



Corporate Volunteering as a Tool for Connecting Business and Education Worlds

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Methodological guide for companies



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INTRODUCTION

“CV PLUS – Corporate Volunteering as a Tool for Connecting Business and Education Worlds” is a European project aiming at creating a bridge between the education and business worlds through Corporate Volunteering initiatives and illustrating relevant benefits both for educational centres and companies they provide. The project is implemented by a consortium of partners from different European countries: CEBEK (Spain), INVESLAN (Spain), COOSS (Italy), KCZIA (Poland), LEARNMERA OY (Finland), HANSE-PARLAMENT (Germany), VOKA KAMER (Belgium).

This **Methodological Guide for Companies** aims at showing companies the CSR-background of Corporate Volunteering (CV) and its clear benefits for the local community and in particular also for the respective company. It shows that the implementation of a simple activity can be a small step with a strong effect.

The Guide introduces the concepts of Corporate Social Responsibility (CSR) and the Corporate Volunteering as expression of CSR itself; then, it shows the benefits deriving from the involvement of companies in CV initiatives and in particular from the cooperation with schools and educational centres.

The handbook will guide the managers and owners through the methods about how to involve volunteer employees (profile, motivation, rights and duties, basic competences of the volunteer, key competences that employees improve through volunteering activities, etc), describing how to use the tools available.

The emphasis lies on activities in educational institutions that have a strong demand and willingness to cooperate in this area with their local businesses. After explaining the concept, the possible positive impacts on companies are highlighted, before a pathway for the concrete implementation of a CV-measure is outlined, guiding the reader.

The CV PLUS team strongly believes that corporate volunteering, being a joint cooperation between business partners and schools (or other educational centres), can be an innovative instrument of development of all who take part in it. We are pleased to offer this particular Guide to support companies’ managers and corporate volunteers in collaboration with educational centres.

CHAPTER 1

CORPORATE SOCIAL RESPONSIBILITY (CSR)



Since the late 1980ies it became more and more important for companies not to be only profitable in the traditional economic sense, but more than that, also take over moral, acting ethical¹ and responsible as a corporation. The Corporate Social Responsibility (CSR) movement is on the rise ever since. This is not only based on inner beliefs of the cooperation, but also reflects the demands of the increased confident consumers. In the increasingly globalized and connected world, it became clear that also firms do not operate in a vacuum, but the relationship to the society and environment in which they operate is a critical factor in their ability to continue effectively.

CSR – Corporate Social Responsibility is understood and treated as “responsible company management”. According to the definition of the European Commission the CSR is “a concept which serves as a basis for the enterprises to integrate on the voluntary

¹ Carrol, 1991, The Pyramid of Corporate Social Responsibility

basis social requirements and environmental requirements in their company activity and in the interrelations with the stakeholders². In other words CSR is the economic, social and ecological responsibility in all the areas of the company activity – be it the direct social environment, the employees, customers or trade routes. Thus CSR is a core enterprise concept which integrates all the sustainability dimensions with measures which are, on the one hand, strategically planned and implemented and, on the other hand, should imply certain long-term nature and also regularity.

While in the starting years CSR was maybe sometimes seen as a drain on resources, the opposite is true and carefully implemented CSR actually pays off in many ways³, such as helping to gain new businesses, increase the firm’s reputation or customer retention, or save money on energy and operating costs while living up to higher environmental standards.

A responsible company management can be specified in four main activity fields. The following chart provides an overview⁴:

Market	Environment	Workplace	Community
<ul style="list-style-type: none"> - Product quality - Product information - Consumer protection - Suppliers and purchasing - Fair dealing with business partners 	<ul style="list-style-type: none"> - Climate protection - Resource consumption - Energy saving and renewable energies - Environmental burden at the site - Environmental consciousness of employees 	<ul style="list-style-type: none"> - Compatibility of family and profession - Further training & qualification - Equal opportunities & diversity - Working safety - Employee participation 	<ul style="list-style-type: none"> - Company donations - Sponsoring - Award of contract to social organizations - Foundations - Voluntary engagement of management and employees (so called Corporate Volunteering)
Economy	Ecology	Sociology	

² European Commission, 2001, <http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0681:FIN:DE:PDF> p. 4.

³ Burke, 1996, How corporate social responsibility pays off

⁴ Dresewski, 2007, Responsible Corporate Management. Corporate Social Responsibility (CSR) in medium-sized companies

These activity fields reflect the *CSR principles*: accountability, transparency, ethical behaviour, respect for the interests of stakeholders and consumers, respect for the rule of law, respect for the international standards for conduct, respect for human rights as the basis and the precondition for a contention with social responsibility. There are further internationally acknowledged CSR principles and guidelines which companies can orientate at. While the first CSR initiatives were based on doing well to the local community or environment and increasing profits was not the driving force, today a solid CSR strategy is part of a sound marketing strategy⁵.

In most countries, in particular in Europe, there are laws that have been adopted based on CSR ideas, but there is actually no law demanding a company as such to be a CSR company. This makes sense, since CSR refers to companies voluntarily going beyond what the law requires to achieve social and environmental objectives during the course of their daily business activities. The level of political support is very different in the member states, as a recently study by the European Commission indicated. However, politically, CSR is high on the agenda of the European Union⁶. It has been supported since 2000 and in October 2011 the Commission launched a new Communication on a Renewed EU Strategy 2011 – 2014 for CSR that stresses Corporate Social Responsibility as “the responsibility of enterprises for their impacts on society”. In this context also concrete measures have been taken, for example new public procurement rules that consider the CSR level. On national level, there are no laws hindering Corporate Volunteering (CV) programs, but rather initiatives exist for laws to promote the idea of CV, i.e. in the UK in 2015 an initiative was discussed, that every company with more than 250 employees should make three working days available for employees to participate in such programs⁷.

The recently actualized OECD principle for enterprises provides a good direction, summarizing the ten principles of the “Global Compact” of the United Nations (the ISO norm 26000:2010⁸). This OECD principle is to be understood as a code of conduct according to the determined norms and standards related to the social responsibility at the

⁵ Bhattacharya, 2016, Responsible Marketing: Doing Well by Doing Good. *GfK Marketing Intelligence Review*, 8(1), pp. 8-17

⁶ European Commission, 2014, Corporate Social Responsibility. National Public Policies in the European Union Compendium 2014

⁷ <http://www.bitc.org.uk/blog/post/volunteering-brings-benefits-business-and-employees>

⁸ <http://www.iso.org/iso/home/standards/iso26000.htm>

enterprises. This core number of international acknowledged principles and guidelines stand for further developing and recently revalued global CSR framework⁹. Even though it is an ISO; it cannot be certified unlike many other ISO standards and is considered more of a list of recommendation than requirements.

