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101 More Ideas For Volunteer Programs

from

Sue Vineyard & Steve McCurley

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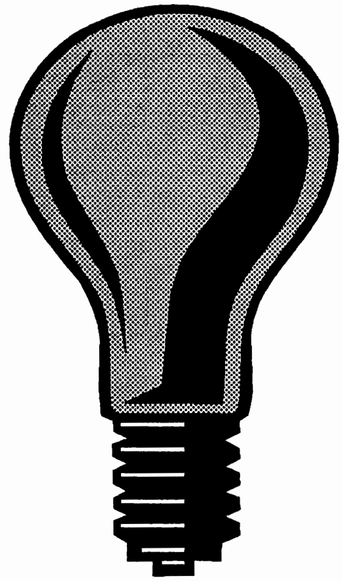
For Volunteer Programs

from

Sue Vineyard & Steve McCurley

The Brainstorm Series



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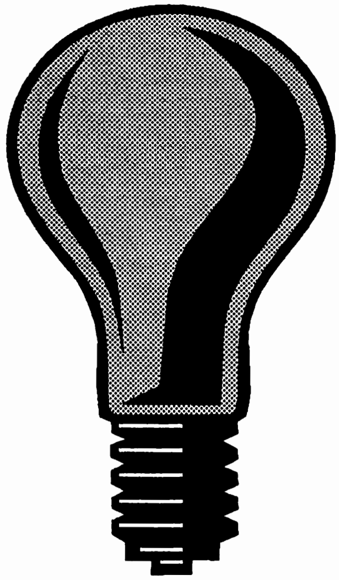


Chapter One
Volunteer Recruitment

Recruiting Time-Crunched People: A Look at Demands

Recruiting volunteers has become more challenging as people find so many demands vying for their time and energy.

Two specific target groups, Baby Boomers ages 30-45, and those 45-65, known at the Sandwich Generation, who are caught between aging parents and children still at home, present us our greatest challenges as we seek to enlist their support as volunteers.

To successfully involve such busy people, we need to adjust our thinking and methods as we attempt to recruit them for our work. We must be equipped with information that helps us understand these unique categories of people.

Demands:

- The norms of society and expanded information base make people acutely aware of and feeling critically responsible for:
- Work: often with increasing demand for productivity.
- Family: Spouse, parents, siblings, extended, etc., all with individual needs.
- Children: A huge pressure regardless of their ages.
- Economic Stability: Current and future; often a confusion between wants and needs makes this a real pressure point.
- Friends: Keeping relationships going with so little time.
- Learning: Information is changing so rapidly, it's hard to keep up.
- Stress: Keeping a lid on stress and the juggling act that results.
- Health: Keeping physically fit.
- Energy: Rationing energy out so that there is enough to go around.
- Safety: Being safe at home, in the streets, on the job; working to keep economically, professionally, relationally and physically secure.

All of these demands create a sometimes-impossible juggling act of:

• *Time* • *Security* • *Relationships* • *Energy* • *Wellness* • *Career*

Time becomes the new currency that must be factored into recruitment of time-crunched volunteer recruits.

How to Create Time-Efficient Volunteering

1. Find settings where time-crunched people gather:

   Work, neighborhoods, PTA meetings, transportation centers, professional associations, health clubs, church/temple

2. Have your recruitment appeal planned carefully:

   A. *Be specific about who you are:*
   - Offer quick brochure telling about your program so they can see the information as you say it.
   - Tell who you serve specifically.
   - How are you accredited (endorsements they would respect)?
   - How is your agency making a difference?
   - Who supports you? (money, help, etc.).

   B. *Be specific on what help you need:*
   - Offer several options (volunteering, services, skills, money, etc.).
   - Tell time frame (2 hrs on Saturday, 10 hrs. a month, etc.).
   - Explain what they would do.
   - Explain what help they would get as they do the jobs.

   C. *Give out contact information:*
   - How they can get more information.
   - How they can reach you.

   D. *Articulate potential values to them; especially those that meet their needs/demands:*
   - Can do with other person or family (meets relational needs).
   - Can do quickly or on own time frame (time value).
   - Easy to do (meets needs of security and energy conservation).
   - Fun (wellness need).
   - Learn new skills (career building and safety).
   - Model helping behavior to their children (relationships with children demand).
   - Make a difference!

3. Offer jobs that can be done quickly; expect "hit & run" volunteering = "do the job, move on" approach.

4. Be prepared at time of job:

   - Have materials, tools, permits, etc. ready to go.
   - Be ready with specific instructions; best to send these ahead of start of work so they can digest them.
   - Be flexible: keep an eye on the goal, not the process if it doesn't meet your preconception of how they were going to do things. If their method doesn't hurt anything and gets the job done, get out of the way!
   - Offer help when indicated or asked for, especially if time is running short.

5. Offer social time opportunities but don't be offended if some want to skip this. Busy people who need socialization will find it; those who don't, won't bother.

Tips for Recruiting Time-Crunched Volunteers

1. Satisfied time-crunched volunteers are your best recruiters:
   - Ask them to tell others about your work.
   - Ask them to emphasize how time-efficient the work is.
   - Invite them to contact you whenever they have a few moments to volunteer.
   - Ask them to think in terms of groups of people (family, friends, co-workers, organization members, etc.) that might like a some-time volunteer opportunity.

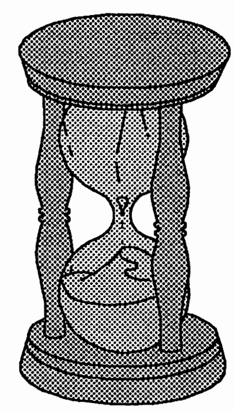
2. Tell them you'll keep in touch, then do so.. a simple, occasional newsletter telling what you're doing, success stories, you-made-a-difference reinforcement, volunteer job opportunities, etc. will keep the link between you alive.

3. Never use quarter words when nickel ones will do. In all your communications: KEEP IT SIMPLE. KEEP IT SWEET!

4. Never use dollar time on penny jobs!

5. When two things can be done at once, spotlight such jobs: Volunteer work coupled with families sharing time; multiple items prepared for on-going events at one time; gaining experience for resume AND doing specialty volunteering, etc.... all different facets of two things being done at one time.

6. Spread a simple brochure everywhere. Tell:
   - What you do.
   - Who you serve.
   - What help you need.
   - How to contact you (add a reply card and easy drop-off spot).



7. Keep your descriptions simple, but complete:
   - list jobs to be done:
     a. 2-5 word job description.
     b. tell when job is to be done
     c. show time demand
     d. show some jobs in detail; list others by job name only:
   - List needed donations of goods and materials in brochure; tell:
     a. specifics
     b. how/where/when to donate
     c. offer contact name and number for clarification.

8. Send brochures to:
   - Houses of worship to share with members.
   - Club meetings.
   - Welcome Wagon.
   - Grocery and other stores for bag "stuffers."
   - Utility companies to go in bills.
   - Local newspapers, cable TV, radio shows, shopper tabloids.
   - Volunteer Centers in area, for referral. (Also talk with Center Director to explain what jobs you have to offer, etc.)
   - Large companies, office or factories in the area.
   - Union halls.
   - Hospital, clinic and medical/dental offices' waiting rooms.
   - Community events.
   - Schools and universities lounge areas and Student Activity offices.
   - Train and commuter stations.
   - Anywhere people wait around and have time on their hands!
   - Trendy specialty coffee shops.
   - Health clubs.

Creative Ideas for Recruiting Time-Crunched People

1. Get local high or vocational schools to duplicate short audio tapes in large numbers. Offer them to people who use tape decks in autos, walkmans used during exercising, etc. Tell quick story of your program, clients served, volunteers needed. Stress how they can make a difference. Tell a client-served story.

2. Ask newspapers, commercial and free, to put plugs in for your agency as filler. Create drop-ins, such as:

   "Got an hour? Save a kid. Call 555-1111",

   or....

   "Cleaning the attic? Donate cast-offs to help hungry children. Call 555-2222", or...

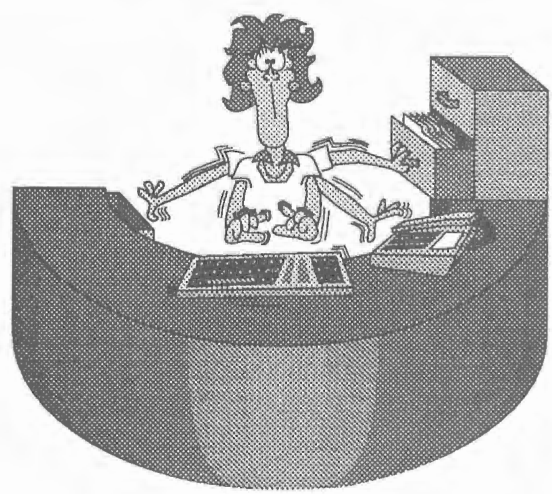
   "After your holiday turkey but before your nap, bring your family and help feed the homeless. Show your kids what Thanksgiving's really about. Share some food and model your values to your kids. Call the Salvation Army Kitchen. Sign up to help. 555-3333. 2 hour shifts still available."

3. Ask local businesses who have buildings with marquees or public display space to advertise volunteer jobs:

   "WANTED: Volunteers to Deliver Meals on Wheels.
   As little as 1 hr./week. Please HELP. 555-4444."

   or.....

   "Please give Xmas gifts to needy kids. U-Buy, Wrap, (delivery optional).
   Feel good. Put your holiday spirit to work. Call FISH pantry: 555-5555."



Characteristics of a Good Volunteer Recruitment Message

✎ The opening of the the Message is interesting enough to entice the potential volunteer to continue reading or listening. The body of the Message is appealing enough to interest the potential volunteer in considering the volunteer opportunity or, at least, in contacting the agency to get more information. Boring Messages are only likely to appeal to boring people.

✎ The body of the Message presents information in an order that psychologically matches how people will think about the offer:

- Need: *Is there a problem?*
- Solution: *Can this job help solve it?*
- Fears/Questions: *Will I be capable of helping with it?*
- Benefits: *What's in it for me?*
- Contact Point: *How do I get involved?*

As a general rule, spend more space on need than on logistics. People will first decide whether you're worth volunteering for and then decide whether they can fit you into their schedule. The need you stress may be yours, your clientele's, or a perceived need/benefit of the volunteer.

✎ The Message is easily understood. The Message is intelligible and avoids jargon, unless it is included for a specific reas on. The Message has been tested for ease of comprehension by someone other than the author of the Message. Remember: *What Can be Misunderstood, Will Be.*

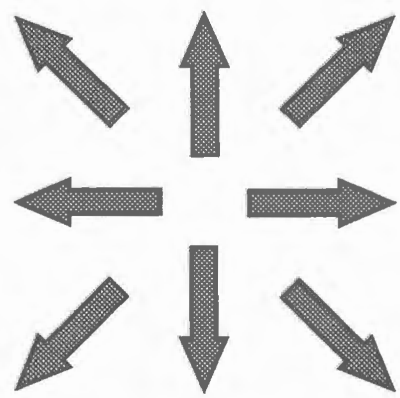
✎ The Message gives a complete picture: problem, type of work, requirements, timeframe, person to talk with. The Message doesn't make the potential volunteer have to do any extra work in order to understand what is going on.

✎ The contact information for the Message gives the name of a person, preferably including their first name, not just the name of the agency. Volunteering is a personal decision and people like to talk with other people about it.

Volunteer Recruitment Campaigns

Volunteer recruitment is one of those balancing acts that volunteer managers are always engaged in. You would like to have enough volunteers so that you can get the work done, but you don't want to have more volunteers around than you can make use of. You would like to have enough potential volunteers to sort through for the best candidates, but you also don't want to spend all your life interviewing and then rejecting unsuitable volunteers.

This article discusses ways in which volunteer programs have approached the issue of recruitment, and concentrates on examining four different methods of planning recruitment campaigns. Each is quite different in what it seeks to accomplish and in what it is effective in accomplishing.



• Warm Body Recruitment

"Warm Body Recruitment" is the first type of recruitment process. Warm body recruitment is effective when you are trying to recruit for a volunteer position that can be done by most people, either because no special skills are required or because almost anyone can be taught the necessary skills in a limited amount of time. Examples of jobs suitable for warm body recruitment include a 'hugger' at a Special Olympics event or a worker an Information Booth. Warm body recruitment is particularly effective when seeking large numbers of volunteers for short-term simple jobs, such as those who would help at a special weekend event.

Methods for Warm Body Recruitment

Warm body recruitment consists of spreading the message about the potential volunteer position to as broad an audience as possible. The theory is that somewhere among this audience will be those who find this position interesting.

The primary methods for Warm body recruitment are:

- Distribution of agency brochures or posters.
- Use of public service announcements on television or radio, or newspaper advertisements
- Speaking to community groups

Distribution of Agency Brochures

There are a great number of possible sites for distribution of agency information. The intent is to place brochures in locations where people are likely to pick them up and read them, and or where people can actually utilize the brochures in helping the people who come to the site. Possible sites include:

1. Job counseling office
2. Libraries
3. Post offices
4. Tourist information bureau
5. Chambers of Commerce
6. School counselors
7. Church bulletin boards
8. Community centers
9. Volunteer Centers
10. Hospital waiting rooms
11. Shopping malls

Some programs, particularly those which deliver services within an identifiable neighborhood, might best benefit from a simple 'door-to-door' distribution campaign.

Public Service Announcements

Put an ad on television or radio, or write a good classified ad for the newspaper. Perhaps only

.01% of the population would be interested in your volunteer job, but if over one million people see the ad this could result in 100 applicants.

Despite many current new efforts to involve volunteers by mass media processes, it is difficult to count on this method to solve all of your problems. In the 1990 Gallup Poll only 6% of all volunteers reported having learned about their volunteer job via mass media.

It may be difficult for you to adequately describe a complicated job in a format which fits the short framework of a newspaper ad or a radio or television public service announcement. If you do attempt to construct such an ad you might wish to concentrate on 'selling' the needs of your client population, since it will be simpler to describe their needs than it will be to describe the entire job. Other motivational needs which might be mentioned include the provision of training or other support to the volunteer in preparing for the job, and the availability of flexible scheduling to make it easier for the volunteer to meet the time requirements for the job.

The following are some sample newspaper classified ads which do a good job of being both brief and fairly compelling:

- The King County Sexual Assault Center believes that all people, including children, have the right to be free to live without the fear of sexual violence. We also believe that victims of sexual abuse and their non-offending family members deserve support to alleviate the trauma of sexual abuse in their lives. Volunteer opportunities are currently available in a variety of areas and we are recruiting now for our October and January training sessions. Please call xxx-xxxx to help eliminate sexual violence in your community.

- Death Valley National Monument - This large desert valley, nearly surrounded by high mountains, contains the lowest point in the Western Hemisphere and is known as the hottest spot in North America. Here you can find spectacular wildflower displays, sand dunes, Scotty's Castle, and remnants of the gold and borax mining days. Volunteer Jobs: Opportunities that exist in the winter are involved with interpretation, campground host program, and curatorial work. Contact: Death Valley National Monument.

