

from country to country and from historical background to historical background. Don't forget that this is just the ingredient. What you cook with it is up to you.

The results of the study seen in the following chart show very well that there is a gap among generations, there is a gap between those who have seen their parents and grandparents doing any volunteer job and those who have not.

The original study makes two categories: traditional and new types of volunteerism. We went a bit further and call traditional type volunteerism input oriented, when volunteers focus more on the way they can help and on the knowledge and ideas they can give, alas on what they can put in the system – they want to give. However, new-type volunteers might focus more on the outputs of the system, alas on what they can get: the benefits they might receive, the new line in their CV or the knowledge they learn here. Of course volunteer motivation in every situation is a mix of these in different proportions. The only thing we can suggest is respect towards whatever your volunteers want by doing the volunteer job and respect towards the possibilities of the institution. The field of a cooperation satisfying both parties is where these two meet.

Volunteer motivations

Volunteerism	Traditional <i>Input oriented volunteering</i>	New <i>Output oriented volunteering</i>
Motivation	Re-socialization, Belonging to a community, It feels good to help, Tradition in the family Altruistic attitude of giving	Gaining new/necessary experiences, Professional development, Self-knowledge, Useful leisure time Awareness of volunteer work's benefits
Characteristics	Rather elderly people	Rather younger people

There are two other models, we find interesting to mention for course participants.

MODEL 2

Esmond and Dunlop² asked volunteers to rank order of importance for the following volunteer motivation index items:

1. I volunteer because I believe I am meeting a need in the community in my volunteering role.
2. I volunteer because I feel that volunteering makes the world a better place.
3. I volunteer because I believe that you receive what you put out in the world.
4. I volunteer because I feel that volunteering gives me a better understanding of what life is about.
5. I like to work with a volunteer agency which treats their volunteers and staff alike.
6. Being appreciated by my volunteer agency is important to me.
7. I volunteer because volunteering makes me feel useful.
8. I volunteer because I feel that volunteering is a feel-good experience.
9. I would very much like my children to follow my volunteering experience.
10. Being respected by staff and volunteers at the agency is not important to me.
11. I do not see volunteering as part of my value system.
12. I volunteer because I feel that volunteering has given me the opportunity to appreciate the differences in people.
13. I have not made many friends through volunteering.
14. I volunteer because I believe that what goes around comes around.
15. Volunteering has had little effect on my self-esteem.
16. I volunteer because volunteering makes me feel like a good person.
17. I do not need feedback on my volunteer work.
18. I volunteer because I do not believe the community is doing enough to help those I assist as a volunteer.
19. I volunteer because I do not believe the government is doing enough to help those I assist as a volunteer.
20. I like to help people because I have been in difficult positions myself.
21. I feel more settled in myself after volunteering.
22. I have not changed as a person through volunteering.
23. I volunteer because I believe everyone should volunteer.
24. I volunteer because volunteering provides a way for me to make new friends. (inwards)

² <http://jocote.org/category/volunteer-management/>

25. I volunteer because volunteering keeps me busy. (inwards)
26. I often relate my volunteering experience to my own personal life. (inwards)
27. I do not think it is important that the skills I acquire through volunteering will help me in my employment. (inwards)
28. My past experiences have nothing to do with my reasons for volunteering.
29. I feel that it is important to receive recognition for my volunteering work.
30. The social opportunities provided by the agency are important to me.
31. I volunteer because volunteering gives me an opportunity to build my work skills.
32. I volunteer because I feel that volunteering is a way to build one's social networks.
33. I volunteer because volunteering fits in with my religious beliefs.
34. I volunteer because I look forward to the social events that volunteering affords me.
35. Volunteering gives me a chance to try to ensure people do not have to go through what I went through.
36. I volunteer because volunteering makes me feel important.
37. Volunteering helps me deal with some of my own problems.
38. I volunteer because my family has always been involved in volunteering.
39. I volunteer because I feel that I make important work connections through volunteering.
40. I have no plans to find employment through volunteering.
41. I volunteer because I feel that volunteering will help me to find out about employment opportunities.

Over a period of a number of years, the project developed a unique Volunteer Motivation Inventory (VMI) consisting of the following categories (these are direct quotes from the final report). These categories group together similar reasons for why people volunteer:

1. **Values** (Va) whereby the individual volunteers in order to express or act on firmly held beliefs of the importance for one to help others (Clary, Snyder & Ridge, 1992). This scale consists of five statements, e.g. 'I volunteer because I feel it is important to help others'.

2. **Reciprocity** (Rp) whereby the individual volunteers in the belief that 'what goes around comes around'. In the process of helping others and 'doing good' their volunteering work will also bring about good things for the volunteer themselves. This scale consists of two statements, e.g. 'I volunteer because I believe that you receive what you put out in the world'.

3. **Recognition** (Rn) whereby the individual is motivated to volunteer by being recognised for their skills and contribution and enjoys the recognition volunteering gives them. This scale consists of five statements, e.g. 'I like to work with a volunteer agency, which treats their volunteers and staff alike'.

4. **Understanding** (Un) whereby the individual volunteers to learn more about the world through their volunteering experience or exercise skills that are often unused (Clary, Snyder & Ridge, 1992). This scale consists of five statements, e.g. 'I volunteer because I can learn how to deal with a variety of people'.

5. **Self-Esteem** (SE) whereby the individual volunteers to increase their own feelings of self-worth and self-esteem. This scale consists of five statements, e.g. 'I volunteer because volunteering makes me feel like a good person'.

6. **Reactivity** (Rc) whereby the individual volunteers out of a need to 'heal' and address their own past or current issues. This scale consists of four statements, e.g. 'Volunteering gives me a chance to try to ensure people do not have to go through what I went through'.

7. **Social** (So) whereby the individual volunteers and seeks to conform to normative influences of significant others (e.g. friends or family) (Clary, Snyder & Ridge, 1992). This scale consists of five statements, e.g. 'I volunteer because people I'm close to volunteer'.

