



# SLIDE PACK M4C3: REFLECTIVE VOLUNTEER MANAGER

EVI-DEMS: ENHANCING VOLUNTEER IMPACT - DEVELOPING  
EUROPEAN MANAGEMENT STANDARDS



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# SESSION 1:

# INTRODUCTION TO

# THE COURSE

Part of Module 4 – Course 3: The Reflective Volunteer Manager

*Name instructor – e-mail instructor*



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DIDŽIOJO  
UNIVERSITETAS  
MCMXXII



Univerza v Ljubljani



HRVATSKI  
CENTAR  
ZA RAZVOJ  
VOLONTERSTVA



OTB  
EUROPE



Centre for  
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# INTRODUCTION INSTRUCTORS & STUDENTS



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# INTRODUCTION INSTRUCTORS



## Teacher

Title, school faculty etc.

Research interests

Teaching

# INTRODUCTION STUDENTS

- Go to [www.menti.com](http://www.menti.com) and fill in the code
- Please answer the following two questions about your background.
- Raise virtual hand if you have any experience with ...
  - Civil society
  - Nonprofit organisations
  - Volunteering
- Anyone who'd like to share some of these experiences?



# LEARNING OBJECTIVES

After this course the student should be able to:

1. **Understand** more about the historical court jester and his 16 roles.
2. **Understand** what reflection is and which reflection models exist and when to use each **one**.
3. **Understand** the different kinds of feedback volunteer managers use and the conditions in which to use them.
4. **Apply** different kinds of reflection into volunteer management practice.
5. **Analyse** the own- and the desired competency level for volunteer management in relation to reflection and feedback.
6. **Evaluate** real cases from the sixteen roles of the court jester.

# PROGRAM



Week	Topic	Student preparation
1	The view of the self and the view of others	Read course manual
2	What is reflection?	Read associated articles
3	Reflecting with the court jester	Read associated articles
4	Reflection in practice	Read associated articles
5	Giving feedback	Read associated articles
6	Illuminate cases from the 16 roles of the court jester	Read associated articles
7	Closing session	Prepare musical chairs

# LINK TO OTHER COURSES

	M1 Individual level	M2 Organisational level	M3 Societal level	M4 Professional level
Course 1	<i>Who is a volunteer, Volunteer resources, antecedents</i>	<i>Diversity of volunteer involving organisations in theory and practice</i>	<i>The value of volunteering</i>	<i>The ethics of volunteer management</i>
Course 2	Motivations to volunteer	<i>Quality volunteering with inclusion dimension</i>	<b>Legitimacy of volunteering in society</b>	The volunteer managers profession(al)
Course 3	Volunteering throughout life	Recruiting, training and retaining volunteers (advanced)	Volunteering infrastructure and ecosystem	The reflective volunteer manager

# ASSIGNMENTS



# READING NOTES (INDIVIDUAL)

- Why?

- To understand readings in depth
- To prepare for class discussion
- To make sure we all start on the same level

- What?

500 words, 8 hours before the session, answer these questions:

- What are the most important findings or arguments in the reading?
- What was most interesting to you about the theoretical framework? What have you learned?
- How does this reading relate to other literature you know?
- What are practical examples that come to mind?
- What are 2-3 questions that relating to the reading that you would like to learn more about?



# INDIVIDUAL ASSIGNMENT

- Reflective essay
- A well-structured academic essay
- Should include analysis using a chosen reflection model (model Hoedemakers, 2020)
- Discuss the implications of the topic on volunteer management.



# GROUP ASSIGNMENT

- Comprehensive Report or Presentation:
- Detailing how you applied each of the 16 roles to a practical case.
- Including reflections on how each role influences your approach to volunteer management.



# STUDY HOURS BREAKDOWN

• Contact hours (5 - 7 weeks, two lectures/seminars of 1h45 each week)	20
• Self-study hours (including reading notes): (5 / 7 pages per hour)	50
• Group assignment	40
• Individual assignment	30
	<b>140 (5 ects)</b>

# READING LIST



Anseel, F., F. Lievens & E. Schollaert (2009). Reflection as a strategy to enhance task performance after feedback. *Organizational Behavior and Human Decision Processes*, 110(1), 23-35.

Antes, A.L., C.E. Thiel, L.E. Martin, C.K. Stenmark, S. Connelly, L.D. Devenport & M.D. Mumford (2012). Applying cases to solve ethical problems: The significance of positive and process-oriented reflection. *Ethics & behavior*, 22(2), 113-130.

Ashford, S.J., R. Blatt & D. VandeWalle (2003). Reflections on the looking glass: A review of research on feedback-seeking behavior in organizations. *Journal of management*, 29(6), 773-799.