⁹ http://www.26k-estimation.com/html/english_sme_user_guide.html#a-SME-guide-English

CHAPTER 2

CORPORATE VOLUNTEERING

AS A PART OF CSR



One tool, to express the CSR commitment and really make a change is *Employee Volunteering*, which has been gaining greater importance with many companies in the last years. The definition of Corporate Volunteering (CV) is not set in stone. It might have different connotations from country to country, but mostly the term of volunteering is understood as

“An activity with no financial gains undertaken freely and without compulsion for the benefits of others¹⁰”.

¹⁰ Compare: CVE Handbook: *How to Involve the Corporate Volunteers into the School Life?* <http://www.cve-project.eu/index.php/en/aims-and-objectives>, p. 5.

On the basis of volunteering, the idea of **Corporate Volunteering** arose. “Corporate Volunteering occurs when employees of a company are involved in voluntary activities for the benefits of individuals or organizations outside of their company. The company supports the employee in these voluntary activities according to its corporate culture, for example enables him/her to volunteer during working hours, provides with material, logistics and/or financial assistance”¹¹. CV is widely known also as **Employee Volunteering**.

The Corporate Volunteering, or Employee Volunteering, is a part of the above mentioned Corporate Social Responsibility (CSR) strategy of a company, “being an approach aiming to take responsibility for the company's actions and try to influence positively through its activities the environment, consumers, employees, communities, stakeholders and all other members of the society”¹².

Parties usually involved in CV activities are:

- **The volunteers** - most often they are the employees of the company, including the managers, sometimes also the employers (owners or managers of the firms). If the volunteers perform the activities in a group, they have a team leader, who might be also a contact person,
- **The promoter** - the above mentioned company (the employer in a broad sense), who most often is the sponsor of the activity and supports in different ways the volunteers in their CV activities,
- **The institutional beneficiary** - the organization/institution which receives the support from the corporate volunteers. It can be a non-governmental organization (e.g. a foundation, an association, or other types) or a public institution (e.g. a hospital or a school). Also the institutional beneficiary should appoint a contact person responsible for coordinating the cooperation with corporate volunteers, linking them with the institution and supporting them with information, etc.,

¹¹ Ibid., Compare: Muthuri, Moon, Matten, 2006, Employee Volunteering and the Creation of Social Capital

¹² CVE Handbook, op. cit. Compare: Muthuri, Moon, Matten, op. cit.

- **The individual beneficiary(ies)** – the person or group of people who receive (directly or indirectly) the support from the corporate volunteers. In case of the cooperation with schools, they can be: students, teachers, principals, parents, the community, etc.

The concept of CV comprises diverse activities that are based on common grounds¹³:

- In the activity there are directly involved the company's employees (or other representatives) as volunteers,
- The volunteers undertake the activities with free will, they are not forced or obliged to get involved in the corporate volunteering. They can be only encouraged by the boss, but the decision is on them,
- The activities under the CV must be in any way supported/facilitated by the company (employer). The personal involvement in volunteering services by an employee of the company in his/her free time and without the support of the employer is volunteering, but not CV,
- Although the volunteers are not rewarded for the work they do in the framework of volunteering activities, in some volunteering programs when they perform the volunteering activities in the working hours, they receive regular remuneration as if they performed their normal work tasks.

2.1. Corporate Volunteering - huge potential of SMEs

CSR and CV measures are usually implemented by major companies. Indeed, about 90 percent of the US Fortune 500 companies run Employee Volunteering programs, formally sponsoring and subsidizing employees' efforts to perform community service and outreach activities on company time¹⁴. CSR activities are broadly accepted as part of the

¹³ CSR Info and Bank Zachodni WBK, 2014, Wolontariat kompetencyjny. Od pomysłu do sukcesu. Przewodnik po wolontariacie pracowniczym

¹⁴ Bocalandro, 2009, Mapping success in employee volunteering

major companies' responsibilities¹⁵. However, CV is in particular interesting for small and medium-sized enterprises (SMEs).

Enterprises with less than 250 employees and equal to or less than either €50 million turnover or €43 million balance sheet total are considered as SMEs¹⁶. These companies are not only the backbone and driving force of the social and economic development in Europe¹⁷, but actually the vast majority shows a huge untapped potential for Corporate Volunteering. Over 99% of all enterprises in the Baltic Sea Region (BSR) are SMEs which provide up to 70% of all jobs. Between 2002 and 2010 about 85% of net new jobs were created by small and medium sized enterprises¹⁸.

The small, local companies are closer connected with their regional community which makes social activities especially rewarding for both sides. In that sense, SMEs are the ideal ambassadors of CV programs. It might not be interesting for the micro companies that have only 1 or 2 employees and can hardly afford a day of work, but for the small and medium-sized companies having between 20 - 250 employees it is surely worth it.

¹⁵ Matten, Crane and Chapple, 2003, Behind the mask: Revealing the true face of corporate citizenship

¹⁶ European Commission, 2011, Report to the Council

¹⁷ Wymenga and Spanikova, 2011, Annual Report on EU SMEs

¹⁸ de Kok, Vroonhof et al, 2011, Do SMEs create more and better jobs?

CHAPTER 3

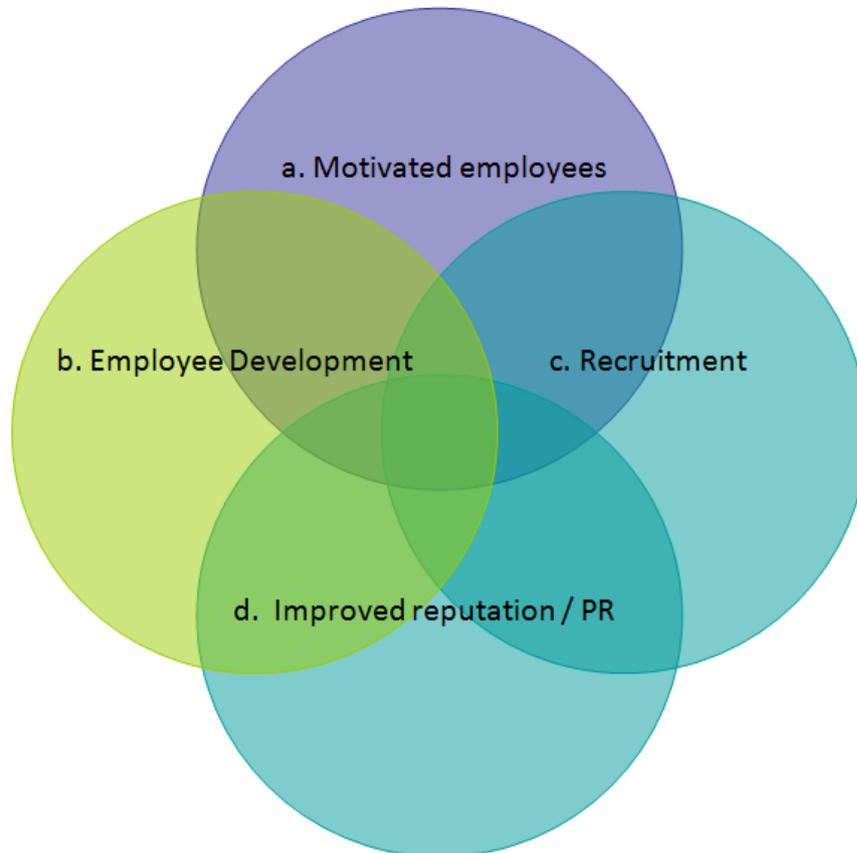
BENEFITS OF CORPORATE VOLUNTEERING FOR COMPANIES



