



Volpris.EU

*Prisons
Managing
Volunteers in EU*

***Manager of prison volunteers
- A profile of competencies -
2021***



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1. Introduction

This document is elaborated within the framework of VolPris project. It is part of a complex endeavor of the partnership to promote volunteering in correctional justice system, with a professionalized approach.

All project partners are directly engaged in supporting the criminal correctional justice system and are strong believers in lifelong learning. Our message is that no matter how much prison has evolved, executing a sentence is always creating harm. Being aware of it and trying to mitigate its impact is a necessary mandate that prisons and civil society should take very seriously.

VolPris partnership is actively promoting the cooperation between local communities and correctional settings, in a multi-disciplinary approach. And one of the major ways to achieve this is VOLUNTEERING. We recognize and applaud the daily efforts of the staff from all correctional settings, as they prepare re-integration from the first day of sentence. This effort can only be achieved with the contribution of volunteers, that keep the ties with the “outside world”.

In our project, in this document and in all the other resources produced by VOLPRIS partnership, our stand point is the a prison needs to be a “learning prison” where learning contexts are created for the development of all involved. This is the case also for the volunteering process:

- *Volunteers should be aware that prison settings are a special environment, requiring a specific understanding.*
- *Prison staff should acknowledge that volunteering services are highly important and need to be managed as such, the outside volunteers not knowing all the “daily business as usual”, the working practice.*

“VolPris main goal is to invest in the qualification of volunteering management in CJS settings to affect volunteers daily work effectiveness. Volunteers bring to prison/CJS something that paid staff cannot bring: the community side of an individual’s sentence at a potent turning point in their life. The system recognizes that volunteer support is a key ‘working tool’ to inclusion, having an effective impact on offenders’ behavioral change and social reintegration. Despite this transnational recognition of the value of the volunteers support to the (ex) offenders and their children and families, volunteering work continues to face the lack of resources, training and recognition.”

This is one of the opening statement made by the VolPris partnership and a reality we are looking to address. VOLPRIS is a three-year partnership, funded by the Erasmus+ Programme, whose main goal is to invest in the qualification of volunteering management in prison settings, to support effective volunteering and build skills and competences in this crucial field. The project is being implemented in Germany, Belgium, Poland, Portugal and Romania. It runs from September 2019 until the end of August 2022.

VOLPRIS's main objectives:

1. Explore mutual learning opportunities between CJS and VSOs by creating exchange frameworks which will facilitate the comparability between different EU prison practices regarding volunteering.
2. Identify key performance indicators between National Prison Administrations and volunteer organisations within secure settings, namely by developing a competency profile of the manager of volunteering programmes in prison settings.
3. Develop a training curriculum and programme to support the development of a CJS volunteer manager profile and develop a European Volunteer Managers training guide.
4. Establish common European minimum standards to train volunteers working in prison environment and to assess the quality of volunteer organisations and/or programmes.
5. Promote collaborative training to take advantage of scale and creativity to ensure a common baseline message and reduce delivery costs.

2. Volunteering in context

VolPris partners, under the coordination of the Aproximar from Portugal, elaborated an extensive research about volunteering in prison, looking at the existing practices, needs and relevant perceptions Also the Belgian partner, Centre Europeen du Volontariat elaborated a very detailed map of the volunteering ecosystem in prison. Both documents are available on the VopPris website and are essential reading for anyone looking to understand this unique perspective. In the following paragraphs we are doing just a quick overview to remind the multi-faceted aspect and the fact that a prison staff picking up this role may have all kinds of background and education level. And this is why there is a need for a flexible instrument that allows adaptation and customisation.

Used in reference to the methodical practice of working with and through volunteers to accomplish an activity's and prison's goals, Volunteer Management is a complex and wide-ranging process that can be understood as the engagement, coordination, and leadership of volunteers.

Given the diversity of voluntary activity, volunteers are not restricted to a specific field or practice, but can be found in all spheres of community life (including but not limited to cultural and artistic organizations, correctional services, recreation centers, political parties, recreation facilities, public spaces, emergency services and support groups),

across all levels of policy-making and advocacy roles and in various organizations that require a combination of voluntary and paid staff. Prison is one of the most captivating and challenging environments to volunteer. And rewarding for all involved.

The activities of volunteers depend on the prison environment they devote their time to but can include performing administrative or strategic desk-based tasks, working one-on-one with a prisoner, providing leadership in the workshop room, or support tasks related to the direct services delivered by the organization.

