



Building a Base of Dedicated Volunteers



Patricia Clason, RCC CPS

Patricia Clason LLC

www.patriciaclason.com

(414) 374-5433

Resourcefulness and Availability

INTENTION: What do you want to get from attending this program?

Rate yourself on a scale of 1-10 –

1 = not available at all 10 = totally available

_____ **Energy / Physiology**

_____ **Openness / Attitude**

_____ **Focus / Presence**

ARE YOU READY?

Are paid staff ready to handle the volunteers?

Or is volunteer project leader ready?

- Buy in to the project?
- EI skills?
- Project management skills?
- Willing to delegate?
- What can be delegated?

Importance of clear “Scope” – goal, tasks, timelines, available funding - staff and volunteers BOTH need this

WHO IS...

- Responsible for the task
- doing the task
- Accountable for the task (decision-maker/leader) – buck stops here
- Consulted – who are stakeholders to be asked for input
- Informed – who needs to know about decisions, process, etc and accomplishments

What does the volunteer need to know, do or be to be a good volunteer with your organization?

What do you suggest an organization needs to do to be ready to bring on new volunteers or further engage current volunteers?

Gathering info to help you prepare

Do you have high functioning committed volunteers? Talk to them!!

- Mentor for new volunteers – would that have helped? Would you be mentor?
- Feedback on what is working, not working in organization
- What would you like to have known before you started?

Get them involved as leaders – they could...

- Meetings for potential volunteers
- Screen/interview new volunteers
- Welcome meetings for new volunteers
- Lead training
- Mentor
- Follow-up check-in meetings with volunteers (not task-focused, engagement focused)
- Coordinate ongoing engagement, empowering events/meetings

Resource: <https://www.mindmeister.com/blog/5-ways-role-mapping-elevates-your-leadership/> for job descriptions, organizational structure, etc

What are your tips for determining what information is needed to be well-prepared for recruiting or screening volunteers?

Screening volunteers

Screen for skills, values, and availability – culture fit as well as skill fit!

Be prepared with organization's values and ethics and mission and culture including generation -- so they know who you are

- What questions can you ask them to determine their perspectives on your values, etc?
- Why do they want to volunteer? Skill-building? Belief in your cause? Be of value (in retirement or fill time)? Be a leader? Get training or potential job experience?

Altruistic - showing a disinterested and selfless concern for the well-being of others; unselfish selfishness

Project Scope

- Timeline (to help determine availability fit)
- Skills needed for outcomes (skill fit)
- Job descriptions (culture, passion fit)
- Time requirements for tasks (fit for their lifestyle and availability)
- Is the project a fit for their skills, personality and passion? (skill, culture, passion fit)

How do they communicate?

- Text, email, messenger, etc??
- How is their professional demeanor? A fit for the project or task?

Do they value accountability, responsiveness, timelines?

What other questions do you think would be important?

What benefits can you offer?

- Do you have learning opportunities available?
 - Skill Building
 - Personal or Professional Development

Do you have advancement/leadership opportunities available?

Generations

Who volunteers the most?

- Gen X (1965-1980) – 36.4%
 - Unhappiness peaks in middle age – volunteerism is satisfying, rewarding
- Baby Boomers (1946-1964) – 30.7%
 - Give Back / Pay It Forward focus
- Millennials (1981-1996) – 28.2%
 - More than one-third of millennials volunteered 11 hours or more last year.
 - 46% of millennials volunteered for a cause affiliated with a social issue they care about in the past month.
- Gen Z – (1997 – present)
 - Cause-inspired/focused

Generations – Resources

<https://upwithpeople.org/uwp-blog/meet-generation-volunteers/>

<https://www.sterlingvolunteers.com/blog/2019/04/engaging-volunteers-across-generations/>

<https://www.tlnt.com/gen-z-expects-you-to-embrace-volunteerism/>

[https://americorps.gov/sites/default/files/document/Volunteering in America Demographics 508.pdf](https://americorps.gov/sites/default/files/document/Volunteering%20in%20America%20Demographics%20508.pdf)

info graphic [https://www.volunteerfortwayne.org/sites/default/files/page-files/generational parting ways w volunteers.pdf](https://www.volunteerfortwayne.org/sites/default/files/page-files/generational%20parting%20ways%20w%20volunteers.pdf)

ebook

<https://solutions.volunteermatch.org/hubfs/Ebooks/The%20Impact%20of%20COVID-19%20on%20Volunteering%20-%20A%20Two%20Month%20Comparison.pdf>

<https://blog.techsoup.org/posts/nonprofit-strategies-for-managing-different-generations-in-remote-work>

Motivators

- *Start with Why* – Simon Sinek – Regardless of generation, you need to find out *their WHY*
- Some people have more money than time, others have more time than money – give them the options
- People give (time or money) to what they care about, based on their life experience – Pay It Forward, Fix, Amends

Pandemic Effects

- Budget limitations
- Virtual v. in-person
- Willingness to be in groups
- Corporate investment in workplace volunteers has remained stable

Wisdom from the Group – 2 or 3 contributions – 3 minutes journaling

What are your best practice suggestions for interviewing, screening or choosing volunteers?

