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Co-AGE Volunteers Train-the-Trainer Guide for volunteer mentors

A project to promote intergenerational cooperation and volunteering between Austria and Slovakia.

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Co-AGE Volunteers - Austrian-Slovakian Network for Intergenerational Volunteering

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Our project partners:

Vocational Training Institute Burgenland

ADEL Slovakia

Austrian Young Workers Movement

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1. Introduction

The project Co-AGE Volunteers, a Slovak-Austrian cooperation for intergenerational volunteering, was launched in January 2021. The vision of our project is to build a transnational network of regional actors to support the engagement of young volunteers in their work with older people and to promote intergenerational solidarity in the border region between Slovakia and Austria.

Besides the positive effect of social cohesion, however, volunteering brings much more to those involved than one would realize at first glance. Volunteering can be an excellent example of non-formal learning for young people and play an important role in both personal development and the acquisition of soft skills relevant to the labor market.

We believe that the learning effect - and ultimately the success of our project - depends very much on those who work with young volunteers on a daily basis and build a bridge between old and young. The staff of senior citizens' homes, day care centers or other organizations dealing with the elderly can benefit greatly from the expansion of volunteer support - young volunteers, on the other hand, gain invaluable experience through their work.

In order to use the full potential of volunteering, especially that of young people's volunteering, we have developed a methodological and didactic support program for staff of senior homes, day care centers and other senior organizations who work with volunteers or are planning a volunteer program. The aim of our manual is to collect and organize this practical knowledge, to share the experiences of our pilot seminars and to make it available for all already working or future volunteer coordinators, mentors and interested people.

Our program deals with the following topics:

- Strengthening personal skills of non-professional volunteer coordinators, e.g., communication, problem solving, leadership, etc.
- Onboarding and training - transfer of knowledge to young people
- Strengthening the long-term commitment of young people
- Evaluation of personal efforts, direct feedback
- Coaching and support of mentees
- Establish best practices to support collaboration between old and young.

The trainers responsible for the development and piloting of the mentoring program brought with them a great deal of experience in the design and implementation of methodological and didactic training programs. Also, their work with different target groups (including youth and volunteers) was very helpful for the preparation of this manual. It is precisely this combination of experience that has been necessary to make the mentoring program practical, useful and flexible.

During the conception of the Co-AGE Volunteers Mentoring Program, we were also inspired by the "Guide for Curricula of Courses for Responsible Volunteers" from the Federal Ministry of Labor, Social Affairs and Consumer Protection, as well as by the results of other EU projects and programs (e.g. Erasmus+ BEEHIVE, EUUpTRAIN) and platforms (www.interreg-central.eu, mobileserve.com, www.volunteerhub.com).

2. Mentoring - Characteristics and Expectations

The word "mentor" can be traced back to Greek mythology. Odysseus asked an old friend named Mentor, in his absence, to "introduce his son to life" and to "replace his father" for him. In the USA, the term "mentoring" was revived in the 1980s and thus came back to Europe. "Mentoring" describes the relationship between two people: Mentees who want to achieve goals and mentors who support mentees on this path. Mentoring in a company supports individual employees within a certain period of time. Both mentors and mentees should enter into the relationship voluntarily and willingly, keep the content of the discussions confidential, and benefit equally. The support can consist of the following elements: regular discussions, concrete instructions, transfer of knowledge and contacts.

Mentoring is a career development tool. One-to-one mentoring is a temporary, informal transfer of experience and knowledge between a (professionally) experienced person (mentor) and a less experienced person (mentee). Mentoring is particularly rewarding in biographical transition phases, such as when starting a career, returning to work, or changing jobs or locations. Here, mentoring can help people make reflective decisions about their future career paths. Through discussions, guidance and the introduction to appropriate networks by experienced mentors, mentees are supported in their professional development. But mentoring not only brings valuable benefits for mentees; mentors can also profit from it.

Advantages for mentors	Advantages for mentees
Access to new knowledge and current developments	Orientation and feedback
Insights into processes and working methods	Reflection and better self-assessment
Training in social and leadership skills	New contacts and networks
Self-reflection and opportunity to give back	Access to experience and know-how
Contacts and networks	Understanding unwritten rules of the game

Mentor

The role of mentors: they act as role models and advisors in the mentoring relationship.

The tasks of mentors

- passing on tips for achieving professional goals
- Passing on "unwritten" laws in the company
- Report on own experiences in the working world
- Pay attention to realistic realization of mentees' goals
- Open expression of opinion
- Create opportunity for regular, appreciative feedback
- Show respect and goodwill to your mentee

The benefit for mentors

- Exchange of different points of view
- Gain insight into professional barriers faced by mentees
- Motivation for own professional development steps
- Mentors receive further training: Expanding conversation skills
- Better information flow between different employees
- Making new contacts at networking meetings

The requirements to become a mentor:

- Professional and life experience
- Joy in the transmission of knowledge
- Familiarity with "unwritten" laws and rules in the company
- Personal willingness to learn
- Willingness to provide open feedback
- Time and energy

Mentees

Mentees' Responsibilities:

- Formulate goals and concerns
- Propose topics actively
- Willingness for self-reflection
- Openness to new perspectives, ideas and strategies
- Accepting support from the mentor
- Showing respect and goodwill to your mentor

Benefit to Mentees:

- Strengthening professional self-confidence
- Concrete formulation of professional goals
- Support in achieving these professional goals
- Higher job satisfaction

Requirements to become a mentee:

- Ability to voice own concerns
- Willingness to accept constructive criticism
- Personal responsibility and initiative
- Openness and willingness to experiment

Mentees consciously take an active role in mentoring. They are open to new perspectives, ideas and strategies and are prepared to accept constructive criticism.

A wide range of topics can be discussed in a mentoring relationship, such as career goals and planning, application strategies, the development of personal skills, for example in the area of soft skills, leadership skills or intercultural communication, professional topics, self-marketing and networking strategies, and much more. Mentors contribute their individual wealth of experience and expertise and, in the best case, are also sensitized to issues of equal opportunities and social integration.

Often chosen topics:

- Wishes in relation to the workplace
- Wishes in terms of education and training
- Satisfaction with the workplace (e.g. colleagues, working hours, working atmosphere, etc.)
- Making strengths and talents visible
- Self-image and image of others
- Time management

Framework for future cooperation:

- How often will we meet?
- How long will the meeting last?
- Where will we meet?
- Is it possible and desirable to communicate by e-mail?
- Is contact/ telephone contact possible between the agreed appointments?
- When is the best time to contact us?
- Where does the duty of confidentiality apply?
- Expectations: What do we expect from mentoring?
- Expectations: What do we want from the collaboration?
- What do I want from the mentor?
- What should the mentor not do?
- What do I expect from the mentee?
- What should the mentee not do?
- What can cooperation ideally look like?