Much like volunteers themselves, individuals engaged in the management of voluntary staff stem from diverse professional and socio-economic backgrounds and may not hold a formal or professional qualification for their specific roles of leadership. Furthermore, they can be employed by the organization directly, outsourced or even volunteer themselves. The role of volunteer management can be performed on a full-time or part-time basis, or as an additional responsibility to the primary function, depending on the needs and requirements of the organization.

The work of volunteer managers can be performed at different levels (local, regional, national and/or international), their responsibilities depend on the previously established needs and their job titles can fluctuate (with the most commonly used being Volunteer Coordinator, Manager of Volunteers, Volunteer Resource Manager, Director of Community Engagement, Community Outreach Coordinator, Project Manager etc). For the purpose of this training document, the title of Manager of Volunteers/Volunteer Manager will be used to refer to any individual who is responsible for the engagement, coordination, and leadership of voluntary staff.

The foundation and structure for effective volunteer management is, however, deeply rooted in a set of common characteristics and core competencies, despite the wide range of activities, responsibilities and job titles that can be found in the practice. In essence a leadership role, the manager of volunteers' profile shares important elements with other people management disciplines (such as Human Resource Management, Community Development, Project Management and Economic Development) but also covers an array of additional abilities required to handle a hefty number of tasks whilst maintaining a balance between organizational strategy, systematic and methodological details, social relations, and service enthusiasm.

The diversity of voluntary service and practice in the 21st century brings along complexities and challenges that can also be observed in the management of voluntary staff. Professionals undertaking this type of leadership position must be able to mobilize and sustain a uniquely precious and vital human resource, an ability which has been constructed into formal competency profiles. For such profiles to be accessible and easy to understand, familiar, functional names can be attributed to the

array of skills required. The diversity in vocabulary allows managers of volunteers to describe their roles more efficiently, whilst also encouraging new ways of approaching such roles through multi-disciplinary perspectives. Furthermore, by connecting practitioners to other professions that share competencies and practices, managers of volunteers are indirectly driven to reevaluate the impact of their role on individuals, organizations, and larger community environment.

3. The multi-disciplinary approach of managing volunteers

Volunteers are a unique human resource for furthering an organization's mission and vision in criminal correctional justice. It is also a valuable resource to keep the connection between prison and local community, to support the reintegration process and to provide sometimes a life-line. Skilled and competent leadership ensures that results and impact are achieved and that volunteer involvement is sustained. This is why VolPris invests in the development of professional learning pathway for any prison professional picking up this role.

Managing volunteers in a prison, in today's context, is just as challenging and complex, as being a volunteer. It is a fine balance of passion for the service done, love for humans and human relations, eye for the operational detail and mindset for the strategical understanding of the organisation.

The role of volunteers' managers is essential to mobilize and sustain this precious resource that local community invests in the prison: their volunteers.

As previously explained, the partnership holds a great deal of expertise in the practical field of working in prison, both as inside staff and as outside civil society initiatives. Also each partner implemented extended national field research, looking into what it takes to be a volunteer manager. And the data painted a complex, almost super-hero like portrait, but also realistic and down-to-earth approach. Volunteers' manager should be a:

- Developmental strategist; Analyze Work and Delegate Tasks; Present to Groups Goal and Objective Setting
- Ambassador of volunteering; Develop and Disseminate Written Communications; Share Stories to Illustrate a Point; Convey Enthusiasm for Volunteerism
- Cultivator of relationships, networks and connections; Use Interpersonal Skills to Build Relationships; Understanding Community Needs

- Talent manager, identifying volunteers' assets and providing the correct context; Facilitate Training Activities; Screening and Placing Volunteers; Understanding Recruitment Principles and Strategies
- Data manager; Analyze Data and Make Recommendations; Record Keeping
- Inspirational leader; Ensure a Fair and Inclusive Cooperation Environment; Resolve Conflict; Motivate Others

The challenge that the VolPris partnership accepted is to turn this wish list of an idea portrait into a practical developmental instrument that:

- Puts on the European public agenda a new narrative to describe the reality of a volunteers' manager in prison.
- Initiates a new thinking process about the impact of volunteers' management in prison settings, impact that reflects on the volunteers themselves, the prison environment, the local community. This can be a front-line action against numerous biases and prejudices surrounding volunteering, prison and the mix of the two.
- Inspire professionals that manage volunteers to take a new fresh perspective on lifelong learning, self-development, professional development and connection with other similar professionals.

