

RECRUITING and DEVELOPING VOLUNTEER LEADERS



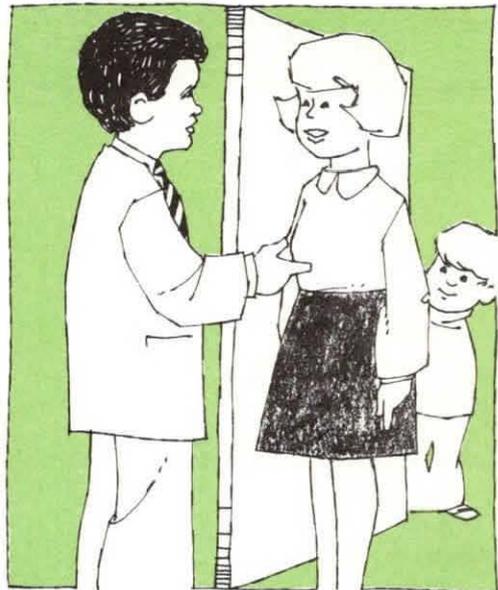
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RESOURCES FOR PARISH LEADERS

RECRUITING
AND
DEVELOPING
VOLUNTEER
LEADERS

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Parish Life Press
Philadelphia



RESOURCES FOR PARISH LEADERS

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Parish Life Resources

Designed and illustrated by Len Epstein.

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This handbook is for:

- Parish Leadership Coordinators
- Local leaders responsible for recruiting and training other leaders
- Church council members
- Pastors

The purpose of this handbook is:

- To provide an overview of a comprehensive parish program of recruiting and equipping volunteer leaders.
- To help members of the congregation make various forms of ministry happen through volunteer service.
- To aid volunteer coordinators in improving local volunteer ministries.

Throughout this handbook there are suggestions for group activity. These suggestions are boxed to make identification of this material convenient for reference and use.



4

PEOPLE MAKE MINISTRY HAPPEN

Now there are varieties of gifts, but the same Spirit; and there are varieties of service, but the same Lord.

1 Corinthians 12:4-5

For a moment, think about your congregation and one phrase from this biblical passage: "... there are varieties of *service*..."

How many congregational members serve?
What do they do?

Perhaps you are thinking about persons who serve *in the congregation*, like those who serve on the church council, and on committees, or those who serve as teachers, choir members, ushers, office workers, or parish callers.

You may also have thought of members who serve *in the community* such as: tutors, reading aides, scout leaders, school-board members, hospital and nursing home assistants. The list could go on and on.

As Paul said, there are "varieties of gifts" and "varieties of service." We can describe these gifts and services as various forms of ministry. Pastors

and lay professionals perform many of those services or ministries. However, we also know that the church relies upon many persons who voluntarily provide their time and skills in services to the church and community. This handbook is about how members of the congregation make ministry happen through voluntary service.

Volunteer leaders willingly and freely give of themselves to accomplish the work that must be done. They have motivation, skills and interests; they invest their time and energy.

Applying the term *volunteer* to church leaders is appropriate. They give their time, talents, and treasures in response to God's gift. But they also volunteer to do so; they are not forced. People choose to be involved and hopefully to live by the model set forth in the first letter of John: "We love, because he first loved us." (1 John 4:19).

A group of Volunteer Coordinators from congregations came together periodically to share their experiences and to learn from each other. When asked to define what they meant by volunteer and volunteer services, they made comments that included the following points.

It is people who are committed to getting a job done. They give freely of themselves, asking only for the gratification of attaining their goal.

It is Christians involved in and sharing responsibility for the mission of the church, dedicated to the task as they do their part.

Because we are called to be a royal priesthood, volunteerism in the congregation is the opportunity for identifying and putting to use the diversity of abilities, skills, expertise — willingly sharing and expressing a partnership in ministry.

It means offering service to the church and community, sharing knowledge and skills to bring people together for a closer fellowship.

It is the sharing of time, talents, and self to meet the needs of *people* — congregations, pastors, individuals, committees, communities, and organizations. Through the process of coordination more *people* are being recruited, supported, and recognized in their service to the Lord.

- Put an asterisk in front of the definition(s) which most appeals to you.
- What would you change in the other definition(s)?
- What is your own definition?

The Church's Believable Cause

However the term *volunteer* is defined, Christians relate volunteer service to the church's mission and purpose. There are many motivations — reasons for volunteering to serve either in the church or in society. One reason stands out above all the others however — people respond to a believable cause. They see a need. They see a group or organization that says "We want to meet that need." They feel they can help, so they join in. The believable cause is visible, obvious, urgent. Satisfaction comes from making a personal contribution, and in the course of helping others, volunteers fulfill some of their own purposes in life.

Just think about the believable causes there are:

— God's purposes in creating the world, breathing into humanity the breath of life, entrusting human beings with the "image of God," challenging all human beings to love their neighbors.

— The church has a mission — to be the people of God, to tell others the good news of Jesus Christ, to bring others into a faith relationship, to serve those in need, to help meet the needs of society.

— The church has functions to fulfill such as worship, witness, learning, service, and support. And these functions are fulfilled through its members.

The church has believable causes. Perhaps they can be made more visible and members can be helped to be more conscious of them.

As church members, our cup is to be filled and to be poured. We receive God's Grace through Word and Sacraments; in return, we minister to others. We are nurtured and we serve.

God's People, the Laos

The believable cause isn't the only motivation behind church volunteering. Equally important is the belief that God calls every Christian into ministry. The author of 1 Peter wrote:

But you are a chosen race,
a royal priesthood,
a holy nation,
God's own people,
that you may declare the wonderful deeds
of him who called you out of darkness
into his marvelous light.

1 Peter 2:9

The phrase "God's own people" is *laos*, a Greek word which means *people*. The *laos* are all persons who confess, "Jesus Christ is Lord."

The Bible speaks of God's people with no distinction between clergy and lay people. Luther speaks of the priesthood of all believers. He also emphasizes that all God's people are "called." We are "liberated," made free by his calling. We are called to a new life. "Once you were no people but now you are God's people; once you had not received mercy but now you have received mercy" (1 Peter 2:10).

In this biblical and theological perspective, the church is truly a voluntary organization. No one coerced us into membership — we were called. Through baptism we have a covenant with God and each other, a common agreement entered into freely.

Everyone entering into this covenant becomes a member of the body of Christ. "... So we, though many, are one body in Christ, and individually members one of another" (Romans 12:5). As belonging members all share in accomplishing the many ministries to be done. Paul emphasizes this point:

Having gifts that differ according to the grace given to us, let us use them: if prophecy, in proportion to our faith; if service, in our serving; he who teaches, in his teaching; he who exhorts, in his exhortations; he who contributes, in liberality; he who gives aid, with zeal; he who does acts of mercy, with cheerfulness.

Romans 12:6 – 8

As belonging members we also share many characteristics or qualities such as:

Let love be genuine; hate what is evil, hold fast to what is good.

Romans 12:9

Love one another with brotherly affection; outdo one another in showing honor.

Romans 12:10

If possible, so far as it depends upon you, live peaceably with all.

Romans 12:18

Bible Study: Take a few moments to reflect upon Romans 12 either by yourself or with others. Use the following suggestions:

- Read Romans 12:1 – 8
- Paul mentions a number of functions or things to be done in the body of Christ. Identify some of them.

Are these functions still relevant in your congregation?

Can you list additional ones?

What skills or gifts are needed to accomplish these functions?

- Read Romans 12:9 – 21
- Paul mentions a number of characteristics or qualities of church members. Identify some of them.
- On a piece of paper, list on the left side several volunteer activities in your congregation such as: providing baby-sitting services, assisting in the worship service, making parish calls. To the right of these activities, write the qualities Paul mentions which would be important for each activity.
- Reflect upon how the idea of being God's people, the laos (1 Peter 2:9), and functioning as the body of Christ with certain qualities as Christian people (Romans 12:1 – 21) is related to how people today make ministry happen.

Lay ministry should be interpreted broadly. Many books have been written about lay ministry, and the subject cannot be covered fully in this handbook. However, it is important to emphasize these two biblical concepts that undergird the concept of placing volunteer service in the congregation and the community under the broad umbrella of lay ministry:

- All people, clergy and laity, are God's people, and laos. All are engaged in the ministries of the church.
- The "gifts" for ministry are varied and given in different proportions to God's people as they function in Christ's body, the church.

It is also important to recognize that ministry happens in three arenas. Members may be involved in one, two, or all three.

1. God's people minister as they apply their Christian faith and qualities (such as those listed in Romans 12:9 – 21) where they live, work, study and play. All members are involved in this personal arena to one degree or another.
2. Some members minister when they do volunteer work in the community through various groups and agencies formed to meet a wide spectrum of human needs.
3. Some members minister when they serve in the congregation, accepting voluntarily one or more jobs that need to be done. Ushering, teaching, serving on committees, baking cakes, and helping with the office work are just a few examples.

How people minister, and how intentional they are about ministry may vary, but all Christians are called to be ministers in some form or another.

The ministry of the laity is encouraged and affirmed in all three arenas. Members appreciate the support they receive through the community of the congregation; through prayers, worship, and education. More, no doubt, ought to be done to support members as they minister where they live, work, and play, and the church is addressing itself toward that end in many ways.

Reflect on the ministry of the laity. In what ways are you involved in the three arenas of ministry? What do you know about how other members serve in these arenas? In what ways are members supportive as they do ministry?

This handbook addresses itself to the ministry of members to the congregation and community, especially ministries on behalf of the congregation. How do you identify people to serve? How can you do a better job of recruiting church workers and leaders? How can you help them do more effective jobs? How can you avoid overusing the loyal few and involve others in the pressing tasks? These and related questions can be dealt with adequately only by a more intentional approach to coordinating volunteer ministries in parish life.



- How do we get more members to serve?
- Who knows the variety of skills and interests of our members?
- What are members willing to do and how much time can they give?
- How many volunteers do we really need?
- What are the jobs?
- How and when do we equip our members to serve as leaders?
- Does anybody know how to get someone to say, "Yes, I'll do it"?
- Does anybody know why some members don't serve anymore?
- How can we show appreciation without offending anyone?

No matter how large or small the congregation, these questions need answers. Usually, the pastors are the ones who try to provide the answers, but often neither pastors nor members are aware of how much time it takes to care for the church's volunteers. Volunteers are often taken for granted or left to fend for themselves. Yet people are your most valuable resource. Their interests, skills, motivations, and willingness to serve are what make ministry happen. True, the Holy Spirit works in and through the volunteers. But this does not relieve you of the responsibility to care for volunteers — that is, to be intentional about the ways volunteers are identified, recruited, equipped and supported in their work.

Coordination Is Important

Being intentional means treating all the ways of involving volunteers as parts that belong together. To illustrate: Jack Simon asked Mary Schneider to serve on the worship and music committee which he chaired. He noted her previous interest in worship practices at a discussion session and thought she might be interested. They talked about her interests and experiences in the church. He told her what the committee did, how often they met, what her responsibilities would be. Mary asked questions. She agreed to serve. Jack promised to meet with her again to give her some orientation before the first meeting. A few months later Jack asked Mary how she felt about serving and if he could do anything to help.

From this illustration about Jack and Mary we can identify several important factors. Each of these factors is important and together they comprise a sound approach to involving members in the congregation's ministries:

- Know the potential volunteer in the congregation.
- Be clear about the jobs members are asked to do.
- Recruit members personally.
- Provide orientation and training for all volunteers.
- Keep in touch with volunteers with personal follow-up, showing appreciation, and evaluation.

Review the Jack-and-Mary illustration to note ways attention was given to each of these factors.

Perhaps you can begin to see the need for coordination. There are many Jacks in the congregation — chairpersons who need committee members, superintendents who need teachers. They need to know how to explain clearly the jobs volunteers do, how to recruit, and how to keep in touch. They also need to know who is available, and who else might be in need of the same person to volunteer for other jobs.

There are also many Marys in the congregation, each with different skills, interests, and time schedules. Some of them are asked to serve over and over again. Others may never be asked. Many don't respond to the general announcements.

Coordination, therefore, involves such things as:

- Keeping track of how members are involved in volunteer ministries;
- Being aware of all the jobs that have to be done;
- Knowing the members and helping them to find ways of doing ministry;
- Helping pastors, chairpersons, superintendents, and many others who need volunteers to know who is available and how to recruit them;
- Being familiar with those resources and leadership opportunities available in the community and the church that would be helpful to the congregation's volunteers;
- Knowing which volunteer groups in the community and the church need volunteers and who in the congregation might be willing to serve.

Recently, a group of congregations appointed persons from among their memberships to assume responsibility for intentional local programs involving members in volunteer ministries. After one year, evaluations from the pastors in this group included these comments:

- Fills a real energy need.
- Anything systematic couldn't help but be a plus.
- I simply could not recruit, identify, and involve our membership in meaningful ways as they are doing it now.
- A real partnership in ministry, almost like having an assistant pastor.

Who Will Coordinate?