It is important to realize that even if ads like the above do attract a volunteer, they will not by themselves guarantee that recruitment is successful. You will still need to individually motivate the potential volunteer about the job and the agency. The mass media techniques will simply serve to get you close enough to the volunteer to make the actual recruitment pitch.

Speaking to Community Groups
One of the best methods for warm body recruitment is to arrange presentations to local clubs and other groups. Such presentations can serve both to inform the public about what your organizations does and to recruit new volunteers. In following this method of recruitment, be sure to:

1. Deliberately select the groups before whom you wish to speak. There are two types who are most helpful: those groups whose membership regularly participates in helping out in the community (Rotary, service clubs, etc.), and those groups whose membership as individuals are likely to have a common interest with your cause. Schedule these types of groups first.

2. In seeking entry to speak to the group, consider going through a group member. The member can serve as your authenticator to his/her peer group, paving your way to a more receptive audience. They can also make it more likely that you will be invited to speak. Many groups have program chair who is often desperate to find speakers.

3. Try to time your speaking to meet with the group's processes and your needs. Find out what other

projects the group is already committed to and time your talk to coincide with their need to develop a new project. Determine how much lead time they need and make sure that your request is not too precipitous for them to meet.

4. Pick your presenters carefully. Make sure the person who is speaking can explain what your agency does and exactly what is needed from the group. Consider sending a volunteer who can speak forcefully about the worth of the effort.

5. If possible, utilize a visual presentation, with slides, pictures, etc. to increase interest. If your presentation is boring, the group may assume that your jobs will be too.

6. Be prepared for people to offer their services. Take along brochures, examples of jobs for which they are needed, sign-up sheets, etc. If someone expresses interest, don't leave without their name and phone number, and commit yourself to following up with them. Follow-up as quickly as possible.

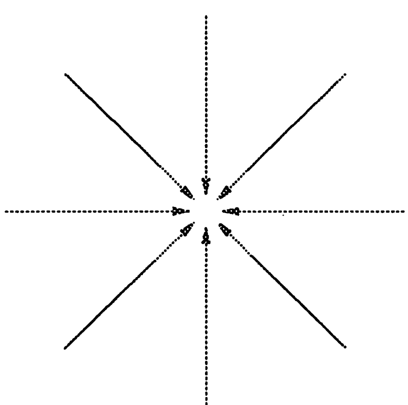
7. Be prepared for too much success. You may need to have a back-up plan to handle the entire group wanting to volunteer together to help you out, not just a few individuals. If several group members decide to volunteer, you will need to consider ways in which they might work together while performing the volunteer work.

8. Remember that at some point during your presentation you should directly and unequivocally *ask* the audience to volunteer. Very few people will insist on volunteering for your program without being asked to do so.

Evaluating Warm Body Recruitment

Warm body recruitment only has one disadvantage: it works. This may seem strange, but the difficulty lies in that warm body recruitment will effectively recruit people if you distribute enough information, but it will do so in a way that gives the volunteer manager control over neither quantity nor quality. A warm body campaign will bring in potential volunteers but you will not be able to predict their numbers of their inclinations, and you will have to do a lot of juggling to make things fit well together, sorting through the possible volunteers and potentially running the campaign several times.

• Targeted Recruitment



The second method for volunteer recruitment is called Targeted Recruitment. Targeted recruitment takes a very different approach to locating potential volunteers. Targeted recruitment works best when the job you wish filled is not one that is suitable for most people, either because it requires a specific skill, a specific commitment, or a specific characteristic or trait.

A targeted recruitment campaign is designed to track down the few people in the community who have the required skills rather than to broadcast a message to all the community, including those who you would have to reject if they showed up for an interview.

With this approach we determine the kind of person who would really like to do the job and track them down.

A targeted recruitment campaign involves answering a series of questions:

• *What are the skills/attitudes needed to do this job?*
(I.e., if we draw a picture of the type of person who could do this job and would enjoy doing it, what would they look like? Cover age, sex, hobbies, possible occupations, related interests, and whatever else better illustrates the picture.)

• *Based on this picture, where can we find these types of people?*
(Think about work setting, educational background, leisure time organizations and activities,

publications they might read, parts of town in which they are likely to live, etc.)

• *What motivations of this person can we appeal to in our recruitment effort?*
(Self-help, job enhancement, socialization, learning new skills, career exploration, leadership testing, giving back to the community, keeping productively involved, meeting new people, etc.)
Here are some questions you can use to help answer the "Where can we find these types of people?" question:

1. Who currently has or does it? What jobs or occupations does it show up in?
2. Who once did it and has now quit or retired?
3. Who would like to be doing it, but is now in a job where it is not possible? Who was educated in this, but now has a different type of job?
4. Who could learn to do it?
5. Who is now learning to do it and intends to do it more in the future? What schools teach this subject?
6. Who can get someone else who is qualified to do it? Can we find a teacher or a senior practitioner in this skill who can recommend and encourage others in their field to help us?
7. Who has such a radically different job that this would be an exciting novelty?

Targeted recruitment tends to work best when you are looking for a particular type of skill, such as experience in accounting. It tends to work somewhat with psychological characteristics, but only if they are sufficiently identifiable (such as a love for children or a liking for sports) that they can be readily traced by going beyond internal mental states into outward physical manifestations. You can also, however, utilize targeted recruitment in some cases if you are trying to find individuals who possess the de needed by your organization. Start by examining the motivations and backgrounds of current volunteers in the position to find out if there are any common factors. Do they all have the same type of motivation? Do they have similar backgrounds or education or experiences or occupations? Do they come from similar groups? Did they all hear about the job in the same fashion? Common factors will enable you to identify populations who seem to like the job despite its requirements, and the commonality will enable you to locate others from that population group.

Evaluating Targeted Recruitment

Targeted recruitment is a highly efficient form of recruiting. In its ultimate form, the volunteer manager literally identifies people by name to approach about volunteering. Targeted recruitment also tends to work because it helps you to think about possible motivations that can be used in persuading a potential volunteer to become involved.

Targeted recruitment is the ideal process for seeking involvement of new types of volunteers, because it forces you to begin to think through the needs and interests of that new population, and leads you to pro-actively seek that new group instead of waiting for them to come to you.

The limitation of targeted recruitment is that it is labor intensive, requiring thinking, tracking and tailoring for each volunteer position. This means that it probably is best selected when you are trying to fill a volunteer position that has a high value for the agency and which cannot be filled by simpler means.

Combining Targeted and Warm Body Recruitment

By carefully wording your mass media communication you can actually make use of targeted recruitment. Consider this elegant ad, from Washington, DC:

> *Interested in the arts? Volunteers know what goes on behind the scenes at the Kennedy Center. Call the Friends of the Kennedy Center.*

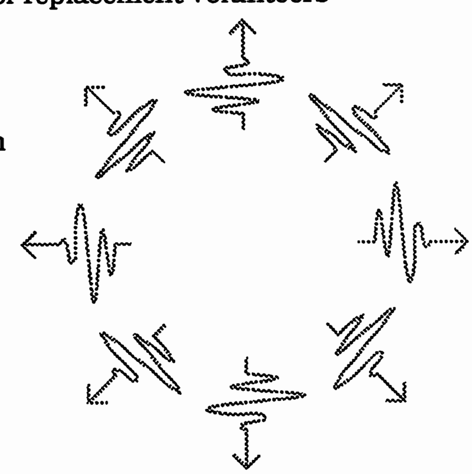
While distributed via mass media, this ad makes use of targeted wording to appeal to a certain audience. The key words "behind the scenes" provide a strong incentive to those of artistic bent who wish either to meet and mingle with stars or to get to help with stagecraft. Contrast its effect with the following ad which utilizes exactly the same wording, but with a very different result:

> *My Sister's Place, a shelter for battered women and their children. Hands-on with hotline and shelter work. Behind the scenes with committee work.*

By utilizing targeted recruitment techniques to identify the motivations of likely volunteers you can design a mass media campaign which will generate a greater number of qualified and interested applicants.

• Concentric Circles Recruitment

Concentric circles recruitment is the lazy way to always have a flow of replacement volunteers applying to work at your agency. It works off of the simple theory that those people who are already connected to you and your agency are the best targets for a recruitment campaign.



To envision the theory of concentric circles, simply think of ripples in a pond when a rock is thrown in. Starting in the center of contact, the ripples spread outwards, with each successive wave striking another, getting larger with each following wave. Concentric circles volunteer recruitment operates in the same manner.

To utilize the concentric circles theory, first attempt to locate a volunteer for the position by starting with the population groups who are already connected to you and work outwards. You can capitalize on the fact that most volunteers are recruited by those people who they already know by asking the incumbent in the job to recruit a friend of theirs to replace them. You might look among former clients or your current volunteers for a replacement. This approach will make it more likely to get a positive response, because the group of potential volunteers with whom you will be talking will already be favorably disposed toward your agency, or least will be informed about it and what it does.

Since concentric circles recruitment often involves face-to-face recruitment by those who already know the people whom they are approaching, one of its strengths is the personal testimony of the asking volunteer. During the conversation the volunteer can say, either directly or indirectly, "This is a good volunteer job with a good agency. I know this because I worked there and I think it is worth your time to work there too." This is a very credible and a very persuasive argument that mass media techniques and appeals from strangers have a hard time equaling.

A clear strength of the concentric circles theory is that it concentrates on approaching those who may already have a good reason for helping out, either because they have received services themselves or they have seen the impact of the services on others. They have thus become convinced both of the need for the services and of the ability of your program to assist those with that need; all that remains is to demonstrate to them that they are capable of helping in meeting that need. Ideal groups around whom to structure your concentric circles recruitment include:

- Current volunteers
- Friends and relatives of volunteers
- Clients
- Friends and relatives of clients

- "Alumni" (Clients and volunteers)
- Staff
- Donors
- People in the neighborhood
- Retirees in your field or subject

In short, any population group which has already been favorably exposed to your program makes an excellent target for a concentric circles recruitment effort. All you need to do to capitalize on this receptivity is to start a 'word of mouth' recruitment campaign and a constant trickle of potential volunteers will approach your agency. Continually stress to all of these groups that they are essential to your recruitment campaign, and help them in knowing the types of volunteers for whom you and looking and the ways in which they can assist in finding and recruiting these volunteers.

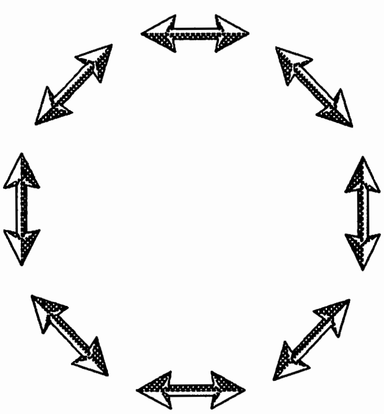
Evaluating Concentric Circles Recruitment

Although a lot of effective person-to-person recruiting 'just happens,' we can make a lot more of it happen by systematically encouraging it. Everyone involved in the organization, both volunteers and staff, should understand what their recruitment responsibilities are within the framework of the overall plan.

The primary advantage of concentric circles recruitment is that, once established, it will provide you with a steady supply of 'replenishment' volunteers to compensate for attrition and will do so with remarkably little work.

The disadvantage of concentric circles recruitment is that it can be very limiting, and if it is the only method of recruitment that you utilize will lead to a process of 'cloning.' Since much of it works off recruiting 'friends' it has a natural tendency to create an in-bred group, all of whom look and think the same way.

If you are a new agency you will probably not be able to take advantage of concentric circles recruitment, and will have to rely on the less effective methods of mass media and targeting. In time, however, you will build up the good will among a sufficient population group to take advantage of this simplest and most efficient method of recruitment.



• Ambient Recruitment

Ambient Recruitment is a method that does not work for all groups, but which is highly desirable if you are suitable for its approach.

An ambient recruitment campaign is designed for a 'closed system,' that is a group or people who have a high existing sense of self-identification and connectedness. Examples of possible closed systems where ambient recruitment might work include:

- a school
- a corporation
- a profession
- a church congregation
- a neighborhood
- a military base

In short, any place where the members of the community view themselves as related to other members and view the values of the community as personally important and meaningful to themselves.

An ambient recruitment campaign seeks to create a 'culture of involvement' among the members of this community, getting them to believe that volunteering is the 'thing to do.' This acceptance of volunteering as a value of the community then leads individual members to seek to fulfill that value by seeking to volunteer because "it's the right thing to do."

There are three steps in creating an ambient recruitment campaign.

Developing a Philosophy of Involvement

The first step in creating a culture of involvement consists in creating an official philosophy statement which explains that becoming involved is an important value of the group. Here is an example of such a statement utilized in a corporate volunteer program, the Green Giant Company:

> *"In two major ways the Green Giant Company recognizes and accepts its responsibility to participate substantially and responsibly in the society of which it is a part. Its first responsibility is to exhibit social responsibility in all of its own business activities. Additionally, Green Giant is also committed to acting with its expertise, personnel, influence, and financial resources to aid in solving societal problems and in improving overall life -quality, especially so in the communities where it operates.*
>
> *This commitment recognizes that one of the Company's most valuable assets is its own personnel. Therefore, to carry out this commitment, Green Giant encourages its company and subsidiary employees to participate in community and civic affairs with their personal time and talents."*

This statement of philosophy creates the underpinning for the cultural value. It can appear in many forms. For attorneys, for example, it appears as §6.1 of the ABA Code of Ethics. For a church group, it is the Bible.

Early Indoctrination

Step two in ambient recruitment is educating members of the community about the value. This is easiest done early in their membership with the group and is best done by engaging them in a discussion of the value and its meaning.

This discussion can best be conducted by others who are clearly identified as fellow members of the group and works even better if these individuals are 'opinion leaders' within the group.

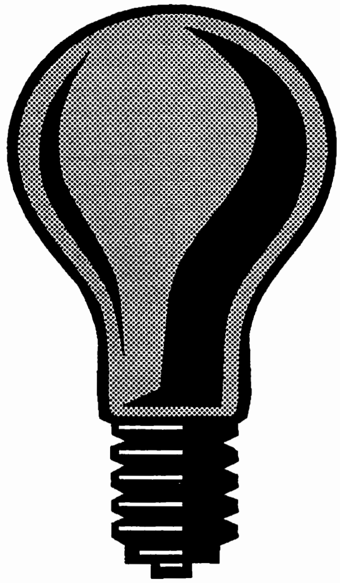
One of the best ways to continue this indoctrination process is by ensuring that the community tells stories about volunteer activity, creating role models and legends who exemplify the cultural value, and in creating ways of recognizing individuals who carry out the value.

Supporting Involvement

The final step in creating a system of ambient recruitment lies in building a support system. An effective ambient recruitment campaign gets members of the group to want to volunteer, but it does not tell them where or how to become involved. Someone must still assist them with the logistics of finding a suitable volunteer assignment and must ensure that the volunteer position is one that will be personally rewarding to the volunteer.