The chosen approach of the VolPris partnership to reflect this complex reality is to:

1. Involve practitioners and field research in a co- production process to identify context and needs
2. Develop a profile of competencies and adjacent self-assessment instrument to reflect and position the level of a professional at a particular point in time
3. Recommend a lifelong learning pathway for professionals, mixing self-guided study, blended learning opportunities and digital instruments, backed-up by a community of practitioners in European context.

4. Competencies, Profiles, Frameworks, demonstrating them and reflecting on them

What are Competencies?

Competency is an individual's ability to apply skills, aptitudes, and knowledge to a specific purpose in order to successfully fulfil requirements in a defined task and work context. These foundational abilities and sets of skills are often associated to successful performance and are advantageous and sought after across a broad range of activity domains, responsibilities, and expertise, without being restricted to a field, role or job titled. Given their adaptability, core competencies have been used to create job roles and frameworks used across numerous organisations. It is no surprise that well-defined core competencies established for specified roles encourage great performance amongst staff and management, as they offer clear guidelines, structures and formal expectations for employers and employees alike, and allow for a defined systematising of training materials.

What are the benefits of using Competencies?

Roles and job descriptions created with core competencies in mind view change and challenges as opportunities from which one can learn, providing outcomes that aid the growth of individuals in a specific context. Furthermore, addressing learning needs and encouraging the seeking of resources and guidance to foster development allows the articulation of knowledge, skills and experiences that can differ between individuals, without reducing individual progress or lack thereof to a generalised approach. Competencies can be used to create priorities and action plans, monitor progress and development but also to assess one's present attributes, strengths, and weaknesses, and nurture the pursuing of goals with perseverance and structured optimism.

The effectiveness of competency-based approaches is most apparent in the high organisational performance achieved by actively reviewing the potential, progress, and development of individuals. Furthermore, the consistency across organisational practices, the fair and transparent performance assessment strategies and the in-depth analysis of training needs that are brought forth by competency-based approaches allow for the successful development of well-defined expectations and behavioural guidelines, standardised processes, and implicit individual self-awareness.

What is a Competency Framework, Profile and Map?

A Competency Framework is the structure on which a competency profile should be build, outlining and clearly defining each competency of interest. This structure emphasises key role requirements and provides the foundation of a comprehensive development plan and performance assessment strategy. Competency frameworks are a useful tool in supporting talent strategies and practice guidance in a variety of areas linked to human resource management, particularly if their development accurately reflects the needs of the organisation and role, as well as the ethos and core values of the organisation. Despite its context-centric structure, the framework can be applied differently across the organisation, as long as it is used as a reference point in defining shared expectations of knowledge, skills, and performance.

A Competency Profile is a detailed document that uses the competency framework as a starting point in order to clearly stipulate what the individual must be able to successfully accomplish in their role. This can include a variety of secondary skills, supporting knowledge and abilities required to comprehensively execute each competency. In short, the profile emphasises key requirements by organising them into major categories which construct the entire role, function, or occupation. These requirements are defined in terms of performance, describing what the individual should be able to do to fulfil his duties. This information is often summarised in a one-page chart, referred to as a Competency Map, which can be used as a framework for developing future training and performance assessments.

How are Competencies demonstrated?

By focusing on the learner's practical demonstration of the desired results, competency-based learning is a participatory process that brings forward key knowledge outcomes and demonstrates them through a variety of methods, including but not limited to letters of referral, personal reflections, samples of developed products and certificates. The ongoing process of growth, development and learning is highlighted over time, and the outcomes can be used for one's reflection on the learning journey itself, as well as one's demonstration of acquired competence.

Why reflect on Competencies?

Competency-based questions have been observed to be successfully integrated during recruitment processes. Questions relating to specific contexts and competencies support employers in understanding how the individual they are interviewing would react in a particular situation, and whether they are able to structure their answer to highlight a skill required in a specific context. Scenario-based questions can be structured in different ways, allowing interviewers to ask parts of the question and

encourage individuals to structure their answer more clearly (for example, the first question could relate to whether the individual has any conflict-resolution skills, followed by a question requesting an example of a specific time the individual had to use those skills).

Modules build for the purpose of structuring a Career-Ready Competency approach have been developed to aid individuals in their self-reflections, allowing them to carefully consider their own abilities, identify their strengths and weaknesses, and coherently articulate key skills, attitudes and knowledge that make them suitable to a position or organisation.

