



MOBILIZING CHURCH VOLUNTEERS



by Marlene Wilson

rec'd February 1993

RUNNING AN EFFECTIVE VOLUNTEER MINISTRIES PROGRAM

Criteria or Measures of Effectiveness	Yes	No	Need to Work on This
<p>1. <u>Developing a Mission Statement</u></p> <p>a. There is input from a broad cross-section of the congregation.</p> <p>b. The mission statement reflects the history, tradition, skills and interests, and needs of the congregation and is consistent with the denomination's mission.</p> <p>c. The community-at-large has been consulted in the development of the statement.</p> <p>d. The statement has been adopted by the church's governing body (e.g., Vestry, Parish Council).</p> <p>e. Goals and measurable objectives have been developed from the mission statement to guide the church in its work.</p> <p>2. <u>Securing Clergy Commitment</u></p> <p>a. The clergy have been consulted in the planning of the Volunteer Ministries Program.</p> <p>b. The clergy have formally expressed support in developing lay participation in the work of the church.</p> <p>c. Clergy are continually supportive of the efforts to develop the congregation by empowering and encouraging others and giving them real responsibility.</p>			

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<p>3. <u>Establishing an Advisory Committee</u></p> <p>a. A Volunteer Ministries Advisory Committee has been appointed to oversee the organization, implementation, promotion, and evaluation of the program.</p> <p>b. Members, 7 to 12 people, have been chosen for their knowledge of the church and its members and interest in seeing the gifts of members used in the church's ministry.</p> <p>c. The Committee assumes major responsibility for educating the congregation in the meaning and significance of lay ministry and the theology of gifts.</p> <p>d. The Committee has representation on and reports to the church's governing board.</p> <p>e. The Advisory Committee meets at least monthly, more often initially.</p> <p>4. <u>Designating a Formal Coordinator</u></p> <p>a. One person has been appointed to coordinate the Volunteer Ministries Program. This person (who may be paid or volunteer, part-time or full-time) has a written job description.</p> <p>b. The Coordinator was chosen from a variety of candidates for his/her management skills and communication skills, theological understanding of lay ministry, energy, and enthusiasm.</p> <p>c. The Coordinator is included on the parish's professional management team.</p>			

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<p>d. There is adequate training for the Coordinator in the principles and techniques of volunteer administration.</p> <p>e. There are adequate funds for supplies, telephone, printing, postage, and travel to support the work of the Coordinator.</p> <p>f. There is good communication and a good working relationship between the Coordinator and "gate keepers"--choir director, church school superintendent, committee chairs, and others.</p> <p>5. <u>Assessing Needs for Volunteers</u></p> <p>a. There is a planning retreat for key leaders in the church each year to identify needs and establish priorities.</p> <p>b. Members are encouraged to dream big dreams for the ministry of the church.</p> <p>c. Goals and measurable objectives have been developed to guide the church in its work.</p> <p>d. Existing positions are looked at regularly for their continued value to the ministries program as well as to the volunteers.</p> <p>e. Most members of the congregation hold positions in the Volunteer Ministries Program.</p> <p>f. Members' biographical forms are reviewed periodically for unused gifts which might enrich the ministry of the congregation.</p>			

