

# Selecting Management Volunteers

## Recruiting Management Volunteers

### STEPS IN RECRUITMENT

Completing a role description is an important step in recruiting and selecting volunteers. Explicitly identify the necessary skills so you can develop an effective strategy for recruiting the right volunteers. This is especially true when seeking people to fill management volunteer or other leadership positions.

Few organizations have the time or the resources to mount a major media campaign when recruiting volunteers. Nor do they have the resources to provide the in-depth training to those eventually recruited. Obtaining the best return for efforts expended requires recruitment of individuals who have the interest, skills, and knowledge necessary to fulfill your organizational requirements.

### STEPS IN THE RECRUITMENT PROCESS FOR THE RECRUITER-COACH

#### 1. MANAGEMENT RESPONSIBILITY

- Recruit diverse volunteers
- Orient and train volunteers
- Coordinate transportation
- Support and supervision of new volunteers

#### 2. REQUIRED SKILLS

- Experience in working with people
- Experience in 4-H organization and variety of community organizations
- Knowledge of education & training techniques
- Commitment to youth development, and mission of 4-H

#### 3. SOURCES OF CANDIDATES

- Your own organization – alumni and parents
- Business
- Professional and Fraternal Organizations
- Schools and Universities
- Agencies & Organizations
- Faith-Based Organizations

#### 4. MARKETING STRATEGIES

- Presentations at meetings
- Corporate/Business newsletters
- Informal leadership surveys
- Recruitment at volunteer fairs
- Public service announcements
- Networking at events, festivals

#### 5. INTERVIEWING

- Interview one on one with candidate
- Check background, previous service experiences
- Contact references
- Address questions and concerns of candidates

One good strategy for recruitment is a series of decision steps. These steps form a logical, orderly process specific to the needs of a particular management volunteer position. As an example, Frank Dane and Steve Mullen outlined the process for recruiting a volunteer recruiter-coach above.



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**1. MANAGEMENT RESPONSIBILITY.** The recruiter-coach will be expected to recruit and train other volunteers. In addition, he or she will be expected to supervise other volunteers. To recruit 'just anyone' to perform the field manager activities of the recruiter-coach would take unreasonable amounts of time and resources for training. Such a recruitment strategy would be like recruiting the first person you see on the street to work on your automobile engine. Most volunteers need some basic entry-level skills. Planning will allow you to take advantage of prospective volunteers' existing skills almost immediately after the recruitment process.

**2. REQUIRED SKILLS.** In our example, experience in the organization and working with people are among the skills required of a Recruiter-Coach. In addition, the individual needs some background in the education and training of people. These skills involve a number of qualities: interpersonal communication abilities, self-confidence, knowledge of personnel management, etc. Include as many qualities as you can identify.

**3. SOURCES OF CANDIDATES.** After you have decided on the necessary entry-level skills, decide on potential sources for appropriate candidates. Chances are there are many sources of potential volunteer candidates in any given community. Begin by making a list of potential sources. Compare each potential source in terms of community involvement, the function of the source as it relates to your organization's function, and possible contacts within the source. It helps to have someone within a prospective organization who can help you make the right contacts and to open doors. In general, informed individuals in the source organization can reduce the time and effort you'll need to use explaining who and what you are and the organization you represent. Inform potential volunteer sources about your activities even if you aren't currently searching for candidates. You may be able to save time and resources later, when you may need a volunteer quickly.

**4. MARKETING STRATEGIES.** Once the prospective sources have been identified, decide the best way for marketing with prospective volunteers. Marketing refers to creating awareness of a need (your need for volunteers) and raising interest among prospective volunteers (interest in fulfilling that need). The most persuasive form of marketing is personal, one-on-one discussion. Very often, however, this approach isn't the best first step, unless the person has already expressed an interest in your organization. Devote some marketing to reaching several prospective volunteer candidates before beginning discussions with individuals.

Most volunteers must be solicited, either directly or indirectly, before they agree to serve. The first step in marketing focuses on creating the awareness of need within a larger audience. This includes presentations before groups, articles written for newsletters, and placing posters in key locations. These communications channels lead to individuals with whom you might speak directly, but all require that the other person make the first move. That is, the prospective volunteer must make him or her known to you before direct contact can occur.

If time and resources permit, you may prefer to use what is known as an **informal leadership survey**, a highly successful means for identifying specific candidates. In general, an informal leadership survey involves asking a number of different people for the names of specific individuals who have the skills in which you are interested. Leadership surveys can be adapted for use with any organization.