Train ALL VOLUNTEERS before they start

- Organizational structure
 - Vision, Mission, Values, Ethics code
 - Reporting structure

- How can they be valuable to the organization?

- Communication commitments – be clear in your expectations
 - Form (email, messenger, text, etc)
 - Timing (read communications within 24 or 48 hours)
 - Prioritizing
 - Tasks that affect other’s timelines and tasks come first
 - Ask for priority status from the person who gives you a task

- Reporting structure in the organization and for the specific project
 - Who has the authority for what decisions?
 - Who needs to know about delays, changes, etc?

- What are the deliverables
 - Expectations need to be clear.
 - Procedures need to be specific
 - Outcomes need to be defined in measurable ways

Clear requests and commitments

- Would you/will you?= inquiry about state of mind
- Could you/can you? = inquiry about ability to fulfill the request
- May? = request for permission
- *Please (name) ____ action____, ____ when____ =
Direct request for action*
- *Response is either the action, a commitment to action or a decline*
- *Commitment = Yes, I will ____ action____, ____ when____*

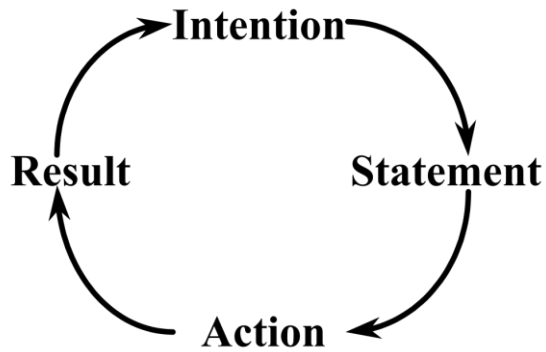
Determine expectations and responsibilities

- The WHAT/HOW
 - Clear Objectives
 - Measurable Results
 - Decision-Making Authority
 - Shared Understanding
 - Reasonable
 - Procedures and Processes
- The WHY – go deep enough so they understand and can buy in
 - Why does it matter?
 - Why does that matter?
 - Why does that matter?

Support and Follow-up

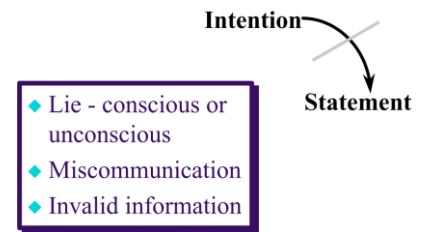
- **Support**
 - Check in on their progress
 - If all is well, stay out of the way
 - If all is not well, coach to adjust/repair
 - Don't hover or micro-manage
 - Let them know it's ok to ask for assistance or direction

Integrity—A Working Definition



A useful definition of integrity states that we are in integrity when our *thought* equals our *word* equals *what we do* equals *what we create*. The “Integrity Circle” at left shows that we have an intention to do something, we tell someone else (or ourselves) we will do it or make an agreement, we take the action necessary to do it, and we end up with a result. If we are in integrity, then when we can compare our final result with our original intention, they will be congruent.

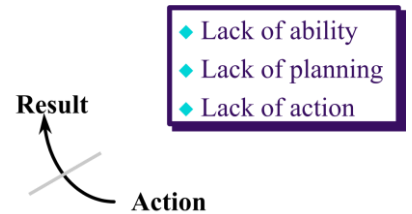
However, integrity can break down in four places on the Integrity Circle. In Breakdown 1 there is a disconnect between intention and statement. This can be due to a lie, either conscious or subconscious. A conscious lie could be “I can’t get the report done on time, but I can’t tell *her* that!” A subconscious lie occurs when we lie to ourselves about our own capabilities—thinking I *can* get the report done when I am not able. A breakdown here can also be due to miscommunication or invalid information.



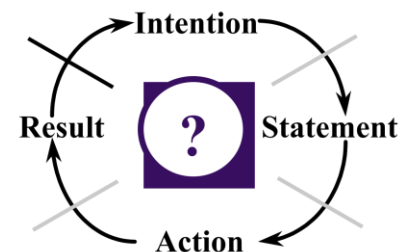
A breakdown between statement and action is due to our procrastinating, factors external to ourselves like a flat tire, or over-committing our time or resources.