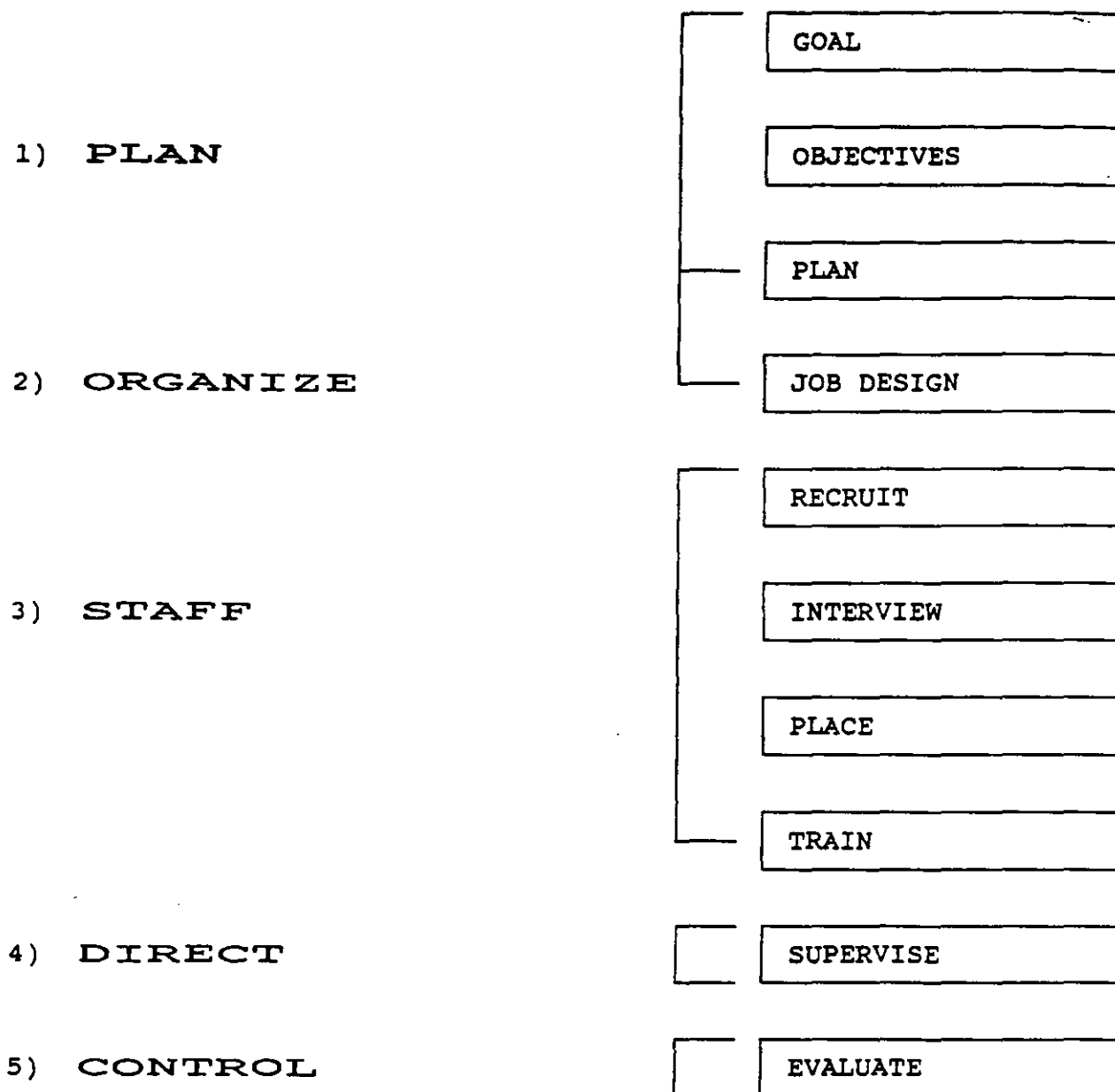
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<p>6. <u>Preparing Record-Keeping Materials</u></p> <ul style="list-style-type: none"> a. A questionnaire has been designed to gather information on skills and interests from each member of the congregation. b. The nominating committee and others who will use the information have helped to design the form. c. Each member's biographical information is entered into the church's talent bank (which may be as simple as a card file or as sophisticated as a computer), and there is a retrieval system for identifying potential volunteers in the bank for assignments. d. A format has been developed for writing position descriptions for volunteers. e. A format and procedure have been developed to record each person's volunteer service. <p>7. <u>Designing Position Descriptions</u></p> <ul style="list-style-type: none"> a. There is a list of all volunteer ministry positions in the church. b. There is a written job description for at least 50 percent of all the ministry positions. c. People generally have a good idea of what is expected of them (and for how long) when they accept a volunteer position. d. Position descriptions are used as the standard for expected performance. 			

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<p>8. <u>Identifying Volunteers</u></p> <ul style="list-style-type: none"> a. There is general appreciation for the uniqueness of each member and the gifts that each brings to the church's ministry. b. Most church members have had an opportunity to discuss with a representative of the church what they would like to do as volunteers (and have completed the questionnaire). c. New members are interviewed when they join the church. d. Biographical questionnaires are reviewed periodically and kept up-to-date. <p>9. <u>Interviewing and Matching Volunteers</u></p> <ul style="list-style-type: none"> a. Every member has been given an opportunity to volunteer and has been offered a variety of choices for which he/she feels suited. b. It is never assumed a volunteer will take an assignment until agreement is reached. Assignments meet the needs of the member as well as the needs of the congregation. c. When members are asked to take an assignment, they are given a written description of what they are asked to do and an accurate picture of how much time and effort it will take to carry it out. d. The volunteer work is shared by many members rather than by a few. e. Everyone has an opportunity to change assignments every year or two. 			

