Toolkit for Young Leaders

The toolkit was created with the financial support of the European Union under the Erasmus+ Financial Mechanism and with the financial support of the Slovak Blind and Partially Sighted Union. The content of this toolkit does not reflect the official opinion of the European Commission. Responsibility for the information and views expressed in the toolkit lies entirely with the YALTA Project partnership.

Copyright: 2017 YALTA Project partnership

ISBN 978-80-969061-8-5

Project partners

Slovenian Association of Students with Disabilities (DŠIS) is a voluntary nonprofit an independent organisation of students with special needs. It mainly focuses on the development of equal opportunities and inclusive higher and university education for disabled students and on their support in active social, cultural and sporting activities. Moreover, the staff provides the complex counselling in the areas of study, transportation and personal assistance. More information available at Slovenian Association of Students with Disabilities website.

The Platform of Volunteer Centres and Organizations (PDCO) was established in August 2011 as the result of activities carried out within the European Year of Volunteering 2011 and informal networking activities of volunteer centres which started in Slovakia in 2009. The main goal of the platform is to support the creation of environment favourable for the development of volunteering in all areas and its forms. The platform unites volunteer centres and organizations working with volunteers in Slovakia. Further information available at The Platform of Volunteer Centres and Organizations website.

Slovak Blind and Partially Sighted Union (UNSS) is a civic association that organizes blind and partially sighted people, their supporters, friends and family members. It focuses on advocacy of rights and interests of people with visual impairment. The organisation provides services (social counselling, social rehabilitation and other activities) aimed at independence improvement of blind and partially sighted people. At present, the organisation has more than 4000 members. It provides its services in all Slovakia regions. More information available at Slovak Blind and Partially Sighted Union website.

Content

Introduction

No, do not close it! After all, one can always learn something new!

What "new" can the following pages give you?

For example, a lot of interesting information on how to communicate with people, how to lead a group, how to accomplish one's own creative idea in a completely specific project, or how to prepare an activity or game for others.

All the following topics are based on a cycle of trainings of young leaders and volunteers carried out within an international project of the Slovak Blind and Partially Sighted Union entitled YALTA – Youth Activation – Long Term Ambition. This project was supported by the Erasmus+ program, while the Slovenian Association of Disabled Students (DSIS) and the Platform of Volunteer Centers and Organizations (PDCO) also invested their absolute maximum in it.

Its general objective is both to motivate young people (yes, including you) to your own activity and create a kind of a support system of inclusive groups – i.e. such groups where you can encounter a blind, partially sighted person, or, on the contrary, a person without this impairment or a person with another "difference".

How can this toolkit help?

For sure, it will not provide a recipe for everything. On the other hand, it offers very simple solutions for how to adapt games for people with visual impairment, how to gain and keep volunteers (as they often significantly help us), or how to advocate for one's own needs and interests.

Enjoy reading this toolkit and have nice experiences when carrying out various crazy as well as not so crazy activities!

If you have come here – to the end of this text, it is certainly worth looking at least at the contents – what do you think about?

Tímea Hóková
Slovak Blind and Partially Sighted Union
hokova@unss.sk

1 Youth work methods

Alenka Gajšt
Slovenian Association of Disabled Students
alenka@dsis-drustvo.si

When we were small children, most of our learning happened through play and games. Why should it be so different now when we are older? That is why youth work uses activities which have a **strong learning component** and are designed to **reach a certain objective** even though it seems we just play games.

Youth workers use different activities to achieve a variety of goals – to help young people get to know each other, to increase energy and enthusiasm levels, to encourage a group or team spirit or make people think about or deal with a specific issue or topic to help them address problems or challenges they encounter. Such activities can also help people think more creatively and out-of-the-box.

Therefore, this chapter looks at different activities and methods that can be used in youth work in order to engage young people through active involvement and ensure learning takes place without traditional classroom or school approaches.

1.1 Careful preparation and consideration, not just play

For the engagement and learning to take place, young participants need to receive **clear instructions** for the activity and sometimes also some background information on why such an activity is being performed. Without knowing why, some people may find certain activities silly or stupid and refuse to take part. The explanation helps them understand and rationalize their engagement.

During the activity itself, the trainer or facilitator should **guide and support** participants when necessary. Every activity should be followed by a **reflection or debrief** since this gives the participants a chance to speak about their feelings, experiences and helps them see what they have learnt and how this relates to them as a person or to their development and social context.

For the trainers, it is important to note or write down the conclusions, whether they be of how the group responded to instructions, if and when participants needed support or what they told in the debrief, as they can all be useful to them in the future. This is important since every activity needs to be **adapted to the specific group of participants and the context** they are in; therefore, the facilitators may need to adapt their manner or style of working to that context. This reflection on how the activity turned out helps the facilitators to think about different factors which influence the course and the result of the activity. Furthermore, this reflection allows the facilitator to make improvements or adaptations on informed decisions, not just hunches.

When putting a programme together, the facilitators need to consider whether and how the methods they are planning to use relate to the overall theme of their youth camp, training or any other activity or event.

When choosing an activity, the facilitators should have the **interests and different abilities, working styles and preferences** of their participants in mind (some people are more creative, some like motion activities, some are more rational, some are more visual and some more auditory types, some are more outgoing and some more reserved, etc.). They should be careful to use different approaches so that all personality and learning styles can be accommodated and that everyone is **motivated and feels included**. They should consider whether certain activities are appropriate for the local context or culture and specific age group of participants. If the activity requires volunteers, the facilitators should choose them carefully not to cause embarrassment.

If we work in an international group where everyone needs to use a **foreign language**, consideration should be given to how the **fluency** of participants in that language or translation into different languages affects the activity.

Paying attention to the **safety** of the group, particularly with activities that involve running, lifting, climbing or doing things blindfolded, is another important aspect when carrying out activities.

Facilitators should try to select games in which everyone can participate and be sensitive to the needs and circumstances of the group. For example, some of the games may exclude people with disabilities. Consideration should be given to **whether and how all of them can participate** or at least partly participate (meaning also using the help of assistants or guides), or how an activity can be adapted to the specific situation of the participants. For more on inclusion of people with disabilities

into youth work see also the publication **No barriers No borders – Mixed-Ability Projects**.

When planning and carrying out activities, these aspects are also worth considering:

- **Venue:**
  Should the activity be carried out inside (is the space big enough, can furniture be rearranged), or outside (on the grass, on the playground, is there a space for participants to sit down during debrief, etc.)
- **Time:**
  How much time the activity would take, considering giving instructions, the carrying out and reflection.
  When working in groups we also need to consider that some groups may finish earlier than others and how that affects the process.
  Another aspect is also how much time is needed to set up or prepare the activity, as this affects the rest of the programme and means that the tasks should be delegated among different trainers.
- **Material needed:**
  Some activities require simple materials such as pens, papers, ropes, blankets, some require more sophisticated, specialized equipment. Some equipment may need electricity and would therefore be harder to use it outdoors if it cannot run on batteries.
  When planning the activity, we need to consider the availability and the cost of materials, how to bring and use them at the venue and where to store them when they are not in use.

Another important thing is how the youth worker or facilitator, who is introducing and leading the activity, carries out this activity, how he presents it. Is he/she enthusiastic about it and sees its value or is he/she using it just as something to fill the time with? The attitude, personality and skills of the facilitator are also very important.

There are many resources out there describing different youth methods and tools. One such source is the **SALTO toolbox** available here. Many are found in publications by Youth national agencies, youth centres, etc. or simply by searching the internet by typing in activity specific keywords. Following is a description of some most commonly used youth work methods or tools which can be grouped together depending on the objectives of the activities.

1.2 Getting to know each other and ice breaking activities

The success of your activity depends partly on how well the participants **get to know** each other and how they **bond** with each other at the start of the activity. It is important to form a **group feeling**, a **safe environment** for everyone to be at ease with each other. The getting to know each other and ice breaking activities help to prepare the group for other activities that follow.

These activities help people get more acquainted with each other, not only learning each other's names, but get to know also their interests, experiences, memories and so on. There are icebreaker games that challenge thinking, require creativity, and some that simply provide many laughs. They help release or overcome certain fears regarding the group, helping young people feel comfortable together and create mutual respect and understanding. They encourage listening to others, working together, and developing social skills. They help build rapport with youth leaders or youth workers and a good atmosphere for learning and participation.

When choosing an activity, it is worth considering whether it is appropriate for the specific age group, how well it **works** for groups that mostly **already know each other** or for groups that have **never met before**, if it is fun and how difficult they are to prepare.

Use only 2 or 3 icebreakers as a 20 – 30 minute introduction to your programme and finish each activity while young people are still enjoying it.

For some examples of activities see **Appendix 1: Youth work methods – getting to know each other and ice breaking activities**.

Photo: An energiser game during young leader and volunteer training.

1.3 Energizers or warmups

These are 5 – 10 min long activities which help **relax**, **energize** and **motivate** the group. They can also help get to know each other better, help participants "think outside the box" while bringing the group on a positive note and promote group interaction.

They are used at the beginning of a new day or after a break to bring them together and help them start refreshed or when we see our participants are getting bored, after they've been sitting and listening for a long time and we need to boost their energy and motivation.

Try to avoid energizers going on for too long. Keep them **short** and move on to the next planned activity when everyone has had a chance to energise and wake up.

For some examples of activities see **Appendix 1: Youth work methods – energisers or warmups.**

1.4 Splitting into groups activities

This is a very straightforward activity, however, with a bit of imagination, we can make it fun and add an element of surprize.

When splitting participants into smaller groups, we need to consider **how many groups** or **how many participants in the group** we would like to have, whether there should be equal number of people in each group and whether groups need to be **balanced** according **to some specific characteristic** (each nationality should be represented in each group in nationally mixed groups, approximately equal number of boys and girls, one person with a disability in each group etc.).

For some examples of activities see **Appendix 1: Youth work methods – splitting into groups activities.**

1.5 Group or team building activities

Teambuilding activities should be fun and challenging. Their aim is building group work skills that can help improve cooperation, performance and productivity of the group. There are different types, however, all are interrelated and work best in unison.

Some main types:

- **trust building activities** help people develop mutual respect, openness, understanding and empathy.
- **communication activities** help the team members communicate with each other better, develop good listening skills, help them express themselves clearly and concisely, check their understanding of what has been said or what is expected.
- **planning** and/or **adaptability activities** help team members become flexible enough in handling complex tasks and unexpected changes.
- **problem solving** and/or **decision making activities** help team members detect the core of a problem, plan different courses of actions and choose the best way to tackle the problem and, at the same time, work on a common goal, delegate tasks and resolve any conflicts.

For some examples of activities see **Appendix 1: Youth work methods – group or team building activities.**

1.6 Discussions and exercises

These activities help participants **focus** and **engage** with a certain **field or topic** and can be very diverse.

The aim of these is to (1) **collect experiences, opinions or views of participants** on a certain issue or a topic or to (2) **engage them actively and experientially** into activities which help them develop an understanding or mastery of the topic or to develop awareness, mindfulness and tolerance towards an issue or a topic.

They can be realized in forms of discussions, creative work, workshops, field trips, simulation exercises and many more. They are open to creativity, imagination as well as means, facilities and resources available.

They can deal with diverse topics ranging from health, racism, preserving the environment, sport, disability, youth employment, etc.

For some examples of activities see **Appendix 1: Youth work methods – discussions and exercises**.

1.7 Intercultural activities

When working in intercultural youth activities, **intercultural learning** and development of **intercultural competences** is also one very important component of the programme. This includes knowledge about one's own culture and of other cultures.

The activities develop open mindedness, empathy, tolerance and **understanding**, and **acceptance of different cultures**. They help **break stereotypes** or **prejudices** towards certain nations, people or religious groups. Their aim is to foster or develop respect of cultural diversity, of one's own cultural identity, of the culture of others, and to eliminate discrimination and intolerance.

For some examples of activities see **Appendix 1: Youth work methods – intercultural activities**.

1.8 Evaluation activities

Evaluation provides important lessons for those organizing activities as well as for those attending the activities. The evaluation methods depend on what we want to evaluate and how.

To see whether you as an **organizer** reached the objectives, how satisfied your participants were with certain aspects of the activity (venue, group feeling, programme, methods chosen, etc.) you can use different methods from evaluation questionnaires to motion activities or using props. The aim of such evaluation is to help you **improve** your **future activities**, to change things; perhaps help you learn from past mistakes, but also **look upon** your **achievements**.

For **participants** it is important to **evaluate their learning**, to actually see the value of taking part in the activity. They can consider things like how they felt in a group, how they communicated, what new knowledge or skills they gained, how this will be useful to them in the future. This involves some thinking and reflection on their part and it is also advisable to do a pre-activity evaluation or an expectations activity and a post-activity evaluation, so that participants can reflect on their progress.

For some examples of activities see **Appendix 1: Youth work methods – evaluation activities**.

1.9 An activity breakdown

Here we present an activity from its planning and preparation phase to the debrief stage with an emphasis on the learning outcomes for participants.

TEAM PEN

Adapted from presentation Leadership Activity "Team pen" and video Team Building Exercise: Team Pen.

Type of activity: team building

Group size: 6 to 8 participants in each group

Materials needed: A3 paper, marker, 6 to 8 strings of 1 meter, 3 to 4 blindfolds, multiplied by the number of groups and adhesive tape

Time required: 40 minutes

Preparation phase: 10 minutes to attach strings to the marker and distribute and stick sheets of paper on the desks

Activity time: 5 minutes to explain the activity, 5 minutes to do the activity

Debrief time: 20 minutes or so, depending on the number of groups doing the activity

Instructions for the participants:

Sit or stand around the table, but somewhat away from the table. Each member of the group takes hold of one end of the string attached to the marker. Hold the end of the string at all times. Do not hold the string closer to the marker.

Together, you will have to spell a word. The word must be written clearly and legibly.

Variation 1:

All team members know the word and they are allowed to talk and give directions to one another.

Variation 2:

All team members know the word, but half of them are blindfolded.

Variation 3:

All team members know the word, but they are not allowed to talk to each other during the activity. They should communicate in some other way.

Variation 4:

Only one person of the team, who acts as the leader, knows the word and gives directions to others, using only directional words and team members' names, and is not allowed to say the word or individual letters being spelled.

Variation 5:

Only one person of the team, who acts as the leader, knows the word and gives directions to others, using only directional words and team members' names, and is not allowed to say the word or individual letters being spelled. In addition, half of the team members are blindfolded.

Questions for discussion or debrief:

The facilitator should select appropriate questions related to the variation of the activity they used.

- What was most frustrating and what was most rewarding about this activity?
- What did you find most challenging?
- Was it easier when only one person was giving instructions or better when there was a group collaboration? What was the most/least effective?
- How was it like not being able to speak to each other?
- What forms of communication did you use? What was the most/least effective?
- What could you have done to make the communication process better?
- What did you learn about relationships in this activity?
- What did this exercise tell you about leadership in the team?
- How did you all make a decision on your strategy? Did you have a strategy?
- What is it like not to be able to use all senses in an activity like this?
- Do you think it would have been better if 2 people had known the word rather than just the leader?
- What was necessary for you in order to be successful in this activity?
- Do you think this was an effective exercise?

Expected learning outcomes for participants:

By doing and reflecting on this activity the participants should gain some new insights into group dynamics and how certain people seem to take on leadership roles and some simply follow instructions. If more than one person takes on a leadership role, who others follow or listen to.

They see that communication is important (one person speaking at the time, if more people are giving instructions, who you listen to, how to communicate without speaking).

They learn they need to work out a strategy and reach agreement and be able to adapt their strategy if it seems unsuccessful.

They must be able to resolve possible misunderstandings or conflicts that may arise.

They must overcome obstacles such as not being able to speak or not being able to see.

If only the leader knows the word, he must take on the responsibility of creating a strategy, give clear instructions and be able to guide colleagues in his team to complete the task. The others in the team need to trust the leader and follow his or her instructions to the best of their ability.

Literature

1. Choi, A.: Team Building Exercise: Team Pen, 20th October 2010, retrieved from https://www.youtube.com/watch?v=eajjqotwsF4
2. Intercultural Learning T-kit, Council of Europe, 2000, retrieved from http://pjp-eu.coe.int/documents/1017981/1667917/tkit4.pdf/1e4f2f12-6448-4950-b0fd-5f4c94da38e2
3. Quality matters toolkit, University of Minnesota, 2011, retrieved from https://www.extension.umn.edu/youth/training-events/docs/QM-Toolkit-Reflection.pdf
4. 6 REASONS WHY LEADERS CHOOSE TEAM BONDING IDEAS THAT WORK, retrieved from https://www.teambonding.com/reasons-for-team-building/
5. Sharapova U.: Leadership activity “Team pen”, 3rd June 2013, retrieved from https://prezi.com/t9og6lovpjxm/leadership-activity-team-pen/
6. T-kit on Educational Evaluation, Council of Europe, 2007, retrieved from http://pjp-eu.coe.int/documents/1017981/1667909/T-Kit_10.pdf/8d85c6ac-05e5-4715-8f43-0f9c3018772a

2 Team work: How to work in team of youngsters

Miha Kosi
Slovinská asociácia zdravotne postihnutých študentov
Miha@dsis-drustvo.si

This chapter includes topics concerning team work dynamics, delegation of tasks, good communication skills and conflict resolution.

2.1 About team work

Team work is an essential part of a project success. Like a basketball team working together to set up a perfect shot, every team member has a specific role to play in accomplishing tasks in the project. Although in basketball, it may seem as if one player scored, that shot was made possible by many players' coordination and cooperation for the particular player to get the ball and score. When everyone in the team works together to accomplish goals, everyone achieves more.

The ability to work as a part of the team is one of the most important skills to achieve good results. Youngsters who can contribute with their own ideas and can work with others to develop these ideas and activities will contribute to the final success of the project.

Team work involves building relationships and working with other people using a number of important skills and habits:

- ability to work cooperatively;
- contributing ideas and suggestions;
- good communication including both giving and receiving information;
- responsibility for doing tasks;
- respect for different opinions.

Once the team is established and it includes youngsters with the above mentioned abilities and features, the next important thing for the team is to have good leadership.

To lead a team effectively, the leader has to, at first, establish leadership with each team member. Remember that the most effective team leaders build their relationships on trust and loyalty rather than on the power of their positions. The leader must have the ability to lead the team. He/she must be credible in the eyes of team members and must also be recognized as a real leader. Here are some suggestions how to be such a leader:

- Be clear in communication and careful to clarify expectations.
- Facilitate communication, it does not mean holding meetings all the time, it means remaining open to suggestions and concerns by asking questions and offering help.
- Establish team values and goals, be sure to talk with members about the progress they are making toward established goals.
- Consider each member's ideas as valuable, remember that there is no such thing like a stupid idea.
- Be aware of member's unspoken feelings, be open and sensitive to their moods and feelings.
- Encourage trust and cooperation among members.

2.1.1 Building trust

Successful teamwork is built on trust. Each member of the team must contribute to trust, cultivate it through his/her actions and words, and work to maintain it. Each member also needs to be able to trust his/her team members to make a commitment to the team and its goals, work competently with those goals and communicate consistently about any issues that affect the team. Here are some suggestions how to build trust:

- Know each other as people, not just as professionals. We're all much more than our project team; **we have stories that connect us**.
- Talk about values, share yours and listen to others.
- When you create rules, connect them to **values. When guidelines support beliefs that people share**, they're more likely to respect them.
- Respond to disappointments and misunderstandings. Start with an assumption that the other person has positive intentions.

- Recognize that team is stronger when people bring diverse skills, experiences and viewpoints.
- Respect and encourage thoughtful and constructive debate. Give greater attention to those who are more quiet and not talk so often.
- Provide ongoing and useful feedback so people never wonder where they stand with you or their team members. Uncertainty erodes trust.

2.1.2 Successful delegation

Delegation is one of the most important project management skills. There are some rules and techniques how to delegate well. Delegation is a two-way process. Good delegation saves time, develops a team and increases motivation. Poor delegation causes frustration, it demotivates and confuses the other person, and fails to achieve the task or purpose itself.