There is no downside to Corporate Volunteering (CV). It has a positive effect on the volunteer and the company. There are numerous benefits of CV programs for any participating institution or organisations, including non-profit organisations¹⁹, but also and in particular for private businesses.

The business case for Employee Volunteering is overwhelming and a number of studies have shown a wide range of benefits. This included four main areas that are strongly interconnected:

¹⁹ Samuel et al, 2013; Corporate volunteering: Benefits and challenges for nonprofits



a. Motivated employees

The research from Do Paco and Nave shows, that the volunteers' experience is satisfactory in all aspects, and is related to feelings of happiness²⁰. Naturally happy employees are more motivated and one of the greatest assets to any company. Staff will have a greater satisfaction, higher morale, and – as a result – greater productivity and profitability. CV programs will support the internal identification with company's ethics and values. A recent report stressed out, that a higher level of employee engagement resulted in a jump of profitability by 16%, general productivity was 18% higher than other companies, customer loyalty was 12% higher, and quality increased by 60%²¹. A research from 2014 on "CSR Employee Engagement" backs this up and found that when employees are highly motivated and engaged, they put in "57 percent more effort on the

²⁰ Do Paco, Nave, 2013, Corporate Volunteering: A case study centred on the motivations, satisfaction and happiness of company employees

²¹ Jarvis, 2011, The Business Benefits of Corporate Volunteering

job and are 87 percent less likely to resign” than employees who are considered to be disengaged²².

Happy employees are also healthier employees. A study from 2013 showed, that 78% of employees said volunteering helps lower their stress levels 4, 76% said volunteering makes them feel healthier²³. It goes without saying that healthy employees are beneficial for any employer.

b. Employee Development

Besides being more engaged at the daily work, employees contributing to a CV programme will learn new skills that might be not part of the routine and when volunteering in teams can enhance their team building capacities. CV can be a real learning exchange: they do not only share and transfer their skills to other collectives, but above all they strengthen their soft skills like: leading, communication, influencing, project management and implementation. A recent study showed, that when employees had positive learning experiences from CV, their participation in volunteer programs did not distract from job performance, whereas when employees did not learn much from CV, their CV harmed job performance at work²⁴. In this context, it is important to find the right match and make the programme also challenging and interesting for the benefit of employees.

Many professionals agree that volunteering is helpful to developing leadership skills. Employees can also gain skills in communication and problem solving while simultaneously learning to be a team player. Creating a volunteer team is also a great way of building inter-departmental relationships across a medium-sized or larger companies. A well-planned CV team might involve members from very different departments of the firm. Staff should be brought out of their departmental silos and ivory towers so that the manager or owner might work together with the receptionist or somebody from

²² <http://www.pwc.com/us/en/about-us/corporate-responsibility/assets/pwc-employee-engagement.pdf>

²³ <http://www.unitedhealthgroup.com/~media/UHG/PDF/2013/UNH-Health-Volunteering-Study.ashx?la=en>

²⁴ Hu, 2016, The motivational antecedents and performance consequences of corporate volunteering: When do employees volunteer and when does volunteering help versus harm work performance?

manufacturing for a few days. In this way, a CV programme will forge stronger bonds and a sense of camaraderie amongst colleagues, hopefully resulting in stronger relationships when they return to their day jobs.

c. Recruitment

One of the biggest obstacles for companies that want to grow is the pure lack of skilled workforce. A survey among more than 600 stakeholders like SME associations, business chambers and universities conducted in 2013 revealed that the missing workforce is the major hindrance²⁵. While unemployment was seen as one of the biggest challenges for the European economy only ten years ago, today the lack of skilled work force is taking a prominent role. Even though many countries still have a high or even rising unemployment, in all European countries the number of job vacancies is rising dramatically. There are not enough talents and the competition to hire them is increasing.

A recent study revealed that nearly 75% of employees say their job is more fulfilling when they are provided with opportunities to make a positive impact at work; 51% won't work for a company that doesn't have a strong commitment to having a positive social and environmental impact²⁶. Almost any country in Europe is having problems to find employees and the competition for best talents is increasing. Having rewarding CV programs can make the difference and being an attractive employer.

This holds especially true for the new generation, the so called Millennials. Previous competitive wages and benefits were basically the only variables potential employees were interested in, but this has changed: Already in the beginning of the century, in 2004, a study by the Stanford Graduate School of Business indicated, that the top graduates of management studies are willing to sacrifice an average of 14.4 percent of their expected salaries to work at socially responsible companies²⁷. This increased, today's generation pays much more attention to their working environment than before.

²⁵ www.bsr-innovation.eu

²⁶ <http://www.conecomm.com/research-blog/2016-employee-engagement-study>

²⁷ <http://www.gsb.stanford.edu/insights/mba-graduates-want-work-caring-ethical-employers>

Also the actual CV measure can be a great tool to attract future employees. CV is an opportunity for companies to share skills with future work force and attract, retain and motivate the best job talents and more aware customers. For example, if employees visit a local school for a couple of days to give lecture about the business world and provide a positive image of their company, this will stay in the students minds.

d. Improved corporate reputation / PR

Successful CV programs can have a great impact on the reputation of the company, be it a local SME in the neighbourhood that is known for its social activities or a global industry. It is a great tool to do something good while increasing the good will. A well-established and skilfully-promoted corporate volunteer program can surely raise a company's visibility in their community. CV is nothing less than a very visible commitment to local communities. Naturally, these communities are made up of current and potential customers, suppliers and employees. To build a strong relationships with these regional stakeholders will very likely result into clear benefits in the form of stronger supply chains, access to a wider pool of talent and – last but not least consumer engagement, reflected in higher sales of products or services.