8. **Protective** (Pr) whereby the individual volunteers as a means to reduce negative feelings about themselves, e.g., guilt or to address personal problems (Clary, Snyder & Ridge, 1992). This scale consists of five statements, e.g. 'I volunteer because doing volunteer work relieves me of some of the guilt for being more fortunate than others'.

9. **Social Interaction** (SI) whereby the individual volunteers to build social networks and enjoys the social aspects of interacting with others. This scale consists of four statements, e.g. 'I volunteer because volunteering provides a way for me to make new friends'.

10. **Career Development** (CD) whereby the individual volunteers with the prospect of making connections with people and gaining experience and field skills that may eventually be beneficial in assisting them to find employment. This scale consists of four statements, e.g. 'I volunteer because I feel that I make important work connections through volunteering'."

MODEL 3

Clary et al (1998.) summarized volunteer motivations as follows:

Function	Distinguishing elements of the function
Values	To express important values Feeling it is important to help others
Understanding	Seeking to learn more about the world A chance to exercise skills and abilities that might otherwise go unpractised
Social	To be with like-minded people To be engaged in an activity viewed favourably by important others
Career	To explore different career options To look good on one's CV
Protection	To reduce guilt over being more fortunate than others To help address personal problems
Enhancement	For personal growth To develop 'psychologically'

EXPECTATIONS TOWARDS VOLUNTEER WORK

The first course in Hungary for museum colleagues on volunteer management was held over 8 days between January and March 2011. In this document this course will be referred to as 'MÖKK' as the Hungarian abbreviation of training on volunteer management in museums.

MÖKK participants identified the following motivational factors within the institution. The exercise embraced the motivation of the institution, of colleagues, of visitors and the volunteers themselves.

☺	☹
Institution	
<ul style="list-style-type: none"> - decreasing the exploitation of staff - positive message - increased number & quality of services/ extra knowledge - saves costs - enwidens the network of the museum 	<ul style="list-style-type: none"> - risk of giving away information / damage - legal responsibility - fear of the unknown - no trust towards strangers - time-demanding induction - no space, no infrastructure
Staff	
<ul style="list-style-type: none"> - appropriate number of staff - realising new/sleeping projects - new inspiration and energy - less stress on existing staff members - makes the palette more colourful 	<ul style="list-style-type: none"> - loosing my job/professional jealousy - status quo (new → unsecure) - lacking knowledge/need for continuous control - much administration - fear of fluctuation
Visitors	
<ul style="list-style-type: none"> - more patience - more attention / enthusiasm / no burn out effect - extra services / extra knowledge - language skills 	<ul style="list-style-type: none"> - incomplete/mis- information - lack of competence - less knowledge - less trust
Volunteers	
<ul style="list-style-type: none"> - acquiring new knowledge/ new relationships - opportunity to find a job - becoming part of a community - being recognized/ successful - free programme opportunities 	<ul style="list-style-type: none"> - too much hope (to get employed) - not being treated as equal partner - colleagues' competitive behaviour towards volunteers

SELECTION OF VOLUNTEERS

MÖKK participants identified the following excluding factors of admitting someone to a volunteer position:

- If the person is unlikely to visit often museums
- If the person is not willing to identify himself (with an ID)
- If the person is unlikely to get committed with the organisation for a longer period
- If the person is not open to get trained
- If the person is not willing to sign a volunteer contract
- If the person thinks of himself to be perfect

The following were mentioned as other decisive factors:

- Outlook
- Communication/ conflict-handling skills
- Language skills
- Precision
- Being trustworthy
- Owning common values with the institution
- Self-esteem
- Presentation skills
- Patience
- Empathy

DAY 2 – November 7th, 2011

INTERVIEW TECHNIQUES

TRADITIONAL VS. BEHAVIORAL INTERVIEW³

A traditional interview would focus on the past and reveal how you generally see certain situations. The interviewee's attitude would be taken under the loop. You will be asked a series of questions which typically have straight forward answers like "What are your strengths and weaknesses?" or "What major challenges and problems did you face? How did you handle them?" or "Describe a typical work week."

A behavioral interview would much more consiously focus on the question if you possess the skills the interviewer is searching for. This type of interview is looking for the exact details and the conclusion is done by the interviewer not by the interviewee. Instead of asking how you would behave, they will ask how you did behave. The interviewer will want to know how you handled a situation, instead of what you might do in the future.

Questions in a Behavioral Interview

Behavioral interview questions will be more pointed, more probing and more specific than traditional interview questions:

- Give an example of an occasion when you used logic to solve a problem.
- Give an example of a goal you reached and tell me how you achieved it.
- Describe a decision you made that was unpopular and how you handled implementing it.
- Have you gone above and beyond the call of duty? If so, how?
- What do you do when your schedule is interrupted? Give an example of how you handle it.
- Have you had to convince a team to work on a project they weren't thrilled about? How did you do it?
- Have you handled a difficult situation with a co-worker? How?
- Tell me about how you worked effectively under pressure.

FURTHER QUESTIONS

At the MFAB we found that further questions have to to be clarified before an interview in order we identify the best candidates:

- are there good/bad answers?
- what would you really like to get to know about the interviewee?
- how will you evaluate the answers?
- how will you remember the answers? will you make notes?
- what about impressions of body language as eye contact, gestures and voice?
- how does an interview start/end?
- how do you react if the interviewee is late, embarassed, etc? if the interviewee creates a situation unexpected for you?

At the MÖKK course, we found that the following interview guidelines/further questions might be useful for coordinators:

- if you want to get a better understanding of the person in front of you, ask him about exact situations,
- are your expectations clear?
- what do you want to get to know through your questions?
- If a volunteer position involves a higher level of knowledge (of a software, etc) what you yourslef cannot

³ <http://jobsearch.about.com/cs/interviews/a/behavioral.htm>

- judge via listening to the candidate, feel free to give out some trial tasks,
- Think of how much time you plan for an interview and how much time you need between interviews, schedule interviews accordingly.
 - Ask as many questions as much information you are able and want to handle per person.
 - Tip of checking if the volunteer really knows your institution: ask about his favourite art piece or the exhibition he liked the best in the past 2 years.

