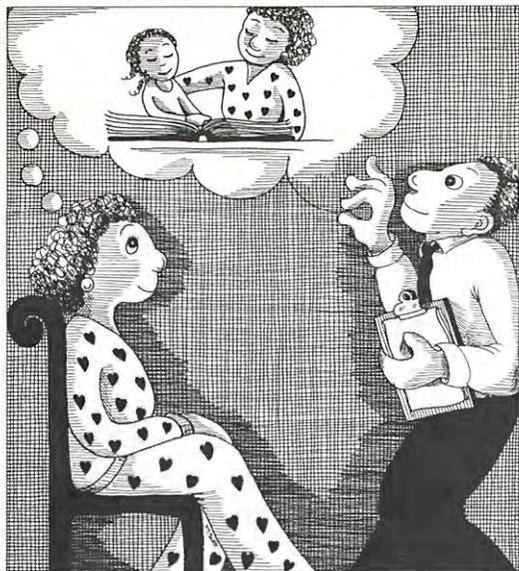# The All-Encompassing Task of MOTIVATING VOLUNTEERS

The key is to consider the needs of the volunteer first.

By Linda Thornburg

When it comes to motivating volunteers, volunteer administrators must think in terms of structuring their recruitment, program design and retention efforts to meet volunteers' needs. According to recent research by Clary, Ridge and Snyder of the College of St. Catherine and the University of Minnesota, a volunteer's needs have to be met if an individual is to remain a committed and valuable part of a program. And—a well-designed program will have the kind of flexibility to meet different and sometimes conflicting needs of volunteers.

The researchers argue that looking at the needs of individual volunteers and what function volunteering serves for an individual will help volunteer administrators make the most effective use of their volunteers. While this is a fairly simple idea, it tends to get buried in concerns about how many people the program is serving, how to allocate a limited budget, or other administrative headaches. But it is common sense to think that if your volunteers are happy, your program will be stronger. Understanding what makes your volunteers happy and what they need and

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want from volunteering can be a tremendous advantage in running a program where volunteers play a role.

While there are probably as many reasons to volunteer as there are stars in the sky, the researchers have boiled them down to six broad categories. They stress that people often are fulfilling more than one of these needs when they volunteer: acting on deeply held beliefs about the importance of helping others; understanding people or learning for the sake of learning; learning particular skills or facts that will lead to a job or potential career contacts; meeting the expectations of friends, family or a social group held in esteem; feeling needed and important; and providing relief or escape from negative feelings about oneself.

Some volunteer administrators intuit these needs when they recruit, interview, place, train and supervise volunteers. But the most successful programs are those where administrators and others involved in program design think carefully about the volunteer's needs and how to fulfill them. The following examples present programs that have successfully anticipated problems volunteers might have and designed programs to meet volunteers' needs—and keep them motivated.

Anticipating Objections

The One to One Mentoring Partnership is a creation of One to One and United Way of America. It was formed to promote the concept of mentoring as a success strategy for young people, especially those who are at risk of dropping out of school, becoming involved in drug use and dealing, or succumbing to a culture of violence.

Miami is one of 12 pilot cities where one to one mentoring programs are being introduced in existing agencies. In Miami, the programs are operating in such agencies as Big Brothers/Big Sisters, Cuban American National Council, Dade County Public Schools, Girl Scouts, Midnight Basketball and North Dade Chamber of Commerce.

Tanya Vajk, director of the United Way of Dade County Center for Voluntarism, recruits mentors for 25 agencies throughout the county. She recently completed a lengthy research project in which she studied the barriers to mentoring. She discovered that sometimes people were reluctant to volunteer because they were unfamiliar with the neighborhoods they might be asked to visit. Sometimes they imagined that a commitment to a single child would be an overwhelming responsibility. Some people feared they could

not spare the necessary time. Others thought the bridge between their own world— often the corporate community— and that of the person they were mentoring would be too vast.