Ayas, K. & N. Zeniuk (2001). Project-based learning: Building communities of reflective practitioners. *Management learning*, 32(1), 61-76.

Barsoux, J.L. (1996). Why organisations need humour. *European Management Journal*, 14(5), 500-508.

Bromley, P., & Orchard, C.D. (2016). Managed morality: The rise of professional codes of conduct in the U.S. nonprofit sector. *Nonprofit and Voluntary Sector Quarterly*, 45(2), 351-374.

Densten, I.L. & J.H. Gray (2001). Leadership development and reflection: what is the connection?. *International Journal of Educational Management*.

Girardi, A., S. Minaee, M. Paull, C. Whitsed & I. Boudville (2015). Reflective learning and the development of leaders.

Gosling, J. & H. Mintzberg (2003). The five minds of a manager. *Harvard business review*, 81(11), 54-63.

Gray, D.E. (2007). Facilitating management learning: Developing critical reflection through reflective tools. *Management learning*, 38(5), 495-517.

# READING LIST PART 2



Harvey, M. & D.M. Jenkins (2014). Knowledge, praxis, and reflection: The three critical elements of effective leadership studies programs. *Journal of Leadership Studies*, 7(4), 76-85.

Hoedemakers, J. (2023). Wanted: Court Jester: How to increase the reflective capacity of CEOs, Entrepreneurs, and managers

Jefferson, J.K., I.H. Martin & J. Owens (2014). Leader development through reading and reflection. *Journal of Leadership Studies*, 8(2), 67-75.

Karwat, D.M. (2019). Self-Reflection for Activist Engineering. *Science and engineering ethics*, 1-24.

McMaster, T., D. Wastell & H.Z. Henriksen (2005, mei). Fooling around: The corporate jester as an effective change agent for technological innovation, in IFIP International Working Conference on Business Agility and Information Technology Diffusion (pp. 129-144). Springer.

Nesbit, P.L. (2012). The role of self-reflection, emotional management of feedback, and self-regulation processes in self-directed leadership development. *Human Resource Development Review*, 11(2), 203-226.

Raelin, J.A. (2002). 'I Don't Have Time to Think!' (vs. The Art of Reflective Practice). *Reflections*, 4(1), 66-79.

Vries, M.F.K. de (1989). The leader as mirror: clinical reflections. *Human Relations*, 42(7), 607-623.



# SESSION 2:

## WHO ARE YOU?

Part of Module 4 – Course 3: The Reflective Volunteer Manager

*Name instructor – e-mail instructor*

# KEY THEMES

- Who am I?
- Self-image.
- Blind spots.
- Self-deception.
- Projection.
- The essential role of the other.
- The value of feedback.
- Why feedback is not a gift.



You are so  
much  
more than  
just your  
job title

# ARE YOU YOUR JOBTITLE?

But who are you?

Do you dare to  
hold up a mirror  
to yourself?

Good  
consultation  
starts with  
yourself

And only if you  
can do that well  
can you help  
others



**WHO ARE YOU?**





# AND NOW THE ASSIGNMENT

Colleagues, friends, acquaintances or family members know you well and often have an objective picture of who you are and what your precise added value is. By questioning them, you can use them to experience what they recognise in you as talents and unique qualities. Others often enjoy helping you and it can also be an investment in the relationship with the person interviewed.



## ASSIGNMENT: THE OTHER AS AN EXPERT [10 MIN]

Send ten people in your inner circle the questions below via direct message. Make sure that the ten people represent both your social and professional environment. So preferably choose friends and family members as well as colleagues and others.

Hi.....,

I am now in a seminar and had to send an app to the people close to me. Can you respond to these questions within the hour:

- What do you see as my greatest talent?
- What do you think I would most like to do all day?
- How do you think I would best perform professionally?
- What is my biggest underestimated or underappreciated talent?
- What am I better at than most people you know?

Would you like to help me by answering these questions?

Cheers,

Now put your phone away and don't look at your messages again until the end of the session.

10:000

—



# Introduce each other

# BACK TO DIRECT MESSAGE ASSIGNMENT

Look at your phone again and outline the responses you have received.

- Is this what you expected?
- Are there any reactions that really surprise you?
- What are the confirmations?
- What are the differences?



# SESSION 3: WHAT IS REFLECTION?

Part of Module 4 – Course 3: The Reflective Volunteer Manager

*Name instructor – e-mail instructor*

# KEY THEMES

- What is reflection?
- What does that court jester have to do with reflection?
- How can you use the court jester as safe 'tool' for reflection?