What is the exact mandate for mentoring? To help participants understand and internalize these topics, an activity is planned at this point. The recommended activity can be found in the appendix under "Activity 2".

3. Basics of the coordination of volunteer work

Volunteer coordination is to be understood as a cipher for methods of structured handling of volunteers in organizations. This comprises aids for the coordination and handling of volunteers. Thereby, the professional support of volunteers is ideally considered on three different levels: on the level of volunteer management, on the level of volunteer coordination and on the level of local contact persons.

To coordinate volunteers, you need to be well prepared: Discuss work times and shifts, cross-check and plan buffer times. Everyone should be clear about who they are working with, who needs to be at which place at what time, and how the various teams can reach each other. The volunteers are briefed, know their colleagues and know who they can turn to in case of questions and problems. The necessary information and all contact persons for the activity should be known to the volunteers.

Coordinating also means that the volunteer coordination offers all volunteers, according to their abilities and interests, the opportunity to get involved as much as possible and to take on responsibility. Here it becomes clear how necessary a longer conversation with new volunteers is in advance.

Volunteer coordination includes:

- Planning operations: Who should best be where, when? What is Plan B?
- Team building: Who is good with whom?
- Competencies: Who does what best?
- Create shift schedules: Who can come when and who will come when (including contingency options for absences)?
- Maintain and update deployment lists: Who is where, when?
- Keep mailing lists, phone lists, and address lists current: How do I reach...?
- Inform "Active" volunteers before the action: "Glad you're going to be there. Here's what you need to know..."
- Create information leaflets for the action itself: provide "actives" with all important data, dates, addresses and (emergency) numbers.

Since volunteers do not only want to be coordinated, they also need support and training. Therefore, a volunteer coordination:

- Should act as a reliable contact

- Make regulations on materials, reimbursement of expenses, travel costs, etc. transparent
- clarify: What thematic or methodological deepening could help volunteers to engage better?
- Give feedback: How well did it go? Whom may the volunteer coordination book for new assignments?

3.1 Employer branding

One of the most important issues in volunteering is how to motivate volunteers to sign up in the first place, or how to position yourself in the market as an attractive company. Which channels to use, what is the content offered, what are the opportunities, how is the company culture built, etc. This was the moving reason to deal with so-called "employer branding" in the following chapter. An example of this is an **Employee Value Proposition**¹ :



Employee Value Proposition (EVP) describes what employees and volunteers can expect and what they will receive for their efforts. The EVP supports the approach of future volunteers, binds and motivates current employees and strengthens the commitment to put the mission statement into practice.

"It spells out what makes you different!"

EVP criteria

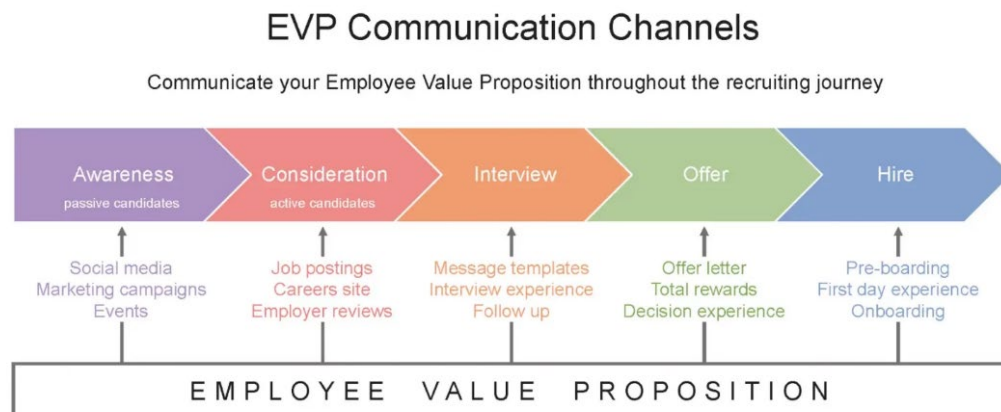
In practice, the following points have proven successful:

- Relevance & differentiation (why is the company important or better than the others)
- Authenticity & ambition (uniqueness, mission statement, what makes the company special)

¹ <https://www.paydata.co.uk/hr-hub/blogs/employee-engagement/the-importance-of-reward-in-the-employee-value-proposition/>

- Idea & surprise (how are business goals achieved?)
- Corporate culture and strengths (cultural fit and benefits) (how does the company work from the inside, what makes it attractive?)

5 Steps to positioning (in the market, for the outside world)² :



3.2 Voluntary screening

Vetting volunteers protects your organization. There are several options for how you can do this, such as making sure they are trustworthy and reliable:

- Thoroughly check
- Criminal record certificate (police clearance certificate)
- Resume
- References

Perhaps something in the applicant resume does not match what he/she said in his/her interview. Numerous district, state, and federal databases are available for criminal background checks.

3.3. Volunteers - Engaging

The methodology that is recommended for this point, and that has proven itself, is to have a discussion with volunteers and an exchange of experiences with

² <https://haiilo.com/blog/6-steps-to-build-your-employees-value-proposition/>

colleagues. In the course of the volunteer mentor seminar days, some experts were invited.

3.4 Onboarding

"Onboarding" means familiarization and integration of new employees. Volunteers are allowed to look behind the scenes of a company, are integrated and should therefore also have good onboarding. The better volunteers are integrated, the higher the chances that they will remain a part of a company for longer.

Onboarding Goals:

- effective information transfer
- Structured and planned introduction of new employees
- faster, practical orientation in the complexity and interconnections of the new company
- Promote cross-departmental and cross-project team building.
- Getting to know managers and colleagues
- Experiencing the corporate culture
- fast commitment to the company

Ways to promote integration:

- Familiarization plan
- Contact
- Team introduction (mutually, i.e. also the team at the new colleague!)
- Sponsorships
- Networking with other new employees
- Several feedback sessions with the manager
- Set and announce feedback dates in advance
- Interest and follow-up of the personnel department
- Tasks and roles
- Rules of the game in the company
- Communicating values and corporate culture
- Familiarization with company management and other relevant persons

3.5 Challenges in volunteer management

Interestingly, while volunteer recruitment is possible with some strategies, volunteer management is largely seen as a challenge. We have summarized the challenges in volunteer management here.