Vajk and the agencies who seek volunteers designed literature to answer these objections. One of the most important barriers to overcome was the perception that the potential volunteer wouldn't have enough time.

"A mentoring volunteer could devote as little as one 2-hour period during a year to giving a single seminar to a group of adolescents on career choices," Vajk said. "If the person is available on a weekly basis, there are dozens of programs where they can give only one hour a week. The important thing is to make the potential volunteer community aware that the opportunities are not limited to lengthy, regular time commitments."

People who might have volunteered but never made the final commitment sometimes were afraid they would be working with the child all alone, having to take on some rather onerous parenting tasks. According to Vajk, "the perception of accountability was overwhelming. But most agencies offer a lot of training and support and have very clearly defined roles for their volunteers to play. If a potential volunteer can find an age group or a type of child they can feel comfortable relating to—infants, perhaps, or pregnant teens, disabled individuals, slow learners, orphans, even sports enthusiasts— some of these fears are calmed."

It is common sense to think that if your volunteers are happy, your program will be stronger.

Location, another concern for potential volunteers, isn't really a problem either. "There are opportunities right next to where volunteers live or work, and there are public meeting places such as schools and libraries where they can meet if that's convenient," Vajk said.

The final objection, bridging the cultural gap, may be the most difficult to overcome. Vajk believes that it is the agency's responsibility to prepare its volunteers, especially corporate volunteers, for the type of person they will be mentoring. "This means letting them know that a child may not show up, that some of these kids have never been in a car, or a host of factors that the agency is very much aware of but the potential volunteer might not have a clue about."

To combat the fears of potential volunteers, United Way of Dade County's One to One Mentoring Partnership developed a directory of agencies looking for mentors. It contains a brief description of each of the 25 programs, a clear indication of how much time is needed and when, age and other requirements for the volunteer, and a sentence about program support, such as training, counseling and supervision. In the front of the directory, readers are told: "You may have time restrictions, or a special interest in the training and ongoing support available through an agency or school. You may want to do a onetime group presentation. You may be interested in tutoring at a school near you during lunch hour. This directory will help you find the programs that meet your needs."

Another brochure gives readers a quick look at the range of options for time commitments—from one time only to once a week; and the range of options for youths one could mentor, from infant to first-time offender. It also says a mentor can be a volunteer, professional, between jobs, home maker, retired, student, or someone who loves children, likes to tutor and makes the time. And it lists the types of program support available.

"This is an attempt to inspire the potential volunteer whose reservations aren't really valid. It's then up to the agency to follow through and deliver on promises," Vajk said. "After we have defined the apprehensiveness and answered it, it's very important that the volunteer is reassured in the actual work he or she does that these apprehensions are indeed not valid."

A Well Designed Program
Mary Cueharski runs the Prince George's County, Maryland, Christmas In April program. The program has 21 functioning committees that meet all year long to prepare for a single event—the marshalling of 2,200 volunteers who fix up 100 houses one spring day in April. Cueharski estimates that volunteers have donated $4 million worth of work over the last four years repairing the homes of elderly and disabled persons.

"We need to introduce people to volunteer experiences in a way that is easy for them and to make these people feel useful with the limited time they have," said Mary Reese, executive director of the Prince George's Voluntary Action Center. "This is why Christmas in April is so good. I worked last year and in one six-hour period my group painted the house, did the wallpaper and wiring, painted the trim and the gutters and planted 12 azalea bushes. I worked with a chiropractor, and we learned that together we made a pretty good team."

Understanding what makes your volunteers happy and what they need and want from volunteering can be a tremendous advantage in running a program where volunteers play a role.

Reese says the program is enormously successful at recruiting volunteers because all participants have to do is show up with one tool specified ahead of time. The organizers provide the right equipment and materials, so that volunteers can spend their time doing things they really feel are productive.

According to Cueharski, there is nothing to maintain enthusiasm like seeing a leaky roof repaired so that an elderly woman doesn't have to worry about the rain. "People don't forget after they've done this," she says. "They get impatient for the next year right away."