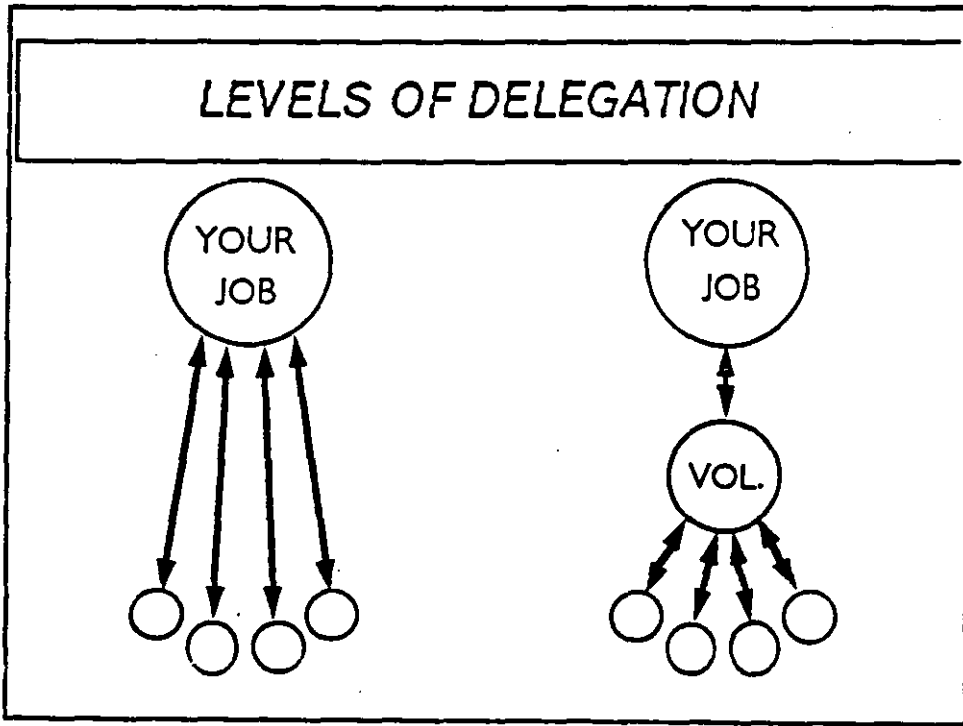
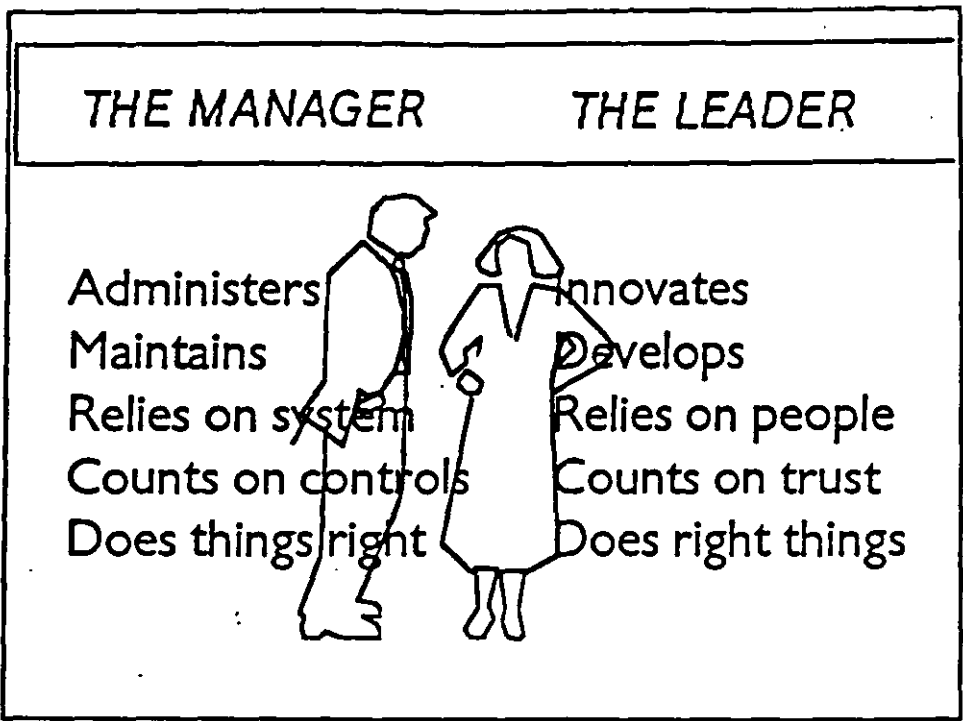
Criteria or Measures of Effectiveness	Yes	No	Need to Work on This
<p>f. Church members are made aware of volunteer ministry opportunities in the neighborhood and community-at-large and participation is viewed as an extension of the church's ministry.</p> <p>10. <u>Training, Supervising, and Supporting Volunteers</u></p> <p>a. All volunteers receive orientation and training for their tasks so that they can go about them with confidence and work effectively.</p> <p>b. After four to six weeks in an assignment, volunteers meet with the Coordinator to talk about how it is going.</p> <p>c. Educational opportunities, in and outside of the church, are provided to members so that they learn new knowledge and skills.</p> <p>d. Volunteers know to whom to turn if they need assistance and encouragement.</p> <p>e. Personal growth and development is an outcome of a member's participation in volunteer ministry.</p> <p>11. <u>Providing for Recognition</u></p> <p>a. All volunteers are recognized and thanked by the church <u>and by the clergy</u> for their services.</p> <p>b. Volunteers are given opportunities to take on more responsibility as they grow in experience and skills.</p> <p>c. At the end of the assignment, volunteers are given an opportunity to discuss how it went and what was learned and accomplished.</p>			