Delegation is successful when it is done appropriately. It does not mean you can delegate just anything. To determine when delegation is most appropriate there are some key questions you need to ask yourself:

- Is there someone else who has (or can be given) the necessary information or expertise to complete the task?
- Does the task provide an opportunity to grow and develop another person's skills?
- Is this a task that will recur in a similar form in the future?
- Do you have enough time to delegate the job effectively? Time has to be available for adequate training, for questions and answers, for opportunities to check progress, and for rework if that is necessary.

If your answer is positive to at least some of the above questions, then you should delegate particular tasks.

Then the next question is: To whom should you delegate **tasks**?

Before you choose a person consider:

- knowledge, experience, skills and attitude the person already has;
- current workload of this person, does the person have enough time?
- how independent is this person.

The next step is to find the best way to delegate. Use the following principles to delegate successfully:

- Explain the desired outcome, begin with the end in mind and **specify the desired results**.
- Clearly identify constraints and boundaries, stress where the lines of authority, responsibility and accountability are.
- Match the amount of responsibility with the amount of authority. Understand that you can delegate some responsibility, however, you cannot delegate away ultimate accountability.
- Provide adequate support and be available to answer questions.
- Focus on results. Concern yourself with what is accomplished, rather than detailing how the work should be done: Your way is not necessarily the only or even the best! Allow the person to control his or her own methods and processes. This facilitates success and trust.
- Build motivation and commitment. Provide recognition where deserved.
- Establish and maintain control.

By keeping these key points in mind before and during the delegation process, you will find that you delegate more successfully.

Once you have worked through the above steps, make sure you brief your team members appropriately. Take time to explain why a certain person was chosen for the task. Do not forget to inform about deadlines and the resources on which the delegated member can draw.

Lastly, make sure that the team member knows that you want to be informed if any problems occur, and that you are available for any questions or guidance when needed.

Delegation is not just a matter of telling someone else what to do. There is a wide range of varying freedom that you can confer on the other person. The more experienced and reliable the other person is, the more freedom you can give.

Here are some examples of good and bad ways to delegate.

Do not delegate like this:

"Wait to be told." or "Do exactly as I say." or "Follow these instructions precisely."

This is instruction. There is no delegated freedom at all.

"Look into this and tell me the situation. I'll decide."

This is asking for investigation but not recommendation. The person delegating retains responsibility for assessing options prior to making the decision.

Do like this:

"Think about ways how to do task, decide and take action – let me know what you did (and what happened)."

Delegation in this way gives enough freedom and, on the other hand, delegator keeps control.

2.2 Communication skills in team work

To function successfully in a team, members need to be able to communicate clearly on intellectual and emotional levels. To develop effective team communication you need to understand how communication affects teamwork positively and negatively. That understanding will help you to promote good communication habits. However, before team members can communicate effectively, the trust among team members needs to be established so that everyone in the group feels comfortable and confident to speak openly and honestly without being afraid of what others may think about him or her. It is therefore important to establish a positive and supportive team climate in the very beginning so that team members can:

- express their feelings in an open but non-threatening way;
- listen carefully to others;
- ask questions to clarify others' ideas and emotions;
- understand how others feel based on their nonverbal communication;
- reflect on the activities and interactions of their group and encourage other group members to do so as well.

Open communication in which group members share their thoughts, ideas, and feelings is needed for successful team work. Unspoken issues can be very destructive to productive group functioning. When team members are willing to communicate openly with one another, a healthy climate will contribute to project success.

There are some suggestions for what is needed to communicate effectively:

- focus on relevant information;
- focus on the message not on the speaker;
- calming down one's emotions and not paying attention on external disturbances;
- resuming speaker's information with one's own words;
- open mindedness and trying to understand the speaker's point of view.

For the team to be effective and strong it is also important that everyone feels as an equal part of the it. Members must avoid being dominant or too autocratic. Those who are quieter must be encouraged by others to communicate more actively. For example, ask them what they think about the current issue. They will feel more comfortable when others take their views into account.

Listening is one of the most important components of the effective communication. When we do not listen carefully enough, understanding and trust of others is really threatened.

Here are some barriers that prevent people from listening attentively:

- jumping to conclusion – we think we know what the speaker is going to say and we are formulating our next response without really listening till the end;
- judging the speaker by appearance – we don' t listen because of how the speaker is dressed, looks etc.
- criticizing the speaker – we assume the speaker is boring and has nothing important to say;
- emotional disturbances – emotional reaction to certain words or ideas or some problems you face in life;
- external disturbances – noise, cold, heat etc.

2.1.2 Conflict resolution

Conflict is a normal part of any healthy relationship. After all, two people can't be expected to agree on everything all the time. Learning how to deal with a conflict rather than avoiding it is crucial. When aconflict is mismanaged, it can cause great harm to a relationship, but when handled in a respectful, positive way, a conflict provides an opportunity to strengthen the bond between two people. By learning the skills for conflict resolution, you can keep your personal and professional relationships strong and growing.

When a team oversteps the mark of healthy difference of opinion, resolving conflict requires respect and patience. The human experience of conflict involves our emotions, perceptions, and actions; we experience it on all three levels, and we need to address all three levels to resolve it. We must replace the negative experience with positive one.

Below there is an example of a mediation process which helps team members to solve the conflict:

Prepare for the resolution

- Acknowledge of the conflict
  The conflict has to be acknowledged before it can be resolved. It happens many times that people ignore the first signs of conflict, perhaps as it seems trivial or not so important. If one member is concerned about the conflict in the team, then he/she should discuss it with other members. Once the team recognizes the issue, it can start the process of resolution.
- Agree to a cooperative way
  Everyone involved has to agree to cooperate in resolving the conflict. This means the team has to find a common solution. If someone wants to win or get his way, this will not resolve the conflict.
- Agree to communicate
  The most important thing throughout the resolution process for everyone is to keep the communication open. The people involved need to talk about the issue and discuss their strong feelings.

Understand the situation

Once the team is ready to resolve the conflict, the next stage is to understand the situation and each team member's point of view. Take time to make sure that each person's position is heard and understood. Try to:

- clarify all facts, assumptions and beliefs of the team members;

- form smaller groups and separate people who are in alliance. In these smaller groups, analyse all facts and beliefs;
- go back as a team and try to start reaching agreement. The process of uncovering facts and assumptions allows people to step away from their emotions and see the issue more objectively.

Reach Agreement

When all the parties understand the others' positions, the team has to make a decision. With the facts and assumptions considered, it's easier to see the best solution and reach an agreement.

Photo: Teambuilding activity during the young leader and volunteer training.

3 Project Planning and Coordination: from idea to realization

Nina Knaus
Slovinská asociácia zdravotne postihnutých študentov
nina@dsis-drustvo.si

3.1 Project – what is that?

“The project is a carefully planned, time and budget limited set of activities that lead to a particular goal with the main purpose to solve a specific problem or address a specific opportunity.”

3.2 Project Cycle

Each project has a so called project cycle that follows the life of the project from the initial idea to the end of the project.

Moreover, the project cycle consists of the following stages:

A. Project initiation

We have to answer the following questions: **What?**, **Why?**, **Who?**, **How?**, **Where?**, **When?**

Within this stage it is important to follow the following steps:

- Problem definition (define the problem or challenge, which is going to be addressed)
- Idea creation
- Idea adaptation

B. Project plan

At this stage we make a detailed implementation plan of the project.

C. Project implementation

At this stage we perform planned activities (scheduled tasks) and monitor the progress of the project.

D. Project completion

At this stage we evaluate the project (achievement of objectives and main goals) and focus on dissemination (sharing of project results and making future plans).

Within the next chapters we are going to deal with each phase step-by-step.

3.2.A Project initiation

3.2.A.1 Problem definition

Help yourself with **3W** approach – **What?**, **Why?**, **Who?**:

1. What specific problem or opportunity do you address in your project?
2. Why does this problem or opportunity exist?
3. What has already been done in order to solve the problem or address the opportunity?
   (The purpose of this question is to check what has already been done and what was the result of it in order not to repeat past mistakes or not to address something that has already proved as unsuccessful.)
4. Why hasn't the problem been solved or the opportunity addressed yet?
5. Which target group does the selected problem or opportunity address?
6. What are the characteristics of the target group – demographic, geographic, social and economic? What are their needs, what kind of obstacles and opportunities do they face in life?
7. What would you like to achieve?

Practical example – Toolkit appendix 2 (Problem definition – **3W approach**)

3.2.A.2 Idea creation

Idea – what is that?

Idea is like a flash and every day thousands of them pass through our minds. BUT:

- We aren't always aware of them. Usually they appear quickly, but also disappear quickly.
- The majority of them (still) neither solve the problem nor are the right step to solving it.

What is the difference between an idea and GOOD idea?

A good idea is something else than just a flash that comes to mind. **A good idea**:

- is possible to realise;
- provides something for both, those who implement it and those for whom it is intended;
- motivates us to achieve our objectives.

How to find good ideas (methods of gathering ideas)?

At this stage it is useful to gather ideas by using one of the idea-gathering techniques. One should be aware of the fact that 90 percent or even more ideas, gathered at this stage, may be stupid and useless, but it does not matter – those flashes can be useful as seeds, as generators of new and better ideas. Therefore, it is very important to express your ideas freely, without hesitation, without criticism; just let them overflow the place.

Methods of gathering ideas:

- Brainstorming
- Mind map
- Problem tree
- Brainwriting 6-3-5
- Brainwriting pool

Detailed description of each technique – Toolkit appendix 2 (**Methods of gathering ideas**)

How to select the best idea(s)?

At this stage it is necessary to critically evaluate all the ideas which emerged in the previous phase. Our task is to “separate the seed from the weed.” We should select a few really interesting ideas – it does not matter if we cannot imagine their implementation yet, the most important is that they seem promising and that our team believes in them.

Possible ways to select **the idea**:

- **Most interesting to you:** The advantage of this approach is that by choosing the most interesting idea you keep your engagement level high. The drawback is that the most interesting idea isn't necessarily the one that creates the best value for people, for whom it is intended.

- **The easiest to implement:** The advantage of this approach is that by choosing the easiest implementation you choose the easiest way, but very possibly neither the most interesting one and promising great satisfactions nor achieving planned results at the end.
- **Most valuable for the target group:** By choosing the most valuable idea for the target group you probably get closest to the purpose of the project. But, first of all, you have to consider team's abilities and resources as well as interests.
- **Innovation:** if you decide for innovation, you decide for the biggest challenge and the most demanding way of achieving your goals. It may be the most stressful, it may take a lot of work and effort, but when you manage to bring it to life, you will be rewarded with the greatest satisfaction ever.

Feedback on your idea

It is recommended to present your idea to your loved ones, friends, and acquaintances to get feedback on it.

In case you feel your idea needs to be improved or upgraded, CONSULT with others how to improve it. Talk to people, observe their needs, wishes, expectations, and discover new opportunities.

Be aware, how different comments affect your perceptions. Sometimes it is very important, who we ask for opinion. This person may kill our beliefs and tear our dreams or at the other extreme, cause exaggeration and generate unrealistic expectations. The safest approach is to present your idea(s) to more people. If all of them doubt it, then you certainly should reconsider it. If all of them favour it, there must be something about it, but still, be careful not to lose your head, stay grounded.

Usually some people like it, others have some doubts and all of them will help you to be aware of the opportunities and positive sides and also be able to detect risks and shortcomings. Finally you'll be able to find the most appropriate way of implementing it.

Idea selection after feedback

1. Do you still believe in your idea or do you have fears or perhaps even doubts whether your idea can be realized? If so, what can you do to eliminate these fears and doubts?
2. What is it that attracts or excites you the most about your idea or project?
3. How can you persuade others your idea is worth putting into action?

Think about what would certainly convince your potential project co-workers.

> **Example:** socializing, traveling abroad and making acquaintances with youth from other countries, meeting famous or respected people…

You should consider how to make an **effective presentation** of your idea in order to attract your friends or peers to become part of your working team or to gain sponsors (financial support) for your activity. Be aware that the best motivation for a person to join a certain activity is if they find something **useful** for themselves in it.

3.2.A.3 Idea adaptation

Evolution of the idea

You already defined the problem by answering the following questions (**3W approach**) – **What?**, **Why?**, **Who?** (target group). Now you need to proceed with the next 3W approach and answer **Who/Which?** (co-workers), **Where?**, **When?**:

1. Which activities can you imagine in relation to your idea(s)?
2. Who else do you need as a part of the main project team?
   Sub-questions:
   - How many co-workers do you need?
   - What skills should your new team members have?
   - Who would you like to work with?
   - Where to find new recruits?
3. Where should the project activities take place?
4. When should the project happen (project time frame)?
5. Who should you cooperate with to do what you want?

Practical example – Toolkit appendix 2 (**Idea adaptation – 3W Approach**)

Project team analysis

A balanced project team is crucial for efficient work and successful progress of the project. Team analysis at the beginning of the project helps us to define team's strong and weak points.

Practical example – Toolkit appendix 2 (**Project analysis**)

Project's stakeholders

How to determine who else will be influenced by our activity besides our target group?

When we develop our idea, we have to think of all the so called stakeholders of our project. Those are other people or groups who are in some way involved or influenced by our activity, for example: our friends, families, sponsors, landowners, media, local authorities, contractors.

To evaluate their stake in our project we can use a simple table:

Stakeholder's name	Importance for the project	Interest in the project	Our approach
1.	2.	3.	4.
	label "A" – inevitable, label "B" – average, label "C" – minor, label "D" - irrelevant.	What are the stakeholder's expectations from the project (earnings, self-promotion, compliance with rules, socializing, volunteering opportunity…)	What will you offer to each stakeholder, how will you attract each one to be a part of the project? What will be your motivation strategy?

Source: Dajmo mladim zagon, priročnik za izvajanje mladinskih pobud v programu MvA, Movit NA Mladina, 2008, p.10-11

Practical example – Toolkit appendix 2 (**Project stakeholders – 3W Approach**)

Project support

What kind of support can you get in developing your project?

It is good to have people around to whom you can turn to for advice and help when needed. But the key is not to be embarrassed or afraid to ask questions.

People and organizations you can turn to:

- Friends
- Youth organizations: If you want to involve youth, it is good to turn to local youth organizations, student organizations or youth info spots to attract new team members, to find participants, but also to find out what facilities or activities are available for youth in your local environment and community.
- Organized trainings: Trainings about youth work, involving volunteers and learning special skills (photography, film making, theatre, creative writing, graffiti making, etc.) are often available free of charge or at affordable prices at various youth or training organizations and NGOs. Moreover, trainings related to youth work are also available at the National agency for the youth section of the Erasmus+ programme (www.iuventa.sk). There you can search for trainings taking place in your home country and abroad, dealing with diverse issues of youth work, ranging from youth exchanges, EVS, youth (un)employment, etc.
- Mentor: Mentor is a person who will guide and support you in your efforts to organise and implement project activities. Mentor can help you with financial matters, help you to find an appropriate place for your activity or provide you with contacts of potential co-workers, partners... Mentor is the first person you turn to when in doubt (more about mentoring in the YALTA toolkit for youth workers).

Potential relationships

What if similar activities have already been carried out by someone else?

Before you begin to engage in a new activity, it is necessary to examine whether this or a similar activity has **already** been carried out by anyone else and **how**.

For each of your “competitors” find out, what they do **better** and what is **worse** in comparison with your idea. Is it worth maintaining a competitive relationship or is it better to propose cooperation?

Cooperation is usually the best choice, particularly in leisure activities. But, be aware that cooperation is the best choice only when you do things better together than each of you alone.

Project draft

At the end of project initiation phase, it is necessary to make a project draft or concept. It can be useful later on as a key tool for reaching potential co-workers, partners, and financers.

The draft should be no more than two pages long and should contain answers to the following key questions: **What?**, **Who?**, **How?**, **Why?**, **Where?**, **When?**

1. What is the basic problem you want to solve?
2. Who is the project target group?
3. Who will be involved in the implementation (project team, partners, contractors…)
4. How will you implement the project?
5. Why will you implement the project? (What do you want to achieve?)
6. Where will it take place?
7. When will it take place?

3.2.B Project plan

3.2.B.1 What is the project plan?

The project plan is a detailed and structured plan which helps us answer various questions we haven’t thought of during the project initiation stage. There are two main parts of the project plan.

First, we should work on the **implementation plan** (detailed plan of activities, needed materials…). When this is done, we focus on the **financial plan** (evaluation of project expenses and thus needed revenues).

3.2.B.2 Why exactly should we make a project plan?

For the following reasons:

- A written plan is a detailed view of each activity with time, financial and human resource structure. Risk assessment, preparation of backup plans/solutions and creation of the project monitoring system (to check if the project objectives are being followed or reached) should also be part of the plan.
- A written plan helps us define our project in details and thereby reduce the possibilities for misunderstandings. It is easier to solve possible misunderstandings if you have everything written down.
- When you make a serious plan, using a certain structure, you won't forget to set project objectives. People often neglect the phase of setting measurable objectives.
- Last but not least: if you have a written plan, it will be much easier to complete an application form to obtain funds or write an effective project presentation.

3.2.B.3 Project implementation plan

When preparing the project implementation plan, we should certainly know why we are doing it, what the purpose of our activity and therefore the purpose of our project is.

First of all, we have to distinguish between project's **purpose** and **objectives**.

Project purpose

Project purpose or intentions are long-term effects of the project. Kind of ideals, the changes you wish to achieve in the future. It is something for which you strive, but is not necessarily fulfilled during your project.

Practical example – Toolkit appendix 2 (**Project plan - Purpose**)

Project objectives

Project objectives are **measurable** results of the project. Project objectives are the mirror of your success at the end of the project. You should be able to tell whether each of them was achieved or not. You should be able to estimate the extent to which the objective was achieved. Therefore the objectives should be expressed in quantitative terms, numbers in order to be measurable.

Project objectives should be reasonably set, in other words – they should be **SMART**.

S = Specific (precise, clearly defined)

M = Measurable (no. of satisfied participants, no. of trainings, no. of publications…)

A = Achievable (Let's fly to the moon! HM?!)

R = Relevant (in accordance with the project purpose)

T = Time bound (we should/can determine when it will be reached)

When we define the project purpose and objectives, we are able to think about what we should do to achieve them.

Practical example – Toolkit appendix 2 (**Project plan - Objectives**)

Project activities

Project activities are ways of achieving goals or objectives. There are different paths toward the same goal. When we plan, we have to decide for those that we believe are the most effective.

Practical example – Toolkit appendix 2 (**Project plan - Activities**)

Project implementation plan – Breakdown structure

Breakdown structure is a detailed plan of the project implementation.

Ask yourself:

- Which activities do we need to carry out to reach each objective?
- What are your individual competences, knowledge, interests you can use to implement your idea? Which member of your team is the most suitable to carry out a specific activity?
- When and where will each activity take place?
- What will you need in order to perform each activity (materials, place, and other support?

Implementation plan, which is the basis for the financial plan, may be prepared in the following way:

Objective	**Activity**	**Time schedule**	**Person responsible**	**Resources**	**Financials**

Practical example – Toolkit appendix 2 (**Breakdown structure, Time schedule**)

3.2.B.4 Financial plan

The financial plan is the definition of financial assets necessary for the implementation of project activities.

The financial plan consists of two tables:

- Table of revenues (source and amount of the funds)
- Table of expenses (project's spendings, grouped by type of costs)

The amount of revenues and expenditures should finally match or at least expenses should not exceed the revenues. You certainly cannot plan to spend more than you expect to earn or gather.

The plan represents an ideal project situation: the sum of revenues = the sum of expenses.

Expenses and revenues

Expenses

1. Calculate for each activity how many resources you need for its implementation.
2. Sort the resources by the type of costs:
   - labour costs (regular work, contractual work, student work)
   - material costs (consumables, literature, printing, equipment, office material)
   - transportation/travel costs
   - other costs (administration, postal expanses, accounting, rental…).
3. Increase planned items for at least 10 percent.
4. This is recommended due to reserves. There is a possibility of unforeseen situations during the project implementation which usually cause the increase of project’s spending. If the project plan does not predict reserves, it may

become a bit unpleasant for the project team. Thus, plan wisely in order to avoid it.