A breakdown between action and result can be due to a lack of ability (pushing a building and being unable to move it), lack of a realistic plan, and lack of action or follow-through.



When the final results don’t match with the original intention, it is necessary to look at the other three areas listed above and find out where the breakdown occurred. It is possible that the original intention changed along the way. If you find that your intention has changed while in the middle of this process, it is important to go back to the beginning, and change any agreements you have with yourself or others about what the final results will look like.



Accountability

Accountability is the ability to account for what happened, to be responsible for what one did, and/or didn't, do. One's sense of honor is dependent upon one's ability to be responsible for one's actions or inaction, to account for one's mistakes and to repair the relationship with one's self or others.

Why people don't want to be accountable.....

- | | |
|--|--|
| <input type="checkbox"/> revenge | <input type="checkbox"/> lying |
| <input type="checkbox"/> fear of success | <input type="checkbox"/> fear of failure |
| <input type="checkbox"/> covert control | <input type="checkbox"/> over-commitment |
| <input type="checkbox"/> rebellion | <input type="checkbox"/> other????? |

Why people don't ask others to be accountable.....

- to avoid being accountable ourselves
- we think we can get away with being out of integrity & fool others
- attempting to maintain an image or save face
- because we feel we don't deserve to get what we want
- we have more covert ways of getting what we want that we think are more satisfying
- fear that they will try to get even with us, or get angry with us
- feeling guilty for all the times we didn't do what we said we would
- revenge or resistance

How people intimidate others to avoid being accountable...

- | | |
|---|--|
| <input type="checkbox"/> crying | <input type="checkbox"/> getting sick |
| <input type="checkbox"/> getting aggressive | <input type="checkbox"/> make them guilty |
| <input type="checkbox"/> leaving | <input type="checkbox"/> power |
| <input type="checkbox"/> remorse | <input type="checkbox"/> blaming others |
| <input type="checkbox"/> defensiveness | <input type="checkbox"/> distract w/side issues |
| <input type="checkbox"/> bringing up the past | <input type="checkbox"/> "I forgot" |
| <input type="checkbox"/> denial | <input type="checkbox"/> silent treatment |
| <input type="checkbox"/> authority | <input type="checkbox"/> playing ignorant |
| <input type="checkbox"/> threatening | <input type="checkbox"/> "I don't understand" |
| <input type="checkbox"/> blackmail | <input type="checkbox"/> obligation |
| <input type="checkbox"/> helplessness | <input type="checkbox"/> martyrdom |
| <input type="checkbox"/> confusion | <input type="checkbox"/> quickly own "my piece" so I don't have to listen to you |
| <input type="checkbox"/> better than | |

When people aren't accountable or don't ask others to be accountable, we...

- feel like getting even/revenge
- feel like a victim
- feel helpless
- feel resentful
- get angry and blame others
- support complaints instead of results
- don't look at ways we feel inadequate
- give up
- lose self-respect and our sense of self-worth

Steps to Restoring Accountability

1. Acknowledge what happened in the situation.

- Use *grounded observations* (which is what 12 unbiased people all looking at the situation would agree the results were).
- Frame the situation in terms of what worked and what didn't, as opposed to what was done right and what was done wrong.

2. Ask the person to account for what happened, to be responsible for what they did, and/or didn't, do. It is useful here to ask "how" instead of "why" questions. "How" asks for facts; "why" looks for blame.

3. Ask for a repair to the relationship. Remember the goal—to help the individual restore his/her integrity. You can either ask for a specific amend (action to repair), or ask the individual to devise one. An amend is an investment of time, money or energy that allows everyone to leave the situation feeling good. There is no place for punishment in an effective amend. Accountability is *not* making others "wrong, bad or guilty" for their errors and broken agreements. It is assisting them in restoring their honor and integrity for the long-term benefit of the relationship.

4. Ask for what will work next time. Ask the individual to commit to changing his/her behavior so the situation will work next time.

When we are accountable and ask others to be accountable, we...

- Build trust in our relationships
- Increase our self-efficacy (confidence in our ability to produce results)
- Increase our self-worth (confidence in our personal value in life)
- Empower others to act (without fear)
- Support results instead of complaints
- Are encouraged to risk and grow

Amends/Repairs –Mending Breaks in Integrity

One aspect of integrity that can be daunting to individuals is the mistaken belief that once integrity is broken it cannot be mended. This absolute view is not accurate—it *is* possible to leave a situation with people feeling good, and whole.

What happens when we have a break in integrity?

Along with the observable results of a break in integrity—a missed appointment, late report, or broken promise—there are more subtle results that take the form of damage to relationships. When we break integrity with someone the message *received* by the other person is that we believe the relationship with this person is not important, and thus the *person* is not important. While this may not be our intention, it is the message subjectively received to one degree or another by the individual.

