



University of Kentucky  
UKnowledge

---

Community and Economic Development  
Publications

Cooperative Extension Service

---

7-2015

## Mobilizing Members, Volunteers and Leaders in Community Organizations: Calling the Group to Action [2015]

Ken Culp III

University of Kentucky, ken.culp@uky.edu

Christy Eastwood

University of Kentucky, ceastwoo@uky.edu

Susan Turner

University of Kentucky, susan.turner@uky.edu

Kenna Knight

University of Kentucky, kknight@uky.edu

Follow this and additional works at: [https://uknowledge.uky.edu/ced\\_reports](https://uknowledge.uky.edu/ced_reports)



Part of the [Agriculture Commons](#)

Right click to open a feedback form in a new tab to let us know how this document benefits you.

---

### Repository Citation

Culp, Ken III; Eastwood, Christy; Turner, Susan; and Knight, Kenna, "Mobilizing Members, Volunteers and Leaders in Community Organizations: Calling the Group to Action [2015]" (2015). *Community and Economic Development Publications*. 5.

[https://uknowledge.uky.edu/ced\\_reports/5](https://uknowledge.uky.edu/ced_reports/5)

This Report is brought to you for free and open access by the Cooperative Extension Service at UKnowledge. It has been accepted for inclusion in Community and Economic Development Publications by an authorized administrator of UKnowledge. For more information, please contact [UKnowledge@lsv.uky.edu](mailto:UKnowledge@lsv.uky.edu).



## Facilitator's Guide

# Mobilizing Members, Volunteers and Leaders in Community Organizations

## *Calling the Group to Action*

*Vision without action is just a dream. Action without vision just passes the time. Vision with action can change the world. –Joel A. Baker*

### Rationale:

To effectively serve the needs of people in a community, members, volunteers and leaders of 4-H must be mobilized to action. Mobilizing is the key component of a volunteer program and is the step in which education, youth development, service and leadership all begin.

### Program Goal:

4-H members, volunteers and leaders will mobilize to deliver programs and accomplish organizational goals and objectives by being engaged, motivated and supervised.

### Program Objectives:

- Create personal interest in 4-H programs, events and activities that engage youth
- Develop skills in motivating members, volunteers and leaders to achieve 4-H program goals
- Assist Extension professionals in developing skills in supervising members, volunteers and leaders, as they utilize available resources to perform their assigned task

### Pre-Program Preparation/Materials:

- Review the Strengthening Organizational Leadership with the GEMS Model of Volunteer Involvement (CLD2-3) fact sheet to understand content and sequence for session.

- Read and make copies of Mobilizing Members, Volunteers and Leaders in Community Organizations (CLD2-8).
- Review and make copies of Interest Inventory in Generating Members, Volunteers and Leaders in Community Organizations (CLD2-4).

### Introduction:

Mobilizing is the all-important component of volunteer and community development that the Extension professional has been working toward. After devoting considerable time, energy and resources to generating and educating new recruits, volunteers are mobilized to perform their assigned role or task. All too often, Extension professionals are in such a hurry to engage new recruits that insufficient time is spent generating and educating them. 4-H volunteers must be mobilized in order for anything to be accomplished.

The mobilizing category of the GEMS (generating, educating, mobilizing and sustaining) model of volunteer administration consists of three steps: **engage**, **motivate** and **supervise**. Engaging involves calling volunteers to action by appealing to individual interests. Motivating involves identifying and tapping into personal interests, needs and stimuli. Supervising provides guidance for results and effective involvement.

---

This leadership curriculum was developed by 4-H Youth Development agents with University of Kentucky specialists. Examples in the guide are geared toward an 4-H audience. This guide may be reproduced or modified for educational or training purposes and used with other audiences.

---

## **Introductory Activity:**

### **Connect Learner to Content**

Ask participants to make a list of organizations to which they belong or have been a member. While they are thinking, share some examples (PTO/PTA, church groups, Rotary, Lion's Club, Jaycees, Chamber of Commerce, etc.)

Ask participants to share organizations to which they once belonged. Ask participants to think about why they no longer belong to those organizations.

- For what reasons did they initially join?
- Did the group need to increase membership?
- Did they have an active role in the organization?
- Do they no longer belong because they felt unneeded?
- Did their personal interests change and no longer matched the organizations' goals?

---

### **Objective 1: To create a personal interest in 4-H programs, events or activities to engage members, volunteers and leaders**

---

#### **Facilitator's Opening Statements:**

"The initial step in mobilizing a member, volunteer or leader is to engage individuals and create a personal interest in the organization or its programs. After newcomers have been generated and educated, they are given the opportunity to engage in the task or activity they have been selected to perform and need to be given the tools to do so."

#### **Learning Activity 1:**

Think of the 4-H organization. What roles, events or activities will engage new members, volunteers and leaders in this organization or program?

Let's explore this scenario:

*We have just held a 4-H volunteer recruitment drive. It was a huge success and resulted in 20 new volunteers.*

- How will we engage those new volunteers to be actively involved in the county 4-H organization?
- What tools do we have in place to gauge their interests?

Refer to the *Interest Inventory in Generating Members, Volunteers and Leaders in Community Organizations* (CLD2-4).

---

### **Objective 2: To develop skills in motivating members, volunteers or leaders to achieve organizational goals**

---

#### **Facilitator's Opening Statements:**

"Individuals are motivated to participate in volunteer activities for a variety of reasons. Organizational leaders or Extension professionals should understand the motives that contribute to beginning, continuing and discontinuing volunteer service. Understanding what motivates individuals contributes to the success of recruitment initiatives. Determining these unique personal motivators and expectations can contribute to providing volunteers, members and leaders with a satisfactory and rewarding experience. The three categories of human motivation include achievement, affiliation and power/control. Achievement motives are those that influence individuals to take pride in accomplishments and to have a desire to achieve excellence. Affiliation motives influence people to be most concerned about their relationships with other people or groups. Power motives drive a desire for control and influence."