5. Prepare your plan with the help of tables or charts (e.g. using Microsoft Excel or some free project management software).These programs can do all the calculations instead of you and enable you to save a lot of time and effort.

Expenditure plan may be prepared in the following form:

Expenses	Amount	Percentage of total	Notes

Practical example – Toolkit appendix 2 (**Financial plan - Expenses**)

Revenues

You may gather your project funds from different sources:

1. **Sponsorship**
   Sponsorship is a contractual relationship/bilateral agreement between the sponsor and the recipient of funds, in which the first provides certain financial or other resources (materials, service) in exchange for other services, which is the recipient of the assets obliged to perform in return. The essence of a sponsorship contract is the promotion of the sponsor in public.
2. **Donations**
   Donation, unlike sponsorship, is not a subject of service exchange. Donor donates something, especially money, with the aim of charity or gift (animus donandi) and therefore demands/expects nothing in return.
3. **Program Erasmus +**
   If you are more ambitious, you can strive to gain your project resources from EU funding programs. In that case you have to find an umbrella organization, which is registered and authorized to participate in Erasmus + program and is prepared to support your project idea. Not bad at all. You may get a significant amount of funds and also intellectual support, mentorship and the umbrella organization’s comprehensive help in all stages of your project. Before

applying it is, of course, necessary to examine the program guide and find out if our project meets the requirements of the program.

4. **Participant contributions**
   If you still lack some sources for implementation of your project activities, you may also count on participants and ask them to contribute to the activities they will take part in.

Practical example – Toolkit appendix 2 (**Financial plan - Revenues**)

3.2.C Project implementation

At this stage individual planned project activities are carried out. They are aimed at fulfilling the purpose and reaching the goals of our project.

It is important to align our project activities with the time schedule and the budget.

We strive to keep in line with the time schedule and we have to take a slack into consideration. Projects are usually very time consuming from the point of view of their administration. That is why we are very particular about ongoing processing and check of all the paperwork and budget issues (attendance sheets, travel requests, travel tickets, receipts, etc.)

3.2.D Project completion

3.2.D.1 Project evaluation

Purpose:

- to check the effectiveness of the project;
- to measure the project‘s outcomes (in comparison with the planned objectives);
- to get a general picture of the satisfaction of all involved;
- to gain information on how to improve future projects.

Although evaluation is commonly done at the end of the project with the main aim to see the project results and effects and compare them to planned ones, it should also be done during the project itself as an intermediate evaluation. At the end of the project you can merely check the results and observe the effects, while during the activities there is still an opportunity to change your actions and adjust your plans if needed to achieve better results.

Practical example – Toolkit Appendix 2 (**Team member evaluation**)

Practical example – Toolkit Appendix 2 (**Evaluate your motivation**)

3.2.D.2 Project dissemination

Dissemination is the process of wide-spreading the project results and thus providing sustainability of the project outputs in the long run.

A dissemination strategy should answer the following questions:

- **What** would you like to disseminate?
- **Who** will be the target group?
- **Why** will you do it?
- **How** will you do it?
- **When** will you implement it?

Suggestions for dissemination of your project results:

- **issue a certificate** or a letter of recommendation for your project team and participants. (see www.YouthPass.eu);
- organise a **follow-up project** and invite the participants of your first project to become part of a new project working team;
- create an (attractive, easy to use, up to date) **project web-page**;
- **share your experience** with your colleagues, friends, community (prepare a picture or video presentation and organise an evening presentation of your project, organise a conference, workshop…);
- offer **counselling service** to young people who want to become more active;
- share your **good practice** with other organisations;
- share your **good practice** by adding them to web databases (for example www.SALTO-YOUTH.net/Toolbox/) or publish them at blogs, Facebook, newsletters…)
- publish news about your project in **local media**;
- **issue publications** presenting the project;
- keep up the newly established contacts.

Photo: Group of young leaders and volunteers are presenting their project.

4 Volunteer Management

Alžbeta Frimmerová
Platform of Volunteer Centres and Organisations in Slovakia
frimmerova@dobrovolnickecentra.sk

An effective organisation of volunteers is a key of the volunteers and volunteer organisations' impact. Researchers have found out that as the time spent managing volunteers increased, the adoption of volunteer management best practices also increased leading to a situation where increased investment in volunteer management leveraged the benefits to the organisation of involving volunteers, and vice versa.

If an organisation decides about involving volunteers – it has to think about the responsibility to protect volunteers, beneficiaries as well as the organisation´s brand which has to lead to increasing of quality and professionalization of volunteer management. Volunteer management involves all basic steps of management – starting from planning and preparation, then recruitment, preparation, support and finishing with evaluation. Talking about management of non-paid volunteers there are specific approaches which need to be clear and applicable to volunteer managers. The main elements of volunteer management are provided in the diagram below.

This toolkit won´t provide you with complete information about all volunteer management steps. It briefly focuses only on four key areas of volunteer management, such as: planning and preparation, volunteer recruitment, volunteer selection and volunteer recognition. If these vital elements of volunteer management are correctly known and applied in the organisation, there is certainty all other components of volunteer management are easily followed in the organisation as well.

For more information on complete volunteer management process see the resources at the end of this chapter.

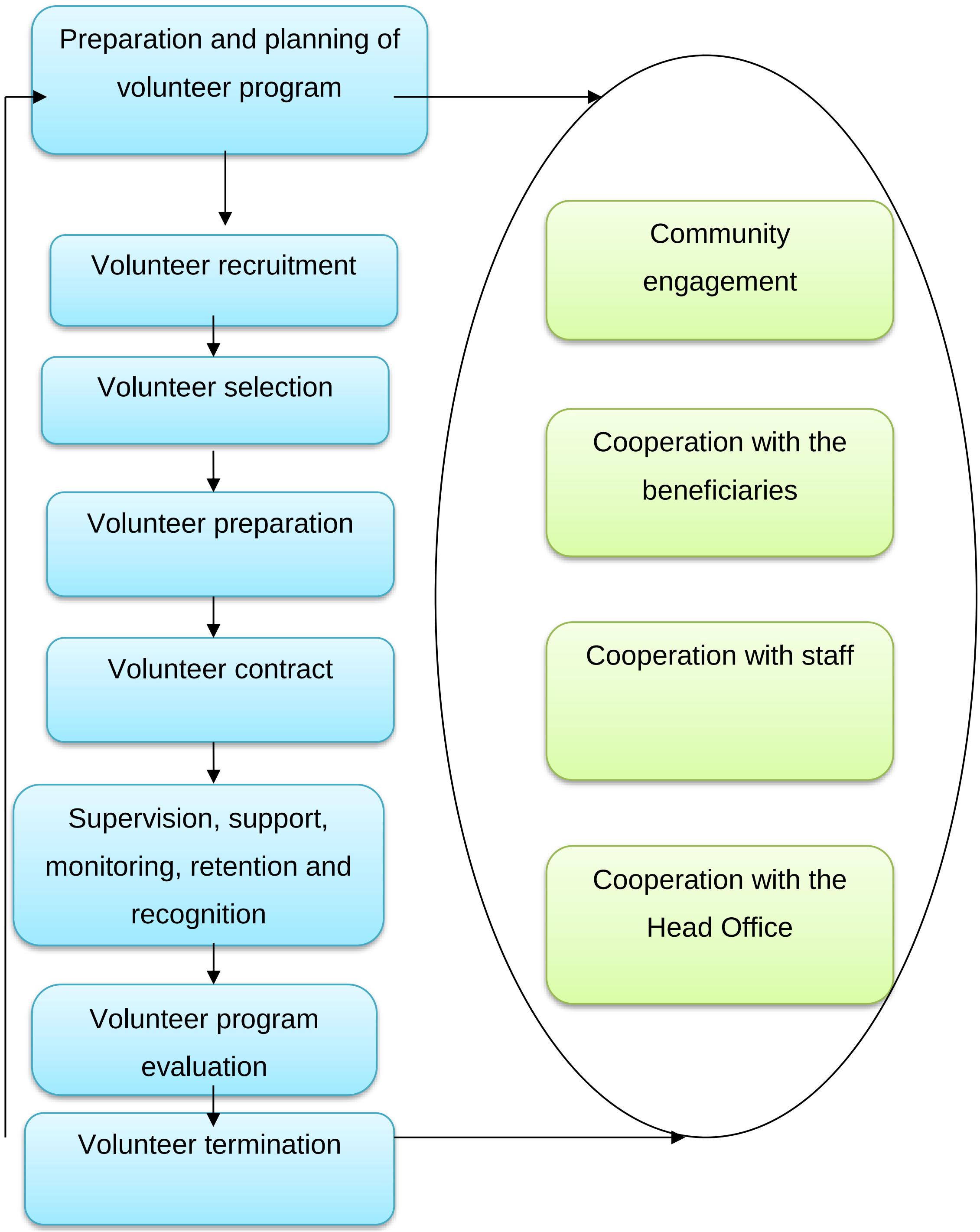


Figure: Volunteer management process.

The diagram description: The complex volunteer management process consists of the following mutually connected steps:

1. Preparation and planning of volunteer program
2. Volunteer recruitment
3. Volunteer selection

4. Volunteer preparation
5. Volunteer contract
6. Supervision, support, monitoring, retention and recognition
7. Volunteer program evaluation
8. Volunteer termination

Four permanent elements enter into the proces:

- Community engagement
- Cooperation with the beneficiaries
- Cooperation with staff
- Cooperation with the Head Office

(Based on McCurley a Lynch, 2000)

4.1 Preparation and planning of volunteer program

Before we start running a volunteer program, we have to prepare a suitable environment and conditions for volunteer involvement.

Involvement of leaders/executives, team members and beneficiaries

Leaders of the organisation are the key success of good quality management of volunteers. Without their recognition of the volunteer contribution impact all the attempts for volunteer involvement are useless. By entering volunteers into the organisations doors the organisation has to be aware of the change of the system and its opening towards public. When organisation accepts this change, it has to (McCurley and Lynch, 2000, Brozmanová, Gregorová, Mračková 2014):

- Inform all staff about the principles of volunteering and volunteer management in details – explain why we involve volunteers, what is volunteer management, why we will work with volunteers in a certain way, etc.
- Involve staff into developing the volunteer program – we can use their ideas e.g. about specific roles and activities volunteers can be engaged in. It is important to stress that volunteers must not replace paid staff – they have to supplement the paid staff.
- Inform beneficiaries/and their families on the volunteer program. In case volunteers work directly with beneficiaries, organisation can provide a board

with information, volunteer pictures and names/cards in order to make family members and beneficiaries aware about volunteers and their activities. The beneficiaries and their family members might be provided with the contact details of volunteer manager as well.

Preparation of the organisation

In order to be ready for volunteer involvement organisation has to:

- Prepare suitable environment for volunteers: some space for private things such as clothes, an attendance book, a board or a room with information for volunteers, some space for volunteer meetings and supervisions.
- Prepare all documents for volunteer program administration: a system of recruitment, selection, (questionnaires, interviews, police and health checks if needed, a volunteer contract and a code of conduct/ethics, volunteer evaluation, volunteer records, etc.) The best way to start a volunteer program is to have written guidelines on volunteer management ready with all attachments mentioned above.
- Set up volunteer job descriptions (compare Gregorová, 2002, Mydlíková, 2002, Novotný, Stará 2001, McCurley, Lynch, 2000): Thanks to volunteer job descriptions volunteers have to understand contribution of their involvement to organisation´s mission and goals and a way it is connected to other activities.
- Set up volunteer profile – criteria needed to be met for those who want to become volunteers, e.g. age, health conditions, time scale and frequency of volunteering, skills, education, values and other specific criteria for each volunteer job description.
- Plan a budget and in-kind costs of volunteer program (salary of volunteer coordinator, trainers, supervisors, refreshments, benefits, tools, etc.) And count on reimbursement of volunteer costs.
- Identify a volunteer manager.

A volunteer manager is a key person for a good quality volunteer program. He/she manages volunteers from the beginning of their involvements to the end. His/her role is to:

- prepare and adapt the volunteer management policy;

- recruit and selects volunteers;
- develop job descriptions and determine who is the right volunteer for a specific role;
- organise the volunteer induction, orientation and training;
- prepare volunteer contracts;
- administer a volunteer program and keep volunteer records and volunteer database and personnel files;
- coordinate and monitor the volunteer activities and keep regular contacts with volunteers;
- organise supervision/intervision meetings in cooperation with supervisors;
- evaluate a volunteer program and volunteer activities;
- work on volunteer recognition and system of benefits for volunteers;
- terminate a volunteer contract if needed;
- provide the interaction among paid staff, directors, volunteers and beneficiaries.

The volunteer management is easy from a theoretical point of view, but there are difficulties when it comes to practice. It is not based on the principles of coincidence and spontaneity. The organisation has to be aware of all investments needed for a good quality of volunteer management system and prepare a volunteer management policy in advance. It takes time and resources to develop it, but it is the most appropriate start of volunteer management. (Brozmanová Gregorová, Mračková, 2014)

4.2 Volunteer recruitment

4.2.1 Preparing of a recruitment process

Finding volunteers, the organisation needs to imply an active process of spreading the word about volunteering opportunities and searching for the right volunteers. Before you start to work on an advertisement for volunteers, think about who your organisation wants to attract, and why volunteers might want to work for your organisation. The more you know about the motivations and interests of potential volunteers, the better you can target your advertising and recruitment. To find out more about what attracts and motivates volunteers you can use past volunteer feedback, ask current volunteers, or review applications from people who have expressed interest in being a volunteer.

The advertising and selection process is the start of your relationship with volunteers. The aim is to find suitable volunteers. There should be a good fit between your/hosting organisations expectations – the roles available, and the volunteers' motivations and interests.

The literature on recruitment of volunteers in general identifies different types of recruitment. McCurley and Lynch present the 5-type classification of the volunteers' recruitment process:

1. **Warm body recruitment** – When you need a large number of volunteers for a short period, and the qualifications of the task are minimal, you might use this method. It relies on tools as: flyers and posters, advertising on websites or in media (newspapers, radio, etc.), using the organisation's website to promote the volunteering opportunity, contacting local community groups and spreading the message among their members (such as the Scouts) and broadcast emails.
2. **Targeted recruitment** – This method requires a carefully planned approach to small audience. Use this method when you try to recruit volunteers that need to have specific skills or not commonly found characteristics. At the beginning you have to answer several questions:
    a. What do we need?
    b. Who could provide this?
    c. How can we communicate with them?
    d. What would motivate them?
3. **Concentric circles recruitment** – This method invites you to identify people who are already in direct or indirect contact with your organisation and then to contact them with your recruiting message. These groups can include your clients, their families and relatives, friends of your current volunteers and staff, people in your organisation's neighbourhood and people who have been affected by the problem you are attempting to solve.
4. **Ambient recruitment** – This campaign works in a closed system such as a school, a company, a neighbourhood, a church group, etc. This means to develop a culture of involvement among the members of the community that leads to individuals deciding to volunteer.

5. **Brokered recruitment** – Connects your organisation with other groups and tools whose purpose is to provide volunteers for the community. Such tools may include volunteer centres, local companies, youth groups in schools and universities, etc.

(McCurly, S., Lynch, R., 2000)

4.2.2 Proper timing

The timing of your campaign will be influenced mainly by when your target audience is most likely to see and/or hear the message. For instance, school graduates are more suitable to be addressed for volunteering from May to June. Think also about the time of year. In general, potential volunteers think about volunteer options when they set up their program for a coming calendar or school year – which is in January/February and August/September.

4.2.3 Recruitment methods/channels

There are plenty of creative ways you can get potential volunteers interested in your work. The most important ones are stressed by Macmillan Cancer Support:

Word of mouth

One of the simplest and best ways to get your message across is by word of mouth. Make sure everyone in your organisation – staff, beneficiaries, board, volunteers know you're looking for volunteers so they can tell their family, friends and colleagues.

Volunteer centres and websites

Your area hopefully has a volunteer centre that can help you find volunteers. They can also place an advert for your vacancies. In some countries there are national volunteer recruitment websites. Also consider which other websites you could advertise your vacancies on.

Posters and flyers

Make them simple and eye-catching and include clear details of the roles you're recruiting for and the skills you're seeking. Think about where to put posters and distribute flyers for a maximum impact.

Open meetings

Holding an open meeting means you can meet many potential volunteers in an informal setting. Be sure to properly publicise the meeting and be aware that different groups of people are free at different times. Holding a day and evening session on the same day may be a good way to make sure everyone has a chance to attend.

Social media

Use social media for creating posts/ads for promoting and thanking to volunteers. Create short videos and photos of volunteers on spot and post them on social media. Testimonies of real people while volunteering are powerful means of volunteering promotion.

Website and newsletters

Advertising on your organisation´s website is a key step of promoting volunteering. Make sure you have a space/section on your website devoted to volunteering where you inform all volunteers and potential volunteers about all aspects of volunteering in your organisation. Within this space you can store all important documents for volunteers such as volunteer role descriptions, advertisement, pictures, videos, articles about volunteering, code of ethics, sample contracts, etc. If your organisation sends a regular newsletters use it for advertising the volunteer opportunities.

Other options might include:

- stalls at (local/national/international) fairs or events;
- advertising through electronic or local/national print media, articles in newspapers;
- presentations to local groups, presentations in schools;
- direct mailings;
- church bulletins;
- e-mail messages, etc.

(Macmillan Cancer Support, 2012).

4.3 Volunteers´ selection

4.3.1 Reasons for selection

Principle of volunteers' selection is based on the meeting of the organisation´s expectations and needs and volunteer´s expectations, interests, motivation and abilities. A volunteer should not be placed in a position for which he/she has not an appropriate interest, competences, time or motivation. The selection of volunteers should aim to reach a win-win situation for both parts involved.

There are more reasons why an organisation has to screen the volunteers. We have to create and maintain a safe environment for the client, volunteer, staff, and others involved in work. We also have to ensure the appropriate match is made between the volunteer-task-client. The more vulnerable the beneficiary or the riskier you have assessed a volunteer position, the more vigilant we should be in our screening process. As Volunteer Now says there are key principles underpinning the selection process:

- Having the wrong volunteers is worse than having no volunteers at all.
- Organisations must take all reasonable steps to prevent unsuitable people from volunteering. It is essential that procedures are in place to detect such 'mismatches' (and, if possible, to re-direct the potential volunteer to a more suitable program).
- The selection process must be appropriate to the role – rigorous enough to help you make the right choice, but not unnecessarily bureaucratic.
- All volunteers have to go through the same selection procedures for the same roles.
- Volunteers should have equality of opportunity. You cannot ask an applicant's age or discriminate on the basis of age, gender, or ethnicity. Volunteers need to be a good fit for, and able to perform, the volunteer tasks. Asking for information about disabilities or limitations is allowed in relation to health and safety risks.
- Be honest from the start. Make it clear to all volunteers that there is a selection process, and that not everyone will be selected.

(Volunteer Now, 2012)

4.3.2 Selection methods

There are many tools that are useful in the selection of volunteers. In most cases, these instruments are not used individually, but you might engage a combination of them in order to ensure that all the information needed for the final decision was obtained from the candidates and you have selected the right volunteer. Selection criteria should be developed for each volunteer position. The most useful selection tools are following:

- application form;
- interview;
- checks;
- observation of volunteers in orientation/training;
- observation during probation or providing taster visit;
- opportunities during formal or informal supervision or in evaluation.

Application form

As Adolfová and associates point out **Application forms** present several important advantages: provide specific information, represent a centralized way to collect and retain information for all volunteers applying, and can help in structuring the themes for subsequent selection interviews. These forms are used as means of gathering the information needed in order to guide the candidate towards the volunteering position that suits him/her best. Forms also give a pre-assessment base for the deeper screening process – forms can serve as starting points for interviews when discovering motivation, abilities, and interests of volunteers. (Adolfová and associates, 2016)

Checks

The checks required for volunteer appointments depend on the organisation's volunteer policy.

They may include:

- references;
- police checks;
- proof of identity;
- qualifications;

- work history;
- relevant medical history.