Part of the reason the program works so well is that 50 to 60 volunteers work during the year to assure that the event goes as smoothly as possible. There is a house selection committee; committees that arrange for the various equipment and materials, much of them donated for the day by the county; house captains, who recruit people to work on the houses they have

been assigned; a committee to plan a huge picnic afterwards where volunteers have a chance to socialize; and a committee to try to accommodate the personal requests of volunteers, such as being near public transportation or working with specific individuals.

'The important thing is to make the potential volunteer aware that the opportunities are not limited to lengthy, regular time commitments.'

Because the event itself changes the lives of so many beneficiaries, volunteers who have the time to work for Christmas in April during the year stay highly motivated, and those who give one day during the year usually come back again the next year. It is an efficient use of volunteer resources. The organizers also have learned how to take advantage of existing official structures, such as the county transportation and housing departments, to obtain needed equipment like backhoes and computers.

'You Don't Motivate People, You Give Them the Chance to Perform'

"You don't motivate people, you put them in situations where they can achieve and grow," says Connie Skillingstad, manager of community resources for St. Joseph's Home for Children in Minneapolis. St. Joseph's has 1,300 volunteers, 350 of them in regular, on-going positions, who assist in programs that benefit children with behavioral and mental health problems. The Center has a shelter with 80 beds for children in transition from difficult family situations and serves more than 1,000 mentally and behaviorally handicapped children a year in day programs.

Skillingstad says she hasn't recruited for years, other than to broaden the diversity of the volunteer group, because she always gets more interest than she knows

what to do with. In fact, because the qualifications for working with these children are rather stringent, she accepts only 25 to 30 percent of those who inquire about volunteering. She even waits for potential volunteers to show interest a second time before scheduling a screening interview with them.

"The work itself is the motivation," she said. "And the work has to be important to volunteers by their definition, not mine. Every person is at a different stage in their lives, and you simply have to honor their reasons for volunteering. They may volunteer to get status, to be recognized, to make social contacts. All of these are perfectly valid reasons. It's my job to really listen to that person and be in touch with what they want. As I listen to potential volunteers talk about their lives, I look for the spark in their eyes, for the thing that really excites them, and I try to match that excitement to a position that will fulfill their need."

Skillingstad sometimes uses a 35-question exam designed by Ray Francies in Green Bay, Wisconsin, to measure how a potential volunteer is motivated (see box on page 18). The test, which is self administered and can be self scored, measures such motivations as the need for new experiences, feelings of social responsibility, expectation of future rewards, and the need to achieve.

Skillingstad tries to place her volunteers in jobs that will give them the emotional or intellectual fulfillment they need. She works hard to understand the reasons that drive a particular person to want to volunteer at St. Joseph's, and then she makes sure that she measures the person's emotional satisfaction with their work after they have immersed themselves in the program.

"I have a volunteer who works many hours," she says. "He is a retiree, a former sheet metal worker. His family, which includes two nearly grown step-children, is jealous of his volunteer work. But this man, who is a clown for the children, needs to be needed. Being needed and getting the recognition that he doesn't get at home but does get in volunteering is more important to him than finding a position in which he could make money. What he does for us fulfills some very deep need within him."

If you place someone in the wrong position, it will work out badly for everybody. "There was a woman I was interviewing who had a rather flat affect. She didn't get excited about much. She had spent 40

A FUNCTIONAL STRATEGY TO UNDERSTAND MOTIVATION

"Acts of volunteerism that appear to be the same on the surface may actually reflect different underlying motivational processes," say Gil Clary at the College of St. Catherine and Mark Snyder and Robert Ridge of the University of Minnesota. These researchers designed an instrument to measure why people volunteer. Using functional analysis—an approach which looks at underlying needs—the researchers studied 1,500 volunteers and students to determine whether their reasons for volunteering could be categorized. The result is the Volunteer Functions Inventory. This tool, which the researchers say can be used in the design of recruitment and retention activities, measures six primary functions served by volunteer activity:

1. Values: Acting on deeply held beliefs about the importance of helping others. An example of a statement that reflects this category is "I feel compassion toward people in need."

