

FUTVOL IO3 TESTING DRAFT

Partnership Report

The IO3 testing workshop implemented has been implemented by the FUVOL project partners Opintotoiminnan Keskusliitto ry (Finland); ASPEKT – MANAGEMENT I MEZHUKULTURNI OTNOSHENIYA (Bulgaria); Tudas Alapitvány (Hungary); CO.P.E. Cooperazione Paesi Emergenti (Italy); Foundation for Society (Latvia); Akademia Humanistyczna – Ekonomiczna w Lodzi (Poland); KERIGMA – INSTITUTO DE IVOCACAO E DESENVOLVIMENTO SOCIAL DE BARCELOS (Portugal); Asociatia Central European pentru Integrare Socioprofesionala ACTA (Romania); BUYUK ORTADOGU SAGLIK VE EGITIM VAKFI (Turkey); Eco Communities (United Kingdom).

Partner's report summary

- Finland: The Finnish testing took place in 2 small groups with 2 meetings for each. One group had 8 members and the other 4. Unfortunately, not all participants returned the questionnaire, due to being absent from the second meeting, or having to leave it early. There is feedback from 9 persons, who were 7 female and 1 male ages between 30 and 65. Overall, we reached the 2/3 benchmark for the skills, and the last satisfaction question we asked about the process as a whole and the method. There the satisfaction rate was 100 %. 66% of the participants felt their skills being improved while the rest was not sure. The same percentage felt that new skills were developed during the course of the activity, and in particular to change perspective, to plan for the future and understanding the meaning of volunteering more deeply along with understanding better their own abilities. The hardest skills to use were multiculturalism, acknowledging one's own competence, conflict resolution, time management, communication. The easiest on the other hand were communication (recognised both as an easy and as a hard skills to acquire by the participants) and teamwork. 55% of the participants felt having drawn closer to the figure of the ideal volunteer while the rest claimed that it helped them having a clearer picture and not necessarily getting closer. All of the participants agreed that the tools used were useful because of their versatility and usefulness in strengthening the capabilities of the volunteers.
- Bulgaria: In total, ten people registered, 3 males and 7 females, their age ranging from 19 to 58. The group's members were all of Bulgarian nationality with an heterogeneous profile from the point of view of their experiences in volunteering. The participants showed keen interest in the project's theme. The skills that were frequently used are taking initiative (13) and team working (9) and as the most important these days and the near future digital skills (7) and intercultural understanding (6). The participants expressed positive feedback for the usefulness of the workshop and the tools used as: Good process to analyze not only future skills but also controversial topics; Active participation from the majority; It is good for making teams and taking decision about important matters; The methodology; Collective thinking; Team spirit among participants. Finally all participants implemented and judged positively the tools chosen by the partnership.
- Hungary: The group doing the testing consisted of twelve persons (8 women and 4 men) between the age of 21 and 56. All of them were Hungarian citizens living in Hódmezővásárhely, doing voluntary work in local civil organizations at different level and measure. They all showed great interest in testing and it was really instructive

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for them. The testing was done in Hungarian. For most of the volunteers who took part in testing the presented tools were new (Star model, SWOT, Foresight tool, Peer learning model), but they were enthusiastic to do the work and came to the conclusion that these will be very helpful for them in the future when solving problems. Giving the possibilities to volunteers to think together proved to be successful because challenges faced became known by everybody and the tasks were easier to face. The knowledge obtained during the workshop allowed the volunteers to become better at identifying their own competences, strength and weaknesses, which may help them to use this knowledge in their own organizations and to set them in the interest of the development of the organization.

