



Volunteer Kentucky!

Lesson Plan

Session #4: Mobilize

Generating, Educating, Mobilizing and Sustaining

Learning Objectives:

The participants will:

- *create* personal interest in the organization or programs to *engage* individuals
- *develop* skills to *motivate* members, volunteers or leaders to achieve organizational goals
- *determine* how well the member, volunteer or leader is utilizing the available resources to perform their assigned task through active *supervision*

Resources:

- GEMS Model of Volunteer Administration <http://www2.ca.uky.edu/agc/pubs/CLD2/CLD23/CLD23.pdf>
- KELD Publication Series <http://www2.ca.uky.edu/kccl/keld.php>
- VRKC Taxonomy <http://nextgeneration.4-h.org/volunteerism/vrkc/>
- National Framework for 4-H Volunteerism Assessment <http://www.uwex.edu/ces/4h/ncrvd/ref/NLPVolunteerism.cfm>
- Volunteerism for the Next Generation <http://www.4-h.org/resource-library/professional-development-learning/4-h-volunteer-development/>

Session Goal:

To mobilize attendees to accomplish organizational goals by engaging, motivating and supervising members, participants, volunteers and leaders.

Pre-Program Preparation / Materials:

- Secure laptop computer, projector and wireless access capacity.
- Read *Mobilizing Members, Volunteers and Leaders in Community Organizations* fact sheet (CLD2-8).
- Copy *Mobilizing Members, Volunteers and Leaders in Community Organizations Questionnaire*. Make one copy per participant.
- Download PowerPoint Presentation “*Volunteer Kentucky! Mobilizing Members, Volunteers and Leaders*”
- Review Member Interest Survey in “*Generating Members, Volunteers and Leaders in Community Organizations*” (CLD2-4). Make one copy per participant.
- Duplicate the *List of Community Organizations* Handout (Introductory Activity) and make a copy for each person.
- Remind participants to bring their *Volunteer Assessment Form* from Overview (Lesson #1)

Session Goal:

To introduce a framework for community volunteer and/or leadership organizations to follow when generating, educating, mobilizing and sustaining volunteers.

Review from previous session:

Discuss

Ask participants to discuss their results from the previous session's homework assignment. (This will become a component of their culminating project.)

- Develop a Volunteer Orientation program for new volunteers. The Orientation could be on-line or presented to a group of people. It should be a complete, finished package including objectives and an evaluation. (A group Orientation must include a lesson plan.)
- Create a Development Activity for new or continuing volunteers. Include a lesson plan, objectives, a description of the target audience and an evaluation.

Background:

Share:

Read the following excerpt:

*“Mobilizing members, volunteers and leaders is an important component of volunteer and community development. In most organizations, insufficient time is spent generating and educating volunteers and not enough time is devoted to engaging them effectively. Organizational participants must be mobilized in order for goals to be accomplished. The Mobilizing category of the GEMS (Generating, Educating, Mobilizing and Sustaining) Model of Volunteer Administration consists of three steps: **engage, motivate and supervise**. Engaging involves calling volunteers to action by appealing to individual interests. Motivating involves identifying and tapping into personal interests, needs and stimuli. Supervising provides guidance for results and effective involvement.”*

Objective #1: Create personal interest in the organization or programs to engage individuals

Introductory Activity:

Ask

Using the *List of Community Organizations Handout*, have participants to make two lists:

- The first list includes those organizations to which they currently belong.
- The second list includes those organizations to which they no longer belong.

When they have completed their lists of organizations, ask them to share some of the groups from both lists (PTO, Extension Homemakers, Church groups, Rotary, Lions Club, Fair Board, etc.)

Identify

Have participants to determine the factors that have *motivated* them to remain *engaged* in some organizations and to discuss the reasons that they have discontinued their involvement in others.

- Were they motivated to join because the organization wanted to increase its membership?

By involving volunteers, leaders and members, the outreach of community organizations and the programs they deliver is greatly extended to audiences which would otherwise not be served.



- Once they joined, were they given an active role in the organization?
- Did they drop out of the organization because they were no longer needed?
- Did their personal interests change and no longer match the goals of the organization?

Share

Read the following excerpt:

“The initial step in mobilizing a member, volunteer or leader is to engage individuals and create a personal interest in the organization or its programs. After newcomers have been generated and educated, they are given the opportunity to engage in the task or activity they have been selected to perform and need to be given the tools to do so.”

Learning Activity 1.1:

Discuss

Think of your organization’s “elevator talk.” What roles or activities will engage new people in this organization or program?

Let’s discuss this scenario:

“We have just conducted our organization’s volunteer recruitment campaign. It was a huge success and we now have 20 new volunteers. How will we engage these new volunteers in actively serving our organization? What tools do we have in place to gauge their interests?” Refer to the *Member Interest Survey* in “Generating Members, Volunteers and Leaders in Community Organizations” (CLD2-4).

Objective #2: Develop skills to motivate members, volunteers or leaders to achieve organizational goals.