VOLUNTEERS' INDUCTION

INDUCTION TRAINING OF VOLUNTEERS AT THE MUSEUM OF FINE ARTS, BUDAPEST

Once volunteers have been selected we have the ingredients but this still does not mean that we can comfortably lean back. The show is just about to start. Volunteers are curious what will happen to them and your colleagues and most probably you are curious to see if they can do what you expect them to do.

When at the MFAB we started our Volunteer Programme in 2006, we did not have an induction training yet and during the first two years, fluctuation was more than 30% within a year, so quite painful for us as the invested energy was lost, at least as we felt about it. Since 2009, our training programme of volunteers including both induction and continuous training provides volunteers with the necessary information and so feed their commitment, just like provides the programme itself with stability.

To give you an example, here is the model of induction process of information volunteers. As there are many things they need to know, there are many steps. After having investigated his CV and application form we invite them to an interview. If we think the volunteer is capable to do the task we invite him for the following sessions.

			Mentor session - observation	Mentor session - observation			7. contracting
0.	1.	2.	3.	4.	5.	6.	
CV, AF	Interview	Orientation game			Intro training day	Problem solving quiz	

No.2 - Orientation game – as the museum is a big building with a huge collection, often rearranged, we prefer newcomers to make the effort and walk through our facilities. In order to focus their attention, we give them an orientation game with some questions and indicating directions.

Questions include where toilets of a level are to be found, what the price is of our gallery guide, and of course where the collection's highlights are currently on display. We calculate with approx. 100 minutes, provide newcomers with a badge in order they get in easily and at the end of the walk the badge and the game(the quiz) itself has to be returned to our office.

No.3-4. – Mentor session/observation – As the relationship of our volunteers with their volunteer position starts with filling in our application form, then they come to our office, meet us and then walk around in the building, they still have not had any direct contact with the volunteer job itself. To provide them with the opportunity to see other volunteers on the job, we organize shadowing opportunities to observe our mentors, that is the experienced volunteers. Mentors are asked to explain their tasks and let newcomers understand the variety of their tasks.

We find this opportunity essential as this is the point when newcomers become aware with the true nature of their future volunteer position and they have the choice to say no, that is to save us from efforts invested in vain.

At this point they also have the opportunity to meet other people who are already volunteers. So any question they probably did not dare to ask us so far, can find an answer here.

No.5. – Intro training day – This is a complete day when newcomers meet with one another and after diving slightly into the basics of volunteering, they meet with us, the coordinators again. Here is the floor for questions, doubts, clarification of rights, responsibility, scope of volunteer positions. We touch down all these issues in an interactive way. This is all about communication and conversation, newcomers make exercises individually, in pairs and in groups, which help them to find answers to the following and more:

- what can I do, if I do not know the answer to a visitor inquiry,
- who to call in emergency situations,
- how to handle difficult situations and unhappy visitors,
- how to act if a misunderstanding with a volunteer or with a colleague emerges, etc.

No.6. – Problem solving quiz – This is a series of multiple choice questions about extreme situations what happened in the past years at the information desk. To give you an idea, we ask newcomers how they would for example react if someone during an exhibition took the brush of an artist there and left it for sale.

No.7. – Contracting – If the applicant passed all these stations of induction, we sign a volunteer contract with him to make our commitment official.

The below chart shows the rest of induction.

7. contracting		Mentor session - training-on-the-job	Mentor session - training-on-the-job	Mentor session - training-on-the-job		Walkabout - general museum information
	8.	9.	10.	11.	12.	13.
	Beginners' quiz				Computer session	End of trial period

In order that the Museum finalizes the volunteer position of the newcomer, there are some more steps to go.

No.8. – Beginners' quiz – This is a quiz of 65 questions and the idea comes from the Refresher Quiz of The Art Institution, Chicago. There are several – colleagues might think: evident – questions which newcomers either to the volunteer programme or the museum would not be able to answer without having spent some time with us. Volunteers are asked to fill in the quiz within approx. 1 month, but latest until their first sharp volunteering opportunity (*No.9. – mentor session*). They can use the website of the museum, leaflets, catalogues, our library or they can ask us or the mentors. There are questions like what is the director's name, which number to call if someone wants to reserve a guided tour, etc. The quiz would be corrected and returned to newcomers within two weeks.

No.9-10-11. – Mentor session – training-on-the-job – These mentor sessions are more than observation. Newcomers play an active role and provide information or answers to all visitor inquires or if they can't, turn to the mentor, who is on duty, as well. These sessions are organized in order that newcomers can still consult mentors – but this time already on the job.

No.12. – Computer session – This is an hour long training, when coordinators show newcomers the system of the computer used in the information desk. Answers are provided to: where is the topography, how to make a search within an Excel file, how and when to check the mailbox of information desk, what is to be found in the Intranet, etc.

No.13. – Walkabout – general museum information – In 2008, based on the host and walkabout programme of the Israel Museum Jerusalem, Israel, we started a slightly different walkabout programme. Within 100 minutes of the tour newcomers (to the volunteer programme or to the institution) receive basic overview of the space, the museum's history, the collection and the highlights.

When the induction is over, we ask our mentors who assisted the process to provide us with a reference on the newcomer and make a suggestion if the person should be admitted to the volunteer programme. When coordinators' and mentors' opinions meet, the volunteer will be finalized.

DOCUMENTATIVE BACKGROUND OF VOLUNTEERS AT THE MUSEUM OF FINE ARTS, BUDAPEST

Here is a list of documents used within the Volunteer Programme of the MFAB:

- application form accompanied with a CV (and cover letter),
- mentors' feedback form,
- volunteers' check list of the induction process,
- contract,
- volunteer manual (as part of the contract),
- interim evaluation form,
- exit survey.

The Volunteer Manual is the most important reference in our work as it puts down very clearly the rules of

volunteer activity within the museum, as well as rights and obligations of volunteers of the Museum. The document is more than 20 pages and as an overview here is its index:

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CONTINUOUS TRAINING OF VOLUNTEERS AT THE MUSEUM OF FINE ARTS, BUDAPEST

Instead of leaning back and lapping our shoulders after the induction training had come to an end, we should think of the future: how will the volunteer just admitted go on with his job, how will we get any feedback and how can we make sure that he will always get and learn the information needed for his job.

