

***Leadership:***  
**Dynamics of a Volunteer  
Organization**

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# *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?

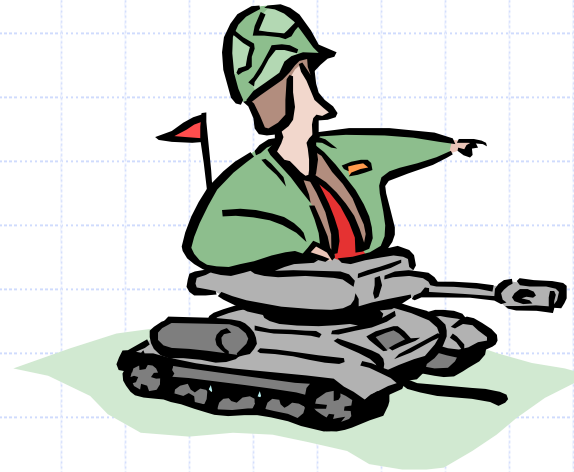
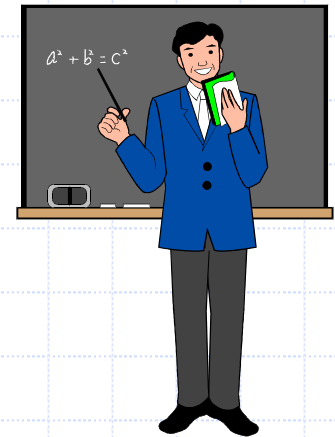
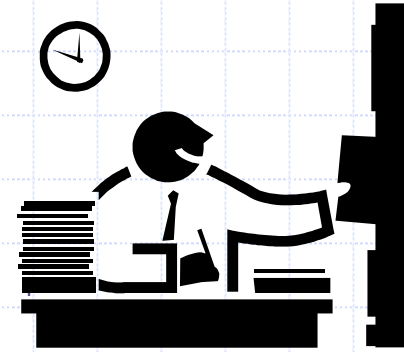
- ◆ Professional and personal reasons

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*

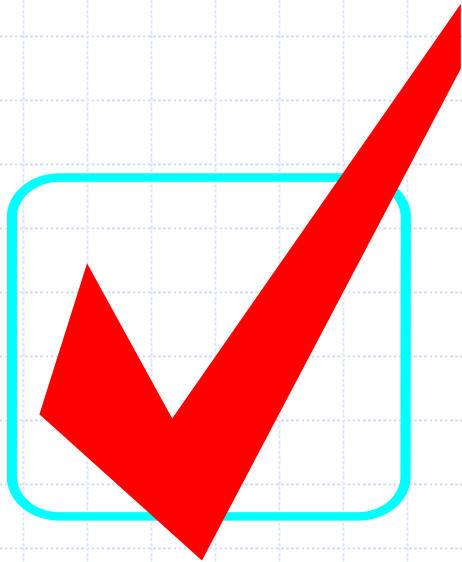
*“A state of being in which one is bound morally, emotionally, and/or intellectually to some entity or idea”*

*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?

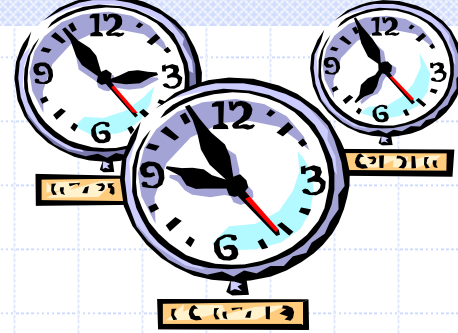
- ◆ 6+ months, forget why
- ◆ Self interest -----→organization
  - F (time and involvement)
- ◆ Expectations and motivations change
  - Match

# 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?

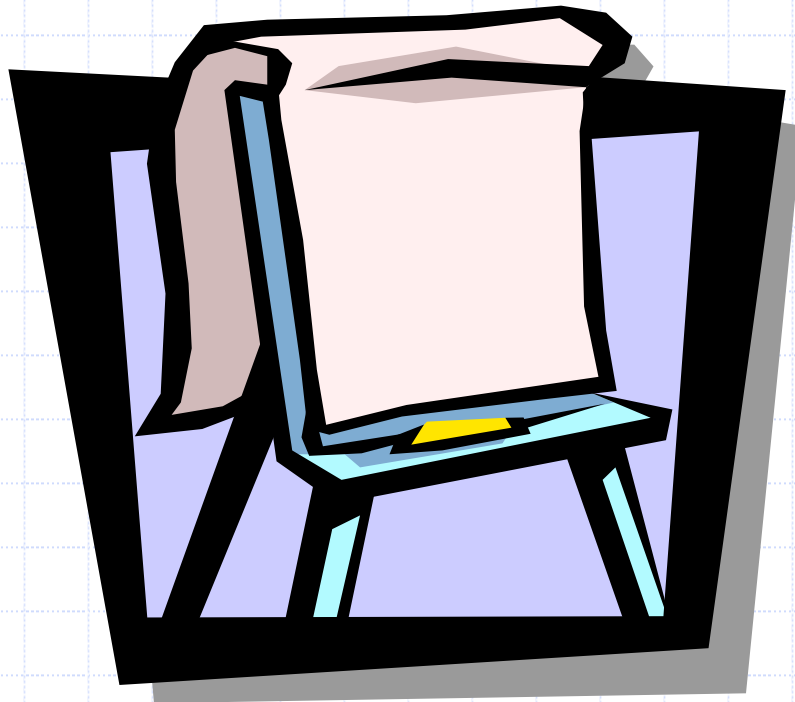
- ◆ Inability to work as a member of a team
- ◆ Organization support
- ◆ Lack of focus

# 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?

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