



A Toolkit for Volunteer Leaders Voluntarism

Basic Human Needs V-1

No bread is too hard when you are really hungry.

One of the theories most basic to nonformal education is Maslow's hierarchy of basic human needs.

LEARNING OBJECTIVES

After studying this module you should be able to:

1. List Maslow's five categories of basic human needs.
2. Discuss what each category means for planning educational programs.

MASLOW'S HIERARCHY

Psychologist Abraham Maslow grouped the various motivating drives each of us has into five categories:

PHYSICAL NEEDS:

- Income, health, shelter, sex, food, and sleep.

SECURITY NEEDS:

- Safety, continuing employment, healthy environment, freedom from fear, anxiety and the threat of punishment.

SOCIAL NEEDS:

- Love, sense of belonging, atmosphere of acceptance, prestige, recreation and entertainment.

SELF-WORTH:

- Ego satisfaction, a feeling of value and importance to others. The desire to achieve and to be recognized for it.

SELF-REALIZATION:

- Personal growth, higher education, spiritual development, the drive to realize and utilize one's potential capabilities, the desire to contribute to the betterment of mankind.

Maslow's hierarchy is often shown as a pyramid:

(IMAGE)

As shown by the illustration, there is a hierarchy of needs. Only when the lower needs are satisfied will the higher level needs be felt. Once lower needs are satisfied, they stop being strong motivating forces. The priorities each of us places on these needs varies with time as lower needs are met, and as we grow and mature as individuals. Likewise, the behavior used to fulfill these needs varies from one individual to another. For example, one person meets his or her economic needs through farming, while another meets them through retail business. One person gets recognition by being cooperative, while another gets recognition by being disruptive.

The important thing for groups to realize is that the real motivators in most of us are the "higher level" needs: social needs, self-worth, and self-realization. But we often forget this. In motivating others, we tend to exaggerate the importance of economic rewards, food and entertainment, intimidation, and arm twisting. On the other hand, we tend to under-emphasize the importance of people's social and self-worth needs--to be accepted by others, to accomplish something meaningful and be recognized for it, to share ideas and be respected for them, and to contribute to community betterment.

QUESTIONS FOR DISCUSSION

1. What significance does this theory have for classroom teachers?
2. What significance does it have for nonformal educators (see modules E-1 and E-3 if you need help distinguishing between formal and nonformal education)?
3. Can you think of educational programs (or activities) that have violated this theory?
4. Why is this theory considered to be one of the most basic theories for educators?



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Job Descriptions V-2

The fires I have started cannot be put out by anyone else.

For effective recruitment, orientation and supervision of volunteers you need a job description. This is one of those details that people like to skip. It takes a little time and thought about details - - not very exciting -- but can make the exciting part go much better. Without a job description for the volunteers with which you work, you may feel overwhelmed and frustrated by the job of keeping volunteers going. The volunteer may have the same feelings and decide to drop out.

LEARNING OBJECTIVE

When you complete this module you should be able to write a job description for a volunteer in your educational program.

EXERCISE:

Study the following format for a job description. Then fill in the information for each number in the format using a position which you need to fill (if you are familiar with the job to be filled, this should present no problems - - otherwise this can be done as a hypothetical job description which is less effective than the real thing). Then use the completed job description along with the module on recruitment (V-3) to recruit a volunteer to fill the job.

A FORMAT FOR JOB DESCRIPTIONS

1. Job Title.
2. Brief and general statement of what the job entails.
3. Specific expectations of the person who fills this job.
4. To whom is this person responsible?

Supervisor:

Organization or agency:

Which is a part of:

5. State how the volunteer fits within the overall work of the organization.



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6. Competencies needed by the volunteer for this job.

Skills:

Knowledge:

Attitudes:

Experience:

Resources (car, telephone, tools,):

7. Time required per week:

8. Benefits (training provided, expenses paid, materials provided, opportunity to work with people who have ___ experience):

9. Job site (address & telephone number):

An example of a completed job description may be helpful in completing this exercise.

AN EXAMPLE OF A COMPLETED JOB DESCRIPTION

1. Title: 4-H Project Leader - Gardening

2. Job: Teach interested youth in your community 4-H club about home gardening.

3. Expectations: Attend leader training on Feb. 1 at the county 4-H office. Announce the formation of your project group to start no later than March 15. Meet with youth and parents who respond to the announcement. Meet between March and September according to the schedule that is agreeable to most of the group. Encourage your members to be actively involved in the community club as well as your project club.

4. Responsible to: Yavapai County 4-H agent and Cottonwood Community Club Leader. 4-H is a part of the Cooperative Extension Service in Yavapai County which is directed by the County Extension Director who is responsible to the University of Arizona, College of Agriculture.

5. The project leader works with other leaders at the local and county level and with the 4-H agent to plan and deliver the 4-H program to youth who choose to participate. County activities are planned and implemented by the County Leaders Council. Every project and community club leader is automatically a member of the Council and may participate as actively as s/he desires. The 4-H Leaders Handbook provides more information on your role, responsibilities, and the policies which govern 4-H.

6. Competence needed:

Experience in growing home gardens in the Cottonwood area. Enjoy working with youth in an informal setting. Enthusiastic, well organized, patient. Willing to answer many questions from youth and their parents. Enjoy working as a team with other volunteer project leaders of the

Cottonwood Community 4-H Club.

7. Time required: Varies according to the interest of your project group and how much you choose to participate at the county level. You should be prepared to offer (1) two one-hour project meetings each month between March and September, (2) to attend a community club meeting once each month and (3) to attend a meeting for project leaders in Cottonwood once each month.

8. Benefits: The county 4-H agent will provide you with a four hour workshop on how to organize a project club. You will receive a 4-H Leaders Handbook and a Project Leaders Guide for Home Gardening. The County Agricultural Agent provides technical training for "master gardeners" which you are welcome to attend. The county office has many technical bulletins on different garden plants. The Cottonwood Community 4-H Club offers a chance to share your expertise and enjoy other educational and social activities with families.

9. Job Site: Your home is your office. You will need access to a garden plot where you can demonstrate the techniques of home gardening. You need a place for your club to meet. This may be at your own home or at the home of one of the members.



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Recruitment V-3

In order to convince another person, we must see the world through her eyes.

Getting people to support your cause by giving their time is an on-going challenge for most groups. This module will provide pointers on recruiting people to serve.

EDUCATIONAL OBJECTIVES

1. Describe a three-step recruitment technique.
2. Recruit another person to help with a specific task in your organization.

GETTING PEOPLE TO SERVE

Getting people to turn out and to volunteer in filling needed positions has become an increasing challenge for many groups. Several pointers are listed below as part of a three-step process. While the following principles are common sense, and are readily used in filling paid positions, they are often violated in our recruiting efforts for volunteer positions.

STEP 1- WHAT

In filling positions, whether it's getting turn out for a meeting or selecting a committee chair, focus first on WHAT--what are the specific skills, interests, view points, prior experiences, personality traits, and resources needed. Make a list. Check the 2 or 3 most essential. At this point, the important question is not who but what--what do we need on the committee, what do we need in the chair, what do we need at the meeting to make it effective? Recruitment will be easier and more effective if preceded by a conscious, well-thought-out selection process.