We should not forget that they are the faces of the museum, visitors meet them first instead of walking up to the director's office.

This is the reason why we developed our model of continuous training of volunteers at the Museum of Fine Arts and as we saw it in many other institutions, usually there are various sessions facilitating to have a continuous relationship with them.

We would say that focus should be directed to (A) the knowledge and skills to refresh and (B) to the new knowledge connected to new events, exhibitions, etc.

There is much information provided over the induction training, but as you yourself probably experienced this, as well, as time flies, we tend to forget a great part of it, especially if the knowledge is not used regularly. As volunteers most probably would not work in the institution on an everyday basis, or they would not meet all extreme situations which happened with others, it is well worth to organize events when these can be discussed or refreshed.

HEALTH AND SAFETY (A): several sessions are organized for paid staff members, as well as for newcomers and practicing volunteers and all are asked to complete one session each year – for the latter group as the requirement of continuous volunteer activity.

THEMATIC TRAINING (A/B): we invite heads of departments, curators, the shop manager or the head of room minders, always some colleagues from related fields to introduce their scope of work and draw volunteers' attention to the possible cooperation (i.e. which highlights of an exhibit to recommend for visitors, which publications the museum issued lately, when to ask for the room minders' or security guards' help if difficult situations or conflicts emerge, etc.).

Volunteers are recommended to participate in one training session per year but they can choose if that will be the thematic or communication session (or both). However, we ask them to do each training every second year at least.

COMMUNICATION TRAINING (A/B): the museum is a sanctuary of arts, however some visitors act in such an offensive way and so disrespectful towards our staff members, that both front-of-the house staff and unpaid volunteers have to be reminded from time to time that visitors such times treat them as part of the Museum and not as private people. In spite of this, of course, it is really difficult to handle such situations. That is the reason we use role plays of real situations which have already happened, we try to pick the most extreme ones in order we can discuss possible solutions in a protected environment during the training session, and so we provide them with a possible solution or a structured frase which can be quoted in such situations (based on the principles of non-violent communication).

Communication training sessions moreover serve as opportunities of team building and so we prefer to touch down and discuss the teams' wishes, perceptions about the museum's difficulties, as we believe that open communication might help all of us to get closer and have deeper understanding.

QUIZ (B): Similar to the 8th step of induction training, quizzes are regularly provided to volunteers when new exhibitions open. Usually 2/3rd of the questions is about the topic, highlights, available audio guide, publications of the new show and the rest gives an opportunity to repeat related issues, ie. Friends members' discounts in the temporary exhibitions, etc.

Information volunteers – as they might be asked from the day of opening on such questions, are asked to fill in each quiz, while volunteers in other fields are also asked to fill in at least one quiz each year as we think that even if neighbours would ask them about museum issues, they should be able to give an answer and act as the museum's ambassador.

WALKABOUT (A): This is the same step as the 13th step of induction. To include walkabout in continuous training has several reasons:

- 1, the idea of the need for refreshing general museum information comes from The Art Institute in Chicago, where I saw several years ago a refresher quiz which guided volunteers in the building around and was recommended for each volunteer once every three years.

- 2, volunteers guiding walkabouts felt bitter and disappointed when volunteers who attended their tour several months ago did not remember the location of art pieces.

3, our galleries are rearranged quite often due to the lack of exhibition space and also due to travelling of several art pieces.

Mentors then suggested that walkabout should be a regular activity for volunteers and we agreed to expect volunteers to complete one tour each year. To make this easy and also to meet the demand, we arrange tours approximately every second week providing volunteers with a lot of opportunities.

GUIDED TOURS (A/B): from 2007 on, we organize monthly tours for our volunteers. The concept was from the beginning very clear as our permanent collection covers Antiquities, Egyptian art works, Old Masters' Gallery (incl. Austrian, German, Flemish, Netherlandish, Spanish, Italian, British painting), Graphic Collection and Modern Collection. Besides these, the Museum of Fine Arts organizes several temporary exhibitions every year. This means approximately twelve tours a year. We usually follow chronological order of our collection and temporary tours get integrated in the schedule as close to their opening as possible. This is also an opportunity that curators, museum educators meet volunteers and several times related questions emerge, like: what to answer if visitors complaint about the poor lighting of graphic works, etc.

Volunteers are asked to attend 4 out of the total of guided tours every year. They usually prefer the temporary exhibitions but tours in the permanent collection also have an average attendance of 15-20.

These elements of continuous training are summarized in the following chart.

TRAINING SESSION	NO. OF SESSIONS ORGANIZED / YEAR	EXPECTED ATTENDANCE (YEARLY)	
		INFORMATION	OTHER
Health and Safety	2	1	1
Thematic training	1	1	0-1
Communication training	5	1	1
Quiz	3-4	3-4	1
Walkabout	ca. 20-30	1	1
Guided tours	ca. 12-14	4	4

Of course, this system matches the needs of the Museum of Fine Arts, however yours might be different. In case of volunteer guides yearly monitoring might be useful to reflect their development in their presentation skills and check if their knowledge is regularly updated.

DAY 3 – November 8th, 2011

TIMING OF LAUNCHING A NEW PROGRAMME

Launching a new programme requires a lot of preparation and might embrace a longer period of time – often depending on the number of actors involved.

This chart shows the launching of our Hands On programme at MFAB in 2010.