2. Understanding: Satisfying the desire to understand the people one serves, the organization, or oneself. Example: "I can explore my own strengths."

3. Career: Volunteering to explore job opportunities or make contacts that will lead to job offers. Example: "Volunteering will look good on my résumé."

4. Social: Fulfilling needs to behave in a socially acceptable way. Example: "People I know share an interest in community service."

5. Esteem: Enhancing esteem by feeling needed and important. Example: "Volunteering makes me feel important."

6. Protective: Escaping from negative feelings about the self by volunteering. Example: "No matter how bad I'm feeling, volunteering helps me to forget about it."

These six categories are reflected in the Volunteer Functions Inventory, which consists of 30 statements about volunteering. Volunteers report how important or accurate each of these is.

For a complete list of questions and instructions about how to score answers, contact: E. Gil Clary, College of St. Catherine, 2004 Randolph Avenue, St. Paul, MN 55105.

years on a factory line and hungered for attention and social contact. When she mentioned that she had worked in the school library in high school she perked up. So I put her in our library. But in our library, unless you reach out to the kids they pretty much ignore you. You have to make it a user friendly place and she didn't have the skills to do that. She got more and more depressed. She would have kept coming forever, but when I asked her, she said she really wasn't happy. So I arranged for her to volunteer at the local library, where she is very happy. You're not doing people a favor by putting them in places where they don't fit in."

Nora Davis, the program coordinator for the United Way of Minneapolis Volunteer Center, says St. Joseph's runs one of the most successful volunteer programs in the area.

At the Minneapolis Volunteer Center, the emphasis is always on meeting the needs of the volunteers first. Davis, who refers volunteers to more than 5,000 programs throughout the area, says the center wants to get the right match for the volunteer. "When people call the center and ask, What's your greatest need? I wouldn't presume to advocate one program over another," Davis said.

The Minneapolis Volunteer Center has 24 categories that potential volunteers can choose from. The 5,000 programs are listed in a data bank, and a volunteer can have a personalized computer search that will generate two or three different programs to explore. Volunteers also can choose a special population they would like to work with: children, adolescents, seniors, ethnic or cultural groups. By the time they get to a program like that at St. Joseph's, they have already made some important choices about the type of work that is important to them.

In Some Cases, Training Is Everything

Judy Kinzel runs a statewide volunteer program for the Rhode Island Rape Crisis Center. She and a handful of other staff members work with 100 volunteers, most of them answering hotline calls from their homes across the state. Because the work can be emotionally difficult, and because it's hard to supervise long distance, Kinzel and her colleagues place a heavy emphasis on training. Until recently they trained volunteers for 30 hours over a five-week period, which was hard on the staff, hard on the volunteers, and hard on recruitment.

These days the Crisis Center provides training in an intensive 24-hour format that is offered in one of four areas in the state. New volunteers meet on Friday night. They get introduced to the training gradually, building to an intensity on Saturday and Sunday.

On Friday the groups get basic information about sexual assault. What are the facts and what are the myths? Then they begin a story circle exercise. The rules for this exercise are that you must be in possession of a stone, used as a prop, in order to speak. You must speak on three topics: what gender based identity means

personally in terms of opportunities and limitations, how violence affects your life, and what it means to be empowered. Because you can talk only when you have the stone, the stone rule forces the rest of the group to listen.

The members of the training group are from diverse neighborhoods, cultural and educational backgrounds, and ages, and the training is a rich introduction to issues that will come up again and again in a hotline crisis counseling situation. The story circle is used to illustrate how people listen, or don't listen, and how people may have very different perspectives

about issues such as sexual identity or violence.