How do we usually recruit people to serve? We call for volunteers. "Willingness to serve" often is our only criteria. Be cautious with this approach. Calling for volunteers implies that the job is so unimportant that the group is willing to accept anyone. Did you ever think of it this way? No wonder few people volunteer. Also, when you call for volunteers you often get the egocentric, the aggressive and the outspoken person with a bone to pick. Then you wonder why you have leadership problems.

Most people won't volunteer themselves. Yet we often insist that people do so. Calling for volunteers eliminates from our consideration a large pool of qualified individuals. This is not to say that you should never call for volunteers. It is very appropriate for lesser positions, e.g., "Who could work at the food booth Saturday?" Key positions, however, are too important to be left to chance.



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STEP 2: WHO

Once you've decided what, then ask yourself WHO--who (what person or persons) can provide the essentials you've just identified. Your objective is to match the needs of the position with the skills and interests of the individual. Often we reverse these two steps. We decide who, and then dream up reasons why they should serve. Our "pitch" comes across phony. Clarify what is needed, and then identify who. Individuals tend to respond favorably to an appeal to their unique abilities and interests.

A 4-H leader, whose annual plea for an assistant received no response, decided to try the above approach. He invited all parents to a meeting and then handed out a list of the tasks with which he needed help if he were to continue serving as 4-H leader. To his amazement, the group immediately responded by volunteering themselves for specific tasks or recommending others they felt would be well suited and interested.

Having decided what is needed, and who would be well suited, you are now, and only now, ready to recruit.

STEP 3: RECRUITMENT

In recruiting others, use a one-on-one, personal approach. Only then can your personal commitment and enthusiasm show through. Mass appeals are generally less effective.

"But I don't have time to contact people personally" is often used as an excuse for relying solely on mail-outs or mass media. If each member would take only five minutes to contact one person, using this approach, participation problems could be quickly reversed. The number one reason people give for participating is "a friend (neighbor, family member) asked me."

Use a personal appeal; indicate in very specific terms what that person would gain from joining the group or in serving in the position. Indicate how that person's interests, hobbies, skills, prior experiences, contacts and personality are well suited to the position. Use the information gathered in the preceding what/who exercise. Relate to both the person's altruistic and personal interests.

A rule of thumb: If you can't readily identify at least three specific personal reasons why the person being considered would want to serve/participate (reasons that the person recognizes and values), don't ask. Rather than target our appeal, many of us get lazy and use generalized appeals, with limited results.

Recruit with a clear, straightforward I-statement. "I would like (the specific nature of the request) because.....(person's unique qualifications and/or personal benefits that can be expected)." "I've heard you complain about (suggest, express interest in).... We are organizing a group to look into that. We'd like to invite you to join us." "I'm familiar with your experience (abilities, knowledge) in.... We would like your help in...." Avoid questions, e g., "Would you be willing to...?"

A librarian called several public meetings with very poor response, in an attempt to form a local Friends of the Library. She then went through the above three steps, selecting and then contacting 12 individuals. She now has a large active organization.

Clearly and honestly indicate what will be involved, how much time it will take, and what is expected of the individual. Don't down play what is involved. We often tell people, "It won't take much time," and then complain afterwards when they don't give it much time.

Clarify your expectations. People are reluctant to take on indefinite tasks for indefinite periods of time. When your request includes a specific time commitment, the response is often, "Oh, if that is what you want, I can handle that." If you find everyone is turning you down, go back to the drawing board and redefine the position to make it more realistic and attractive.

Be positive. Focus on what you feel are the personal benefits of serving in the position. Convey your own enthusiasm and commitment to the project. If you are not excited, it is hard to excite others. Unintentionally, many people come across more negative than positive in their efforts to recruit others. Some common examples of negative requests are:

"It's a thankless job, but somebody has to do it."

"We've already asked six people, and no one else would do it."

"It's not much of a job; you can handle it."

"We all have to take our turn."

In short, we make service sound like drudgery rather than fun. Avoid "should" and "ought", and appeals to the person's moral and civic responsibilities. Arm twisting and the use of guilt and shame can get a person to say "yes," but rarely motivate commitment and follow-through. Briefly make your spiel in a straightforward manner, and then stop and listen. Allow the person the freedom to say "no."

Practice. Think through how you are going to approach the individual, before you do it. Role play or use mental imagery to prepare for what might happen.

In conclusion, the way you recruit clearly conveys how important you feel the position is. Casual and careless recruitment will likely lead to casual and careless participation. The process outlined advocates a positive, well thought out, straightforward approach that makes the person being recruited feel important and genuinely needed. It matches the needs of the group with the talents, interests and concerns of potential volunteers. Close adherence to these steps will result in a committed, self-motivated group in contrast to an aimless group that needs constant prodding. It can make recruitment a form of recognition rather than an imposition.

EXERCISE:

Identify a need for a volunteer for your group or organization. Outline a strategy for recruitment:

1. clearly state the position or task to be filled;
2. list all of the skills, knowledge, attitudes, experience, resources, contacts, characteristics that you would like this person to have;
3. write down the names of at least three candidates for the position;
4. pick the best candidate and write down three reasons why the prospect should want to volunteer (from the prospect's point of view);
5. rehearse and role play your statements to the prospect; and

6. ask the group you are in (or a colleague) to evaluate your "pitch" and tell you if it is positive, convincing, reasonable, clear and sincere.



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Motivation V-4

Interest has feet. When people are really interested in something, they find a way.

Getting people to volunteer is one thing, but getting them to follow through in carrying out the decision of the group is another. How do you inspire people to action, and then keep them motivated? This section is about how to get things done working with and through others. Motivation of people in volunteer groups is different than motivating students in schools or employees in business.

LEARNING OBJECTIVES

After completing this module you should be able to:

1. Be aware of common barriers to participation, and how to remove them.
2. Describe how to motivate volunteers.
3. Describe how to successfully delegate a responsibility to a volunteer.

BARRIERS TO PARTICIPATION

Forget about trying to recruit and motivate people until you first learn how to stop chasing them away. What are you now doing that discourages people from participating more actively in your group or cause? We need to recognize the costs as well as the benefits (disincentives as well as incentives) to participating in any activity or organization. People make choices as to what groups and activities they become involved in, and how much time they give to each, based on their perception of these costs and benefits. They consciously, and unconsciously, weigh one against the other. If the perceived costs outweigh the perceived benefits, they drop out of the group or become less active. These costs then become barriers to participation.

These costs include not only monetary outlays for travel, baby sitters, dues, etc., but also time, effort, and the giving up of other activities (e.g. missing your favorite TV show). Other costs include social and psychological costs such as the risk of embarrassment, having to sit through boring meetings, criticism and rejection of your ideas, being imposed upon by others, ridicule, and feelings of inadequacy. Other barriers to participation include the lack of clear goals (an unclear sense of group purpose), failure to recognize individuals for what they have contributed, a pessimistic group atmosphere (with much complaining and criticizing), weak or autocratic leadership, not feeling listened to, being given too many responsibilities too soon, and the lack of group accomplishment.