LAUNCHING THE HANDS ON PROGRAMME AT MFAB - TIMING				
	Month	Phase	Tasks	Participants
1	January	Discussing the programme idea with museum educators		volunteer coordinators & museum educators
2	February	Discussing with curators the programme idea and the option of using original artefacts	Which collections?/Which objects? - to identify	volunteer coordinators & curators
			Originals or copies? - to decide	
			Who would introduce the objects to volunteers? - to identify	
			Who would prepare the object descriptions? - to identify	
			Any other handling rules? Any other comments? - to discuss	
3	May	Report of volunteers who have visited The Manchester Museum (and its Hands On desk)	Exchanging experiences, ideas, practical guidelines, etc.	coordinators & volunteers
4	early June	Call for applications	Circulating a draft call among involved colleagues & getting the approval of director	coordinators, curators, educators
			Scheduling the induction training of newcomers	
			Deciding about needed skills/number of volunteers/criteria (i.e. already practicing volunteers or not)	
5	late June	Selection of volunteers	Publishing the call for applications	coordinators & curators
6	July/August	Induction training of volunteers	Curatorial lectures on objects and Egyptian culture	coordinators, curators, educators
			Getting to know the volunteer programme & the museum	
			Museum education session on unexpected situations	
7	July	Ordering the Hands On desk	Agreeing with the design studio and curators and facility department about functional use and placement of the desk	coordinators, curators, facility department
8	July/August	Clearing processes	Hands On volunteer regulations	coordinators, curators, Security Department, volunteers
			Schedule of volunteers	
			Obtaining needed tools	
			Arrangement of key and security	
			Entering and leaving the building	
9	September	Exams	Volunteers take an exam	coordinators, volunteers, educators, curators
10	September	Developing a mentoring system	Colleagues involved in the training process shadow volunteers on the job	coordinators, volunteers, educators, curators
11	September	First public session	Advertisement of the program	volunteers

STEPS OF LAUNCHING A NEW PROGRAMME

As you see above, there are several things to do in order to safely launch a new volunteer programme. The steps to do can be organized into different categories according to their focus.

- *PROCESSES* - Are all the processes clear to you and to all the staff members? Has everyone been inducted? I.e. How would volunteers enter the building – direction/safety regulations/permissions, etc. Is the task clear?
- *PEOPLE* - Are all staff members informed about the newcomers? I.e. Will the concierge and the security guard know about them? How would they recognize them?
- *DOCUMENTATION* – Has everyone received the needed documentation? I.e. Have you had name badges designed and done for your volunteers? Are the contracts signed? Is there a written introduction of the volunteers circulated within the house?
- *TOOLS* – Are all the tools ready to be used? I.e. Do volunteers have everything needed for their work? Is there a computer available for them? Is there an information desk at the point of use?

ADMINISTRATION & REPRESENTATION OF VOLUNTEER RESULTS

VOLUNTEER RESULTS – THE ADDED VALUE

Administration of volunteer results starts in the first hour we thought of launching a volunteer programme and covers each process. It might be time and nerve consuming, but its outputs are very important when representing a programme.

If I have told you these details about the asteroid, and made a note of its number for you, it is on account of the grown-ups and their ways. When you tell them that you have made a new friend, they never ask you any questions about essential matters. They never say to you, "What does his voice sound like? What games does he love best? Does he collect butterflies?" Instead, they demand: "How old is he? How many brothers has he? How much does he weigh? How much money does his father make?" Only from these figures do they think they have learned anything about him.

If you were to say to the grown-ups: "I saw a beautiful house made of rosy brick, with geraniums in the windows and doves on the roof," they would not be able to get any idea of that house at all. You would have to say to them: "I saw a house that cost \$20,000." Then they would exclaim: "Oh, what a pretty house that is!"

Saint-Exupéry: The Little Prince

Directors are “grown-ups” and need facts in order to make a decision, to support the programme. There are several ways to help them understand the importance of volunteer activity. Broader methods deal with the contribution of volunteerism to national economics, our concept should work on the institutional level, though the two of these have the same base.

Figures will always help you, so if you better brush up your basic numerical skills and start counting the sheep, the candidates, the volunteers and the volunteer hours, the volunteer fields and the minimum wage.

To give you an example, in the Museum of Fine Arts in Budapest 37,000 hours (equivalent of 4,625 working days or 210 working months) were donated to the museum by volunteers. The monthly minimum wage in Hungary is 78,000 HUF which equals to approx. 278 EUR. This means that the value of what volunteers did in the museum had to be worth more than 58,500 EUR. And services’ quality, the value of open institutional communication or extra generated income (i.e. by audio guides having been translated into Russian, German and Italian – audio guide tickets are sold for 3-4 euro each) are not even calculated within this.

Social capital, human capital are other interesting factors. For these check out the following quotation.

Economic Benefits of Volunteerism- “Measuring the Invisible Force”

The contribution of volunteering as a percentage of GDP clearly demonstrates the economic value of promoting an extensive volunteerism program. In countries where statistics are collected on the monetary value of volunteering, volunteering contributes up to 14% of GDP. In Australia volunteer activities contribute US\$30 billion to the national economy and made up 3.3% of GDP from 1999-2000. Similarly, in Spain volunteers make a great contribution to the economy: 6.8% of all nonagricultural employment is volunteer work.

The returns on government investments in national volunteer programs have also been tracked. In a study carried out in the United States, every one-dollar invested yields an estimated US\$1.60 to \$2.60 in returns. Additional methods are being developed to measure the economic inputs and outputs of volunteering; the Volunteer Input and Value Audit (VIVA) is one example of innovative measurement tools developed by the Institute on Volunteering Research in the U.K. The VIVA captures an organization’s expenditures and investments on volunteer related activities including management and recruiting, and compares it to the overall value of volunteer work. Any demonstrated return on investment through the VIVA can be a helpful tool in justifying increased state funding for volunteer programs. Human capital will also be built up over the long term, an aspect not always considered in the overall economic benefits for a country. This is particularly true when a large portion of volunteers are youth. Another benefit in the long term of youth targeted service programs is in its proven preventive value. Youth involvement in civic service can bring a drop in drug addiction, crime and incarceration rates.

On an individual level, volunteering presents economic benefits as well. It can be a means of training and preparation for paid employment that incorporates skills such as leadership, management and communication. Other “soft skills” such as social networking and empowerment will also produce economic gains. In Canada, 25% of volunteers say that they volunteer to gain new skills and training that could potentially lead to a paid job. More abstract benefits such as empowerment, confidence and self-esteem are additional byproducts for individuals that assist them in career objectives. Service learning is a common term for volunteer programs that are targeted to young people, which include a significant training component in their volunteer service.

