

Leadership:
**Dynamics of a Volunteer
Organization**

Paula M. Singer, Ph.D.



agenda Talk about

- ◆ **Your** role change: *from* Volunteer to Leader of Volunteers
- ◆ Getting the skills **you** need for your volunteer "job"
- ◆ How to maximize **your** time/efforts/energy
- ◆ **Your** relationship to the Board/How the Board can support you

Intros, part II

Why did **you** join EACUBO?

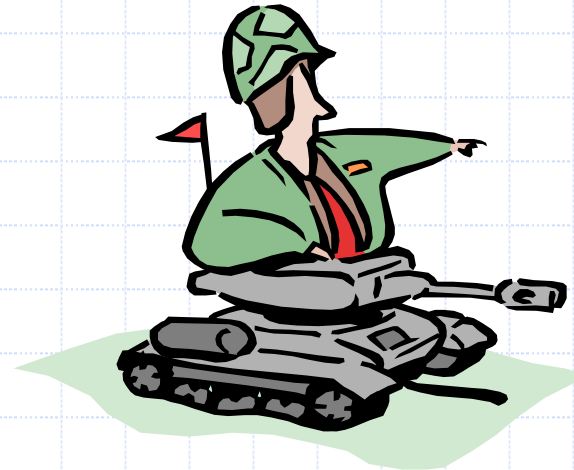
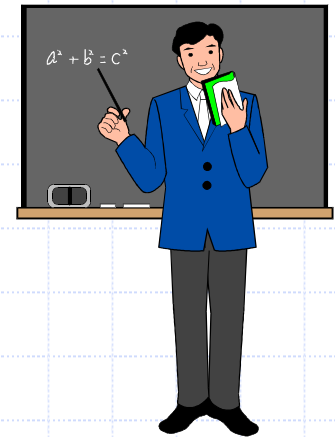
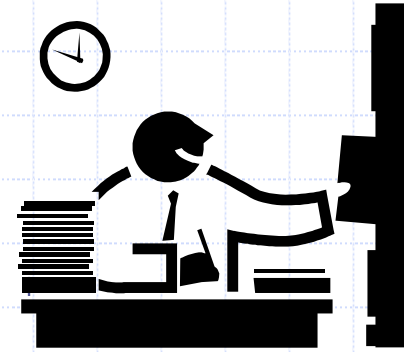
- ◆ Professional and personal reasons

From Volunteer to . . .

Leader of Volunteers

Skills Needed

- ◆ Current Job
- ◆ Volunteer
- ◆ As a Volunteer Leader



How will you get these skills?

Action Plan

What are the Skills **I** need as a **leader** of volunteers?

How will **I** get them? Resources needed?

When?

Process: Think/write/share

Leading Volunteers

- ◆ Why people volunteer
- ◆ Ideas on volunteer motivation
- ◆ How **you** can help volunteers live up to their potential

Why Volunteer?

- ◆ Professional development
- ◆ Networking Opportunities
- ◆ Career opportunities
- ◆ Chance to use special skills
- ◆ Opportunity to work with a team of peers
- ◆ Meet new people
- ◆ Expected by college
- ◆ Influence this organization
- ◆ Learning opportunity
- ◆ Power & Influence
- ◆ Give back to the profession

Performance

1. *Function of:*

Ability and **motivation**

◆ *Function of:*

Commitment + Identification

Commitment

*“An attitude that develops from a process called **“identification,”** which occurs when one experiences something, someone, or some idea is an extension of oneself “*

Fink, 1992

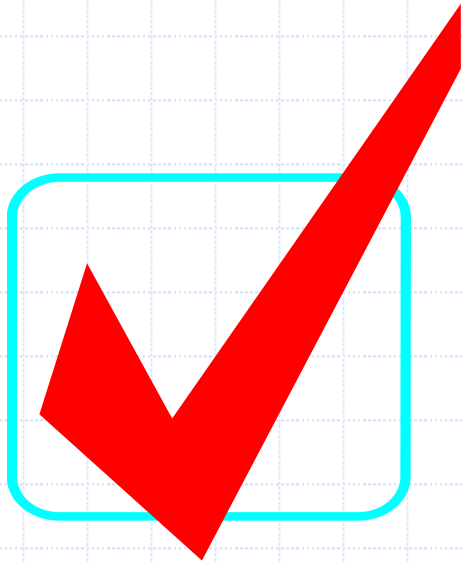
“A state of being in which one is bound morally, emotionally, and/or intellectually to some entity or idea”

Illsley, 1990

Motivation

- ◆ People choose jobs/vol ops that have outcomes they value; motivating & satisfying
- ◆ Expectancy theory (Vroom, 1964)
 - ◆ Likelihood Act -----> Outcome
 - ◆ Behavior f (expectancy of outcome @ level of effort)
- ◆ Extrinsic / Intrinsic
- ◆ **Tip: Internal** motivation Set own pace of work

What motivates?