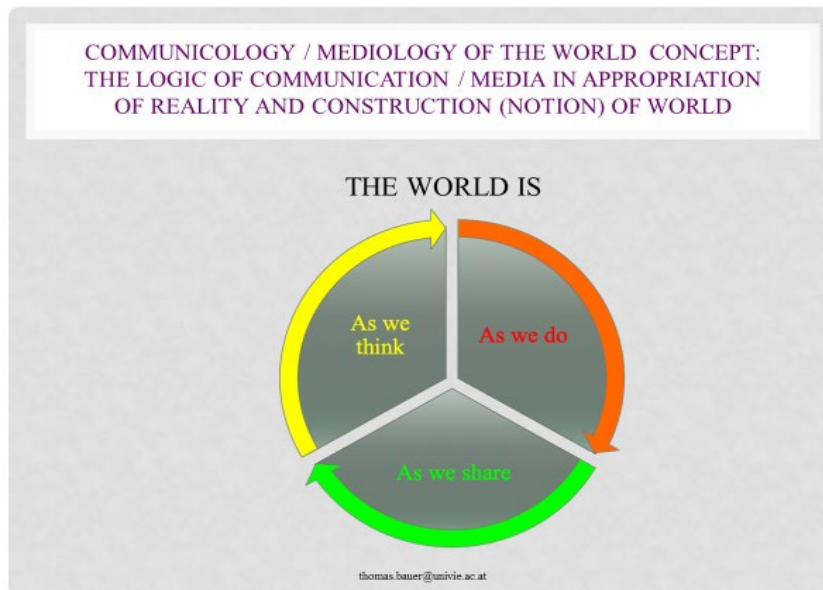
- **Under-valued positions:** A troubling aspect of volunteering is that volunteers are generally viewed as "low members on the organizational totem pole." They are not involved in organizational structure or planning, they work for free, and their interest is purely benign.
- **Insufficient time:** If an organization does not have a dedicated volunteer manager, the duties of such a position are taken on by other staff members. Without a central manager, overworked staff struggle to balance their regular duties with volunteer engagement and retention.
- **Volunteer burnout:** Managers volunteer organizations often struggle with volunteers who begin their tasks with zeal and unwavering commitment that later dries up and unreliability sets in.

4. Soft Skills

In today's world, where automation, artificial intelligence and technology are becoming increasingly important, the biggest challenges for companies are human resources, i.e. how to find suitable employees and develop the skills they need for the tasks at hand, how to run their businesses in a socially responsible way, and how to make their workplaces more flexible, humane and pleasant. In our society, good communication is becoming an important prerequisite for business success, but also for living and living together with others.

In this chapter we will try to answer the questions related to communication skills and comprehensive expression skills and their importance in the world of work.

4.1. Communication



Source:
Thomas
Bauer

Communication theory says you can't not communicate. Everything we do, how we move, our facial expressions and gestures, as well as our words communicate a message to our counterpart.

Communication logic sees a small difference between how we see the world, perceive it and pass it on or communicate. In a broader sense, we can talk about communication on a factual level and on an emotional level. When we communicate with someone, it is very important to differentiate between these two levels. We can always answer a few questions in the process:

- What happened?
- How does it make me feel/how do I react to it?
- What does the other person do with my information?
- Do I expect a response or reaction?
- Is the statement to be understood as information only?

Discussion: Observe communication in general in your environment (process, problems, solutions, approaches, etc.).

- What can you observe?
- Are there any conflicts?
- How are they solved? Mentoring

- What am I like as a mentor?
- What are my strengths, weaknesses?
- Is there a need for improvement?
- Is there a person in my immediate circle who can/will see me as a mentor?

4.2. Feedback

What is meant by "feedback"?

It may not always be pleasant, sometimes even embarrassing. But feedback basically consists of two components:

- Give feedback
- Take feedback

Feedback is one of the cornerstones of conflict-free and constructive communication. They serve to clarify misunderstandings, eliminate weaknesses, and formulate demands and expectations.

In short: professional feedback creates a pleasant atmosphere, strengthens mutual understanding, helps build trust and improves the result.

Feedback as a management tool

As an instrument in personnel management and development, professional feedback serves to improve performance and motivate employees. Richard Conniff of Yale University, for example, has shown that constructive feedback can increase employee motivation and performance by up to 10 percent. If good results are appreciated and this is communicated, motivation increases by as much as 17 percent.

Positive feedback has an even better effect on the mood and motivation of employees than purely monetary incentives such as bonuses or a salary increase.

The prerequisite for this, however, is that the feedback is not given spontaneously or impulsively, but is prepared and professionally conducted within a sufficient framework (in terms of space and time), e.g. in the form of a so-called "feedback discussion". However, concrete goals that are pursued with the feedback are also decisive. The following feedback goals and functions are conceivable:

- Determine and assess performance level
- Name and evaluate successes achieved
- Define new goals and formulate future requirements

- Analyze required competencies
- Plan further development of the employee
- Resolve misunderstandings or (personnel) conflicts
- Reach agreement on further cooperation
- Change (unwanted) behavior
- Improve or encourage future decisions
- Create higher identification with the job and the work environment

There is no question that such extensive feedback is an enormous challenge for both sides - for the feedback giver as well as for the feedback receiver.

Ultimately, professional feedback is not only praise but also criticism and always includes sensitive areas such as personal development and involves both positive and negative behavior.

It is not easier to express negative aspects than to accept such feedback. It is therefore all the more important for the person giving the feedback to create an informal and calm atmosphere for this and also to pay attention to the feasibility of the feedback.

Those who unreasonably overburden their counterparts only increase their frustration.

Feedback formulations

The following feedback formulations are conceivable in the job:

- "I have the impression that..."
- "I've noticed recently..."
- "Although I really appreciate _____, I didn't like this one very much..."
- "I think that compared to..."
- "I would have liked more that..."
- "I would feel better if next time you..."
- "I would be happy if in the future you..."

Good feedback is oriented towards the feedback giver and the feedback receiver.

Behavior of the feedback recipient(s)

- He/she listens (until the feedback giver is finished).
- He/she orients his/her feedback to his/her role (e.g. manager)
- He/she questions any ambiguities.

Feedback givers are important

- Thanks for the feedback
- Appreciation for time and thoughts
- The feedback recipient informs his/her feedback provider about the results of the feedback (e.g. behavioral changes, etc.).

Should the feedback result in a conflict, consensus moderation takes place according to 6 golden rules:

1. Clearly address and stop destructive conflict behavior, demand constructive communication.
2. Do not let talk about the past.
3. Consistently demand solution-orientation (let wishes for each other & own contributions formulate).
4. As much impartiality as possible. But also decide clearly when necessary.
5. Do not tolerate destructive behavior, non-compliance with agreements.
6. Cancel and adjourn if necessary.