Taryn Nelson: A Comparative Look at National Volunteerism Legislation, The Inter-American Initiative for Social Capital, Ethics and Development, Inter-American Development Bank, June 2005

CHANGING VOLUNTEER MOTIVATION, PHASES OF VOLUNTEER LIFE

STARTING A VOLUNTEER ACTIVITY

To start a volunteer activity might have different reasons. The time must come. But when has it come?

Generally speaking people would start volunteering due to various reasons.

Sometimes the reason is that someone got involved, i.e. students starting their university studies on art history would more likely to become a museum volunteer than other students. Sometimes we look for a useful free time activity as we suddenly have more free time, especially after elder people retire or when young mothers have their kids attending kindergarten. It can also happen that someone interested in nature makes acquaintance with a local NGO and so realizes that volunteering might be a source of learning more about his environment. And as traditions emerge and pass by, volunteering might be one in our family and as such might be natural or with other words trendy to become a volunteer.

However, these motivations change during the volunteer activity. In any case the institution’s aim is to maintain the volunteer’s commitment, since committed volunteers usually:

- provide us with more time,
- provide us with their creative ideas,
- stay longer,
- spread the word about our organisation.

Based on a chart by KÖSSZA, the volunteer life phases vary as seen below. In this chart we can observe what motivational factors are the most active in different phases of volunteers’ life. Accordingly, the coordinator might want to emphasize and develop these factors as it is possible.

For applicants, it is obviously the institution and the expected benefits which raise their attention. For those who have just joined us this is still true but benefits become more interesting. However, after the pink clouds fly

further and our vision is clearer, we face the advantages or disadvantages, the pros and contras of the activity itself and the programme's management becomes also more important. On the long term, it is all about logic: is my work useful? does the organisation (and so me) serve a good cause?

Motivational factors	Length of volunteer activity			
	1. phase "Rendezvous" 0 month	2. phase „Honeymoon" 1-3 month	3. phase Building trust 6-12 month	4. phase Belonging 12+ month
Institution	1	2	4	2
Real/expected benefits	2	1	2	3
Task/activity	3	3	1	1
Management	4	4	3	4

DAY 4 – November 9th, 2011

EVALUATION OF VOLUNTEER ACTIVITIES & ASSERTIVE FEEDBACKING

If you have a look back at volunteer motivation, it is easy to realize that feeding the need often depends on the feedback. I.e. if a volunteer seeks for spending his free time in a useful way, knowing that it was spent usefully can only be 100% justified by the institution which he worked for.

Feedback might be provided in front of the whole team – appreciation might go for an individual's performance or for the team work. This way of feedbacking is much more useful to summarize result or say any warnings to your people (i.e. please note that volunteer benefits change from the next month on, etc.), as this way of communication does not provide listeners an opportunity for discussion and questions.

If you decide to discuss any issue with a group of volunteers as evaluating their performance, group dynamism might be awakened and the group itself might select good solutions to a problem which would lead to a wider acceptance of the newly taken rule or sanction. In such a situation, the coordinator would rather play the moderator role after raising the issue. This was the way how MFAB mentors jointly with the coordinators developed the induction training process as the general wish of being in a highly trained group emerged from each side.

Certain situations might though need personal, face-to-face feedbacking. Especially if delicate issues are to be discussed. This might involve a personal misunderstanding between volunteers or colleagues, the bad smell of a volunteer, being too chatty and so disturbing, etc. But how shall we address such issues?

At MFAB we try to be as personal as possible and find the right time and moment for such discussions. Allowing some days after an exact situation happened might help be less emotional and not waiting too long might help the volunteer to remember exactly both sides. As per the method of communication, we found the model of nonviolent communication (NVC) in such situations very useful.

THE SOURCE OF CONFLICT IS INSIDE US – NONVIOLENT COMMUNICATION

Source and to read more on this: http://www.nonviolentcommunication.com/pdf_files/key_facts_nvc.pdf

While NVC is much more than a communication model, the components below provide a structural concept of the process that leads to giving and receiving from the heart.

Honestly Expressing how I am and what I would like without using blame, criticism or demands

Empathically Receiving how another is and what he/she would like without hearing blame, criticism or demands.

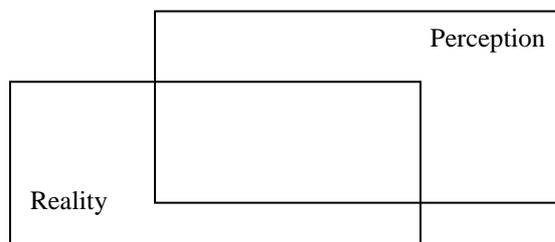
Whether expressing or receiving, NVC focuses our attention on four pieces of information:

Observations—Objectively describing what is going on without using evaluation, moralistic judgment, interpretation or diagnosis

Perception and reality often overlap but not match completely. Each observation should be done in the awareness that the observation is only a segment of the reality as you see it. Give chance and listen to others.

Observation should be: factual, objective and without judgment. It should describe an exact situation not generalities.

I.e.: *When I see / hear / When I saw last Tuesday...*



Feelings—Saying how you feel (emotions and body sensations) about what you have observed without assigning blame

Feelings should be derived from the observation. Speak about the feelings which you felt directly when experiencing the observed situation. Feeling should be really felt not thought. Take responsibility for your feelings: Instead of „I am much/little disappointed... „, say „I am disappointed”.

I.e.: *....I feel/I felt...*

Needs—The basic human needs that are or not being met and are the source of feelings
 Needs should be general needs and not connected to any persons (in which case they become expectations).
 Try to identify the need which generated your feelings.

I.e.: ... *because I need...*

Requests—Clear request for actions that can meet needs

Requests should aim at feeding the need, not solving the situation. Understanding does not mean agreeing. Form requests (in a positive way) which can be answered in the very moment. Wait for the answer.