While damage may be done by the observed result of the break, the more important, more lasting damage is to the relationship with others involved.

Mend the relationship and you mend your integrity

The most important thing we can do when we break our word is to mend the relationship. This is called an “amend”. The desired result of an amend is that everyone leaves the situation feeling good about them-selves and the relationship. The basic message you want to send is, “You are important to me” or “I care about you,” depending upon the type of relationship. These messages mitigate the damage done by the break.

An amend is an expenditure of at *least* one of the three: Time -Energy - Money

For instance, if I am late for a coffee date, I can apologize and offer to buy the coffee or meal. Choose something that is *fun* or *enjoyable* to all involved. Remember: the goal is for everyone leave feeling good. If you are not sure what to do for a amend, ask! Also, it is important to *want* to do the amend. Doing an amend because “I should” does more damage than doing nothing at all. If you are unsure you want to do the amend, first consider how important this relationship is to you. If you still don’t want to, consider whether you ever intended to do what you originally promised at all!

A note about guilt and apologies:

One attribute that does **not** work in an amend is guilt. While guilt can be positive when it keeps us from doing something we would later regret, beyond this it is a useless emotion that wastes our energy. Instead of *losing* energy to guilt, we can *increase* our energy and the health of our relationships through amends. This is not to say we should not feel sad or apologize for a break; indeed, one of the best things to do is apologize first.

Also, be very aware of how you apologize. Think very literally about what you are saying. While we throw around the phrase “I’m sorry,” keep in mind that it literally means, “I am sorrow-ful.” Are you? If so, say it; if not, say something like, “I apologize.” Mean what you say and say what you mean.

Wisdom from the Group –

Do you have training tips to offer others? What process did you use?

What element of training had the most impact?

WHAT TO DO WHEN IT ISN'T WORKING OUT – Firing the volunteer

- Coaching – give them a chance for correction
 - *Coaching for Peak Employee Performance – Foster*
 - Address the issue early
 - Identify the difficulty – use neutral language, focus on behaviors and issues, not personal attack
 - Communicate the needed results
 - Ask if they are willing to work on doing it differently
 - If yes, what do they need to support the change
 - If no, how do they want to move on?
 - If they are going to stay and work on change
 - Get specific action commitments
 - Set up follow-up for support and accountability

- If they are going to be of service somewhere else – in your organization or another...
 - Give them supportive feedback and encouragement
 - Make a connection for them if you can, if appropriate
 - Be sincerely grateful for their efforts
 - Give them a thank you letter or recommendation (or both combined) as appropriate
- Communicate to other volunteers as needed, speaking respectfully of the person and quelling rumors

Wisdom from the Group – 2 or 3 contributions – 3 minutes journaling

What was your most successful “letting go” of a volunteer? What did you do?

Volunteer Recognition

- ▶ Culture of Appreciation and Gratitude
 - Invest in your volunteers – help fulfill *their* WHY
 - Do, See, Hear, Read – do it *their* way
 - Recognition that works
 - Words of appreciation
 - Specificity
 - Impact

Wisdom from the Group – 2 or 3 contributions – 3 minutes journaling

What was your most successful non-traditional recognition effort?

The heart of the volunteer is never measured in size but by the dept of the commitment to make a difference in the lives of others. **DeAnn Hollis**

Gratitude unlocks the fullness of life. It turns what we have into enough, and more. It turns denial into acceptance, chaos to order, confusion to clarity. It can turn a meal into a feast, a house into a home, a stranger into a friend. Gratitude makes sense of our past, brings peace for today and creates a vision for tomorrow. **Melody Beattie**

RESOURCES

Free online non-profit and skilled volunteer matching programs

<https://taprootfoundation.org/resources/common-pro-bono-projects-catalog/>

<https://www.catchafire.org/>

Learning sites – free resources, training, etc.

<https://learning.candid.org/>

<https://commonimpact.org/nonprofits/resources-for-nonprofits/>

VolunteerMatch.org - The Learning Center <https://learn.volunteermatch.org/>

Sample Volunteer Handbook, Volunteer Interview Strategies, and much more!

<https://blogs.volunteermatch.org/metrics-for-success-evaluating-your-volunteer-program>

VolunteerHub.com <https://www.volunteerhub.com/blog/evaluating-your-volunteer-program/> -- <https://www.volunteerhub.com/resources/>

Non-ProfitPro.com <https://www.nonprofitpro.com/resourceguide/>

Project Management Principles – free ebook - https://free-management-ebooks.tradepub.com/free/w_frec79/

General Resource - <https://blog.techsoup.org/posts>



Questions, Inspirations, To Do Items,
Intentions for Future Learning