Choosing Among Recruitment Campaigns

All of the campaign systems outlined above work, they simply produce different types of return for different types of effort. Picking the correct campaign system starts with identifying what you are trying to accomplish. If you need large numbers of volunteers, try warm body recruitment. If you need a specific skill or are trying to outreach to new populations, try targeted recruitment. If you want a steady flow of volunteers to compensate for attrition, try concentric circles. If you want to encourage volunteering with a defined group, try ambient recruitment. During the lifetime of your agency you will probably need each of these approaches.



Chapter Two
Volunteer Involvement

Volunteer Involvement Tips

1. While some people are more likely to volunteer than others, almost everyone can be recruited as a volunteer. About 80% of those directly asked to volunteer said 'yes.' This response rate is fairly consistent across all economic, geographic, racial, gender, and age categories.

2. The most productive route for volunteer recruitment is one-to-one, face-to-face personal request about a specific volunteer job. This technique is even more effective if the person doing the asking is themselves a volunteer (which demonstrates credibility) or is personally known to the person being asked.

3. Volunteers seem to follow a basic cost/benefit analysis in deciding whether to volunteer. Benefits might include meeting a community need, the job itself (work with the volunteer enjoys or would like to learn about), the people involved (friends, family or co-workers) or some personal benefit (philosophical or religious commitment, educational or work experience, etc.). Costs might include the time commitment, any monetary expenses, logistical complications, or even doubt that the volunteer will be able to meet their commitment.

4. Don't take volunteers for granted once you have recruited them. View them instead as customers who will have needs that must be met on a continuing basis. The trick is not to recruit the volunteer once, but instead to make them want to keep coming back..

5. A well-defined, satisfying job is a basic requirement for most volunteers. Volunteers must have jobs that actually accomplish something, as well as interesting and challenging the volunteer.

6. The work setting is as important to volunteers as it is to paid workers. Most volunteers will not continue doing work for which they are not suited. It is crucial to match volunteers to the type of work that needs to be done, identifying both interest and ability. One good technique is to schedule a 30-day 'check-in' with volunteers after their initial assignment to see how things are going.

7. Volunteers are also affected by the people with whom they will work. It is essential that a new volunteer be made to quickly feel as though they are 'one of the group.' A volunteer who is not welcomed and integrated in the social framework of the organization is a volunteer who will never feel as though they are part of the organization and who will rapidly separate themselves from the organization.

8. There seems to be a 60-day 'Window of Opportunity' during which the organization can help shape the attitudes of the new volunteer. If the volunteer does not feel as though they 'belong' by the end of these 60 days, the volunteer will begin to disappear.

9. Supervision is important to volunteers. A good volunteer supervisor tries to proactively communicate with volunteers, or at least be regularly available to talk. The supervisor also needs to help the volunteer keep linked with the organization, updating them on events which the volunteer might have missed. Good supervision includes challenging and assisting a volunteer to meet quality standards.

10. All volunteers need recognition, both on an individual and organizational level. The trick is to find the mode of recognition which most satisfies the volunteer. Some will prefer to be thanked by their supervisor or co-worker. Some will be prefer to be recognized within the corporate structure, through a letter to their boss. Some will prefer to be recognized among their peers, or family, or church group. One size and shape of recognition does not fit all.

Volunteer Orientation

Even if volunteers come to the job with all the skills necessary to do the job, they will need some orientation to the agency. Orientation is the process of making volunteers feel comfortable with and understand the workings of the agency. It is designed to provide them with background and practical knowledge of the agency and to let them understand how they can contribute to the purpose of the agency. If the volunteer better understands the agency's systems, operations, and procedures, he will be able to contribute more productively. But the orientation session is also the point at which the volunteer will begin to either develop a bond with the agency or to feel as though they are not connected to it. In particular, the orientation session is the point at which short-term volunteers may either begin to be converted to long-termers, or may be quickly lost.

There are three different subject areas which should be covered during the orientation process:

An Orientation to the Cause

This area involves introducing the volunteer to the purpose of the organization. It should cover:

- Information about the problem or cause.
- Information about the client group.
- Information about the mission and values of the organization.
- Information about the history of the organization.
- A description of the programs and service of the organization.
- A description of other groups working in the same field, and their distinguishing characteristics from this organization.
- A synopsis of future plans of the organization.

The presentation of these items should be a discussion rather than a dry description. The intention of this portion of the orientation is to allow the volunteer to begin to learn and join the basic values of the organization. Part of this will involve possible debate over the philosophy and approach the organization is taking to solve its identified community need; part may involve learning the myths and legends of the organization through hearing stories about early leaders.

The goal of this discussion is to allow the volunteer to make an intellectual and emotional commitment to the basic purpose of the organization, to consciously decide that they believe in and are willing to work toward achieving the mission of the agency. This portion of the orientation is intended to allow the volunteer to 'join the cause.'

An Orientation to the System

This portion of the orientation involves introducing the volunteer to the system of volunteer management with the agency. It would include presentation and discussion of:

- The structure and programs of the agency, with illustrations of what volunteers contribute to those programs.
- The system of volunteer involvement within the agency: policies and procedures.
- An introduction to facilities and equipment.
- A description of volunteer requirements and benefits.
- An introduction to recordkeeping requirements.
- A description of timelines of agency activities and key events.

The simplest way to develop the agenda for this portion of the orientation session is to ask yourself "What would I like to know about this place in order to better understand how it works?" Remember that volunteers' friends ask them about their volunteer work and about the agency. A volunteer who fully understands the organization can well serve as an effective communicator with the public about the worth of the organization, while a confused volunteer can present quite the opposite picture.

The purpose of this portion of the orientation session is to provide an organizational context for the volunteer and make them understand how they fit into the processes of the agency. This material is often presented in a factual way, with charts and descriptive handouts, followed by a question and answer period to clarify issues. It can be made more lively by having different representatives, paid and volunteer, describe varying parts of the agency. The goal of this part of the orientation session is to allow the volunteer to see how they will fit into helping address the organizational cause; it identifies the role they will be playing in the agency, the basic requirements of that role, and how that role links to other areas of the organization.

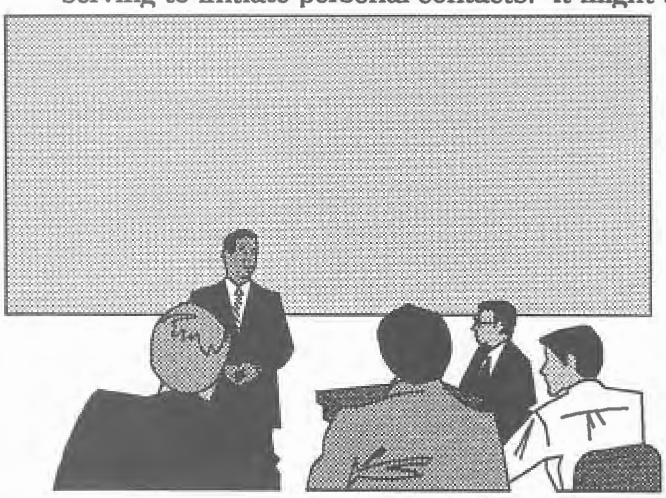
An Orientation to the People

This portion of the orientation introduces the volunteer to the social community which they are being asked to join and begins to forge the personal bonds that will sustain volunteer involvement.

Included in this introduction are:

- An introduction to the leadership of the agency (who might present or lead part of the discussion on the mission of the agency).
- A 'welcoming' by staff and current volunteers (through their participation in presenting subject areas or even in a purely social hosting).
- A description of the culture and etiquette of the agency: dress, customs, etc.

This part of the orientation session might proceed in a variety of ways. It might be interspersed throughout the other stages of orientation, with official greeting, welcoming, and presentation serving to initiate personal contacts. It might begin right after formal acceptance of a volunteer, with the assignment of a personal 'host' who contacts the volunteers, meets with them informally to welcome them to the organization and introduce them to its processes, and then acts as a 'mentor/companion' during their early involvement. It might consist of introducing the volunteer to their future supervisor and arranging for a discussion about how they will be working together. It might consist of a welcoming party for a new volunteer hosted by staff and current volunteers.



The purpose of this part of the orientation is to show the volunteer who they will be working with, and welcoming them into the social context of the agency. The goal is to show the volunteer that they are a welcome addition to the agency 'team.'

The Importance of Orientation

The above aspects of orientation are designed to answer three basic questions for the new volunteer:

- Cause Orientation: *Why should I be working here?*

* System Orientation: *How will I be working here?*
* Social Orientation: *With whom will I be working?*

These three questions are crucial if the volunteer is to feel comfortable. A volunteer who does not 'feel' right about these three areas is a volunteer who will cease to act as though they are a part of the organization and is a volunteer who will rapidly stop being a part of the organization. Much of the early retention loss of some volunteer programs is because of the absence of a good orientation. An orientation session should 'seal the deal' between the agency and the volunteer, clearly establishing the intellectual, practical, and emotional bonds between the two.

Some agencies avoid spending time on orientation because of difficulty in getting volunteers to attend. This may require altering the scheduling of orientations, placing them on weekends or during the evening if that is more convenient for volunteers. It may involve altering the format of orientations, doing them one-on-one, in small groups, or in smaller multiple parts. It may require making attendance mandatory, even if that means losing some potential volunteers. Make whatever adjustments are necessary, but ensure that new volunteers receive a proper orientation.

Perhaps the best way of understanding the importance of orientation is simply to consider its basic definition. "Orientation" is the process of learning one's direction and bearings in the world; a person without this orientation is, to put it simply, 'lost...'

Volunteer Motivations

Willie Mosconi, perhaps the greatest pool player of all time, was once asked how he was able to shoot pool so well, moving balls to precise positions on the table. His answer was, "it's easy; it's all done with little circles."

Oddly enough, the same might be said about understanding volunteer motivations, and about seeing both some of the opportunities and dangers implicit in volunteer involvement.

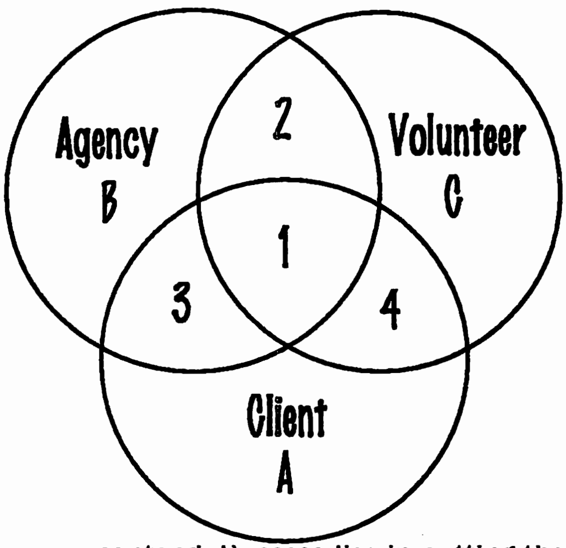
Understanding volunteer motivations is a key skill for good volunteer managers. Knowing why people do what they do is a necessity both in helping them fulfill those motivations as well as predicting some places where the motivations might cause difficulties. This short article is designed to show you a simple but productive way to think about the motivations of volunteers, clients and even agency staff people.

It All Starts with Three Small Circles...

The three circles illustrated on this page show you the primarily motivational circles with which a volunteer program is concerned.

These circles represent the following:

- **Circle A: The Client**
This circle represents the needs and wishes of the client whom the agency wishes to serve. The client might be an individual, another agency, or the community at large, but within the circles are all the various requirements that the client needs filled, all the problems for which the clients needs a solution, and all the difficulties for which the client needs help. These may range from immediate survival needs to more long-range developmental needs. Some of these needs may even by unknown to the client, such as opportunities for improvement which the client has never considered.



- **Circle B: The Agency**
This circle represents the range of services which the agency is engaged with. It also represents the operations of the agency as it maintains itself, including such items as fundraising, public relations, etc. Within this circles are activities or work the agency needs done in order to maintain its existence and to do its work.

- **Circle C: The Volunteer**
This circle represents the individual motivational needs and aspirations of a potential volunteer. This might include anything from a basic desire to help others to a highly specific need such as learning computer skills in order to get a paid job.

These three circles together represent the basic motivational universe with which the volunteer manager has to contend. Success lies in putting the circles together so as to maximize the ability of each participant to achieve as many of their motivations as is safely possible. To understand this, we have to look at the areas of possible overlap of the circles.

...And The Places They Overlap

The circles may overlap in various combinations including overlap of all three parties, or overlap of any two . Each of the four numbered sub-areas of overlap on the diagram represents something different to the smart volunteer manager.

- **Overlap #1: The Perfect Match**
The area of overlapped labeled #1 represents an opportunity for a perfect volunteer job. It shows that the client has an area of need which falls within the type of services offered by the agency and which also falls within the motivational range of a particular volunteer (i.e., is a

job which the volunteer would want to do because it in turn satisfies some of the volunteer's motivational needs). Common examples of jobs of this type are tutoring and mentoring, delivery of meals to clients, and other types of jobs in which volunteer personally deliver core agency services directly to clients.

If you are just beginning a volunteer program, this is an excellent area in which to start developing volunteer positions, since it allows volunteers to easily satisfy their own needs while directly contributing to the central mission of the agency.

• **Overlap #2: Still a Good Match**
The area of overlap labeled #2 also represents a fruitful area for volunteer involvement, although of a different sort. As you will notice, area #2 does not directly overlap with the client's needs, but does show an overlap between the needs of the agency and that of a potential volunteer. Since two of the parties involved can be satisfied, this still represents a good area for volunteer jobs. Examples are those in which the volunteer actually views the agency as a "client," such as helping in the office, assisting staff with research projects, etc. These jobs in turn enable the agency to assist clients, but only in an indirect way.

While these jobs are productive, they usually require the volunteer manager to work a bit harder in order to demonstrate to a volunteer that they are really contributing to meeting needs. This can be done either by making sure that the volunteer continually sees the eventual impact of their work within the agency on outside clients, or in making the staff with whom the volunteer works show their own gratitude for the assistance they are receiving.

• **Overlap #3, A Slice of Potential**
Overlap #3 shows the conjunction of an agency need and the client's need, but no overlap with the potential volunteer. This is an area which indicates possible expansion of the volunteer program, probably first by exploring with staff the creation of new volunteer job in this area and then by recruiting volunteers with additional skills or interests who could fill these new jobs.

• **Overlap #4, The Danger Zone**
Area of overlap #4 is a very interesting motivational area, one which explains why some "good" volunteers do the wrong things.

Look at it this way: area #4 shows that the volunteer has a motivational need focused on the client, who also has a motivational need, but whose need is outside the range of agency services/needs.

A common example of the danger represented by these slightly overlapping motivational areas would be the client of a Meals on Wheels program who also needs some home repair work done. Home repair is not done by the Meals on Wheels agency, i.e., it is outside their motivational circle. It is, however, clearly needed by the client and this need is perceived by the volunteer who delivers food for the Meals on Wheels agency. Since the volunteer's motivational needs encompass the home repair function (the volunteer is clearly motivated to give whatever help they can to meet the "needs" of the client as they and the client see them), the volunteer is highly likely to expand their volunteer job to include home repair services.