CHAPTER 4

CORPORATE VOLUNTEERING IN EDUCATION



The companies – employers and employees - are within the stakeholders of the schools (educational centres), and especially the local firms are the “neighbours” of the schools. Many European countries’ educational policies require from schools to cooperate with the organizations from their local environment, including the companies. It is also natural and in most of the countries there are embedded fine practices of the collaboration. However, many schools have lots to improve in this matter. Corporate Volunteering (CV) might be a good solution.

CV can take many forms – the boundary is the imagination of the parties of the cooperation and the resources. That is why, many needs of the schools (educational

centres) can be satisfied with the actions undertaken by corporate volunteers, if only the partner is well selected and the project is well done by both parties.

Many of the CV activities contribute to better transition of the students from the schools to the world of work. They are the means to reduce the gap between the competences demanded by the labour market and those of the young people searching for a job opportunity. When the students (and teachers) have the opportunity to work directly with the practitioners, they develop their vocational and soft skills. For example, in some countries schools count on professionals from the business world that collaborate in the delivery of certain curricular topics, offering the students a better perspective and contributing to a great extent that young people see the link between education and their future professional options. In many countries, business creation simulation exercises are carried out, supported by professionals from the enterprise world allowing working on entrepreneurial attitudes and competencies. Joint work with companies provides a new perspective for the students and teachers as it can help them go into detail about certain knowledge and theoretical aspects through the business reality view. Many of the projects are connected with the donations of equipment, renovations or social and/or ecological actions, so they target various needs of the schools (educational centres).

The companies want such cooperation! CV is not only a fashion of last years, but in fact it brings companies many benefits, see the chapter above. Both schools (educational centres) and business improve thanks to the cooperation.

4.1. Examples of cooperation

The CV activities may include: mentoring and coaching, training and knowledge transfer schemes, workplace learning and training, community service, team building projects and conference dedicated to volunteering, and many other. Below you can find some examples of CV activities matched with the types of educational institutions. We hope they will inspire you.

Pre-schools and primary schools

There are projects aimed at supporting the certain curricular skills of children. A foundation established by a Polish company supports three primary schools by organizing and donating extra classes of English language (individual and group) for the children from disadvantaged families. In Germany there is a local and successful project - once a week, voluntary employees spend their lunch hour to go to schools and help kids (especially with reading problems or from family with a challenged social background) learning to read/write/homework.

Corporate volunteers teach also different life skills. There are programs for children aged 5-9 on how to safely deal with electric current. Other programs developed skills and values associated with the use of money (effort, solidarity, savings) through participatory workshops that encourage reflection and dialogue in the classroom. Deutsche Telekom projects involve theatre, environment, cooking, or workshops on how to handle money responsibly to teach children and young people the abilities they need for a bright future as extracurricular programs. In particular, the projects encourage 9 to 14-year-olds from disadvantaged backgrounds to discover and expand their individual abilities – gaining key competencies such as communication, teamwork, dealing with conflict and self-organization – to develop both personal and career perspectives.

In Poland, Orange Foundation links the employees-volunteers from Orange company with schools of different levels (primary and secondary). The overall objective is educating children and young people about safety in the Internet through several programs, which provide students, teachers and parents with publications, interactive tools and other materials. Also, competitions for schools are organized, and the winning institutions are equipped with the electronic devices and educational materials.

Another action, organized by the volunteers from an international company with cooperation with police, concerned the safety on the roads. During the 1,5 hours workshops, they explained the rules of crossing the road, calling an ambulance, safely travel as a passenger in a car, etc. Different actions concerning this matter are organized in primary schools and preschools.

Secondary general schools

Business creation simulation projects are common in the upper secondary education. Junior Achievement Foundation in many countries, in cooperation with companies, leads programs such as “School of Practical Economics - Young Enterprise”. Students from selected schools take part in the educational game which aims at establishing and running their own mini-enterprise in their schools. Volunteers from the companies are involved in the program’s implementation. They are supporting the students with consultations when creating the mini-enterprise. They also take part in assessing the enterprises as members of the jury in the national competitions. The project helps young people to broaden their skills and make the link between their studies and business. It is important, that the beneficiaries of the program are not only the students, but also economics teachers.

In Spain there was a project aimed at pupils between 14 to 16 years old, which goal was to prevent school drop-out and to give these pupils professional orientation. Groups were formed by 15 to 25 pupils. Volunteers were working in groups of 3-4 persons who worked as a team and developed the activities always with the same pupils. This way, a close collaboration and confidence was achieved. The work is focused in two areas: 1) giving professional orientation; 2) trying to transmit the values of effort and the importance that studying has in the working world. The activities included company visits with the volunteers.

Other interesting project (in Turkey) targeted on employability skills of students involves active participation of the school’s alumni. The graduates share their experiences, success stories and talk about their sectors outlining the opportunities. The current students formed an entrepreneurship club with the support of the alumni. In this club they organized activities like promotion of vocations to have more information about the sectors and their opportunities. Career days are organized, too. It happens that the graduates recommend the current students at their workplaces as candidates for work. The school keeps in touch with the graduates also via social media.

Some projects focusing on employability skills are targeted on students from certain ethnic groups. The examples could be projects from England aiming at raising the educational aspirations of black and ethnic minority students from local state schools within deprived areas of London. The corporate volunteers supported the students in making informed choices and achieving their potential academically, economically and socially. Another

project with Bank of England's involvement, consisted of a work placement in Monetary Analysis for an able sixth former studying economics who comes from a very difficult background; a group from the school has taken part in a mock assessment centre hosted by the Bank; and the Bank's Head of Community Relations joined the advisory board of the school's Careers Academy.

An extensive project related to facilitating employability of the talented students involved Slaughter and May's employees in England. They tutored the students, facilitated workshops and took part in university application and career support for them. Students were matched with a volunteer from the firm for an hour-long tutorial every week to improve their academic attainment. They also took part in workshops aimed at improving students' soft skills such as verbal communication and confidence and included a weekly debating club, medicine club, creative writing club and an accelerated maths club. Finally, students received careers and university application advice. This included visits to universities (including those outside of London), workshops on how to choose a course and a university, personal statement mentoring, interview masterclasses and work placements.

Career mentoring and mentoring in academic areas could be met also in other CV projects in England and Belgium. In the latter case, there was also identified an initiative of a Speed Meet for high educated international talents. A selection of companies is invited to have a job interview with the international talented young people.

Some programs of the workshops for development of the social skills are also combined with the training for development of employability skills (how to handle a job interview or how to improve the Curriculum Vitae).

There are examples of projects focusing on orientation of pupils' careers. For pupils aged 14-16, there is a program run by their teachers and the corporate volunteers. The latter present their career paths during a visit in the school and next they guide the company visit to show the specifics of the production and organization as well as of the other jobs.