Such experiences constitute very real costs, and people will not accept such costs unless they perceive sufficient benefits to make it worthwhile. These benefits are social and psychological



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(e.g., prestige, fellowship, sense of accomplishment, recognition, feeling good about oneself) as well as economic. A group motivates participation in the same way a business generates sales, by offering something people want at a reasonable cost. Participation can be increased by reducing costs and removing barriers as well as by increasing benefits.

What can be done to reduce the costs of participation?

Some of the costs of participation are inevitable and unavoidable, such as dealing with differences of opinion, uncertainty of the future, unpredictability of people and taking responsibility for decisions made. These costs are best relieved through mutual support and understanding.

Other costs, particularly those resulting from interpersonal strife, can be avoided or reduced by exhibiting behavior which is more accepting, supporting, encouraging and rewarding than it is ignoring, rejecting, and coercing. Help others feel secure within the group so they can focus their energy on the work to be done rather than upon their personal insecurities or the possibility of rejection by others.

Still other costs are more perceived than real. They are primarily the result of an individual's fears. Help the person acknowledge those fears, and talk them out. Don't be critical of them, or minimize the problem. Don't give hasty reassurance and pat solutions. The fearful person needs empathy more than advice.

So far, we've looked at potential barriers to participation--things you may be doing, often unintentionally, that discourage people from becoming more active. Motivation begins with identifying and removing such barriers. Let's now turn our attention to the positive motivation of people, and the actions each of us can take to encourage and motivate others.

WHAT MOTIVATES PEOPLE?

How do you get people to serve? How do you get turn-out at meetings? How do you get people to pitch in and help? How do you recruit good volunteer workers? How do you raise money to support an organization?

We must acknowledge the obvious, that people become involved in different issues, activities and groups ONLY to the extent that their personal needs and interests are appealed to and met. In short, individuals must perceive a reason for becoming involved. They, not you, must perceive that reason. In our zeal, we often get carried away with what we think should be done, and fail to give adequate attention to the concerns and interests of others. We tell ourselves, "but they SHOULD be interested, after all it affects the whole community" or "they OUGHT to support this, it's for their own good." We label people as "apathetic" who don't have the same interests we have.

We each have different concerns, needs and interests. We each have our own priorities. You motivate group participation by focusing attention on areas of common concern and interest. Group participation and commitment cannot be forced through hard sell or majority vote. The persons being recruited must feel that the proposed action will result in something meaningful to them and that the effort required is worth it.

How do you find out what people's priority concerns and interests are? How do you find out what motivates them? By listening, and by asking. People naturally talk about what they're interested in, if we'll just listen. Effective recruitment requires listening, more than telling.

In understanding what motivates people, we need to acknowledge that people's needs and interests go beyond the "selfish" motives of what will benefit their business or their lifestyle or their prestige and influence in the community. Harold Kushner in his best seller "When All You've Ever Wanted Isn't Enough: The Search for a Life That Matters," finds that "the key to happiness is the opportunity to use our special abilities, to be appreciated for them.....and to make a difference. People today are doing an increasing amount of volunteer work, he says, because they are not getting those three basic needs fulfilled through their eight-to-five jobs. Thus we motivate people to serve by appealing to their altruistic sense as well as personal needs and interests.

A review of the research of Frederick Herzberg, on what motivates people in the work setting, indicates that the leading motivators are:

1. Achievement (accomplishment and a sense of contribution)
2. Recognition (support, praise, respect)
3. The work itself (meaningful, stimulating, fulfilling)
4. Responsibility (and advancement)
5. Creativity and growth (learning; giving of oneself to others)
6. Economic benefits (reward; pay check, profit)
7. Companionship (acceptance, a sense of belonging)
8. Supervision (rules and policy)
- 9 Working conditions (comfort)

Those factors at the top of the list (1 to 5) are what motivate people to strive, to excel, to commit and to feel good about themselves. The factors at the bottom of the list (6 to 9) are more potential sources of dissatisfaction than they are motivators. Lack of these can make us unhappy, but they have limited impact in inspiring us to excel. You motivate others by providing items 1 through 5.

THE BASICS OF PEOPLE MANAGEMENT

With the above introduction to human motivation, let's now look at how each of us can become a more effective people manager--in getting things done, working with and through others. Five keys to effective people management are outlined below. [1]

1. Set goals and clarify objectives

A clear sense of direction is essential to individual and group achievement. Without it, people tend to wander in their efforts, with limited accomplishment. A good people manager helps the individual or group clarify their objectives in specific, concrete, realistic terms. What is to be the end result, and how is it to be accomplished? Who is to do what by when? Who is responsible? Is there agreement?

To be a motivating force, goals must reflect the personal interests and commitment of the individuals involved. Commitment comes out of involvement--of people deciding for themselves, rather than having it decided for them. Rarely do people get as excited about others' ideas as they do about their own ideas. A good people manager knows how to help a group identify, common concerns and interests, and to build on them. (For more information on the goal setting process, see module E-6.)

Once goals are set, periodically take "one minute" to review and clarify those goals/objectives with the individual(s) responsible. Keep in touch. Check their progress. Let them know you care.

In conclusion, if your group lacks enthusiasm, it is likely due to either:

1. The lack of clear understanding within the group as to what your goals and objectives are (in other words, you haven't done enough goal setting), or (2) Group goals/objectives are not seen as personally important to many of the individuals involved (in other words, members weren't really involved in setting those goals), or (3) The individuals involved fail to see how group activities contribute to the agreed upon goals (in other words, you've lost sight of your objectives).

2. Give frequent recognition

To be appreciated, to feel important and needed is a basic human need. Encouragement and recognition are essential to human development and motivation. Module V-8 gives specific suggestions for recognition. Review that module now or at the end of this module.

3. Take Time To Listen

People are not going to open up to you until they first feel accepted. See module C-2 for a discussion of how to listen.

4. Speak Up For Yourself

Most people view motivation as a form of persuasion. We see motivators as smooth talking salespeople who can persuade others to their point of view; who know how to twist an arm in getting their way.

Motivation, however, is as much or more a function of active listening as it is of persuasion. Motivation is not something that can be imposed on others. It rather is something that must come from within the individual. We motivate others only to the extent that we appeal to their personal needs and interests.

Being a good people manager/motivator does, however, require being able to speak up for yourself, in sharing your interests, goals and concerns with others. (Module C-3 deals with this topic in more depth.)

5. Confront Unacceptable Behavior

There are times when confrontation is necessary to work out problems and rekindle initiative. Blanchard and Johnson in their book *The One Minute Manager* [2] speak of "one minute reprimands." How then do you give constructive criticism and work out problems--in a manner that encourages rather than discourages the other person?

One option in dealing with unsatisfactory performance is to *let it pass, and forget it*. Letting it pass is particularly appropriate when your disapproval is primarily based on a value judgment as to how you feel the job should be performed, rather than on results.

If, however, you are not willing and able to drop it and forget it, then letting it pass is not appropriate. If you harbor resentment, it won't help the relationship. Instead, confront: *Do it now*. Talk with the person as soon as possible following the unacceptable behavior or work. The longer you wait after the fact, the less helpful it will be. *Don't gunnysack*. Don't save up wrong doings for later confrontation. Keep to the here and now.