The only way to stop this impromptu job expansion is to assure the volunteer that some method for meeting the client's need will be devised (such as referral to another agency who does home repair). The fascinating thing about this is that the stronger the volunteer is motivated to help the client the more likely they are to go outside the boundaries of agency restraints, since their primary focus will be on meeting the needs of the client, not of the agency. In some cases the volunteer will so highly motivated that no attempt to restrain them to activities within the purview of agency operations can be successful, and the only alternative is to separate the volunteer from the agency.

Recognition & Motivation: How to Reward People Appropriately

David McClelland's research helps us understand why one person values one kind of recognition while another person looks at the same reward as worthless.

In his studies he found that all of us have three kinds of motivations with one being predominate over the others.

Achievement-Oriented people:

1. Need to set measurable goals.
2. Want checkpoints along the way to check progress.
3. Like to make to-do lists and check off items!
4. Love to organize and systemize work.
5. Think in terms of numbers and individual parts of assignments.
6. Believe people are happy only when success can be measured.
7. Believe rewards should note specific, tangible achievements.
8. Can work alone easily. (and sometimes prefer it)

Affiliation-Oriented people:

1. Need to have good relationships with co-workers, clients, etc.
2. Want to work in teams/collaborations.
3. Want everyone to be happy.
4. Love to socialize.
5. Think in terms of how people feel about work.
6. Believe people are happy when no tension exists and everyone is friends.
7. Believe rewards come from good relationships.
8. Measure success by how happy people are.

Power-Oriented People:

1. Need to find ways to impact and influence others.
2. Measure success in terms of change and improvement.
3. Love a challenge...especially what others say can't be done!
4. Love to create something new; love to strategize.
5. Think in terms of how to improve services/products.
6. Believe people are happiest when they've made a difference.
7. Believe rewards come from innovation & problem solving.
8. Can work alone easily or form coalitions to get work done.

Within these lists of characteristics are clues of what each type of person would consider "reward" or "recognition".

☞ **Achievers** like tangible rewards, something that specifically marks accomplishments. Plaques that note greater numbers of clients served, funds raised, etc. They often respond well to letters to their personnel file or supervisor noting their specific contributions.

☞ **Affiliators** like recognition that highlights relationships they have established. They want to be rewarded in the presence of friends and family. They often love personal letters from clients, leaders, supervisors, etc.

☞ **Power-motivated** people like recognition that allows others to be influenced to the benefit of the cause or vision. They respond to articles about them in periodicals that tell the story of the organization and invite others to become involved.

Volunteer Recognition Principles

1. Deliver recognition and reward in an open and publicized way. If not made public, recognition loses much of its impact and defeats much of the purpose for which it provided. Do not however, think that public recognition will substitute for private, everyday, personal thank yous and respect. What happens 365 days a year has much more impact than what happens at an annual recognition function.

2. Timing is crucial. Recognize contribution throughout a project. Reward contribution close to the time an achievement is realized. Time delays weaken the impact of most awards. An immediate 'thank you' or 'great job' is much more important than a proclamation six months later.

3. Tailor your recognition to the unique needs of the people involved. Have several recognition and reward options to enable managers to acknowledge accomplishment in ways appropriate to the particulars of a given situation.

4. Deliver recognition in a personal and honest manner. Avoid producing recognition that is too 'slick' or overproduced. Small, personal indications of appreciation tend to be perceived as more sincere than formal pronouncements.

5. Strive for a clear, unambiguous and well-communicated connection between accomplishments and rewards. Be sure people understand why they receive awards and the criteria used to determine awards. People must think that awards are fair and deserved.

6. Recognize recognition. That is, recognize people who recognize others for doing what is best for the agency. It is the job of everyone on the team to recognize and support excellence.

7. Remember that recognition is the art of catching people doing good, and then of helping them feel good about what they have done.

Winning Staff Support for Volunteers

1. Enact an Overall Policy on Volunteer Use

- ➡ Get it adopted, supported by top policy makers
- ➡ Integrate it into overall agency plan/budget for activity, growth
- ➡ Make sure the policy encourages, but does not require volunteer use

2. Conduct Research/Assessment with Staff

- ➡ Look at staff's previous experience with volunteering
  - ✔ As a volunteer
  - ✔ In an agency with volunteers
  - ✔ Supervising volunteers
- ➡ Look at staff attitudes toward use
  - ✔ Opinions on fears, limits, difficulties
  - ✔ Needs prior to use

3. Conduct Individualized Job Development Process

- ➡ Conduct interviews with staff
  - ✔ *"What parts of your job do you really like?"*
  - ✔ *"What parts would you prefer not to do?"*
  - ✔ *"What things would you like to do, but don't have the time or skills or resources?"*
- ➡ Do talent advertising: "Have volunteer who can..."
- ➡ Distribute sample job listing of things volunteers might do

4. Provide Staff Orientation and Training

- ➡ Cover background on agency volunteers
- ➡ Give knowledge of procedures and policies
- ➡ Clarify roles and responsibilities

5. Monitor After Placement

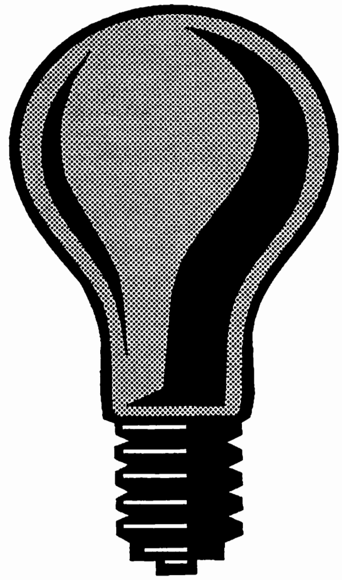
- ➡ Qualifications/commitment
- ➡ "Fit"
- ➡ Role clarification
- ➡ Comfort

6. Give Staff Involvement in Management

- ➡ Give staff a feeling of control
- ➡ Provide support and lines of communication

7. Provide Feedback and Recognition

- ➡ Management information on volunteer utilization
- ➡ Examples of success and new types of volunteer use
- ➡ Rewards and recognition for good users



Chapter Three
Effective Meetings

Preparing for a Meeting

Before the Meeting

✓ Make sure that you have a real reason for meeting
✓ Send out minutes of last meeting as soon as possible after the meeting
✓ Send out a pre-meeting agenda item request form soliciting input
✓ Send out confirmation of meeting site and timeframe
✓ Check with all officers and committee chairs for input on agenda
✓ Encourage committee chairs to provide a brief written report in lieu of a long boring oral report at the meeting; keep oral presentations to items which require a decision or to questions about the written report
✓ Determine agenda and assignments for the meeting
✓ Send out agenda and supporting reports and information
✓ Arrange meeting logistics: room, materials, refreshments, equipment
✓ Determine if there are any problems that will probably arise during the meeting, and devise a plan for how these will be addressed.

On the Meeting Day

✓ Arrive early and double-check all logistical arrangements.
✓ Bring duplicate copies of materials for participants who did not receive them or who left them at hom; bring extra copies for visitors.
✓ Start on time even if some members are not present
✓ Stay on time, if at all possible. If the timeframe looks impossible to maintain, get group to consciously consider changing agenda to maintain timeframe
✓ Follow the agenda, both in content and time allocation, unless new information or an emergency warrants alteration
✓ Ensure that important decisions are recorded accurately
✓ Determine clearly who will be held responsible for what delegated actions
✓ Set timeframe for reporting back on actions that are delegated
✓ Strive to make decisions rather than deferring or avoiding controversial items: if it is important, it won't go away; if it is not important, you shouldn't waste any more time with it
✓ Strive for participation from all attendees
✓ Set time, date, and location of next meeting

After the Meeting

✓ Collect written reports given during the meeting
✓ Prepare minutes of meeting for distribution
✓ Start all over again

To Meet or Not to Meet

When to Have a Meeting

- ✓ You want information or advice from the group.
- ✓ You want to involve the group in solving a problem or making a decision.
- ✓ You need to get a sense of the mood of the group.
- ✓ You want to build a sense of group identity and solidarity.
- ✓ There is an issue that needs to be clarified.
- ✓ You have concerns you want to share with the group as a whole.
- ✓ You wish to share information in a manner which provides more emphasis than in a written communication.
- ✓ The group itself wants a meeting.
- ✓ There are conflicts or differences of opinion amongst group members that need to be brought to the surface.
- ✓ There is a problem that involves people from different groups.
- ✓ You need group support for a decision or action.
- ✓ There is a problem and it's not clear what it is or who is responsible for dealing with it.

When Not to Have a Meeting

- ✗ There is no real reason for having the meeting.
- ✗ There is no agreed-upon leader for the meeting.
- ✗ There is no agreed-upon agenda for the meeting.
- ✗ There is inadequate information or poor communication about the topic to be discussed.
- ✗ There is inadequate time for you or for group members to prepare for the meeting.
- ✗ Key participants will be unable to attend the meeting.
- ✗ Something could be communicated better by telephone, memo, or a one-to-one discussion.
- ✗ The subject matter is so confidential or secret that it can't be shared with some group members.
- ✗ Your mind is made up and you have already made your decision.
- ✗ The subjects to be discussed do not interest, involve or affect all of the group.
- ✗ The subject is trivial.
- ✗ There is too much anger and hostility in the group and people need time to calm down before they begin to work collaboratively.

Running Good Meetings

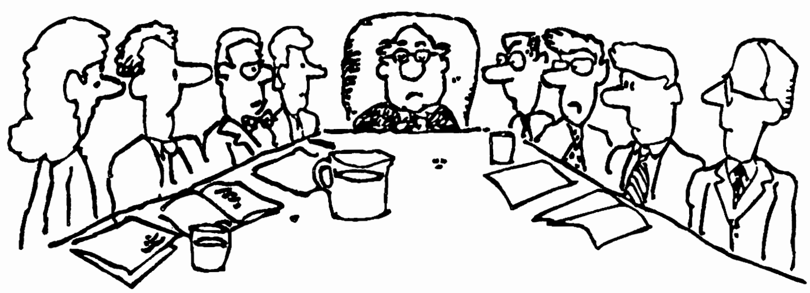
Good meetings:

1. Are organized; they have an agenda.
2. Have a real reason for being called.
3. Have someone in charge who controls the meeting flow.
4. Do not abide anyone dominating or rambling on.
5. Have timelines that are given and respected.
6. See decisions made and conclusions reached.
7. Have well-prepared attendees.
8. Have a friendly but focused climate.
9. Establish a solid trust relationship.
10. Are made up of people who each have a role and a reason to be there.
11. Have follow-up work clearly delegated.
12. Include assigned reports on follow-up from previous meetings or work.
13. Have an attitude of mutual respect.
14. Have some short "rest stops" when people need to analyze data.

Good meetings don't just happen:

They are the result of good planning and clear leadership, and know how to mix:

- information exchange
- decision making
- problem solving
- planning
- evaluation
- recognition

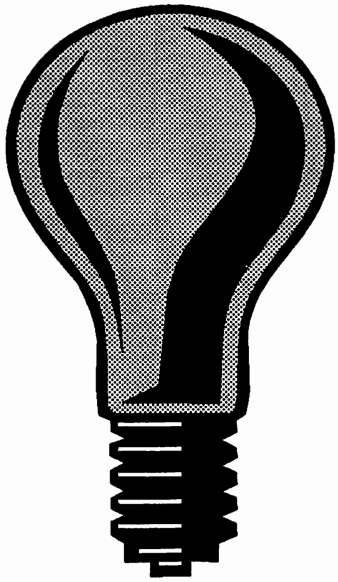


The Role of the Meeting Chair

The role of the meeting chair is critical to the success of the gathering because they:

1. Set the tone of the meeting; they make sure the climate is positive.
2. Are responsible for proper preparation of participants.
3. Are responsible for gathering the information needed.
4. Keep people on the topic.
5. Control "wanderers" who get sidetracked and chatter on.
6. See to it that necessary decisions are made.
7. Oversee delegation of responsibilities.
8. Bring closure to issues.
9. Make sure everyone has their say; they draw out less verbal people.
10. Make sure timeframes are respected.
11. Help settle disputes.
12. Move people from topic to topic.
13. Listen carefully and re-phrase people's comments for clarification.
14. Do not play "favorites," but respect everyone's right to have an opinion.

15. See to it that a good record is kept of the meeting.
16. Set the agenda.
17. Communicate clearly; find ways to insure that attendees understand issues.
18. Lay out ground rules for confidentiality.
19. Handle discipline if needed, or unacceptable behavior.
20. Insure that discussions focuses on the issues, not on personalities.



Chapter Four
Problem Solving

Problem Solving Skills

Step One
Learning About the Problem Situation

☞ **Finding Out What Is Really Wrong**
The first step in effective problem solving is determining the exact nature of the problem under consideration. An old maxim of consultants explains why this is so: *"It is much easier to solve a problem if you know what it is."*

This analysis is much more complicated than it would seem. You will need to determine both how people perceive the problem and how they define the problem that they perceive. You may need to assist people in actually understanding the problem and seeing that it is real before they will agree to deal with it. Sometimes they may be so accustomed to the situation that they simply view it as a 'natural part of life' rather than something which can be changed or improved. In the words of G.K. Chesterton, *"It isn't that they can't see the solution. It's that they can't see the problem."*

Getting people to define the specifics of the problem will assist you in two ways. First, by letting people describe the problem in their own words and experiences, you will assist them in 'buying into' the problem and making it their own. This means that they will be more likely to help in solving the problem that if they are simply told what you think the problem is or that they ought to help solve it. Second, the act of defining can also serve to narrow the problem down into manageable size. By getting specific examples of the difficulty you can more easily produce concrete things that might be done to solve identified difficulties. Remember Hoare's Law of Large Problems: *"Inside every large problem there is a small problem struggling to get out."*

☞ **Using Questions to Identify Problems**
Asking questions is the best way to identify problems and define them. Here are some good examples of questions that will help you assist others in identifying problems:

- To make sure we can provide you with the right sort of help, can I get some more information about how you do things here?
- What do you like best about how things are done around here? What do you like least?
- How do you feel about how things are going?
- Why do you think things are going so well?
- What problems are you having?
- How long has that type of thing been going on?
- Why do you think those problems might occur?
- Are the difficulties related to a single person or to most people?
- What do you think is not being done that should be?
- Where would you put the emphasis?
- Is there a time when this seems most likely to occur?
- Why do you think they are behaving that way?
- What would a person get out of behaving that way?
- How are other people reacting to the behavior?
- Have you talked to the person about the behavior?
- What was the person's reaction when you talked with them?
- What happened prior to this situation?
- Tell me more about that.
- What do you think is the cause of the problem?
- In what ways is the problem similar to other difficulties you have run into?
- In what ways is the problem unique?
- What do you think might be required to get things to change for the better?
- What are the good points of the current system?
- A problem that other people sometimes have is ________. Do you run into that here?
- Why do you think you've been so successful with that program? What has made it work so well?

These questions will need to be phrased slightly differently if the situation you are examining relates more to a person, a specific situation, an organization, or an entire community. And they will need to be phrased differently depending upon whether you are engaging in a 'coaching' discussion with one other person or leading a larger group through a discussion.