The training continues on Saturday with films of highly emotional interviews with those who have been raped. There also is some role playing, some team building and exploration of the many issues involved with a rape's aftermath.

"The volunteers like the intensive training format and they like interacting with people from different backgrounds," Kinzel said. "They leave feeling very supportive of each other. Everyone's experience is valued. Everybody brings something different into the work. The story circle helps them to get close very fast. Then they have to participate in games in which they need to depend on each other and this helps to strengthen those bonds."

The groups meet every other month to share their experiences and give each other support. "This is emotionally draining work and we have to stay healthy," Kinzel said. "The group comes together for support, and part of the support is listening for what's too difficult to say. Too many times in programs like these, people burn out fast because their support system is not strong enough. We concentrate on empowerment of our volunteers, who in turn try to empower the survivors of rape."

'After we have defined the apprehensiveness and answered it, it's very important that the volunteer is reassured in the actual work he or she does that these apprehensions are indeed not valid.'

Volunteers at the Rhode Island Rape Crisis Center must deal with child molestation, old memories that an individual may be trying to reconcile for the first time, recent rapes and rapes of men. The range of issues is broad and the time commitment is heavy. The center requests three

12-hour shifts a month for a minimum of six months. Volunteers also may meet the victims at the hospital or police station to provide support.

'As I listen to potential volunteers, I look for the spark in their eyes, for the thing that really excites them, and I try to match that excitement to a position that will fulfill their need.'

The supervision is one of the most difficult and critical parts of the program. When a call comes in to the hotline switchboard, the volunteer who is next in line takes it. The person who takes the call later contacts the hotline manager, who is a paid staff person, the same day or the following day if the call comes in late at night, as they frequently do. The two discuss the call, any problems the volunteer had, and anything the volunteer wishes had been done differently. The volunteer receives immediate feedback from the hotline manager. Any particularly difficult problems are dealt with anonymously in the monthly newsletter or in the bimonthly meeting.

"The training and the on-going support are crucial in a program like this," Kinzel said. "We don't have many qualifiers for people to volunteer, so we have to be sure that they are prepared, both for the sake of the person who is in crisis and so that they will be able to make the long commitment we ask of them.

"About fifty percent of our volunteers are rape survivors themselves, and those people I have to reject are usually not far enough along in the healing process. If they aren't far enough along, they will miss cues and have blocks to hearing the victim's story, and they won't be good advocates.

"We send potential volunteers an extensive information packet with a job descrip-
tion and information about the training program and the time commitment. Many people will self select out when they learn that they may need to make women aware of their choices in having a baby or not. Some women who are new to the area and want to meet other feminists drop out because the idea of working alone from their homes doesn't appeal to them. But we don't lose many of our volunteers. Intensive training and good supervision are so important. We also try to let our volunteers know what we are doing as an institution to change the system, and this is good motivation too."

Supervision Is a Part of Motivation
Managing 130 volunteers, nearly 90 of them in places away from where you are located, isn't easy for one person, but Connie Charette has a system she thinks works well. Charette runs a volunteer literacy tutor program called Darkas Place in Providence, Rhode Island. Most of the individuals who receive tutoring are low-income, single parents in desperate need of basic literacy skills. The Darkas Place Literacy Center has four classes that are conducted at the headquarters building, and a tutoring program for individual students. Tutors can meet with students at libraries, homes or other mutually convenient places.

"It's easy to find people to serve as tutors because this type of volunteering has become almost fashionable," Charette said. But although she doesn't have recruiting problems, Charette does have to spread herself thin to supervise so many volunteers. "I can keep in touch with those people who come into the classroom fairly easily," she said. "But I needed a mechanism that would allow me to keep track of the others."

She found it: a monthly newsletter—only one side of one page—with different ideas about how to approach students and with news about what's going on at the Center. Along with the newsletter, she sends a preaddressed, stamped postcard to each volunteer, which asks for such information as what kind of progress the student is making, how many hours have been spent in tutoring, and any comments about the program.