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<p>d. Generally, church members are aware of persons doing volunteer ministry on their behalf in the community and beyond the local church.</p> <p>12. <u>Evaluating the Program</u></p> <p>a. Evaluation is seen as a way to improve and to work for greater excellence rather than as criticism.</p> <p>b. Volunteers are encouraged to express their feelings about their work and to evaluate the church's Volunteer Ministries Program.</p> <p>c. The Lay Ministry Advisory Committee, or another designated group, evaluates the program once a year.</p> <p>d. There has been at least one significant change in the program during the last year.</p>			

FUNCTIONS OF A MANAGER



From The Effective Management of Volunteer Programs, by Marlene Wilson, 1976.



DELEGATION WORKSHEET

- A. A one sentence description of my job, including the general results for which I am responsible, is:

- B. The pieces, or elements, of this job are:

1.

2.

3.

4.

5.

6.

7.

8.

- C. Put an asterisk beside all those pieces that it is essential I do. Why?

- D. The following are some things I'd really like to do or see done, but haven't managed to get done:

1.

2.

3.

4.

E. How many hours a week does it take me to do this job? How many should it take?

F. Which of the pieces listed above would I be willing to delegate if I could find the perfect person? Can any of these pieces be combined into a larger job that could be delegated as a whole and give me more relief? What might those job titles be?

1. _____

2. _____

3. _____

G. What would the ideal person for each of these jobs look like? What skills, experience, aptitudes would he/she have?

Job #1 _____

Job #2 _____

Job #3 _____

DESCRIPTION OF VOLUNTEER OPPORTUNITIES

Job Title:

Responsible to:

Job Description:

Time Required:

In-Service Training Provided:

Qualifications and Special Skills:

Comments:

WAYS TO SUPPORT AND RECOGNIZE VOLUNTEERS

Volunteers in churches often are taken for granted. They, and the services they provide, often are unrecognized, unthanked and unsupported. Yet, they deserve our recognition and gratitude. The role of the volunteer in the life and ministry of the church is an important one. Indeed, the life and ministry of the church depend on those who volunteer their time and effort to do the various tasks and services necessary or helpful for the effective and faithful functioning of the church. Without such volunteers there probably would be no church or ministry or society as we know them today.

Following is a beginning list of ways to support and recognize volunteers and the work they do within the local church, in the wider church and in the community. Add your own creative ideas and then plan how to implement as many as possible.