Most likely one or more persons in your congregation is trying to coordinate volunteer ministries. The pastor is probably deeply involved. The church school superintendent(s) recruits teachers, and some council members may be recruiting members for committees, ushering and other services. Some council members may be using a stewardship card which asks members to list their skills, their interests, and the areas where they are willing to serve. None of the above persons, however, could possibly have all volunteer services in a total perspective.

It could be that the congregation has already appointed someone to coordinate volunteer services. One way or another, coordination is going on. This handbook suggests ways to improve volunteer ministries. It is suggested that such improvements can best be made if someone is responsible for coordination. This could be a Volunteer Coordinator, and possibly in combination with a Leadership Committee. It could be the pastor. Consider the possibilities:

The Pastor as Coordinator

Pastors may choose to fill the coordinator's role. They may be doing this now and feel comfortable with the responsibilities. Whether the pastor does it may depend upon such factors as the priority placed upon pastoral duties, the size of the congregation, and his or her recruiting and training skills. When pastors serve as coordinators they need to work closely with other persons such as the church school superintendent(s), church council president and vice president, committee chairpersons, leaders of women's auxiliaries, and youth groups — all of whom can help identify tasks to be done and persons available who could do these tasks. The process of recruiting, training, and supporting volunteers is thus shared but often confined to one area of concern at a time as particular needs arise.

Volunteer Coordinator(s)

The church council may appoint one or more persons to handle coordination. The pastor would be available for guidance and support. Volunteer Coordinators would use this handbook as a basic guide in meeting congregational needs, but would not try to accomplish everything at once. Once having identified the place to begin they would use the appropriate sections for guidance and resources. This guide can help them to keep a vision of what they are about and provide practical suggestions. Time and patience would be needed as they learn about their job and grow in their ability to tackle it.

Consider the following possibilities for the Volunteer Coordinator's position:

- There could be one or more Volunteer Coordinators. Two coordinators working together, for example, would share the responsibilities and support one another as they serve. A second or third person could be added to receive on-the-job experience before the coordinator completes a term of service.
- The job could be part-time or full-time, depending upon the size of the congregation and the demands of the job. A person could begin in a part-time capacity and increase the number of hours as the demands increase. Or, a second part-time person could be added.
- The coordinator's position could be a non-salaried or a salaried position, again depending upon the demands of the job. The position could begin as non-salaried and become salaried later.

Leadership Committee

The congregation may, if it is large, or has a number of volunteer programs and leaders, have a Leadership Committee.

The committee's responsibilities would include such things as:

- Coordinating the congregation's leadership-development program.
- Supervising the leadership training of volunteers.
- Training congregational leaders in general leadership skills which would be helpful in all ministry areas of congregational life.
- Working with other congregational leaders in assessing leadership-development needs and setting goals to meet these needs.
- Relating to regional and to churchwide agencies to become knowledgeable about leadership resources and leadership opportunities available.

The Leadership Committee's membership which would be responsible to the church council could include the following persons:

- The pastor(s) ex-officio.
- Other professional staff with leadership responsibilities.
- A church council liaison person.
- The Volunteer Coordinator(s).
- Three to five persons, some of whom are trained in general leadership skills.
- Others such as church school superintendents could be called upon to report or share information about leadership development.

A Job Description for Coordinators

Study the sample job description for Volunteer Coordinators (see page 10). Basically, the description applies to one person or a group of persons who will assume responsibility for coordinating volunteer services. It is suggested that the church council use this as a guide for writing a description that would fit their particular situation. Later, the coordinators could revise it on the basis of their experiences and submit it to the council for approval.

When preparing the description, the council should modify and sharpen the "Purpose of the Position" in the light of the local situation and, similarly, recast the "Responsibilities and Duties" list to deal with specific congregational needs.

The council needs to decide the "Number Needed" and the "Time Required" (which could be approximately five to eight hours per week for

JOB DESCRIPTION

VOLUNTEER COORDINATING TEAM

PROGRAM _____

POSITION _____

NUMBER NEEDED _____

1. PURPOSE OF THE POSITION:

- a. *To provide more members opportunity to serve as volunteers in the congregation and community.*
- b. *To coordinate the ways members are identified, recruited, trained, and supported in volunteer ministries.*
- c. *To contribute to the church's mission through volunteer services.*

2. RESPONSIBILITIES AND DUTIES:

- a. *Encourage an awareness and commitment to lay ministry.*
- b. *Assist in describing volunteer jobs.*
- c. *Encourage the use of sound recruitment procedures.*
- d. *Match people with skills and interests to the jobs that need to be done.*
- e. *Develop and maintain a volunteer filing system.*
- f. *Assist in developing the leadership program.*
- g. *Support volunteers with encouragement and recognition.*

3. RELATIONSHIPS:

- a. *Be responsible to the church council and the pastor.*
- b. *Build a working relationship with congregational leaders.*
- c. *Communicate with the congregation and key leaders.*
- d. *Establish relationships with voluntary action groups in the community.*
- e. *Establish relationships with the denomination's parish services committee.*

4. TIME REQUIRED

Days: _____ Length of Service: _____

QUALIFICATIONS

Person(s) who:

- 1. *Are committed to the mission of the church in the congregation.*
- 2. *Have the ability to get along with people and win their cooperation.*
- 3. *Have the ability to organize.*
- 4. *Have experience as a volunteer.*
- 5. *Have perseverance, enthusiasm, dedication, a sense of humor.*

TRAINING SUGGESTED

- 1. *Study and use of this handbook.*
- 2. *Take advantage of counsel and leadership opportunities sponsored by regional and churchwide denominational agencies.*
- 3. *Take advantage of training opportunities in the community.*

volunteers or whatever time is allocated for a part-time or full-time paid professional). A decision also needs to be made for "Length of Service." The recommendation is that persons be asked to make a one-year commitment which could be negotiated for a second and third year. If a team approach is used, it would help if terms expired at different times.

Read the job description and become familiar with its basic ideas. Would this describe a way to coordinate volunteer ministries in your congregation?

When one or more persons takes on the responsibility of Volunteer Coordinator, a new dimension is added to congregational leadership. More people are now involved in determining what jobs must be done and in recruiting persons to do them. However, remember that Volunteer Coordinators coordinate leadership tasks; they do not take over the work others are doing. One experimental parish coordinating team pointed out the need to clarify this issue by making the point that some people need to be convinced that you are not trying to take their jobs away, only trying to give help where needed. The coordinators, with the help of the pastor and council, will want to build good working relationships with all congregational leaders.

Coming to a Decision

In coming to a decision about appointing one or more Volunteer Coordinators, the church council needs to consider all aspects of the position. It is wise to have a small group of persons study the

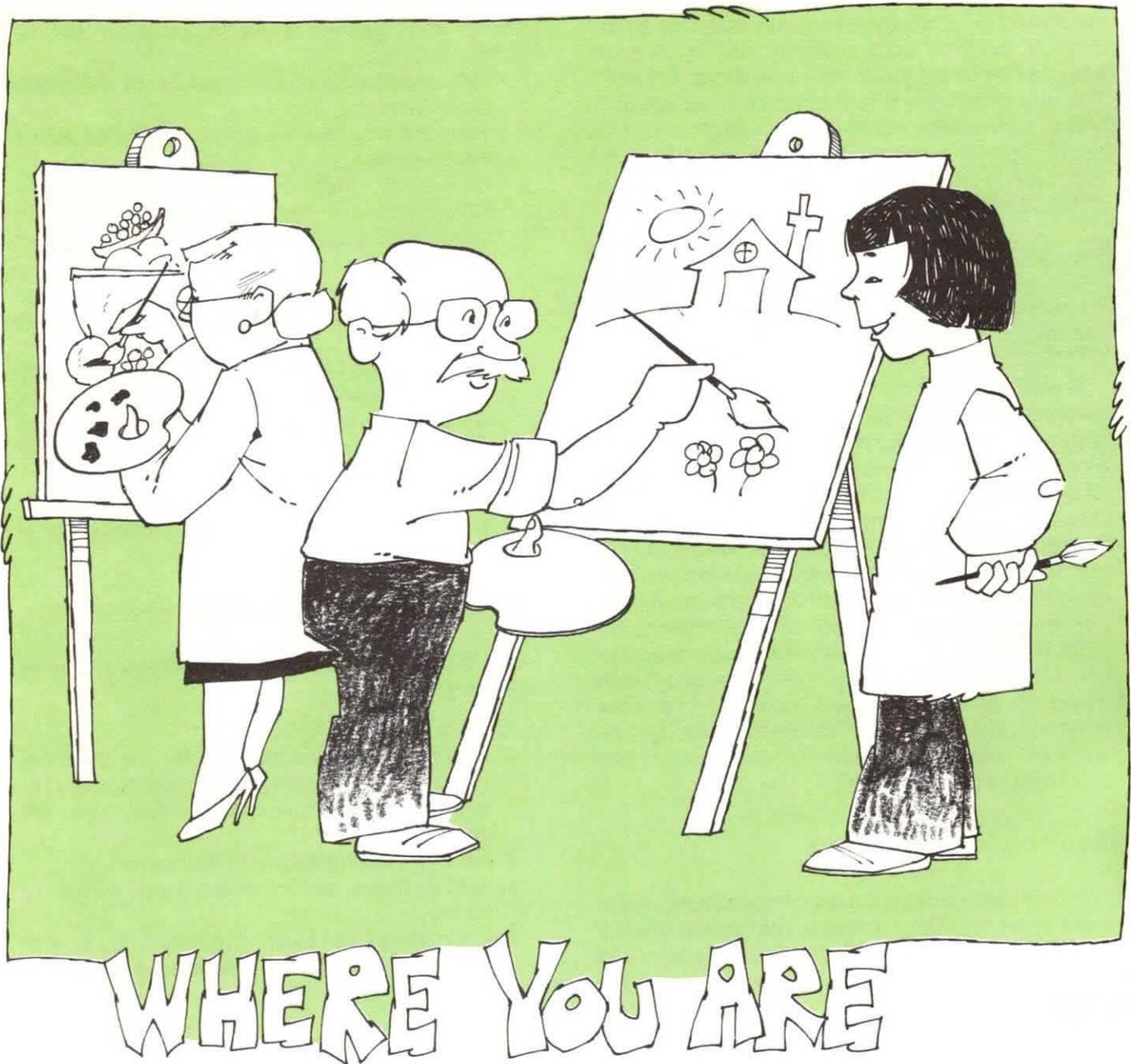
matter and present a report covering critical factors such as:

- The importance of the position of Volunteer Coordinator(s);
- Reasons why this would be beneficial to the congregation;
- Objectives that could be accomplished. Objectives are listed on the sample job description under "Purpose of the Position." Consider the possibility of initiating the project for one year with a thorough evaluation to determine future recommendations;
- Who will be responsible? Develop a job description with a recommendation for the relationship of Volunteer Coordinators with the church council, the pastor(s) and other congregational leaders;
- Monies needed. Estimate office expense, car mileage, telephone, any office equipment if needed.

Recruitment of Coordinators

In recruiting Volunteer Coordinators, follow these steps:

1. Write a job description.
2. Identify several candidates for the position, using the qualifications suggested and your knowledge of members' skills and experiences.
3. Interview the candidates personally.
4. Select those which seem best suited to serve.
5. Once they have been appointed, meet with them for orientation, including a review of this handbook.



WHERE YOU ARE

Before beginning anything new, it is best to discover what is already happening. Volunteer Coordinators need to know how volunteer ministries are already taking place and who among the members are involved. Even though you may know a lot already (because you have been actively involved, or the congregation is not too large) take time now to write down all the information you can gather. In this way reliable data will be readily available when you need it.

Develop an Overview

Develop an overall picture of the ways members serve in your congregation. Invite several other persons with knowledge of the organizations and

leadership of the congregation to work with you. This information will provide a basis for future planning. Here are some useful steps in the procedure:

STEP 1 Use a separate worksheet to list all the committees, organizations and groups that are a part of your congregation's ministry and the approximate number of persons involved in leadership roles. One resource for the study is the congregation's annual report and roster. Other resources are chairpersons of committees, the church staff, and key leaders in the congregation. Your sheet might look like this:

Parish Leaders

Group	Youth	Men	Women	Total
Church Council	1	10	5	16
Altar Guild		1	5	6
Property Committee		5	1	6
Youth Ministry Comm.	8	1	1	10
<hr/>				
Total	==	=	==	==

STEP 2 Using the same format add to your list the estimated number of persons who volunteer their services for individual ministries such as: visiting the sick, caring for the lawn, folding bulletins. Total the number.

STEP 3 Are members serving as participants in church-related ministries beyond the congregation such as: camp boards, social service agencies, resource teams and consultants, management and consultant committees of churchwide agencies? If so, estimate the number.

STEP 4 List the number of members serving as volunteer leaders for community projects such as: Meals on Wheels, scouts, guides, Red Cross, school boards, drug abuse. Since this information is probably not available, make an educated guess. Total the number.

STEP 5 Compile the information from steps 1 to 4, using the following chart.