Confront the person *privately, face to face*, never publicly. Express your concern in a direct, but caring manner through the use of an I-Statement. "I'm concerned with...." "I am confused by...." "I'd like to talk to you about...." "I've observed...." Avoid accusatory You-statements: "You should have...." "You didn't...." "Why did you ...?"

Describe the problem behavior, and its impact on you and/or others. Be specific; don't generalize. Describe behavior that can be changed. Trying to change people's values (personality) is difficult, if not impossible. Focus on facts, without making judgments. "I'm concerned about your tardiness. You have been over 15 minutes late three mornings this week." "I was confused and frustrated by the poor attendance at our planning meeting last week. As an officer, I find it difficult to plan activities when I am not sure what members want." "I feel uncomfortable when someone makes jokes during our meetings. I feel they distract from the discussion and may cause members to treat lightly the suggestions (information) being presented."

Don't judge, analyze or parent the other person. ("You're always late." "You never...." "You're inconsiderate." "Set your alarm earlier." "You should have known better." "You're doing this because....") The more accusations you make, the more resistance you'll get. Instead, focus on the specifics of the unacceptable behavior and its impact on you and others.

Stop, be silent. Let it sink in. Allow the person time to focus on what you've said, and to respond, clarify, question, or suggest possible remedies. Listen, and show it. Probe for further clarification, "I'm not clear on.....Tell me more about....."

Counter any defensive response with *reflective listening*. Summarize back in your own words your understanding of the person's explanation and feelings. Don't dispute them. Reflective listening acknowledges and helps dissipate the emotions involved.

If necessary, *adjust or repeat your concern*. Adjust your concern based on the information gained. OR Repeat it. Don't get sidetracked into an argument over who is right. *Don't tack on more accusations or evidence*. Avoid heating up the criticism. Instead, calmly repeat your concern or request, then try to better understand what happened. "In the future, I do however wish to start our meetings on time."

Encourage collaborative problem-solving. "How can we resolve this?" "I'd like your help in working this out." "Could we find a solution that would be agreeable to both of us?" "Would it be acceptable to you if we...?"

Summarize the discussion and the solution you've worked out.

Clearly remind the person that you value him or her. *Give non-verbal reinforcement*--a hand shake, an appropriate touch, supportive facial expressions. Thank the person for being frank and cooperative.

Your objective is to communicate openly, to improve the situation, to build self esteem and strengthen the relationship. It is not to punish or put the person in her/his place. (See Chapter 9, "Working Out Differences" for more on conflict management.)

REFERENCES

[1] Kenneth Blanchard & Spencer Johnson, "The One Minute Manager, Berkley Books.

[2] The One Minute Manager, and Russ Moxley, "Direct Language Helps Employee Performance", Dallas/Ft. Worth Business Magazine.

EXERCISES

Exercise 1:

a. Why DO people join groups? Why are you active in different activities?

Use the space below to indicate what motivated you to become involved in different community activities and groups. Why are you more active in some groups (activities) than in others?

If you are in a study group, share your lists with each other.

b. Why DON'T people become more involved in different community activities? What causes people to drop out and become inactive?

Use the space below to indicate why you chose not to participate in certain activities or groups in your community. Have you ever lost interest in a group (or activity) and as a result dropped out or became less active? Why did that happen?

If you are in a study group, share your lists with each other. Then ask participants to comment on what they have learned through this exercise, part a and b. (A common reason given for not participating is "don't have the time." Yet people find time to do what they want to do. "Not having time" means the activity is not perceived as providing the benefits, over costs, of other activities.)

Exercise 2:

List in the space below what you feel are the qualifications of a good leader (people manager). Think of people you've worked for or with in the past (paid employment as well as volunteer work). Some people were better to work for than others. Why? What were the traits they exhibited that motivated you to give more of yourself?

If you are in a study group, break into small groups of 5-7. Share your experiences with the group and develop a composite list. Encourage discussion.

Exercise 3:

Focus on a group in which you are now active:

_____ (name of group)

Review the discussion of barriers to participation (the first two pages of this chapter). Then take a close look at your meetings and how the group functions. Make a list below of individual and group behaviors that may be negative motivators (they discourage rather than encourage

participation and follow-through). Then identify actions that might be taken to reduce those inhibitors. (This exercise can be completed as either an individual or study group endeavor.)

- a. Possible inhibitors to participation.
- b. What can be done to reduce those inhibitors?

DELEGATION

The preceding principles are also key to your success in delegating tasks to others. Special care should be taken to:

1. Delegate the right tasks, namely anything for which you have no unique competence. Be specific in what you delegate to others. Don't delegate if you want the credit.
2. Delegate to the right person(s). Consider the individual's special knowledge, interests, relevant experience, and motivation to do the job. Match the person's abilities and interests with the needs of the job. Giving a person more responsibility will generally increase job satisfaction- -if such responsibility is seen by the person as both challenging and within his or her own capabilities.
3. Help the person succeed by sharing as much information, background and "other considerations" as you can. Clearly indicate your expectations. Then let go. Requiring the person to check everything with you before taking action is not delegating. If you can't let go, do it yourself.
4. Delegate and follow-up. Get briefed on progress but do not pester. Offer advice and suggestions--but tactfully.
5. Give frequent, specific recognition. Praise progress.



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Orientation V-5

Experience gives advice.

Orientation is sometimes called "preservice training." It refers to the process of imparting basic skills, knowledge and attitudes necessary for a person to successfully complete assigned or chosen tasks.

LEARNING OBJECTIVES

After finishing this module you should be able to:

1. Plan an orientation workshop for a group of volunteers entering an organization with which you are familiar.
2. Evaluate the orientation workshop.

PLANNING THE ORIENTATION WORKSHOP

Include volunteers throughout this process--both experienced volunteers who know what is necessary to do the job, and the volunteers to be trained. Use a job description (module V-2) to help you focus the training and to include as a possible workshop topic.

Identify issues: What knowledge, skills and attitudes are needed by the volunteers to be successful at their tasks? Do not neglect social skills. The tendency is to focus on skills, but a misplaced attitude can damage the effectiveness of a skilled volunteer.

Set priorities: Answer these questions. Which of the issues (above)

- (1) are most essential?
- (2) do the volunteers lack most?
- (3) do the volunteers need to build their confidence?

Select topics: these will come out of the issues and priorities but may include (1) mission and philosophy of the organization, (2) the job description, (3) how to recruit participants and helpers, (4) how to obtain the cooperation of resource people, (5) how to obtain facilities, (6) where to find teaching aids and other resources, (7) how to use certain teaching techniques or methods, (8) how to assess the needs of the participants, (9) how to determine the norms and values of participants, and (10) where to get more technical subject matter related to the job. Avoid detailed topics, advanced technical information, and topics already taught unless requested by the participants.



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Goals and objectives: These can be either short-term (the effects on the volunteers immediately following the training) or long-term (the effects that this training will have in the program over the next several months or longer). The objectives should be observable and measurable. Determine how to evaluate whether these goals and objectives have been met (see module E-10 for help).