Some of the programs target wider skills of the students. The corporate volunteers provide the workshops of the first aid and premedical rescue during the lessons and mass events, like picnics, banquets, occasional parties. In the other project, the banks' employees transferred to young people the practical financial knowledge and skills of using financial services, so that their entering into mature life in the modern society was conscious and

successful. The volunteers are the banks' staff. They are trained and provided with the materials needed to conduct lessons on finances in lower secondary schools. Similar project combines financial education with induction of social projects. The Lessons about Finances take place in schools, or other institutions, for students of lower secondary schools. They comprise of two parts: one is informing about the roles and functions of banks in the country's economy as well as providing skills of analysing offers of banks; the second one is providing students with the knowledge on how to organize projects for the local societies.

Schools organize also social projects in cooperation with volunteers from companies. For example in Romania the project involved teaching IT skills to seniors by students in cooperation with corporate volunteers. An example from Poland combines ecological themes with the social ones. The main topic of the project was education on ecology and rational using of energy sources, but additionally the students ran a street survey about the awareness of energy saving, prepared an informative and promotional campaign about energy saving, collected wasted batteries and the income was given to the treatment of their sick colleague.

Vocational schools and professional training providers

The cooperation of companies could be very broad. For example, a company from Turkey provides the equipment to the school and professional workers or trainers come to the school to give one to one training to the students in compliance with new developments in the sector. Besides this training, the students visit the partner company and can see the implementation of new technologies - they learn how to use the equipment in place. The partner company also provides in-service trainings for teachers. In the factory teachers have seminars to update their knowledge. Moreover, students can complete their mandatory internships at the partner company during the summer.

Another form of cooperation could be connected with the final examination and certification of the students. The integrated test is a component of the examination program of last year high school students of the Flemish technical, art and vocational education. The students have to make a work/project/assignment where all school subjects are discussed. By using the integrated test, the students have to prove that they

can deliver the assignment independently. The integrated test is judged by a mixed jury of teachers and people in the subject field. There is a job fair for the students during the appraisal of the integrated tests. This provides an occasion for the student to examine the job market.

In Spain, the "VET Energy" is a pilot project that meets Repsol Foundation's objective of promoting entrepreneurship and social innovation in VET training. VET students and alumni propose projects related to energy efficiency, mobility, sustainability or social issues. Repsol volunteers advise students in the development of the selected projects through the creation of work teams, which also involve a school teacher as an academic tutor. Students design, promote and lead the project, with the support of experts (volunteers and teachers) and financial support by the Foundation.

Another project in this country stems from a consolidated relationship between the company and the VET Center. Tecuni's innovation sector raised seven challenges for innovation and improvement that the trained students could undertake, allowing them to apply their knowledge to real work contexts. Thus there were created the first two working groups: 4 students have worked together with Tecuni's professional technicians and tutors, applying their knowledge in innovative and concrete projects: one for the development of a semafórica configuration and one for creating a computer program to control energy bills.

Also vocational schools get involved in the social projects, especially those that can help them develop skills connected to their profession. There is an example from Turkey where the students of tailoring, in cooperation with corporate volunteers from textile industry, designed and produced clothes for primary school children from financially disadvantaged families. The company provided them with raw materials and the employees gave the students assistance and advice.

A similar idea of the cooperation within a social project was implemented in Romania: a company contributed with volunteer work and specialist design for the installation of water and sewage and sanitary systems answering an invitation addressed by the local Rotary Club as main organisers of the international paleontological summer camp. The company invited to join in this work a selection of students from the technical high school. The company designed the system and monitored with foremen and engineers the work of the students from the high school who were studying in the profile of installations. During the

camp the company and the volunteering students assured the maintenance of the sanitary installations.

Higher education

One of the ideas in this area involves corporate volunteers providing consultations to the students who are willing to open their business. For example, in Poland a gas company organizes a project involving a group of employees from managerial or specialists positions in job shadowing or mentoring activities for the students of technical universities.

Other one, based in Poland, is a project aiming at development of particular branch of science, in this case on nuclear power. On six universities the experts from the company gave lectures. There were also organized competitions for students, graduates and researchers. In the second edition there were organized informative meetings, workshops and debates on the universities. Additionally, in secondary schools and Third Age Universities the lectures were conducted.

Special education

The projects may focus on developing children's skills in different areas. For example, for the children with disabilities aged 12-14, volunteers from a bank organize and implement the workshops of financial education. The theoretical part of financial knowledge was presented in the form of games and with visual materials that the students could easily assimilate. The materials were developed according to the former practical experience and enriched with the visual materials, games and tasks for the participating students. The atmosphere of the workshops was happy and safe. The theoretical part referred to the every-day experiences such as doing the shopping, recognizing the coins and notes, proper counting, etc.

Another project involved volunteers' activities like: action of restoration, installation and cleaning, connected with equipping the boarding house, action of collection funds for the small kitchen facilities, Christmas presents and tickets to the cinema for films adjusted for persons with sight dysfunctions, educational workshops on: preparing for job interview,

searching for job, basics of banking services (e.g. e-banking, visit in a bank), visit in the company to experience the atmosphere of working in an international company.

The next example from Polish ground was a project for a child care home and an institution for care and education of mentally disabled children and youth. They provided the workshops for the teenage beneficiaries, according to their needs: time management, looking for job and entering the job market, interpersonal communication, social media. The project was also aimed at equipping one of the institutions with the accessories for bicycles. After implementing all of the workshops, the volunteers prepared the educational materials for the young people, based on the workshops.

Assistance to the school's management body

In England, there was a project involving volunteers with transferable skills as governors in schools. School Governors work in partnership with the school's senior leadership team to help provide the best possible education, and help give children the best possible start in life. They have responsibilities similar to those of a corporate non-executive board of directors; being responsible for appointing the Head Teacher, allocating and monitoring the budget; agreeing the future direction of the school; and ensuring continuous school improvement.

In Germany, employees help schools to update their curricula, create innovative teaching concepts and bridge the academic world to the professional world. Companies support the students to choose their later education / study courses / vocational training.

CHAPTER 5

OBJECTIVES, TASKS, RESPONSIBILITIES AND RECRUITMENT OF COMPANIES



5.1. Strategic objectives of the Companies with regards to Corporate Volunteering

Corporate Volunteering (CV) is a win/win for companies, employee volunteers and the beneficiary organisation. It is also a way to translate CRS principles into practice and offer the possibility to perceive existing company activities as part of strategic CSR company policy.

As described before, there are many ways in which companies and schools can cooperate through CV: money and in kind donations, workplace activities (career day, company visits, job shadowing for students, etc.); support of students' vocational and academic skills with the collaboration of experts in the training field; support of students in the wider/soft skills; training for teachers and school staff; cooperation and participation in students and parents events; other initiatives (such as redevelopment of facilities,

building, gardens, etc.; social activities, energy audit, food collection, creation of networking, etc.).