	Number of Volunteers	Percentage Confirmed Members
1. Ministries of committees, groups in the congregation	_____	_____
2. Ministries by individuals	_____	_____
3. Serving in church-related ministries beyond the congregation	_____	_____
4. Serving in community projects, activities	_____	_____
Total	=====	=====

Now that you have this information, are there ways in which it could be shared with the congregation? The church bulletin, newsletter and posters can be used to affirm the work of the present volunteers and raise awareness of the many possibilities for service that exist in the congregation and community.

Note Volunteer Leaders

After you have completed the overview, there is much more you can do to note areas of concentration of volunteer activity and where it needs to be strengthened.

If your congregation has developed a mission statement, secure a copy to keep with this handbook. The mission statement will serve as a benchmark for evaluating all aspects of a congregation's life and work. In addition, look at the model constitution and your congregation's annual report. Study what these documents say or imply about the congregation's purpose.

A congregation's mission can be evaluated in relation to five ministry areas of congregational life — worship, learning, witness, service, support. The model constitution for congregations has brief descriptions of each of these functions:

WORSHIP Providing for corporate and individual worship opportunities; involving lay leadership in worship and worship planning.

LEARNING Planning learning experiences for all members; formal and informal opportunities for new insights and growth in the Christian faith.

WITNESS Bringing new members into fellowship; restoring lapsed members; supporting ministry of the laity in daily life.

SERVICE Visiting the sick, homebound, imprisoned; fostering justice; relieving suffering.

SUPPORT Stewardship, finances, communication, facilities, leadership development, planning, fellowship.

Discuss the mission statement and the five functions. Clarify understandings. Discuss how the statement and the functions can help and guide congregational life and work.

In which functions are your members most involved? A good way to answer this question is to do a thorough analysis of how many local leaders are doing what in each of the functional areas.

Refer to the information you have already gathered about present volunteer ministries to develop a separate profile sheet for each of the functions.

At the top of each sheet write the name of the function. List the committees, groups, and individuals whose volunteer work falls under that function. In another column identify the number of leaders involved. In the next column estimate the total hours. Your sheet for the Worship Function might look like this:

Worship Function

Activity	Volunteers	Hours/Month
Worship-planning	5	10
Choir	10	40
Acolytes	8	16
Lay readers	2	8
Ushers	4	16

Make a similar listing for learning, witness, service, and support.

If an activity or organization has aspects of several functions, list it under its major function.

For example, although the Sunday church school provides some worship experiences, its major function is learning.

Remember to include the people, according to your estimates, who are involved beyond the congregation—in church and community.

Now, on a separate piece of paper, compile the information you have collected:

Function	Volunteers	Hours/Month
Worship	_____	_____
Learning	_____	_____
Witness	_____	_____
Service	_____	_____
Support	_____	_____
Total	=====	=====

It may surprise you to see how many hours are listed. One congregation estimated that 17,000 hours of volunteer service have been given during one year.

Discuss the results with those who have been assisting you in collecting and sorting the data. What are the implications of what you have discovered? Here are some specific questions:

- Which function has the greatest volunteer strength? Why?
- Which function appears to need additional volunteers? Why?
- How does this information reflect the stated mission of your congregation or its purpose as spelled out in the constitution?



DEVELOPING A VOLUNTEER MODEL

We have been talking about the congregation's mission, about volunteer tasks and skills, about volunteer ministries. These aspects, along with some others, can be put together to form a total perspective about volunteer leadership. We are calling this perspective a Volunteer Model.

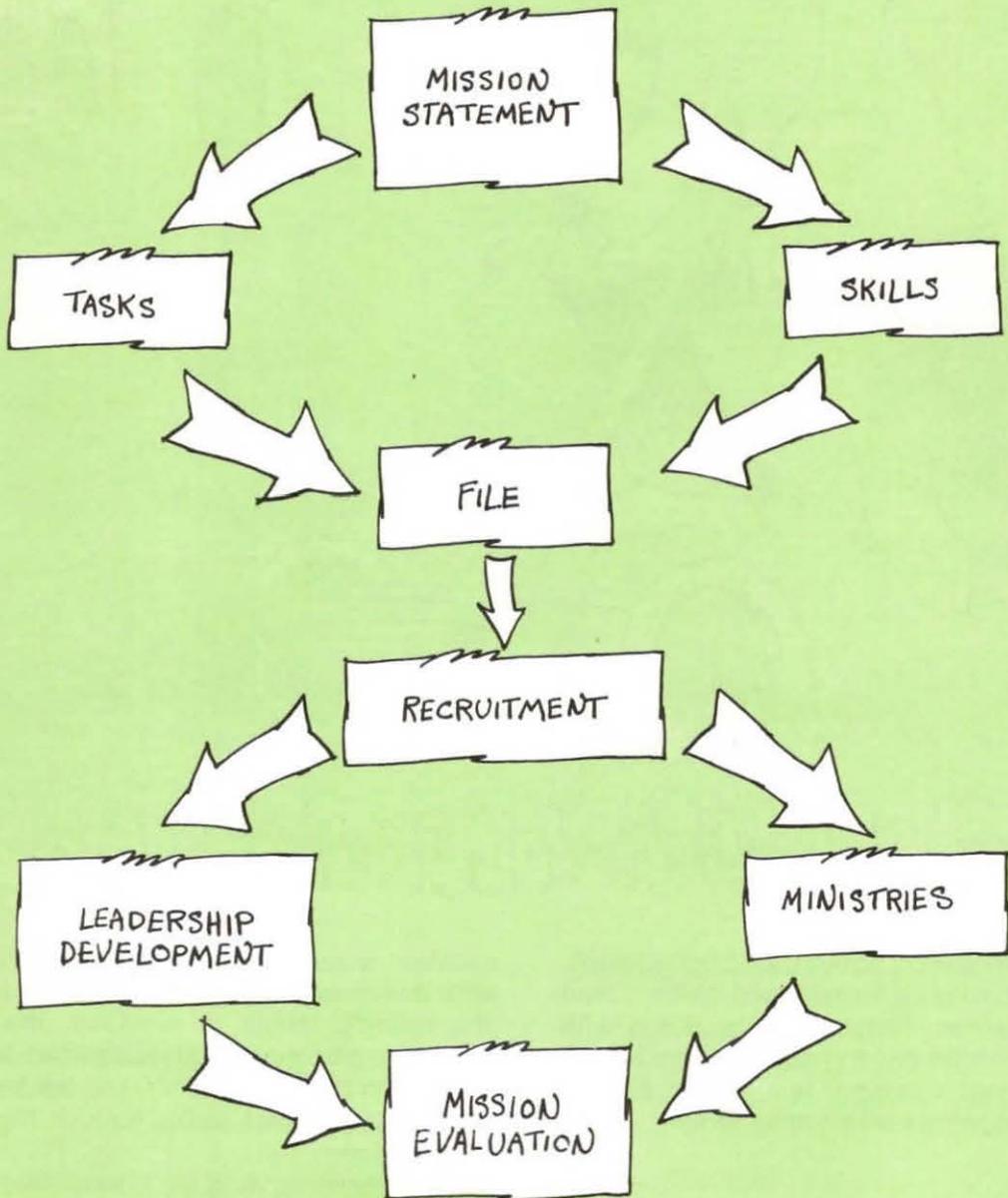
A Volunteer Model

The model includes eight aspects of volunteer activity which are: the congregation's statement of mission, the tasks necessary to carry out this mission, the people with the skills and com-

mitment to perform the tasks, the file of potential and active volunteers, recruitment procedures, the training which is provided, the ministries which are performed and recognized, and mission evaluation of the ministries and leadership-development procedures in the light of the congregation's vision.

All of these aspects are interrelated. Activity in one influences what is happening with the others. For example, a person with skills and interest in making evangelism visits is more apt to strengthen the evangelism program. Likewise, a chairperson who needs evangelism visitors is helped when there is an up-to-date file of members who said they would like to serve in this area.

A MODEL FOR CONGREGATIONAL VOLUNTEER
ACTIVITY



Look carefully at each aspect of the Model for Congregational Volunteer Activity. In a congregation using this model, there is usually something happening in just about every aspect at the same time. However, for your purposes proceed through the model one stage at a time.

Mission Statement

The mission statement expresses the congregation's vision of its identity as the body of Christ, the people of God. The statement gives direction to parish planning and activities; it also provides a basis for evaluating both actual ministries and the whole process of leadership development. The statement relates the *laos* to the common purpose of building the kingdom in their daily lives. It gives meaning to the simplest and the most complex tasks in which the people of God are involved.

Tasks

The mission statement becomes viable through the definition of tasks which need to be done. Tasks which are clearly outlined make it possible for volunteers to respond with understanding and commitment.

Skills

Members are motivated to be involved in the mission when they can use their skills, talents and time productively and satisfyingly; and when there are opportunities for personal growth and development of new interests.

File

The tasks which need to be done and the skills which persons are ready to share are gathered together in the file. The file serves as a clearing house for information and referrals. It also provides a record of the service which has been given.

Recruitment

Recruitment is the linking process which brings together persons and tasks. Recruitment seeks a good match and a mutually agreeable contract. Personal interviews help the volunteers relate their gifts, time and goals to specific tasks. Interviews also assist the recruiter in matching the most suitable and available person with the requirements of a task.

Leadership Development

Leadership development includes orientation, on-the-job training, the provision of appropriate resources, the guarantee of helpful support persons, the offering of formal leadership-training events. Sound leadership development also makes provision for the participants' personal growth as well as preparing them for their tasks.

Ministries

Ministries occur both within the congregation's life and in the communities in which members live and work. Ministries are as varied as there are needs and may include advocacy, program planning, policymaking, consultation, teaching, person-to-person counsel and visitation.

There should be regular personal as well as public recognition of the services which are given. Leaders should also have periodic opportunities to evaluate, terminate or redirect the area of their service.

Mission Evaluation

Ministries are evaluated by the mission statement of the congregation. And the cycle begins again with the identification and matching of people and tasks for ministries which are compatible with the mission.

Read the foregoing descriptions as you trace your way through the model. Draw upon your knowledge of what is happening in the congregation (from the information gathering you did earlier in the handbook). It should be evident that volunteers and congregational programs depend upon how well each aspect is cared for.

Decide Where to Begin

Obviously, there are many places you could begin to develop a congregational volunteer program in your parish using the model as a guide. Perhaps the best place to begin is with that aspect of the model which needs the most attention in your congregation. This may be obvious to you. However, it will help if you examine each aspect first before jumping into a major activity. To aid you in this process, follow the suggested guidelines and use the worksheets to do your planning. The Volunteer Coordinators may want to do these steps with the pastor, or you could call upon other leaders, like the church school superintendent and committee chairpersons to assist you.

1. Determine Your Present Status

Analyze where your congregation is in relation to the model. Use the worksheet on these pages to assess what is happening under each aspect of the Volunteer Model. Utilize the information previously gathered.

2. Identify Strengths and Weaknesses

Now sift through all the information you have and write brief statements to describe the strengths and weaknesses of your congregation's volunteer activity. Use a worksheet such as the sample on page 20 to present these comments in parallel columns.

3. Write a Plan of Action

On the basis of your analysis of the way things are in your congregation and your assessment of what needs to be done, decide on first and second priorities for action. One way to do this is to develop a Strategy Worksheet that gives you a step-by-step plan. See the sample Strategy Worksheet on page 21 to give you an idea of what yours could look like when it is finished. Choose your priorities, write your action plan, and go to work during the next several months. When you are ready for further action, develop new strategies.

Use this handbook as a major resource as you develop each part of the Volunteer Model. See the chart on page 2 to identify the handbook sections helpful to the various aspects of the model.

WHERE WE ARE IN RELATION TO THE MODEL

	Yes	No	Yes	No	Yes	No	Yes	No
MISSION								
1. We have a mission statement which gives direction to our ministries								
2. We use the constitution for direction of our ministries								
3. We regularly evaluate volunteer activity by our mission statement and constitution								
TASKS								
1. List two tasks under each function								
WORSHIP								
LEARNING								
WITNESS								
SERVICE								
SUPPORT								
2. Check those tasks that need job descriptions								
SKILLS								
1. Members are asked to complete a skills-and-service sheet, or some other form, listing tasks for which volunteers are needed								
2. Members are informed about the ministry of the laity								
3. Attempts are made to discover the person's interest, motivations, expectations, and availability								
	Regularly	Sometimes	Seldom					

-
- RECRUITMENT**
1. Recruitment is done through personal interviews
 2. Job descriptions are used
 3. The emphasis in recruiting is on helping persons find jobs which match their interests, abilities, and time availability
-

- LEADERSHIP DEVELOPMENT**
1. Every newly recruited person receives orientation for the task
 2. Every newly recruited person receives training for tasks which require it
 3. Training opportunities are planned to both adequately deal with the subject and take into account the volunteer's time limitations
 4. Volunteers are involved in the planning and evaluation of their tasks
 5. Provision is made for baby-sitting to allow for participation in training sessions
 6. The congregation takes advantage of leadership and training opportunities sponsored by the church
 7. The congregation uses outside resources (people, media, events) to supplement its own resources
-

- MINISTRIES**
1. Someone cares about the volunteers, meets with them, and can be contacted when help is needed
 2. The work of volunteers is appreciated and receives appropriate recognition
 3. Volunteers have the opportunity to evaluate how they are doing
 4. Volunteers are given opportunity for enrichment
 5. Volunteers can "retire," or move on to a more challenging or different task
 6. Volunteers have their expenses taken care of
 7. Volunteers who serve in the community or at the synod level are known, recognized, and supported
-

STRENGTHS AND WEAKNESSES WORKSHEET

MODEL	STRENGTHS	WEAKNESSES
MISSION	<i>Communicate through sermons</i>	<i>No congregational mission statement</i>
TASKS	<i>Committees are set up to carry out the mission</i>	<i>No clear job descriptions</i>
SKILLS	<i>We communicate need for volunteers</i>	<i>Not reaching enough people</i>
FILE	<i>Pastor has file of volunteers and makes use of it</i>	<i>Not enough names referred</i>
RECRUITMENT	<i>Personal contact is made</i>	<i>Fail to match interests and abilities of person with task</i>
LEADERSHIP DEVELOPMENT	<i>Encourage people to attend workshops</i>	<i>Seldom given adequate orientation--regional workshops rarely attended</i>
MINISTRIES	<i>Recognize the service of some volunteers</i>	<i>Not enough recognition for some--no evaluation of service or need</i>
MISSION EVALUATION	<i>Regular evaluation of some key ministries</i>	<i>Evaluation of other current ministries seldom made</i>

STRATEGY WORKSHEET

Where would you like to begin strengthening the volunteer activity in your congregation?