4.3. Motivation

Hackman and Oldham's theory of job characteristics states that high motivation is related to three psychological states during work:

1. Meaningfulness of the work

That the work has meaning for you- something you can identify with, and that it is not just a series of movements to be repeated. This is fundamental to intrinsic motivation, which means that the work itself is motivating (as opposed to motivation that serves only as a means to an end).

2. Responsibility

That you have the opportunity to succeed or fail in your job because you have been given sufficient freedom to act. This includes the ability to make changes and take into account the knowledge gained on the job.

3. Knowledge of the results

This is important for two reasons. First, so that the person knows how successful their work has been, which in turn enables them to learn from mistakes. The second reason is that they create an emotional connection with the customer of their results, giving their work a broader meaning (e.g., I may only work on an assembly line, but I know that the food rations I produce will be used to help people in disaster areas and save many lives).

Each of these critical conditions, in turn, derives from certain characteristics of the workplace:

Meaningfulness of the work

The work must be experienced as meaningful (his/her contribution has a significant impact on the overall efficiency of the organization). This is derived from:

Skills diversity

Use an appropriate variety of skills and talents: too many could be overwhelming, too few could be considered boring.

Identification with the task

The possibility of identifying with the task as something whole and complete, and thus the possibility of being proud of the result of this work (for example, if you only put a screw nut on a bolt in the same place when a washing machine passes, it is much less motivating than the person responsible for the drum attachment and the associated work area (even as part of a group)).

Importance of the task

The ability to see the task as a contribution to something larger, to society or to a group that goes beyond the self. For example, the theory is that I will be more motivated if I contribute to the overall company bonus this year, take care of someone, or make something that benefits someone else. Conversely, I will be less motivated if I only make a faceless owner richer or make something meaningless (e.g., corporate giveaways).

Responsibility

Responsibility derives from autonomy, as the activity provides the individual with considerable freedom, independence, and discretion in planning the work and determining the procedures to be used in the process.

Knowledge of the results

This results from the feedback. It means that the employee is aware of how effectively he/she is translating his/her efforts into performance. This can be anything from production numbers to customer satisfaction scores. The point is that feedback provides information that can be used to do things differently if you want to. Feedback can come from other people or from the work itself.

Knowing these critical workplace characteristics, the theory goes, makes it possible to derive the key components for designing a workplace and redesigning it:

- Varied work to allow for a variety of skill sets
- Assigning work to groups to increase the wholeness of the product produced and give more importance to a group
- Delegating tasks to the lowest possible level to create autonomy and thus responsibility
- Connect people to the results of their work and the clients they receive to provide feedback for learning.

We get you: you've had a good working relationship with your volunteers, but how do you keep them coming back? Retaining volunteers is critical for any charity, but sometimes it can be difficult to keep them. Here are seven effective strategies to keep volunteers happy and helping:

- Show appreciation - Thank them - in person. Publicize volunteerism within your organization's community, Host annual or biannual celebrations to recognize volunteers
- Motivate volunteers with concrete, actionable tasks
- Highlight volunteer impact - Help volunteers see exactly how they are making a difference

Tell stories and create an experience - A key factor in retaining volunteers is making them feel like they are part of a larger story. In addition to hard data about volunteer impact, you should also appeal to their emotions by presenting special success stories

- Communicate, communicate, communicate - create regular contact with volunteers.
- Create a community of volunteers - Online tools like social media groups or discussion boards can be helpful, but fostering an in-person community is usually more effective.
- Understand why your volunteers are there - Volunteers show up at your door for a variety of reasons: they believe in your mission, want to give back, or are interested in improving their skills. It's important that you understand what made them choose you and how they want to help.

How can we get our volunteers to stay?

By:

- Being respectful and flexible
- Being organized
- Setting clear goals
- Building community
- Appreciating and recognizing someone's work
- Communicating appropriately
- Motivation
- Showing understanding
- Being open.

4.4. Resilience

Resilience is not something you can learn, but rather something you have to actively practice and experience. You can only become resilient after you have actively experienced something yourself. When talking about volunteers, it is sometimes assumed that they have been through some complicated and difficult situations. To teach resilience, there is usually a great reliance on sharing experiences with others and advice on how or what one could do to better manage their own situation.

There were no special exercises for this in the course of this mentoring program; instead, group experiences and approaches to solutions would be discussed. What proved to be very helpful were so-called "conflict resolution exercises".

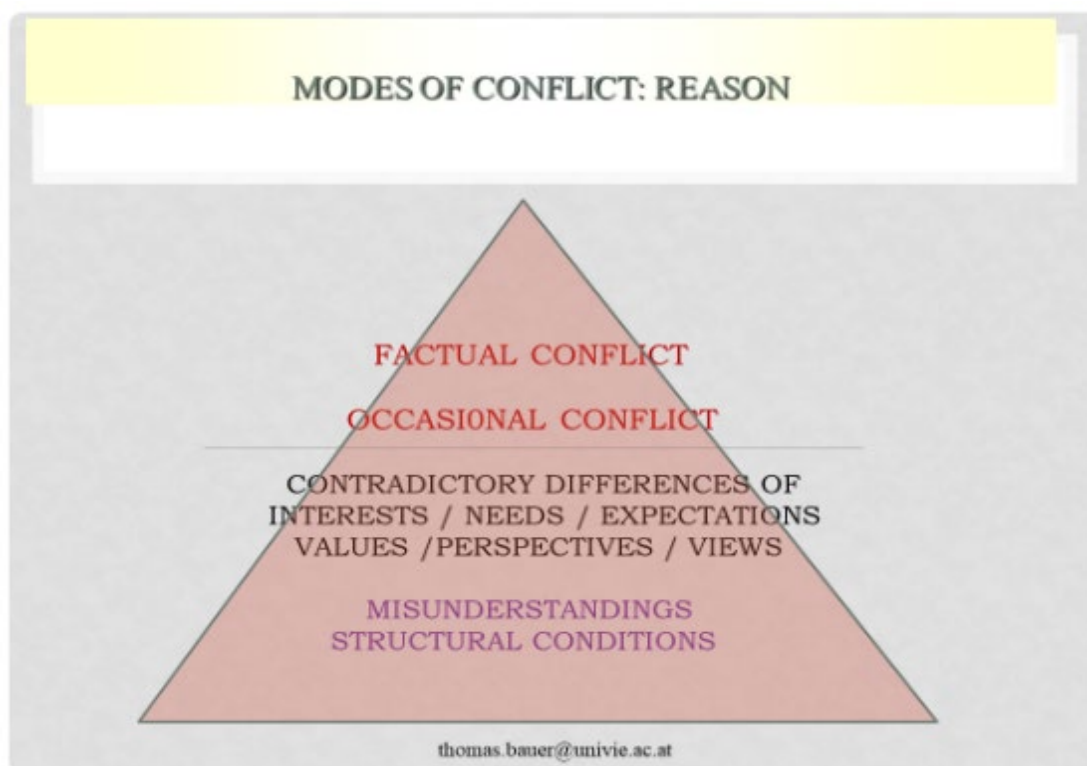
4.5. Conflict Resolution

Conflict is:

A situation of tension among two or more people who are somehow interdependent. The persons try to realize with empathy, apparently or actually, that they have incompatible plans of action and are ready to enter into a solution, even if they are aware of their contradictory position.