All of these activities and definitely those involving staff volunteering require careful definition of objectives, tasks and responsibilities of the different company actors.

CV in education provides specific opportunities in transferring skills to the future workforce, to identify and attract talent and to improve the training system shortcomings by bringing the workforce closer to schools.

This company-school relationship is strategic and can be translated to specific objectives on the level of companies and even their volunteering staff. Following objectives can define volunteering as part of a strategic company process.

5.2. Which strategic objectives should be situated on the company level?

The mentioned strategic process can be split over the following 3 steps: the planning of CV quality project/activity by the receiving organisation (e.g. educational centre), the management of the project/activity and some risk factors and finally the assessment of the project/activity and its results for both partners.

This process results in objectives of i.a. HRM and marketing.

Within the context of an HR policy is important to define the individual learning goals of the corporate volunteers. Managers should make up a concrete programme for the CV in cooperation with the volunteer and the receiving organisation.

As part of the marketing policy, is a key objective the promotion of CV in the company network.

The development and maintenance of a good cooperation with the CV receiving organisation is a company objective.

5.3. What are the personal objectives of the corporate volunteer?

Whether a Corporate Volunteering activity is part of a strategic company policy, make the difference between a volunteering or a CV activity. Following objectives are therefore related to a corporate volunteer:

- To come in contact with the CV receiving organisation world and learn from their work methods in order to enhance flexibility, improve decision making, etc.
- To learn to apply the various activity items that are developed during the CV activities.
- To gain clarity about the role that the volunteer has during the CV activity and to procure the participation of the company.
- To get to know the colleagues of CV receiving organisation and their environment.
- To better understand him/herself, his/her own strengths and weaknesses, his/her own areas of competence and to learn to pass them on to others.
- To be qualified to coach a CV activity.
- To expand the own network.

5.4. Tasks and responsibilities

In order to organise a smooth CV process following tasks should be dealt with a the company level:

- Search for volunteers within their own organisation
- Brief candidates about the CV
- Submit potential candidates to the CV activity leaders.

This includes following responsibilities for the companies:

- Follow up on qualitative candidates
- Provide volunteers with sufficient space to assume their responsibility in the CV activity
- Provide financial resources for practical organisation of the CV activity.

On the level of the volunteer following tasks can be defined:

- Map out and adjust (SMART) objectives of the CV activity
- Plan and organise CV activity effectively and efficiently
- Provide follow up on CV activity to receiving organisation and own company
- Carry out quality measurements.

The corporate volunteers' responsibilities include:

- Watch over the accomplishment of the CV activity objectives
- Develop and sustain CV activity dynamics.

5.5. Recruitment of volunteers

CV projects take strategic importance if they stimulate collaboration within the company and contribute to maintain higher motivations. Ambitious projects keep alive employees' motivation and it lead to the improvement of performance, contributing to the development of competencies. Participate in projects with social impact provides the opportunity for all employees to assume roles of responsibility, allowing the employer to test their leadership skills and teamwork, their capability to deal with communication and listening. In addition, it is an opportunity to deepen relationships with colleagues in situations other than the classic ones of the daily work, sharing new approaches and solutions to problems. The employees are the primary resource of the company and they, more than anyone else, are somehow ambassadors of the company within the community.

So, how to recruit the right persons within the employees? A major issue in organizing CV programs concerns the strategies that are most effective for recruiting employee participation. Studies suggest that the most effective strategies for initiating participation in volunteer programs depend on matching the recruitment strategies with the characteristics of the potential volunteers and the nature of the volunteer project²⁸.

A Step-by-Step procedure for Recruitment can be found in the CV PLUS Training for companies. Here we can indicate some key aspects to be taken into account.

²⁸ Peterson , Recruitment Strategies for Encouraging Participation in Corporate Volunteer Programs, Journal of Business Ethics, Vol. 49, No. 4 (Feb., 2004), pp. 371-386

At first, recruitment has to be considered as an information campaign used by the company to make aware its employees about the CV programs. It can be launched using several tools such as Newsletter periodically shared with employees, open spaces within the company, where employers and employees can meet to discuss and share plans and ideas, and to better understand the motivation and the skills of potential volunteers, meetings with prominent members of the community, and also announcements, Posting volunteer opportunities on company Web sites, arrange events and personal invitations, families and friends included.

Then, managers have to define recruitment criteria; clearly state what are needed to implement the CV action; from defining a “Volunteer profile” according to the target and the objectives of the CV project, up to clearly define benefits. It is important to ensure adequate training for all involved volunteers, providing them with a training program specifically dedicated to them for each CV project. The appropriate type of training varies depending on the project and must relate to the skills and expertise necessary for the activities, and be conducted by means of an appropriate methodology and in adequate time. An effective solution, to be taken into account, may be to involve professional trainers from Volunteers Organizations, or employees with past experience of volunteering, asking them to train future volunteers.

To stress the importance of risk management, volunteer training should address the most likely causes of accidents or liability. It is also important to review how the organization supports volunteers to minimize the chance of a problem occurring. In addition, the company have to discuss rules that volunteers must agree to follow (e.g., have a security guard escort them to their car after dark). It should be clear for volunteers that not following the prescribed rules can affect the organization’s success and can be grounds for termination.

Selection of corporate volunteers

Different competencies are required from a corporate volunteer participating in a CV activity. These are some of the more important: communication, result-consciousness, assertiveness, leadership, a good listen, solution-oriented, motivation, alert, inspire trust, coaching abilities, creativity, positivity,...

As CV is part of a strategic company process this can be translated to following key competencies that can be measured and challenged via a CV activity:

- Teamwork;
- Communication;
- Learning to learn;
- Initiative;
- Interpersonal skills;
- Problem Solving;
- Leadership;
- Organization and planning;
- Self-management.

An intake on the level of the corporate volunteer itself can be held on following criteria:

- Does he/she have sufficient know-how
- Enthusiasm
- Time and space to prepare for the CV activity (invitations, briefing the corporate volunteer, follow-up of attendance, after-care)
- What are the competences which the corporate volunteer feels he/she lacks to be able to assume the volunteering?
- What are the areas of competence he/she does have to enable him/her to perform his/her task successfully (taking background, training, career, additional training courses, etc. into consideration)?
- What is his/her interest in the educational world?
- What is his/her experience with schools so far (career, relevant experience)?
- What is his/her involvement/experience with organised CV?
- What is the added value that he/she will generate for him/herself and what is his/her contribution to the school (what added value can he/she offer them)?
- What are his/her specific expectations and do they bear close resemblance to the objective of the CV activity?
- What is his/her motivation for participating? Why does he/she want to work with schools? Why does he/she want to become a corporate volunteer?
- How will he/she formalise his/her engagement (preparation, attendance evaluation meetings)?
- Has the volunteer clarified his/her specific expectations with regard to the project, participants, sponsors, co-ordinator and does he/she agree with what he/she can and may expect from the CV (knowledge transfer to his business)?
- Where is the personal focus of the participant within the company?