- ◆ **Praise**
- ◆ **Affiliation**
- ◆ **Accomplishment**
- ◆ **Influence**

Response

Praise

- ◆ *Thank you(s)*
- ◆ *Small gifts*
- ◆ *Public praise & recognition*
- ◆ *Reference letters*
- ◆ *Letters thanking boss/family*

Affiliation

- ◆ *Socials*
- ◆ *Name badges*
- ◆ *Team projects*
- ◆ *Special t-shirts*
- ◆ *Photos*
- ◆ *Say "we", "us", not you*

Response

Accomplishment

- ◆ Certificates at stages
- ◆ Concrete projects

Influence

- ◆ Leadership roles
- ◆ Titles
- ◆ Opportunities to talk/learn from to others
- ◆ Ask their advice
- ◆ Listen; use ideas
- ◆ Future job leads
- ◆ Networking

Channels of Influence

- ✓ Position & Role
- ◆ Coercion
- ◆ Ability to reward
- ◆ Expertise
- ◆ Attraction
- ◆ Group solidarity
- ◆ Networking with people
- ◆ The more the better
- ◆ Each is available, each can work
- ◆ Can use any & all
- ◆ 1 isn't better

Broom & Klein, 1999

exercise:

Volunteers working with me

Think about each one individually:

- ◆ What motivates each?
Consider background/interests – how do they drive this person's motivation?
- ◆ How might I motivate/influence the volunteer?

Process: think/write/share/themes

Why volunteer?

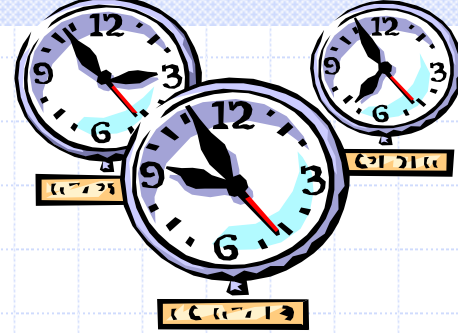
- ◆ 6+ months, forget why
- ◆ Self interest -----→organization
 - F (time and involvement)
- ◆ Expectations and motivations change
 - Match

To facilitate motivation of a new or low/under involved volunteer

- ◆ Self-satisfaction
- ◆ Knowing expertise is put to use
 - ◆ -----→ achievement
 - Assignments: meaningful & significant
 - Needed
 - Interesting
 - Defined goal or purpose -→ achieved
 - Ownership & responsibility
 - Small enough or shared (McCurley, 1994)

From Apathy to Involvement

- ◆ Not make feel guilty
- ◆ Need to build enthusiasm/increase interest
- ◆ **Participation** stimulates interest
 - ◆ (start with small project/assignment – work up!)
- ◆ Persuade to accept assignment
 - Interesting to her/him
 - Needs to be done
 - Can be accomplished
 - Will receive recognition
 - Resume enhancement
- ◆ And.... Sometimes best to leave.



The “no shows”

- ◆ Work commitments
- ◆ Family commitments

Only time?

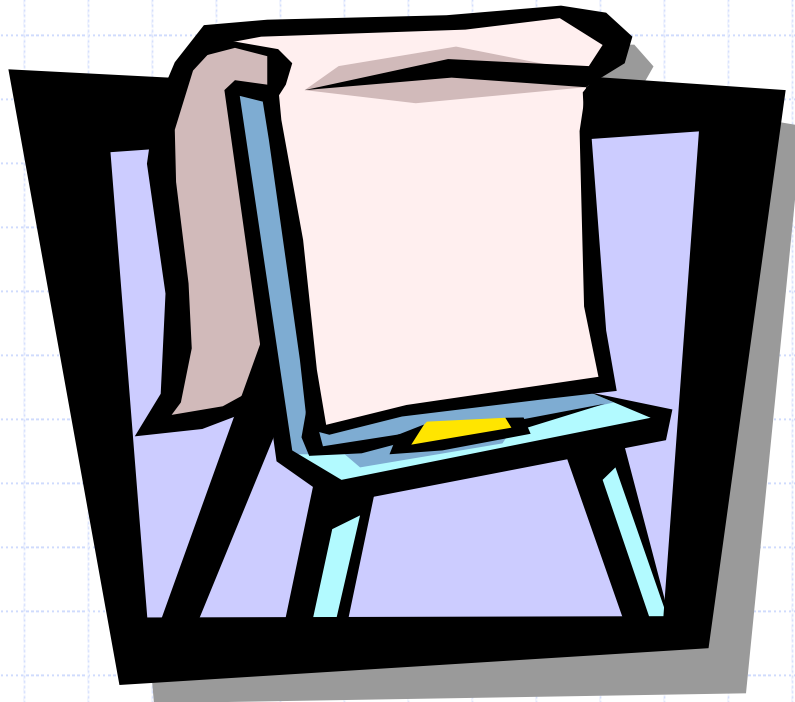
- ◆ Inability to work as a member of a team
- ◆ Organization support
- ◆ Lack of focus