Conflicts can be factual or personal and can derive or result from conflicting differences, interests, expectations, values, outlooks, and perspectives.

Activity 3 & 4 (see Appendix) are suitable for this set of topics.



Source: Thomas Bauer

The conflicts can also be social (relationship level), personal (emotional level) or on the factual level. (See Communication)

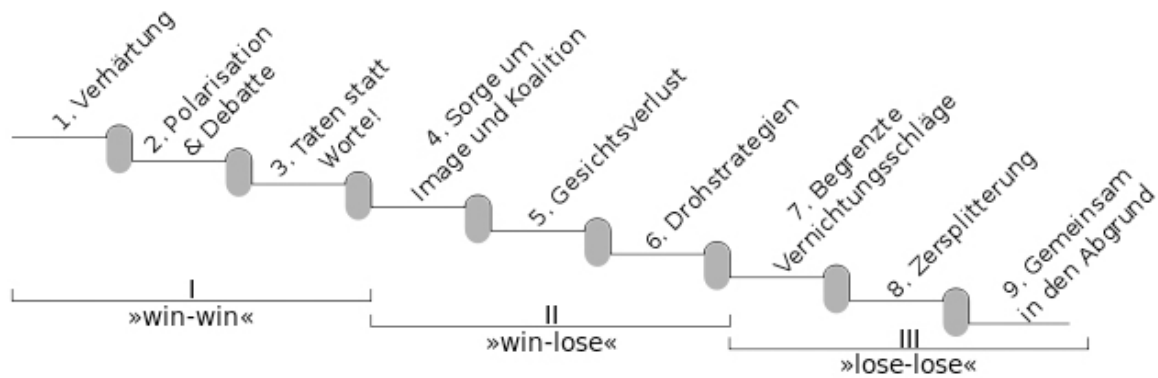


Source: Thomas Bauer

Steps on how to de-escalate a conflict (according to Glasl):

- Stage 1-3: Self-help is still possible
- Stage 2-3: Help from friends, family or professional moderation
- Stage 3-5: Assistance through external professional process support
- Stage 4-6: Assistance through external socio-therapeutic process support.
- Stage 5-7: Assistance through external professional mediation
- Stage 6-8: Assistance through voluntary or mandatory arbitration.
- Stage 7-9: Help is only possible through an intervention of power from above

Source: <https://dieprojektmanager.com/konflikteskalation-nach-friedrich-glasl/>



Source: Thomas Bauer

Important to note:

- None of the partners involved should suffer a defeat
- The partner should be convinced that he/she is accepted
- Conflict partners should become cooperation partners.

Possible course of action:

- Identify the problem - agree on what it is about
- Look for alternatives: "Focus on the Common"
- Evaluate the solutions/ alternatives together.

4.6. Team development

The question of what exactly team development means can be approached from different perspectives. Ultimately, team development is about increasing everyone's performance.

This works best when team members trust each other, when they can engage in constructive debate, when they are committed to working, accountable and focused on results.

Only through relationship development within a team can the available resources be fully exploited. If no sustainable relationship has been developed, then the openness that is necessary for good cooperation is not present. Communication is an essential component of successful team or relationship development.

Working groups are composed on the basis of their professional competencies and often have few common denominators. Diversity (the uniqueness of each

individual) as a source of resources must first be learned. In order to achieve an optimal team result, soft skills such as personal and social competencies are trained.

Personal competences

- designate the treatment of itself
- relate only to the own person, but have an impact on the social environment

Social competence

- Refer to behaviors towards other people

Ways to manifest social competence:

- Communication
- the ability to listen
- the ability to show understanding
- Credibility and trust in other people
- Socialize and make friends
- the ability to explain and teach other people something
- Ability to lead groups
- Ability to lead discussions
- the ability to argue and debate (in terms of content)
- Willingness to compromise and reach consensus
- Willingness to focus first and foremost on the interests of the team (rather than your own interests and benefits)
- the ability to remain silent.

Goal of the team development

Group members should:

- Consciously perceive one's own role in the team
- learn to use the advantages of teamwork and compensate for its disadvantages
- Address potential areas of conflict within and between small groups
- Improvement of communication and its structure within the team

The central goal is to improve teamwork.

The participants should learn to recognize and shape their own role within a team consciously.

The use of advantages and the compensation of disadvantages of teamwork should be conveyed in an experiential and tangible way. Likewise, possible areas of conflict in or between small groups are to be addressed. A component is also the communication and its structure within a team. An improvement of the team ability is the central goal.

According to Bruce Tuckmann, the 5 most important phases of team development are:

- **Forming** - Arriving and settling into the group. In the forming phase of the team, team members are usually full of anticipation. They get to know their colleagues and are excited to be part of the group. Members often have high positive expectations of the work ahead. In this phase, conflicts are not yet openly expressed by the members.
- **Storming** - eliminating disputes and conflicts. After a few weeks, the team realizes that it cannot live up to all the expectations of the forming phase. Frustration and anger arise. Some team members will actively address this. Others will react passively, introverted and withdrawn.
- **Norming** - developing commonalities and strengths. With all the discussions and conflicts, the team gets to know each other thoroughly. Members learn how colleagues' attitudes and sense of values show up in everyday life. They learn how the formal roles come together on an informal level as well.

On this basis, the members develop tactics to perform effectively together. They find common ground and use the strengths of the individuals for the success of the group.

- **Performing** - Delivering and getting better. Each team member has now found his or her role and position in the group. A common team culture is created. This close bond makes a team successful and ensures that it can achieve its goals.
- **Adjourning** - Saying goodbye and opening up to new things. This phase occurs only when teams divide or key members leave the group. Team members can feel sadness and joy at the same time. The group is very emotional at the moment and fluctuates between highly motivated and depressed.

Target improvement in the performance of all team members

Good conditions for team development:

- mutual trust between team members
- Constructive discussion and cooperation
- Responsibility
- strive for the achievement of team goals.