For example, suppose you have identified a particular church as an excellent source. Among those surveyed in the church, some may have been identified as having the skills and qualities you asked about in your informal survey. The named individuals become prime candidates for personal contact, and you don't have to wait for them to come to you.



When you do approach that person, you'll also have the advantage of being able to tell him or her that others have mentioned the leadership qualities and personal skills for which you have been looking for.

Remember that you are selling your organization **and** your volunteer position. People in sales do not receive their commission if they don't close the deal, and you will not have volunteers until they agree to make a commitment. For example, don't give someone a form to fill out and mail back to you. Such things tend to get put off and finally forgotten. When speaking to a group, allow a few minutes at the end of your presentation for people to complete an interest or skills survey and return it to you **at the end of the meeting**. Such interest or skills surveys should ask for phone numbers or addresses which will allow you to contact those whose interests or skills match your requirements. Bring promotional literature to distribute, but do not rely on pamphlets alone. When speaking with an individual, arrange a specific date and place when **you** will re-contact the person.

Any marketing strategy, regardless of the means, must be well thought out and organized. Whatever medium you use must convey what individuals can expect in terms of training, support, and recognition for the services and time you expect them to volunteer. Any prospective volunteer must be convinced, or at least relatively assured, that he or she will be able to perform the volunteer activities expected. The specific and understandable description of activities in the role description is essential. Few people are actually willing to volunteer to do "just anything" for an organization.

Successful recruitment requires knowing basic questions (who, what, where, and when) about prospective volunteers before attempting to contact them. The following list gives several different responses to the basic questions...answers that provide many different combinations. Recruitment planning involves determining what types of people would be good prospects, determining what marketing strategy would best reach them, determining likely places to find them, and determining when to contact them.

<b>WHO</b>	<b>WHAT</b>	<b>WHERE</b>	<b>WHEN</b>
Executives	Posters	Service Clubs	Summer
Senior Citizens	Brochures	Churches/Synagogues	Winter
College Students	News Releases	Colleges	Spring
Office Workers	TV Interviews	Welcome Wagon	Fall
Professionals	Exhibits	Public Housing Centers	Daytime
Parents and Youth Leaders	Door-to-door	Business Offices	Evenings
School Teachers	Form Letters	Hobby Clubs	Weekends
	Individual Letters	Senior Citizens Centers	Holidays
	Personal Calls	Community Centers	Noon-hour
	Classified Ads	Fairs	
		Volunteer Bureau	
		Libraries	
		Social Agencies	
		Community Celebrations	



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**5. INTERVIEWING MANAGEMENT VOLUNTEERS.** If your marketing strategies have been successful you will have identified sound prospective volunteers that you feel fit the qualifications as stated in the role description. Now is the time to conduct your “conversation with a purpose”—the interview.

Prepare for the interview by reviewing the role description and developing a list of possible open-ended questions. These questions should help you gain additional information regarding past experiences, skill level, commitment, and constraints of the volunteer. Questions need to relate directly to the role description for the volunteer position being considered.

Review the information that you have on the potential management volunteer prior to the interview in order to be familiar with his or her qualifications

During the interview ask for input or suggestions regarding the role descriptions and make notes for later reference on the comments.

If the person meets your criteria and you can come to a decision, at the close of the interview have the volunteer sign the role description as an agreement.



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## Worksheet for Recruiting Management Volunteers

Think carefully of the necessary qualifications for the management volunteers your program needs. Then brainstorm the sources, possible contacts, and recruitment strategies to find the right people for your positions. Then actually write a recruitment message for selling your recruit on the job.

Management Volunteer Role	Necessary Qualifications	Sources . . . Where Could I Find People With These Qualifications?	Contacts . . . Who Can Help Me Reach These People?	Strategies . . . How Can I Best Reach These People

### MANAGEMENT VOLUNTEER RECRUITMENT MESSAGE

1. Management Volunteer position to be filled: \_\_\_\_\_
2. Why should this job be done at all? What is the **need** in 4-H or the community for this work? \_\_\_\_\_  
\_\_\_\_\_
3. What will the **benefit be to 4-H or the community** if the role is done? What will the work accomplish? What difference will it make? \_\_\_\_\_  
\_\_\_\_\_
4. What will be the **benefit to the volunteer** (management volunteer) in doing the role? Skills? Experience? Flexible work schedules? \_\_\_\_\_  
\_\_\_\_\_



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5. What are some possible **fears or objections** concerning this role which must be overcome? The subject area? The skills needed to do the work? Geography? The variety of personalities? \_\_\_\_\_  
 \_\_\_\_\_

Write a management volunteer manager recruitment message, based on your answers. Keep the message short and understandable. Don't use abbreviations that won't be understood by the audience you are trying to reach. Get as much information as possible into as few words as you can.