5. The profile

CORE COMPETENCES		
Unit of competence 1. Promoting volunteering in the prison context		
Elements of competence: 1.1 Volunteering principles (rules, legislation, rights of volunteers etc.) 1.2 Promoting volunteering within the prison 1.3 Promoting volunteering outside the prison 1.4 Recognising and valuing volunteer's achievements		
Descriptors of competence		
S/he has knowledge of: -rules, legislation and rights of volunteers -factual evidence that illustrates how prison benefits from volunteering and how individual prisoners benefit from volunteering - methods and tools for organizing promotional activities within and outside the prison - instruments and procedures applicable for assessing and validating volunteer's competences	S/he can: -identify, quantify and communicate the contribution that volunteers make to corrections in a way that gains active support at all levels within the prison - identify barriers to volunteering in the correctional justice system and cooperate with relevant people to overcome or reduce such barriers	S/he demonstrates an attitude of: -promoting volunteering to potential volunteers - highlighting the benefits of volunteering - clarifying existing legal frameworks regulating the volunteer involvement in the corrections -advocating for volunteering support
Criteria for assessment Volunteering activities is promoted appropriately within the prison by the volunteering manager.	Assessment indicators -Volunteering opportunities are correctly identified - Supportive cooperation relationship between professional staff and volunteers are promoted - Tools and ways of promoting volunteering to potential volunteers are identified, including media and stakeholders that are available and appropriate to use for promotion - Volunteers/staff/colleagues/stakeholders are involved in the promotion and recruiting process	

Unit of competence 2. Volunteers management in the prison context		
<p>Elements of competence:</p> <p>2.1 Manage/ supervises the recruitment process of volunteers/ Volunteer Service Organisations</p> <p>2.2. Manage/ supervises the induction and ongoing training of volunteers in collaboration with Volunteer Service Organisations</p> <p>2.3 Co-develop/manage the volunteer programme design, planning and implementation activities, constantly monitoring against the minimum requirements from CJS volunteering programmes management</p> <p>2.4 Manage the volunteer monitoring and evaluation activities</p> <p>2.5 Develop and maintain partnerships working to support volunteering</p> <p>2.6 Promote and develop productive professional interactions between volunteers and all actors in the prison context</p>		
Descriptors of competence		
<p>S/he has knowledge of:</p> <ul style="list-style-type: none"> -roles that volunteers can play in the prison -descriptions for volunteers that do no substitute paid work - how to prepare volunteer role specifications that clearly identify specific set of skills, experience and personal qualities - volunteer contracts/agreements elaboration - how to prepare information and guidance materials for volunteers - training methodologies (development and delivery) - tools for monitoring and evaluation of volunteering activities - recruitment processes of volunteers in line with legal frameworks and internal policies of the prison 	<p>S/he can:</p> <ul style="list-style-type: none"> -identify where volunteers may need additional support and make this available -overview the entire volunteer activity in the prison based on information collected constantly -ensure that all needed resources are available as planned by communicating with volunteers and all relevant actors within the prison -manage the process of monitoring and evaluation activity in order to provide input for reporting purposes and as part of the general evaluation process of the prison -use evaluation findings to improve volunteering performance within the prison 	<p>S/he demonstrates an attitude of:</p> <ul style="list-style-type: none"> -encouraging and supporting volunteers to take ownership of their activity and suggesting ways of appropriate interaction according to their needs, abilities and potential -creating a supportive environment in which difficulties are seen opportunities for learning and improvement - ensuring that all volunteers receive guidance materials governing their volunteering activity -keeping everyone informed on the progress of volunteering activities within the prison

<ul style="list-style-type: none"> -all necessary approvals from the leadership of the prison for the activities/partnerships proposed by volunteers -applicable rules and regulations for involving volunteers in the prison context 	<ul style="list-style-type: none"> -ensure all prison staff is aware of the presence of volunteers, accepts their presence and acknowledges their contribution accordingly -identify partners that can support the activities volunteers do in prison -involve volunteers in identifying potential partners -engage volunteers to propose activities involving other stakeholders 	<ul style="list-style-type: none"> - ensuring access of the volunteers to all collected data during the evaluation process -facilitating dialogue between volunteers and the prison/stakeholders/beneficiaries -promoting the identification of volunteering needs -promoting the respect for diversity
<p>Criteria for assessment</p> <p>The volunteer recruitment, training, evaluation and design of volunteering activities are adequately handled by prison volunteer manager.</p>	<p>Assessment indicators</p> <ul style="list-style-type: none"> -Role descriptions of volunteers are defined in a way that is open to volunteers with diverse needs, backgrounds, abilities and preferences -Learning and development dimensions of volunteering are identified when defining the role descriptions for volunteers -Fair, clear, transparent criteria for assessing the suitability of potential volunteers are defined -Structure, timeframe, methods and contents for volunteers training are adequately designed -Characteristics of adequate professional environments needed to enable the tasks of volunteers are correctly identified -The need of adequate space and necessary resources to enable the activities of volunteers is properly argued -A supportive chain of communication between the volunteers and prison staff is facilitated -The tasks of volunteers are coordinated according to the applicable rules and regulations of the prison 	
<p>Unit of competence 3. Management and promoting health and safety in detention settings for the volunteering activities</p>		
<p>Elements of competence:</p>		