The dynamics of the hierarchy of group members according to Raoul Schindler

<p style="text-align: center;">Alpha (group leader)</p> <ul style="list-style-type: none"> - Group oriented - Heroic - Narcissistic - goal-oriented - Dominant - gives new content impulses - has new ideas - leads and manages the group 	<p style="text-align: center;">Beta (Expert)</p> <ul style="list-style-type: none"> - Does not need to have special knowledge in the field - Has a factual and less emotional approach - supports Omega in the integration process - threatens Alpha - "gray eminence"
<p style="text-align: center;">Gamma (passive member)</p> <ul style="list-style-type: none"> - imitates the alpha behavior 	<p style="text-align: center;">Omega (Member on the sidelines)</p> <ul style="list-style-type: none"> - Is in contradiction

<ul style="list-style-type: none"> - makes Alpha Alpha by its absence - pursues the same goal - puts forward - is a typical member of the group 	<ul style="list-style-type: none"> - does not identify with the group - questions the facts, the line of cooperation and the goals of the group - refuses to cooperate (is passive or aggressive) - lags behind the group - is either group-oriented or narcissistic
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<p>Alpha (group leader) attitudes</p> <ul style="list-style-type: none"> - empathetic - group oriented - self-confident and independent - sees himself as protector and savior 	<p>Omega (marginal member) attitudes</p> <ul style="list-style-type: none"> - concerned - ambivalent - not understanding or accepting a common goal (clown, entertainer) - self-confident, criticizes alpha - tries to overthrow Alpha
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Role assignment by Meredith Belbin ³

Action oriented roles	Communication oriented roles	Knowledge oriented roles
<ul style="list-style-type: none"> • Leader • (Shaper) • Implementer • Perfectionist • Executor General partner: Completer • Finisher 	<ul style="list-style-type: none"> • Coordinator • Team worker • Collector/Searcher (Resource Investigator) 	<ul style="list-style-type: none"> • Innovator / Idea generator • Observer or evaluation critic (Monitor Evaluator) • Specialist

³ <https://teamworks-gmbh.de/rangdynamik-warum-alphas-betas-brauchen-und-omegas-eigentlich-nuetzlich-sind/#:~:text=After%20Schindler%20gives%20it%20in,the%2C%20that%20the%20others%20follow.>

5. Personnel development measures

The volunteers who come to a company may be experienced or inexperienced. They may also have other professional interests or skills and be very valuable to a company. On the other hand, if a company invests time in personal development, employees and volunteers will be more interested in staying or coming back.

5.1. Job rotation/change of workplace

Job rotation is a systematic exchange of jobs. Employees are regularly assigned new tasks and "wander" through different work areas.

However, job rotation is not suitable for all work areas. For example, a very experienced database developer cannot be easily replaced, but an assembly line worker can.

As a general rule, the more demanding a task is, the more difficult it will be to perform job rotation.

Why do job rotation? The following table shows some advantages and also disadvantages.

Advantages	Disadvantages
The tasks of the employees become more varied and interesting.	Productivity could suffer from the fact that new employees often have to be trained.
The employee's motivation increases because he/she is regularly challenged.	Not every employee wants to take on new tasks all the time and may feel overwhelmed.
Important expertise is passed on and better distributed among employees.	Real teams that can work together efficiently are less likely to emerge.
The employees have a broader professional background and can use this knowledge for later management tasks.	
New employees bring fresh impetus to the department.	

5.2. Job Enlargement/ Expansion of activities

Job Enlargement" means that an employee is given additional tasks to supplement his or her previous activities. This always involves work that corresponds to the

previous requirements profile. Further training is rarely necessary; the employee is not promoted.

Job Enlargement also brings some advantages and disadvantages:

Advantages	Disadvantages
The employee is motivated because he/she is allowed to take on new tasks.	Employees may feel that they have to do more work but are not compensated for it.
Multiple tasks are managed by one person, so less internal coordination is required.	

5.3. Job enrichment/ enrichment of activities

Job enrichment is a form of task expansion, but with one important difference from job enlargement.

In job enrichment, the new tasks are not at the same level, but at a higher hierarchical level. The employee is therefore not only given new tasks, but also more responsibility and decision-making power.

For example, a colleague from Marketing writes the texts for the monthly customer magazine and selects suitable images. His/her area of responsibility will be expanded so that he/she can also make strategic decisions in the future: Which topics will be covered in the magazine? How high is the circulation of the customer magazine?

Just like the other measures, job enrichment does not come without a few advantages or disadvantages.

Advantages	Disadvantages
The employees are motivated by the new responsibility.	It is possible that employees feel overwhelmed by the increased responsibility.
The tasks of the employees become more demanding and interesting.	Assumption of more demanding duties may require further training.
Various tasks are supervised holistically by one employee.	

5.4. Training on the job: training in familiar surroundings

"Training on the job" refers to all forms of training that take place directly on the job. It relies entirely on the method of "learning by doing".

For this purpose, the trainee is supervised by an experienced employee who explains the processes on site and provides important additional information. This new knowledge is immediately put into practice and applied in normal day-to-day business.

If questions nevertheless arise, they can and should be clarified immediately. This ensures the closest possible connection to practice.

In practice, different areas of on-the-job training are distinguished. These include:

- Job rotation: The workplace is changed regularly in order to get to know different areas of the company. This method is familiar from trainee programs, for example.
- Job Enlargement: The employee is given additional tasks that are on the same hierarchical level and the same professional level as his/her previous tasks.
- Job enrichment: In this method of on-the-job training, the employee is temporarily given new tasks that involve more responsibility than the previous activities. For example, he/she could directly support the department manager for a few weeks.
- Mentor and coach: The trainees are assigned a permanent contact person who accompanies them through their new activities. This is usually an experienced colleague. However, an external coach is also conceivable as a supplement.
- Assignment as assistant: In order to introduce the employee to new activities with more responsibility, he/she is assigned as an assistant to the manager and is partly allowed to make his/her own decisions.
- Project work: In the course of the training or advanced training, concrete projects are worked on that not only bring a learning effect, but are also helpful in the day-to-day business of the company.

Advantages	Disadvantages
The training is close to practice, so that the new knowledge can be implemented directly.	There is a lack of thinking outside the box, as all measures take place in the company's own operations.
During the training there is close contact with the day-to-day business and the colleagues.	The regular work routine is regularly interrupted by further training.
Training on the job can be implemented relatively inexpensively.	The trainee receives little theoretical knowledge.

5.5. Training off the job: learning away from the workplace

All measures that fall within the scope of "training off the job" take place outside the company. For example, this could be lectures and courses at a vocational school or at a private provider of continuing education. Individual e-learning is also conceivable, which the employee can carry out at home.