Assess resources: Look at resources both within the organization and from without. Don't forget that the volunteers being trained have access to resources, and are themselves resources. What experiences and abilities do these volunteers have?

Form a plan: Write a detailed schedule of who will do what and when (starting and ending time for each presenter or activity).

- plan to teach larger tasks as a series of smaller ones.
- take into account knowledge, skills and attitudes currently held by the volunteers
- use a variety of methods and techniques.
- teach only competencies (skills, knowledge, attitudes) that will be put to use within a very short time.
- make the length of the workshop sufficient, but not burdensome.
- teach basic, not in-depth, material.

IMPLEMENTING THE WORKSHOP

Work the plan: Use the written plan to guide the orientation. Put it into effect in a comfortable setting, at a convenient time, referring constantly to the plan.

Motivation. The motivation level of the volunteers will be maintained or increased if the following are included in the orientation.

- Reinforce reasons to participate.
- Recognize the accomplishments of other volunteers.
- Reinforce your goals and objectives.
- Conduct stimulating meetings.
- Reduce risks of participation by increasing their skill and confidence.
- Provide an opportunity for the trainer to listen to the volunteers--their questions and ideas.

Who should do the training? Whoever is most qualified. Qualification, however, should not be limited to academic degrees or administrative titles. Previous workshop evaluations might be used to select trainers. Current trends are for more participatory training--less training designed and delivered by outside experts. More control by trainees is more cost-effective, more motivating and more effective, in most cases, than the traditional expert-oriented approach.

Where and when should the training be held? Convenience to the trainees should be a primary concern. Facilities should be comfortable and allow for flexibility. A location which creates an informal feeling and encourages trainees to get actively involved is best. Timing is important as well. Convenience to the trainees is, again, the principle criterion. The nature of the orientation topics might also be important. Volunteers need to receive orientation before they are expected to do the work, but not so far in advance that they forget or lose enthusiasm.

Duration of the training program. This varies according to the subject matter, the available resources, the time frame required for learning, and the commitment of the trainees. Longer sessions require more planning for variety and motivation. Long lectures are particularly deadly. Provide for a change in activity or speaker every 20-30 minutes to avoid boredom.

The ideal number of trainees. Usually trainers and those who plan training programs have limited control of the number of trainees. Large groups require different teaching/learning techniques and prevent much individual contact with the trainer. Large groups can be broken into smaller groups for skill practice. Experience from small group work indicates that 5-7 is a good size for discussion that involves all members or for skill practice where each participant must reach a minimum level of competence.

Resources and facilities. These will also vary according to the orientation plan. Look at module L-3 for tips on effective meetings and module LT-1 (workshops) to anticipate resource and facility needs. Don't forget to consider the following categories of resources in the orientation plan:

- personnel (trainers, clerical staff, helpers for meals, drivers).
- equipment (audio visuals, models, camera, lab equipment).
- materials (handouts, packets, evaluation forms, transparencies, newsprint, tape, markers, pencils, note paper for participants).
- facilities (meeting room, breakout rooms, sites to visit, food and lodging, transportation)

EVALUATING THE ORIENTATION

Consider four areas to be evaluated: (1) physical elements such as the facilities, time, schedule; (2) the instructor's preparation and skill; (3) the material covered; and (4) the effect on the trainees. Below is an evaluation instrument which you can use for your orientation. It can also be used as a base to plan an evaluation which better suits your needs.

Evaluation for _____ Orientation

- ___1. The setting was comfortable.
- ___2. The instructor answered questions or referred us to people who could.
- ___3. The participants expressed more confidence than before this orientation.
- ___4. The instructor was knowledgeable about the program in which the volunteers will serve.
- ___5. The instructor was knowledgeable about the material covered.
- ___6. The material was at a level appropriate to the participants.
- ___7. The training was relevant to the jobs of these volunteers.
- ___8. The time required for the training was not excessive.
- ___9. The pace of the program was appropriate.
- ___10. The program was interesting and varied.

___11. The objectives of the orientation program were met.

___12. The sessions stimulated ideas to help me do my job.

EXERCISE:

Plan an orientation session for new volunteers in your organization. Do this in a study group which can critique your plan, or work with a partner to critique the plan.

Conduct and evaluate the orientation that you have planned.



A Toolkit for Volunteer Leaders Voluntarism

Supervision V-6

Loafers and talkers get in the way of the doers.

Few jobs in a volunteer organization are more difficult than supervision. At the same time, few jobs are more interesting. This job takes more skill, more common sense, more foresight, and perhaps more intelligence than almost any other kind of work. It often holds more grief, more trouble, and more difficulties than any other job, especially for the person who has not learned the art of working with other people.

LEARNING OBJECTIVES

When you finish with this module you should be able to:

1. Describe seven basic principles for supervising people.
2. Anticipate common problems of supervisors.
3. Describe how to handle the common problems.

THE SUPERVISOR

A good supervisor is not born that way. Neither is an artist, nor a writer, nor a technician of any kind. A good supervisor gets good by study and practice--the more, the better. It does not follow that a good business person is also an expert supervisor--in fact, it is often just the reverse. Some of the real horror stories in volunteer organizations come from successful business people who try to supervise volunteers like they supervise employees. Volunteers are not employees and cannot be treated the same. Unfortunately, very few of us have actually studied supervision, although many of us practice it either on a small or large scale. But there is no question that most people can learn how to supervise, and that is what this discussion is all about.

Supervision is of tremendous importance. With the right kind of supervision, an organization can become smooth-working, hard-hitting, high-producing, and filled with people who have a high morale (i.e., collective good feeling). Poor or indifferent supervision results in trouble all day long, inefficiency, snarls, low production, and, of course, low morale.

Before we go on, let's define "supervisor." We can distinguish between a boss and a leader. The boss drives people, uses authority, dominates everyone, and lets no one forget who is running things. The leader uses very little authority, leads people by example, works with them, and gets their good will. The boss gets production very frequently, in spite of hard feelings. The leader gets it too, but all feel good about it. The only kind of supervision in which we are interested is of the leadership kind.



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PRINCIPLES OF SUPERVISION

Seven general principles are important for supervisor to know and to use.

1. People must always understand clearly what is expected of them.
2. People must have guidance in their work (information, techniques enabling better work, coaching, and personality improvement suggestions).
3. Good work always should be recognized.
4. Poor work deserves constructive criticism.
5. People should have opportunities to show that they can accept greater responsibility.
6. People should be encouraged to improve themselves.
7. People should work in a safe and healthful environment.

THE ART OF SUPERVISION

The skill with which you go about supervising comes only with practice. How to supervise, how to put the foregoing principles into practice, makes up the art of supervision. Some people, of course, seem to have more natural ability at this than others, but even so, everyone can profit by experience. No one can tell you how to supervise intelligently. There are many good rules and many do's and don'ts. Some of the most important are listed below in about the order they need to be used.

How to begin supervising.

Since you are directing people, it follows at once that you will need to know a lot about them in order to supervise them sensibly. You should know their temperament--which you can get only from keen observation over a period of time. You ought to know about their background, their schooling, their philosophy, and their habits. This may seem to be a big order, and it is clear that you will never know all about everyone. But you must know enough to be reasonably sure what each person is likely to do in a given set of circumstances, and how each will react to your guidance. How you learn this is up to you. A good supervisor learns what to look for. A poor supervisor usually jumps to conclusions. Be guided accordingly, but first: know your people as well as you can.