Charette says in her training she stresses that it will be the responsibility of the tutor to contact her for help, if it's time to change materials, or to talk about how to do things differently. "I get a good response from the postcards and I chart them. If I don't hear from people, I give
them my attention. Then every three months I follow up with request for an extensive quarterly report from the volunteer so that I'm able to keep track of what's going on."

Because the volunteers are more or less independent, this approach calls for a training program in which prospective volunteers are given good information up front about what types of behavior they can reasonably expect from their students. "I tell them they may have people who want a GED but see how hard it is and give up," Charette said. "They may be matched with two or three people before they find someone willing to stick with it. I tell them to think about why they are really here. If you think you're here for someone else, you're mistaken, I say. You're here because this fulfills some need in you. This is not a romantic assignment."

But Charette says the rewards sometimes can be almost overwhelming. "I have a volunteer who worked with a woman whose life was radically changed because of her new confidence. She left a physically abusive situation. The role of education can be very powerful."

'We don't lose many of our volunteers. Intensive training and good supervision are so important. We also try to let our volunteers know what we are doing as an institution to change the system, and that is good motivation too.'

What these programs have in common is their administrator's willingness to consider the needs of the volunteer first, sometimes even before the needs of the program. In the end, it works out well, as volunteers stay longer, have greater commitment, and spread the word that the project is worth volunteering for. ∎

THE VOLUNTEER NEEDS PROFILE

Introduction

Please relax. This is not a test. There are no right answers or wrong answers. The Needs Profile measures several areas in which people may be motivated. The Profile gives feedback as to which needs most strongly motivate a particular individual. There are no GOOD or BAD motivations.

Please be as honest as possible in your answers. Only by being honest can an accurate profile of your needs be obtained. The results will be used to match you better in a volunteer assignment.

Instructions

To answer these items, there are two steps:

1. Each statement has two sides. Decide which side is *most* like you. Even if neither side is much like you, pick the side that comes the closest.

2. *On that side only,* decide whether that side is "Almost Always True" for you or only "Sometimes True" for you. Please mark the corresponding box below.

Only mark one box for each entire statement.

Do not skip any statements.

You will find several statements that are very similar, but they are slightly different, so your answers may not always be the same.

Sample

Below are two examples of how another person answered the items. Please note that only one box per statement has been checked.

	Almost Always True For Me	Sometimes True For Me					Almost Always True For Me	Sometimes True For Me
1.	☒	☐	Some people volunteer to gain experience to help them get a job.	- BUT -	Doing volunteer work for experience for a job is not important for other people.		☐	☐
2.	☐	☐	Some people feel they have so much that they should share.	- BUT -	Other people are not too concerned about having more than someone else.		☒	☐

Volunteer Needs Profile

NAME: _____

AGE: _____   SEX: Male ☐   Female ☐   Today's Date: _____

	Almost Always True For Me	Sometimes True For Me				Almost Always True For Me	Sometimes True For Me
1.	☐	☐	Some people feel they have so much that they should share.	- BUT -	Other people are not too concerned about having more than someone else.	☐	☐
2.	☐	☐	Some people do not care what other people expect them to do.	- BUT -	Other people volunteer because someone else expects them to do so.	☐	☐
3.	☐	☐	Some people like to be thanked for what they do.	- BUT -	Other people are not concerned if the people they help say thanks.	☐	☐
4.	☐	☐	Some people do not feel they will be rewarded for their efforts.	- BUT -	Other people feel they may need help someday and their efforts now will pay off later.	☐	☐
5.	☐	☐	Some people like to know their efforts make a difference in someone's life.	- BUT -	Others like to help out even if it seems their efforts make little difference.	☐	☐
6.	☐	☐	Some people do not care if their volunteer work is different from their job.	- BUT -	Other people want to do things that are different from their daily work.	☐	☐
7.	☐	☐	Some people volunteer to have social contact with others.	- BUT -	Others do not care much about social contact with others.	☐	☐
B.	☐	☐	Some people volunteer as long as they feel they can do perfect work.	- BUT -	Other people will help even if they do not feel their work is perfect.	☐	☐
9.	☐	☐	Some people can work hard even when they do not see much progress.	- BUT -	Other people like to see concrete progress in what they undertake.	☐	☐
10.	☐	☐	Some people are satisfied with their daily jobs and do not volunteer to get new experience.	- BUT -	Other people volunteer to get experience to see if they might like a different job.	☐	☐
11.	☐	☐	Some people have time and energy to work on the problems of others.	- BUT -	Other people do not feel they want to volunteer to help solve problems.	☐	☐
12.	☐	☐	Some people do not care about the values of others.	- BUT -	Others volunteer to compare their ideas, norms, and values with others.	☐	☐