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Now think of the similarities between program and the interest of your qualified, potential volunteer. Rewrite your recruitment message, "selling" the position to the type of person you're recruiting.

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## The importance of the Selection Process

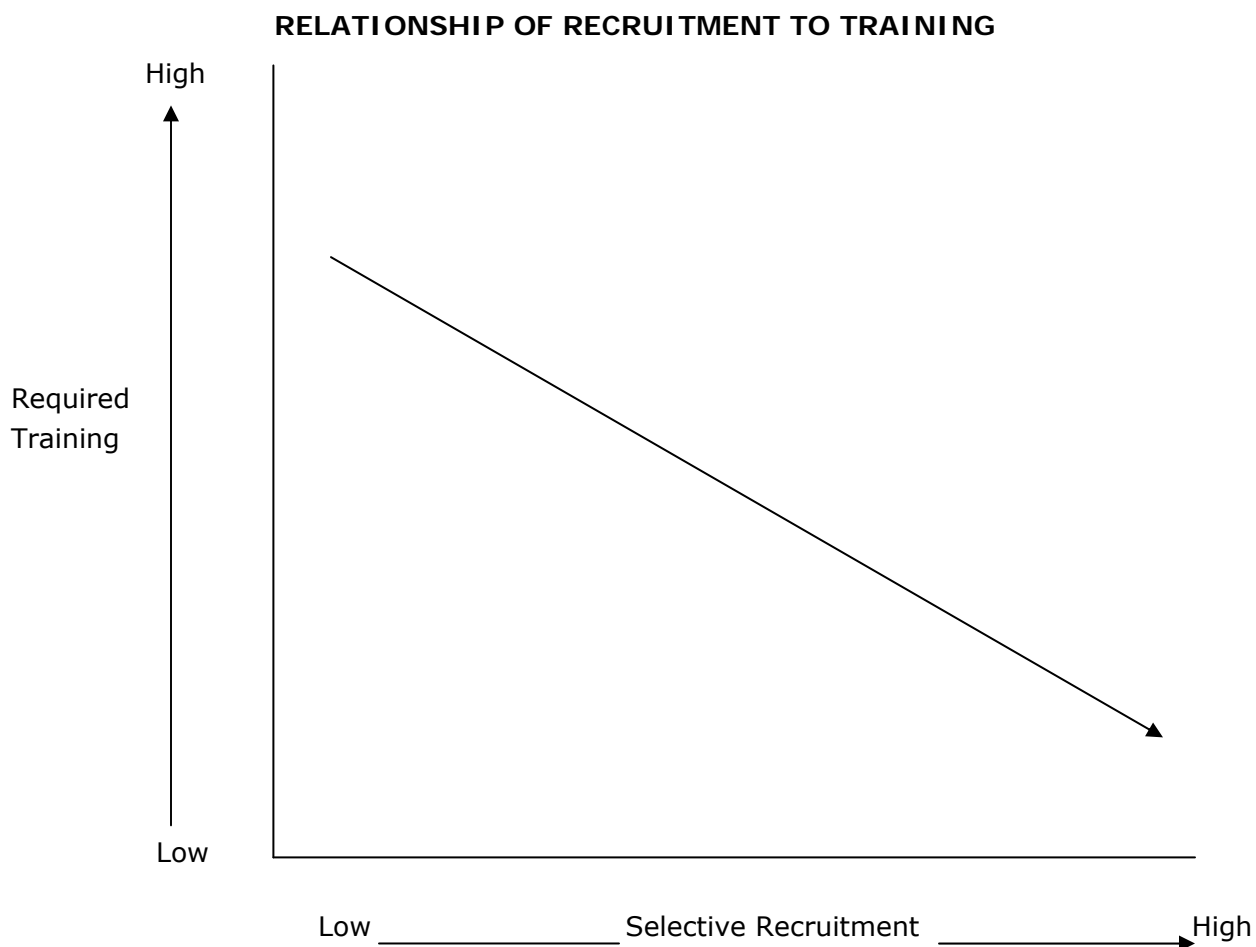
The following pages will help you further identify some qualifications a person should have coming into the interview. These qualities will help you determine their ability, readiness, level of training needed and perhaps how they need to be supervised and recognized.