Depending on the role, organisation may have to carry out checks to find out if successful applicants have a criminal record and a relevant medical history. If they do, you will need to make a fair decision on whether it makes them unsuitable for the role. (Commonwealth of Australia and Volunteering Australia, 2003)

References can confirm the existence of skills identified by other methods and, at the same time, it can offer relevant information concerning the candidate which cannot be found out through application forms or interviews.

Interview

The **selection interview** is an instrument with which we can get the most complete information about a candidate for a volunteering position. Selection interview is a two-way process, a reciprocal process that allows the organisation to obtain the information needed from the candidate, but which, at the same time, offers the person interviewed basic elements defining the mission, vision, activities, beneficiaries, etc. of the organisation (Adolfová and associates, 2016).

Essential steps to prepare and conduct the interview:

- Make a clear schedule with the interviewees – decide the period for the interviews together with your team and announce it in the public call for volunteers.
- Prepare the interview guide – once you are face-to-face with the candidates, it is useful to have an interview guide that will help you start the conversation.
- Prepare an interview form for writing down answers – it can be very useful to have an instrument for collecting and retaining the information you get from potential volunteers in the same way for all interviews conducted.

Selection panel

Use a small group of people to recruit and select volunteers if possible. Ideally involve three people in selecting volunteers, no matter what selection process you use. Think about including people in your selection panel who:

- understand the role and tasks volunteers perform;

- will manage, co-ordinate or support volunteers;
- are experienced volunteers;
- represent your board, members or supporters.

The people in your selection panel need to understand the volunteer roles and tasks and be able to define and agree on questions and selection criteria. They also need to have time to be involved in reviewing applications, short listing, interviewing and/or reference checking, depending on your process. People doing the interviews should have good knowledge of the organisation, ability to communicate with different types of people, ability to listen and ask right questions according to plan, ability to say "no". When the volunteer works with clients in difficult situations, the role and presence of a psychologist is vital in a recruitment process. (See more in Brozmanová Gregorová, Mračková, 2014)

Inform volunteers about the steps of selection, including the period for interviews, if this is the case, even in the recruitment announcement.

Estimate how much time you will need for each interview. When you set up interview schedules allow at least 5-10 minutes between interviews to debrief, or in case they run over time.

Decide on a date to hold the interviews that all the panel members can attend. Invite the listed applicants to come for an interview, giving them notice and time to prepare.

The setting for an interview should be welcoming, with access for those with physical difficulties. It should also be a place where you can conduct a private conversation and won't be interrupted.

Design the interview as a two-way communication process: create a relaxed and friendly atmosphere, reassure the volunteer on the need to have a sincere and honest approach (valid for both parts), allow time for the volunteer to formulate his/her answers.

Allow the volunteer to ask you questions during the interview as well.

Take notes during the interview allowing you to look back and assess each applicant, once all interviews are done.

Use open questions and "proof" questions: "can you tell me something more about it?".

Listen to the volunteer; what he/she is speaking about, but also when he/she is not speaking.

Pay attention to the volunteer’s feelings and thoughts.

When ending the interview thank the applicant for their time and find out if they have any further questions. Make sure you have the information you need to make an informed decision about the applicant and they fully understand what the role entails.

Screening questions

There are four groups of questions you could use for screening volunteers which uncover the volunteer´s motivation, abilities, interests and personality (Brozmanová Gregorová, Mračková 2014).

Questions uncovering the motivations:

- Why have you selected our organisation/this volunteer activity in our organisation?
- What do you expect from this volunteer activity? What do you think/expect you will do?
- What is the most interesting point for you in this activity/in our organisation?
- How would you describe our clients/ environment we work in?

Questions concentrating on free time activities and interests:

- What do you do in your free time? What are your hobbies?
- How much time per week/month are you able to volunteer?
- How much time a day do you spend at work?

Questions focused on skills and experiences:

- What are your skills, abilities... you could use in our organisation?
- Can you list the types of activities you like doing? What kind of activities you prefer to avoid?
- Have you volunteered before? What is your volunteer experience?

Personality and attitude questions:

- What are your strengths/weaknesses?

- What would you do if....? How you solve this situation...? How would you proceed?
- What do you do when situation is different than the one you have expected to be?
- How do you feel when...?
- What do you think about...?

(Brozmanová Gregorová, Mračková, 2014)

Acknowledging applications to be a volunteer

The selection procedure will usually lead to a clear-cut outcome. Respond to everyone who applies to be a volunteer in your organisation, no matter what selection process you use. Use a letter or an e-mail, depending on how you have received the information and your usual processes. Thank everyone for their interest and their application. Prompt, courteous and respectful responses help maintain a positive view of your organisation in your community. (Creative New Zealand, 2014).

If the applicant is suitable, follow up – appointment should be arranged for an orientation session/ a training.

If you can only use a limited number of volunteers at the time, but will need more volunteers later, ask applicants to keep their details on file so you can contact them in the future.

Contacting an unsuccessful applicant – Having to say 'no'

As Volunteer Now says if no match can be made, you face a much less enjoyable part of the process – turning down an offer of help. When telling an interviewee their application wasn't successful, be honest about the reasons why you came to your decision. Although it can be difficult to say no, taking on someone who is not suitable for a role inevitably causes problems. As with the matching process, there is no magic hint to make this step easy and it's tempting to hope that people will forget or just lose interest if you don't get in touch. However, it can be quite a challenge for some people to undergo a selection process, and they deserve to be given a decision – even if it's not the one they want. (Volunteer Now, 2012)

If the applicant is unsuitable or if doubts about suitability persist, options to consider include:

- arranging for work on a trial basis;
- directing the applicant to a more suitable placement;
- suggesting further training;
- wait–listing the applicant for a more suitable position in the future.

Where applicants are unable to be placed within the organisation, it is important that they receive feedback about why not.

Volunteer Now provides some tips for saying no:

- Don't put off telling volunteers for too long – this will only add insult to injury.
- Be clear why you are turning down the offer. Is the problem with the volunteer or the role? Is there any way to overcome this?
- While there is no need to spell out the volunteer's shortcomings, if a volunteer asks a straight question, try to be honest. Don’t get caught up in elaborate ‘explanations’.
- Be caring and sensitive. Provide every opportunity for the volunteer to ‘save face’. Emphasise your appreciation of their offer. Acknowledge any negative feelings s/he expresses.
- Is there anything you can do for the volunteer – redirect to other types of work; suggest relevant training; identify other ways to meet the needs they had hoped to fulfil through volunteering? However, don’t just pass your ‘problem’ on to someone else.

(Volunteer Now, 2012)

4.4 Volunteer recognition

Demonstrating appreciation for and recognizing volunteer contributions to the organisation is important on many levels. It helps improve volunteer program and retention rates, and brings new ideas and viewpoints that may improve the organisation.

Volunteers want to enjoy their experience and feel their efforts are appreciated. At the same time, saying thanks and formally recognizing volunteers is important to keep them motivated so that they will keep volunteering. Volunteers are ambassadors – representing the organisation during programs, at events, etc. – and their volunteer experience will directly impact the way in which they represent or personify your organisation and its mission.

The most frequent reasons of volunteer burn-out and leaving defined by J.Tošner and O. Sozanská are:

- too big difference between volunteers expectations and reality;
- feelings their help is useless;
- no feedback and no appreciation;
- tasks are too homogenous, routine and there is no explanation why;
- no support from other volunteers, staff, executives or tensions between staff and volunteers or between volunteers/staff themselves;
- no possibility for personal growth;
- no or little options for initiative and creativity.

(Tošner, Sozanská, 2002)

David McClelland, John Atkinson et al divided volunteer motivators into three main types: achievement, affiliation, and power-oriented.

Achievement: volunteers motivated by achievement welcome challenges and are result-oriented, risk takers and innovative. They often prefer working alone, like well delegated tasks, concrete feedback and the hands-off management style.

Affiliation: volunteers motivated by affiliation measure success based on relationships, such as working with a wide variety of people. They support others in achieving goals, and are sensitive to the feelings and needs of others. In contrast to achievement motivated individuals, they may not focus on goals, but rather sacrifice goals/timelines to the relationships they are developing, trying to keep everyone happy. The affiliated tend to seek/need approval and often take criticism poorly.

Power: volunteers motivated by power thrive on the opportunity to make a difference in others' lives. They like to use their influence and skills to bring about change. They are opinion shapers, and articulate and charismatic leaders. Sometimes power is viewed negatively, but in this case of power motivation, it is the use of personal power for the benefit of all.

(McClelland D.C., Atkinson J.W., Clark R.A., Lowell E., 1953)

It is important to realize that a volunteer's needs may change over time and their motivators may be a combination of types and change over time as well. The art of further motivating volunteers lies not only in knowing how to tap a given motivator, but in being able to figure out what combination of needs a particular volunteer has. Each motivation style requires a different recognition plan. If people are rewarded in a way that is significant or relevant to them then the recognition process is most effective. Volunteer managers need to make every effort to use personalized recognition to build an ongoing relationship with each volunteer. Recognition should be given on an ongoing basis and be integrated into the overall experience of each volunteer. In such way recognition should take all three motivation styles into consideration:

Achievement: Goal attainment and measurable results motivate achievers. They like awards that detail their involvement in a project. They value documented recognition like letters that can be used in personnel files.

Affiliation: Individuals motivated by affiliation measure success based on relationships. They like thank-you notes, small gifts, social get-togethers, name badges, team projects, special event T-shirts, etc.

Power: These individuals are motivated by the opportunity to make a difference in others' lives. They like public recognition, praise for their work in front of others, reference letters, leadership roles, an opportunity to be listened to and see their ideas put into action.

(see https://extension.unh.edu/resources/files/Resource001203_Rep1540.pdf, pdf format, 29.9kB)

Volunteering Australia comes with some good practice examples of recognition and rewards you can use:

Start off on the right foot

- Match the volunteer's desires with the organisation's needs.
- Develop a volunteer policy for your organisation.
- Accept that an individual volunteer's ability to commit may change over time.
- Ensure volunteers have adequate space and equipment to do their work.
- Ensure a safe and healthy working environment.

- Ensure confidentiality for your volunteers.
- Provide a clear role description for every volunteer.
- Make sure new volunteers are welcomed warmly.
- Give volunteers a proper induction.
- Provide car or bike parking for volunteers.
- Devote resources (time and money) to volunteer support.
- Maintain Occupational Health and Safety standards.
- Provide the opportunity for volunteers to take leave of absence.
- Have a vision for volunteer involvement in your organisation.

Easy every day and cost-free ways to acknowledge your volunteers

- Always be courteous.
- Always greet your volunteers by name.
- Say 'thank you' often, and mean it.
- Recognise that volunteers play a unique role.
- Be honest at all times.
- Help volunteers feel good about themselves.
- Create a climate in which volunteers can feel motivated.
- Do not overwhelm volunteers.
- Always be appreciative of volunteers’ contributions.
- Give volunteers a real voice within the organisation.
- Tell volunteers they have done a good job.
- Suggest sources of help and support for personal problems.
- Know the volunteers' names, the names of their partners, kids or pets and ask about how they are.

Ways to show you value of your volunteers' input...

- Ask volunteers for ideas of how the organisation can show it cares.
- Encourage them to sit on committees and attend meetings.
- Allow volunteers to take on more challenging responsibilities.
- Encourage volunteer participation in planning that affects their work.
- Enable volunteers to 'grow' on the job.

- Send articles about your volunteer(s) to the (local) newspaper or run them in your newsletter.
- Include their name on a program they helped organise.
- Ask volunteers to share their ideas.
- Share the results of program evaluations with volunteers so they can see their impact on clients and programs.
- Review the progress of volunteers on a regular basis.
- Provide constructive appraisal.
- Allow volunteers to get involved in solving problems.
- Learn what motivates each volunteer, and make your recognition appropriate to what he or she thinks is important.
- Give volunteers tasks in which they will be successful.
- Make sure the volunteers are doing work that is meaningful to them and the community.
- Promote volunteers to other roles that take better advantage of their talents.
- Highlight the impact that the volunteers' contribution is having on the organisation.
- Always have work for your volunteers do, and never waste their time.
- Provide meaningful and enjoyable work.
- Give volunteers an opportunity to debrief, especially if they work in stressful situations.
- Let volunteers put their names to something they have helped to produce or to make happen.
- Use surveys as a way of eliciting your volunteers´ views.
- Take the time to explain and listen to volunteer's ideas and concerns.
- Ask volunteers to give presentations or lead meetings.
- Ask volunteers to train other volunteers, for example, older volunteers to mentor the young.
- Make sure the volunteer coordinator is easily accessible.
- Supervise volunteer work.
- Set up a volunteer support group.
- Do not impose new policies and procedures without volunteers input.
- Ask volunteers opinions when developing new policies and strategies.

- Maintain regular contact with volunteers even if they work off sites or at odd hours.
- Use quotes from volunteers in leaflets and annual reports.

Some tips that may involve a slight cost

- Provide excellent training and coaching.
- Reimburse out expenses.
- A personal note: say 'thanks' for a job well done.
- Thank them in a newsletter.
- Pay registration fees (or part of) for continuing education classes or conferences.
- Have a letter to the volunteer from (or a visit with) a person who has benefited from the volunteer's services.
- Let the volunteer really see, hear, and feel the end result of their work.
- Have staff and clients write comments and quotes about the difference volunteers make, and have these printed in a booklet and share data on a recognition event.
- Create a volunteer notice board.
- Provide free refreshments during coffee and tea breaks.
- Nominate your volunteers for community awards.

Annual/one-off recognition ideas...

- Conduct an exit interview when a volunteer leaves.
- Feature your volunteers at special events throughout the year.
- Farewell volunteers when they move away from the area or leave the organisation.
- Provide letters of reference.
- Recommend volunteers to prospective employers.
- Help interested volunteers prepare their resumes, emphasising the skills they have developed through their volunteer work.
- Send birthday cards.
- Present volunteers with a special memento recognising their service to the organisation.

- Present special awards for 1, 3, 5, 10 and more years of service.
- Nominate a volunteer of the month, put up their picture in your office and send it to the Local newspaper.
- If you work with children, ask them to make thank-you cards for volunteers.

(Volunteering Australia, 2003)

Photo: Cooperation of the volunteer and the young leader during the YALTA weekend.

Literature

1. Adolfová I., Bere I., Brozmanová Gregorová A., Solonean D., Zachert A, Țicle O.: EVSIFICATION manual. Volunteer management in EVS projects. Cluj Napoca: 2016.
2. Brozmanová Gregorová, A., Mračková, A.: Manažment dobrovoľníkov a dobrovoľníčok. Manuál na vypracovanie dobrovoľníckeho programu v organizácií. Banská Bystrica: 2014.
3. McClelland D.C.,. AtkinsonJ,W,, Clark R.A., Lowell E.L.: The Achievement Motive. New York: 1953.

4. McCurly, S. , Lynch, R.: Manažment dobrovoľníkov. Ako zmobilizovať všetky zdroje komunity. Vybrané kapitoly. Bratislava: 2000.
5. Sozanská, O. , Tošner, J. : Dobrovolníci a metodika práce s nimi v organizacích Praha: 2002.
6. Volunteer Management Toolkit: A resource for arts organisations. Creative New Zealand, Wellington: 2014. Link: http://www.creativenz.govt.nz/assets/paperclip/publication_documents/documents/368/original/volunteer_management_toolkit_-_august_2014.pdf?1409203182
7. Supporting your service. A best practice guide to working with volunteers in social care services. Macmillan Cancer Support: 2012. Link: http://www.macmillan.org.uk/Documents/AboutUs/Health_professionals/VolunteersInSCServices_FINAL.pdf
8. Working with Volunteers and Managing Volunteer Programs in Health Care Settings. Commonwealth of Australia and Volunteering Australia, Canberra: 2003. Link: http://www.volunteeringaustralia.org/wp-content/files_mf/1377053104VAManagersworkingwithvolunteersandmanagingvolunteerprogramsinhealthcaresettings.pdf
9. As Good As They Give. Providing volunteers with the management they deserve. Workbook Two. Attracting and Selecting Volunteers. Volunteer Now: 2012. Link: http://www.volunteernow.co.uk/fs/doc/publications/workbook-2-attracting-and-selecting-volunteers-20131.pdf
10. https://extension.unh.edu/resources/files/Resource001203_Rep1540.pdf

5 Leadership skills

Stanislav Sokol
Slovak Blind and Partially Sighted Union
sokol@unss.sk

Right at the beginning a question comes to mind: Who is a real leader? Am I a leader, or could I become one? As it often happens, a direct question does not have a simple answer. In this chapter we will characterize qualifications which could help us to find an answer to this question. In the end of the chapter we will present inspiring opinions of people experienced in leadership and leading groups.

5.1 Who is a leader?

We most commonly say a leader is a charismatic person who can fascinate others in the right way and motivate them to be able to overcome obstacles independently. We can then characterize leadership as a process of social influencing in which an individual is able to ensure support of others when carrying out a common task. This image of a leader is a bit of a Hollywood myth of a lone hero who, with their superhuman personal commitment, sets masses of people in motion, and they are named in the first place in closing credits as a reward. Perhaps, this may be why every author inserts at least a piece of their own idea about heroism and related characteristics in leadership. They are partially right. The effort of a leader, however, can be not only to “heroically” do their best to fulfil the aforementioned social goals, but also to satisfy their own desire for personal influence and power.

5.2 Characteristics of a leader

At present, the topic of leadership is very popular – after all, who would not want to lead at least something small. How would you describe such a leader? Would they represent your accurate image? ☺ There are a lot of characteristics today and you may find yourself in some of them. Let’s try it. Does anything from the following description describe you? A leader is considered to be an exceptional, convincing individual endowed with charisma, vision and determination to pursue their goals despite obstacles. So, aren’t you lacking a strong will? American author Napoleon Hill writes this way aptly about the lack of commitment, which is often the dividing line between an ordinary person and a leadership personality: “One of the most common causes of failure is the habit of quitting when one is overtaken by temporary defeat.”

Recent studies suggest that leadership is rather a complex matter and it cannot be reduced to a few key features of an individual. In order not to be too abstract, let’s try, in spite of that, at least to roughly specify a kind of a set of basic attributes of a leader.

We have already mentioned determination – it is based on additional characteristics such as initiative, assertiveness, perseverance and, sometimes, dominance. People with these characteristics often tend to unconditionally fulfil their objectives, work long hours, are ambitious and often very competitive with others. In addition to this, cognitive abilities are very important. They are based on intelligence, analytical and verbal skills, flexibility in behaviour and good judgment. Individuals with these characteristics are able to formulate solutions to complex problems, work well under stress, adapt to changing situations and create well thought-out plans for the future. We can give examples including Steve Jobs or Abraham Lincoln, who were not lacking commitment or cognitive skills, which they demonstrated with good adaptation to ever changing conditions in their environment.

Other essential features include self-confidence, which involves qualities such as high self-esteem, assertiveness, emotional stability and self-assurance. Individuals who are self-confident do not doubt themselves or their abilities and decisions. They also have the ability to project this attribute to others, strengthening their confidence and loyalty.

An important personal characteristic of a leader is also how they perceive themselves within the group they lead. We can correspondingly divide leaders into two basic groups. The leader of the “we” type speaks and thinks in the spirit of the group. Their ambition is associated with the group, not with their own personality. Therefore, they can easily choose a successor, who will completely replace or even surpass them. Their pride is based on the fact that they worked with a good group of people, not that they made this group good. Leaders of the “I” type are their opposite. They most appreciate their own performance, talent and extraordinary abilities. When they are active, these leaders can be very successful, but after their departure it often happens the given group ceases to exist. They do not allow an appropriate successor to grow beside them because they cannot tolerate people, who would threaten their exceptionality.

Observation-based researches further indicate that there is a specific type of a leader – a "hero" who is able to achieve exceptional results through a combination of three seemingly unimportant characteristics:

- personal modesty even shyness (they do not let others to celebrate them, they are not a brilliant public speaker or riveting charismatic and you will not find their name anywhere in headlines; they identify the success as well as themselves with the group),
- gritted determination (they are confident about their strategy and willing to carry it out in full scope, despite protests of others and painful decisions because they act in the name of a "higher principle"),
- ability to see contributions of others and have their own responsibility (they never blame failure of external factors or bad luck, but they often talk about "good luck" and friendliness of others when they should find reasons behind their success).