- o Publish a list of persons who volunteer within the local church, in the wider church and in the community and distribute it to the church members, post it on bulletin boards or carry it in the church newsletter.
- o Plan a worship service around the theme of volunteer ministry.
- o Plan a volunteer recognition dinner, invite all volunteers and honor them with speeches, skits, certificates, awards, gifts.
- o Reimburse the out-of-pocket costs volunteers incur as part of their volunteer ministries.
- o Ask for a report.
- o Send a birthday, anniversary or Christmas card.
- o Provide child care service to enable mothers and fathers of young children to volunteer.
- o Keep challenging volunteers.
- o Provide good orientation, on-the-ministry training, and continuing education opportunities.
- o Provide occasions for volunteers to get together for informal sharing of their experiences.
- o Give additional responsibility.

- o Send newsworthy information about the work of volunteers to local newspapers.
- o Have a party for volunteers.
- o Create pleasant surroundings for their work and meetings.
- o Take time to talk with volunteers and express appreciation for their efforts.
- o Share the positive comments you hear about volunteers and their work with them.
- o Provide scholarships and expense money for volunteers to attend training and continuing education workshops.
- o Write them thank you notes.
- o Celebrate outstanding projects and achievements.
- o Provide good resources and equipment for their use.
- o Praise volunteers to their friends.
- o Provide opportunities for individual conferences.
- o Maintain an accurate record of their training and work and be prepared to provide a reference for the volunteers when they seek employment or other volunteer ministries.
- o Plan a volunteer-of-the-month program or emphasis. For example: September--educational ministry workers; November--conference and association volunteers; January--official board; February--committee members; March--community volunteers; April--choir and music. Recognize these people in the church newsletter, the Sunday morning worship service, by placing their pictures on the church bulletin board.
- o Send a letter of appreciation to the person's family.
- o Honor groups and the individuals in the groups.
- o Have a picnic for volunteers.
- o Say "Thank you!"
- o Smile.


- o Publicize information concerning recognition which members of the church have received for their volunteer work in other groups, institutions or agencies.
- o Ask volunteers to write statements on "why I serve in the church" and publish them in the church newsletter.
- o Give a gift of appreciation, for example, a certificate of recognition, a book or other memento appropriate to their ministry.
- o Provide opportunities for volunteers to assess their satisfactions, needs, learnings and growth in ministry.
- o Form volunteer support groups for sharing joys and concerns.
- o Provide opportunities for members to develop or create ministries to match and use their skills and interests.

Creative Ways to Recognize Volunteers


Let your volunteers know that they have your appreciation and support by giving them small gifts with attached notes. Use the following examples or come up with your own individualized ideas.

Original art and design by Jane Vincent


What a great idea!
Bright idea! Note stuck to a Christmas bulb




A Cracker Jack idea...
Box of CrackerJacks




Your ideas are so exciting I could just pop...
A balloon




Thanks for raisin' the tough questions!
Mini-boxes of raisins




Your great work has me wreathed in smiles!
Small grapevine wreath




I'm lucky to have you to help...
A rabbit's foot




No one holds a candle to you!
Scented votive candle or pack of birthday candles




You are a LIFESAVER!
Candy with a note




You're the apple of my eye!
Real or artificial apple - maybe tied with a bow




What an angel! Here's your halo...
Two silver pipe cleaners twisted together



Your vision is our guiding light!
Mini-flashlight



You have given our project the sweet smell of success!
Potpourri or sachet packet



MOTIVES AFFECTING BEHAVIOR

I. ACHIEVEMENT MOTIVATED PERSON

Goal: Success in a situation which requires excellent or improved performance.

Characteristics:

- Concern with excellence and wanting to do personal best; sets moderate goals and takes calculated risks;
- Likes to take personal responsibility for finding solutions to problems;
- Has desire to achieve unique accomplishments;
- Restless and innovative - takes pleasure in striving;
- Wants concrete feedback.

Spends Time Thinking About:

- Doing job better;
- Accomplishing something unusual or important;
- Goals and how he/she can attain them and obstacles and how he/she can overcome them.

(To illustrate - Sir Isaac Newton was once asked how he ever discovered gravity and he matter-of-factly replied, "By thinking about it all the time!")

II. AFFILIATION MOTIVATED PERSON

Goal: Being with someone else and enjoying mutual friendship.

Characteristics:

- Concerned with being liked and accepted - interpersonal relationships;
- Needs warm and friendly relationships and interaction;
- Concerned about being separated from other people (definitely not the loner).

Spends time thinking about:

- Wanting to be liked and how to achieve this;
- Consoling or helping people;
- Warm and friendly relationships;
- The feelings of others and him/herself.

III. POWER MOTIVATED PERSON

Goal: Having impact or influence on others.