<p>3.1 Identify and refer to responsible parties the health risks and safety risks of volunteers within the prison</p> <p>3.2 Promote public health awareness, preventive measures and the impact of illness, disease and pandemic on volunteering activities within the prison</p> <p>3.3 Promote mental health awareness in prison (including impact of isolation or pandemic-related restrictions)</p>		
<p>Descriptors of competence</p>		
<p>S/he has knowledge of:</p> <ul style="list-style-type: none"> -legal and organizational rules regarding health and safety risks for volunteers - need of protection of vulnerable groups (pregnant women, older Volunteers, those with pre-existing conditions at risk) -mental health issues in prison and how to recognize them -the impact of isolation measures on mental health 	<p>S/he can:</p> <ul style="list-style-type: none"> -develop procedures and tools and use them constantly in order to identify and refer the health and safety risks of volunteers -instruct volunteers on potential digital, physical or emotional threats and applicable preventative measure in the prison -provide adequate care and support for mental health issues in prison (volunteers, prisoners, prison staff) 	<p>S/he demonstrates and attitude of:</p> <ul style="list-style-type: none"> -promoting changes and additional safety measure if and when necessary -promoting infectious diseases preventive measures (social/physical distancing, regular cleaning of the hands, use of hand sanitisers, wearing of personal protective equipment, verbal screening and temperature check protocols) -encouraging to reinforce healthy hygiene practices
<p>Criteria for assessment</p> <p>Health and safety risks are appropriately identified and promoted by the prison volunteering manager</p>	<p>Assessment indicators</p> <ul style="list-style-type: none"> -Applicable rules and regulations for the health and safety risks of volunteers are appropriately identified -Manage the daily tasks of volunteers considering health and safety risks appropriately -A safe and healthy interaction environment for volunteers is being promoted 	
<p>Unit of competence 4. Volunteering strategies and policies in the prison context</p>		
<p>Elements of competence:</p> <p>4.1 Developing or implementing (according with the context) prison's volunteering strategy</p> <p>4.2 Develop operational and implementation plans for the volunteering activity of the prison</p> <p>4.3 Develop or adjust the volunteering policy (rules and regulations for volunteer involvement)</p>		

Descriptors of competence		
<p>S/he has knowledge of:</p> <ul style="list-style-type: none"> -specific volunteer legislation to correctional settings - national / regional / local policies and programmes relating to volunteering -how to develop specific, measurable and time bound objectives -appropriate methods and tools that will lead to the achievement of volunteering objectives -how to set concrete indicators for measuring the contribution of volunteers to the strategic goals of the prison 	<p>S/he can:</p> <ul style="list-style-type: none"> - manage in juxtaposition corrections regulations and volunteering standards -connect to international, European and national practices, recommendations and regulations of volunteering in corrections -takes into consideration identified needs and trends in the local community concerning the corrections into own strategic plans for engaging and attracting volunteers - identify team objectives to be consistent with strategic plan, taking into consideration specific aspects of corrections context and needs that can be addresses by volunteers -understand how and if the general volunteering related policies and programmes impact one’s tasks in the correctional settings; 	<p>S/he demonstrates an attitude of:</p> <ul style="list-style-type: none"> -adapting one’s current practice in accordance with national / regional / local policies and programmes relating to volunteering -ensuring coherence of approach for volunteering within the general prison’s development strategy -adjusts volunteering activities/processes based on knowledge, needs and constraints of correctional related policies and programmes with focus on risk-assessment -constantly providing support to all the parties involved in order to ensure compliance with existing laws and regulations
<p>Criteria for assessment</p> <p>Volunteering strategies and policies of the prison are appropriately developed, implemented and adapted by the prison volunteering manager</p>	<p>Assessment indicators</p> <ul style="list-style-type: none"> -Laws and regulations at various levels that may affect the prison’s interaction with volunteers are appropriately identified - Implications of these rules and regulations are adequately for the prison are correctly described - The volunteering policy of the prison is adapted according to existing rules and regulations for volunteering activity 	
TRANSVERSAL COMPETENCES		