Photo: The activity focused on developing leadership skills – carried out during the leader and volunteer training.

5.3 Leadership skills

We often encounter the opinion leadership respectively or a set of leadership skills is something we cannot learn. We should find this capability in our insides. But what can we do? To observe oneself, analyse one's own skills, to listen to opinions of ourselves from people in our surroundings. If conclusions of your findings suggest that you could be a leader and you are also inclined to this difficult path, work on yourself – develop your skills, you will need them! How to achieve it? Read, attend trainings, but, first of all, let the practice shape you. In developing leadership skills it is in fact very important to realize the fact that as you cannot learn playing the guitar by reading a book about playing, but by playing itself, similarly becoming a good leader is not possible without real leading people.

To know what to develop, we will introduce the skills or crucial qualifications of a leader in the following text, which we have summarized in eleven groups. Let's start:

- Analysing and problem solving – the ability to use logical thinking, perceive connections between problems, recognize critical events and understand causes of problems. The ability to generalize specific phenomena and indicators, taking several factors into account.
- Interacting with people – the ability to clearly and comprehensively formulate conclusions. The ability to treat others with respect, understand and identify their needs and motives. It is manifested through openness and establishing relationships with others, the ability to gain and maintain trust and create common ground.
- Motivating people – the ability of an individual to motivate with rewards, praise at the right moment, potentially motivate with his/her own behaviour in order to achieve better performance. They motivate others in an appropriate way by engaging them in decision making within the group and by creating supportive atmosphere.
- Communication and presentation skills – the ability to understand information presented in various forms. Identifying important information and the ability to share it. Skills in holding talks and discussions through active listening, clear formulating and expressing personal opinions. The ability to present in an

appropriate manner and to clearly define a given task so that the group knows what exactly it is required to do.

- Planning and organizing – the ability to determine activities needed to achieve the objective, estimate the time necessary to complete tasks, consistency in observing the plan and assigned tasks. Thinking about necessary resources (time, personnel, and material).
- Working with information – the ability to sort data based on relevant criteria, further processing the information. Using the Internet and other available sources to search for relevant information. They are able to orient well in a quantity of documents and assess their relevance.
- Flexibility in thinking and behaviour – the ability to adapt to innovations in the environment, in a work group and to directing from outside. In case of failure of a team member, they are able to substitute their role. The ability to improvise when plans or schedules fail and replace them with a new procedure.
- Team work – the ability of team leadership, perception and using group dynamics by recognizing and respecting human individuality, the effort to achieve synergy in the group. Providing constructive feedback, solving conflicts in the group aiming to achieve reconciliation.
- Creative thinking – the ability to improve existing processes and methods give suggestions for new solutions or create new methods. Trying different ways to carry out activities, inspiring others.
- Managing emotions – the ability to control one's emotions in various situations without outbursts of anger and panicking, problems are solved calmly. An important role is played by realizing one's strengths and weaknesses and understanding personal manifestations in stress and unclear situations.
- Openness and perception of feedback – the ability to effectively receive and analyse feedback from one's surroundings with subsequent self-reflection and effort to improve oneself.

Photo: The work of the facilitator with the participants – an activity during a weekend meeting within the YALTA project.

5.4 Types of leaders

The style of leadership is considered an essential feature in determining the types of leaders. It is a way how the leader sets the direction, implements plans and motivates people. It is a result of philosophy, personality and experience of the leader. Different situations require different styles of leadership so that a task is effectively resolved. In a crisis situation, it is, for example, more appropriate to use a different approach than in a standard situation. The style used should contribute as effectively as possible to achieving objectives of the group while respecting interests of its individual members.

Autocratic leader

In autocratic leadership all decision-making power is concentrated in the hands of the leader similarly as it is with dictators. An autocratic leader uses their position to push through their decisions; they are not used to receive advice or initiatives from subordinates. What they say has to be done. Since only one person makes decisions for the entire group, this allows making rapid decisions. Autocratic management provides the leader with strong motivation.

Democratic leader

The type of a democrat encourages people to participate in decision-making. They promote interests of group members and apply equality in practice. We also use the term shared leadership here.

Leader focused on tasks

The leader aims at tasks, which have to be done in achieving a specific goal. In general, they are more interested in solving the given problem using a step-by-step system; they strictly check the deadlines and achieving the determined goals even at the expense of the comfort of team members.

Leader focused on relations

It is a style opposite to the previous one. The leader is more focused on relationships in the group, their development, well-being and satisfaction of members. He/she emphasizes communication within the team, expresses confidence in people and recognition for their work. A positive side of such work environment is higher motivation of team members, who feel sufficient support. On the other hand, preferring relations at the expense of achieving objectives may have a negative impact on productivity.

5.5 Group leadership

Group leadership is in contrast to leading a group by an individual. In this case, more than one person determines the direction of the group as a whole. This approach is being introduced in order to increase creativity and involvement of people. Team members who have the best preconditions to lead a given phase of a project become temporary leaders. As each team member has the opportunity to experience a higher level of influence and responsibility, group members are encouraged and this gives a dimension to success. At the same time, each of them can better exercise their own leadership skills for the benefit of the whole group. Group leadership has specific characteristics:

- there must be a sense of unity by all members,
- there must be interpersonal relationship; members should have the opportunity to contribute, learn and cooperate with others,

- members must have the ability to act together to reach their common goal.

5.6 Interviews with leaders

In the first phase of the YALTA project we prepared five audio and video interviews with leader personalities or with our active near-peers, which were presented to participants during the project activity in April 2016. Four of them have severe visual impairment. We now offer you a brief introduction of these people and their inspiring opinions on leadership.

Branislav Mamojka

He has been the president of the Slovak Blind and Partially Sighted Union (ÚNSS) since its foundation in 1990 when he helped establish this organisation as one of the first civic associations in our country. He also holds the post of the president of the Slovak Disability Council in Slovakia which clusters organisations of people with different types of disabilities. He has actively participated in creating and commenting legislation in the field of social affairs, he is a member of the Government Council for Issues of Persons with Disabilities and a member of the European Disability Forum Board.

“I always like to listen to other people when I solve a problem so that there were as many opinions that will echo as possible. I try not to take hasty decisions. I deal with potential risks related to solutions as I consider it very important that a person is ready for several potential situations. It is also necessary to set priorities because there are often many tasks. Leadership gives me the opportunity to participate in decision-making and problem-solving which I can actively influence. On the other hand, it is necessary to be aware of the responsibility for decisions. Mostly I am motivated by common success when I see how my colleagues move forward and are not afraid to take responsibility themselves. If a person wants to become a good leader, he/she must listen to other people a lot, not approach problems emotionally, but rather rationally. He/she should be able to reason properly, respect people who he/she cooperates with, and not to transfer work problems to everyday life.”

Alžbeta Frimmerová

She is the president of the Platform of Volunteer Centers and Organisations. She graduated from the Faculty of Arts, Comenius University in Bratislava. She attended volunteer management courses carried out by the Minnesota Association for Volunteer Administration in the United States, the National Volunteer Center Hestia in the Czech Republic and the Association of Supervisors and Social Advisors in Bratislava. Since 2006 she has been dedicated to developing and promoting of volunteering in Slovakia, education and quality in the management of volunteers, creating volunteer programs, founding and developing volunteer centres in Slovakia and Europe. She cooperated in the creation of the volunteering act. She co-established the Platform of Volunteer Centers and Organisations as well as the Bratislava Volunteer Center.

"When I see a problem in the field of volunteering, I see it as a challenge; I embark on it and try to attract more people. This is my implementation of leadership. It gives me a sense of purpose because I do things that may change this country to a lesser or greater extent as well as motivation for moving on. When I am in touch with other people who have a similar vision as I do, I get a good feeling that perhaps I go in the right direction. One assumes a leadership role if he/she has the ability to do it and wants to move things further, he/she perceives them in a wider context, and, thus, offers his/her abilities for the benefit of society. If anyone wants to become a leader, he/she should have the right vision of what he/she wants to do in life, and then he/she must inspire other people and ensure resources for the fulfilment of this idea."

Roman Martinovič

At present Roman is a leader of the Stopka NGO in Ružomberok which aims to positively influence one's relationship to themselves, to others and to their environment through experience and integration. He used to be the chairman of the youth club Netopier (the Bat) under the UNSS, he later chaired the Blind and Partially Sighted Youth Association which carried out and participated in several national and international projects aimed mainly at developing life skills and informal education of youth. He also was a UNSS Board member and a member of the Editorial Board of the Matej Hrebenda Slovak Library for the Blind in Levoča.

"Belief that with our team we can do things better than others is my motivation for active participation in the happening in society and leading various activities. I think the meaning of leadership is the fact that thanks to it, one can carry out their ideas and, thus, give something valuable to other people. It can be a life skill or good feeling, for instance. We have always tried to measure results of our work. It is very important we were able to prove that our activities really make sense for someone. However, everyone has different intrinsic motivation. I do not believe much that one only acts out of love for others. First of all, we do things for ourselves. Unfortunately, it is natural for humans. Some people admit it more, other less. For me it was mostly the feeling of a job well done. However, I do not think that leading something is the only important thing. It is especially important to do something. Everyone does not have to be an absolutely supreme leader, to lead associations and establish something. Sometimes it can be about quite little things. Just let's not sit at home, please! A recipe for leadership does not exist, I think. Firstly, one needs to discover it in themselves. Various trainings can only help them further develop this ability in a certain direction."

Marek Hlina

Marek works in the Special Pedagogical Centre at the Elementary School for the Partially Sighted and Blind in Bratislava. He worked for several years at the UNSS as a social rehabilitation instructor. He also was a member of the UNSS Board; he organized various activities for members and tried to engage new young people into the UNSS cell organisations. He has been actively involved in sports since childhood. As a young man he was engaged in various volunteer activities, at present he is also active in a theatre ensemble of blind and visually impaired actors.

"In our family, something was happening all the time. We travelled a lot, went for trips, parents paid a lot of attention to us in many ways. Perhaps this may be the source of motivation that I do only not want to sit at home. It has always pulled me to go outside and do something for someone. That is the motive – to do meaningful things which can help someone, enjoy them, can positively affect someone's life, or could enrich opinions. This is my motivation to be active in life. I think that I have some kind of an ability to attract people to action, but this is mainly due to the fact I have created contacts and nice friendships were formed. Then it is relatively easy to motivate people and influence correctly. In my opinion, leadership cannot be taught, you can help it a little. One must be naturally pulled to the activity, one must really want it. It is important to always do the first step. First, you may not want to go anywhere, but you give it a chance. You come, get to know people, the activity catches you and then it goes as if by itself. A lot of things engaged my attention this way but I had to get to know them first. Someone may be uncertain at first but it is this approach and openness that can help them find out that they enjoy the specific thing and want to do it fully."

Silvia Završanová

Already in her young age Silvia began to volunteer in various activities for people with visual impairments, for example, as an instructor at summer camps for the blind and partially sighted. She graduated from the Faculty of Education, Comenius University in Bratislava. She later worked at a non-profit organisation focused inter alia on the development of life skills of children. She led clubs of skilled hands; handicrafts such as knitting are her great hobby. Today she lives and works in Bratislava.

"By leading different activities I found out that working with people is quite difficult. But through experience I learned to communicate with them, understand their diversity, seek compromise solutions, efficiently organize things and flexibly respond to any changes in the plan. The joy from the fact that I know something and can pass this skill to someone through a joint activity motivates me. As for the leadership, I think that if a person is not a type of a leader, they will hardly become one through training. But when someone leads people it is good when they listen to their group. Not every one of us has to be great in leading but anyone can come up with a good idea and should be heard."

Literature

1. Hulín, M. 2010. Záverečná správa z prieskumu pre potreby štandardizácie minimálneho kompetenčného profilu mladého vedúceho – project KomPrax. Bratislava: IUVENTA, 2010.
2. Howell, Jon P. 2012. Snapshots of Great Leadership. Londýn: Taylor and Francis, pp. 4 - 6.
3. Lewin, K.; Lippitt, R.; White, R. K. 1939. Patterns of aggressive behavior in experimentally created social climates. Journal of Social Psychology, 10: 271 - 301.
4. Leadership materials available on the web portal http://www.ibispartner.sk/

6 Games and their adaptation for visually impaired youth

Tímea Hóková
Slovak Blind and Partially Sighted Union
hokova@unss.sk

Why do people play? When we hear the word “game” we probably imagine a small child with a toy car or a doll in their hand as a first thing. Alternatively, board games come to our mind as we may sometimes play them. However, the game has a much wider sense, by far it relates not only to children and it does not solely apply to manipulation with physically graspable toys. Every game usually has its objective, a start and an end. It is a creative activity in which we simulate a particular life situation [1, 2]. Learning is often easier through the game, since it is only a “quasi” reality – i.e. consequences in fictional reality will not be fatal. Trainings and events for young people tend to be heavily interlaced with different types of games, especially those which allow both better mutual getting to know each other and purposefully develop selected social and communication capabilities. The main aim of this chapter is to summarize some practical tips that will simplify access to social communication games (activities) for blind and partially sighted young people. Moreover, we may even get our own answer to the question why people actually play.

6.1 Adapt or not to adapt?

An answer to this question is by no means clear. First of all, it depends on the form and implementation of the game, and also on whether we do not lose its point within the adaptation. In order for us to consider the forms of adaptations of games for the blind and partially sighted, we need to know:

1. how people with visual impairment perceive and receive information,
2. which stages the game is composed of.

6.1.1 Perception and reception of information by visually impaired persons

For a person who has a problem with sight primarily other senses become sources of information. Touch and hearing are dominant, but people can also use potential residues of sight and the sense of smell in limited scope. Which senses and how a person will use them in getting information, it depends on their personal abilities, skills, training and subjective preferences. To make the reception of information easier we also use a number of adaptive aids mainly based on the above-mentioned senses – especially the sense of touch and hearing. But it is important to realize that no adaptive aid (computer with screen magnifying software or screen reader) replaces visual perception absolutely. However, a person with visual impairment is able to carry out a lot of things using them, but they need more time, for example, to orient themselves on the screen.

6.1.2 Stages of the game

As we have already mentioned, the game is a very broad term. In this toolkit we will therefore mainly focus on games (activities) through which we develop selected social communication or leadership competencies (e.g. cooperation, active listening, conflict resolution, etc.). Each game has several stages which gradually close the activity and at the end offer a very important moment of informal learning. Simply speaking, the stages are as follows:

1. introducing the game,
2. giving instructions,
3. implementing the game,
4. reflecting and concluding.

In the following subsections we will specifically deal with each stage in a more detail, while particularly underlining some specifics in relation to the effective involvement of young people with visual impairment.

Photo: An adapted exercise game. Seeing participants are blindfolded.

Stage: Introducing the game

This is the very first stage which mainly aims to motivate participants for a given activity. The role of the facilitator is crucial here (this means you who are reading this toolkit), who is a bit of an actor at that moment. They not only create the atmosphere of the game but also attract the attention of participants, who can be preoccupied at that moment with completely something else (e.g. browsing the latest news on their smartphone or conversations with others). To successfully involve blind and partially sighted young people it is important to carry out this motivational introduction using sufficient verbalizing. It is recommended to avoid introducing games this way: “What do you think is in this picture?” It is quite obvious that a blind participant will not be able to participate in the guessing with the group. However, if we still want to present life in ancient Egypt, for example, let’s rather prefer a story from the given period, or a simple model of a typical item (it will not be certainly difficult to create a simple model of an Egyptian pyramid) for this purpose.

Stage: Giving instructions

When giving instructions, the major activity is still on the part of the facilitator. At this stage, especially the following happens:

- dividing into groups,
- giving an exact task or more tasks (what the participants should do),
- giving material needed to carry out the game.

If we have young people with visual impairment in our group, it is important to keep the following in mind:

- When dividing into smaller groups, particular groups have to be clearly determined. For example, it is good to use pre-arranged group names or specifically say names of people who will be in the given group. In this way, we can indirectly help a blind participant to find out which group they actually belong to. It is also useful to identify a specific place where the given group will perform their tasks.
- Sometimes the nature of the game requires that each group has at least one sighted person (e.g. in games where one of the groups should describe a picture or lead other participants along a specified route). In this case, it is recommended to think through a strategy in advance when dividing participants into groups, or to carefully define the groups in advance. Of course, we always strive as much as possible to carry out the game equally for all participants, but sometimes it is required because of completely objective reasons to assign participants specific roles also on the basis of their visual limitation/disposition. This should be thought through in detail and consulted with the whole implementation team before performing the activities.
- When naming tasks (what participants are supposed to do) a sufficient description and introduction of precise rules is needed.
- Giving instructions may look like this: “Your task will be to work in a small group and put the different parts of a puzzle together without using your vision. Only one member of the group will have two minutes to access the resulting image, which you should complete, and at the same time he or she will be able to navigate you.”

- If it is a more complex task – that is, participants have to perform a series of steps to reach a target – we also provide the instructions in writing. In this case, we carefully prepare the instruction in enlarged print, in Braille, or electronically. If the activity also requires some writing, in most cases participants with visual impairments have their laptop with magnifying software or a screen reader; they will use a thicker marker for writing, or may also make use of the assistance of other members of the group. In case of images it is important not to succumb to a simple idea that if we convert a common image into a tactile form, it will be easily accessible to any blind person as recognizing tactile images demands long-term training or a qualified description by a sighted person [3, 5]. The same applies to reading Braille, which a lot of people learn later in life (e.g. in case of acquired visual impairment). If we have the ambition to use in our activities tactile pictures or Braille, it is very important to know individual skills and needs of individual participants, or to consult them with other members of the implementation team. We can also acquire the information about the level of using Braille through an informal conversation directly with a participant before carrying out the actual activity. In this way we will prevent uncomfortable situations, in which the blind participant actually does not use Braille or has only recently started to learn it.

Stage: Implementing the game

At this stage the baton is taken up by participants. The role of the facilitator changes from leading to exclusively supporting. The implementation takes place mainly in small groups where mutual social interaction and group dynamics are beginning to occur and all group roles are naturally shaped. These roles can be metaphorically named as: leader, know-it-all, silent observer or a realist.

We give groups enough time to complete their task, and possibly answer their questions during the game. In case of blind and partially sighted participants we discreetly make sure that the group perceives their needs and is also able to provide necessary assistance. We take naturally even situations when a blind participant takes part in a group activity together with their personal assistant. In this case, we do not refer with our questions to the personal assistant, but feel free to ask directly the blind participant.

Stage: Reflecting and concluding

This is almost the most important phase, in which the teachable moment takes place. We analyse with the participants the game itself, its objective, and positive as well as negative experiences. After the initial ventilation of emotions and experiences we name specific conclusions together with the participants, but also any violation of rules of the game if we noticed something like that [6]. Any writing of conclusions (it often happens, for example, on flipchart paper) by the facilitator requires commenting or reading the specific note. In this phase the participants are beginning to speak rather for themselves (they share, for example, their own feelings and impressions). It is ideal to remember names of the participants and use them as well. In this way we substantially eliminate insecurity of the blind person caused by the fact that they do not known when actually they can speak. Notwithstanding the presence of the visual impairment participants represent a mosaic of different personalities, characteristics and different levels of experience with game reflection. There are several effective techniques that can help the facilitator respond appropriately to various behavioural manifestations during group discussions and reflections of games [4]:

Not participating

This is a person who does not contribute to the discussion and seems not willing to cooperate. “Do not reward” such lack of participation with greater degree of attention or vice versa punishment. Some people are simply shy and it is more difficult for them to express themselves in a larger group. Nevertheless, if they decide to talk about their feelings and impressions from the activity, encourage them: “I’m glad you asked that question... Thank you for your comment.”

Talkative

It is a person who tends to dominate the debate. For example, they are first to answer questions or repeatedly suggest what should be done. In this case, we can give the word deliberately to another member of the group. It is further possible to use the following phrase: “Thanks for your ideas, Jane. What is Tom saying about this problem?” The facilitator should definitely have the discussion under control.