Focus

Not lack of time, but

- ◆ The *failure to determine what matters* and to let that drive the frequency, format, and duration of meetings
- ◆ Meetings & communications must have a **clear purpose**, be **organized** to fulfill the purpose, and discussions must **focus** on the purpose (from Taylor, Chait, & Holland, 1996)
 - **Do work that matters**
 - **Focus on results**

Exercise



Break out:

1. What are the 3 most critical issues facing EACUBO volunteers?
2. How should they be resolved?

To enable people to realize their potential

- ◆ **Educate** about mission, vision
- ◆ **Ask** for advice ... *take it when possible*
- ◆ Be **open** to change & contrary opinions
- ◆ Encourage **involvement**
- ◆ Offer **challenging** work
- ◆ Offer **meaningful** work -- learn what individuals want & need
- ◆ Start **small** – don't overwhelm
- ◆ Give **credit** to the volunteer

To enable potential....

- ◆ Eliminate the obsolete
- ◆ Allow for risk taking
- ◆ Reward, recognize, and thank
- ◆ Offer the opportunity to learn & grow
- ◆ Orient & train; educate
- ◆ Celebrate!

What helps?

- ◆ Camaraderie
- ◆ Effectiveness
- ◆ Members knowing each other
- ◆ Shared purpose
- ◆ Volunteers abilities are used wisely
- ◆ Recognized for their accomplishments
- ◆ Build in networking
- ◆ Ability to have colleague/friend to call for advice with professional issue
- ◆ Not "tell" what to do – guidance and direction

A check list

◆ Vision & Mission

- Clear
- Shared understanding
- Compelling
- Volunteers are committed to

◆ Goals

- Short & Long term
- Clear

A checklist...

- ◆ Meetings
 - Effectively run
 - Productive
 - Address Important Items
- ◆ Roles & Responsibilities
 - Clarify
 - Hold accountable
- ◆ Working Relationships
 - Know backgrounds
 - Know viewpoints
 - Shared decision making
 - Communicate with each other
 - Work well together
 - Know each others strengths; tolerate weaknesses & quirks
 - Deal with discord & dissent

Leadership among volunteers is dependent on. . .

- ◆ shared values and commitment,
- ◆ understood visions
- ◆ and moral purpose.

“When people work for love, leaders help them move toward potential and service.” --Max DuPree

How to: Maximize your time and effort? *Hints for busy people*

- ◆ Know committee's charter
- ◆ Goals: clear & obtainable; not too many
- ◆ Share communications
 - Telephone
 - Teleconferencing
 - Use e-mail, listservs
- ◆ Programming Council
 - Bulleted highlights precede minutes
- ◆ Handle paper/e-mail once
 - Put away, file *Segregate volunteer files
- ◆ Tell Board what need
- ◆ Task forces

OTHERS?

Another opportunity to talk with each other:

Volunteers:

- ◆ What should the board do to help the committees?
 - Stop/start/continue
- ◆ What do you need to do your job better?
- ◆ What does "Leadership from the Board" mean to you?

The Board:

- ◆ What do the committees need to be more effective?
- ◆ What is the Board's role in volunteer recruitment and retention?

Action Plan:

Themes

Priorities

Timeline

Who responsible?

Resources needed?

How evaluate?

Next steps?

How sustain commitment?

What will you do?

In partnership with Lynn Olson, prepared and presented by:

Paula M. Singer, Ph.D.

The Singer Group, Inc.

12915 Dover Road

Tel. 410-561-7561

pmsinger@singergrp.com

www.singergrp.com

Reisterstown, MD 21136

Fax. 410-571-7562

The Singer Group specializes in human resources, organization development, compensation, organization audits, management retreats, program evaluation & strategic planning

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