# DEFINITION OF REFLECTION

*“The ability and courage to take a step back during or after an action, consciously or unconsciously, and initiate a highly personal cognitive process of exploration and discovery, in which current situations and past experiences, the actions and assumptions of oneself or the other or a situation are questioned and analysed and questioned or criticised where necessary, with the aim of raising awareness and learning from it and gaining better insights that allow someone to choose to act differently or the same in the future.”*

# ONE SENTENCE, SEVEN LINES



# ABOUT REFLECTION

- Theory based on the court jester
- Examples, anecdotes and videos
- Zoom in a little more on the court jester

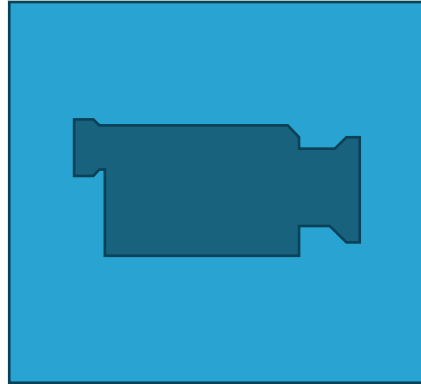


Gebeurtenis

**Actieve reflectie**  
(koningscirkel) Stapt zelf de reflectiecirkel in

**Passieve reflectie**  
(hofnarcirkel) Heeft iemand nodig om de reflectiecirkel in te stappen







# KEY INSIGHTS ABOUT REFLECTION IN THIS STORY


- Scrooge needs others to reflect (three ghosts)
- Explicit time had to be created (spirit of 01.00/02.00/03.00)
- Reflection can only be done on the past (it happens in one night about past behavior)
- Distinguish between active and passive reflection. Scrooge is a typical example of someone who has not gone through the circle himself. Without the help of the ghosts, he was still the same grumpy old man.



abc NEWS

A black and white close-up portrait of Barack Obama, smiling broadly and looking slightly to the right. The image is high-contrast, with deep shadows and bright highlights on his face. The text "OBAMA AND REFLECTION" is overlaid in white, bold, sans-serif capital letters across the upper left portion of his face.

**OBAMA AND REFLECTION**

A man with short, light-colored hair, wearing a dark blue sweater over a light-colored collared shirt, is seated in a green chair on a stage. He has his arms crossed and is looking slightly to his left. Behind him is a large window with a wooden frame. In the foreground, the backs of several audience members' heads are visible, including a woman with blonde hair on the left and a man with dark hair on the right. A semi-transparent dark grey box with white text is overlaid at the bottom of the image.

or did I give you a clear explanation?  
Perhaps I



**BUT ALSO, WITHIN  
ORGANISATIONS**

IN ANCIENT TIMES



# SESSION 4: REFLECTION USING THE COURT JESTER



Part of Module 4 – Course 3: The Reflective Volunteer Manager

*Name instructor – e-mail instructor*

# KEY THEMES

- Who was the court jester?
- The court jester's sixteen functions.
- The court jester as a means of reflection.
- The King's Circle and the Court Jester's Circle.
- Practical takeaways.



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Entertainer



Advisor



Critic



Satirist



(Political) spy



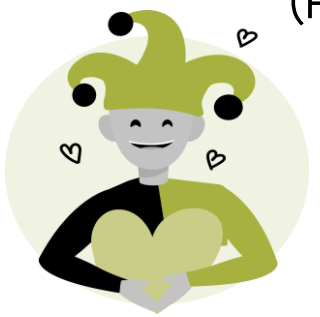
Confidant



Mediator



Blabbermouth/ teller of inconvenient truths



Best friend



Whipping-boy



Coach



Negotiator



Ambience keeper



Overseer



Know-it-all



Status symbol

# JESTER QUIZ



# QUESTION 1

The Court Jester was a global phenomenon.