Share

Read the following excerpt:

*“Individuals are motivated to participate in volunteer activities for a variety of reasons. Organizational leaders or volunteer administrators should understand the motives that contribute to beginning, continuing and discontinuing volunteer service. Understanding what motivates individuals contributes to the success of recruitment initiatives. Determining these unique personal motivators and expectations can contribute to providing volunteers, members and leaders with a satisfactory and rewarding experience. The three categories of human motivation include **achievement, affiliation and power/control**. Achievement motives are those which influence individuals to take pride in accomplishments. Affiliation influences people to be most concerned about their relationships with others or groups. Power motives drive a desire for control and influence.”*



Community organizations need to generate, educate, mobilize and sustain a variety of volunteers, members and leaders in order to effectively and efficiently disseminate quality educational and service programs.

Learning Activity 2.1:

Discuss

To determine which category of factors (achievement, affiliation or power/control) motivates you, consider the answers to the following questions:

- What type of service role do I prefer: accomplishing a task, serving on a committee or being in charge of a group?
- What type of recognition do I most prefer: Being recognized for my contributions and accomplishments, recognized for belonging to and participating in the group, recognized for my leadership qualities?

Let's take a moment and identify the factors that motivate you:

- Distribute the *Volunteer Assessment Form* from *Overview* (Lesson #1). Ask each individual to complete the assessment and record their volunteer motivation preferences. Divide into groups according to dominant motivators (achievement, affiliation, power) and discuss the characteristics of each category.
- How do we identify the factors that motivate the members of your organization? Examples would be:
 - I enjoy being the president (or an officer) of the organization (power).
 - It is important to me to be recognized for my accomplishments or contributions (achievement).
 - I enjoy being part of group (club, committee, organization) and the fellowship and relationships that membership provides (affiliation).
 - I enjoy making decisions or guiding the decision-making process (power).
 - I like to encourage youth to participate in sports, clubs, camps, programs and activities (affiliation).
 - I like to do my best and excel at what I do (achievement).

Objective #3: Determine how well the member, volunteer or leader is utilizing the available resources to perform their assigned tasks through active supervision.

Share

Read the following excerpt:

"The needs, skills and knowledge of the individual volunteer will demonstrate how much and how often supervision is needed. On-going guidance, support and advice from the volunteer program administrator, supervisor or another volunteer can help lead to a positive and productive experience. A good supervisor is an enabler of human resources. The supervision process needs both an individual who receives responsibility and a supervisor who must be willing to delegate responsibility to another."

Learning Activity 3.1:

Discuss

Not everyone can be an effective supervisor. Ask each person to consider the following questions:

- How do I like to be supervised?

The initial step in mobilizing a member, volunteer or leader is to engage individuals and create a personal interest in the organization or its programs.



- What supervision style is most effective with my personality?
 - Can everyone be effectively supervised in the same manner?
 - Can an individual be effectively supervised in the same manner all of the time?
 - What barriers do we see in our organization regarding supervision?
- Lead a brief group discussion on each question. Determine what supervision styles and strategies are most effective with different types of people (achievement, affiliation, power) and when each style and strategy would be most effective.

Summary:

Share

Read the following excerpt:

“The engagement of community-based organizations cannot happen without mobilizing volunteers, leaders and members to action. Mobilized members, volunteers and leaders benefit the organization and therefore the community.”

Session Evaluation:

Participants will reflect on how well they supervise their volunteers. Identify which volunteers they supervise most effectively and determine the factors that contribute to this successful supervisory relationship. Conversely, identify one or two volunteers with whom they do not have a successful supervisory relationship and determine the factors responsible for this relationship. Compare, contrast and share the two sets of factors.

For the next session:

- Ask participants to complete the following activity before the next session. (This should be a component of their final project.)
 - Develop an inventory (on a spreadsheet) of the volunteers engaged in your programs or activities. Assess the motivations of at least 15 of the most active volunteers in the program and identify their primary category of motivation. Based upon their primary category of motivation, determine the most effective means of supervision for each volunteer.
- Bring your Passport to each meeting in order to have credit given by the instructor.
- Stamp the passport of each attendee to signify completion of this session.
- Continue working on your culminating project.

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The engagement of community-based organizations cannot happen without mobilizing volunteers, leaders and members to action.

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Adapted by: Ken Culp, III, Principal Specialist for Volunteerism, Department of 4-H Youth Development and Adjunct Associate Professor, Department of Family Sciences; Christy Eastwood, Boone County Extension Agent, 4-H Youth Development; and Susan Turner, Monroe County Extension Agent, 4-H Youth Development, from original materials developed by: Ken Culp, III, Principal Specialist for Volunteerism, Department of 4-H Youth Development and Adjunct Associate Professor, Department of Family Sciences; and Kenna Knight, FCS Extension Agent for Pendleton County.

Organizational leaders or volunteer administrators should understand the motives that contribute to beginning, continuing and discontinuing volunteer service.