Characteristics:

- Concern for reputation or position (and what people think of that power and influence);
- Gives advice (sometimes unsolicited);
- Strong feelings about status and prestige;
- Strong need to influence others; to change other people's behavior;
- Often verbally fluent (sometimes argumentative);
- Seen by others as forceful and outspoken.

Spends time thinking about:

- Influence and impact he/she has over others and over situations.

McClelland, however, in an article published in the Journal of International Affairs in 1970, entitled, "Two Faces of Power" points out some mistaken notions we have in this country concerning the need for power. He states we have almost totally overlooked the fact that power has two "faces"--one negative and one positive. We tend to assume any leader with power must have dominated the group and attained his power at the expense of the others. This is sometimes true, but not always.

He identifies the negative type of power as personalized power and the positive he calls socialized power. Personalized power often connotes, "I win-you lose," while socialized power connotes, "I win-you win."

PERSONALIZED (Negative)	SOCIALIZED (Positive)
I win-you lose	I win-you win
Law of the jungle	Exercises power for benefit of others to attain group goals
Prestige supplies (i.e., biggest desk, nicest office, newest car)	Charismatically inspires others to action
Personal power and authority-autocrat	Creates confidence in others-helps them achieve group goals
Makes group dependent and submissive	Makes people feel like origins, not pawns
Exerts personal dominance	
Tends to treat people like pawns, not origins	

From Marlene Wilson's book, The Effective Management of Volunteer Programs. Originally from McClelland, David, "Two Faces of Power," quoted in Hampton, Summer & Webber, Organizational Behavior and the Practice of Management.

MOTIVATIONAL ANALYSIS

Each of the following questions has three choices. Choose the one in each question which most closely fits your own motivations. Remember, there are no wrong answers. Place an "x" before the letter of your choice.

1. a. When doing a job, I seek feedback.
 b. I prefer to work alone and am eager to be my own boss.
 c. I seem to be uncomfortable when forced to work alone.

2. a. I go out of my way to make friends with new people.
 b. I enjoy a good argument.
 c. After starting a task, I am not comfortable until it is completed.

3. a. Status symbols are important to me.
 b. I am always getting involved in group projects.
 c. I work better when there is a deadline.

4. a. I work best when there is some challenge involved.
 b. I would rather give orders than take them.
 c. I am sensitive to others--especially when they are mad.

5. a. I am eager to be my own boss.
 b. I accept responsibility eagerly.
 c. I try to get personally involved with my superiors.

6. a. I am uncomfortable when forced to work alone.
 b. I prefer being my own boss, even when others feel a joint effort is required.
 c. When given responsibility, I set measurable standards of high performance.

7. a. I am very concerned about my reputation or position.
 b. I have a desire to out-perform others.
 c. I am concerned with being liked and accepted.

8. a. I enjoy and seek warm, friendly relationships.
 b. I attempt complete involvement in a project.
 c. I want my ideas to predominate.

9. a. I desire unique accomplishments.
 b. It concerns me when I am being separated from others.
 c. I have a need and desire to influence others.

10. a. I think about consoling and helping others.
 b. I am verbally fluent.
 c. I am restless and innovative.

11. a. I set goals and think about how to attain them.
 b. I think about ways to change people.
 c. I think a lot about my feelings and the feelings of others.

MOTIVATIONAL ANALYSIS KEY

- | | | | | | |
|----|----|-------------|-----|----|-------------|
| 1. | a. | Achievement | 7. | a. | Influence |
| | b. | Influence | | b. | Achievement |
| | c. | Affiliation | | c. | Affiliation |
| 2. | a. | Affiliation | 8. | a. | Affiliation |
| | b. | Influence | | b. | Achievement |
| | c. | Achievement | | c. | Influence |
| 3. | a. | Influence | 9. | a. | Achievement |
| | b. | Affiliation | | b. | Affiliation |
| | c. | Achievement | | c. | influence |
| 4. | a. | Achievement | 10. | a. | Affiliation |
| | b. | Influence | | b. | Influence |
| | c. | Affiliation | | c. | Affiliation |
| 5. | a. | Influence | 11. | a. | Achievement |
| | b. | Achievement | | b. | Influence |
| | c. | Affiliation | | c. | Affiliation |
| 6. | a. | Affiliation | | | |
| | b. | Influence | | | |
| | c. | Achievement | | | |