True

False

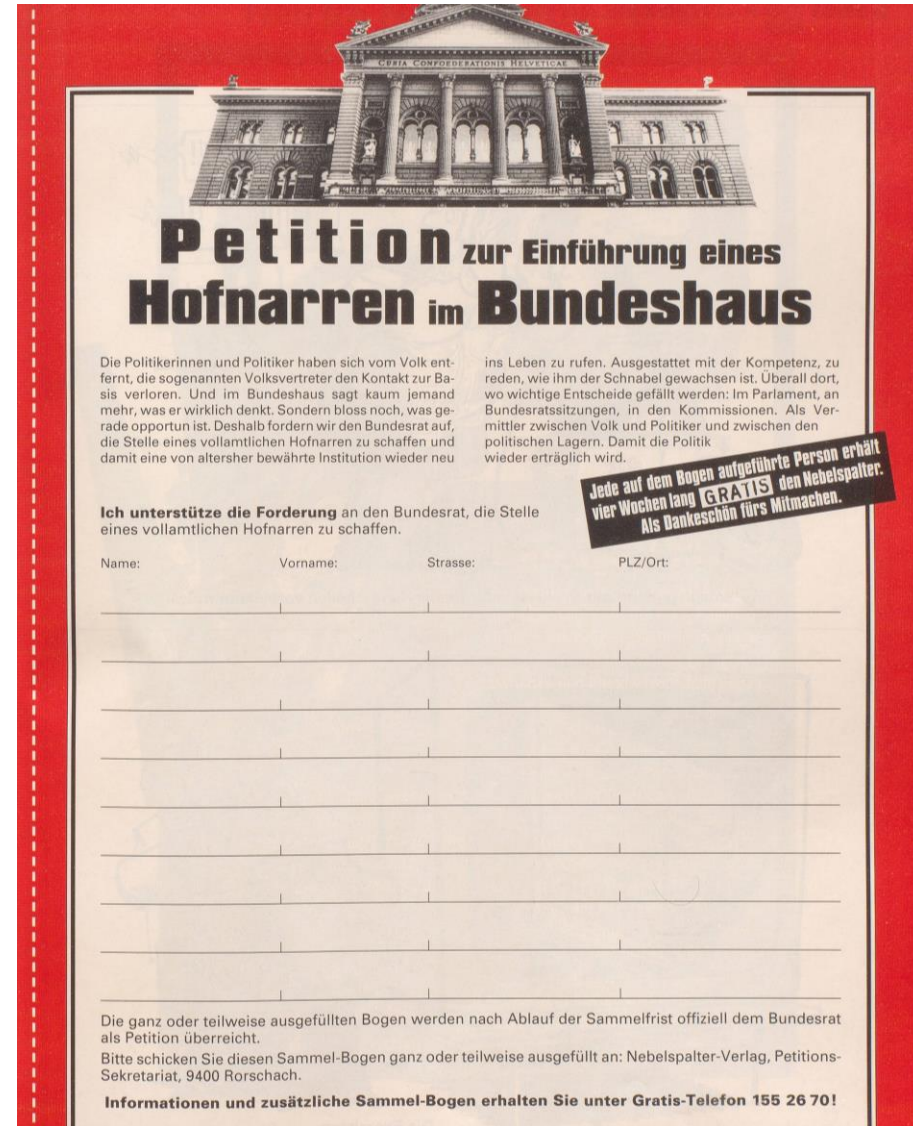


# QUESTION 2

A petition has been drawn up to introduce the Court Jester in the Swiss Parliament

0 True  
(see image)

0 False  
(you are good at Photoshop)



# QUESTION 3

British Airways has employed a Corporate Jester.

0 True  
(see image)

0 False  
(you are good at Photoshop)



## QUESTION 4

The position of Court Jester has always been a full-time position

0 True

0 False



## QUESTION 5

Did the job as a Court Jester pay well?

- 0 Yes
- 0 No
- 0 Sometimes
- 0 Never



# QUESTION 6:

WAS THE COURT JESTER ALWAYS MALE?

0 Yes

0 No



# QUESTION 7

The Court Jester could say anything and go about his business with impunity

True

False



*“What a pro.”*

THE END

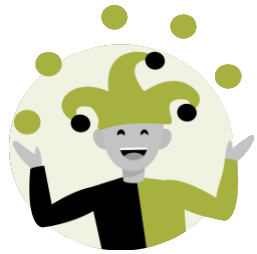


# CORE

- So the court jester held up a mirror to everyone
- To increase the reflective ability and work towards a happier kingdom
  - - Based on asking good questions
  - - Highlighting situations from 16 viewpoints
- And that's what we're going to do in the next lectures



# HIGHLIGHTING SPECIFIC CASES FROM THE 16 ROLES OF THE COURT JESTER



Entertainer



Advisor



Critic



Satirist



(Political) spy



Confidant



Mediator



Blabbermouth/ teller  
of inconvenient truths



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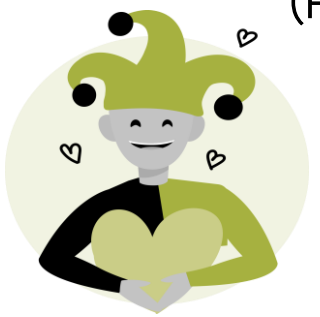
Confidant



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Negotiator



Ambience



Overseer



Know-it-



Status symbol

# SPECIFIC

- We will give it a try.
- Example cases
- We will do it together (plenary)
- Not all the roles, but:
  - Entertainer
  - Advisor
  - Spy
  - Blabbermouth
- Discussion