There is no particular pattern to follow when asking the questions, so you will need to listen carefully to the responses you are getting and select an appropriate follow-up. Note that some of the questions may help you in determining whether the person you are talking with is actually part of the problem. For example, a person who describes a conflict situation they are engaged in which relates to everyone they deal with as opposed to a disagreement with only one other person may be 'confessing' that their own behavior might be part of the cause.

☞ **Utilizing Different Types of Questions**
In working through this initial stage you may discover that the way you phrase a question can achieve very different results. Questions come in different varieties and there are four basic types that are especially valuable during this first stage of analyzing and defining the problem:

- *Ground Rules Questions:* Ground Rules Questions identify some of the assumptions than an individual or group may be using in a situation. Examples would include, "What do you see as the principle objective that you're trying to accomplish?," "What was the initial agreement about how things would be done?," or "How would you describe the bottom line in this situation?"

- *Factual Questions:* Factual Questions are designed to obtain objective data about the situation. They are designed to give you a picture, and are usually best phrased in a manner which will allow them to be answered with short, unequivocal responses: "How much money was raised last year at the event?," "How many people attended the meeting?," "What action was taken at that point?"

- *Feeling Questions:* Feeling Questions are designed to obtain subjective data on perceptions, values, and beliefs regarding the situation. They are intended to give you information on how the other party thinks about or evaluates the situation. Feeling questions are very effective when used as a follow-up to a Factual Question: "What did you think about that?," "Did you think that was a good or bad result?," "How did you feel when this occurred?"

- *Best/Least Questions:* Best/Least Questions ask the other party to prioritize their responses, so that you can evaluate what is of most importance to them. These questions are particularly useful when you are given a number of responses that cover a wide range of areas: "What did you dislike most about the situation?," "What do you think was the best thing that you did in the situation?," "What would you rate as the primary factor?.

You should also note that some of these questions are designed to get people to define the parameters of the problem by focusing on what is *not* wrong with the situation. This can be a useful technique when the problem you are dealing with is personal in nature, and the individual or group you are talking with does not want to 'lay blame' or 'admit failure'. Talking about positives will make it easier to get the conversation going, will establish the contributions that have been made which may balance out any difficulties, and will eventually lead to a discussion of the 'downside' of the situation. Go as slow as you need to in order to maintain comfort levels, and remember that you can always continue the conversation on another day. If you push you are likely to create resistance. The basic feeling you should strive to achieve is that of a pleasant conversation between friends rather than that of an interrogation.

At the end of this opening discussion process you will want to have achieved the following:

✓ Know and agree upon the nature of the problem
✓ Agree upon the effects of the problem
✓ Have some insight into possible causes of the problem
✓ If working with a group, understand different perceptions of the problem.

Step Two
Agreeing on a Solution

☞ **Identifying Solutions by Asking Questions**
Questions can also be utilized to identify possible solutions to a problem. Below are some examples of

questions that will help you get people to think of their own answers to problems:

- Is there anything you could think of that you could do to minimize the likelihood of those problems occurring?
- What do you think you might do if the situation doesn't improve?
- What has been the person's reaction to your response?
- Why do you think this response doesn't work?
- Are there other responses you might consider?
- How do you suppose the person will react to these?
- What will you say/do if they react that way?
- What would you do if you have complete authority?
- Some people would attempt to ______. How would you feel about that?
- What are the pro's and con's of that sort of action?
- How are other people likely to react if you do that?
- What might you do to deal with any negative reaction?
- How does this idea seem to you?
- What do you think is the right way to do it?
- What do you think is needed to get the job done?
- What sorts of things from your successful activities could we try to replicate here?
- How would you feel if this were to occur?
- What would happen if we did this ______?
- What would you advise someone else to do in this situation?
- What would you advise someone else to do to avoid this situation?
- What do you want to make sure does not occur if we take action?

Note that some of these questions are designed to let the person or group being questioned come up with ideas and some are designed to assist them in identifying possible consequences of those ideas. Also note that you can work both from the direction of possible answers to attempt and from the direction of consequences that the possible solution must avoid. Sometimes an individual or group will not know exactly what they want, but will know for certain what they don't want to happen. If the discussion gets bogged down in one direction, shift course and approach the problem from the other end.

☞ **Utilizing Different Question Types to Identify Solutions**
You can also utilize different question phrasing to assist you in helping the individual or group identify possible solutions. The following question types can be helpful in this:

- *Options Questions:* Options Questions solicit opinions about what might be done to address the problem situation. Example include "How do you recommend this be addressed?," "What do you think would be a better way of handling it?," "What do you think should be changed to solve the problem?"

- *Third Party Questions*: Third Party Questions are an indirect way to discover what the other party is thinking. They are useful because they seem less threatening than a forced direct request or question for a personal response. Examples include: "Some people would attempt to do ______. How would you feel about that?," "A problem that other people sometimes have is ______. Do you think that might occur here?"

- *What If Questions:* What If Questions are designed to get a person to consider possible alternatives and to analyze their consequences. Examples include: "What if we were to try ________?," "What would you recommend someone ease do if they were to encounter this situation?," "What if we added (subtracted) this element?"

- *Magic Wand Questions*: Magic Wand Questions encourage the other party to speculate or dream. They are a good way to uncover opportunities. Examples include: What would you recommend if you had complete authority?," "What would the perfect person for this position look like to you?"

☞ **Identifying Solutions by Creative Thinkin**You may be able to help an individual or a group generate solutions by utilizing some techniques that will encourage their creative thinking. Often people will have a hard time developing a new approach to an old problem because they are too accustomed to thinking about it and about possible solutions in the same old way. In a case like this you can 'jog' their creativity by showing them new ways to define, approach, and work on the problem.

Consider challenging them to consider whether any of the following will give them ideas on how to take a new and different approach.

✓ *Substitution*
Who else should do this? What else should we try to do instead of this? What other time would be better for this? What other process could be substitute for this? What other problem can we work on that would help solve this one later? Could something else give us the same result?

✓ *Merger*
Who else could work with us on this? Can we blend ideas or approaches in any way? Can we share with someone else and get more result? Can we identify common themes or goals? Who else is already doing something that relates to this? How does this relate or contribute to what already exists?

✓ *Adaptation*
What else is like this? What can we learn from those similar things? Can we use this for something else? What parts of this can we copy and make use of elsewhere? What other thoughts does this suggest?

✓ *Magnification*
How we make this bigger? More frequent? Stronger? What can we add to it? Who else can we involve? What can we do at the same time?

✓ *Miniaturization*
What should be subtract? Can we make it slower, condense it, split it up, make it less frequent? What parts aren't really necessary? How can we do it with fewer people or less resources? What can we eliminate and still get what we most want?

✓ *Reversal*
What if we turned it upside down? What if we did it backwards? What don't we want to achieve when we do it? What is the opposite of what we are trying to do? What if we changed the order in which we do things?

You can use these approaches and some of the suggested questions if those you are working with reach a sticking point or begin to get bogged down into discussions of past failed attempts.

☞ Going Slow When Developing Solutions
One thing to be careful about when helping people develop solutions is the tendency to come up with an answer too quickly. As H.L. Mencken put it: *"For every human problem there is a neat, plain solution, and it is always wrong."*

Take time to consider answers very carefully, looking for one which will both help with the problem and be capable of implementation. This last criteria is of crucial importance. It does absolutely no good to develop a solution which is technically correct, but which no one will support. Part of problem solving is getting people to want to fix the problem, so just as you will need to get people to buy into the problem you will also need to get them to buy into the solution.

This may occasionally mean that you let them 'select' a solution which is not the one which you 'know' will actually work. Allow them to try their solution, meet later to analyze the results, and then again assist them in identifying what else needs to be done. In this way you will solve the problem incrementally.

There are two final question types that you should utilize throughout this process in order to make sure that you are not going either too fast or in the wrong direction:

- *Tell Me More Questions:* Tell Me More Questions allow the other to provide more detail about the situation or about their feelings. Examples include: "Tell me more about that.," "Can you be more specific?," "What are the pro's and con's of that course of action?," "Help me to understand your reasons for saying that?"

- *Checking Questions:* Checking Questions allow you to see how the other party feels as the discussion progresses. They also allow the other party involvement and participation in the decision-making process. Examples include: "Do you mean by this statement that you think _______?," "I think I hear you saying ________?," "How would you feel if this were to occur?," "

At times during the development of solutions you will have to deal with people who look at the negative side of every answer. When you encounter these types during a meeting or discussion we suggest you invoke what is called "The Noah Principle:" There are no prizes for predicting rain. Prizes are only given for building arks. This means that people can identify potential difficulties only if they also take responsibility for identifying a way around the difficulty. If you are facing a very daunting problem, then strive to identify a small first step that can be easily accomplished and get people to work on achievement of that step. This initial success to help build commitment to work on harder tasks.

The thing you will need to be most careful about during this process will be your own tendency to want to be helpful and 'tell' people what to do. Even if you know what the correct answer is, it is important that the people you are working with appear to develop it on their own. This will prevent you from making mistakes - "A closed mouth gathers no feet." It will also prevent you from creating opposition or apathy because you are too dominating.

Step Three
Implementing the Solution

The last stage of problem solving is helping the group implement the solution.

To ensure action, get the person or group to identify three areas:

✓ The tasks that will need to be done.
✓ The timeframe for each task.
✓ The person responsible for each task.

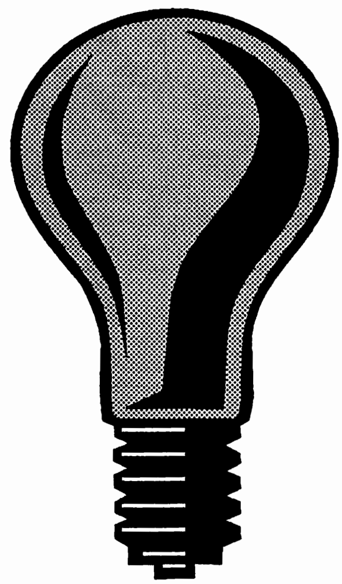
It is crucial during this discussion to focus people on what they can proactively do to accomplish things. When barriers are identified, ask them what steps they can take to eliminate or diminish the barrier. Focus them on what can be done, not on what obstacles they may face.

If any of these is unclear then you are likely to run into confusion.

This is the stage at which you can take a more active role, especially in identifying what you can do to assist the group in its effort. Once again, there are some questions that will assist you in this process:

- What kind of help would you need to try this?
- How might we ensure that you get the help that you need?
- Are there any changes in the way you're doing things that we will need to make to allow us to accomplish what we want?
- How will you know whether or not this is working?
- What resources will you need in order for you to do this?
- What would make this a positive step for you? A negative step?
- When should I get back to you to talk about this some more?

At this stage in the process you may also run into second thoughts as people view the work they may have to do or the changes they may need to make. You may also find people voicing support for the system which they earlier identified as deficient. One way to deal with this is by gently reminding them of the wise advice of Will Rogers: *"Even if you're on the right track, you'll get run over if you just sit there."*



Chapter Five
Personal Development

How to Think Like an Entrepreneur

People who direct volunteer programs have always had to juggle multiple demands and possess multiple skills.

For the last of the 20th and first of the 21st century, a new demand became apparent... the need to think like an entrepreneur.

An entrepreneur is one who...

Organizes, Operates and Especially ASSUMES the RISK of a business venture.

For entrepreneurial thinking, you must adopt an attitude adjustment..

...from Responsive to Proactive...

...from Manager to Change-Agent.

Your role then becomes one of a Strong Advocate for Creative New Ventures, and demands:

- Creative thinking.
- A willingness to risk.
- New looks at old ways.
- Over-coming resistances.
- Experimentation.
- No fear of failure.
- Understanding of Marketing.
- Mastery of Friend-Raising.
- Adherence to ethical values & vision.

To think like an Entrepreneur, you will have to employ these four steps:

#1: What do we HAVE?

#2: What do we NEED?

#3: WHO HAS what we need?

#4: HOW can we GET what we need?

When this is thought through, the entrepreneur moves on to devising strategies to obtain desired results, which will include the invaluable tool of Leveraging:

What you HAVE *Could be Exchanged for* *Your Needs*

through..

Right People Approached
& Asked Appropriately

Options for "Entrepreneurializing" your program:

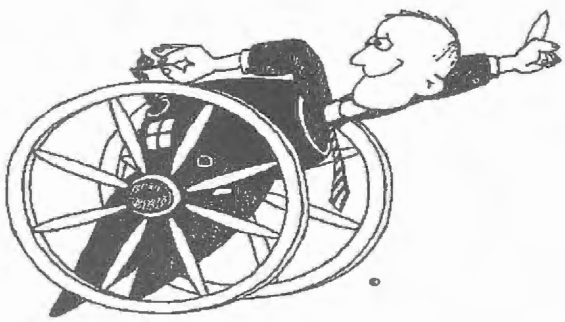
1. Look at what you do already...what might offer products or services to sell?

2. Who are your Publics (identifyable groups in society) and Markets (publics with which you already have a relationship by an exchange of value for value). These are the basics of Marketing, a tool that becomes more valuable each day.

3. How can you reach your publics or markets?

4. How might you reduce costs of things?

All of the above are part of being an Entrepreneur, which though hard to spell, may be an attitude every volunteer program executive will have to embrace as demands for more services, creative solutions to problems and decreased funds become more stringent.



Time Management

Time management is a must! Good time management is a process of:

ABC/123...

A: *Assess* what needs to be done; a monthly overview.

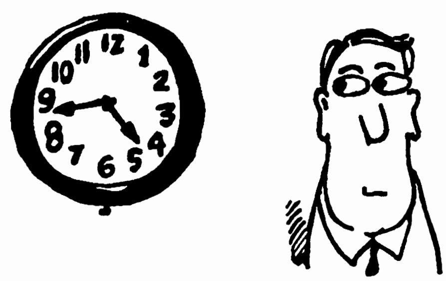
B: *Begin* to assign a priority code of A, B, or C to tasks:

A = Top priority, MUST DO!, No negotiation.
B = High priority, must do but could be done in stages and after A's are taken care of; you can break these into doable parts of a whole.
C = Lowest priority, can do if time is available; would be supportive of higher priorities when done, but would not damage them if not done.

C: *Create* weekly and daily plans:

On a weekly basis:

1. Use weekly log; write in things to be done.
2. Assess time needed for each; your best guess.
3. Check those that could be moved to a different day if needed; mark in yellow those that must be done on a specific day or time.



On a daily basis:

1. Make a "Do Today" list for each day and estimate time needed to do each.
2. Plan out when in the day you'll do them; fit in small tasks between appointments.
3. Note A, B, or C priority rank of each.

And then:

Check yourself at end of each day to see what's been done.
Carry over any parts that still must be accomplished.
Congratulate yourself on your accomplishments.
Celebrate success.

ABC/123!