(continued)

	Almost Always True For Me	Sometimes True For Me				Almost Always True For Me	Sometimes True For Me
13.	☐	☐	Some people like to hear others say how nice it is they are helping others.	- BUT -	Other people do not care if anyone recognizes their efforts or not.	☐	☐
14.	☐	☐	Some people believe that if they help others they will be helped when they need it.	- BUT -	Others don't believe helping will affect their getting help when they need it.	☐	☐
15.	☐	☐	Some people want volunteer work that makes progress or has an end.	- BUT -	Other people are not concerned if the job seems hopeless or endless.	☐	☐
16.	☐	☐	Some people volunteer entirely on their own.	- BUT -	Others volunteer because they are pressured by someone.	☐	☐
17.	☐	☐	Some people volunteer with no thought about what they may learn.	- BUT -	Others hope they will learn a new skill or get better at something.	☐	☐
18.	☐	☐	Some people volunteer to get out and be with others.	- BUT -	Other people are not concerned about being around others.	☐	☐
19.	☐	☐	Some people do not pay much attention to what others want.	- BUT -	Other people care a lot about doing what is expected of them.	☐	☐
20.	☐	☐	Some people get discouraged if their efforts seem to be for nothing.	- BUT -	Others work hard even if it doesn't seem to make much difference.	☐	☐
21.	☐	☐	Some people feel volunteering is a way to achieve personal growth through new experiences.	- BUT -	Other people are not concerned about new experiences or personal growth.	☐	☐
22.	☐	☐	Some people don't think it makes sense to do things because others expect you to.	- BUT -	Others are concerned about offending or displeasing if they go against others' expectations.	☐	☐
23.	☐	☐	Some people like to receive plaques and certificates as recognition for their work.	- BUT -	Others are not concerned whether they get plaques or certificates for recognition.	☐	☐
24.	☐	☐	Some people feel they will be judged by the life they live.	- BUT -	Other people do not worry about being judged for what they do.	☐	☐
25.	☐	☐	Some people are not concerned about working on community problems.	- BUT -	Other people are interested in doing something about problems in the community.	☐	☐
26.	☐	☐	Some people feel they will be rewarded in one way or another for the good they do.	- BUT -	Other people do not feel there is much justice in life anyway.	☐	☐

	Almost Always True For Me	Sometimes True For Me				Almost Always True For Me	Sometimes True For Me
27.	☐	☐	Some people like things that are new and different.	- BUT -	Other people are more comfortable with the familiar.	☐	☐
28.	☐	☐	Some people like to be alone a lot of the time.	- BUT -	Other people are more comfortable around people.	☐	☐
29.	☐	☐	Some people like the feeling of being admired for their efforts.	- BUT -	Others do not care if their work is noticed by anyone or not.	☐	☐
30.	☐	☐	Some people feel it will be their fault if people suffer unless they try to help them.	- BUT -	Others feel everyone is responsible for themselves and should take care of themselves.	☐	☐
31.	☐	☐	Some people volunteer entirely on their own.	- BUT -	Other people volunteer because someone else expects them to do so.	☐	☐
32.	☐	☐	Some people feel they have to do their part to solve problems of others.	- BUT -	Others feel government and social agencies can solve problems people have.	☐	☐
33.	☐	☐	Some people are comfortable even if others do not look up to them.	- BUT -	Other people like to be looked up to and respected.	☐	☐
34.	☐	☐	Some people feel useful and have a sense of belonging.	- BUT -	Others feel their life is meaningless, and no one really needs them.	☐	☐
35.	☐	☐	Some people feel good deeds give one a sense of power over others.	- BUT -	Other people feel powerful without doing good deeds.	☐	☐