#### **Learning Activity 2:**

To determine which category of factors (achievement, affiliation or power/control) motivates you, consider your answers to the following questions:

- What type of service role do I prefer: accomplishing a task, serving on a committee or being in charge of a group?
- What type of recognition do I most prefer: being recognized for my contributions and accomplishments, being recognized for belonging to and participating in the group, or being recognized for my leadership qualities?

Let's take a moment and identify what motivates you.

Distribute the *Volunteer Assessment Form* found in the Gems Toolbox. Ask each individual to complete the assessment and score their volunteer motivation preferences. Divide into groups according to dominant motivators and discuss the characteristics of each category.

How do we identify what factors motivate the members of our 4-H club? Following are some examples:

- I enjoy being the president (or an officer) of the 4-H club (power).

- Recognition for my accomplishments or contributions is important to me (achievement).
- I enjoy being part of the group or club and the fellowship and relationships that membership provides (affiliation).
- I enjoy making decisions or guiding the decision-making process (power).
- I like to encourage youth to participate in 4-H clubs, camps, programs and activities (affiliation).
- I like to do my best and excel at what I do (achievement).

---

**Objective 3: To develop skills in supervising members, volunteers and leaders, as they utilize available resources to perform their assigned task**

---

**Facilitator's Opening Statements:**

“The needs, skills and knowledge of the individual volunteer will demonstrate how much and how often supervision is needed. On-going guidance, support and advice from the volunteer program administrator, supervisor or another volunteer can help lead to a positive and productive experience. A good supervisor is an enabler of human resources. The supervision process needs both an individual who receives responsibility and a supervisor who must be willing to delegate responsibility to another.”

**Learning Activity 3:**

Not everyone can be an effective supervisor. Ask each person to consider their answers to the following questions:

- How do I like to be supervised?
- What supervision style is most effective with my personality?
- Can everyone be effectively supervised in the same manner?
- Can an individual be effectively supervised in the same manner all of the time?
- What barriers do we see in our 4-H organization in regard to supervising?

Lead a brief discussion on each question. Determine what supervision styles and strategies are most effective with different types of people and when each style and strategy would be most effective.

**Summary:**

To engage with the community, organizations must mobilize volunteers, leaders and members to action. No matter what the membership roster of an organization shows, without engaged, mobilized members, volunteers and leaders, the benefit and outreach of the organization cannot be extended to audiences and communities.

**References:**

Atkinson, J. & Birch, D. (1978). An introduction to motivation. New York: Litton Educational Publishing, Inc.

Atkinson, J. & Feather, N. (1966). Theory of achievement motivation. New York: Wiley.

Balenger, V.J., Sedlacek, W.E. & Guenzler, M.A. (1989). Volunteer activities and their relationship to motivational needs: A study of the stamp union program research report. College Park, MD: University of Maryland, Counseling Center. (ERIC Document Reproduction Service No. ED 316 798).

Cassill, H., Culp, III, K., Hettmansperger, J., Stillwell, M. & Sublett, A. (2010). Volunteer middle managers: Human resources that extend programmatic outreach. Journal of Extension 48(5): Article 5TOT6. Available at: <http://www.joe.org/joe/2010october/tt6.php>.

Culp, III, K. (1997). Motivating and retaining adult volunteer 4-H leaders. Journal of Agricultural Education 38(2):1-7. Available at: <http://pubs.aged.tamu.edu/jae/pdf/vol38/38-02-01.pdf>.

Culp, III, K., Deppe, C.A., Castillo, J.X., & Wells, B.J. (1998). The GEMS model of volunteer administration. The Journal of Volunteer Administration 16(4):36-41.

DeWitt, J.D. (1995). A legal handbook for nonprofit corporation volunteers. Available at: <http://icicle-software.com/vlh/>.

Henderson, K.A. (1980). Programming volunteerism for happier volunteers. Parks & Recreation, Sept., 61-64.

Kempton, R.L. (1980). Concepts in volunteer management. Journal of Extension 80(5). Available at: <http://www.joe.org/joe/1980september/80-5-a3.pdf>.

Murk, P.J. & Stephan, J.F. (1990). Volunteers enhance the quality of life in a community (or how to get them, train them and keep them). Paper presented at the Annual Meeting of the American Association for Adult and Continuing education. Salt Lake City, UT: October 28 - November 3). ERIC Document Reproduction Service No. ED 326 639).

Maehr, M., & Braskamp, L. (1986). *The motivation factor*. Lexington, MA: Lexington Books.

McClelland, D. (1955). Comments on Professor Maslow's paper. In M.R. Jones, ed. *Nebraska Symposium on Motivation III*. University of Nebraska Press.

McClelland, D. (1962). Business drive and national achievement. *Harvard Business Review*, 40(4):99-112.

---

Adapted by: Ken Culp, III, Principal Specialist for Volunteerism, Department of 4-H Youth Development and Adjunct Associate Professor, Department of Family Sciences; Christy Eastwood, Boone County Extension Agent, 4-H Youth Development; and Susan Turner, Monroe County Extension Agent, 4-H Youth Development, from original materials developed by: Ken Culp, III, Principal Specialist for Volunteerism, Department of 4-H Youth Development and Adjunct Associate Professor, Department of Family Sciences; and Kenna Knight, FCS Extension Agent for Pendleton County.

---