1. Select your top priority Recruitment. Select your second priority Leadership Development.
2. List what would need to be done to develop the top priority. Assess the needs, time and talent forms, set up the file, define the tasks
3. Select several of these items which ought to be dealt with first. _____
4. Use the following strategy worksheet to plan the details of your first steps on the top priority.

WE WILL WORK ON	WE WILL ACCOMPLISH THIS BY	DATE	PERSONS TO FOLLOW THROUGH	WE WILL KNOW THE JOB IS DONE WHEN
1. Assessing the needs	Making a list of tasks (those things which we know people will be asked to do)	March 26	Pastor and Volunteer Coordinators	We have our list completed
2. Developing the Skills and service form to send out	Compiling list of tasks	May 1	" "	Form is ready and mailed
	Setting aside a day to ask congregation to complete the forms	May 21	" "	
3. Setting up file	Recording completed forms	Mid-June	Ann and Esther	Names are recorded

4. Establish Good Relationships with Other Leaders

The Volunteer Coordinators will be reporting to the church council, working with the professional and paid staff, as well as with the leaders of organizations and groups, referring volunteers, and informing the congregation. For example, if your first priority is to start a filing system, you will be working with at least the pastor, secretary, key people in various programs, and the chairpersons of committees. It is therefore important to build a good working relationship with leaders. Some of these relationships have already begun, especially if you involved others in the activities suggested earlier.

Before you carry out your priorities, help the other leaders understand what your job is, how it relates to their jobs, and how you can work together. Welcome their suggestions and ask for their cooperation. Good relationships are necessary because:

- The purpose of your work needs to be understood by all who relate in a specific way to the various programs and activities of the congregation.
- The work you will be doing may be seen by others as their responsibility. It will be necessary to clarify your role of coordinator.
- Channels and procedures need to be spelled out for a productive partnership.
- Accountability needs to be clear.
- It is important that the coordinators be seen as a resource to other leaders.
- Practical arrangements need to be understood by everyone. For example, the coordinators need working space, filing arrangements and a phone. Leaders will need to know when coordinators are available.

Building good relationships with other leaders doesn't happen all at once. This is an ongoing responsibility. It can happen informally as you meet people at the church. There will be times when it's best to make appointments with individuals or groups.

It would be beneficial if you invited key leaders to a sharing session about volunteer work in the congregation before you begin to implement strategies. Here is a suggested outline for what could be done in a ninety-minute sharing session:

SHARING SESSION WITH KEY LEADERS

Objectives: Understanding the work of the Volunteer Coordinators.

Identifying areas of mutual support.

Audience: Chairpersons of committees, church school superintendents, council members, professional staff and paid staff.

Format: Introductions and sharing of objectives.

(15 min.) Worship—I Peter 2:9 – 11. Discuss Bible passage.

(20 min.) Sharing by everyone about how they are recruited, and the satisfaction they receive from serving.

(20 min.) Explanation of the Volunteer Model and discussion.

(15 min.) Describing and discussing the role of the coordinators.

(10 min.) Sharing your ideas about getting started.

(10 min.) Listing ways in which you can be helpful to one another.



*Recruiting before designing jobs
is rather like trying to dance
before the music begins. The
possibility of ending up out of
step is very good indeed.*

Marlene Wilson

There are tasks to be done. There are persons who are willing to volunteer for them. There is a good match when the right person is doing the right job. In this way a need to get the job done well is met, and the individual doing it receives personal satisfaction.

How do you bring about good matches of persons and tasks? Certainly one thing that is necessary is having sufficient information about

both. Another essential is using person-to-person recruitment techniques. In this chapter we are dealing with ways of gathering sufficient information.

Generally speaking, some good matching of persons and tasks is probably already happening in the congregation. The pastor, for example, may know that Janet S. has the motivation, time, and skills to be a super chairperson of the worship

committee. So Janet S. and the worship committee get matched. Other leaders probably could do the same thing.

So why bother with a file? Because there always seems to be a need for volunteers. Because there are many jobs to be done. Because many people have skills and interests that are not known by others. Because time pressures and the easy way out often make it simple to ask those who did it before.

The Volunteer File then, provides information about members and about the jobs to be done. The file becomes a tool or a resource which aids the Volunteer Coordinators and other key leaders. The responsibilities of the Volunteer Coordinators are to set up the file and to help leaders and volunteers make good use of it.

Develop a Job Inventory

A Job Inventory Sheet lists all the volunteer work that is being done now, as well as volunteer jobs that need to be done or could be done. Each job should be recorded on a separate page. Keep these pages in a loose-leaf notebook. Note on each page the names, addresses, and phone numbers of persons who are presently doing the job. In a space beside each name indicate the dates and length of service. In a separate section on the page list persons who have said they would be willing to serve.

You could list the jobs alphabetically according to the congregation's organization, or list them categorically according to the functional areas of congregational life and ministry—worship, witness, learning, service, and support. If you follow this latter arrangement, you would have five sections in your loose-leaf notebook with a number of job pages in each section.

You may have already gathered the information needed for the file if you have been following the handbook thus far. The congregational directory will also be helpful in developing or checking your list of jobs. If further help is needed, ask for cooperation from the office secretary, chairpersons of committees, or officers of organizations.

A Job Inventory page in your notebook could look like the sample on page 27.

Prepare a Skills and Service Form

The Volunteer File should also contain completed Skills and Service forms prepared by

members of the congregation. A Skills and Service form provides information about persons who are willing to volunteer and information about their choices for involvement in the life of the congregation.

This form is used in two ways—to gather information from members and as an alphabetical file of persons willing to serve as volunteers. The person's name would also be listed on the appropriate Job Inventory sheets. When designing the Skills and Service form:

- Develop the form around the needs which chairpersons and leaders have shared. You may want to categorize the jobs according to the functions or the organizational chart of the congregation. Make the form attractive and easy to complete.
- On the form list only jobs for which volunteers are needed. It will then be possible to recruit volunteers immediately while their motivation to serve is high.
- Include space for persons to insert information about themselves. For example, they could list hobbies, special skills they have which may be useful to others, and when they are available to serve.

Congregations vary in their use of the form. Some develop one every year. Some mail it to all members. Others use it in their Every Member Visitation. Still others may use it on several successive Sundays at worship. New members are invited to complete the form.

Examine the sample Skills and Service form. Even if your congregation has used similar forms before, examine this as well. Develop the kind of Skills and Service form that would be helpful in meeting the needs in your congregation.

Match Persons and Tasks

You now have two sections of the Volunteer File:

- **Job Inventory** (a file of all tasks or jobs for which volunteers are needed and a list of those members willing to do them).
- **Skills and Service** forms (an alphabetical file of all persons who serve or would like to serve as volunteers).

The chief reason for having these files is to match people with tasks that have to be done. The cardinal sin is to ignore the information.

The Volunteer Coordinators are to see that the files are used. They can do this in several ways:

SKILLS and SERVICE

Witnessing to our faith in Jesus Christ takes many forms in daily life and in the community of believers.

Each year the council and committees of the congregation identify ways in which that ministry can take place. This form indicates the opportunities for members of our congregations to become involved in specific ways with our mission.

Additional information about each of the opportunities for service are available from the Volunteer Coordinators at the church office.

OUR VOLUNTEER NEEDS THIS YEAR

Please check (✓) one or more volunteer services you would be willing to provide this year.

WORSHIP	Ushers _____	Senior Choir _____
	Lectors _____	Junior Choir _____
	Assisting Minister _____	Worship Committee _____
	Altar Guild _____	Acolytes _____

LEARNING Church school teachers for age 3 _____
 Grade 5 _____ Youth (12-14) _____

Youth ministry advisers _____

Bible study leaders for young adult group _____
(four Wednesday evenings)

Adult class discussion leader _____
(five weeks)

Catechetical class retreat leader _____
(2 overnight retreats)

Vacation school teachers
 Nursery—Kindergarten _____
 Grades 1 and 2 _____ Grades 3 and 4 _____
 Grades 5 and 6 _____ Music _____

VOLUNTEER NETWORK of Trinity Church

Ms. _____
 Mrs. _____
 Mr. _____

Address _____

Occupation _____

Other work experiences _____

Prefer to work with: _____

pre-school _____ school age _____

teenagers _____ young adults _____

adults _____ seniors _____

handicapped _____ homebound _____

no preference _____

Transportation: Available _____
Not available _____

Date _____

(Do not write in above)

Home phone _____ Business _____

Age (exact if under 18) Under 18 _____ 18-20 _____ 21-30 _____ 31-45 _____
46-65 _____ 65+ _____

Educational Experience _____

Leisure Activities _____

Time for volunteering: _____
(state hours)

Mon. _____	Tues. _____	Wed. _____
Thurs. _____	Fri. _____	Sat. _____
Sun. _____		
Auto _____		
Public _____		

Assistant director of VCS _____

Parish education committee _____

SERVICE Social ministry committee _____
Hospital visitation _____
Homebound visitation _____

Committee to study congregation's responsibility in the community _____

Representation on community council for human rights _____

Please call on me for emergency needs _____
(List ways you could help)

WITNESS Evangelism committee _____
Visitor to: Inactive members _____
Unchurched _____
Committee on lay ministry _____
World Missions _____
Interpreter _____

SUPPORT Stewardship committee _____
Every Member Response visitor _____
Leadership development committee _____
Communications committee _____
Congregational fellowship nights _____
Program _____
Refreshments _____
Publicity _____

This year a special paint/clean-up project will be undertaken. Assistance is needed in:

painting _____ housekeeping _____
yard clean-up _____ gardening _____
carpentry _____ scraping _____
repairs _____ food preparation _____

Skills which I have and would like to share are:

Skills I would like to develop are:

My hobbies are: _____

I would be interested in knowing about possibilities for service in the community _____ in the district _____ in churchwide agency programs _____

My volunteer experience includes:

Church _____

Community _____

Job Inventory Sheet

No. 15

Ministry Function: Learning
Job: Church School Substitute (9:45 a.m.)

Name and Phone No.

Dates Service Given

Mary Smith - Elementary (304) 678-4235 October

John Abel - Adult (304) 876-5324 During Advent

Wilhemina Jones - preschool (304) 987-2345 (left blank until they

Bill Gehrens - youth (304) 789-5432 serve)

- Refer names of prospective volunteers to chairpersons and others responsible for congregational programs and activities.
- Respond to requests from congregational leaders who need volunteers.
- Contact volunteers directly when they are needed for certain jobs such as: driving someone to the doctor's office, helping with a special mailing from the church office, or meeting other emergencies.
- Contact volunteers that are not needed for jobs they are willing to do, especially if these persons are not involved in other volunteer activity. Find a place for them to serve.
- Advocate involving new volunteers with chairpersons, and other key leaders.
- Utilize other means for identifying volunteers in addition to the use of the Skills and Service form. As you become better known in your position, members may contact you personally, or you may initiate the discussion. Brief announcements at worship and at meetings as well as casual conversations will provide opportunities for persons to be contacted.

Add to Your Volunteer File

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The Job Inventory notebook and the alphabetical file of the Skills and Service form are the basic Volunteer File. You will soon discover, however, that the other sections could be added. It's recommended that the following sections be included once you have the file established.

Record of Referrals

The names of all persons who have volunteered, as mentioned earlier, should be referred to the key leaders who indicated a need for such service. It will be their responsibility to contact and recruit the volunteer.

Using a referral and feedback system the coordinators can stay informed about the recruitment and keep a record of the way in which tasks and persons were matched.

Use the sample Referral and Feedback Sheet to develop a useful form for your parish. You could use 3- by 5-inch cards if you plan to use a card file or larger sheets if you prefer to use file folders for storage.