- Italy: In total, ten people registered, 4 males and 6 females, their age ranging from 21 to 31 and the testing was done in Italian. The group's members were all of Italian nationality with an heterogeneous profile from the point of view of their experiences in volunteering. The participants showed keen interest in the project's theme, this being further fostered by the fact that 3 of the volunteers were also present in the testing of the peer learning model held in Poland. More importantly, the testing of the tool was done into three different session. In the first session in fact only 8 volunteers were present (on the 10 minimum for completing the testing). The remaining two were tested in two more sessions individually, something which proved to be useful to test the efficiency, elasticity and adaptability of the tool both for group and individual evaluation (for the organizations) and training (for the volunteers). The participants highlighted some skills most frequent, namely taking initiative (skill 13) and critical thinking (skill 4) while the one that was deemed as the hardest to achieve and yet the most valuable from the professional point of view was digital competences (skill 7). The groups (and the individuals) all drew, despite minor differences, a profile which was highly realistic by giving priority to fundamental skills such as respect and empathy (skills 2 and 5), and giving less priority to more technical skills such as digital competences (which despite its value was not deemed as too important for the ideal volunteer profile). The volunteers expressed positive feedbacks for the usefulness of the workshop and the tools used, highlighting overall that at the end of the workshop they felt more aware of their own competences, how to improve them, formalize them and how to practice a more profitable and efficient self-assessment. They signalled that the short time of the workshop did not necessarily teach them new skills, rather it gave them a clearer outlook on the skills they have and on skills that they lack and would want to acquire.
- Latvia: the group of participants consisted of of 11 persons (9 women and 2 men) between the age of 18 and 53. All of them were Latvian citizens, doing voluntary work in Social Care Centre Allazi for elderly people. They were all highly motivated and very interested in the testing. All the 11 participants felt that their skills had improved after the testing. In particular the skills that were improved according to their feedback were conflict resolution (5 participants), Respect (1 participant), time management (3 participants), active and passive communication (1 participant), empathy and altruism (5 participants), adaptability (3 participants), team work, (3 participants), organizational skills (1 participant). 2/9 participants felt that new skills apart from the 14 skills should have been considered, namely first aid and sanitary skills and the capacity to put into action in synergy and without difficulty skills that were previously acquired. The largest percentage of participants felt that conflict resolution was the hardest skill to acquire followed by adaptability and problem solving. The reasons given were because of personal attitude (spec. "temper"), "difference in age and views" and because of the high demand for these skills. The easiest to use were deemed to be teamwork and respect mainly because the participants felt that they already had acquired said skills. 7/11 deemed that they got closer to the profile of the ideal volunteer drawn during the testing. 9/11 claimed that their idea of the ideal volunteer did not change even after the laboratory. Finally, one

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of the most interesting data is perhaps in relation to Design Thinking: 7/11 evaluated the tool as useful because it helped them better understand their place in the organization and the organization (along with its goals), it helped them better deal with their duties. Those who did not evaluate it positively either deemed it as complex or inefficient.

- Romania: In total, eleven people registered, 11 females, their age ranging from 27 to 50. The members of the group were of Romanian and Hungarian nationality and they had a heterogeneous profile due to their experience in education. All the participants are doing volunteering activities. The participants showed a great interest on the FutVol project's theme and the testing workshop was very interesting for them. The skills that the participants use day by day in their activities are digital competence (7) active and passive communication (3), respect (2). The skills as taking initiative (13), team working (9) and conflict resolution (1) are the most important in their activities. The language used was Romanian. Also, One of the participants attended at the meeting in Poland and for this reason others group's members were more involved in the testing workshop. All the participants reported having a clearer identification of their current skills their strengths/weaknesses. They also highlighted that they consider the 14 skills as very relevant for their personal and professional development and their volunteering activities.
- Poland: the testing was carried out in a homogeneous group of volunteers of the foundation acting for people with disabilities. The volunteers who took part in the workshop are a group of 10 people (5 males and 5 females) who work every day for a foundation working for disabled people. The volunteers are in their adulthood, the age range was between 36 and 68 years, with the average age of 52 years. Such characteristics of the workshop participants in a specific way reflected the substantive choices. The participants remarked about the usage of examples that are far from the Polish cultural context and so some simulation were adapted, thus facilitating and improving the participants' engagement. Volunteers related with more difficulty with digital competences. The reason could be that for the participants, the disabled people and older people do not usually use much digital competences in their voluntary work. Participants of the workshop showed a special interest by completing the group role test (<https://www.123test.com/team-roles-test/>) it was completed on-line in English, but with instructions prepared in Polish. The test was received as an interesting and well-describing reality. It is also worth adding that using the test (with Polish instructions) written in English aroused a sense of satisfaction. In the evaluation and description of the situation, the volunteers showed a special initiative indicating the skills related to time management, taking over the initiative or organizational skills. The SWOT analysis was considered extremely useful, especially in group work conditions. The SWOT analysis brought many psychological benefits to the participants (support from the group) and it aroused motivation for further work and resulted in interesting plans for the operation of the foundation. The ideal volunteer profile the volunteers thought of had the following skills: - time management - K11; altruism and empathy - K5, taking over the initiative - K13. Recent meetings have been devoted to foresight tool testing. The participants made an inventory of entities defined in four categories: clients, local community, society, other volunteers. Next, they assessed these entities in the context of their impact on the effectiveness of their organization. This discussion was assessed as an extremely important element of the organization's own development strategy. The application of the foresight tool prompted the workshop participants to create an organization's action plan, the work method proved to be effective. Workshop participants found the broad aspect of the analysis particularly important, specifically the inclusion of a wide range of partners / shareholders in the organization's activities. In the diagnoses referring to the basic features of the volunteer: time management - K11, altruism and empathy - K5, taking over the initiative - K13. At the same