I.e.: ... *So would you be willing to...?*

DISSEMINATION OF VOLUNTEER PROGRAMME'S RESULTS

Volunteer Programme's results can be disseminated many ways: inside and outside the House and according to the direction different channels might be used. Within the House Internal communication patterns can be utilized for the same cause, while outside the house mostly press releases, the institution's website, conference opportunities and probably if the budget allows, leaflets can help spreading the word.

Here there is a list of upcoming events which might be of your interest:

YOU MAY BE INTERESTED IN	WHAT IS IT?
... participating in	
a senior volunteering project (for those over 50 years olds)	A 2-year project between two organisations from different countries, with European citizens aged 50+ volunteering abroad for between 3 to 8 weeks <i>Next deadline:</i> 30 March 2012
... taking part in professional development:	
in-service training course	Courses for staff in adult education; organised throughout the year on many different topics <i>Next deadlines:</i> 16 January 2012 - 30 April 2012 - 17 September 2012
visits and exchanges	Participate in a European conference, in a contact-making seminar, perform job-shadowing, etc... <i>Next deadline:</i> check your National Agency – deadline might vary from country to country
assistantships	A chance to spend 12 to 45 weeks in an adult learning organisation in another European country <i>Next deadline:</i> 30 March 2012

Source: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:233:0015:0016:EN:PDF>
http://ec.europa.eu/education/lfp/doc/call11/fiches/grund7_en.pdf

CONFERENCES ON VOLUNTEERISM IN 2012

- Volunteering, Human Rights & Human dignity – 22nd IAVE world volunteer conference, 22-26 September 2012, Dublin, Ireland – IAVE (International Association for Volunteer Effort) – *this event has been cancelled*
- Check Energizer.com regularly at: <https://www.energizeinc.com/prof/conf.html>
- International Conference on Volunteerism and Development, Kathmandu, Nepal, Dec 5-7, 2012
- 2012 Annual Conference of the Irish Museum Association - Limerick, end February 2012, In 2012 The Annual Conference will place in Limerick, courtesy of the Hunt Museum. For further details check here: <http://www.irishmuseums.org/annual-conference/>
- For relevant courses check the Comenius-Grundtvig course catalogue at <http://ec.europa.eu/education/trainingdatabase/search.cfm>

DAY 5 – November 10th, 2011

ROLE OF THE VOLUNTEER COORDINATOR

COMPLEXITY

As we mentioned at the beginning of the course and of this reader, the role of a volunteer coordinator is complex. It requires one to be a good strategist, a precise administrator and an excellent HR expert. As a short summary let us have a look at the description of the coordinator's role as it is written in the Volunteer Manual of the MFAB, here below each responsibility is assigned to one of the beforementioned roles.

The Volunteer Coordinator

The management and supervision of the programme is the responsibility of the Volunteer Coordinator (henceforth abbreviated as Coordinator).

Responsibilities of the coordinator:

- Identifying volunteer roles clearly and unambiguously (this may be done by the contact persons of the separate departments) - **strategist**
- Serving as a liaison between the volunteers and the Museum Departments - **strategist**
- Collaborating with the contact persons of the different work fields - **strategist**
- Protecting the interests of both the Museum and the volunteers - **strategist**
- Compiling and releasing the Red Folder - **administrator**
- Informing the volunteers weekly and in extraordinary circumstances in the volunteer newsletter – **HR expert**
- Monitoring the volunteer website - **administrator**
- Editing the volunteer calendar - **administrator**
- Arranging the schedule of work not indicated in the volunteer calendar (either the coordinator or the contact person discusses this with the volunteer) - **administrator**
- Assessing volunteer work (rewarding or reprovig –done partly by the contact persons and partly by the coordinator consulting with the contact persons) – **HR expert**
- Describing the volunteer rights and entering into a contractual relationship with new volunteers - **administrator**
- Considering and discussing new, constructive ideas – **HR expert & strategist**
- Providing volunteers with the work equipment needed - **administrator**
- Organizing programmes aimed at training volunteers and helping new members to adjust quickly and easily – **HR expert**

WHERE DO YOU SEE YOURSELF IN THE PICTURE?

Fulfilling such responsibilities and being persistent in the roles mentioned requires a practical but at the same time visionary type of person for the job. Visualizing your position might help a lot to understand the grand picture, to see your situation in a broader context.

One of our preferred exercise *Museum spirited away* to abstractly look at the situation was also done by MÖKK participants and to give you an idea, check out the following drawing.



In this drawing the General Director wears the red hat and steers the boat, while staff members are standing on the board waiting for visitors. On the mast, the coordinator is checking the circumstances, the waves and the weather, while volunteers provide arriving passengers with a welcome a smile. And watch the setting: the sun is shining, there are some fleecy clouds and playful waves on the ocean. Is it not ideal?