How to give instructions.

The crudest, worst possible way to give instructions is to give a direct command. There may be times when there is nothing else that would be effective, but the times are rare and should always be last-resort matters. The best way of all--and the one requiring the greatest skill--is to suggest that so and so ought to be done. If the person that you are supervising is deaf to suggestions--and some people are--then courteous requests indicating your desires are next best. Always keep a sting out of instructions unless the matter involves a disciplinary measure. Learn to gain agreement rather than force it.

When you give instructions, always explain the reasons behind them. You will get quicker results if you do, and the people you give instructions will be able to carry them out more intelligently. A good supervisor is able to analyze a situation, then help the people to analyze it to a point where the situation itself gives the instructions.

How to get help from your people.

There are many ways of doing a job. You can do everything of importance yourself. Or you can pass, in advance, on everything any of your people want to do. In either case you may be able to get the job done. In both cases you will probably get stomach ulcers eventually, and you may wonder why you are always having to replace people who are leaving your organization. You will be, to put it mildly, a rotten supervisor.

The people under your guidance are there to do a job. But they are also volunteers. Eventually, as you acquire skill, you will let them do it. Basing your actions on how well you know your people, you will judiciously delegate authority to act and to make decisions. Systematically you will make certain that what you want done is done the way you want it. Gradually, as you build your group into a team, you will find them referring to you for help whenever they really need it, at the right time, and in the right way. As your confidence in your team grows, you will at last begin to experience the warm feeling a topnotch leader gets from guiding a loyal, hard-hitting capable bunch of people. It may even be said that you seem to have a soft job because your people seem to do all the work!

How to make decisions.

When a definite decision is called for, make it with as much promptness as possible. Be sure you know whether you have authority to make it. Be sure you have all the facts you need, or at least all you can get. Be sure you know whether you have weighed all angles. Then decide--and make it stick. People will excuse a mistake now and then but they will not excuse someone who never makes a clean-cut decision. If your people are kept well informed on where you stand and how you feel about the work, and how it should go, the decisions they make will be more nearly what you want.

How to criticize.

When you praise people, do it in public if you possibly can. When you criticize or reprimand people, do it privately, never in the presence of fellow-workers. When you criticize it is good to start out by telling the person what was done correctly. Then tell what you don't like. Always tell why, and always do it in a friendly way with due regard for the situation. The point is to give the idea you are trying to help. Finally, be ready with a suggestion or two on what the person can do to redeem himself/herself.

People usually know when they deserve criticism. If they don't get it, they may lose respect for you as a supervisor. Timeliness, therefore, is important in criticizing. Incidentally, it pays to avoid ridicule or making fun when you criticize. Keep in mind that the dignity of people is very important.

How to settle grievances.

Two things are important here. (1) Get all the available facts about the grievance and if two people or factions are involved, get both sides, and (2) settle the matter promptly.

How to deal with the problem child.

Sooner or later, every supervisor gets a person who is lazy, opinionated, tactless, too slow, too fast, too talkative, too moody, who has a persecution complex, who is nervous, who can't get along with other people, who is disloyal, discourteous, always late, never prepared, an apple-polisher or who has some other fault that is extremely annoying or that disrupts the work generally. Each problem is different, and must be met and solved on the basis of its own characteristics. Avoiding problems like these, because they are unpleasant, is the distinguishing mark of a poor supervisor. Attacking such problems always requires that you gain the person's confidence first.

1. As soon as you are entirely sure of your ground, talk to the person about the fault. See if you can find out the reason for it. Be sure you explain clearly what the person's fault means to you, to that person, and to the organization. Agree on a course of action.
2. If the first talk fails, try it again after a reasonable interval. Go over the situation again. Search for more reasons. Try to get a promise to do better, and agree on the steps to take. Follow up again; give praise for any progress.
3. If the fault persists, and is getting serious, meet again and go over the same ground once more. This takes patience, but do it with care.
4. If there is still no progress, talk it over with your own supervisor or the officers and agree on a course of action.

Summary. All considered, a good supervisor is one who is able to get people to do an effective job. The measure of success is to be found in how well people do their work and how high their morale is while they do it.

QUESTIONS FOR DISCUSSION

1. Does the idea of supervising volunteers scare you? Why or why not?
2. What do you think will be your greatest problems in supervising volunteers in your organization?

EXERCISE: PREPARING TO SUPERVISE

Write down a plan to help you do a better job of supervising volunteers in a particular project (preferably a real project that is approaching). Include in your plan: (1) anticipated problems in supervision, and (2) what I am going to do to deal with the problems before they occur and after (if) they occur.



A Toolkit for Volunteer Leaders

Voluntarism

Inservice Training V-7

Practice makes perfect, if you practice the right thing in the right way.

Before starting this module, review the module on orientation (V-5).

LEARNING OBJECTIVES

After finishing this module you should be able to:

1. Describe three basic training approaches.
2. Design a training program.

APPROACHES TO TRAINING

Training is often approached within the unique context of service industries. Hence, highly successful training programs are commonly found within the context of clerical, vocational, teacher, medical, and a host of professional and technical areas. Individuals who plan and deliver training consider the level of expertise or competency of the employees to be trained. Kenney (1972) discusses office training for selling, craft training, technician training, technologist training, and management training. DePhillips (1960) links training to various kinds of learning such as sensory-motor, conceptual, attitudinal, and associational learning. Wight and Hammons (1970) discuss the traditional as well as the experienced-based approach while Elam (1971) distinguishes between experience-based and performance-based training.

From these approaches to training, a typology can be constructed that is relevant to nonformal educational settings. These are traditional training, experiential training, and performance-based training. An understanding of each approach will enable extension workers and farmers to choose the best approach.

Traditional Approach to Training

DePhillips (1960) and Kenney (1972) describe a traditional training model wherein the focus is on intervention by the training staff. Figure 1 illustrates the traditional model of training. In this model, the training staff determines the objectives, content, techniques, assignments, how learners will be motivated, and how they will be evaluated. Individuals who use this model often find that learners assume passive roles. This model creates a setting which resembles a formal classroom. Most of the training is instructor-oriented. The instructor decides what learners need to know, selects the content or the subject matter areas, writes the lesson plans, and then serves as the chief purveyor of the information. The instructor is clearly the focus in the traditional model of training because this person is to perform while the learners are to listen, observe, and perhaps imitate the instructor's behaviors.



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Figure 1. Traditional Model of Training

According to Rao and Hanumanthappa (1985), traditional methods of imparting knowledge, efforts to change attitudes, and structured courses that are supposedly guaranteed to solve problems, do not always bring about the desired behavioral change in trainees. Further, these authors suggest that experiential training which (1) uses adequate methods of training, (2) includes feedback systems, and (3) adapts experimental concepts to learning can be effective in bringing about desirable behavioral changes in trainees. An examination of the experiential training approach merits further discussion.