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time, these are the skills that the workshop participants highly appreciated. The justification indicated that it seems natural to “indicate what we know about”. In the area of digital competences they did not have sufficient knowledge or the ability to sufficiently assess the suitability of these skills in the future work of the organization.

- Portugal: In total, 10 volunteers from various fields were gathered, 6 men and 4 women, aged between 26 and 57. All participants were Portuguese nationals and all showed great interest in participating in the workshop. After an initial introduction the volunteers engaged in the first activity whereby the trainer presented them with a scenario. In the scenario all of the components of the STAR grid were present (a situation, a task, an action and result) but the volunteers had to reflect on where in the situation these elements were to be found, they then filled the STAR grid and were asked to think themselves of some situations structured according to the STAR grid model and reflected on which skills could have been used in each situation. The trainer then presented them with the 14 skills. The volunteers then engaged in the second phase in SWOT analysis and in drawing the profile of the ideal volunteer. They deemed the most important skills for the ideal volunteer to be Respect (skill 2), Active and passive communication (skill 3), Empathy and altruism (skill 5), Problem solving (skill 12) and Taking initiative (skill 13). The skill considered less important was Digital Competence (skill 7). In the third activity the volunteers used the foresight tool to think of the future of volunteering. They assessed that interest in volunteering will grow in the future, and there will be more and more people getting involved in this type of activity. However, they point out that there is still some distrust by society towards voluntary institutions and that this has to be countered. Most participants felt that they had improved and developed new skills with this activity. All of them agreed that the list of 14 skills is a good benchmark for defining the profile of a volunteer, but 1 participant stated that a 15th skill should be added - Persistence. According to the volunteers, the most difficult skills to use were Conflict resolution (skill 1) and Assessment and recognition of one’s skills (skill 10), and the easiest skills to use were Respect (skill 2), Active and passive communication (skill 3) and Empathy and altruism (skill 5). All participants, except 1 person, agreed that the Design Thinking methodology was useful to face the challenges of the activity.
- Turkey: 13 participants were registered, 2 males and 11 females. The age variations were from 21 to 59. The group’s members were Turkish nationals, except the moderator Türker is Macedonian, with professional work experiences in education, esp. in special education sector. All of the participants were highly educated individuals. Also they were highly interested in project. Most of the volunteers are the professionals working in special education sector, with disadvantaged groups like disabled, low-level income owners, and vulnerable students/individuals and also with their families. They were open-minded to against new approaches, also the tool provided by Futvol project. It was not hard to gain participants in more than one sessions as because of most of them working in a same rehabilitation center, and in same association. The language used was Turkish. In the end of the workshop reported that the volunteers were able to identify and be aware of their competences more clearly. This way volunteers will be able to improve their skills in future work environment. At one point it was discussed whether other competences is necessary to add. The common point of view was that math and sports skills can be added. Finally, the discussions reported that the hardest skills for volunteers were Taking Initiative (skill 13) and Intercultural Understanding (skill 4). Volunteers made it clear that taking initiative is hard and not for everyone on professional point of view and the intercultural understanding is the most sensitive one because must be knowledge about the other cultures. On the other hand easiest was reported to be Digital Competences (skill 7) and the Respect (skill 2). Digital competences referred to be easiest while explaining the accessibility of it.
- United Kingdom: during the testing Eco Communities involved a total of 11 people at the workshop. The group of participants was made up of 5 males and 6 females and their ages ranged from 21 to 62 years old with an average