The selection of key volunteers is essential. Many of the characteristics sought in a salaried staff member should also be sought in management volunteers.

These include:

1. recognition by peers as a leader
2. an understanding of your program's objectives
3. an effective communicator
4. the matching of interests and skills of the volunteer with the role to be performed
5. the qualifications, experience, skills to get the job done

Training and recruitment go hand in hand. By recruiting selectively, we are most likely to find people with the skills, knowledge, and awareness needed to do a particular role. Less time and effort is required to train new leaders to fill management positions if they already possess some of the basic skills needed to perform in their volunteer role.



The higher the selective recruitment the lower the required training will be.



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## Checklist for Selecting Management Volunteers

What are your criteria, when selecting those essential management volunteers? Refer to this checklist, however, for general skills and competencies. It was generated by salaried 4-H staff at the county, state, and national levels and is published in Dr. Snider's paper, "Key Volunteers Strengthen the 4-H Program."

Skill or Competence	Potential For Success	
<b>Provides strong leadership with volunteers for program</b> <ul style="list-style-type: none"> <li>• has a direction in mind</li> </ul>	Competent	Potentially Competent With Training
<ul style="list-style-type: none"> <li>• is visionary and understands mission of the organization</li> </ul>		
<ul style="list-style-type: none"> <li>• is able to plan and develop programs</li> </ul>		
<ul style="list-style-type: none"> <li>• is a strong leader, has motivation, courage, energy</li> </ul>		
<ul style="list-style-type: none"> <li>• provides leadership so people feel someone is guiding them</li> </ul>		
<ul style="list-style-type: none"> <li>• is an advocate for your program</li> </ul>		
<b>Possesses effective communication and human development skills</b> <ul style="list-style-type: none"> <li>• is an effective communicator – has 2-way communication</li> </ul>		
<ul style="list-style-type: none"> <li>• is able to relate to others one-on-one</li> </ul>		
<ul style="list-style-type: none"> <li>• is able to explore stereotypes, biases</li> </ul>		
<ul style="list-style-type: none"> <li>• understands and believes in people</li> </ul>		
<ul style="list-style-type: none"> <li>• has effective personnel skills</li> </ul>		
<ul style="list-style-type: none"> <li>• is sensitive to others' feelings and abilities</li> </ul>		
<b>Is an educational manager</b> <ul style="list-style-type: none"> <li>• is able to demonstrate his/her educational expertise</li> </ul>		
<ul style="list-style-type: none"> <li>• is able to teach and can develop an educational design for key volunteers</li> </ul>		
<ul style="list-style-type: none"> <li>• is able to intensify education with others involved</li> </ul>		
<ul style="list-style-type: none"> <li>• is able to design resource materials with management volunteers</li> </ul>		



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Skill or Competence	Potential For Success	
<b>Possesses strong management skills</b> <ul style="list-style-type: none"> <li>● is willing to make decisions with people</li> </ul>	Competent	Potentially Competent With Training
<ul style="list-style-type: none"> <li>● is an enabler of people, is inclusive of all groups and individuals</li> </ul>		
<ul style="list-style-type: none"> <li>● is able to match people's strengths, interests with role</li> </ul>		
<ul style="list-style-type: none"> <li>● is able to establish priorities</li> </ul>		
<ul style="list-style-type: none"> <li>● is a top manager</li> </ul>		
<ul style="list-style-type: none"> <li>● is able to function with a minimum of rules, is flexible</li> </ul>		
<ul style="list-style-type: none"> <li>● possesses excellent delegating skills</li> </ul>		
<ul style="list-style-type: none"> <li>● is fair and honest</li> </ul>		
<b>Strong self-confidence</b>		
<ul style="list-style-type: none"> <li>● is willing to let go of a program</li> </ul>		
<ul style="list-style-type: none"> <li>● is confident in his/her ability</li> </ul>		
<ul style="list-style-type: none"> <li>● is willing to seek help from others</li> </ul>		
<ul style="list-style-type: none"> <li>● is able to experience satisfaction when others receive recognition</li> </ul>		
<ul style="list-style-type: none"> <li>● feels good about himself/herself</li> </ul>		
<ul style="list-style-type: none"> <li>● is willing to let others have credit</li> </ul>		
<ul style="list-style-type: none"> <li>● is willing to let others feel they own the program</li> </ul>		
<ul style="list-style-type: none"> <li>● is not threatened or fearful of giving away the program</li> </ul>		
<ul style="list-style-type: none"> <li>● is not threatened with new program</li> </ul>		

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