Job Descriptions

Job descriptions are important for successful recruitment. They are prepared by chairpersons or

leaders of groups and reflect the purposes of the group in relation to the mission of the congregation. They are shared with the Volunteer Coordinators and become another important section of the file. The job description serves as a basis of discussion when interviewing a prospective volunteer.

Volunteers deserve a clear statement of what is required in time and skills. They also have the privilege of considering the job in relation to their own personal goals.

The job description includes specifics about what the job is, what is expected of the volunteer, how much time is needed, how long it will last, training required, and to whom the volunteer would be responsible.

The description could be brief as shown here:

Volunteer Work: Van-bus driver for preschool

Qualifications: Licensed driver, male or female

Age Range: 25 years or older

Hours: 8:15-9:15 A.M., 11:00-11:45 A.M.

Day of Week: Monday through Thursday

Some volunteer work requires a fuller description such as:

Project: Evangelism

Position: Personal witnessing to the unchurched.

Purpose: To challenge unchurched members of the community with the gospel's claim on their life.

Responsibility: Develop friendship with one unchurched person and seek ways to influence that person with what Christian commitment means to you.

To Whom Responsible: Evangelism chairperson

Time: Contact with the person over a period of six months or so. Six evenings for orientation and training. Monthly check-up with the chairperson by telephone or via a sharing session.

Qualifications: (1) Personal commitment (2) Ability to express what Christ means to you (3) Like people and free to converse and develop friendships (4) Can relate to persons who have different life-styles and values.

Training: May 7, 9, 11 - 7:30 to 9:30 P.M.

May 14, 16, 18 - 7:30 to 9:30 P.M.

Skills Inventory

You could also compile a Skills Inventory list. Prepare a separate sheet for each of the desirable skills needed to perform the tasks, together with the names and phone numbers of willing persons

who have these skills. For instance, if an extra typist is needed, reference can be made to the skills inventory rather than having to hunt through the alphabetical file.

Another sheet could contain the listing of the skill development or training which volunteers would like to have.

Community Activities

Record the various community activities of the members. Share the variety of ministries with the congregation from time to time. This is one way to affirm this work as an extension of the congregation's mission.

Resources File

You will be using a number of resources in coordinating the congregation's volunteer ministries. A Resource File could include copies of these materials. Included also could be things like: the congregational roster; information about leadership training; orientation opportunities in congregations and community; articles; news releases; congregational bulletins related to volunteerism; examples of ways in which recognition has been given to volunteers; articles about lay ministry; books and pamphlets related to the management of the volunteer program.

In building your Volunteer File decide how many sections with which to begin. It would also help to estimate when you would consider adding sections.

Consider where the files will be kept and how they will be used. You will need a place to keep the files and room for using them, both of which need to be readily available to you and other key leaders.

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File Development Checklist

TASKS DIRECTORY

	Started	Completed
1. Prepare the Jobs Inventory	_____	_____
2. Prepare Skills and Service form	_____	_____
3. Administer the form to the congregation	_____	_____
4. Make referrals through the Referral and Feedback Sheets	_____	_____
5. Prepare Job Description	_____	_____
6. Share needs of parish and community		(Continuous responsibility)

PERSONS AND SKILLS DIRECTORY

1. Alphabetical file of persons	_____	_____
2. Skills inventory (Skills and Service form)	_____	_____
3. Skill development desired	_____	_____
4. Contact new members, new volunteers, homebound, confirmation class, etc.		(Continuous responsibility)
5. Community activities of members	_____	_____

RESOURCES DIRECTORY

1. Congregational roster	_____	_____
2. Leadership-training opportunities	_____	_____
3. Publicity, promotion	_____	_____
4. Lay ministry articles	_____	_____
5. Recognition resources	_____	_____
6. Volunteer management materials	_____	_____



WHAT YOU SHOULD KNOW ABOUT RECRUITING

Recruiting volunteers is not like finding water in the desert; it is more like controlling Niagara Falls.

Ivan Scheier

"How can we do a better job of recruiting?" is a question congregational leaders often ask. It seems apparent that many church leaders have yet to experience Ivan Scheier's insight. A major role for Volunteer Coordinators is helping other leaders recruit persons for the many congregational jobs and activities.

Your job will be to help make recruitment a more satisfying experience. And it can be! Typical statements from Volunteer Coordinators include these comments:

- "More persons are involved."
- "People are willing to help if asked."
- "Most people are waiting to be asked."
- "Personal contact is the key—even inactive members responded."

Helping others to recruit will be a satisfying experience for you because your aid will make the job of recruiting easier. For example, through the volunteer filing system you can help them match potential volunteers with tasks; the social ministry chairperson may need to recruit ten retired persons to serve as grandparents for children in a community home; the church school superintendent may need to recruit three new teachers. You can help them identify the appropriate people through the Volunteer File. Coordinating recruitment activities through your office will help all congregational recruiters know what the other recruiters are doing; they will know who was asked to do what, or what information is known about the members. They will also learn ways to go about involving people in ministry.

Before going more deeply into your role in recruitment and exploring ideas for better recruitment practices, think about who the recruiters are in your congregation. Who is responsible for recruiting volunteers? Perhaps it would help to list recruiters by name and indicate the kind of volunteers they recruit. For instance:

Who Recruits?	Volunteers Needed
Elsie Johnson, (Superintendent)	Teachers
Jim Edwine, (Usher chairperson)	Ushers
Ed Schaeffer, (Stewardship)	Visitors

Emphasize Need for Volunteers

The first thing to do in the process of recruiting volunteers is to keep members informed about the congregation's ministry through volunteers. Volunteer Coordinators can use many and various means for doing this. Bulletin boards, church bulletins, newsletters, announcements at worship and at group meetings are some of these ways. A special campaign at appropriate times would also help as, for example, when committee membership changes or the community has special needs for volunteers.

Be specific—explain exactly what the jobs are and how many volunteers are needed. Job descriptions are helpful in developing accurate, impelling publicity.

In your promotional efforts be creative. It helps to use pictures showing volunteers in action or charts and diagrams to keep the story of volunteer work real and visible.

Creating awareness may get some people to step forward and volunteer. These are the self-recruiters. However, most members will not step forward. You are setting the atmosphere for recruitment. A healthy atmosphere will make it easier for members to fill out a Skills and Service form and prepare the way for personal recruitment.

Plan ways to create awareness among congregational members of the continuing need for volunteers. Use the chart on page 33 for some ideas about how to do this. You may want to develop your own chart for a three- to six-month time period.

Motivations for Volunteering

Knowing why persons volunteer is important. Motivation is an important aspect of how well a job is done or whether it is done at all. If persons

don't enjoy the volunteer work they do they may not put much effort into it or they may find a way to be excused. For example, a person who wants to help other people may not enjoy sitting in meetings discussing a program.

There are a variety of motivations involved in volunteer service. Some may feel that church members ought to serve; that is, it is their duty. This motivational factor has been abused too often in the church when people are made to feel guilty if they don't volunteer. It is a mistake to pressure people to do congregational work as visible evidence of their faith. Persons live out their faith in many ways, mostly during the week wherever they might be. You accomplish much more in your recruiting if you use positive ways of supporting the sound motivations persons already have.

Motivation comes from within persons; it is not injected like a vaccine. Motivation is related to what people feel is important to their values and interests. It is also related to their sense of identity, their self-regard and their feeling that they have contributions to make.

While motivation lies within persons, there are ways of stimulating and challenging persons to volunteer. We know for example, that motivation increases when volunteers are given jobs that match their interests and skills; when volunteers receive adequate introduction, orientation and training; when they are helped to grow while they serve; when they are appreciated and affirmed in what they do; and when they are given increased responsibility commensurate with experience and new skills.

Reasons for Saying Yes

So why do people say yes? There are many reasons.

Some people are seeking *personal fulfillment* and growth. They have personal needs which are not fulfilled, or they have interests and skills they want to use. They say they enjoy teaching or singing in the choir or serving on council; or that they are good at record keeping and would like to serve as treasurer.

Some people like other people, and want to be with them when they serve or lead. Their comments are familiar—they "love children," or they "like working with others on committees."

Some people like to help others; they want to make a contribution. Thoughtfully, they explain that "the young people deserve interested adult workers," or that "Sam can't do it all by himself, so I help out."

WAYS TO COMMUNICATE

WHAT WILL BE COMMUNICATED

WHEN

WHO WILL DO IT

Worship bulletin

Stories about volunteers

Early fall

Volunteer
Coordinator(s)

Newsletter

Need for volunteers

Month prior to
committee

Volunteers

Announcements in Church

Lay ministry ideas

Special times when
community needs
exist

Announcements at meetings

Focus on certain areas of
volunteer work

When Skills and
Services sheets
are used

Bulletin boards

Pictures of volunteers in
action

Special displays

Posters

Some people place importance on what their family and friends think. The opinions of others are important to them. You will hear things like: "Bill is making stewardship visits and wants me to help," or that their family is "proud to have me serving on the church council."

Some people identify with the church community; they see the importance of sharing their own Christian commitment and values. They share their feelings in comments that say God has been good to them so why shouldn't they share their story with others, or that the church can't sit and ignore the poor living next door. They are committed to helping their congregation "do the right thing."

Some people act out of a sense of duty. Duty is a positive motivation from within the person, not a command given by others. They express their feelings in statements that show they feel it is their duty to use their skills for the church, or that "someone has to do it and I'm available."

Some people respond because of who it is that asks; they have high regard for them and trust their judgments. They tend to say they've said no before, but since it's this particular person asking they'll "take a crack at it."

Reasons for Saying No

People also say no! Sometimes this is the right answer because the person has legitimate reasons. Members need to know that it is all right to decline to serve. There is no reason to coerce anyone into saying yes. However, members may say no because the job did not appear to be very rewarding; or the person recruiting used the wrong approach.

The more we can avoid these negatives, the easier recruitment will be. Some appeals to negative motivations would be:

- You ought to teach because you have children in Sunday school.
- You haven't served on a committee for years.
- You aren't working so you must have the time.
- I've asked everyone else and you're the last one on my list.

Here are some other reasons people give for saying no:

- The job isn't important.
- They said it won't take much time but I know better.
- Once you say yes to one thing, they'll ask you to do more.
- Once you say yes, you have a job forever.
- I'll end up doing all the work.

What Do Your Volunteers Say?

The more information you have about personal motivations, the more sensitive you'll be to putting persons and their genuine needs first in the recruitment process. Think about some of your congregation's volunteers and their motivations. You may wish to ask them why they are serving. Such discussions could help them clarify their feelings. The process could also uncover some unhappiness or dissatisfaction. This, in turn, may lead to placing them in more satisfying jobs or in developing more satisfying conditions in the jobs they are now filling. Besides all that you will learn a lot. In checking with local volunteers, do the following:

1. Select the volunteers you want to query. Perhaps a few from each of the five ministry areas—worship, learning, witness, service, and support.
2. Ask these persons to write down and then discuss two things:
 - Why were they willing to serve.
 - How does what they do satisfy or not satisfy those reasons.
3. Keep a list of the motivations they identify and link these with specific jobs. For example a teacher might possibly have stated that he or she loves children, enjoys helping people grow, and learns as he or she teaches.
4. Use the information. One way would be to include anonymous quotes (unless you get permission) in publicity about why members serve or satisfactions received from volunteer service. Another way would be to refer to the various motivations you have identified as linked with specific jobs. This can help you match volunteers with jobs they are likely to find gratifying.

Ideas for Good Recruitment

How you go about recruiting volunteers depends a great deal upon what persons will be asked to do. For many tasks, recruiting is simple. If five people are needed to bake cakes or to provide transportation for shut-ins to hospitals, you turn to the Volunteer File, see who said they would bake cakes or drive shut-ins, and the congregational leaders who need these kinds of volunteers would make the phone calls. That is an appropriate approach and there are many volunteer jobs like that which make recruitment easy.

If two persons are needed to be volunteer reading aides, however, a phone call isn't enough. The time commitment and skills required are such

that a person needs to know more about the task, and to be trained.

Recruitment approaches may depend upon who are being asked to do what jobs, what they are like, whether they have done a similar job before, and how active they are in their congregational life.

So, recruitment practices will vary. The main thing is that they be appropriate to the demands of the task and the persons being recruited.

With these thoughts in mind, let us examine some general principles about recruitment which will be helpful to all those responsible for recruiting volunteers. With each principle there is a brief discussion of how to put these ideas into practice via person-to-person recruitment.

The Concept of Lay Ministry

Recruiting members for church work needs to be done in light of the broader concept of lay ministry described in the first section of this handbook. Volunteer Coordinators can help create an atmosphere for recruitment within the congregation which enhances such understandings as:

- This congregation believes in lay ministry happening in many ways. Members have a ministry. You want them to know that and to be more conscious of their ministry at home, school, and work.
- This congregation believes that some members make an important contribution to the community through volunteer service. Such service is encouraged and affirmed as one way for lay ministry to happen.
- This congregation has many tasks that need to be done. They all help fulfill the congregation's mission. Some require more skills and time than others, but they all need to be done.
- This congregation has people who can do these tasks *as part of their ministry*. They have skills, interests, and they can serve.