Training off the job can be used as a long-term measure or in the form of a short seminar. In both cases, information is imparted on a specific, cross-company topic (e.g. rhetoric or time management).

Advantages	Disadvantages
External events are good for theoretical knowledge.	The new knowledge must then be transferred to practical work.
The employee gets a new perspective from the outside.	The contents of the continuing education are not directly tailored to your own company.
The contents can be prepared in a pedagogically and didactically meaningful way.	The participants of the training are absent for their regular work.
A comparatively large amount of information can be conveyed in a short time.	

5.6. Training near the job: the golden mean

To perfectly combine the advantages of "training on the job" and "training off the job", "training near the job" was developed.

These are seminars, workshops or project groups that take place away from the employee's own workplace and thus have the character of off-the-job training. However, the content and issues dealt with are clearly related to the company. This is where the elements of on-the-job training come into play.

For example, employees from different departments could meet for a two-day seminar on the topic of "corporate culture. On the one hand, they talk in general about what characterizes a positive corporate culture, and on the other hand, they work out concrete suggestions on how to improve the atmosphere in the company.

Advantages	Disadvantages
There remains a clear reference to practice and to one's own company.	The fresh perspective from outside is still missing.
There is no risk of the content being too theoretical.	The participants are not able to do their regular work.
The format of the measure allows the topics to be professionally prepared.	

6. Getting older and what it means

Aging is a lifelong, individual process of change and development in a person's life that occurs on a biological, psychological and social level.

We say that it is a lifelong and individual process, because the persons concerned have to recognize aging as a part of life. This is supported by the conversations and thoughts about it. Furthermore, aging persons have to reorganize their everyday life and adjust to life in old age, learn and adapt to change.

It is to be considered as a social process, because society considers long life as an achievement. New challenges for the elderly are to be seen, recognized and accepted by society, as well as thinking about new ways and solutions.

Reflection Task:

- What would you see as positive about the process of aging?
- What would you consider as negative?
- Is there any way you can influence this perception?
- What tasks are assigned to older people in society?
- Where can older people get involved?
- What do older people trust them to do?
- What is not expected of older people?

Age can be perceived as a

a) social construct (retirement age, age and the world of work, framework conditions that make people feel old).

b) individual construct (Who is old? From the point of view of a child? A 100-year-old? "Old is who is in need of care" - statement of a 98-year-old artist).

Activity 5 (see Appendix) as an exercise is suitable for this topic.

Elderly people are generally seen as less competent and attractive. The willingness to come into contact with old people decreases and negative images of old age have an impact on the individual self-image. Negative age prejudices promote age-discriminatory behavior such as: Patronizing older people, low trust in older people, infantile language towards older people, etc.

7. Dementia

Dementia is not a specific disease, but a general term for the impairment of the ability to remember, think, or make decisions that interferes with the performance of daily activities. Alzheimer's disease is the most common form of dementia. Although dementia most commonly affects older adults, it is not part of normal aging and therefore does not affect all elderly people (<https://www.cdc.gov/aging/dementia/>).

In 2014, 5.0 million adults were diagnosed with dementia. This number is expected to reach nearly 14 million by 2060.

The normal aging process includes weakening of muscles and bones, stiffening of arteries and vessels, and some age-related memory changes that may manifest as follows:

- Occasional misplacement of car keys
- Difficulty finding a word but remembering it later
- Forgetting the name of an acquaintance
- Forgetting recent events

Usually, knowledge and experience built up over years, old memories and language remain intact.

a. Dementia - signs and symptoms

Because dementia is a general term, symptoms can vary greatly from person to person. People with dementia have problems with memory, attention, communication, reasoning, judgment and problem solving, visual perception beyond the typical age-related changes in vision.

Signs that may indicate dementia include:

- Getting lost in a familiar environment
- Use of unusual words for familiar objects
- Forgetting the name of a close family member or friend
- Forgetting old memories
- Not being able to complete tasks independently

The risk of dementia is increased by the following:

The age

The strongest known risk factor for dementia is increasing age, with most cases occurring in people over age 65.

Family history

Those who have parents or siblings who have dementia have a higher risk of developing dementia themselves.

Ethnic and social background

Different ethnic and social groups have different risks of developing dementia.

Poor heart health

High blood pressure, high cholesterol and smoking increase the risk of dementia if not properly treated.

Traumatic brain injuries

Head injuries can increase dementia risk, especially if they are severe or recurrent.

b. The most common forms of dementia

Alzheimer's disease

Alzheimer's disease is the most common cause of dementia, accounting for 60 to 80 percent of cases. It is caused by specific changes in the brain. The characteristic symptom is difficulty remembering recent events, such as a conversation that took place a few minutes or hours ago, while difficulty remembering earlier memories occurs later in the course of the disease. Other problems, such as difficulty walking or talking or personality changes, also occur later. Family history is the most important risk factor. If a first-degree relative has Alzheimer's disease, the risk of developing it increases by 10 to 30 percent.

Lewy Body Dementia

In addition to typical symptoms such as memory loss, people with this form of dementia may also have movement or balance problems such as stiffness or tremor. Many affected people also suffer from altered attention, such as daytime sleepiness, confusion or rigors. They may also have nighttime sleep disturbances

or visual hallucinations (seeing people, objects, or shapes that are not actually there).

Vascular dementia

About 10 percent of dementia cases are due to strokes or other problems with blood flow to the brain. Diabetes, high blood pressure and high cholesterol are also risk factors. Symptoms vary depending on the area and size of the brain affected. The disease progresses gradually, meaning symptoms suddenly worsen if the person suffers multiple strokes or mini-strokes.

Fronto-temporal dementia

This type of dementia most often leads to changes in personality and behavior because part of the brain is affected. People with this disease tend to behave inappropriately and out of character. For example, a formerly attentive and sensitive person may make offensive remarks and neglect tasks at home or at work. There may also be problems with language skills such as speaking or comprehension.

Mixed dementia

Sometimes more than one type of dementia is present in the brain at the same time, especially in people over the age of 80. For example, a person may have Alzheimer's disease and vascular dementia. It is not always obvious that a person has mixed dementia, as symptoms of one type of dementia may be prominent or overlap with symptoms of another type of dementia. Progression of the disease may be more rapid than with a single type of dementia.

Reversible causes.