- What has the participant already done that shows his/her interest in the educational world, outside his/her own company? Does he/she already participate in horizon-expanding seminars or other sponsorship projects?
- Does he/she have insight into his/her areas of competence?
- Is he/she willing to respect privacy and is he/she willing to formalise this?
- What are the values of the participant relative to the company and personnel? Which points are most important for him/her?
- How will he/she involve his/her fellow colleagues in the CV activities?

5.6. Selection of the sponsoring firms

Based on the above mentioned approach, an intake discussion can be held with interested companies based on following objective criteria:

- Is the company willing and capable to embed the CV in its company strategy?
- Are they willing to give their CV volunteer sufficient time and space for things related to the organisation of the sessions?
- Are they willing to provide resources to support their volunteer (with regards to the planning, follow up and after care of the CV activity)?
- In what way is the company involved and interested in the operation of school? (Do they know the organisation, have they already attended events?)
- To what extent are they willing to put corporate volunteers forward as candidates who qualitatively have the most suitable profile for this task?
- What are the areas of competence of the corporate volunteers who are made available?
- How will the follow-up be done with regard to the corporate volunteer they make available?
- What are their expectations?
- Does the company give permission for the company data to be published (directory of businesses, website and other network-related forums)?

CHAPTER 6

A PATHWAY FOR IMPLEMENTING A CV PROGRAM IN EDUCATION



By Frits Ahlefeldt

6.1. Corporate Volunteering policy and resources

Strong and transparent multi-stakeholder partnerships and solid and structured projects' concept are the condition for the implementation of concrete and efficient actions of Corporate Volunteering (CV) with Educational Centres and in general.

To have clear information about the institutional and regulatory framework of the worlds of CV represents a support both to business and educational organizations involved and a start point for the dialogue and the beginning of the cooperation. Conditions for a successful collaboration are supporting policies and availability of resources, both financial and human.

Policy Framework

According to the *EYV 2011 Alliance Policy Agenda for Volunteering in Europe - P.A.V.E.* here follows a list of conditions that a favourable Policy Framework may imply:

1. An enabling and facilitating environment for volunteering demands secure and sustainable funding for the volunteering infrastructure, especially volunteer-involving organisations. *It requires understanding, coherent support and development from all stakeholders but especially policy makers, and needs a combination of support mechanisms and/or appropriate organisational structures which can be further strengthened by suitable legal frameworks and clearly identified rights and responsibilities for volunteers and volunteering.*

2. Improved quality of volunteering requires a common understanding of the key principles and components of quality volunteering, including for example opportunities concerning training and the proper management of volunteers.

Improved quality increases the rate, impact and value of volunteering and there are many existing examples of good quality volunteering in Europe which, being context specific, will not always be the same in different circumstances. Quality volunteering invariably results from commonly agreed joint actions between stakeholders and involves strong and transparent multi-stakeholder partnerships.

3. Recognition of volunteering is crucial in order to encourage appropriate incentives for all stakeholders and so increase the quantity, quality and impact of volunteering. *It requires the development of a culture of recognition across Europe with re-enforcing positive public awareness messages through the media which show volunteering as a driving force that puts European values into practice. Recognition schemes and tools should include mechanisms for individual as well as collective volunteer achievements.*

4. Volunteering has a value and importance as one of the most visible expressions of solidarity promoting and facilitating social inclusion, building social capital and producing a transformative effect on society. *Volunteering contributes to the development of a thriving civil society which can offer creative and innovative solutions to common challenges and contributes to economic growth and*

as such deserves specific and targeted measurement in terms of both economic and social capital²⁹.

To make these conditions a reality, the winning card is the coordinated action of all involved stakeholders:

- European Institutions
- EU Member States
- Social Partners, both from business and not for profit worlds
- Civil Society.

They have to act in same direction, but at different level and according their own role and their competences. The main thresholds to gain are:

1. Work towards an enabling and facilitating environment for volunteering in the EU

- Empowering funding opportunities
- Identifying common strategies and guidelines
- Promoting a recognized legislation at EU and National / Local level
- Creating a network
- Defining and standardizing a managing system for CV actions.

2. Empower organizers of voluntary activities to improve the quality of voluntary activities

- Identifying and promoting good practices
- Defining quality standard (impact analysis, SWOT, etc)
- Showing the importance of CV in CSR strategy
- Training volunteers and managers.

²⁹ EYV 2011 Alliance Policy Agenda for Volunteering in Europe - P.A.V.E.

3. Recognize voluntary activities in order to encourage appropriate incentives for individuals, companies and volunteer-development organizations

- Standardizing the outcomes of recognition tools
- Promoting a cultural recognition amongst the public, media, social partners and community
- Raising awareness of the contribution and benefits that volunteer employees can generate in their company and in community
- Recognizing the experience of CV as an important part of employees' personal and skills development and career.

4. Raise awareness of the value and importance of volunteering

- Promoting CV as an essential social activity that adds value to all the civil society
- Developing mechanisms to enable volunteer-involving organisations to be able to evaluate the CV actions and include their effort in their profit and loss accounts
- Promoting CV actions as an integral part of CSR policies
- Providing an appropriate recruitment of volunteers, training and management cycle and carefully planning project activities in order to maximise the added value
- Encouraging media support to raise public awareness about CV efforts and its impact on community.

Resources

The topic of resources has to be analysed taking into account the different Legal Frameworks in each Country. In fact, before planning a CV action is important to consider some aspects in order to define a budget economical and realistic, according to the EU, National and Local *Frameworks*. For instance, the condition of volunteer (freedom of voluntary action / social protection), taxation systems, and public support policies may be useful to properly decide for the decision to be taken.

A suggestion may be to monitor the legal framework in order to understand the relations between all actors involved (a. enterprise/employee volunteer - b. volunteer/hosting organization - c. enterprise/organization)³⁰ as well as the existing volunteering Infrastructures or Networks. Also, another issue is the identification of the most appropriate form of CV to implement, according with the final goal. In this sense, several instruments of CV actions are available, such as donations of money or personnel, cash and in-kind gifts, community day / support in awareness campaigns, training, and support one-to-one, contributions to existing foundations.

A global, clear and in-depth overview on general framework and available instruments will help promoting companies in the design of an efficient budget, adapt and useful for the achievement of project management and results. Once identified the GOAL, the FRAMEWORK and the availability of RESOURCES, the next step is to find the best partnership to implement and define the project.