How to Know that You Really Need Time Management

What to Watch For:

- You automatically start work on a project without thinking about how important it really is to what you want to accomplish.
- You always allow yourself the option of working late or on weekends.
- You find yourself leaving a job without completing a whole piece of work.
- You avoid pro-active tasks and primarily react to immediate demands from those around you.
- You make unrealistic time estimates of work and allow others to impose unrealistic deadlines on you.
- You avoid scheduling or prioritizing.
- You organize by stacking things on your desk.
- You think its reasonable to be doing unproductive things because "we've always done them this way."
- You continually mistake activity for accomplishment.

Ways to Upgrade Professionalism

As volunteer administration becomes more complex, it is in the best interests of everyone who leads volunteer programs in agencies, to attend to their own professionalism and skill-enhancement. Here are some ideas. Add many more of your own.....

1. Keep up with the latest writings for the field...books, journals, articles, etc.

2. Subscribe to the major periodicals in the field:

- *Leadership* magazine , quarterly. Points of Light Foundation, 1-800-272-8306.
- *Journal of Volunteer Administration*, quarterly journal. Association of Volunteer Administration, 1-303-541-0238.
- *Grapevine*:: Volunteerism's Newsletter, bi-monthly. Heritage Arts Publishing, (708) 964-1194 or 1-800-272-8306.

...and others specific to your niche in volunteerism.

3. Become a member or follower of groups that gather and support professionalism for volunteer program executives, such as:

A. Nationally:

- Independent Sector, Washington, DC.
- Points of Light Foundation, Washington, DC.
- Association for Volunteer Administration, Boulder, CO.
- Niche groups, such as:
  - NAPE (National Association of Partners in Education) for school-based volunteer programs.
  - ASDVS (American Society for Directors of Volunteer Services) for hospitals.
  - NAVCJ (National Association for Volunteers in Criminal Justice) for justice programs.

Local Groups:

DOVIA (Directors of Volunteers In Agencies, also DOVs, Directors of Volunteers): local, often informal support groups of volunteer coordinators which meet to discuss common interests, concerns, needs, etc.

4. Look into availability and appropriateness of certification for you.

5. Attend major conferences to upgrade skills, gain new information, mingle with colleagues. Major conferences held each year, include:

- Points of Light Community Service Conference in June.
- Association for Volunteer Administration in October.
- ASDVS typically in October.

6. Sign up for classes which build professional skills.

7. Subscribe to a service which provides synopsis of new business books each month.

Purchase those which can build your skills. Although these are not written for our field, their wisdom can be transferred and applied to our work.

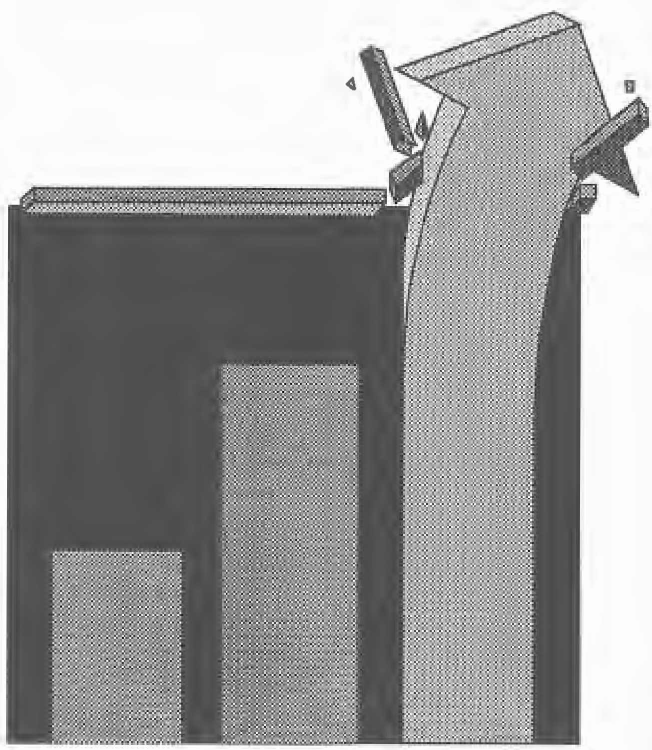
8. Remain a life-long learner; watch for new ideas and seize them for your use!

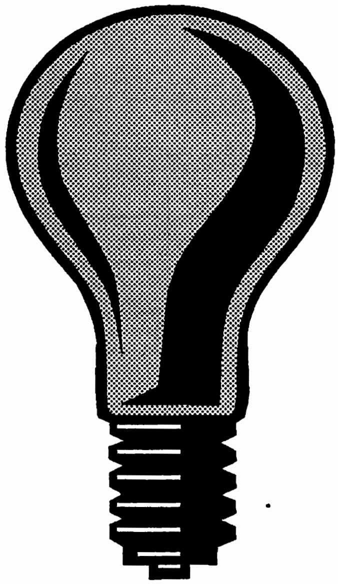
9. Read 2-3 national magazines a week (TIME, Newsweek, Business Week, etc.) and take notes on articles that impact our field and your own work in particular.

10. Transfer learning! Naisbitt and Auberdene's "Megatrends 2000" or Covey's "7 Habits of Successful People" have a wealth of information that can be transferred to our use.

11. Become active in your professional association and local DOVIA.

12. Correspond and keep in touch with peers you have met at national conferences who lead similar programs around the country; find creative ways to swap information and ideas.





Chapter Six
Training

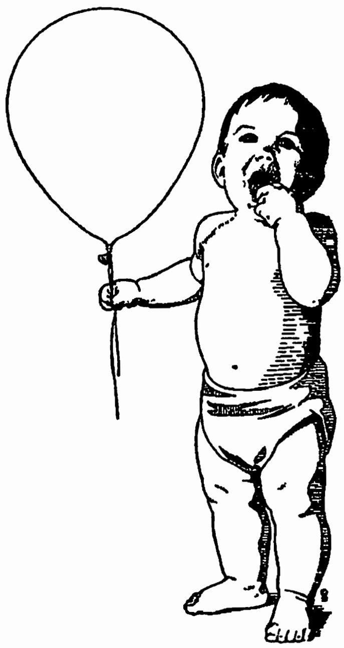
How Adults Learn Differently from Kids

In training adults, we first need to recognize that adults are not children and do not respond to the ways that children are typically taught. We must also recognize that most adults, especially those above age 50, can be resistant to trainings because they expect that the learning process will mirror that which they remember from their own school days.

It is critical, therefore, to explain how the training will proceed, and then to quickly demonstrate your commitment to adult learning rather than child learning principles. This will often "take the pressure off" those learners who expected the old-fashioned "sit still while I instill"" teaching they experienced in their childhood.

Following is a list of the characteristics of adult learners:

1. They are ready to learn. Trainers need to be specific.



2. They can typically identify what they need to know. Trainers, therefore, need to get to the point; no fluff, thank you.

3. They know themselves better than children do. They understand their limits and capabilities. If they are not realistic about what they can and cannot do, they will typically err on the side of UNDER-estimating their capabilities, by the way.

4. They need the learning to make sense. They need information to be given in a logical form, and in a sequential pattern. They see information as a tool to help them accomplish something.

5. They are more secure, and rarely intimidated. They will question and challenge what they do not understand or agree with.

6. They want to be part of the learning. They respond positively to the personalization of the learning to their own situation. Most adult learners have a short tolerance for abstract "examples;" they prefer trainers to share the critical information, give a real-life example and then help them transfer the learning to their own situation.

7. They have a vast depth of life-experience. They expect, and have earned the right, to your recognizing & respecting it. They prefer to build new learning on their own base of experience and understanding. Even when teaching something totally new to them, it will be most effective when linked to something they have already seen in their life.

Adults simply learn differently than children because they are less passive and see learning as an interactive relationship with the trainer, other learners around them and the information being shared.

They love to apply learning immediately to the challenges they have back in their own agency or program, and typically "grade" training that helps them transfer principles to their own work as excellent.

Because they have so much to offer, the wise trainer brings them into the learning process and makes them all partners in discovering enlightenment!

Challenges for Adult Learners

As interesting as adult learners can be, they can also be a real challenge to trainers who must engage them for any length of time. Especially when working with volunteers, they differ most dramatically from children as learners because they always have the key to the door! They can get up and walk out (and they do just that sometimes) if the trainer is not sensitive to their learning needs.

Trainers, therefore, must be conversant with the challenges adult learners bring with them to any training, including the fact that they.....

1. *Get bored easily.*

Good trainers have a lot of tricks of the trade to keep people engaged; the most typical is group discussions, where the adults can share their own experiences or ideas.

2. *Tire physically/mentally. They need breaks.*

A good rule of thumb is: If the learners have not had a chance to move about in an hour, give them a break. By mixing exercises that require physically shifting from their seats, you can help them stay alert. Avoid training periods, no matter what they are doing, that exceed 1 1/2- 1 3/4 hours.

3. *Can get "stuck" on points they don't get.*

Learn to "read" your audience. Watch for perplexed looks, that usually means someone does not "get" something you or another trainee said. If you note a sea of perplexed looks, go back over what seems to be stumping them and say or demonstrate it a different way. Adults want to understand information and will stay focused on what they do not understand even when others (including the trainer) have moved on.

4. *Want a mix of approaches.*

Constantly seek and add to your bag of tricks, different ways to get information across. As you attend trainings, keep a dual set of notes...one that focuses on the content and another (in the margin?) that focuses on the training methods used.

5. *Will turn "off" if the information does not apply to them.*

The information you are sharing must be meaningful to the participants or they will let their minds drift to other things in their life. Constantly give real-life examples, preferably from settings similar to the audiences, that demonstrate the concepts or learnings you are trying to get across. If you don't have enough examples you feel could help the teachings come to life for them, ask your audience to share stories from their experiences that demonstrate the key points.

6. *Can be distracted by negative influences.*

The "bad apple in the barrel" theory comes into play in training adults, as a negative person at a table or in a group can influence the rest of the learners around them. To cut down on this influence, keep your eyes open for the Shag-nasties that can lurk in any training, and figure out how to minimize their influence. A section follows that can offer some clues as to what is really going on when someone works to disrupt a group. Try some of the remedies offered there, and if all else fails, be creative and try to avoid mayhem!

7. *Want trainers to control the group.*

This is really part of #6 above, as adults really expect you to solve the problem of the Shag-nasties disruption of the learning. Actually, the best way for a trainer to actually "control" such problems is to get the group to control trouble makers.

8. *Are affected by the learning climate.*

Kids seem to be able to learn most anywhere, under any circumstances if they are interested. Not so with adults. They can be highly motivated, dying to get the information and yet unable to learn if the physical setting is too hot or cold, the chairs too hard or soft, the outside noise too distracting or the periods of sitting still too long.

Pay great attention to the physical setting, making it as unobtrusive as possible. If there is some terrible factor you cannot change, admit that at the start, ask for suggestions from the audience on how to overcome the barrier and turn the problem into a humorous part of the learning.

Good trainers arrive at their learning site early enough to rearrange chairs, adjust temperatures, re-set stages, check projectors, test video and slides and generally do anything necessary to remove peoples reasons NOT to learn. It's worth the effort!

9. *Want respect for their own skills/experience. training.*

If you have ever had to suffer through a training by some trainer who thinks he/she is God's gift to the enlightenment of the ignorant masses, you know how that will turn adults off!

Every adult who sits in front of a trainer has a wealth of knowledge, savvy, experience and wisdom to bring to the learning experience. Trainers who are so arrogant as to believe they have all the answers and the adults before them have none are about to have shock therapy in front of a room full of people simply waiting for a chance to shoot them down.

Arrogance has no place in the front of any training room. We guarantee that somewhere, in every audience you ever encounter, there is at least ONE person who knows a whole lot more about your topic than you do! The wise trainer spots them and draws them into the training process so that their expertise can enrich the learning experience.

11. *Demand user-friendly tools.*

Adults do not have the time or patience to try to use tools that are full of garble and so complex as to require a Ph.D. in physics and literature to understand them. Make whatever tools you give them easy to use, practical and logical. A tool is not a tool unless it can be used.

12. *Demand trainers know what they are talking about and have had real experiences.*

No pie-in-the-sky or ivory-tower platitudes, thank you! We never train in anything that we have not experienced first hand. If you've never had to recruit people for difficult jobs but try to teach others on this topic, watch out! You probably will offer advice that practitioners will immediately recognize as impractical.

13. *Enjoy fun if not at people's expense.*

Humor is a great tool in training when used carefully and wisely. That means you never make fun of anyone, put anyone down, use slurs, negative stereotypes or "isms" of any variety in your language. Also, know how much humor to use...over doing it can get in the way of the learning as much as a totally humorless presentation can.

Don't drone on or give information they really don't need. If you are training some one to use a word-processing software, you don't have to use an hour to tell them about computer programming and another to explain Bill Gates' entire Microsoft line!

15. *Demand simplicity but reject simplistic answers.*

Adults want their information in a plain paper wrapping so that it makes sense and is easy to use. They do not, however, want a trainer to be simplistic in their presentation or to talk down to them. Avoid this at all cost or run for your life!

Your Challenge, therefore, in dealing with adult learners is....

To Inform them,

To Engage them,

To Enthuse them,

To Empower them.

It's not easy, but as you see them learn and return to their assignments and use the learning, you'll find it's worth it!

How to Get the Most from Group Training Work

In training, one of the best learning tools with adults is group work....where learners are asked to break into dyads (two people), triads (three people) or small groups up to eight (more becomes a gang, not a group!) to complete an assignment.

The assignment is an extension of the learning that the trainer is trying to transfer to the trainees, understanding that such group work is the experiential learning so often required by adult learners to really "get" the idea.

Effective group learning is not as easy as it might seem to the inexperienced eye, and is, in fact, dependent on several key components, including:

1. A skillful trainer who explains the assignment clearly.

2. The instructions being given on a visual (an overhead or in a written handout) as a reminder of what is to be done in the group.

3. A specific time allotted & the goal of the exercise shared.

4. An explanation of how the information or conclusions of the smaller groups will be shared at end of exercise time with the entire audience. If you can see that not all of the groups will have a chance to report out, say so at the beginning and suggest an alternative way to capture their thoughts. A follow up report in a newsletter they get is a common practice if you are asking groups to generate ideas.

5. The trainer is available to help. They walk among the groups and are available for clarification or help that is needed. They tell the audience at the beginning of their availability to break down any embarrassment about asking for help.

6. The trainer tells the audience when time is almost up.

7. The trainer brings them back to order, getting their attention and talking during their refocusing to the front of the room. Do not be afraid to wait until you have the attention of all the group.

8. The trainer leads any feedback carefully. They.....

- Remind them what and how they are to report.
- Ask for brevity.
- Rephrase and clarifies any garble.
- Cut off ramble.
- Cut off repeats; they ask for new ideas.
- May put key thoughts on a flip-chart or overhead.
- Add closure/wrap-up statements.

Good trainers use group work as a powerful tool in helping adults learn. They do so with great care and planning and are ready to meet any situation that may arise.

Like the duck that looks calm and unruffled on the water's surface,
they are actually paddling like crazy underneath!

Disney's Levels of Learning

Walt Disney is most prominently known for an empire built on a little black mouse in bright red pants, but those who must train others should also appreciate his ability to understand how people learn and absorb information.