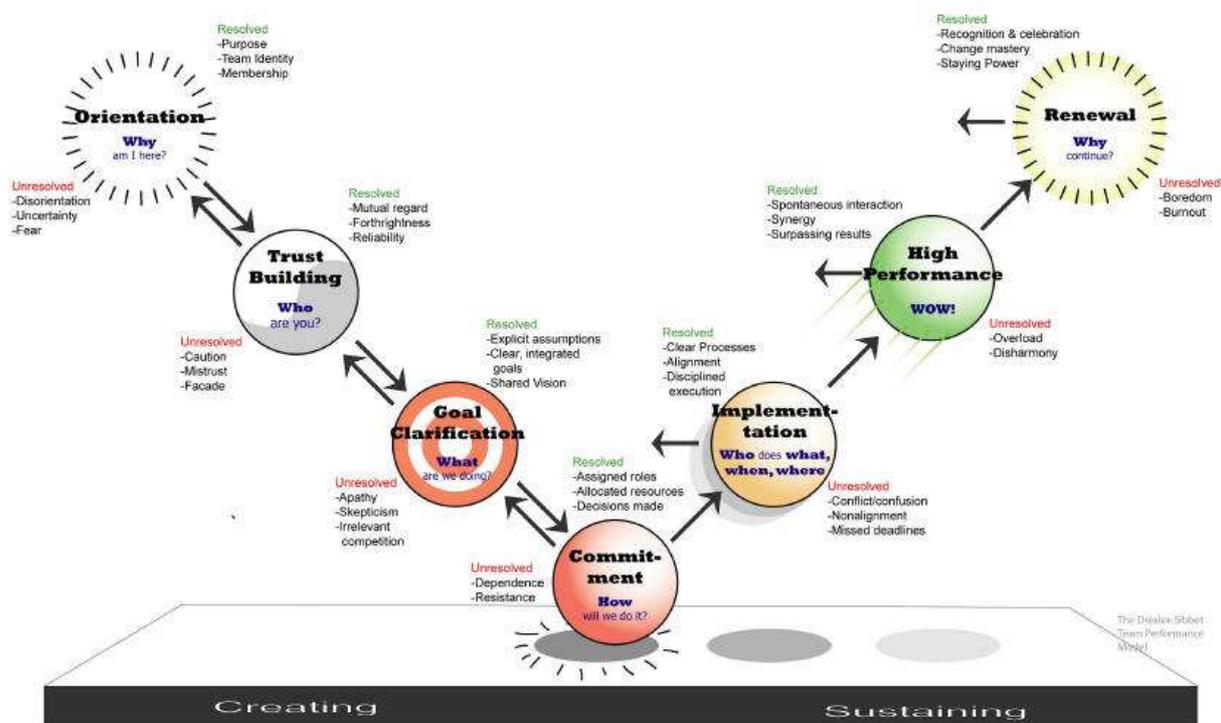
However nice the picture is, the weather is changing though, so everyone on the boat has to get prepared for harsher conditions. But let's speak about you and have a look at where you can recharge *your* batteries to stay on the mast, how can you feed *your* needs?

SELF-DEVELOPMENT

Working directly with people means a constant flow of your energies, as this is a constant option to get renewed, as well. We would say that keeping a balance requires that you look at your professional and emotional needs, as well.

Professionally you can develop yourself in all the three roles by performing them and also by sharing experiences or getting trained. To give you one idea, check out The Decision Book by Mikael Krogerus and Roman Tschäppeler, what we think is an excellent summary of management models. Let us highlight one, the Drexler-Sibbet Team Performance model, which shows well your team’s development and its development options on the level of Meaning (upper level – Orientation and Renewal), on the level of Relationships (Trust building and High performance), on the level of Task (Goal clarification and Implementation) and on the level of Choice (Commitment).

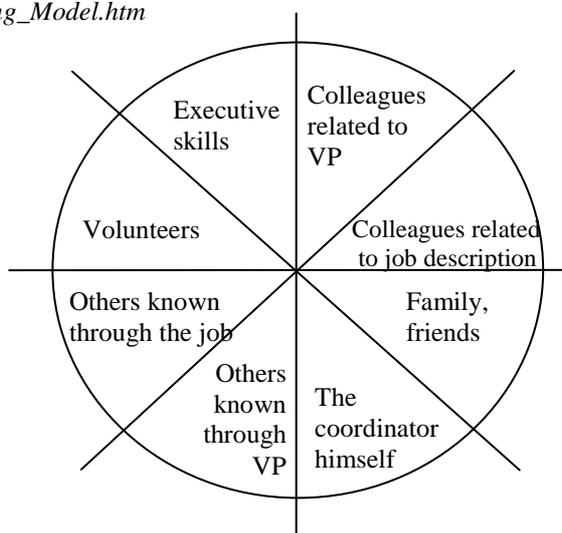
This model is though not only a good tool to manage a team but to look at your own needs and question yourself as well. Try to do this in the sense of the Flow model by Csikszentmihalyi. To help you with this just ask: What is preventing you from being happy? And answer the questions on your own.



Source: http://www.kordellnorton.com/Drexler-Sibbet_TeamBuilding_Model.htm

There is another model describing the volunteer coordinator’s source of renewal and ways of recharging his batteries. Eight fields of his job life provide a wide variety for that. Being aware of these possibilities might help managing our own energies in a smooth way.

This model has been used by Ildikó Meggyes at KÖSSZA.



VOLUNTEERS' APPRECIATION

BENEFITS

As Dr. Gary Chapman describes this in his book *The Five Love Languages*, people have different ways of expression and also have different needs and understanding. Probably your father told you every day how much he loves you, but in reality you just wished for a hug which would have made you understand his love. Some volunteers might need to be told how much we appreciate their efforts, some need to receive a gift as the proof of our appreciation and others need the weekly coffee you drink with them, some appreciate the free entrance to the museum or just a smile or a lap on their shoulders.

According to Chapman, affirmative words, quality time, receiving gifts, acts of service and physical touch are the five love languages.

Accordingly, volunteer benefits can vary in their manifestation. At the Museum of Fine Arts we adapted the principle we highly appreciate in the volunteer management system of the Field Museum, Chicago. Volunteers are treated as unpaid staff members, as what they are. Doesn't matter if they spend 2 or 40 hours in the museum every month, their devotion is to be appreciated.

However, here is an official list of the volunteer benefits we provide our volunteers:

- gift books every half a year,
- unlimited free entrance to the permanent collection,
- monthly guided tours in the museum,
- certificate about volunteer activity,
- discount in the Museum shop,
- free family entrance to the nearby zoo,
- entrance tickets to temporary shows bimonthly,
- free use of the audio guide,
- participation in the Christmas reception,
- reference about volunteer activity upon request,
- discount in the cafeteria,
- free use of the library.

We organize every year two times an evaluation event. In autumn we celebrate the yearly anniversary of the programme, the director gets invited to speak and welcome volunteers, every active volunteer is listed and his volunteer hours performed are included in a power point presentation, we recall the most outstanding results of the programme to make everyone aware of the fellows' performance, i.e. when the Russian or German audio guides were ready made or when the European Union funded project has been completed, these were mentioned. Following this we share a glass of champagne and a birthday cake and photos are prepared to document the event.



The other similar event is usually organized in March and has less importance, rather serves to maintain the tradition and have an opportunity to get together, however a presentation is similarly shown and gift books given away.

This photo has been taken in the 5th anniversary of the Volunteer Programme, on the 1st October 2011.