6.2. To find a partner in education

Given the stable integration of the CV action into CRS strategy of company, the next strategic phase is to **create a partnership**; in this specific kind of CV action the partner organization is a school or an educational or a training centre.

The planning entails:

I.	Involvement of affiliates (top-down) / of the vertices (bottom-up)	----->	Drafting of a document with a first CV project idea
II.	Sharing at all company levels	----->	Integration with the suggestions and changes to the document
III.	Clarification of the objectives and choice of types of CV to be activated	----->	Drafting of the final PARTNERSHIP PROPOSAL to be shared with the potential partner



³⁰ Cf. ANNEX - CV PLUS Legal Framework General Report

Choice of partner

1. *Definition of the short-list of possible partners*
2. *Definition of partner selection criteria*
3. *Formal agreement with selected partners.*

Definition of the short-list of possible partners

Contact with potential partners is the first, is crucial step. There are various sources to identify schools or training/educational centres to be involved in partnership. These include online database, the CV networks or networks of Institutes and association that already took part in these kinds of action, etc. It may be useful to send them an email or a letter for ask about their interest, explaining them our proposal; propose a first meeting, etc...

Definition of partner selection criteria

When the list of possible partners is completed, the next step is to define selection criteria, taking into account several factors and parameters.

Fundamental aspects to be considered for the selection are:

- Consistency of the partners chosen with the objectives and the mission of the organization
- Consistency of the type of CV with *strategic goals* of the promoting company
- *Location.*

Other important criteria may be: the possibility of a long-term collaboration, the CSR impact, the improvement of the access to funding sources, the opportunity of personal and professional skills development, etc.

Formal agreement with selected partners

Before starting the implementation phase of a CV project, it is important that the partners reach a clear agreement about the terms of the collaboration.

Important elements to be set and accorded with the *Formal Agreement* are:

Organizations and context	<ol style="list-style-type: none"> 1. Profile and general purposes of the organizations involved 2. Background 3. Ethical considerations
Project	<ol style="list-style-type: none"> 4. Aims of the project / criteria for project success 5. Description of the activities and processes 6. General Program (considering time and space) 7. Responsibilities of all organizations involved
Resources and communication	<ol style="list-style-type: none"> 8. Resources and budget* 9. Joint Communication Agreement 10. Use of corporate image
Management and evaluation	<ol style="list-style-type: none"> 11. Changes in project control procedure 12. Rating
Legal aspects	<ol style="list-style-type: none"> 13. Insurance policy 14. Privacy Aspect 15. Considerations related to legal issues

**The budget and / or other aspects / specific agreements may be processed separately and annexed to the Agreement of Cooperation*

With the choice of the partner or more partners and the signing of the Agreement, the 'planning' is concluded and begins the 'scheduling of actions' phase.

6.3. To define activities

After the previous two steps, the main objectives are stated and formalized.

With the implementation of the next activities the partnership may define:

- The coherence of the activities with the objectives of the two parts: the partners write a first detailed draft for each activity foreseen by the project plan.
- The agreement between the parties on the definition of a “successful” initiative. They identify and share the evaluation criteria and tools to assess the achievement of objectives and for the monitoring of activities.
- The consistency of the personnel involved. This phase includes the definition of the selection criteria and procedure to involve the staff and the eventual training of the employee volunteers.
- The accurate predisposition of all resources (human and financial).
- The precise definition of the calendar and deadlines of all tasks/outputs/objectives.

6.4. Implementation and risk management

The parties implement the activities according to the timetable and the budget.

Monitoring activities allows possible corrective measures, if needed.

In order to properly manage the CV action, it is recommended to have a Management plan which implies a Coordinator, to be recruited within volunteers, a Budget Manager, responsible to monitor expenditures, and a set of activities like the arrangement of a Management Board with company representatives, CV Supervisor and members of the beneficiaries from the community; the communication via periodic reports, set evaluation criteria so to ensure the proper fulfilment of objectives, and establish a management plan for risks and issues during the work, is quite mandatory especially when working with volunteers.

A risk management plan helps protect everyone involved in the volunteer program from personal harm, property loss, and lawsuits. The company representatives, staff, and volunteers should be part of the risk management process and be aware of policies and procedures. When developing a risk management plan for volunteers, it is advisable to review and update the organization’s insurance coverage and establish and follow consistent screening procedures for all volunteers. It is better to ask volunteers to sign volunteer agreements and liability waivers.

6.5. Evaluation

Evaluate the results of the action can be done according to some key aspects, that you can find the “CV PLUS Training for companies”, and that mainly concerns: impact on beneficiaries; impact on volunteers involved; impact on the company.

The evaluation system should involve volunteers during their orientation session and should be reviewed with each staff person who will be supervising volunteers. The evaluation session gives the volunteer’s supervisor a chance to talk about the volunteer’s performance. It also gives the volunteer a chance to discuss the volunteer position and suggest changes. The evaluation should include a review of past performance, discussion about the present, and plans for the future (e.g., is the volunteer interested in a different position, more responsibility, a change of schedule?). The evaluation session is also a good time to review the volunteer’s job description to see if it correctly describes his or her work. Evaluating volunteers, giving them feedback about their performance, and discussing needed changes can help them do a better job.

Conclusion

Corporate Volunteering (CV) is a great tool to support the local community and boost the own business at the same time, with simple measures. It does not ask for a lot of resources, but for a strong commitment by management and employees - that can easily pay off in the end.

It can be of particular relevance to small and medium sized enterprises, being the most important economic engine in a region leave powerful “footprints” of their economic and social activity, company’s philosophy and interaction with customers, nature and community in the closest surroundings. Some of the footprints are side effects of company’s activities but the most of them are results of a company’s strategic activities. For a while this means also a company’s strategy on Corporate Social Responsibility (CSR) that describes the interaction within different activity fields: market, environment, workplace and community (chapter 1). Although the CSR’s strategy, where the CV is anchored, is not confirmed by law on a broad level, it increasingly takes place all over Europe (chapter 2).

Especially CV that is the subject of the guide is a promising tool to connect education and business world where both sides benefit (chapter 3 & chapter 4). CV is easy to implement when responding to the needs in the community and many enterprises have been operating in that way for a long time, even not knowing the term. It is recommended to have a clear strategy. In a long term CV leads to sustainable effects and win-win-situations when it is integrated in a company’s strategy (chapter 5). The same of course applies for the education institutions (chapter 6).

The guide aims to have a practical approach for companies to better plan, supervise and implement corporate volunteering activities. The attached annexes and the open learning platform (“CV PLUS training for companies”) should be used as additional supportive tools for implementing CV.

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