Entertainer



Advisor



Critic



Satirist



(Political) spy



Confidant



Mediator



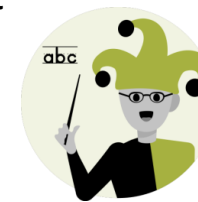
Blabbermouth/ teller of inconvenient truths



Best friend



Whipping-boy



Coach



Negotiator



Ambience keeper



Overseer



Know-it-all



Status symbol

# CASE 1 NS - STAFF SHORTAGE

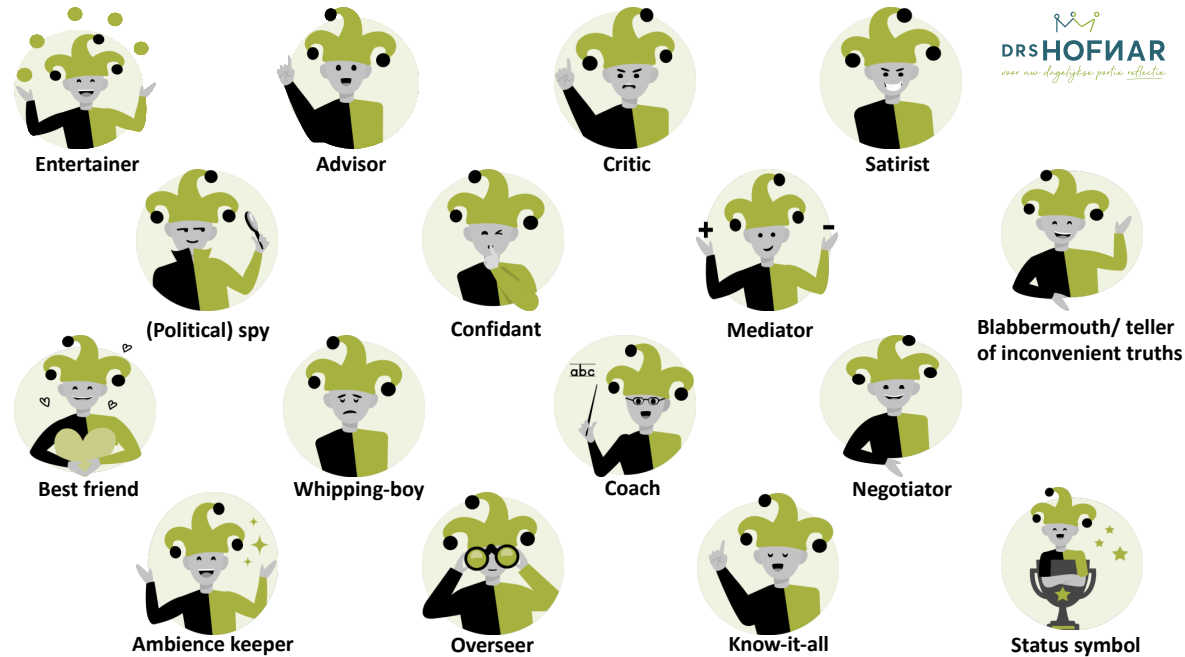
We have to scale down the timetable due to a shortage of driving staff. Due to major shortages of chief conductors in particular, we have to scale down the timetable in order to be able to offer our travelers and employees peace of mind, certainty and predictability. The number of vacancies (2,200) remains high.



## CASE 2 SCHOOL PRIMARY EDUCATION

*In my groups 1-2 I have four very experienced teachers (three bobbins) who are expected to work together. This is difficult. Agreements are not always kept, questions/feedback are considered critical, differences of opinion about what the children could do, differences of opinion regarding the content of theme preparation, theme preparation not always ready on time, etc. etc.*

*Colleagues have now reached the point where they prefer to operate separately under the guise that you can go faster alone. But my credo is that together you can go further and their joint expertise can really take our nursery education to a higher level.*



- Entertainer: What could be a funny approach to the situation?
- Advisor: What would an advisor say?
- Critic: What would you say if you are very critical?
- Satirist: How would you poke fun at the situation?
- Spy: What would a spy do in this situation?
- Confidant: How do you ensure sufficient trust?
- Mediator: Which parties need mediation?
- Blabbermouth: What would a blabbermouth say about the situation?
- Best friend: What would your best friend say?
- Scapegoat: What can you be blamed for?
- Coach: What would a coach say?
- Negotiator: Which parties need negotiation?
- Mood manager: How can you keep the atmosphere lighthearted?
- Supervisor: What do you see from a helicopter view?
- Know it all: To what extent do we have all the information we need?
- Status symbol: Which outcome would we receive a trophy for?