Score Sheet for Volunteer Profile

The Profile exercise tries to determine your volunteer's needs and expectations (see key below). The score for each box checked corresponds to the placement of the numbers on the score sheet, from outside left (4) to outside right (1). For example, in question one, a person who checked the left "almost always true for me" would receive a score of four. The person who checked the right "almost always true for me" would receive a one. Question one attempts to measure feelings of social responsibility.

SCORING KEY

EX - The Need for Experience
To break into the job market, try out different skills or a new learning experience, to do something not possible with daily work, to get in touch with a different part of ourselves (i.e., "young people keep me feeling young"), to promote personal growth.

SR - Feelings of Social Responsibility
Concern for others, feelings of "ought" and "should," the need to do something about social problems, caring, wanting to get involved, relieving feelings of guilt about one's good life as compared to others.

SC - Need for Social Contact
☐ To make new friends, to "get out of the house," to justify our existence and feel needed ("I'm important to someone"), to alleviate loneliness, a sense of belonging, of being included, a part of something, to test out values and norms.

EO - Responding to the Expectations of Others
Required by high school class, club or employers. Pressured by a spouse, friend or peer. Expected by church or pastor. Responding to "all my friends are doing it" type of peer pressure.

SA - Need for Social Approval
Want to be appreciated, thanked, praised, respected, looked up to. To make someone proud of you. To get recognition (especially if not received at work or home). To receive social approval (selfish people are not approved).

SE - Expectation of Future Rewards
"Some day I may need help." Having others in your debt, the feeling of being owed, belief that in helping others we avert being in need ourselves, fear of punishment or being judged (receiving punishment for being selfish), that our behavior returns to us.

AC - The Need to Achieve
The sense of power in making things happen, to sense completion, an end, closure (assembly line workers often do not get this feeling), to get feedback. Goal oriented. Being able to feel proud of a job, good workmanship, to satisfy a creative urge, to see and experience change, to prove or demonstrate perfection in a task.

		EX	SR	SC	EO	SA	SE	AC
1.	4 3 2 1		☐					
2.	1 2 3 4				☐			
3.	4 3 2 1					☐		
4.	1 2 3 4						☐	
5.	4 3 2 1							☐
6.	1 2 3 4	☐						
7.	4 3 2 1			☐				
8.	4 3 2 1							☐
9.	1 2 3 4							☐
10.	1 2 3 4	☐						
11.	4 3 2 1		☐					
12.	1 2 3 4			☐				
13.	4 3 2 1					☐		
14.	4 3 2 1						☐	
15.	4 3 2 1							☐
16.	1 2 3 4				☐			
17.	1 2 3 4	☐						
18.	4 3 2 1			☐				
19.	1 2 3 4				☐			
20.	4 3 2 1							☐
21.	4 3 2 1	☐						
22.	1 2 3 4				☐			
23.	4 3 2 1					☐		
24.	4 3 2 1						☐	
25.	1 2 3 4		☐					
26.	4 3 2 1						☐	
27.	4 3 2 1	☐						
28.	1 2 3 4			☐				
29.	4 3 2 1					☐		
30.	4 3 2 1		☐					
31.	1 2 3 4				☐			
32.	4 3 2 1		☐					
33.	1 2 3 4					☐		
34.	4 3 2 1			☐				
35.	4 3 2 1						☐	
TOTALS:								
TOTAL SCORE:								