People with dementia may have a reversible cause, such as the side effect of a medication, increased pressure in the brain, vitamin deficiency, or an imbalance of thyroid hormones. Medical personnel should clarify reversible causes in patients with suspected dementia.

c. Dementia - challenges and activities

- Ask questions, let them tell stories, and don't interrupt. Don't laugh and don't correct. This will only lead to frustration. You need to prove that you are not a "danger." They [persons with dementia] have lost all sense of themselves and are afraid because everything is unknown and often new. (D.V. 50, physician)
- "Lowering yourself to "their level," not disagreeing and letting them win sometimes." (H.M. 68, retired nurse, nursing home)

- Talk to the family, explain the importance of consistency. Don't change the people working with these older people too often." (M.H. 50, intensive care nurse)
- "Nurses should have a good command of the language if they come from other countries." (W.M. 58, nurse educator)
- Play games with them, board games, let them sing and dance. Rhythm is very important for stimulating brain cells." (N.M. 40, nursing home caregiver)
- It's important to distinguish between the different types of dementia. Once you know which one it is, you can adjust your approach." (A.M.51, hospital nurse)
- "Patients like that need routines. They will remember that they once had a routine and just play along. One day you're a cashier at a store, another day you're a pharmacist or someone else. Routine gives them security, a sense that they haven't lost everything about themselves." (D.H. 43, home care nurse)
- "It's not always easy to communicate, and it takes time and patience. Because sometimes patients are convinced they need something, while their receipt says something completely different." (A.H., 42, pharmacist)

8. Cross-Border Volunteering

Who are the young people who volunteer abroad? The research suggests two main groups with relatively different motivations. First, there seems to be a group of young people who have just graduated from high school and see volunteering as an opportunity to reflect on their own future educational or career choices, gain experience, try to live independently from their family, travel, or simply take time off. A second group is made up of young people in their late 20's. They are college graduates who have often already had a career or volunteer experience. Their current experience comes at a time when they feel important life decisions are coming up and career dilemmas need to be resolved. This group tends to be more selective in their decisions and more critical of the volunteer project and the social relationships involved. They have concrete expectations and position themselves clearly in the organizational structure. The timing of the assignment seems to be particularly important for the first group. Many describe the circumstances of their application as a last-minute decision, motivated by an intense ambition to "get going." For others, the description of the project or the target group seem to be strong reasons that could sustain a reasonable level of motivation over time.

The openness to try out life in another culture seems to be a fundamental characteristic for both groups. Overall, the decision to volunteer reflects what has been called a "biographical fit," which is the process of continuous negotiation between motivation, occasion, and opportunity (Jakob, 1993; Kühnlein & Mutz, 1999 cf. Hustinx, 2008). From the interviews, learning is a part of motivation that needs to be reconciled during the volunteering phase.

The general impression seems to be that volunteering is done for more selfish (but not necessarily self-serving) reasons that are nevertheless compatible with philanthropy.

Cross-border volunteers are self-reflective and autonomous: they articulate their views, understand the more structural constraints that shape their immediate experience, and at times question practices that do not meet their expectations. Volunteering is also seen as a personal development plan, which has been described as a conscious approach to a "do-it-yourself biography" (Hustinx and Lammertyn, 2000). Thus, young people may choose to volunteer to improve themselves as a person or to develop themselves in a particular area.

In this study it is confirmed that volunteers like to discuss their work and have a say in the areas they work in (Verstraete, 1996 cf. Hustinx and Lammertyn, 2000). They seem to prefer tasks that rely heavily on direct action with clients, are dynamic, and are carried out with a shared interest between employees and volunteers. The research challenges the notion that young volunteers do not engage in an egocentric logic of participation. They are indeed individualistic and engage in projects that promise some degree of personal gain, but they do not do so without responsibility.

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10. Appendix

Activity 1: BINGO icebreaker

Instructions: Draw a table with 4 rows and 4 columns (20 squares).

Paste the following text into a square of your choice (15 and 16 are individual)

1. your year of birth
2. one completed book in month/year
3. birthplace
4. dearest city
5. next destination
6. was on the beach in the year
7. i love what i do
8. hobby
9. prefers winter to summer
10. has children (1+)
11. lives in...
12. remembers the time before the Internet
13. has a garden
14. has a pet
- 15....
- 16.....

Enter one of the 3 break-out rooms, get to know the people in the rooms, gather facts and go to another room. If a person shares a fact - mark him/her (X/O). The first person to mark a whole row (both ways) wins.

Activity 2: Roles of a mentor

Instructions: Work in threes in break-out rooms. Remember their school days and write down the following:

A person, preferably someone who is not a relative, who has been a mentor of sorts to you. Think about why this person was important to you and what was the result of this person's interest. If there was no teacher, then another person who played an important role.

Objective:

- Identify qualities of effective mentors (or the opposite)
- Examination of the roles that mentors can play (well or not).

Duration: About 15 min.

Materials needed: pen and paper.

Remember the qualities of that person that made them so valuable and write down two or three of those qualities.

Introduce them to the group.

Activity 3: Conflict

Write down your definition of conflict. The challenge is to define conflict without using negative terms. Once you agree on a definition, write it down on a piece of paper. Answer the debriefing questions after you have come up with a definition. When all teams are finished, teams present their ideas to the group. Refer to your definitions in the debriefing if possible.

Positive spin targets

- Changing our perspective on conflict in the workplace
- Consideration of the positive aspects of conflicts

Duration: 20-30 minutes

Discussion Questions:

- How does the definition of conflict affect the way we think about conflict?
- What are some negative consequences of conflict?
- What are some positive consequences of conflict?
- List four possible positive outcomes of conflict in an organization.

Action 4: I listen

Setting: 4 volunteers

Distribute tasks

Objective:

- Understand what it takes to listen effectively
- Learning how to give appropriate feedback

Group size: Any.

Materials: One set of the "I'm Listening" handouts (provided).

Time for each pair: 15-20 minutes.

Procedure: Instruct everyone to find a partner and spread out around the room. Give each pair their two handouts face down and ask them to hold them face down until everyone has the handouts. Announce that the activity will be played in two rounds, Scenario 1 and Scenario 2. Each person has a specific role to play in each scenario. Each person has the opportunity to be the speaker and the listener. Have everyone hand out their handouts at the same time and give them about a minute to read the instructions on the front of their handouts before beginning. After one minute, I usually say, "Now it's time to speak!" Give them two to three minutes to solve scenario #1, and then move on to scenario #2. Ask the discussion questions and have partners work together in groups of four to six to develop appropriate listening strategies. After five minutes, have them report back to the entire team. Tips Color code the handouts - Handout A could be green, Handout B could be orange.

Discussion Questions:

- If you were the speaker, what feedback did you receive from your listener(s)?
- How did you feel about this feedback?
- How did this feedback affect what you said?
- What strategies are appropriate for listening and providing feedback?

The rest of the group takes notes and presents the results at the end.

Discuss!