# SESSION 5: REFLECTION AND VOLUNTEER MANAGEMENT

Part of Module 4 – Course 3: The Reflective Volunteer Manager

*Name instructor – e-mail instructor*

# THE LINK BETWEEN REFLECTION AND VOLUNTEER MANAGEMENT



The link between reflection and volunteer management is quite significant, especially in the context of nonprofit organisations, community service projects, and similar environments where volunteers play a crucial role. Reflection, in this context, refers to the process of thinking critically about one's experiences, actions, and the outcomes of those actions. It's a means of assessing what worked, what didn't, and how things can be improved in the future. Here's how reflection ties into effective volunteer management:

# THE LINK BETWEEN REFLECTION AND VOLUNTEER MANAGEMENT



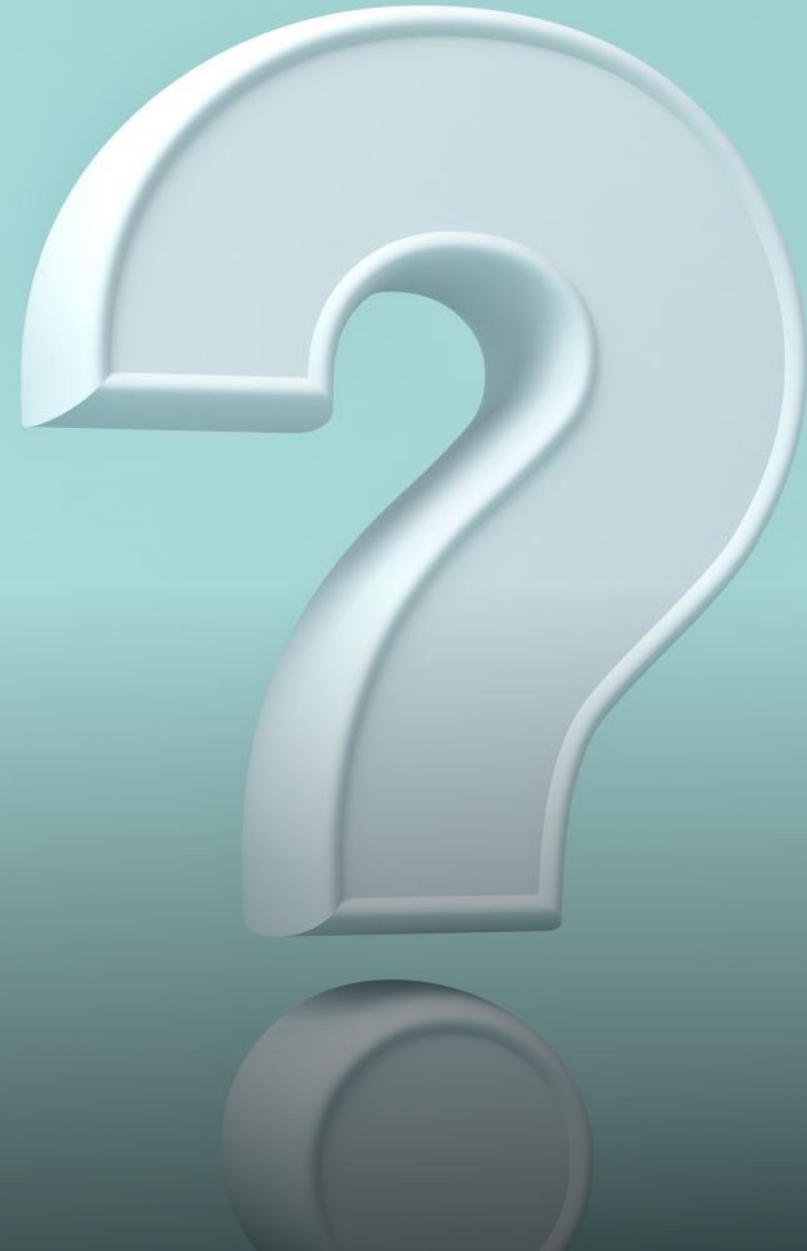
- 1. Learning and Development:** Reflection helps volunteers and managers alike to learn from each experience. By reflecting on their roles, challenges faced, and their contributions to the project's goals, volunteers can identify areas for personal growth and skill development. This process fosters a culture of continuous improvement.
- 2. Feedback Mechanism:** Reflection serves as a valuable feedback mechanism for volunteer managers. By encouraging volunteers to reflect on their experiences, managers can gain insights into what volunteers find rewarding, what they find challenging, and how the volunteer program can be improved to better meet the needs of both the volunteers and the organisation.
- 3. Enhanced Engagement:** Reflection can enhance volunteer engagement by helping volunteers see the impact of their work. Understanding the difference they are making can be highly motivating and increase their commitment to the organisation and its mission.