His "levels of learning" are principles that can help us understand the stages we all go through as we come in contact with, absorb and use learnings. He shared with us that we start at stage #1 and move up to stage #4 at different rates, but that when we reach #4 it may be time to move on to new challenges that put us right back at stage #1.

This constant movement up the levels keeps our lives challenging, introduces us to new learnings and certainly prevents boredom!

Just follow the bouncing mouse up Mr. Disney's "Levels of Learning"...

Stage # 1: *Unconscious Incompetence*

Dumb and don't know it. (Heyyyy...no sweat!)

"Hey, if my 7 year old can use a computer, there can't be very much to it, eh???"

Stage #2: *Conscious Incompetence*

Realize what they don't know! (Yikes!)

"Oh boy, I don't even know how to turn this thing on!"

Stage #3: *Conscious Competence*

Do this well and really think about it. (Yeah!)

"When I concentrate, I can make this computer work!"

Stage #4: *Unconscious Competence*

Don't need to think about what I'm doing. (OOPS!)

"I could work this computer blind-folded!"

People find great satisfaction in discovering new information and mastering new tasks. Doing the same thing so many times, over and over, so that it becomes rote, is not terribly meaningful to most people.

When you see volunteers or staff practically doing their job in a daze, it is probably time to give them a new challenge; one that begins by them not knowing what they don't know and having to actively learn new skills or behaviors.

Typically that leads to growth and effectiveness and often new approaches to old challenges.

Thanks Walt! Once again you've shown us the rainbow's end!

Leading Wrap-Ups:
The Art of Facilitation

Good Facilitators bring it all together in Harmony..
Like The Good Orchestra Leader.

1. They are alert to who wants to speak...Know when to be very selective in who they choose to lead and end remarks; can ignore some.

2. They have thought through (or eavesdropped) feedback...They are prepared with own handling.

3. They direct the flow of discussions...They keep it focused on issues and moving toward goal. They do not permit any blaming of others. (Also no whining!) They know how to cut off problem learners.

"Denial is the alternative to Change." A. Sargent.
"Refusal to learn is more deeply a refusal to do." A. Maslow

4. They keep things as Concise as Possible...They use best judgment as to when to cut off. Common sense & sensitivity.

5. They answer questions or refer to those who can...They are not afraid to admit they don't have an answer. They often hold back on answers if they want others in group to respond.

6. They build on what is said...They avoid negative-you messages, turn any negatives into positives, work to validate speaker unless what has been said is dangerous and praise contributions. THEY LISTEN WELL!

7. They offer final thoughts to bring closure... Motivational, relational, tied to Learners. Can remind learners of all they have learned in session...laundry list. They show their respect for participants and enthusiasm for "group-think."

Tips for Small Group Exercises During Training

When you are moving people into groups during a training session, use the following sequence in order to get the best results:

1. Move the people into their groups before doing anything else. Give them time to gather their belongings together and physically re-locate to the new area and get themselves comfortable. This will always take longer than you think and some people will use this as an opportunity to go do other things, so factor that into your time allotment.

2. Give group members time to "meld" with others in the newly-formed groups. Most people don't like interacting with total strangers, so if you're going to expect the group to work well together you will have to give them time to become acquainted. This will also allow the stranglers to rejoin the group. At a minimum, give group members a moment to introduce themselves to one another.

3. Re-focus the group to announcing what you will be doing and what its objectives will be. This will allow you time to recapture the attention of the group and to re-direct their attention to the matter at hand.

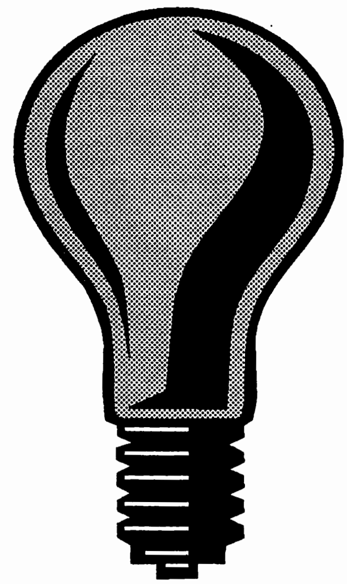
4. Give the instructions for the exercise. If at all possible, have the instructions written out either on a handout or on an overhead transparency so that everyone can see them during the exercise. If the exercise has several complicated steps, then lead the group through them one section at a time, giving each step's instruction in turn.

If one of the results of the exercise is to have groups report out their activities, then "scout" the groups as they are working, identifying how well groups groups are performing the exercise. Then, consciously get groups to report out in the following sequence, based on your scouting:

1. The first group you ask to report out should be your "model." It should be the group which appeared to be most conscientiously following the instructions and making the most progress in the direction you wanted the exercise to go, as well as working for results in the way you wanted them to occur. The tone and format of the report given by this first group will be followed by others as they give their reports.

2. Follow this report with another group that appeared to be on track and then with others who made intermediate progress. If you have a group that was "lost" during the exercise, place them toward the end, so they will have time for their spokesperson to "repair" their report while other groups are reporting out.

3. The last group to report out should be the group that had the most fun. This will end the exercise on a high note and let you easily move the group on to the next area of discussion.



Chapter Seven
Organizational Change

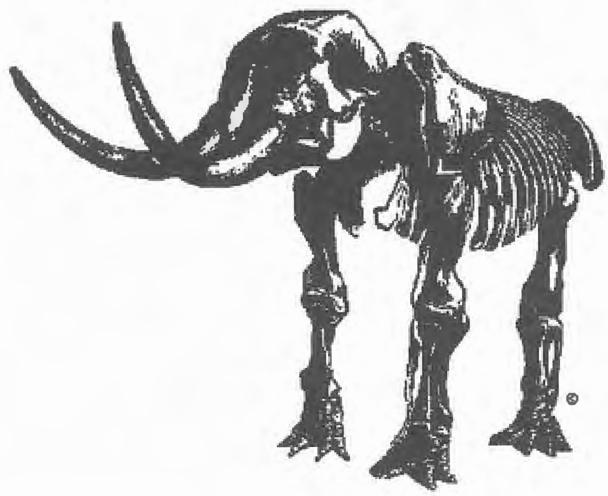
Tips on Surviving Organizational Change

Adopt the wisdom of ZEN masters and go with the change rather than against it. Fighting change at work which has been dictated by authorities is a battle lost before it's begun.

The wiser choice is to use your energy to adapt to the change in the most productive manner possible; to align with the force of the change much in the same way that an attacking thrust of an opponent is used to the advantage of the one being attacked in martial arts.

Here are some tips on survival and adaptation:

1. Go with the change, not against it.
2. Identify the energy of the change and find ways to make it work for you.
3. Identify the goal of the change.
4. Identify the initiators of the change.
5. Identify who/what the change impacts most.
6. Analyze how the change really affects you.
7. Identify your reaction to the change.
8. Take control of your own reaction and choose to find a positive response; reject a stressful response.
9. Put your energy into accepting that the change is in place and work toward adjustment and alignment.



10. Avoid blaming.
11. Don't play "poor me" or hold a "pity party" for yourself or others disgruntled by the change.
12. Avoid association with people who are resisting the change, blaming or engaging in spreading dis-information.
13. Resist any desire to gather nay-sayers for a campaign of resistance.
14. Decide what shifts you will need to make in your work efforts to adapt to the change; all change produces ripples of new demands on those affected.
15. Don't long for (or even switch to) organizations that seem to reject change; those that don't change typically fall by the wayside. Remember those grocery chains and department stores that decided shopping malls were a fad? How about car makers who insisted that the American people would never accept smaller cars? Can't think of any? We rest our case.
16. If the change is beyond your control, accept it; stop struggling.
17. Measure the pace of the change, then get in step; don't lag behind.

18. Re-engineer your job in light of the change:
- Keep what works; discard what doesn't.
- Junk busywork.
- Streamline your efforts.
- Sort and reject what's out of date .
- Align activities with the mission of your agency or effort.
- Question whatever does not contribute to the mission and find ways to discard these responsibilities.
- Diagram how your job interacts with those of others.(Check it out with your boss).
- Find paths to make the relationships work most smoothly.

19. Be honest...let go of that which you love to do but doesn't make sense in light of the changes around you.

20. Work smarter; don't fall behind.

21. Rehearse mentally; envision success and positivity.

22. Choose your battles; if it doesn't matter, don't let it matter.

23. Don't let change make you fall out of love with your work.

24. Put a picture of a client who needs your best effort where you can see it every day; when you get frustrated with a change, concentrate on the client and think about new ways to serve his or her needs.

25. Try new avenues toward your goals; be creative; play with the change and think of new options it might afford you.

26. Update your skills; feeling good about yourself and your future is the #1 way to relieve job stress.

27. Congratulate yourself on your ability to adapt; reward yourself when you find a new way to adapt.

28. See yourself as a survivor. Remember the old adage: "If you begin each day by eating a toad, and you live through that, nothing worse can happen to you for the rest of the day."

29. Expand your tolerance for change. Expect change, it is our only constant!

30. Assume the positive in the motives of others. What good comes from assuming the negative? Nothing. Practice optimism.

31. Find ways within the change to play and have fun.

32. Use positive head talk.

..........and one last, great thought...........

33. If the change would force unethical behavior on you,......CHANGE JOBS!

How to Make Change Easier on Yourself

When change occurs at your workplace, there are things that can help you adjust. Some suggestions follow, but add your own to the list. Change is never easy... it's like a bump on a smooth road which jars you and jolts your comfortable journey through life.

Identify whatever helps you adapt to the new way (the change) and let go of the old way (what existed before the change), AND THEN DO IT!

1. Understand that change demands a "letting go" of the old way and that that can cause a period of imbalance, feeling "out of control" and even grief. Accept that all of these feelings are normal and legitimate.

2. It may help to change something in your office area that symbolizes this "letting go."

A colleague who gave up training on the road realize she had a dozen or so photos on her office wall that showed her at different sites receiving gifts, visiting with hosts or actually training. She took all these down and re-decorated her walls with no reminders of her "traveling" patterns of old.

3. Change your surroundings to reflect a new beginning. This might include:

- Repositioning your desk for a new view.
- Rearranging file cabinets or furniture.
- Personalizing your primary space...articles from home, pictures of family or pets, hobby or collectible items, etc.
- Cleaning out your files.
- Repainting your walls in very different colors.
- Relocating (if possible or practical) your actual office site.
- Redoing wall decor...new pictures, awards, cartoons, etc.
- Decorating with plants.
- Taking better advantage of an available window location.

4. Change your habits, such as:

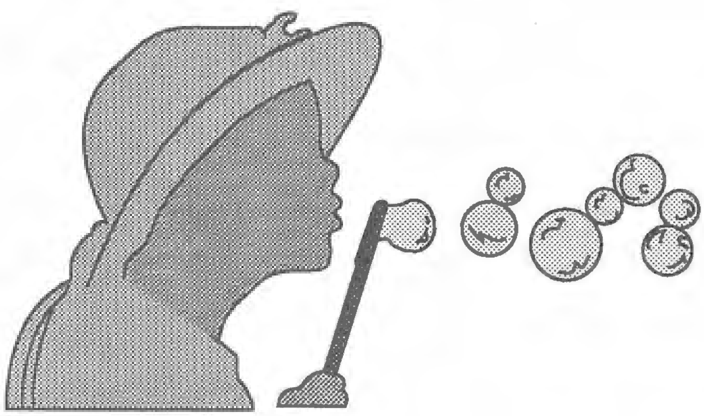
- Increasing your physical activity.
- Changing when and how you spend your lunch hour.
- Taking breaks during the day at different intervals than before.
- Changing what you typically wear to work...new colors, clothes, accessories, etc.
- How you get to and from work.. new routes, transportation, etc.
- How you take accumulated vacation days...taking Friday afternoons off in summer, for example, to give yourself long weekends.
- Finding new, stimulating/relaxing things to do on weekends.
- Starting a hobby you've always thought about, then bringing objects that remind you of it to your worksite.
- Interact with peers who work in other settings; recharge your batteries through conversations with those who truly understand your demands.
- Spend more time with loved ones; children especially can help us put things into perspective.
- Identify those things, activities and people which you can enjoy the most. Plan time with them all. Soon.

5. Interject some appropriate fun in your work setting...

- Add some whimsy to your office decor.
- Continually search for appropriate cartoons; share with others.
- Add a candy jar to your desk.
- Display balloons at your site.
- Decorate for holidays.
- If you're supervising others, start a contest for cleverest desk-decorating for a holiday (Halloween is especially fun; so is Ground Hog Day!)
- Find goofy bumper stickers or signs and display them.
- For office birthdays, provide whimsically-decorated cupcakes, cookies or ice-cream cones (Baskin-Robbins ice cream shops will tailor-make great "clown" cones!).
- Decorate the watercooler to resemble a well-known person.
- Surprise co-workers with a party at break time; call it a "No-reason-to-have-a-Party" party.
- LIGHTEN UP! Wherever and when ever.

Your goal is to ADAPT to changes around you. Your objectives are to:

1. Balance the stress of change with actions that soothe and calm you.
2. Find ways to symbolize that you are changing too.
3. Devise ways to think positively.
4. Create a friendly personal setting that feels safe and secure.
5. Take control over that in your life which IS under your control to balance against that which is NOT.
6. Signal those around you that you are changing.



Types of Loss During Organizational Transitions

People undergoing changes in organizational structures which they value will experience different types of loss, all of which are painful and all of which must be dealt with by those advocating changes.

Types of loss include:

1. **Attachments**

This includes a loss of relationships (some of my friends and colleagues might not be here) and of team identify (I won't be my position anymore or part of my work group).

Major symptoms of these losses include depression and sadness. Alleviators for this type of loss include getting those experiencing it to acknowledge their feelings and having ritualistic endings (a final team party, for example) which officially 'bury' the loss.

2. **Turf**

This includes fear of loss of areas of responsibility and influence. Symptoms normally include rigidity, passivity, or outright conflict, depending upon the personality involved. Alleviators include negotiating new areas of responsiblity with those involved so they will see what new turf they will own.

3. **Structure**

This includes loss of patterns of authority, policies, and schedules, and is more experienced by the type of person who likes firm guidelines in their life. Symptoms include feeling out of control or lost. Alleviators include developing new interim rules which will give a feeling of protection and structure.

4. **Future**

This includes feeling a loss of possible promotions, opportunities, or job security. Symptoms include general demotivation ("Why bother?") or outright departure from the job. Alleviators include career development counseling or information about future opportunities.

5. **Meaning**

This involves a loss of belief in the organization and its purposes. Symptoms include challenging the leadership or starting a rumor mill about their intentions. Alleviators include establishing a credible rationale for change, being honest and open, allowing feedback, and linking all changes to the mission of the organization.

6. **Control**

This include feelings of loss about the amount of influence that people have over their own lives. Symptoms include sabotage and slow-downs (both ways of showing you're in charge of something, even if its destructive). Alleviators include providing information, and providing involvement in the planning process for change.