Individuals Are as Important as Jobs

Self-esteem and personal identity are important to everyone. People are to be approached for volunteer work because they have skills, interests, motivations, and they can make a contribution. But they also have other responsibilities and involvements. How can the volunteer jobs help persons grow, use their skills, and fulfill their time in ways that are meaningful to them?

Perhaps it is too easy to feel the pressure of volunteer positions that are open and need to be filled. As a result, you may be satisfied to just get

the position filled and lose sight of the individual who has volunteered. Good recruiting means having concern for the person who volunteers as well as concern for getting the job done.

Recruitment Is Part of the Model

It is important to keep a broad perspective on the Volunteer Model. If all the other parts are functioning well, then recruiting will be easier. For example, the model relates the importance of volunteer tasks to the congregation's mission and five functions. When members are aware of their congregation's mission and see that mission being carried out through what they are asked to do, they are more apt to respond. Also, when volunteers are supported and appreciated as they serve, they are more apt to see their job through to completion. Involving persons as volunteers therefore, does not begin with recruitment or end with it.

Following Up on Surveys

It is worthwhile asking people to complete this Skills and Service form if the information is used and members are given appropriate opportunities to match their willingness to serve. At Saint James, a congregation in the state of Washington, members fill out their forms very carefully these days. A few years ago they filled them out uncaringly or didn't do it at all because no one ever paid attention to the completed sheets. Then the church council appointed a Volunteer Coordinator who took the information seriously. Members responded in kind and now the form is a meaningful source for recruiting volunteers.

Person-to-Person Recruitment Is Best

If you were going to ask someone to give a \$1,000 gift you wouldn't do it by letter. Nor would you send a notice that someone else decided this was the gift expected. You would make a personal call. Members' time, skills, and services are worth just as much consideration if not more. They deserve personal attention, and so does the job you want them to do. An interview with potential volunteers can be arranged at their convenience. It could be in their homes, offices, or at the church.

Take a few moments to think about the ideas for good recruitment. Which ones have more relevance for your congregation? Can you identify ways they are being carried out now, and by whom? Write in the margin, or on a sheet of paper, some other ideas or principles that you see as important to recruitment.

Person-to-Person Interviews

Conducting a person-to-person interview is often the best way to recruit. Recruiters find it easiest to be themselves and do what has worked well for them in similar conversations and dealings with people. Expressing convictions or using words in settings in which you are comfortable tends to make other people comfortable too. There are some steps and suggestions to follow in recruiting which have been tested and proven valuable. Become familiar with these guidelines and work them into your own approach.

- Be yourself, personal, friendly, and as persuasive as you can be without overdoing it. Have a contagious belief in the church and be able to share that belief.
- Let persons know why they have been selected. Cite information such as: who referred them, observations of their attitudes and involvements, their past experiences, their skills and interests. This also means knowing as much as you can about them beforehand. It also means learning more as you listen carefully during the interview.
- Use the job description or an outline to share the following information. No matter how big or small the job, these points are appropriate:

1. Define the task honestly and completely. What has to be done? What is expected of the volunteer?
2. Clarify the time expectations. How many hours, days or weeks are required, including preparation and follow-up. Also, equally important, how long a commitment is requested—a month, three months, a year, two years.
3. Identify to whom the volunteer is accountable; what reporting, if any, is required; other communications expected.
4. Share what training will be provided and what support is available. Describe the training session(s), opportunities for enrichment, on-the-job training. Share information also about personal resources to be provided and other resources available. Explain as needed how their questions can get answered and who will help them deal with problems they may encounter.
5. Explain the evaluation procedure, if applicable. How do volunteers receive feedback and how do they share recommendations.

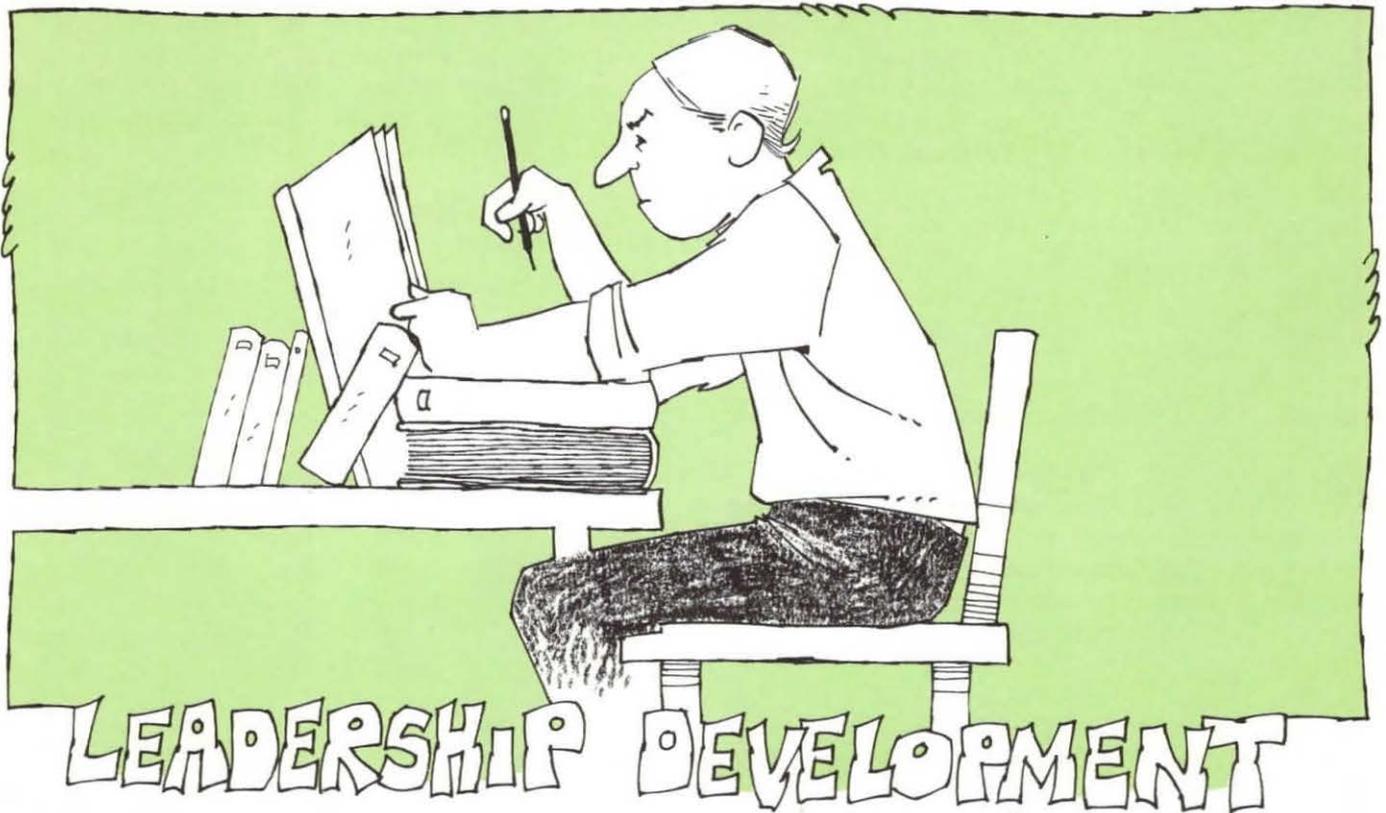
6. Give the potential volunteer an opportunity to talk. Listen to what the person is saying and answer questions. Realize that there may be initial hesitations, perhaps lack of understanding. Be prepared to repeat and share further information as they move into serious consideration of the opportunity.
7. Weigh and evaluate whether you think this person and the job will be a good match. If you aren't sure, discuss the importance of matching and help the person decide whether his or her skills, interests, time and motivations will find satisfaction in the job to be done. If necessary, withhold the invitation for further consideration at another time. Set a date for that to happen.
8. Be ready to conclude with a decision. Seek a commitment, a written one if there is an agreement letter or form. Do not oversell if the person cannot say yes. Accept a no as appreciatively as you would a yes. In the discussion it may be quite apparent that no should be the response. If appropriate, suggest other possibilities for service which would be more suitable.
9. Express appreciation to the person. Apprise them of the next steps leading to service.

There are times of course, when person-to-person recruitment may not be necessary or possible. Persons may be quite clear about what they have to do and are ready to do it—such as taking a hot meal to a shut-in, driving someone to a polling place, or assuming some office duties. Distance or time may make it difficult to conduct an interview. A person may have done very well at the job before. At such times, a telephone call may suffice; perhaps a personal note will do, or a brief conversation before or after worship. However, the ideas suggested in the person-to-person interview still apply and should not be overlooked.

The checklist may be used for a final check on your plans to recruit. Run down the list of items and note those already dealt with. The checklist is also useful as an evaluation of the procedures followed in recent recruitment interviews. On the right side is a rating scale from 1 (unclear) to 4 (clear). Use the rating scale for each item. Discuss the results with others involved in recruiting.

CHECKLIST FOR RECRUITMENT

	Unclear		Clear	
1. <u>The task for the volunteer is clear</u>				
a. Knowledgeable about the task	1	2	3	4
b. Responsibilities the person will have	1	2	3	4
c. How much time it will take	1	2	3	4
d. How long the person is expected to serve	1	2	3	4
e. To whom they will be responsible	1	2	3	4
f. Orientation and training required	1	2	3	4
2. <u>Information about the person is clear and the things to learn in the interview are noted</u>				
a. Person's family relationships	1	2	3	4
b. Occupation	1	2	3	4
c. Present abilities and interests	1	2	3	4
d. Abilities	1	2	3	4
3. <u>The task to be done and the satisfactions a person receives from doing it are clear</u>	1	2	3	4
4. <u>Plans for recruiting are made</u>				
a. Personal interview arranged	1	2	3	4
b. Telephone or letter used appropriately	1	2	3	4
5. <u>An outline is prepared for the interview</u>	1	2	3	4
6. <u>The interviewer is clear about</u>				
a. His/her own motivations and attitudes	1	2	3	4
b. How to conclude the interview	1	2	3	4
c. Responses to a negative answer	1	2	3	4
d. What happens after the persons says yes	1	2	3	4



Volunteer Coordinators and other congregational leaders should consider what is meant by the term *leadership development*. This is a vital, dynamic concept that can imbue the process of recruiting and training leaders with vision and a growing effectiveness.

This section of the handbook deals with a number of important ideas that will help you develop a common perspective in this area.

Leadership development begins with the basic ideas we have been discussing:

- Good recruitment procedures should be understood and put to use more fully.
- The jobs volunteers are being asked to do should be clearly stated and explained carefully.
- Careful matching is sought so that each person's interests, motivations, and skills are utilized in the jobs in some way.

When careful attention is given to these ideas, good leadership-development practices are already at work. Keep them in mind as part of your leadership-development efforts.

Leadership Assumptions

Here are four assumptions about leaders and leadership that undergird the concept of

leadership development. If you agree with these assumptions, they will help to shape the direction you take in developing an effective leadership program in your parish.

1. Each person who serves as a leader is unique and develops a personal style. The individual's self-understanding and ways of dealing with people greatly influence leadership effectiveness. This does not imply that leaders need no training or help in making their styles more appealing and effective, but leaders must be accepted and valued for the uniqueness they bring to the job. The important point is that effective leaders should possess initiative, interest, loyalty, and a willingness to develop appropriate skills.
2. The purpose of leadership training is to help volunteers develop, grow and mature in their ability to lead. Orientation, training events, and resource materials are never ends in themselves. They are only helpful when leaders are willing to learn about themselves, the job to be done, relationships with other people, and how to use available resources creatively.
3. Leaders need to see the relationship between their own personal goals and the total purpose (mission) of the congregation. Therefore, they are accountable for their activities. They need to ask "How will what we propose or do enhance our congregation's life and its ministry?"

4. Leadership develops when key leaders and volunteers can share such things as a common understanding of the commitments being made, a climate of acceptance among members, and new ideas or suggestions that will be included in future planning.

Think about these assumptions. Discuss them with other persons who have responsibility for leadership development. A group could use these as a starting point and draw up a list of assumptions or statements for the congregation. These could become some of the criteria for evaluating the leadership program.

It is not an overstatement to say most volunteer leaders whether they are serving in the congregation or in the community need some form of leadership-development opportunities. But not all at once, and not with the same means, and not at the same level. An usher needs to know how to usher. An office helper needs to know how to run the mimeograph machine. A committee chairperson, how to run a meeting. A teacher, how to teach.

Some important factors in leadership development are timing, levels, resources and opportunities.

Timing

When can leadership development take place? Several times are appropriate depending upon the persons and the jobs.

Before they begin serving. This could be anywhere from a half hour before service to six months or a year. Perhaps an office helper need only come in one day, be instructed on the mailing list and how to use it, learn the exceptions to the rules, and then be set free to get the job done. On the other hand, the leaders of in-depth Bible studies or concentrated witness programs need several months or more of study before serving.

While they are serving. This would literally be on-the-job training. They would be learning by doing and "getting filled in" as they go. For example, newly elected council members attend council meetings and "learn the ropes" as they serve. Altar committee members learn about liturgical colors and paraments as they prepare the altar for the worship service. Church school teachers may ask to be observed while teaching in order to learn more about their strengths and weaknesses.