Experiential Approach to Training

Experiential training incorporates experiences wherein the learner becomes active and influences the training process. As opposed to the academic approach inherent in the traditional model, experiential training emphasizes immersion into real or simulated situations in which the trainee is eventually to operate. In this model, objectives are determined collectively by trainers and trainees who (1) identify problems and resources, (2) explore and evaluate alternative solutions to problems, and (3) reflect on and conceptualize the total experience. Trainers are responsible for structuring a training process in which trainees can internalize skills, knowledge and attitudes for use after the training program is terminated. Figure 2 presents a schematic conceptualization of the experiential training model.

In experiential training, the trainer serves primarily as a facilitator, catalyst, and resource person. This individual (1) provides the rules and structure, (2) helps trainees develop the skills and understanding to perform effectively, and (3) works with all trainees to help them continuously improve their performance. The trainer emphasizes cooperation and teamwork so that all team members can assist in the development of each individual. Such a collegial and supportive approach enhances teamwork.

Experiential Learning Model

<i>Step 1:</i> Experience Action Problem Solving	<i>Step 2:</i> Reflection Discussion Evaluation	<i>Step 3:</i> Discover Insight Understanding	<i>Step 4:</i> Synthesis Conceptualization	<i>Step 5:</i> Modification Elaboration Restructuring
<i>Step 6:</i> Generalizations Expectations	<i>Step 7:</i> Questions Ideas, Needs Hypotheses	<i>Step 8:</i> Setting Objectives Planning	<i>Step 9:</i> Organizing Preparing Acquiring Skills	<i>Step 10:</i> Seeking Opportunities Identifying Resources

...Step 1

Performance-based Approach to Training

In the third approach to training, performance-based goals are specified. The trainee is accountable not for achieving passing grades, but for attaining a given level of proficiency. Emphasis is placed on a specific skill that is observable while the trainee performs essential tasks. This approach to training is task- or skill-centered and stresses practical skills and knowledge that can be used in work or community settings.

The performance-based teacher education (PBTE) model developed by Elam (1971) is also applicable to nonformal educational organizations. The implied characteristics of this model include individualization, feedback, systematic programming, and learner and program accountability. In addition, some related and desirable characteristics of the model include its field setting, broad base for decision making and training materials, learner participation in decision making, and research orientation. Elam's model employs methods which are relatively flexible and allow learners to progress at their own rate with many alternatives and options.

The model emphasizes specific skill training as well as attention to knowledge and attitudes of trainees. In addition, the model provides for congruence between objectives and evidence used for evaluative purposes. The PBTE model enables participants to be active learners whose viewpoints are important in shaping the educational activity. To be used effectively, PBTE's research orientation must be adapted to field situations. In addition, special attention will be required to orient the training toward the use of scarce local resources, a problem in many areas of the world. Consideration should be given to having participants bear some of the costs of the training. Not only will this policy help overcome training costs, it will also help make the training (1) oriented to local conditions and (2) responsive to learners' needs.

In designing an educational solution for a particular situation, components from various training approaches might be used. Elements of the experiential as well as performance-based approach that are appropriate to the training needs of extension personnel and farmers should be used. The traditional training approach should be used sparingly and carefully.

SOME CONSIDERATIONS FOR TRAINING FARMERS IN OTHER COUNTRIES (or other special groups)

Farmers are more interested in agricultural production and improving the quality of their lives. Training for farmers, however, should take account of their particular needs. Below are some considerations for trainers who are developing a training program for farmers.

Matching the literacy level of farmers

Current literature indicates that a majority of farmers worldwide do not have a basic minimum education. Therefore all training provided for this special group must be carefully matched to their literacy levels. Appropriate media and methods should be selected. Clear and simple explanations should be given. Visits to demonstration plots, tours, demonstrations, and discussions are just a few of the variety of methods that will help farmers to see the value of the training and to apply it to their own needs.

Matching the demographics of farmers

Demographic factors such as age, ownership of land, education, previous participation in similar programs, previous contacts, wealth, and availability of resources are associated with the adoption of improved practices. An understanding of these factors helps improve the effectiveness of training for farmers.

Matching social and cultural expectations

Bowen and Carey (1990) indicate that training conducted without appropriate consideration of the social and cultural aspects tends to have limited long term effectiveness. Therefore, trainers must consider social and cultural factors such as the village, friends, community, farm organization, work group, family, cooperatives, and religion.

Another issue is the timing of the training. If the training is not scheduled at a time when the trainees can comfortably participate, it may fail. If the trainees are not "ready" for the subject matter of the training, they may reject it. Readiness of the learner is required for all types of education.

EXERCISES:

1. Remember a training session in which you were a participant. How was it organized? What did you like about the session(s)? What changes could have been made to improve the training? Redesign the training using the ideas from this module so the training is more effective and you would be more comfortable.
2. Choose a group that you want to train. Plan the training using the ideas from this module. You should also look at the module on workshops (TL-1) and perhaps some of the other modules on teaching/learning techniques (they all have "TL" before the number).



A Toolkit for Volunteer Leaders

Voluntarism

Recognition V-8

Sooner or later God will give everybody what they deserve.

To be appreciated, to feel important and needed is a basic human need. Encouragement and recognition are essential to human development and motivation. Before looking at this module review the more general discussion of motivation in module V-4.

LEARNING OBJECTIVES

When you finish this module you should be able to:

1. Describe a range of actions that you can take to recognize accomplishment.
2. Describe how you will practice some of these actions.

WHY GIVE RECOGNITION?

According to world renowned management consultant Peter Drucker, the major cause of low productivity among today's workers is the lack of meaningful recognition. "Failure to commend good performance is management's single greatest mistake. Good performance that is unrecognized deteriorates. When it comes to the managing of people, rarely can there be too much positive, reinforcement. "In their best selling book, *The One Minute Manager*, Blanchard and Johnson prescribe the use of "One Minute Praisings" to inspire and motivate others. They recommend that you: "Tell people up front that you are going to let them know how they are doing. Then catch them doing things right, and tell them about it in no uncertain terms."

HOW TO GIVE RECOGNITION

Your recognition-giving will be most effective if it is:

Spontaneous, expressed on the spot. The longer you wait, the harder it will be to say, and the less effective the compliment becomes. Say it now, rather than saving it for the annual recognition night.

Sincere. If you don't mean it, don't say it. If you try to deceive, your non-verbal communication will give you away, and you will end up sounding artificial and contrived.

Specific. Give attention to details. Unfortunately, much of our recognition-giving consists of light weight "marshmallow compliments" that are delayed, vague, and unconvincing, e.g., "It went well." "Good job." Such compliments are nice, but really don't carry much weight, or have much impact. Be specific in indicating exactly what the person did that was so important, and why. Compliment the "little" as well as the "big" things.



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Non-verbally reinforced. A warm pat on the back, a wink, a smile, an agreeing nod of the head, excitement in your eyes will more than triple the impact of your words. The desired effect of praise can be amplified (or negated) by how it is given.

Compliment people's ideas as well as their actions. A major determinant of our personal self-esteem is how others respond to our ideas, what we say. Also, share your compliments with the "significant others" in that person's life--his or her spouse, parents, superior, friends.