Unit of competence 5. Digital readiness		
Elements of competences: 5.1. Stimulate volunteers to acquire digital skills 5.2. Create Volunteers' awareness to respond to the new digital era 5.3. Improve digital communication and information between CJS volunteering Managers, volunteers and other key-stakeholders 5.4. Promote the volunteers' role in guiding prisoners to use digital services		
Descriptors of competence		
S/he has knowledge of: -digitized workflows that are enabled by software and technology -culture, process and technology as main components of digital readiness -methods and instruments to assess the volunteers needs in developing digital skills -models and tools for assessing the digital readiness of the prison -operation with digital and information communication channels within the prison	S/he can: -manage data, information and digital content related to the volunteering activities of the prison -use digital tools and technologies for volunteering processes, and for co-construction and co-creation of resources and knowledge -assess needs and identify, evaluate, select and use digital tools and possible technological responses to solve them -adjust and customise digital environments to specific needs of the prison volunteering programmes and activities	S/he demonstrates and attitude of: -understanding where volunteer's digital competence needs to be improved or updated -supporting volunteers with their digital competence development -seeking opportunities for self-development and to keep up-to-date with the digital evolution -enabling volunteers in promoting digital services to prisoners
Criteria for assessment Digital readiness is consistently promoted by the prison volunteering manager, by helping volunteers to acquire digital skills, establish digital communication channels and enhance the use of prison's digital services	Assessment indicators -Appropriate strategies are put in place to support volunteers in acquiring digital skills -Communication and information through digital means is adequately promoted at prison level -Digital services and resources of the prison are consistently used and promoted -Volunteers are empowered to become aware of the need to respond to the digital era	
Unit of competence 6. Communication		
Elements of competence:		

6.1. Strategic communications 6.2. Media relations 6.3. Social media and monitoring 6.4. Written communications content		
Descriptors of competences		
S/he has knowledge of: -relevant communications channels for situational context -how to identify, prepare and support operational spokespeople for media interviews, when appropriate - how to handle media interviews confidently, articulately and professionally -social media platforms and its audiences to guide the production of communications - social media guidelines and principles of the organization - media landscape at national, regional and local level - narrative and content writing techniques	S/he can: -produce and articulate clear and concise messages in interviews, communications materials and products -input into and implement communications strategy -identify and coordinate communications capacity and resources in country to maximize communications impact -gather and develops relevant and compelling content and materials targeted to media audience -coordinate content gathering and development that is tailored and targeted to different audiences across the social media platforms -plan and guide editorial and content narrative for social media platforms -gathers and develop timely written materials from the field that are guided by the editorial strategy, and targeted to different audiences and communications channels	S/he demonstrates an attitude of: -managing sensitive information discreetly and professionally -developing, managing the implementation of, monitoring and adapting communications strategies in a complex and fast changing environment -responding to media requests in an appropriate and timely manner -advising communication and operations colleagues on social media related issues -ensuring information is ethical, validated and approved as needed
Criteria for assessment	Assessment indicators	
	-Adjusts communication style, content and tone to suit the audience	

<p>Effectively conveys and shares information and ideas with others, listening carefully, clarifying understanding and taking into consideration different viewpoints.</p>	<ul style="list-style-type: none"> -Process and filter diverse information appropriately -Disseminates information appropriately and in a timely manner -Seeks and encourages two-way communication -Shares relevant information with others -Uses communication channels, tools and options effectively 	
<p>Unit of competence 7. Teamwork</p>		
<p>Elements of competence:</p> <p>7.1. Fosters a sense of team spirit by developing a shared understanding, accountability and enthusiasm for the team’s activities</p> <p>7.2. Demonstrates care and concern for other team members, proactively offering support</p> <p>7.3. Interacts collaboratively with others by seeking to understand and make best use of team members’ diverse ideas, working styles, skills and backgrounds</p> <p>7.4. Encourages and shows appreciation for other team members’ contributions</p> <p>7.5. Coordinates and guides the tasks of others by providing clear direction and feedback</p>		
<p style="text-align: center;">Descriptors of competence</p>		
<p>S/he has knowledge of:</p> <ul style="list-style-type: none"> -how to maintain and/or enhance self-esteem of others in all communications with team members -recognise and manage the individual social styles of the team members -team learning behaviour and team effectiveness -team processes and development -organisational roles of other team members -organisational goals, strategies and policies 	<p>S/he can:</p> <ul style="list-style-type: none"> -operates well in teams comprising members of one’s own unit or discipline -can share all relevant information and passes on additional information that may be important to other team members -remain flexible and work with a wide variety of different people on different tasks -support and contribute to the efforts of other team members 	<p>She/he demonstrates an attitude of:</p> <ul style="list-style-type: none"> -supporting teams who provide information and contributions deemed to be important by oneself -providing team members with information when requested or as the need arises -creating a team spirit by speaking positively of others