When they take advantage of special learning away from the job. This would be away-from-the-

job opportunities such as retreats, conferences, workshops, or programmed-instruction courses. In these varied settings leaders can be helped to develop skills, enrich themselves, or gain further insights into important concepts. A council member may attend a weekend retreat; a teacher may attend a one-day workshop.

Levels

The matter of levels is related to how much development is needed. There are at least three levels:

Level 1 is closer to the surface. Orientation to the volunteer service fits in here. The person may need guidance which could be instruction, helpful hints, or answers to questions. The leaders may need stimulation through opportunities to share, Bible study, or encouragement.

Level 2 goes below the surface and provides training to get the job done, skills development, and personal development—to create caring, competent leaders who work well with other people.

Level 3 goes even deeper and is for competent leaders who sense how much more there is to learn, and who personally desire to continue their own growth. Enrichment for spiritual and personal growth, exploration of new concepts and possibilities, and further development of leadership styles and skills would be included here.

Resources

How or by what means is leadership development accomplished? There are three basic resources which add the third dimension to leader development.

Leadership Tools. Leadership handbooks have been developed for volunteer leaders in each of the congregation's ministry areas, namely, worship, witness, learning, service, and support. Also available are handbooks for parish committees, such as the property, finance, and stewardship committees. Teachers are provided with age-level handbooks in addition to the leaders' guides which accompany various class materials.

Leadership Events. Another resource is events. There could be many kinds of events such as sharing sessions for parish visitors, meetings for committees, study courses for the altar committee, workshops for teachers, retreats for council members. Most of the special learning opportunities mentioned above are workshops, conferences, training events.

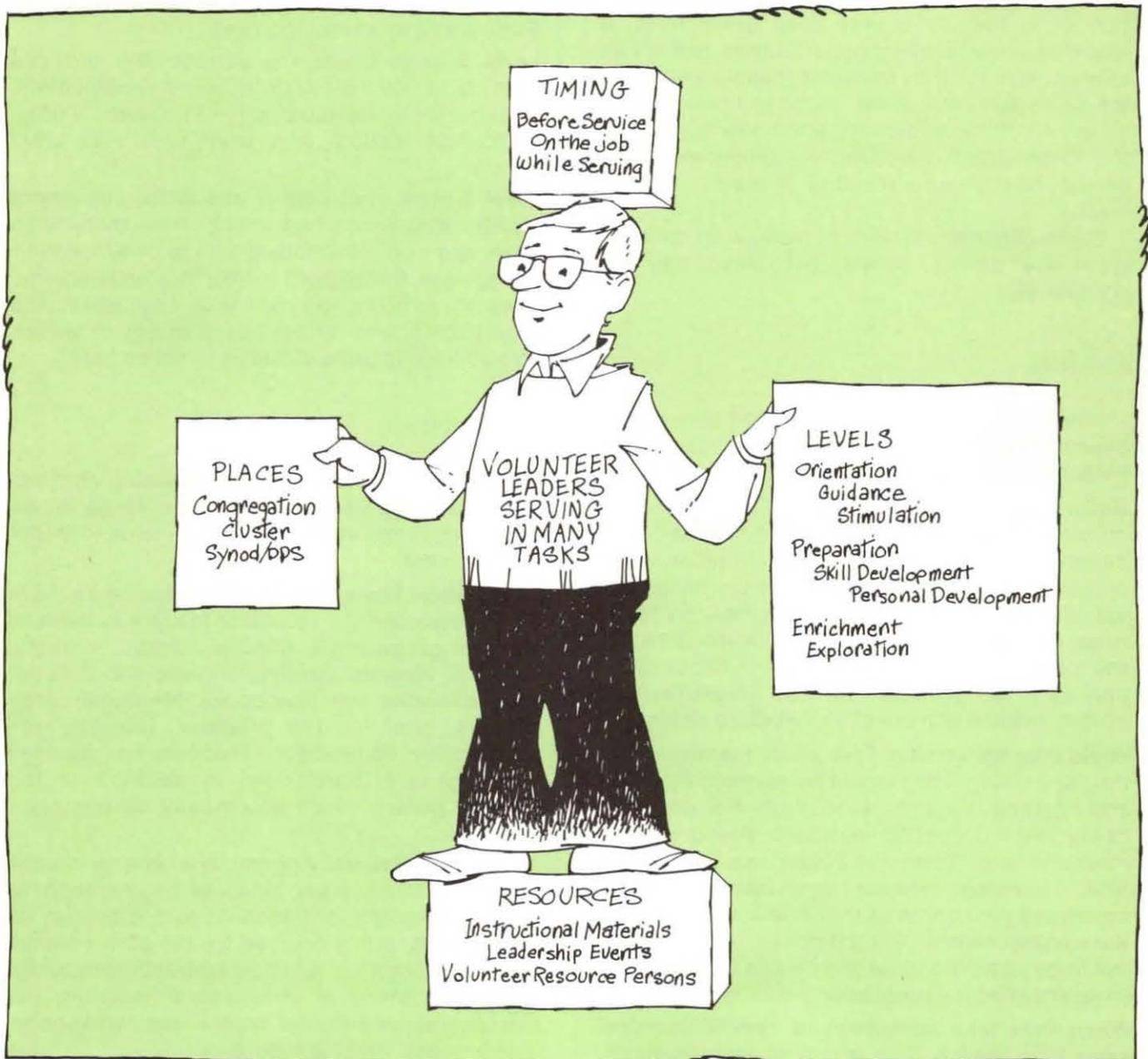
Resource Persons. Other volunteers or professional leaders are also available to serve as resource persons. The pastor or other congregational leaders may provide guidance and assistance. Many persons have been given special training and may be available in the region. Examples of these are educational ministry resource teams, worship and music consultants, evangelical outreach speakers, volunteer coordinators, and many more.

In the congregation. Much leadership development happens either formally or informally in the congregation. Think about the possible interrelationships among timing, levels, and resources. In this way you can identify a number of leadership-development opportunities such as a teacher sharing an idea with another teacher in the hallway, a pastor's instruction course for altar committee members, a work session for committee chairpersons.

Places

Where are leadership-development opportunities provided? Options exist here also and congregations find it to their advantage to make use of them.

With neighboring congregations. In areas where distance is no problem between congregations, pastors and other key leaders can arrange for joint leadership opportunities such as a one-day workshop, or a leadership school. One congregation may be the host for these events. This



cooperation could be with another congregation or several.

In districts or regions. Again, workshops and other leadership events are sponsored for congregations. These could be one-day, two-day, or five-day events such as retreats, conferences, lab experiences. They could be in the immediate vicinity of the congregation or be regional events for leaders from several areas. For example, a regional camp may be used to train parish administration leaders from several congregations. A regional event for Bible study may be held at a college or seminary campus.

While these key factors in leadership development are important in planning ways of helping volunteer leaders, keep your focus on the person. Note the diagram on page 40. The leader, as a person, learns through many life experiences, and through these experiences learns how to relate to others, how to communicate ideas and feelings, and how to work with others. They do not become good leaders simply because they participated in an event, or because they used the best resources. These development experiences influence, support, and strengthen whatever they bring personally to their leadership roles.

Review the diagram and the leadership-development factors. Can you think of other key points in leadership development? Add these to the diagram or write in the margins of the previous pages.

The Role of Volunteer Coordinators

Volunteer Coordinators in the congregation can be very helpful in developing a comprehensive leadership-development program. In larger congregations the coordinators will probably be working with a leadership committee or task force. In smaller congregations they may informally share their concern for leadership development with the pastor and other key leaders such as the educational ministry chairperson.

Whatever the size of the congregation, Volunteer Coordinators can help establish and maintain an effective leadership-development program by:

- Creating more awareness of why leadership development is important. This is important because practically every task requires orientation and some training for the volunteer; because volunteers have more satisfac-

tion when they are helped to do a good job; and because volunteers appreciate opportunities to grow.

- Sharing information and resources that are available for leadership development.
- Encouraging and supporting plans for leadership development.

Analyze the Present Situation

Volunteer Coordinators can be helpful guiding other leaders through a detailed study of the present situation. The sample worksheet, Present Leadership-Development Program (see page 42), may be a convenient way of pulling together all the information. Develop one for each ministry area (worship, witness, learning, service, and support).

To complete the charts you will need help from responsible persons in those ministries. By involving them in this process you will also have the opportunity to create more awareness and stimulate interest in leadership development.

When the charts have been completed, what can you do with the information? Several possibilities exist:

Identify the major gaps and explore ways to fill them. Are there leadership opportunities that aren't included on the chart? Check especially for material resources, leadership events, and resource persons (resources) which are available from neighboring congregations, clusters of congregations, and the regional and churchwide offices of your denomination.

Encourage use of the opportunities available. It may be that many leaders do not know what is available. It may be that opportunities are offered but leaders are not taking full advantage of them. It may be that the key persons responsible for tasks don't encourage the leaders to grow as leaders. Identify ways to reverse these situations.

Provide Sharing Sessions

Good working relationships with other key leaders are needed for Volunteer Coordinators to be effective. One way to strengthen these relationships is to work together on common understandings and goals for leadership. Arrange to meet together periodically. Discussions could include such topics as assumptions about leadership, ways to provide the various levels of leadership, how to remove the obstacles, ways to develop a common commitment, how to equip leaders to do the best they can at their volunteer tasks, and ways to create an atmosphere or climate in the congregation where multiple approaches to leadership are the accepted norm.

PRESENT LEADERSHIP-DEVELOPMENT PROGRAM

MINISTRY OF WORSHIP	TIMING	LEVELS	RESOURCES	PLACES
<u>LEADERS</u>				
Liturgical Assistants	One week before serving; two hours	Learn meaning of the liturgy; practice the liturgy	Book of worship; pastor	In the Chancel
Ushers	Sporadic; some get help, others don't	Only a brief orientation	Don't use any	Narthex
Acolytes	Ten minutes before worship begins; some had two-hour workshop	How to light candles, where to sit; meaning of worship, duties and how to do them	Verbal directions; acolyte guide	Pastor's study; chancel and pastor's study
Worship Committee	Monthly meetings	Half-hour study	Articles from churchwide publications	At church

STRENGTHS OF PRESENT LEADERSHIP

Committee functions and studies regularly
 Assistants are prepared
 Some acolytes are trained

WEAKNESSES OF PRESENT LEADERSHIP-DEVELOPMENT IN MINISTRY OF WORSHIP

Ushers need more systematic orientation and written guidelines
 New acolytes need training and guidelines

LEADERSHIP-DEVELOPMENT OPPORTUNITIES AVAILABLE BUT NOT BEING USED

Denominational handbooks
 Annual regional workshops for musicians
 Written guidelines for ushers (seven years old, needs revision)
 Check with regional or churchwide denominational agencies about resource persons available

Develop a Leadership Center

Volunteer Coordinators can be instrumental in establishing leadership centers in their congregations. A leadership center is a place to learn about what's happening in leadership development. It may be a place in the church building where leaders can browse through new resources or read about an upcoming event. Members may see pictures and posters, read articles, and become more informed.

In large congregations there may be physical space exclusively for this. It may be a part of a congregational library. For congregations with limited space, it could be a portable center set up and taken down periodically.

Create a center using whatever space is available. Plan what you would like to include. Get ideas from other leaders. Involve others in maintaining it and being available to answer questions when there are general gatherings at the church. Include such elements as:

- An attractive sign for identification;
- Copies of new leadership resources;
- Pictures and articles about what's happening in the congregation (in leadership);
- Pictures of congregational leaders at training events, or of resource persons who help congregational leaders;
- Posters about upcoming events.

Help Distribute Leadership Mail

Volunteer Coordinators could help the pastor distribute leadership announcements and items which come through the mail. You could help with the delivery of these items to the appropriate persons. Some items are important enough to hand directly to the persons involved, like announcements of a new leadership resource or an item that can be ordered in quantity and distributed to members. Some items, like posters, can be displayed in the center. Other pieces of mail about leadership events and activities may come from denominational offices.

In helping to distribute mailings you also can keep track of leadership resources and opportunities. You can help leaders find these when they need them. It may be, for example, that a leader is looking for something which you remember was publicized through the mail six months ago. Hopefully you will know it is available and where to get it.

Share with Others

Pastors and congregations are asked periodically to share program ideas that work and

the names of potential leaders for church-at-large activities. A Volunteer Coordinator is in a position to know some of these ideas and people. Work with the pastor in sharing this information with others.

Share action ideas. An action idea is an approach or activity that worked in your congregation. Perhaps other congregations would also find it useful or could adapt it to fit their needs. Ask someone who helped make it work to write a description of it. Share it with others in your denomination.

Share persons. Your denomination has volunteers serving on committees or as resource persons to congregations. Persons who serve in these ways are enriched because of the training and experience they have. The congregation benefits from this because most volunteers also continue to serve in their congregations. Your congregation may have people who could be volunteers or serve on the church-wide level as volunteers. The pastor will know or can find out how to share names. It will be important, of course, to first check with these persons to see if they would be willing to have their names shared.