Many of us have difficulty in freely praising others, and we make excuses for not doing so, e.g., "they'll get a swollen head," or "people should take pride in what they're doing and not need to be rewarded." Take a close look at yourself, and how you are showing your appreciation to others. Recognition is meaningful only if the people receiving it feel important, needed and inspired as a result of your comments and actions. If they don't, change your approach. Experiment with different forms of recognition-giving until you find ones you feel comfortable with and that work in motivating others. The better people feel about themselves, the better they perform.

Listening is also a form of recognition. Review module C-2 for a discussion of specific listening techniques.

IDEAS FOR RECOGNITION

Below is a checklist of ideas that county 4-H agents in Pennsylvania use to recognize youth in their counties.

1. To recognize 4-H members for their PARTICIPATION, reward them with

- a trip to a 4-H camp
- a newspaper ad listing their names
- a letter of commendation to their parents
- a trip to a 4-H or non 4-H educational event
- a personal "thank you" face to face (preferably in public)
- a party or other social event
- participation ribbons
- an announcement of their participation by their community club leader at a community club meeting.

2. To recognize 4-H members for meeting STANDARDS OF EXCELLENCE, use

- scholarships
- 4-Her of the month article in the county newsletter
- plaque in the county office
- hall of fame at the county fairgrounds
- gift certificate
- recognition night
- merit badges
- appointment of 4-Her to the advisory committee for that event or activity
- a letter to the 4-Her's school teacher or school administrator
- request for the 4-Her to help with leader training.

3. To recognize 4-Hers for COOPERATION, use

- letter of appreciation to the 4-Her
- 4-H "team of the month" article in county newsletter
- interagency cooperative recognition night
- appointment of the youth to the county leader council
- appointment of the youth to the planning committee for an event
- television interview for local news
- radio interview for the local extension report or talk show
- rent billboard space for public congratulation
- school assembly to recognize teamwork throughout the community.

4. To recognize 4-Hers for PROGRESS TOWARD PERSONAL GOALS, use

- exhibit of the member's portfolio in the county office or a downtown business
- news article
- appointment as a "peer mentor" for that event or activity
- appointment as a "county ambassador"
- a prize (such as a self-improvement book)
- announcement at the member's project club meeting
- special mention at the county 4-H recognition night.

5. To recognize 4-Hers for PEER COMPETITION, use

- ribbons (Danish system)
- ribbons (placings)
- trophies
- prize money
- banquet recognition
- scholarships to State Days (Roundup) (Camp)
- appointment of the member as a consultant to improve the contest.

QUESTIONS FOR DISCUSSION

1. How does your organization or group give recognition?
2. Can you identify some other occasions when recognition might be appropriate?
2. How could you do a better job of giving recognition?

EXERCISE:

Use the answers to the questions above to develop an outline plan for expanding the recognition given by your group. Identify occasions when you could give (more) recognition. Tell what you can do in the next few weeks. Tell what your organization can do in the next 12 months.



A Toolkit for Volunteer Leaders

Voluntarism

Legal Considerations V-9

Rights come from responsibilities.

Increasingly volunteer organizations are facing legal challenges and the need to anticipate legal issues before situations occur.

LEARNING OBJECTIVE

After finishing this module you should have identified important legal issues for volunteer organizations. By identifying the issues you can consider which ones affect your program and if you should consult legal counsel to prepare for the issues.

INSURANCE

1. What kind of liability insurance does your organization carry? Under what conditions is it valid? What situations does it cover?
2. What health and accident insurance does the organization carry? Is it primary or supplementary insurance?
3. What insurance are volunteers expected to have?
4. What insurance is in effect for rental vehicles if rented by professionals or volunteers?
5. Do certain activities (food sales, animal events) require notification or special event insurance?

PARENTAL PERMISSION

1. What forms does your organization use for emergency medical treatment (most hospitals require a release form signed by parents)?
2. Is parental permission required for field trips or other activities?

VOLUNTEER SCREENING

Some organizations, especially those involved in youth development, now require all volunteers be screened at the local level for previous record of criminal activity.

Does your organization require volunteer screening? Who is responsible? What is the process? Who must be screened? Are clearances from other organizations valid for yours?

LICENSES & CERTIFICATIONS

1. Do you need a special license for any of your activities?
2. Are food handlers permits required?
3. Are raffles or games-of-chance controlled in your area?

CODES OF CONDUCT

1. Does your organization have a "code of conduct" for volunteers? For youth? For other categories of people?
2. Are participants aware of these codes and the consequences for violating a code of conduct?
3. Has the code of conduct been checked lately and brought up to date?

FUND-RAISING

1. What policies govern fund-raising activities in your organization? Can anyone carry out any fund-raising event as long as it is legal?
2. Is any clearance, permission, or notification required for fund-raising?

HANDLING MONEY

1. Does your organization have any guidelines for club treasurers?
2. Who may open bank accounts? Under what conditions? Is a tax exempt status desired?
3. Are audits or reports required?

CIVIL RIGHTS

1. Does your group or organization exclude certain groups or individuals from membership or participation in any way?
2. Is an affirmative action statement required for any announcements or publications of your group?
3. Is an equal employment opportunity statement required?
4. How and where do you recruit volunteers, employees, or participants? Do your methods discriminate against any group or individual?
5. Is your group required to consider the needs of handicapped individuals in scheduling facilities or equipment for public meetings?

USE OF PROTECTED MATERIALS

1. Does your organization have a logo that is protected by law? Who may use it and under what conditions?
2. Does your work involve use or endorsement of other trademarks or logos? What precautions are required? Recommended?
3. Is permission required for copies of handouts or audio-visual software?

Can you think of any other legal considerations that are relevant to your organization or any of its programs or activities?

EXERCISE:

Check with your superiors if you have any doubt about any of the items on the list above. If they aren't certain of the answer, suggest that they check with legal counsel to clarify the question or issue. You may also want to go over this list of issues with someone from another organization which is similar to yours to see how they deal with legal issues.

PREPARATION

1. Were advance contacts made? Were pre-visits made where needed?
2. Were transportation arrangements satisfactory and cost effective?
3. Were the participants thoroughly oriented as to purpose, schedule, their responsibilities on the tour and necessary background information? Was a tour guide prepared?
4. Were plans confirmed in writing with hosts, resource people, and those responsible for logistics (transportation, meals, etc.)?
5. Was needed equipment secured?
6. Was the tour guide well prepared?
7. Was insurance in order.
8. Were liability issues considered? Arrangements made?
9. Was publicity appropriate?

IMPLEMENTATION

1. Did the participants know what to look for? Did they ask meaningful questions?
2. Were directions given on how to make useful observations? Did the participants make those observations?
3. Was the group well organized and supervised during the visits?
4. Was opportunity provided for active learning (i.e. practice)?
5. Did participants take notes for future reference?
6. Was group discussion led at appropriate times?
7. Were conclusions drawn from the discussion?
8. Were proper courtesy and appreciation shown toward the hosts and resource people?
9. Would another learning/teaching technique have be more effective instead of this tour?

FOLLOW-UP

1. Has a note of appreciation been sent to the hosts?
2. Were participants debriefed at the end of the tour or during a subsequent meeting to summarize observations and applications?
3. Were participants involved in evaluating the tour?