	-be relied upon to make contributions of value to the team	-encouraging other team members to participate and facilitates when appropriate
Criteria for assessment Works effectively with and supports colleagues, fostering a positive and collaborative environment.	Assessment indicators	
	-Builds trust-based relationships within and across the organisation and with other stakeholders -Builds consensus with others to achieve common goals. -Always shows respect and consideration for others. -Solicits input by valuing others' ideas and expertise. -Works proactively with others to identify solutions to issues.	
Unit of competence 8. Conflict solving		
Elements of competence: 8.1. Recognizes the potential for conflicts, confrontation and disagreement. 8.2. Resolves conflicts, confrontations and disagreements in a constructive manner. 8.3. Addresses formal and informal complaints and resolves them to mutual satisfaction. 8.4. Resolves problems and conflicts with employees, customers and stakeholders. 8.5. Assumes responsibility for own actions and the consequences for actions undertaken and decisions made. 8.6. Maintains positive, productive working relationships despite differing/conflicting situations and personalities.		
Descriptors of competence		
S/he has knowledge of: -characteristics of conflict and how it manifests itself into interprofessional and organizational contexts - psycho-physiological and behavioral aspects of conflict - cross-cultural considerations in dealing with conflict -basic motivational theories	S/he can: -assess and manage interpersonal conflict in the professional realm - facilitate understanding and prevent conflict -understand the use of both open and closed questions	S/he demonstrates an attitude of: -respect of all participating parties, -professional accountability -freedom from bias (objectivity) -tolerance of different people and perspectives

<ul style="list-style-type: none"> -basic theories of individual and organizational power dynamics, i.e., the imbalance of power and impact on parties. -personality and conflict management styles, strengths and challenges. -differences between the roles, responsibilities, process and expected outcomes of mediation, arbitration and negotiation. 	<ul style="list-style-type: none"> -demonstrate and identify different courses of action and analyzing the consequences of each -identify the elements of a sustainable agreement 	<ul style="list-style-type: none"> -importance of honesty (long term personal credibility and trust) -not using self-defensiveness as a tactic in negotiation -holding confidence (confidentiality) -not personalising the process
<p>Criteria for assessment</p> <p>Understand the dynamics of human negotiation among conflicting interest groups and how to achieve mutual agreement</p>	<p>Assessment indicators</p> <ul style="list-style-type: none"> - Demonstrate the following collaborative problem-solving skills: active listening; formulate and express desired outcomes, identify underlying interests, develop and analyze options - Demonstrate knowledge of ethics of collaborative conflict resolution including: neutrality, confidentiality, objectivity, respect for differences, honesty 	
<p>Unit of competence 9. Resilience</p>		
<p>Elements of competence:</p> <ul style="list-style-type: none"> 9.1 Critical thinking 9.2 Self awareness 9.3 Adaptability 9.4 Reflective learning 9.5 Collaboration 		
<p>Descriptors of competence</p>		
<p>S/he has knowledge of:</p> <ul style="list-style-type: none"> -strategies needed to determine what learning is 	<p>S/he can:</p>	<p>S/he demonstrates an attitude of:</p>