Share information about events. Since there are a number of places where leadership events happen, congregational leaders need to be aware of these. You can help them by maintaining a list of such events together with all the pertinent details. See the sample Orientation and Leadership Development chart on page 44 for suggestions.

List Leadership Resources

It is also helpful to have a listing of the various resources available for congregational leaders. One way to do this would be to keep a file that leaders could turn to when they need information. Keep a record of such resources as:

Person resources. Denominational offices often inform congregations of the resource people available to congregations.

Action ideas. These may come from newsletters from other congregations, from denominational mailings, or from churchwide publications.

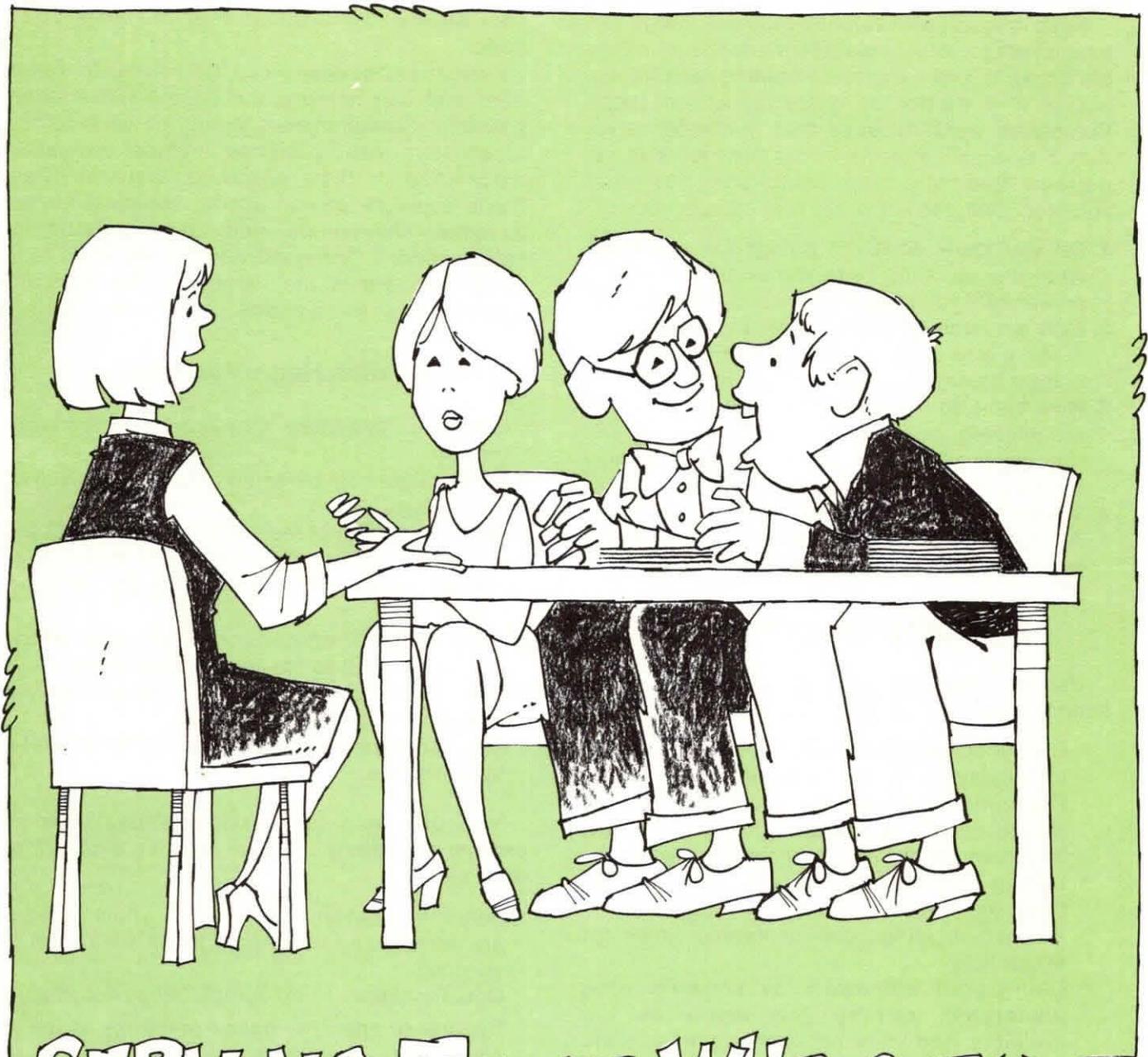
Material resources. Annually, catalogs and other churchwide periodicals which list available resources are usually sent to congregations.

FUNCTION: Learning

ORIENTATION AND LEADERSHIP DEVELOPMENT 19__

COMMITTEE/OTHER LEADERS	ORIENTATION	SESSIONS FOR LEADERSHIP DEVELOPMENT PLANNED FOR _____	BY
<u>Educational Ministry Committee</u>			
Sunday School Teachers	SS teachers' meeting September 6, 7:30--9:30 p.m.		Congregation
		November 2 Skillshop, Andersonville	Cluster
		January 15, 22 Nursery, Kindergarten Lab Maryville, St. James	Region
		March 10 Spiritual Retreat	Congregation
		May 10--Workshop	District
<u>Youth Ministry Task Force</u>			
Youth Advisors		January 17, 18 Adult Workers with Youth Workshop Jamestown, Messiah	Region

(Continue listing for
each function)



SERVING THOSE WHO SERVE

"Thank goodness that's done, now we can relax." That was the comment of a congregation's church school superintendent to the pastor after the first teachers' meeting at the start of a new term. All teaching positions were filled and the teachers responded enthusiastically to the evening's program.

How often we make the mistake of thinking the job is done once people have been recruited and given some orientation or training. Volunteers are then turned loose and expected to follow through. Persons responsible for supervising and caring for volunteers however, can do more to insure

satisfying results and good working relationships among volunteers. Volunteer Coordinators and other key leaders need to follow through with volunteers once they have been recruited and trained.

Keep in Touch

No matter how good a new car is, you still have to provide maintenance service. The same is true for most of our material possessions like appliances, furniture, clothing, buildings and property.

Keep in touch with volunteers. Many things can happen which affect volunteers and the jobs they are doing. It isn't a matter of holding their hands, nor is it a matter of checking up on them. Volunteers want to know that someone cares, that they aren't forgotten, that their work is important. Basically, you could sort out what volunteers want to know into four categories:

1. **Do you know what I'm doing?** Do you know what the job is like? Are you aware of me as a person? Do you know my joys and frustrations?
2. **How am I doing?** Is the job getting done? Does it make any difference? How are my relationships with other persons that are involved?
3. **How can I do it better?** Are there some things I'm missing, new ways to do it, resources and training available? Is my assessment of how things are going the same as yours?
4. **Where do I go from here?** Should I continue? Are there other jobs I'd be happier doing? Do you know what I would like to do?

Ways to Keep in Touch

Use the following guide for deciding how to keep in touch with volunteers as they serve.

- Casual conversations as you meet by chance on Sundays or during the week;
- Planned conversations shortly after the person begins serving and then periodically, depending on the length of service;
- Letting volunteers know you are aware of them, their jobs, and the current situation;
- Planned meetings and appointed times for evaluation;
- Doing your homework by knowing what leadership training and resources are available, and knowing where volunteers are needed in the congregation, community, and church-at-large;
- Planned conversations near the end of the agreed-upon time for completion of volunteer services.

Evaluate

Evaluation is just as important a process in volunteer programs as it is in profit-making industries where persons are paid for their services. We evaluate because we value volunteers and the work they do. Our main purpose is to help them improve the quality of their service and to feel more satisfactions in their achievements. Generally, volunteers, like paid persons, do not want to waste their time and skills, nor do they

want supervisors to gloss over mistakes being made.

Evaluation therefore, can be helpful to volunteers and can improve the church's ministries. Volunteer Coordinators can help persons having supervising responsibilities include evaluation procedures in their programs and activities. These could be church school superintendents, an usher chairperson, and team captains for parish visitors. One good way to help them is to impress upon them the importance of evaluation. You can stress these points:

Evaluation Helps Volunteers —

- Identify satisfactions they receive in the work they do.
- Assess their own personal growth as a result of their service.
- Indicate additional resources needed to get the job done; such as materials, skills training, or conversations with those who did the job before.
- Point out the strengths and weaknesses of the program as well as the accomplishments.
- Share ideas about how they can do the job better.
- Suggest ways supervisors can be more helpful to volunteers.

You can also help congregational leaders explore the variety of ways of using evaluations such as:

- Personal interviews periodically while persons are serving and when they finish their term of service;
- Questionnaires to be completed by volunteers;
- Regular or specially called meetings at which volunteers share their opinions and suggestions;
- Informal conversation as the occasion arises.

Show Appreciation

"Thanks, I needed that" is a familiar line in a TV commercial for men's cologne. It reminds us that every person likes to be thanked and appreciated. Volunteers are no exception! Everyone needs to find satisfaction and fulfillment in the things they do. Volunteers also need to appreciate the role they play through the service they give. And as they give they need to be replenished.

Expressing appreciation and giving recognition to volunteers can happen in a variety of ways. Here are some of them:

1. Greet people when they come to serve, especially persons new to the group. Make them feel welcome, provide orientation, help them to feel they belong.
2. Receive their ideas for improvement and help put the good ideas into practice.
3. Display pictures of the volunteers at work and include their names in newsletter articles.
4. Consider giving your volunteers a tangible gift of appreciation. This could be a simple certificate of recognition, or it might be a more significant gift, particularly if only one or two persons are being especially honored.
5. Consider having a year-round emphasis on volunteer recognition such as: September—educational ministry staff; January—church council; February—committee members; May—community workers; June—choir members.
6. Provide funds for congregational volunteers to attend workshops, courses, or other skill-development programs to increase their effectiveness and enhance their leadership.
7. Publicize information concerning recognition which volunteers have received from other groups, institutions, or agencies.
8. Participate in community-wide or nationwide volunteer observances such as National Volunteer Week in the United States.

Plan Recognition Occasions

Plan ways to express appreciation at worship services and congregational gatherings.

You could publish annually a list of persons who serve within the congregation and those who serve in the community (church school teachers, church council, United Way campaign collectors) and distribute it to the congregation. This could be part of the congregation's annual report. In addition you could provide information about volunteerism in the worship bulletin or as a bulletin insert.

Perhaps once or twice a year there could be a volunteer recognition Sunday. Ideas about volunteerism could be included in the worship service. Appropriate Scripture passages are 1 Peter 2:9–10, Romans 12:1–8, or 1 Corinthians 12:4–30. Suggest that the pastor preach on the concept of the priesthood of all believers, or the concept of Christian vocation, or the stewardship of talents. Special prayer petitions and prayer could be included as part of the service.

Arrange for a recognition coffee hour following the service. There could also be a volunteer recognition dinner on this particular Sunday or at another convenient time.

PRESIDING MINISTER: Let us give thanks to God for the love he has revealed to us in Jesus Christ, and for all persons who embody his love in the church and the world.

(silent prayer)

ASSISTING MINISTER: O God, we thank you for your Son, who came not to be served, but to serve, and to give his life as a ransom for us. Open our eyes to the needs of the world that he came to save and to serve.

CONGREGATION: Enable us through the Holy Spirit to serve the world in love.

ASSISTING MINISTER: O God, we thank you for all those who share their time, talent, and skill in the ministries of this congregation. Enable us all to witness more fully to your love.

CONGREGATION: Help us grow in our service to your church.

ASSISTING MINISTER: O God, we thank you for all those who work for justice and harmony in our community. Help us respond to the needs of all citizens, that all may live in dignity and peace.

CONGREGATION: Empower us to serve all our neighbors in love.

ASSISTING MINISTER: O God, we thank you for your whole church, and for those who serve you in the church-at-large and in our region and district. Do not let us take them for granted.

CONGREGATION: Strengthen those who serve the church at every level.

ASSISTING MINISTER: O God, help us see the many needs of the church and the world. Enable us to respond in new ways of ministry and service.

(silent prayer)

PRESIDING MINISTER: Almighty God, bless the volunteers in our congregation who use their talents and energies in your service. Help all of us respond to the diverse needs of the world and of the church, remembering that your Son came into the world to redeem it for you.

CONGREGATION: Enable us to be good stewards of all that we are and have, to the glory of your holy Name. Amen.

For Further Reading

Marlene Wilson. *The Effective Management of Volunteer Programs*. Boulder, Colorado: Volunteer Management Associates, 1976.

Eva Schindler-Rainman, and Ronald Lippitt. *The Volunteer Community: Creative Use of Human Resources*. Fairfax, Virginia: NTL Learning Resources Corp., 1971.

Anne K. Stenzel, and Helen M. Feeney. *Volunteer Training And Development: A Manual*. Revised Edition. New York: Seabury Press, 1976.

For Further Information

Two national centers in the United States provide information, resources, and services in volunteerism:

National Center for Voluntary Action, 1214 16th St., NW, Washington, DC 20036

National Information Center on Volunteerism, P.O. Box 1807, Boulder, CO 80306



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