# THE LINK BETWEEN REFLECTION AND VOLUNTEER MANAGEMENT



- 1. Problem-Solving:** Reflective practices can help identify underlying issues or challenges within the volunteer program. By reflecting on the effectiveness of certain strategies or initiatives, managers can better understand what works and what doesn't, leading to more effective problem-solving and strategic planning.
- 2. Personal and Professional Growth:** For volunteers, reflection is an opportunity to consider their personal and professional goals and how their volunteer work aligns with these goals. This alignment can increase satisfaction and retention among volunteers.
- 3. Building a Reflective Culture:** Encouraging a culture of reflection within a volunteer program can foster open communication, mutual respect, and shared learning among all members. This type of culture can lead to a more cohesive and effective team.

**BUT HOW DO YOU  
DO THAT?**



By asking good reflection questions

# KEY THEMES

- What is reflection, and how do you ask the right questions. You know how to ask the right questions can be set at the right time.
- Plenary reflection and reflection game, you learn to apply and facilitate reflection.



Bill Gates.

NETFLIX



# How do you connect people?

What would you have done differently if you had a time machine at your disposal?



What was the best moment of the past two years?



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Who do you sometimes forget to compliment  
or thank?



# What are your own blind spots?

What is your biggest lesson from the past two years?



How do you ensure a good balance between work and private life?

What is more important to you: understanding  
or being understood?



How do you celebrate successes? And your failures?

If you had a button to change something in your client's organisation immediately, what would you change?



# SESSION 6: FEEDBACK AND VOLUNTEER MANAGEMENT

Part of Module 4 – Course 3: The Reflective Volunteer Manager

*Name instructor – e-mail instructor*



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# KEY THEMES

- Becoming acquainted with forms of feedback relevant to volunteer management practice.
- You learn how to give feedback in a practical volunteer management setting.

**POSITIVE FEEDBACK**

1	What kind of tattoo do you think would suit me? Why?
2	What breed of dog do you think would suit me? Why?
3	If I was a restaurant dish, which one would I be?
4	Suppose I were a piece of furniture. What would I be? And why?
5	If you bought a painting for me, what would it be? Why?
6	What kind of child do you think I used to be? Why?
7	Next summer I'm going to work on a cruise ship. What can you imagine me doing?
8	If you had to recommend me to someone, what would you say?
9	Suppose we had to do a job in a team context. Why would you want me in your team?
10	What natural organism would you compare me with? Why?
11	What nickname would you want to give me?
12	You've been asked to hand out the Oscars. Which Oscar would you give me?
13	How would you describe me in an outfit?
14	What will always be in my suitcase when I go on vacation?
15	What talent show should I take part in? Why?
16	Which of my talents could I use to help you?

17	Suppose I'm going to start up my own business. What sort of business would that be?
18	Which one of my talents would you like to give yourself?
19	What do you like about my behavior in meetings?
20	Suppose I were a car. What kind of car would it be? Why?
21	What book do you think would suit me? Why?
22	What object would suit me perfectly? Why?
23	What do you think the nicest thing is about my personality?
24	Describe my ideal vacation.
25	Describe my ideal evening out.
26	What sort of circus act would I be best in? Why?
27	What hospitality job would suit me best? Why?
28	Which of my qualities can I use to contribute positively to society? How?
29	What other sort of profession would I be good at? Why?
30	Describe the best version of myself.
31	What kind of sport would suit me best? Why?
32	My best friend (male or female) is getting married. What part will I be asked to play at the wedding?
33	What life motto would suit me best?
34	What slogan would suit me best?
35	What compliment do you often hear people paying me?
36	How do you think I get through more difficult times?
37	What are my distinguishing qualities?
38	What makes me unique?
39	What do you think is important to me?
40	Suppose you're an investor. What job would you have me do? Why?
41	What well-known person does my way of working remind you of?

---

42 Suppose I founded a political party. What would its platform be?

43 Suppose I were a blogger. What would I blog about?

44 Which of my personal traits do you value?

45 What knowledge and skills do you value the most?

46 How would you describe me in three words?

47 How would you describe me as a weather forecast?

48 Suppose I were a part of a car. What would I be?

49 What would you hire me to do?

50 What characteristic of mine makes you smile?

51 What characteristic of mine makes you feel good?

---

52 What emoji would you compare me with?



- Player 1 picks a question and reads the question out loud
- Then player 1 chooses two other players to answer the question
- Player 1 asks further questions about the answers
- Then clockwise: player 2 reads out question, asks two players to respond to it
- Etc.
- Timer: we keep 4 minutes per question, so 2 minutes per person
- We keep it positive and constructive, we are not going to smear each other
- And what is said here stays here