<p>needed to move forward</p> <ul style="list-style-type: none"> -how to identify potential barriers to self-awareness - alternative solutions for adaptability, including effective use of technology -how to identify current resources and evaluate the gaps in needed resources - how to proposes alternative options and strategies using analysis and evaluation -effective tools to foster communication and teamwork 	<ul style="list-style-type: none"> - accept changes in occupational situations and continue to work at a high level of performance - make rational decisions, even when faced with complications or difficulties - remain focused when given certain tasks, particularly those that may be considered uninteresting - work autonomously without the need of guidance or relying on others to complete a task - adapt easily to new situations -acknowledge when change is needed and take proper actions -prioritise group goals while recognizing individual interests 	<ul style="list-style-type: none"> - confidence and capability when undertaking a task, whether it require teamwork or individual attention - looking upon difficulties with hope - promoting a greater level of persistence during challenging tasks or circumstances - willingness to work hard and to offer additional efforts when required - persevering with various efforts in order to achieve career success - taking criticisms and improving upon them in order to create a positive outcome
<p>Criteria for assessment</p> <p>Persistent development and application of knowledge, skills and resources that effectively help one adapt to change and overcome adversity.</p>	<p>Assessment indicators</p> <ul style="list-style-type: none"> - Purposeful use of reasoning to identify strengths and weaknesses of alternative approaches in adverse situations - Successful adjustment to a variety of positive and negative conditions and circumstances - Clear understanding of one’s qualities, characteristics, strengths and weaknesses, and how they impact one’s self and others - Integration of prior and current learning to new situations - Works with others to achieve a goal 	

6. Further reading

What does a competencies profile mean?

[What Are Competency Profiles? \(thecompetencygroup.com\)](https://www.thecompetencygroup.com)

[Competency Ice-Berg Model - Meaning and its Components \(managementstudyguide.com\)](https://www.managementstudyguide.com)

[What is a Competency Model? Its Examples and Benefits \(valamis.com\)](https://www.valamis.com)

Why are competencies profiles used?

[Competency profiling \(consultseven.com\)](https://www.consultseven.com)

[Competency Management at its Most Competent \(ddiworld.com\)](https://www.ddiworld.com)

How to construct a competencies profile

[How to Build a Competency Profile \(atmanco.com\)](https://www.atmanco.com)

Competencies profile for managers of volunteers

[Competencies wheel – Volunteering NZ \(volunteeringnz.org.nz\)](https://www.volunteeringnz.org.nz)

[Competencies for managers of volunteers – Volunteering NZ \(volunteeringnz.org.nz\)](https://www.volunteeringnz.org.nz)

[Volunteer Management Competencies: Overview \(maine.edu\)](https://www.maine.edu)

Volunteering concepts and eco-systems

[Towards a typology of volunteering as unpaid work final.docx \(bris.ac.uk\)](#)

[An evaluation of the impact of volunteerism within the Prison Education Project \(cpp.edu\)](#)

Community engagement in prisons

[Citizens Inside: a guide to creating active participation in prisons.pdf \(prisonerseducation.org.uk\)](#)

[Building voluntary and community sector involvement in offender management \(publishing.service.gov.uk\)](#)

[Volunteering and achieving change in the criminal justice system.pdf \(prisonreformtrust.org.uk\)](#)

Lifelong learning in prison

[Prison Education in Erasmus+ 2014-2019 Analysis \(epea.org\)](#)

[The right competencies to improve prison education | EPALE \(europa.eu\)](#)

[An autoethnographic account of a volunteer educator in the American prison system \(asu.edu\)](#)

[Higher Education in Prison | Critical Education \(ubc.ca\)](#)

[European Prison Observatory - Interesting initiatives.pdf \(ub.edu\)](#)

Volunteering in prison

[European Recommendations - Volunteering in Prison – \(europaforum-kriminalpolitik.org\)](#)

[Volunteering in the Criminal Justice System - Design and Delivery \(aproximar.pt\)](#)

[The role and value of volunteers in the criminal justice system \(aproximar.pt\)](#)

[Our work in prisons | How we can help | Samaritans](#)

[Can You Volunteer in A Prison? - Prison Insight](#)

[Volunteering | Department of Justice and Community Safety \(Australia\)](#)

Training to be a volunteer

[Volunteer Training Program - 7 Key Elements | VolunteerHub](#)

Moral/ethical guidelines for volunteering in prisons

[European code of ethics for prison staff - speech \(prisonstudies.org\)](#)

[Competency and qualities framework for the prison service \(justice.gov.uk\)](#)

How to manage volunteers

[The complete volunteer management handbook \(dsc.org.uk\)](#)

[Volunteer management beyond prescribed best practice: a case study of Portuguese non-profits | Emerald Insight](#)

[Effective Volunteer Engagement for Sustainability and Growth - ProQuest](#)

[Volunteer Management 101: 5 Keys to Total Volunteer Success - Top Nonprofits](#)

7.

Volpris.EU

Volpris.Eu – Prisons Managing in EU

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