Training Management Volunteers

Before training management volunteers reverse your point of view and ask, "What do local volunteers expect of the salaried or volunteer staff who supervises them?"

In "Key Volunteers Strengthen the 4-H Program," responses from management volunteers, who were asked their expectations of the salaried staff who supervise them, were summarized. These responses are essential skills for volunteers who don't already have these competencies.

- 1. Provide strong leadership with volunteers for programs
 - ? lead, guide, enable others
 - ? be visionary, have a direction in mind
 - ? advocate for organization/program
 - ? gain respect of others
 - ? involve management managers in important decisions
 - ? exhibit self-confidence
 - ? be willing to let go of programs
 - ? be willing to seek help from others
 - ? experience satisfactions when others receive recognition
 - ? maintain balance between project skills and youth development
- 2. Possess effective communication and human development skills
 - ? convey trust
 - ? good listener
 - ? good writer
 - ? sensitive to other's feelings and abilities
 - ? enthusiastic and motivating
 - ? comfortable when working with people
 - ? available, open-minded
 - ? give recognition and instill pride
- 3. Are effective educators
 - ? teach how to teach
 - ? can develop and design programs and resource materials
 - ? teach management and help solve problems
 - ? update
 - ? keep others aware of opportunities
- 4. Are effective organizers
 - ? back leaders with resources and support
 - ? can set priorities
 - ? flexible
 - ? delegate effectively
 - ? match people's strength and interests with roles
 - ? help others organize
 - ? provide lists of resources and clear, concise instructions
 - ? help each volunteer take responsibility as a learner, by formulating a personal plan of action for learning necessary skills





Personal Plan of Action for Training

Which of these skills are especially important in your particular area of management responsibility? Select the 10 essential skills where the gap between competence and ability is greatest. Prioritize your list and brainstorm ways to bridge the gap to competence.

Priority	Who models this competence or skill? Who/what is a resource for learning?	How can I best learn this skill?





An Apprenticeship Training Model

Dr. Courtney Schwertz has shared an effective method of volunteer training. It works for management volunteers and other volunteers too.

Parents have been doing it throughout history. Some cultures have developed the notion of teaching by showing and practicing to an art form. We do some of it in this country in the skilled craft areas such as plumbing and carpentry.

Apprenticeship is a teaching method that has much to offer in helping volunteer managers gain skills in such areas as organizing groups or clubs, planning annual programs, conducting events, etc. The idea is that Extension staff or experienced volunteers become mentors to volunteers new to a position. The mentor starts by doing the role and having the protégé watch and listen.

- 1. Mentor Does Protégé watches "I do ? You watch" In the next step the mentor does most of the work and the protégé begins to help.
- **2. Mentor Does** Protégé helps "I do ? You help" Following this step, the mentor and the protégé share the work.
- **3. Mentor Shares** Work with protégé "We do, together" Next, the mentor helps and the protégé does most of the work.
- **4. Mentor Helps** Protégé does "You do ? I help"

 Near the completion of the learning event the mentor watches and the protégé does all the work.
- 5. Mentor Watches Protégé does "You do ? I watch" The last step is that the mentor takes pictures. The mentor needs to remain a great friend of the protégé, recognize the protégé for achievement (indeed with pictures in the media), and continue to monitor the quality of the work of the protégé.
- **6. Protégé Does** Mentor Takes Pictures "I take a picture!" The apprenticeship training model will help you develop volunteers into leadership positions.

The following page contains two diagrams related to the mentoring process that were first printed in the *T3* materials from National 4-H Council. They may assist with understanding the Apprenticeship Model outlined above.

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PHASE 1 Mentor as Authority "TELLING"	PHASE 2 Mentor as Guide "COACHING"	PHASE 3 Mentor as Facilitator "SUPPORTING"	PHASE 4 Mentor as Companion "EMPOWERMENT"
tentor initiates meetings nd tells protege about -H and Extension	Mentor coaches protege with job performance skills	Mentor encourages protege's risk-taking and creativity	Mentor as Advocate
		SELF-DIRECTED P	ARTICIPATION OF PROTEGE
4 1 5		SELF-DIRECTED P	ARTICIPATION OF PROTEGE
Mentor provides specific nstructions and closely monitors performance of	Mentor suggests new informa- tion and methods and encourages program expansion	Mentor provides factual information when requested and supports protege's own creative	Protege is given complete responsibility for program management

Both diagrams are adapted from the T3 materials from National 4-H Council.

Four Levels of Learning

Unit 9.2 On Becoming A Mentor Handout C

UNCONSCIOUS COMPETENCE - Knowing how to do it so well, you no longer think about it.

CONSCIOUS COMPETENCE — Learning to do it but needing to concentrate.



CONSCIOUS INCOMPETENCE — Knowing what you don't know.

UNCONSCIOUS INCOMPETENCE - You're uninformed but don't know it!

Half of your job as a Mentor is bringing your protege through all four steps so she/he knows what to do and does it well.

The other half of mentoring is to expose people, who have reached level I, to completely new concepts. Thus, they start through the steps again — that's what keeps them growing.