# RULES OF THE GAME

**ADVISORY FEEDBACK**

<b>1</b>	Suppose I'm taking a year's sabbatical. What should I get lessons in for that whole year?
<b>2</b>	What person within this organisation can help me to further my personal development? Why?
<b>3</b>	What well-known leader could give me an example I should follow? Why?
<b>4</b>	What skill should I develop further? Why?
<b>5</b>	In order to develop a certain characteristic, I want to take up a new sport. What sport would you suggest for me?
<b>6</b>	What would you like to see changed in the way I work? Why?
<b>7</b>	What do you see as the next step in my career? Why?
<b>8</b>	What advice would you give me to help me achieve my goal?
<b>9</b>	What animal could I learn something from? Why?
<b>10</b>	Suppose I'm a robot about to receive an update. What should the new software package contain?
<b>11</b>	What point could I develop better in myself?
<b>12</b>	What object would you compare my stage of development with?
<b>13</b>	What do you think is standing in the way of my development? Why?
<b>14</b>	What advice would you give me in the area of self-development?

15	What would you feel apprehensive about if we were in the same project group?
16	What should I change in my behavior?
17	What favorite theme of mine do you sometimes find tiring? What would you advise me to do about it?
18	What quality of mine would you like to see more of? Why?
19	How could I decrease or reduce my weak points?
20	What sort of behavior of mine sometimes disturbs you? How can I improve?
21	How could we work together more pleasantly?
22	What you notice me doing when I feel uneasy? What would you advise me to do?
23	Suppose that you could sell talents. What talent should I buy?
24	What sort of message would you include for me in a Christmas card? If you wrote a poem about me, what message would it have?
25	What sort of sketch could a comedian write about me?
26	What culture should I learn a lot more about? Why?
27	What things should I do to bring out the best in myself?
28	How can I become more client-directed?
29	What way of thinking should I cultivate more? Why?
30	Suppose I'm about to start working with a coach. What subjects ought to be discussed?
31	What do you think is my strongest point? How could I exploit it more?
32	What do you think is the point I most need to pay attention to? How could I work on it?
33	What sort of volunteer work would suit me? Why do you think I'm not doing this?

34	What sort of courses or training do you think I should take?
35	How can I improve the way I structure my consultations?
36	How can I improve the way I communicate?
37	What have you always wanted to say to me? Why have you never done it?
38	How could I work alongside other people better?
39	What should I pay more attention to?
40	How would you work in my situation?
41	What literature should I read more of?
42	What about me causes you to worry?
43	How can I make a more helpful impression?
44	In what areas should I give more support to other people?
45	In what areas should I adopt a more professional attitude?
46	How can I interact better?
47	What personal characteristics could I better do without?
48	What characteristics of mine should I combine?
49	What could I learn from you?
50	What movie do you think I ought to watch?
51	What book do you recommend that I should read?
52	What music do you think I ought to listen to?



- Player 1 picks a question and reads the question out loud
- Then player 1 chooses one other player to answer the question
- Player 1 asks further questions about the answers
- Then clockwise: player 2 reads out question, asks one player to respond to it
- Etc.
- Timer: we keep 4 minutes per question
- We keep it positive and constructive, we are not going to smear each other
- And what is said here stays here

# RULES OF THE GAME

# POSITIVE FEEDBACK

- We keep it positive and constructive, we are not going to smear each other
- And what is said here stays here
- Groups of 3 people
- Timer: we keep 4 minutes per person, 2 minutes per question

- **Question 1**

What have you seen in your colleague in recent months that you like as a colleague?

- **Question 2**

What actions have you seen from your colleague in recent months that you like?



# ADVISORY FEEDBACK

- We keep it positive and constructive, we are not going to smear each other
- And what is said here stays here
- Groups of 3 people
- Timer: we keep 4 minutes per person, 2 minutes per question

- **Question 1:**

What examples and possibilities do you see in your colleague?  
to work even better together as a person or as a colleague?

- **Question 2:**

In which example do you see opportunities for growth in the  
cooperation with your colleague in the team?





# SESSION 7:

# CLOSING

Part of Module 4 – Course 3: The Reflective Volunteer Manager

*Name instructor – e-mail instructor*

# SUMMARY



1. Who are you? (and next time introduce yourself using the input from the WhatsApp exercise)
2. Reflection helps you and your team and clients: you need each other to complete the process
3. Create an open climate and ask the right questions
4. Take on the role of the court jester or have your colleague take it on. Switch roles and help each other
5. Say it out loud: "Suppose you were the court jester now, what would you say?"
6. Use the court jester as a 'tool' to be able to say everything to each other and help each other further
7. Experiment with the 16 different angles



In short: put the court jester permanently on your agenda!