Know-it-all

It is a person who is (or at least they think it) very well informed about the issues in the debate and constantly comes up with new ideas and knowledge.

We respond to their contributions graciously, but involve other members in the discussion, too. You can say: “This is Milan’s opinion. What do others say about it?” Or: “Before we end our meeting, I’d like to hear what others think about it.”

Angry or argumentative

It is a person who expresses their emotional state with anger or quarrels with members of the group and/or the facilitator.

Be neither angry with such a person, nor argue with them. Appreciate their remarks calmly and stress that although they are aggrieved in a certain direction, experience of others may be different and that it is hard to say for sure what is good and what is bad.

Yes, but

It is a person who, in principle, agrees with the idea presented by the facilitator or a group member, but immediately adds that in their case it will never work.

Do not get dragged into a discussion with someone who agrees, but must always add something. They will constantly repeat why in their case it is not possible to carry out the given solutions. Someone may be negativistic also because they are unable to adapt to the loss of their sight (of course this does not apply to every case).

Bored or sleepy

We know them, don’t we? In case of young people, absolutely! It does not matter what we say, a lot of young people spend the night quite differently than in a beneficial sleep. On the other hand, a person may be at stake whose lack of activity resides in the lack of interest in the game. Let’s try to respect such a participant and do not force them to express their opinions on the given game.

6.2 Recipe for the game

Have you believed it? Of course, there is not a universal recipe for the game! However, if we have an ambition to draw young people with visual disabilities into a variety of informal activities, we can use at least a similar “half-recipe”.

The main objective should be to modify the game as little as possible content taking into account as the activity must be pleasing to all – both blind and sighted.

It is also important to maintain the mission of the game. Otherwise, we present a completely new variant, which, of course, does not have to be bad, but its nature is different from the original.

Nevertheless, if we decide to adapt the game, the following is important:

- Identify barriers, i.e. parts of the game that may cause difficulties to people with visual disabilities.
- Choose a method for removing the given barrier – i.e. whether we replace the picture with its tactile version or model, and the like.
- Pay attention to the way of explanation (sufficient verbalization, mere gestures or pointing at the picture, showing a movement, etc. is not enough).
- The basic principle of adapting games for people with visual impairment is based on thorough preparation and on possible direct verification before the actual implementation. We can also consult or test the game with a blind or partially sighted person.

6.3 Example of how to adapt games

In this section we present an example of adaptation of a normal game intended for the development of social and communication skills in such a way we could fully engage in it both blind and visually impaired participants in the group. Naturally, this is not a universally applicable recipe. It is crucial for the instructor to be creative and have sufficient information on all group members. And finally, it is important to note that despite the fact that we may adapt the game almost perfectly, it may not be interesting for a participant – we are very reluctant to allow for this possibility although this is possible reality. But let’s not worry; it will probably not be the case! By the way, let’s return to the question from the introductory part of this chapter – “Why do people play?” Are you already able to answer it? Is it perhaps because they enjoy it and want to learn something very naturally and indirectly?

Game: Minefield

This is a game which is often used with the intention of strengthening cooperation in the group. The game also has a variety of possible versions and alternatives that also allow us to develop other competencies such as trust, communication, tolerance, and so on. A more accurate description of the activity is as follows [7]:

Material: chalk, coloured tape, plan

Location: playground, gymnasium (any larger flat area)

Description: Prepare a minefield plan in advance in which you will mark a “no-mine” path – i. e. a route on which there are no mines. Then prepare two fields with the same dimensions on the playing area (e.g. on the field). Divide participants into two groups so that they could compete with each other (alternatively keep just one group while in this case the players will try to reach the fastest transfer).

Place participants on one side of the minefield and start the game. One group member will step into the minefield, namely on one of the boxes. The mine cells are not marked on the area. The facilitator immediately informs if the person stepped on a mine or not. If not, the person may continue to select another box. They move in four permitted directions – forward, backward, left and right. When the participant hits a mine they cannot continue and have to go back along the same path they used to get there. Then another member of the group starts and continues until they reach a mine. The group wins that manages to successfully transfer all its members to the other side.

Tip: The game may have different versions – for instance, to make it more difficult ban group members from talking or let speak only one.

Imagine now that the game is absolutely perfect for our group and we want to use it to strengthen communication and collaboration. If we have young people with visual impairments among participants, we analyse the game and start to deal with possible modifications. The following questions could help us in our considerations:

1. What is the objective of this activity?
2. What difficulties may visually impaired participants have when implementing the activity?
3. What options do you have for adapting the activity?

We will provide answers to these questions in the following text.

What is the objective of this activity?

As we have already mentioned, the aim is to strengthen cooperation and communication in the team. We need something similar for our group so we do not want to deviate from the basic intention. And we are not disturbed by other added values, which we can acquire through the activity.

What difficulties may visually impaired participants have when implementing the activity?

On this point, we think of all barriers, which could discourage blind or partially sighted young people from participating in the game. It is almost certain that if we stay only on the illustrated version of the minefield, the attractiveness of the game will be significantly reduced for the blind and visually impaired and they will have to only “blindly” follow instructions of other group members. Every game or activity has several components, namely:

- Visual: the drawn minefield in this case.
- Auditory: this component is represented by verbal instructions from the facilitator or other participants, or even any other sound (jingle bell, beeper).
- Tactile: it is a certain “tactile” experience we can have from the activity. For example, we will pass through with bare feet across paper grass; we will hold a rope, collect stones and branches, and the like.

When working with people with visual impairment (especially with the blind) we have to look for alternatives mostly of the visual component. This does not mean of course that we will omit it completely - we want to be inclusive for all, don’t we? However, we consider adaptations so as to, for example, strengthen the auditory and tactile components.

What options do you have for adapting the activity?

First of all, we consider alternatives of the originally illustrated field (visual component). It is important to create a minefield which is also tangible. Such a structure can be prepared, for example, using a piece of cord stuck down firmly to the ground. Such a field is already well palpable using legs (strengthening tactile component). To create an even better idea of the size of the entire field and the number and deployment of particular squares, we can also create a tactile minefield plan but without marking the positions of mines.

Secondly, we can consider changing the instruction, including the particular version of the game (but we still do not abandon the basic objective – strengthening cooperation). A modified instruction may sound, for example, as follows:

"All of you will have blindfolds, except for one navigator, who I will specify. The task of the navigator will be to help you move through the minefield using verbal instructions."

If we play the game according to the abovementioned instructions, the designated navigator will have to strengthen their verbal competence – as it will be necessary to precisely describe every step. It is obvious that some forms of the adaptation of games also bring the opportunity to develop and strengthen other abilities (e.g. verbal) or even total redirecting attention to other senses and to different way of perceiving the environment (sense of hearing or touch in this case, for example). This, of course, may not be detrimental to other participants.

It is mainly up to the consideration of the team of facilitators, which of the competencies and skills they want to primarily strengthen through the specific game or activity. It is crucial to always keep the composition and needs of the group in mind. The biggest advantage when adapting games is the fact that there are no limits to our imagination and creativity. But do not forget to consult your "idea" within the team of facilitators or with a competent visually impaired person. Good luck!

Literature:

1. Berne, E. 1992. Jak si lidé hrají. Praha: Dialog 1992.
2. Pávková, J. et al. 2002. Pedagogika volného času: Teorie, praxe a perspektivy výchovy mimo vyučování a zařízení. Praha: Portál, 2002.
3. Kol. autorov. 2015. "Adapt me if you can" – Seminar, exchange on good practices and training course. Lige: VIEWS International 2015.
4. Et al. 2014. Visually impaired seniors active learning – the VISAL project toolkit. Paris: European Blind Union 2014.
5. Kol. autorov. 2003. Bez bariér – bez hraníc – príručka ku vzdelávaniu pracovníkov s mládežou ENABLE. SALTO 2003.

6. Kol. autorov. 2004. Životné zručnosti a ako ich rozvíjať – príručka pre pracovníkov s deťmi a mladými ľuďmi. Bratislava: Nadácia pre deti Slovenska, 2004.
7. Kdo si hraje nezlobí. 2016. Blog o hrách. Available on the Internet: http://taborovky.blog.cz/

7 Self-advocacy

Dušana Blašková
Slovak Blind and Partially Sighted Union
blaskova@unss.sk

We do not have our head for others to jump on it. Certainly each of us has experienced it first-hand. The feeling of helplessness. The feeling we do not have enough information; time, energy or opportunities to get it, we do not even know what we are allowed to do, that no one will listen to us, or nothing will change and that competent people intimidate us or deliberately use professional language in order not to understand them. What should we do? Back off? Avoid the fuss? Or try confronting the situation? Yes, it is easy to give advice. But when? And, first of all, how?

Examples of situations when everybody wants to be respected are numerous; we can find one very easily. If we focus on a group of visually impaired people, this experience should be very similar, almost identical, indeed: a driver refuses to take a blind person with a disability card on the bus without a guide; a physician rejects to examine them in the absence of an assistant; an official will not enter them into the records of job seekers: “After all, you have invalidity pension.”; in other places their signature will not be accepted without notarial certification. It is probably enough to describe the picture. Every person with visual impairment can expand this list by adding at least four more pages.

So what will we do with it and how? Firstly, we need to know ourselves, make it clear what we want to do and be able not only to properly express ourselves, but also have a strong position. There are no universal instructions, but if we try a few ways that help manage stress situations and if we use them in real life means we have the know-how.

All tricks are hidden in the term “self-advocacy”. It is a capability to communicate effectively. This means to be able to express oneself and promote one’s own interests, needs and rights in such a way that we will certainly be understood, it also means to get familiar with everything and to form one’s own opinion [2].

7.1 Effective communication

It is a key to successful advocacy regardless of whether a person acts for themselves or on behalf of someone else. It is all about what they say, who they say it to and how they say it. The formula is simple: effective communication + ability to listen to (attention, please! “to listen to” not only “to hear”) = guaranteed success. We all know it is not necessary to talk about it for a long time; that the term communication comes from Latin verb communicare and means to share, confide in, that it is an exchange of information through a common system of communication signs and that speech using words is the most advanced form of communication between people. Just a reminder: communication signs between people are of a linguistic and non-linguistic nature. They supplement (e.g. shrug) or substitute each other in speech (words of appreciation replaced by the thumb up gesture). The content of this chapter will be to summarize suggestions how a visually impaired person should use these resources, how to communicate as efficiently as possible, how to most effectively present one’s requests and what to pay attention to in order to be taken as an equal partner. Let's start!

7.1.1 Language communication

Simply said it is mediation of information by language, any verbal speech. The blind and partially sighted usually do not have a problem with this area, so we provide, let’s call it a language minimum. By selecting certain elements, speech acquires a specific shade. For example, metaphors highlight its artistry, imagery, colloquial expressions achieve a certain degree of joviality, recession, familiarity, and the like [5]. At formal meetings factual speech is the best. Too much familiarity may be the reason people will not take us seriously, they will not deal with us at their level and we will not be respected. Warning! If we are angry, frustrated, if we shout, blame others, repeat endlessly our ideas, if we do not allow anyone to say their opinion, use swear words, or even threaten, we will assure a reputation of an aggressor and start digging our success a grave. An assertive approach is an ideal solution.

Let’s keep in mind truths verified by centuries:

- Repetition is the mother of all learning. Don’t people listen to us? We will repeat it. It is often very useful to present arguments several times because human perception and reasoning allows to understand things better just by constant repetition.

- The squeaky wheel gets the grease – one's attention needs to be shown – by nodding one's head or shortly saying "I understand". If a person disagrees or is lost, it is necessary to speak up, for example "I do not understand this. Do you mean it like this?" Warning! A verbal attack may create a conflict. Confirmation of participation must not only be provided, but also demanded. Human speech is inaccurate in fact, everyone can have different experience with identical words, he/she may "hear" something else.
- All men are created equal – every opinion has the same weight, including a different one. It should be therefore accepted. Otherwise we will hardly reach a compromise.

Last but not least solving communication situations that arise directly from visual impairment is of an example assertive behaviour as well. An ordinary person does not realize these limitations, so it is up to the blind and partially sighted to what extent their communication will be effective in this direction. What exactly do we mean? A sighted person should be the first to say hello. However, they tend to be confused, do not know how to behave properly and have never heard of this "rule". But what prevents a blind or visually impaired person to greet first? It will be a great step in removing possible embarrassment, a signal that even they are able to monitor what is happening around them to a significant degree. Of course, such a scenario is only real in some situations, but still, it is possible. A person with visual impairment doesn't have to be afraid to ask whom they have encountered. It is natural that under certain circumstances (noise, hectic situation, tense emotions, etc.) identification (also of a well-known person) is more difficult. At formal meetings they can initiate a handshake when being introduced. A sighted companion often does not know how they should carry out this courtesy (especially with a blind person), so they usually entirely omit it. Such an initiative may gain respect and show that the following conversation will be held between two equal partners. It is not a good idea to allow people to talk with an assistant instead of the blind person. This is another point through which a person with visual impairment will maintain this position. The assistant should be notified in advance that they should remain only an "assistant" and not a speaker, or questions asked will be answered directly by the blind or partially sighted person answers all questions asked himself/herself. This will ensure that after a while the sighted person realizes the inappropriateness of their behaviour and will turn to the correct addressee. The barrier in understanding, which is quite frequently caused by use of demonstrative pronouns such as this, there and that, may be easily bridged with questions – like “I have put it here.” “On the table?” It is definitely not a good idea to explain that a blind or partially sighted person may lose the thread from time to time. This might give the impression that communication with them requires some knowledge of rules and principles, which can complicate things. This wat we will unnecessarily strengthen the notion of the otherness of people with visual impairment.

7.1.2 Extralinguistic communication

To put it simply, it is a nonverbal expression of the mental state of mind, feelings, and emotions as we provide only part of information verbally. The rest is said by gaze, facial expressions, gestures, physical postures, movements of different body parts, by touch, spatial distance, but also by making oneself presentable, for example. Body language is a signal of both how we perceive oneself and how we want others to perceive us. We show our liking and antipathy, interest or distaste, but we also distribute technical information, for example a forefinger pointed at the door = out!, waving toward the chair = go ahead [1].

Photo: Awareness-raising workshop.

It is particularly challenging for people with visual impairments to perceive nonverbal behaviour. They receive some of it in a limited, distorted manner while they are able to deduce other things from the context, but they cannot decipher some parts at all. In fact, they are completely lost in some situations. It should be emphasized that behaviour like this is rarely deliberate and thus, it cannot be considered discriminative. It is often only unfamiliarity with the situation of the blind or partially sighted – the sighted person does not realize that by occasionally using exclusively non-verbal expressions they actually do not mediate any information to the recipient. It should be sensitively distinguished when and how to intervene. There is probably no universal piece of advice again, but it is definitely true that at least the blind and partially sighted person has to verbalize many things, i.e. to name, describe the situation, thus showing the partner clearly what exactly they are able to perceive by hearing, but also what should be said so that the information provided is complete.

But one thing is what they are able to find out and the other is what they can transmit. Nonverbal communication represents a certain problem for people who are visually impaired. Especially blind people often tend to have a stiff posture, use minimum of gestures, facial expressions are dull, and the like. Sighted companions can be confused, especially, if they are not used to it. Even in this case training is of particular importance. It can easily happen that a person with visual impairment will unknowingly use so-called double bond. In these situations, a visually impaired person sends two kinds of incompatible information, orders or requests, for example: “Be silent if you like, just tell me why you are silent.” Or they say one thing, but their body says the opposite. A mother is calling her child, for example: “Honey, come to me.” But she is angry and is pulling away [1]. In next section we will therefore concentrate ourselves at what you should pay attention to when talking to somebody. Firstly, it will require some effort to consciously control facial expressions, posture, and distance, but over time it will be automatic.

Facial expressions – partially sighted people usually do not have problems with their face language, however, the blind often do. If they are not able to appropriately modify the overall facial expression, it is at least necessary to turn to the person who they are talking to, or to the one addressing them, to focus their look into the direction. This gives a natural impression, and it is also clear they are interested in the conversation and are following it attentively.

Gestures – people with visual impairment will not probably communicate with their arms and legs, but it is not a problem for them to learn gestures that give precision to the words. We mean those simple ones, such as offering a chair, nodding one's head to specify the direction, and the like. Talking with no movements gives a reserved and unnatural impression.

Proxemics – it is necessary to maintain a certain discreet distance in formal discussions. A distance shorter than a meter will reveal an annoying, troublesome person, raises tension and uncertainty. If, on the other hand, people shout at each other across the room, it puts one of them into an inferior position. An optimal is an "eye-to-eye" conversation in which both are roughly in the same height, i.e. both are standing or sitting.

Haptics – touches during formal conversations are inappropriate, except for the traditional handshake which tells a lot about us – subordinate, submissive, malleable versus dominant, arrogant, even aggressive. Appropriate self-esteem is characterized by an energetic, decisive and firm handshake. Painless, of course. No fleeting touch in which one feels only fingertips and not the whole palm, no grip [1].

Posturology – posture tells whether the visitor is welcomed really warmly, or the interest is only pretended. Joy – it is a relaxed posture, smile, hands run free along the body, palms empty. On the contrary, hands crossed on the chest, averted gaze, legs, even the whole body turned towards the door, or frantically performed activity, lack of concentration on the conversation, these are expressions of indifference, even contempt.

Kinesics – the most common manifestation is nodding one's head, either to agree or disagree. Especially blind people do this movement unintentionally, so once again we recommend to verbalize one's attitude to the issue discussed.

If we manage to acquire at least part of the abovementioned "good advice better than gold", we will most likely avoid all the pitfalls and will be on the best way to become fully-fledged spokespersons of others, but especially of ourselves. Armed like this we will manage everything easily. In addition to this, the blind and partially sighted will be able to persuade others they are fully-fledged members of society whose opinion should be taken into account, and who can influence perception of more people with an impairment.

Literature:

1. Capponi Věra, Novák Tomáš. 1994. Sám sobě mluvčím, Jak prezentovat sám sebe. Praha: GRADA Publishing, 1994.
2. Kol. autorov. 2004. Sebaobhajovanie - ako na to. Bratislava: Združenie na pomoc ľuďom s mentálnym postihnutím v Slovenskej republike, 2004.
3. Kol. autorov. 2016. Sme medzi vami, Stretnutie so zrakovo postihnutým človekom. Bratislava: Únia nevidiacich a slabozrakých Slovenska, 2016.
4. Kol. autorov. 2009. Správna reč na správnom mieste, Manuál sebaobhajoby osôb so zrakovým postihnutím. Bratislava: Únia nevidiacich a slabozrakých Slovenska, 2009.
5. Mistrík Jozef. 1997. Štylistika. Bratislava: Slovenské pedagogické nakladateľstvo, 1997.
6. Northern, A. 2004. Speaking up together: Establishing an advocacy scheme. London: the Royal National Institute of the Blind 2004.
7. Northern, A. 2004. Speaking up for yourself: How to self-advocate. London: the Royal National Institute of the Blind 2004.

Appendix 1: Youth work methods

Getting to know each other and ice breaking activities

Names, hobbies and dislikes

Participants make two circles, one inside the other. Both circles have the same number of participants. The people in the inner and outer circle face each other. Both circles walk in opposite directions as music is played. People can hold hands, but it is not necessary. When the music stops, the 'pairs' introduce themselves to each other, saying their names, naming two or three hobbies or things they enjoy and two or three things they don't like. When the music starts again, the circles start to move and the process is repeated.

It is recommended to use some positive upbeat music and the facilitator should pay attention that when the music stops different people form a pair of people in the inner and outer circle.

The space where the activity takes place should be big enough to allow the formation of two circles.

Two truths and a lie

Each participant thinks of two true statements about him or herself and one lie, but they should make the lie sound as convincing as possible. Each participant tells their name first and then the three statements about him or herself. The rest of the group tries to guess, which one is a lie.