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of 43. Of the 11 participants 10 were UK citizens and 1 was an Italian citizen. All of the participants have volunteered and/or managed volunteers. The participants were very enthusiastic, and they all agreed that the design thinking tool and foresight tool were both useful. The volunteer managers said they would take away the tools to use it with their volunteers in their work. 90% of the participants agreed that Design Thinking is an effective tool. Despite design thinking being mostly a new approach for participants and despite the fact that most of them have never heard anything about it they were enthusiastic to use it along with the other tools (STAR, SWOT, peer learning model and foresight tool) and seemed enough interested to use them for their future skills.

The tools's feedback

The specific tool that were selected and/or developed ex novo by the partnership for the testing phase are:

- Design Thinking (selected)
- SWOT (selected)
- STAR (selected and adapted)
- Foresight Tool (ex novo)
- Peer Learning Model (ex novo)

Percentage of participants who deemed each tool as useful/non useful: 95% gave a positive feedback on all the tools while the remaining 5% was absent and could not give their feedback.

Agenda / Structure of the workshops

The implementation of the workshop was done as follows:

- ***Presentation and ice-breaking:*** At the start of the workshop each partner presented the project, engaged in ice-breaking activities, and updated the participants on the meeting in Poland where a first simulation of the testing phase as implemented so as to give the volunteers a clearer context of the task at hand. The partners also capitalized on the presence of some of the volunteers who had also been presented during the meeting in Poland and were hence partially acquainted with the goals of the testing.
- ***The tools:*** Each partner presented, explained and made sure that the participants had a simple and clear understanding of the tools used so as to avoid a theoretical knowledge of the tools and to promote a more practical and easy to use based approach. The tools (design thinking, SWOT, STAR, Foresight Tool and Peer Learning Model) were not presented at the same time: Each tool was presented in different key moments of the workshop (beginning, middle, end phases) and this allowed the participants to have the time to grasp each skill more fully.
- ***IO1 simulation:*** The first activity entailed a simulation. The volunteers were asked to resolve a problem with the tools they were taught. Each partner then set up a discussion session to share feedbacks on the activity, how to solve it and the usefulness of the tools.

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- **IO2 activities:** in this part the volunteers were asked to engage in the discovery and understanding of the 14 skills gradually and alternating group and individual activities, reflections and self-assessment.
- **IO3 activities:** here the partners asked the volunteers to fill in the STAR table indicating the “situation, task, action and result” of the workshop’s activities. Finally they were asked to fill in the feedback questionnaire.

Final remarks

The workshop has been successful in achieving the goals that the partnership wanted to achieve:

1. In testing the versatility, the usefulness, the concreteness of the tools
2. In testing the peer learning model and the foresight tool capacity to assess and extract the potential of the participants
3. In testing the peer learning model and the foresight tool usefulness and trustworthiness for third sector HR evaluators who want a formalized tool for assessing the potential volunteers
4. In developing in the participants more awareness toward their skills and the 14 skills
5. In helping the participants grasp tools that can help them in developing their personal and professional skills and potential.
6. Overall, the participants highlighted that the skills that were identified were fine but that skills explicitly related to sports and physical capabilities, math and calculation. As for the other skills, during the IO2 activities of the testing the participants who had to come up with their own skill before having access to the 14 skills managed without any relevant difficulty to connect the skills they thought of with one or more of the 14 skills.