How to Make Others Overcome Their Resistance to Change

1. Understand Why people resist change:

- They think it will lower their prestige or power.
- They are fearful that they will not be able to be successful in new roles or duties.
- They think it will disrupt established work routines and relationships.
- They think they will not be as well-rewarded after the change.
- They fear that the changes will go against established values.
- They fear that the changes will eliminate "feelings of family."
- They believe that the changes will be created without their input.
- They feel it will reduce authority or freedom to act.
- They fear it will be forced without explanation.

2. Involve people in the decisions that will impact them; realize that "What I am not UP on, I will be DOWN on" is a saying that has more truth than fiction in it!

3. Keep people apprised of the change as it evolves...through the planning, implementation and evaluation steps.

4. Let people know what will be expected of them after the change is put in place. Tell them how their authority and freedom to act will be left in place or altered. Be honest.

5. Create a visual (chart, graph, cartoon, etc.) that people can see which lays out how everyone will interact after the change is in place.

6. Explain how people will be rewarded for performance under the change.

7. Identify those change agents that you can call on to help you bring the change about.

8. Openly reward those people who positively help bring the change about.

9. If you are changing titles, make sure there is truth-in-packaging; make titles reflect the work and authority of the persons holding them. Then make sure everyone has a "dictionary" that explains in further detail, what each title means, who holds the title and what their responsibilities are.

10. Help people see that they will have opportunities to interact with those important to them; this can be in a weaning pattern if folks will have to work with strangers and leave their familiar co-workers behind. You can plan socials, consultations, work parties, etc. to allow them to interact after the change is in place.

11. Hold a retreat type meeting where brainstorming goes on; brainstorm ways to help everyone understand that the new work patterns brought on by the change do not alter the underlying values, mission or vision of the organization.

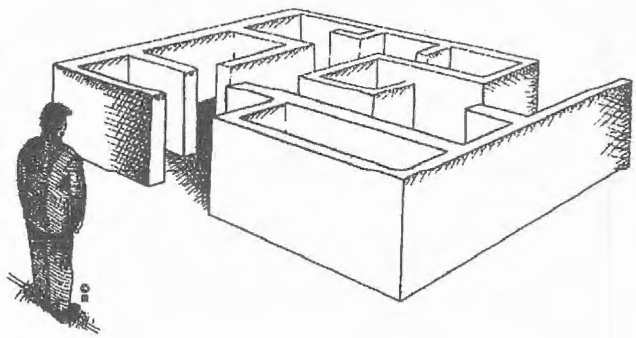
12. Brainstorm what needs to be celebrated about the old way of doing things; then help them envision what they might be celebrating about the new way, ten years hence.

13. Be truthful and open about how rewards and compensations will change or remain the same in the future.

14. Address people's specific fears about the change; be honest and forthright.

15. Identify why people are saying "no" to the change and remove those reasons to say no if you can.

16. Evaluate the change honestly and with the input of those impacted by it. If there needs to be adjustments on the new methods, act on them quickly. If the change causes a real problem that was not anticipated, acknowledge it immediately and bring in others affected by it who can help you change it to minimize stress.



17. Make sure the change makes sense; be able to explain why the change is coming in a short, concise, easy-to-understand sentence or two. Relate the change to the mission.

18. Help people picture what the change will improve and who will benefit from it.

19. Make sure the change is not demanded at a time of high stress, such as during Volunteer Week, a 75th anniversary of your agency, during a labor-intensive event, when your office is being moved to a new site, etc. Also avoid change at high stress times on the calendar: holidays, beginning or end of school, etc.

20. Talk openly and clearly when first introducing the proposed change, especially about how people with new responsibilities will be trained, coached and prepared to take on the new assignments; frame it in terms of the agencies efforts to make people successful.

21. Give people time to adjust; don't expect immediate adaptation. Don't expect productivity and efficiency to remain at a high level during the initial days of the change. Keep in mind that much of people's energies are being diverted to simply adapting to the changes, leaving less energy to actually do their job.

22. Make sure that those who are leading the change are all saying the same things; mixed messages are a deadly enemy to productive change.

23. Find ways to help people be comfortable in new settings or roles; a kind word of encouragement and a verbal acknowledgment that you know how hard it can be to have to learn new ways and change patterns can be all the reassurance many people need to help them get through the change passage.

24. Find new, creative and frequent ways to acclaim those involved in the change; use some whimsy, such as a paper-mache butterfly given to everyone who weathers the storm of change, or T-shirts that say "I survived the Change at ARC" or candy kisses to volunteers and staff who are working extra hard to make the change possible.

25. Give personal recognition.... a note, a phone call, a FAX, a gift, a short visit, etc.... to those involved. It says that you care about them as a person. Don't overlook those in charge of the change, often they get over-looked and we forget how hard it is on them.

26. Avoid garble; be clear. Use word economy.

Leadership Tasks During Phases of Organizational Change

During the process of ending the current systems, the leader of the change process should:

1. Be actively involved in the process of ending and carefully describe what will be ending and what will be continuing; avoid "disengagement" at all costs.
2. Avoid phrases that indicate failure. Use a natural metaphor for change, such as the changing of the seasons.
3. Be clear, definite, and open; explain the reasons for change and the "why" behind them.
4. Information people about the transition process.
5. Expect emotional reactions from people. The best response to these feelings is to support people in expressing them.
6. Expect people to highly value past patterns of behavior which they didn't like much before.
7. Provide opportunities for people to grieve and say goodbye to the past: acknowledge feelings, provide rituals of separation, allow feelings of closure.
8. Honor the results and people of the past system.

During the transitional phase between the old and the new system:

1. Support people in not knowing for sure how they feel; don't force premature commitments.
2. Avoid premature anything: decisions, structures, systems. Set up Temporary Systems.
3. Keep focus on progression; tolerate some regression; expect occasional chaos.
4. Create or allow opportunities for withdrawal, reflection, etc. Allow people time to process their feelings.
5. Expect some disorientation, but don't allow it to become disintegration.
6. Plan for a slump in productivity.
7. People with a high need for structure will have an especially difficult time during transition.

When you are into the new system:

1. Create and communicate a vision of the future at the personal and organizational levels.
2. Involve people in planning the implementation of the vision.
3. Provide training in the new reality/values/skills.
4. Create rituals and symbols for the new beginning.
5. Celebrate small successes.
6. Be open to new possibilities, new structures, new ideas. Don't assume that you know exactly what you want to do.

How to Bring About Positive Closure

In our changing world, understanding closure becomes a survival skill! To help yourself or others bring closure to assignments, projects, and relationships at work, consider the following:

1. Bringing closure to an effort does not negate its original value.

2. Closure sets the stage for new beginnings.

3. What WAS is the foundation for WHAT COMES NEXT.

4. Closure can bring feelings of relief and/or grief and cause roller-coaster emotions.

5. Be patient with yourself and others during and immediately following closure.

6. Identify those "best times" or "brightest spots" that happened during the old behavior or patterns. Record these in a scrapbook, bulletin board display or simply a group discussion and celebrate their importance.

7. Identify those new behaviors or efforts which were made possible by the old and celebrate the foundation the old provided.

8. Find something that symbolizes the effort which can be "retired""or put away. This helps people visualize closure.

9. Agree with others involved on a date by which closure will end.

10. Within an organization, have those most involved with retired efforts detail its history (written or oral) so that it's development process is not lost. This also helps that person find closure yet feel acclaimed.

11. Find ways to uncover any fears people might have about walking away from the familiar effort that is about to be ended:

- "What are your greatest fears about leaving X behind?"
- "What can you do to put these fears to rest?"
- "What benefits that came from this older effort be transferred to the new efforts? How? When?"

12. Keep in mind that most people's fears about leaving something old (closure) and going on to something new (change) revolve around:

- Relationships.
- Competency.
- Loss.
- Prestige
- Safety.
- The Unknown.

13. Closure will be the most difficult for those who must say good-bye to efforts they began or lead. If they are the "founder" they may feel that their personal worth is intertwined with the effort. If so, they can feel that efforts to lay it aside and bring about closure, are really efforts to lay them aside and close them out. You are dealing with people's feelings of

SIGNIFICANCE.

To reduce this conflict (often a version of World War III!):

- Involve them, if possible, in the closure decisions.
- Be careful to underscore the validity of the old effort and how critical a stepping stone it was in the development of new efforts.
- Link new efforts as an outgrowth of the old. Be specific.
- Find ways to validate founders personally to help them separate out confusion between their work and their personal worth.

Use language in dealing with closure that frames old efforts as an integral part of what is coming next; as a "launching pad", "stepping stone" or "foundation" on which to build.

Then DO IT!

How to Introduce Change

Since change is coming faster and faster, you as an executive or leader charged with making change happen, are also responsible for how it is introduced to those around and under you who will have to make the change happen.

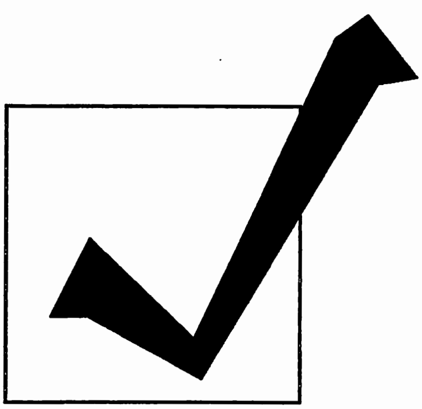
HOW change is introduced is the most critical factor in its acceptance.

When trying to introduce change:

1. Involved those the change will effect.
2. Go slowly; don't rush into anything unless the old way puts people in harm's way.
3. Be honest; don't hide parts of the change.
4. Think through who and what will be affected.
5. Enlist key people to help with change; make them your change agents.
6. When first introducing change, listen honestly to people's responses.
7. Keep an open mind about the process of changing; if a different route to the same change is more acceptable to others, be willing to switch to it totally or adopt parts of the suggested path.
8. Keep the goal of the change in clear view... for yourself and others.
9. Assess the "cost" of the change in terms of money, energy, time, conflict, productivity and climate. Is the change worth the costs?
10. Always listen to the minority opinion.
11. When the change is made, don't be afraid to fine tune or adjust it; bring others in to help with this.
12. Identify those most responsible for the old way; try to get their help in promoting the new change so that others do not feel "disloyal" to them by embracing it.
13. Don't talk the change to death; discuss it fairly then move on with it. Accept that not everyone will be happy.
14. Never promise what you can't deliver; appeasement is rarely a good move.
15. Reward and recognize positive change agents.
16. Model the change in yourself; never ask others to do what you won't do yourself.
17. Celebrate the change's accomplishments.
18. Allow a "neutral zone" between the old and new; a time for people to adjust.
19. Letting go may be very painful for some; allow a period of grief but limit it by common sense.
20. DO IT. Hesitancy says "I'm not sure"... not a message you want to convey.

Guidelines for Helping People in a Major Change

- ✓ Give as much information as possible. Repeat as often as needed. Don't wait for people to ask, since some of them won't.
- ✓ Tell the truth. Nobody has all the answers. It's okay to say "I don't know but I'll find out and get back to you."
- ✓ Don't argue. If you feel misunderstood, ask people to repeat what they thought you said. Remember that some arguments will only be people venting their feelings, not debating the truth.
- ✔ Accept all feelings – good and bad – as real and honest expressions of the other person. Don't tell people how they 'should' feel. It's okay to feel down. Your feelings change eventually, even if you don't do anything.
- ✓ Guard against self-fulfilling prophecies, such as "That won't work." We don't know yet what will work and what won't. We intend to explore every possible opportunity. We are good enough to learn new ways to make things work.
- ✓ Let people see you write down things that need followup. It's reassuring, especially if you do follow-up.
- ✓ Follow-up all questions, rumors, or concerns. Don't let anything go by. Get the facts!
- ✓ In short:
    - Give information.
    - Listen, accept feelings.
    - Make notes
    - Follow-up



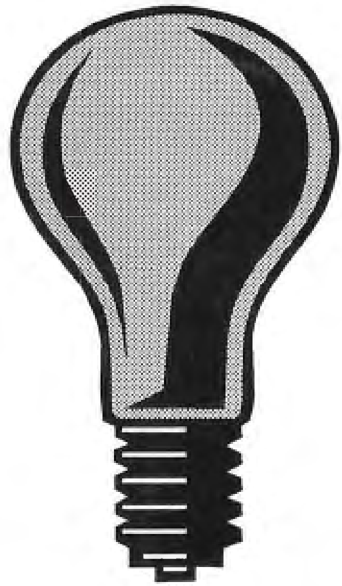
Heritage Arts Publishing

The *Volunteer Marketplace*, a free catalogue of publications from Heritage Arts, is available by calling (800) 272-8306 or by faxing a request to (703) 803-9291.

Other books by Sue Vineyard and Steve McCurley which are available through the *Volunteer Markeplace* include:

- *Megatrends and Volunteerism: Mapping the Future of Volunteer Programs*
- *Evaluating Volunteers, Programs, and Events*
- *Managing Volunteer Diversity: A Rainbow of Opportunities*
- *101 Ideas for Volunteer Programs*
- *101 Tips for Volunteer Recruitment*
- *101 Ways to Raise Resources*
- *Essential Volunteer Management*
- *Marketing Magic for Volunteer Programs: How to Get What and Who you Need*
- *Beyond Banquets, Plaques & Pins: Creative Ways to Recognize Volunteers*
- *Secrets of Leadership*
- *Secrets of Motivation: How to Get and Keep Volunteers and Staff*
- *How to Take Care of You, So You Can Take Care of Others*
- *The Great Trainers Guide: How to Train (almost) Anyone to Do (almost) Anything*

In addition, *Grapevine*, a bi-monthly newsletter on volunteer involvement edited by Sue and Steve is available for subscription from the *Volunteer Marketplace.*



Sue Vineyard

Sue Vineyard is a partner in VMSystems and the President of Heritage Arts Publishing. From 1973-1979 she worked with Project Concern International, a charity which annually serves over a million children of poverty worldwide. Rising to National Director, she worked with over 30,000 volunteers raising pledges of $17 million across the nation.

Sue is the author of 13 best-selling books for volunteer leaders and is the editor of the highly acclaimed newsletter *Grapevine*, which links people in volunteer involvement across America. She is a nationally-acclaimed trainer and consultant in volunteer management.

Sue is the receipient of many awards for her work in human services, including "Outstanding Young Women of America," in 1974, and the "Distinguished Service Award" of the Association for Volunteer Administration in 1986.

She lives in Downers Grove, IL.

Steve McCurley

Steve McCurley is an internationally-known trainer and speaker in the field of effective volunteer involvement. He is currently a partner with Sue Vineyard in VMSystems, a management consulting firm. He was previously the Director of Field Services for the National VOLUNTEER Center.

At the national level, Steve has provided consulting services on volunteer involvement to groups such as AARP, Special Olympics International, the National Park Service, the Points of Light Foundation, and many others. Each year he gives workshops to over 15,000 participants from groups as diverse as the American Hospital Association, the Fraternal Congress of America, the Nature Conservancy, and CBS, Inc. He is the author of 10 books and more than 100 articles on volunteer management, including the bestselling basic text, *Essential Volunteer Management.*

Steve lives in Olympia, WA.