Adapted from http://www.wikihow.com/Play-Two-Truths,-One-Lie

Energizers or warmups

Horse ride

All participants stand in a circle. Tell them they are going horse riding and should use movement and gestures to imitate what you say as you tell the story of horse riding. Tell them to put on their riding boots, jump on a horse and go horse riding. They should be standing with their knees slightly bent and hold hands as if holding on to a horse. Set the scene for the horse ride. Have them begin slow, then they can go faster, like a gallop, jump over a fallen tree, turn left, turn right, go under the tree branches, jump over small rivers and so on. You can moderate the speed and the barriers.

Adapted from http://getting-involved.net/wiki/Energizers#Horse-racing

Jump, jump

The participants form a circle. The circle shouldn't be too tight. There should be some space between participants so they can jump left or right, in or out of the circle.

In the first round you tell the participants they should repeat what you say and do what you say.

In the second round you tell the participants to repeat what you say, but do the opposite of what you say.

If they are good at it you can do the third round in which you tell them to say the opposite of what you say but do what you say.

The commands you use are: jump in, jump out, jump left, jump right in various combinations, not always in the same order.

Adapted form http://99fungames.com/jump-in-jump-out-game/

Splitting into groups activities

Animals on the farm

Each participant gets a piece of paper with a farm animal written on it or a drawing of that animal. They should not show the papers to each other. You can also whisper the name of an animal to each participant. They should spread around the room, close their eyes and start making the sound of that animal. All animals should find their herd and make a group.

Using this activity the facilitator can decide on the number of groups, and if needed also which participants will form the groups, so as to make the groups balanced according to certain characteristics.

Adapted from http://www.youthwork.com/activitiesdivide.html

Candy time

Select different types of candy or chocolates – different shape, size or colour. Make sure they are wrapped. Place them in a non-transparent bag and have each participant take one. The participants form groups according to the type of candy they picked and eat the candy of course.

Before using this game make sure none of your participants have diabetes or allergies for certain candy ingredients.

Using this activity the facilitator can decide on the number of groups, but has no control over which participant will be in which group.

Adapted from https://blog.culturaldetective.com/2013/06/18/10-surefire-ways-to-divide-into-groups/, the activity Goodies Sort

Group or team building activities

Floating stick

Divide participants into groups of about 6 to 8 people. The number of people depends on the length of the stick. Each group should form two lines with the participants facing each other. They all hold out their hands with the index finger pointing out. When their hands are aligned, place the stick on their fingers. Tell them their fingers should be touching the stick all the time. Each group needs to put the stick on the floor.

The stick should be very light. Using a heavy stick will spoil the aim of the exercise. When the stick is light enough and all people are touching the stick, it starts to move up, instead of down and it takes coordinated effort to really get the stick moving down towards the ground.

The facilitator should really pay attention that all fingers touch the stick. If anyone removes their finger, the group starts from the beginning.

Adapted from http://www.wilderdom.com/games/descriptions/HeliumStick.html

Shapes

Divide participants into groups of 4 to 6 people. Give them a thick rope of about 2 m long and blindfolds. Tell them they will need to form a geometrical shape being blindfolded.

When the participants put on their blindfolds, tell them which shape they need to make, using the rope. Once they think they have formed the shape, they can take off their blindfolds and check.

Another possibility is that the participants are not blindfolded, but they should not talk to each other while forming the shapes but find some other way of communication.

Adapted from http://www.ventureteambuilding.co.uk/blind-shapes/

Discussions and exercises

World cafe

We arrange the room into a café. Each table receives a question or a discussion topic. We can also provide drinks and bite size snacks at the tables or set up a bar. The facilitators can act as bartenders or waiters. We can put on quiet background music.

When all this is set up, the participants are divided into smaller groups, as many as we have discussion questions or topics.

The individual groups sit down at the tables and have a look at their discussion question or topic. We tell them to spend some time discussing this and write down what has been said. The discussion time depends on the scope of the question or topic. After the agreed time, groups change tables.

One possibility is that one person always stays at his/her initial table to act as a scribe and reporter of what has already been discussed when the new group arrives or you have the whole group move and one person then reads through what the previous groups have already discussed and written down.

The exercise allows the facilitators to collect views, opinions and experiences of the participants on a certain topic or issue.

Adapted from http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/

Time to relax

This is a type of a simulation exercise using the creativity and resourcefulness of the participants.

It is possible to inform participants about the exercise in advance of their coming to the activity so they have time to prepare and bring some materials to the activity, or it can be presented on the spot and the participants use the resources available.

The aim of this exercise is to create a ‘wellness centre’ as part of a wider topic on health promotion among youth.

Participants are divided into smaller groups and need to plan their wellness spots and the services they offer. They also need to make a presentation of their spa spot either as a poster or as a short act involving the members of the group.

When this activity was carried out during an international youth exchange the participants came up with the following examples of wellness activities: hand, foot or back massage, stretching, going for a walk, meditation practice, drawing or painting as a way of stress relief, blowing and catching soap bubbles, playing games from childhood such as jump rope, hide and seek, etc. drumming using sticks and branches from the forest, …

The exercise shows that participants can be very creative and resourceful and come up with many activities that do not require specialized equipment, professionals or financial means.

This helps them to think what they themselves can do to relax, overcome stress without paying for organized activities such as fitness training, yoga classes or massages.

Used in international youth exchange Enjoyable life, taking place in Estonia in 2007, hosted by Continuous Action

Intercultural activities

A single story

The session is starting by watching the TED speech of the novelist Chimamanda Adichie: “The danger of a single story” available online. After the speech the participants are asked to individually write down their single life stories. When they finish, the participants gather together and share them in a group. Sharing is followed by discussion led by the facilitator. This provides space to reflect on stories and see whether and how participants experience prejudices, stereotypes and even discrimination. They see how prejudice and stereotypes are created and also what can be done differently for these not to be created or how they can be eliminated.

Adapted from https://www.salto-youth.net/tools/toolbox/tool/the-power-of-life-stories.1347

A typical day

We ask participants to write down how their typical day looks like. For example, what time they get up, what is their usual food for breakfast, lunch, dinner and at what times do they usually have these meals, do they eat alone or in company, what do they do during the day, how they travel to work or school, what hobbies they enjoy or what clothes they wear, etc. The participants compare their descriptions in international groups but also within their national groups to discover what the cultural differences are and what the personal differences are. They also talk about what they found interesting or surprising in a positive or negative way about others and how they cope with the differences.

Evaluation activities

Blossoms and thorns

After a particular activity or as a day's evaluation, participants can reflect on the positive things of the activity or the day - things they enjoyed, learned or experienced and write them down in the blossoms of the flower and also on the negatives – things they didn't like or found unpleasant or things they worry about, and write them down next to the thorns of the flower. This can be done individually with each participant receiving their own picture of a flower or as a group where the flower is drawn on a poster or board with each participant adding blossoms and thorns to the flower.

Adapted from http://www.watchu.org/Docs/Thorns_and_Roses.pdf, pdf format, 42,6kB

Head, heart, hands

This activity is used to check the learning of participants. It is useful in trainings but also in other settings. Each participant receives an outline of a human body where the head, heart and hands are drawn and coloured in more detail. They are asked to write into or next to the head what they have learned or the thing they most remember, how they felt into or next to the heart and what they find useful and will use in the future into or next to the hands.

Adapted from [http://www.youthrive.ca/sites/youthrive.ca/files/R%26E4HHH.pdf, pdf format, 1,28MB](http://www.youthrive.ca/sites/youthrive.ca/files/R%26E4HHH.pdf)

Appendix 2: Project coordination

Problem definition – 3W approach

1. What specific problem **or** opportunity do you address in your project?
   Outdoor sport inactivity of youth with visual impairment.
2. Why does this problem or opportunity **exist**?
   Young people with a visual impairment are, in comparison with their peers, limited in orientation and movement. Consequently, they face higher passivity in sports activities, especially outdoors.
3. What **has already been done** in order to solve the problem or address the opportunity?
   (The purpose of this question is to check what has already been done and what was the result, in order <u>not to repeat past mistakes</u> or not to address something that has already proved as unsuccessful.)
   In the past the Associations of the Blind and Partially Sighted has organized various trips, but the problem is that those activities haven't been focused only on youth, but have been adapted for a wider age group. The associations also offer variety of workouts and exercises in their annual program, but the fact is that the majority of activities are performed indoors.
4. Why hasn't the problem been solved or the opportunity not addressed yet? What is the possible reason for this situation?
   Young people with visual impairment do not feel connected to the associations of the Blind and Partially Sighted and do not participate in associations' activities because they are not adapted to their needs and desires. In addition, they would like to live independently, outside the support of associations' and its activities. They would like to be as their peers without disability.
   The associations are unable to realize more demanding activities due to their staffing and financial constraints. Youth perceive the majority of associations' activities as unattractive and boring because they do not provide an adequate challenge for them.
5. Which **target group** does the selected problem or opportunity concern?

Young people with visual impairment between 16 and 30 years of age (the project also addresses other young people in the same age group who are looking for a similar opportunity).

6. What are the characteristics of the target group – demographic, geographic, social, and economic? What are their needs, what kind of obstacles and opportunities they face in life?
   The target group is communicative and active in the intellectual frameworks. Most of the youth attend secondary school, high school, or have recently completed their studies and are looking for a job. Due to their disability and life situations in which they find themselves, they spend a lot of time in front of computers. There are differences among them in the degree of visual impairment (from those with mild impairment to blindness); mostly they are financially dependent on their parents. To overcome long distances, they use public transport.
7. What would you like to achieve?
   Greater autonomy and outdoor orientation ability of youth with visual impairment, **motivation** for similar activities (ideas for future projects), new acquaintances and improved social skills, **promotion** of activities of Blind and Visually Impaired youth.

Methods of gathering ideas

Brainstorming

Brainstorming is a **group creativity technique** which encourages people to participate **spontaneously** and come up with thoughts and ideas that can, at first, seem even a **bit crazy.**

To achieve Brainstorming efficiency, it is important to approach it with an **open mind** and a spirit of **non-judgment**. Therefore, during brainstorming sessions, people should **avoid criticizing** or rewarding ideas. Judgment and analysis at this stage stunts idea generation and limits creativity.

A room full of like-minded people won't generate as many creative ideas as a **diverse group**, so try to include people from a wide range of disciplines, and include people who have a variety of different thinking styles.

The basic rules of the method:

- Criticism is severely restricted! In the process of developing project ideas, bad proposals do not exist.
- Produce as many ideas as possible.
- Refer to the ideas of the others.
- Be open-minded, be creative, turn upside down, there are no limits.

Mind map

Mind map technique is an upgrade of Brainstorming. It enables us to edit the flood of ideas into a logical interconnected structure.

At the beginning we choose a certain problem, and write it in the middle of the poster. The participants who sit in the circle around the poster contribute their ideas one after another. Those ideas may be added as new branches or just new association/additions to what has already been written. Branch can be pulled from a central concept or from any of existing branches. It is recommended to perform this method in silence. Our job is completed when there is no longer anything to add.

The structure of the mind map also shows us which branch we were mostly dealing with and which ideas have been the most attractive and we have spent most time thinking about them.

Problem tree

The problem tree is an analytical method, which helps to find solutions to a chosen problem by mapping out the anatomy of causes and effects (consequences) of a problem.

The problem tree analysis is best carried out in a small focus group of about six to eight people using flip chart paper.

1. The **problem** or issue is written in the centre of the flip chart and becomes the **trunk** of the tree.
2. The group identifies the **causes** of the problem – these become the **roots.**
3. The group identifies the **consequences**, which become the **branches**.

These causes and consequences can be created on post-it notes or cards.

Once the problem tree has been made we **mark the cause** or group of causes, on which we want the project to concentrate, and also **the consequence** of the group or consequences that we want to change.

The **heart of exercise** is the discussion – How should we change the causes (if possible) to make an impact on the problem in order to generate better results (consequences). The result of this discussion is a set of solutions – **birds** above the tree. Those birds are a great basis for brainstorming and mind map method.

Brainwriting 6-3-5

A group consists of 6 participants supervised by a moderator who are required to write down 3 ideas on a specific worksheet within 5 minutes. The outcome after 6 rounds, during which participants swap their worksheets passing them on to the team member sitting at their right, is 108 ideas, generated in 30 minutes.

Round item number	Idea 1	Idea 2	Idea 3
First round			
Second round			
Third round			
Fourth round			
Fifth round			
Sixth round			

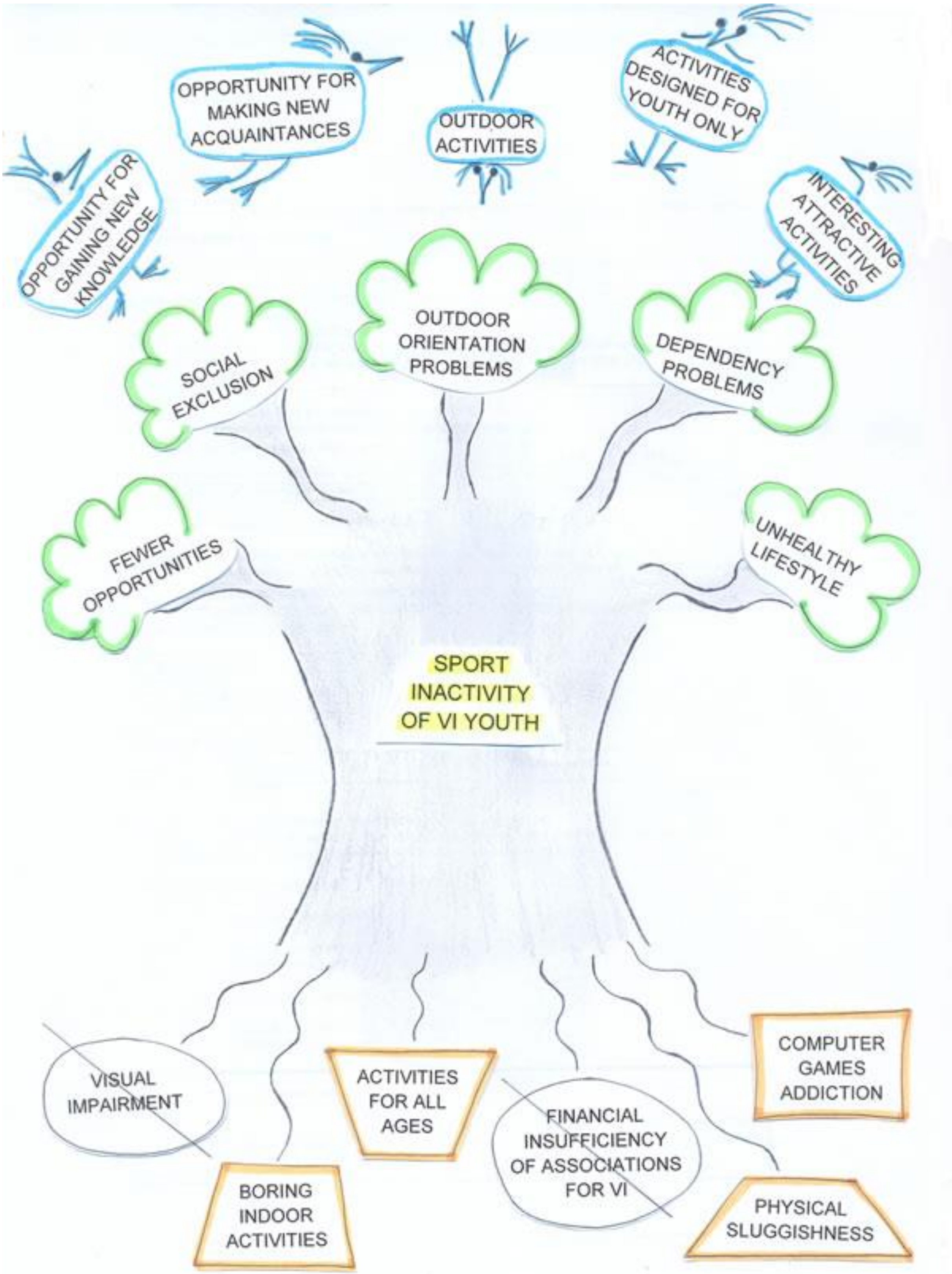
Brainwriting pool

The brainwriting pool is a variation of the 6-3-5 brainwriting method. It is less structured.

1. Each person, using post-it notes or small cards, writes down ideas, and places them in the centre of the table.
2. Everyone is free to pull out one or more of these ideas for inspiration.

3. Team members can create new ideas, variations or associations to existing ideas.

Example: Problem tree



Idea adaptation – 3W approach

1. Which activities can we imagine in relation to your idea(s)?
   In order to achieve our goals, we will organize a mountaineering camp for youth with visual impairment.
   We will invite also young people without visual impairment to participate because we'd like to create new, fresh atmosphere with a mixed ability group. This will give youngsters the opportunity to meet new acquaintances, share experiences, to develop deeper understanding for one another's needs and the most important – this will bring a more challenging program of the camp. The camp program will certainly focus on outdoor trainings with the primary aim to empower youth with visual impairment. Those activities will be inclusive, attractive and useful for all participants.
   Other aspects such as presentation of the local culture, customs and the wealth of natural environment will also be included.
2. Who else do we need as a part of the **main project team**?
   The project team will be heterogeneous, composed of young people with and without visual impairment, with the knowledge from various fields (economics, computer science, education, technical sciences...) A key feature of a team member will be high motivation for the realization of the project, initiative, adaptability, resourcefulness, creativity, perseverance, team orientation (a pleasure to work in a group).
3. **Where** should the project activities take place?
   The camp will take place in the nearby mountain chain, at one of official places for youth outdoor camps.
4. **When** should the project take place (project time frames)?
   The project starts on May 1, 2016. The camp will take place at the beginning of July and will last for 7 days. The camp participants will meet again at the end of summer on an organized trip.
5. Who should we **cooperate with** to do what we want?
   Youth leaders, sports educators, trainers, mountain guides (from local mountain club), volunteers, local media.

Project team analysis

Consider carefully the team description case and find out what the team's **strong** and **weak points** are. Try to invert weak points into opportunities or find out how to eliminate (at least some of) them.

Team description

Team characteristics table:

Item number	Name	Gender	Disability	Hobby	Type	Study
1	Niko	Male	Blind	Fitness	Leader	Computer science
2	Eva	Female	Blind	Work with guide dogs	Cooperative	Economics
3	Dejan	Male	Partial VI	Chess	Passive	Law
4	Silvo	Male	Partial VI	Goalball	Leader	Social science
5	Miha	Male	-	All sports	Leader	Sports

Team interests table:

Item number	Interest in the project
1	Would like to combine fitness by running outdoors
2	Would like to work with guide dogs on difficult terrain
3	Would like to be near Eva.
4	Would like to experience adrenaline adventures in the mountains

5	Would like to acquire work experience in different work environments and projects

Team analysis (strong/weak points)

Strong points:

- The project team consists of members who are very familiar with visual impairment and have contacts with the target group of the project.
- Team members have different expertise.
- Miha (Student of Faculty of Sport) has a lot of contacts in the field of sports.

Weak points:

- The group is, according to its characteristics and interests, quite diversified. The project will not be able to fulfil all the interests and wishes.
- **Keep** the fact **in mind** that the project should reach its main goal to solve the problem of the target group not only fulfil the expectations of the team members. On the other hand, it is necessary to ensure that the project team members maintain their motivation to participate in the project.
- It will probably be impossible to include activities with guide dogs in the program of the project because they are not sufficiently trained. Eva may lose motivation for her participation in the project. Since she has been studying economics she may undertake financial management of the project and, thus, obtain practical experience in her profession.
- Dejan's motive for participation is not appropriate/sufficient. If you cannot find any concrete motive for cooperation, it is better to be excluded from the group.
- There are 3 people with leader tendency in the team. How to use this as an advantage (Give each their own responsibilities – each is responsible for their own area.)
- Miha may undertake mainly the role of assistant to the others.
- Miha may, due to visual impairment and inexperience of the others, undertake a patronizing role.

Project stakeholders

Project: Mountaineering camp for blind and partially sighted youth

Stakeholder	Relevance to the project	Interest in the project	Our approach
Sponsors	A	Promotion	• First we need to convince sponsors to participate (what will they gain?) • We have to ensure the promotion of sponsor (think of creative approaches of informing the public about the sponsors' participation)
Land owner	A	Earnings, Preserving of the natural environment	• Arrangement with the landowner regarding the movement around the camp area, waste management, space for a campfire, sanitaria…
Police, local authority	A	Safety	• Before the camp implementation we have to inform the local authorities about it and obtain permission to carry out the activities.
Alpine guides	A	Safety and satisfaction of participants, adequate payment	• Give the mountain guides the list of participants, inform them about each participant's special needs and specifics. • If possible, enable short training about visual impairment. • It is necessary to provide support service regarding visual impairment

Stakeholder	Relevance to the project	Interest in the project	Our approach
			for alpine guides during the implementation of the camp. • Agree on the amount of payment for guiding in advance.
Parents	A	Safety, reasonable price	• Parents should be acquainted with the camp program in advance. • Before and during the implementation of the camp we are available on official contact number. • In the case of participation of 2 or more children from the same family we offer discount. • Try to gain as much sponsorship funds as possible.
Local people	A	Minimization of noise	• Inform the inhabitants about the camp implementation time and activities in advance and communicate with them in case of possible distractions. • Those who are interested can become a part of the camp programme (visit to an organic farm, cheese factory, wild plants' identification workshop, presentation of local customs…)
Media	B	Easy and cheap way	• Invite media to become a part in the most attractive events.

Stakeholder	Relevance to the project	Interest in the project	Our approach
		of gaining the materials, attractiveness	• We may record or prepare some publishing materials.

Project plan - Purpose

Item number	Purpose description
1	Increased physical activity of young people with visual impairment in a natural environment.
2	Greater autonomy and outdoor orientation ability of youth with visual impairment
3	Increased social inclusion of youth with visual impairment

Project plan - Objectives

Item number	Objective description
1	Greater outdoor orientation ability of participants with visual impairment (evaluation results)
2	New acquaintances and improved social skills (20 participants – 15 with VI, 5 other)
3	Concrete ideas for future projects (2)

Item number	Objective description
4	Promotion of activities of blind and visually impaired youth (3 articles in newspapers, 1 TV broadcast, 20 releases in social networks)
5	Workshops on mountaineering (4 – equipment, nutrition, orientation, first aid)
6	Cooperation with the locals (2 workshops, 1 tourist farm visit)
7	New knowledge and cultural awareness (visit of Mountaineering museum)
8	Satisfied participants (evaluation results)

Project plan – Activities

1. Greater outdoor orientation ability of participants with visual impairment (evaluation results)
    - **Guidance** by trained mountain guides
    - **Games** for orientation skills development
    - **Exercises** for balance development
2. New acquaintances and improved social skills (20 participants – 15 with VI, 5 other)
    - **Personal** invitations within the target group
    - Calls via **Facebook**
    - Invitations through **associations** for the blind and partially sighted
    - Invitations through **volunteer organisations**
    - Invitations at secondary **schools and colleges**
    - Invitations through **alpine clubs**
3. Concrete ideas for future projects (2)
    - **Debates and workshops** at evening camp fire
    - **Box of ideas** (proposals and ideas with the proclamation of the winning ideas and awards ceremony at the end of the camp)
4. Promotion of activities of blind and visually Impaired youth (3 articles in newspapers, 1 TV broadcast, 20 releases in social networks)

- Invitations to the media (written, personal, by phone)
- **Written and photo materials** from the camp (encourage youth to participate)
- **Short movie** about the camp
- Agreement with the local radio on **ad-hoc reporting** from the camp
- **Active role of media** in camp sponsorship campaign

5. Workshops on mountaineering (4 – equipment, nutrition, orientation, first aid)
   - During trainings, conducted by mountain guides, several **theoretical and practical approaches** will be used. Knowledge will be **reinforced** during every day activities within the camp. There will be **team competition game** at the end of the camp with the main intention to test the participants' new knowledge and of course have fun.
6. Cooperation with the locals (2 workshops, 1 farm visit)
   - During the camp preparation stage we will visit local residents in order to **inform them** about the camp activities and invite them to share their knowledge with us (**workshops** about wild plants, presentation of local customs…)
   - We will **visit the local farm** where they will present the process of making cheese and participants will be able to taste their products.
7. New knowledge and cultural awareness (visit of mountaineering museum)
   - Guided visit of **mountaineering museum**
8. Satisfied participants (evaluation results)
   - Campfire with a guitar, games without frontiers, treasure hunt, delicious food, high-quality medical care at camp

Breakdown structure table:

Objective	Objective code	Activity	Time schedule	Person responsible	Resources	Financials
Greater outdoor orientation ability of participants with visual impairment	**A**	Guidance by trained mountain guides	Camp	Niko	Technical equipment (provided by mountain guides)	100,00 EUR (5,00 EUR, 20 participants)
Greater outdoor orientation ability of participants with visual impairment	**A**	Games for orientation skills development, exercises for balance development	Camp	Niko	slackline, 4 soft balls, 20 scarfs, rope (20 m)	150,00 EUR: slackline (50,00 EUR), 4 balls (40,00 EUR), scarfs (40,00 EUR), rope (20,00 EUR)
New acquaintances and improved social skills	**B**	Personal invitations within the target group	2 months before the camp	all team members	Personal contact	

Objective	Objective code	Activity	Time schedule	Person responsible	Resources	Financials
New acquaintances and improved social skills	**B**	Calls via Facebook	2 months before the camp	Eva	internet	
New acquaintances and improved social skills	**B**	Invitations through associations for blind and partially sighted	2 months before the camp	Eva	Internet, e-mail, phone, personal contact	
New acquaintances and improved social skills	**B**	Invitations through volunteer organisations	2 months before the camp	Eva	Internet, e-mail, phone, personal contact	
New acquaintances	**B**	Invitations at Secondary schools and Colleges	2 months before the camp	Eva	Internet, e-mail, phone, personal contact	

Objective	Objective code	Activity	Time schedule	Person responsible	Resources	Financials
and improved social skills						
New acquaintances and improved social skills	**B**	Invitations through alpine clubs	2 months before the camp	Eva	Internet, e-mail, phone, personal contact	
Concrete ideas for future projects	**C**	Debates and workshops at evening camp fire	Camp	Miha	Drawpad, crayons	80,00 EUR
Promotion of activities of Blind and Visually Impaired youth	**D**	Writing camp diary (in the evenings)	Camp	Eva	notebook	5,00 EUR
Promotion of activities of blind	**D**	Photo material	Camp	Miha	Camera (personal)	

Objective	Objective code	Activity	Time schedule	Person responsible	Resources	Financials
and visually impaired youth						
Promotion of activities of blind and visually impaired youth	**D**	Video material	Camp	Silvo	Video camera (rental)	100,00 EUR
Promotion of activities of blind and visually impaired youth	**D**	Selection of photo and written materials from the camp	1 week after the Camp	Miha		
Promotion of activities of blind and visually impaired youth	**D**	Camp magazine (edit and print)	1 month after the camp	Miha	Personal computer, cooperation with printing companies	printing = 500,00 EUR (50 copies x 10,00 EUR)

Objective	Objective code	Activity	Time schedule	Person responsible	Resources	Financials
promotion of activities of blind and visually impaired youth	**D**	Short movie about the camp	2 weeks after the camp	Silvo	Adobe premiere elements	100,00 EUR
Promotion of activities of blind and visually impaired youth	**D**	Agreement with the local radio on ad-hoc reporting from the camp	2 weeks before camp	Niko	Phone	
Ensuring good working conditions	**E**	Sponsorship application	2 months before camp	Niko	Internet, e-mail, phone	
Ensuring good working conditions	**E**	Activating media in a camp sponsorship campaign	2 months before camp	Niko	Phone, e-mail	

Objective	Objective code	Activity	Time schedule	Person responsible	Resources	Financials
Ensuring good working conditions	**E**	Obtaining sponsorships	2 months before camp	all team members	Internet, phone, personal contact	
Ensuring good working conditions	**E**	Equipment (AC – tents, self-protection systems, kitchen…)	2 months before the camp (reservation)	Miha	Tents, self-protection systems, kitchen equipment rental	150,00 EUR
Ensuring good working conditions	**E**	Equipment (benches, water system installation)	2 months before the camp (reservation)	Miha	Benches, water system rental	100,00 EUR
Ensuring good working conditions	**E**	Portable toilets	1 month before the camp	Silvo	2 chemical toilets	150,00 EUR

Objective	Objective code	Activity	Time schedule	Person responsible	Resources	Financials
Ensuring good working conditions	**E**	Detailed daily program	2 weeks before the camp	Niko		
Ensuring good working conditions	**E**	Financial management	Whole project	Eva		
Ensuring good working conditions	**E**	Project team meetings	Whole project (once a week)	Niko		
Workshops on mountaineering	**F**	During trainings, conducted by mountain guides, several **theoretical and practical approaches** will be used. Knowledge will be **reinforced** during every	Camp	Miha	Mountain guides	700,00 EUR (5 guides, 7 days, daily allowance = 20,00 EUR)

Objective	Objective code	Activity	Time schedule	Person responsible	Resources	Financials
		day activities within the camp.				
Cooperation with the locals	**G**	Invite locals to share their knowledge with us (workshops about wild plants, presentation of local customs…)	1 month before the camp	Silvo	Workshop implementations	100,00 EUR (2 workshops x 50,00 EUR)
Cooperation with the locals	**G**	The local farm visit and a tasting of products	1 month before the camp	Silvo	Guided tour and products' tasting	100,00 EUR
New knowledge and cultural awareness	**H**	Guided visit of the mountaineering museum	1 month before the camp	Silvo	Entrance fee, transportation (3 vans)	150,00 EUR (Entrance fee 5,00 EUR, 20 youths, 10 guides), transportation: 150,00 EUR (3 * 50,00 EUR)

Objective	Objective code	Activity	Time schedule	Person responsible	Resources	Financials
Satisfied participants	**I**	Invitations to potential chefs (Elementary schools, volunteer organisations, student work service, associations…) Invitation to medical staff (medicine students – student work service)	2 months before the camp	Miha	Chef (cooperation of participants, Medical care	Chef: 140,00 EUR (20,00 EUR per day, 7 days) Medical staff: 100,00 EUR
Satisfied participants	**I**	Invitation for guides of visually impaired people (volunteer organisations, associations for the blind,…)	2 months before the camp	Eva	Reward (symbolic payment) for 5 guides for blind people	100,00 EUR

Objective	Objective code	Activity	Time schedule	Person responsible	Resources	Financials
Satisfied participants	**I**	Food supply	1 day before the camp /during camp	Cook	Funds for the food purchase	300,00 EUR
Satisfied participants	**I**	Transportation	Camp (arrival, departure)	Miha	Bus (2)	400,00 EUR (2 * 200 EUR)
Satisfied participants	**I**	After camp meeting/tour	2 months after the camp	Niko	Bus, alpine guides	Bus (200,00 EUR), guides (100 EUR = 5 * 20,00 EUR)
Satisfied participants	**I**	Evaluation	Camp (last day)	Niko	Paper sheets	

Time schedule

Project's time schedule makes it easier to monitor the project implementation.

Activity	Activity_short	Start time	End time	Duration	Responsible person
Financial management	Finance	May 1, 2016	September 9, 2016	132	Eva
Collecting sponsorship funds	Sponsorships	May 1, 2016	June 30, 2016	60	Niko
Communication activities (target groups, public)	Communication	May 1, 2016	June 12, 2016	42	Eva
Invitation to guides for the blind	Companions	May 1, 2016	May 31, 2016	30	Eva
Invitation to medical staff and cooks	Medicine, cook	May 1, 2016	May 8, 2016	7	Miha
Equipment booking	Equipment	May 1, 2016	May 8, 2016	7	Miha
Chemical toilets (booking)	WC	May 1, 2016	May 8, 2016	7	Silvo
Detailed camp program	Program	June 1, 2016	June 15, 2016	14	Niko

Activity	Activity_short	Start time	End time	Duration	Responsible person
Agreements with locals, tourist farm and mountaineering museum	Local activities	June 1, 2016	June 8, 2016	7	Silvo
Informing media	Media	June 20, 2016	June 24, 2016	4	Niko
Food supply	Food	July 1, 2016	July 1, 2016	1	Chef
Camp	Camp	July 2, 2016	July 9, 2016	7	All
Short movie	Movie	July 10, 2016	July 31, 2016	21	Silvo
Photo material and writings	Archive	July 10, 2016	July 24, 2016	14	Miha
Camp magazine printing	Magazine	July 24, 2016	July 31, 2016	7	Miha
After camp meeting/tour	After tour	September 9, 2016	September 9, 2016	1	Niko

Activity	May 1-15	May 16-31	June 1-15	June 16-30	July 1-15	July 16-31	August 1-15	August 16-31	September
Equipment	M								
Toilet	S								
Medicine, Cook	M								
Companions	E	E							
Target groups	E	E	E						
Sponsorships	N	N	N	N					
Finance	E	E	E	E	E	E	E	E	E
Local activities			S						
Program			N						
Media			N						
Food				Ch					
Camp					**CAMP**				

Activity	May 1-15	May 16-31	June 1-15	June 16-30	July 1-15	July 16-31	August 1-15	August 16-31	September
Movie					S	S			
Photo					M	M			
Magazine						M			
After tour									N

Abbreviation explanation table:

Name	Abbreviation
Miha	M
Silvo	S
Eva	E
Niko	N
chef	K

Financial plan - Expenses

Labour costs table:

Expenses	Amount	Percentage of total	Notes
Alpine guides (camp)	700	18,06	5 (people) * 20 EUR * 7 (days)
Alpine guides (after camp tour)	100	2,58	5 (people) * 20 EUR * 1 (days)
Guides	100	2,58	5 (people) * 20 EUR
Chef	140	3,61	1 (people) * 20 EUR * 7 (days)
Medical staff	100	2,58	
Labour costs total	**1.140**	**29,42**	

Material costs table:

Expenses	Amount	Percentage of total	Notes
Daily games	150	3,87	slackline, 4 balls, 20 scarfs, rope
Evening animation	85	2,19	drawpads, crayons, notebook
Food	300	7,74	
Program Adobe Premiere Elements	100	2,58	

Expenses	**Amount**	**Percentage of total**	**Notes**
Material costs total	**635**	**16,39**	

Rental costs table:

Expenses	**Amount**	**Percentage of total**	**Notes**
Video camera	100	2,58	
Equipment (tents, technical-safety, kitchen, benches, water installation)	250	6,45	
Toilets	150	3,87	
Rental costs total	**500**	**12,90**	

Transportation costs table:

Expenses	**Amount**	**Percentage of total**	**Notes**
Bus (camp)	400	10,32	2 (days) * 200 EUR
Bus (after camp tour)	200	5,16	1 (day)* 200 EUR
Vans (museum)	150	3,87	3 (vans) * 50 EUR
Transportation costs total	**750**	**19,35**	

Service costs table:

Expenses	**Amount**	**Percentage of total**	**Notes**
Workshops	100	2,58	2 (workshops) * 50 EUR
Tourist farm	100	2,58	guide + tasting
Museum	150	3,87	30 (people) * 5 EUR
Magazines (printing)	500	12,90	50 (copies) * 10 EUR
Service costs total	**850**	**21,94**	

Total costs table:

Expenses	**Amount**	**Percentage of total**	**Notes**
Labour costs	1140	29,42	
Material costs	636	16,39	
Rental costs	500	12,90	
Transportation costs	750	19,35	
Service costs	850	21,94	
Service costs total	**3875**	**100**	
Expenses per participant	**194**		20 participants

Financial plan - Revenues

Revenues from organisations table:

Organisation	**Amount**
Association of the Blind and Visually Impaired	300
Local mountain club	200
Total	**500**

Revenues from sponsors table:

Sponsors	**Amount**
Sponsor 1	500
Sponsor 2	300
Sponsor 3	100
Total	**900**

Revenues from donors table:

Donors	**Amount**
Donor 1	210
Donor 2	120
Donor 3	80
Donor 4	80
Total	**490**

How to count a contribution for one participant:

Deduct incomes from organisations, sponsors and donors from total costs and divide the rest by the number of participants:

3875 – (500+900+490) = 1985

1985/20 = 99,25

99. 25 is the contribution for a participant.

Total revenues table:

Sources of revenues	Amount
Revenues from organisations	500
Revenues from sponsors	900
Revenues from donors	490
Revenues from participants (99,25 * 20)	1985
Total revenues	**3875**

Team member evaluation

Evaluate your team members and yourself. Rate your contribution as compared to your group members. It should be done confidentially. Add a name of an evaluated member of the team to each evaluation sheet. Write a number from 1 to 5 to the grading scale where 1 is the total disagreement with the statement and 5 is the total agreement. It is possible to comment on each evaluation content.

Item number	**Evaluation content**	**Grading scale: (1 = do not agree; 5 = totally agree)**	**Comments**
1	contributes fair share of work		
2	is cooperative		
3	contributes to ideas		
4	communicates well in written form		
5	communicates well when speaking		
6	has positive attitude		
7	contributes to overall project success		
8	completes tasks on time		
9	takes responsibility		
10	well organised		
11	works well under pressure		
12	learns quickly		
13	takes the initiative		

Item number	**Evaluation content**	**Grading scale: (1 = do not agree; 5 = totally agree)**	**Comments**
14	is reliable		
15	handles conflict well		
16	accepts feedback well		
17	offers help when needed		
18	I'd like to work with in the future		

It is possible to add any comment to the overall team member evaluation and one word that characterises him/her as a group member to the final part of the evaluation. Source: https://www.hashdoc.com/documents/2653/project-team-peer-evaluation-form

Evaluate your motivation

If you feel during the activity, you are only giving and receiving nothing in return, you can quickly give up. Each of us has certainly experienced power and energy after finishing a very challenging task. Those events are considered to make us stronger (so called Empowering experiences). However, probably we have all experienced also the opposite, being like a squeezed lemon after finishing a certain job (so called Depowering experiences). The first events we want, the others we inherently avoid.

The questionnaire below helps discover what each member of the project team gains from the project.

Team members should fill it in:

- before the project,
- during the project or

- as evaluation at the end of the project.

On the basis of such questionnaire it is possible to improve certain project circumstances and increase the chances for project success.

Evaluate your motivation	**Score (1 = do not agree; 5 = totally agree)**
I feel accepted in our team.	
Project work entertains me.	
Project work makes me relaxed.	
Project work gives me the opportunity of making new acquaintances.	
Project work gives me the opportunity for creativity.	
Project work gives me the opportunity for gaining new skills.	
Project work gives me the opportunity for developing organisational skills.	
Project work inspires me to think of new ideas.	
As a part of the project team I become more employable.	
As a part of the project team I live an active life and am consequently more self-confident.	

Source: Dajmo mladim zagon, priročnik za izvajanje mladinskih pobud v programu MvA, Movit NA Mladina, 2008, p.12

Trainig evaluation

Basic information about training table:

Name	Entries
Training (title):	
Date and time:	
Location:	
Trainer(s):	

Training evaluation table:

Please indicate your level of agreement with the statements listed below with letter X:

Item number	Obsah hodnotenia	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The objectives of the training were clearly defined.					
2	Participation and interaction were encouraged.					
3	The topics were relevant to me.					
4	The content was organised and easy to follow.					
5	The materials/handouts were helpful.					
6	The training was worth my time.					

Item number	Obsah hodnotenia	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7	Training experience will be useful in my work/future activities.					
8	The trainer was knowledgeable and well prepared.					
9	The length of the training was appropriate.					
10	The training objectives were met.					

Source: https://www.sampletemplates.com/business-templates/sample-workshop-evaluation-form.html

Event evaluation

Enter basic data to the table and answer questions concerning event evaluation:

Name of entry/question	**Entries**
Event (title):	
Date and time:	
Location:	
Did we meet our goals and objectives with this event?	
Did we meet our budgetary goals?	
Did we have enough staff for the event?	
What could have been done differently to make this event better?	
Did we have enough PR for this event?	
Did we execute this event in professional manner?	
Did we face any group conflict? How was it resolved? What could have been done differently to avoid it?	
What have we gained with this event?	

Source: https://www.rit.edu/studentaffairs/campuslife/clubs/post-event-evaluation


PUMA