



***Special Olympics***

VOLUNTEER MANAGEMENT SERIES

# **MOTIVATION**

***Facilitator's Guide***



## Special Olympics Volunteer Management Series

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- The Global Volunteer Resource Development Team
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**Introduction:**



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Many of us frequently ask ourselves, "How can I motivate my volunteers?" But we must remember that motivation comes from within. We can't motivate people; we can only provide situations which help others motivate themselves. It has been said that, "Leaders don't create motivation, they unlock it." Perhaps the greatest change in our approach to volunteer recruitment and retention is understanding a basic principle of marketing: the significance of the exchange of values. Special Olympics has needs it wants met by volunteers, but success will only occur when the motivational needs of those volunteers are met simultaneously.

At the heart of successful volunteer motivation is taking the time to discover what desires the volunteer wants to fulfill by volunteering with Special Olympics. The needs vary from individual to individual and they may change with time. Therefore, successful recruitment and retention involves on-going monitoring of what volunteers need to attract them to Special Olympics and what they need to retain their services. Too often in our pressure to "fill slots," we neglect to discover what exchanges are necessary to keep volunteers content. Understanding motivation is critical for all managers, but for those entrusted with the supervision of volunteers, it is *the* essential skill.

Many people who work with volunteers hold outdated perceptions of who volunteers are, what they need and their range of talents and diversity. It is important for Special Olympics to be kept abreast of the changing profile of today's volunteers to ensure that jobs are designed with an understanding of these trends. Staff who work with volunteers need to understand and honor motivational differences among volunteers by responding with effective and meaningful job placement, supervision, training and recognition.



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The **Primary Purposes** of this training are:

- ⇒ to understand why people volunteer, and
- ⇒ to respect and respond to differences in motivational needs.

### **Learning Objectives:**

Upon completion of this module, participants will be able to:

1. Underscore the ongoing formula for success in volunteer programs: matching the needs of the Special Olympics Program with a volunteer's ability and motivation.
2. Explore the variety of reasons that people volunteer today.
3. Examine one's own personal motivation style and its impact on job placement, supervision and recognition preferences.
4. Examine motivation theory in light of the Program's ability to attract and retain volunteers.



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### General Notes to Facilitator:

1. This workshop is in a suggested format. Feel free, however, to personalize it with your own stories about your experience working with Special Olympics.
2. Depending on the experience and sophistication of the Special Olympics Program in utilizing volunteers, introducing the concept of exchange of values between the Program and the volunteer may be a new concept. If volunteering is perceived as individuals filling x,y,z jobs, you may wish to spend more time processing participants' own personal experiences with volunteering (i.e., how they responded when their needs were not met).
3. If the Program is comfortable viewing volunteering as an exchange of values, most of the workshop can be devoted to your Program's practical use of the McClelland Theory of Motivation.
4. It is highly encouraged that you do some additional reading on the McClelland theory so that you have a high comfort level in presenting it succinctly and with impact.
5. The McClelland theory comes alive for people with examples - the more humorous and personal, the more memorable. Some of the best examples to use when illustrating different motivational styles is how people run meetings and how people talk on the phone.
6. Emphasize that the McClelland tool is simply a quick way to effectively emphasize a point. People are motivated differently, "Viva La Difference!" People tend to get caught up into a right or wrong style. This can happen if the presentation pokes too much fun at a certain style without a balance of emphasis on the strengths and challenges of each.
7. Motivation is an enormous topic. This introduction can only touch the surface of this key feature of good volunteer management.



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**WORKSHOP OUTLINE**

<b>SLIDE #</b>	<b>CORRESPONDING FACILITATOR GUIDE PAGES</b>	<b>SECTION</b>	<b>TOTAL ESTIMATED TIME: 60 minutes</b>
<b>F- 1, 2, 3, 4, 5</b>	<b>7, 8</b>	<b>Introduction</b> Introductory Exercise Learning Objectives Four Key Concepts	10 minutes
<b>F- 6, 7, 8, 9 10</b>	<b>8-14</b>	<b>Concept 1</b> Understanding Motivational Style	25 minutes
<b>F- 11, 12</b>	<b>14-15</b>	<b>Concept 2</b> Changing Motivational Needs	5 minutes
<b>F-13, 14</b>	<b>15-16</b>	<b>Concept 3</b> Meeting Program and Volunteer Needs	10 minutes
<b>F- 15, 16, 17</b>	<b>17</b>	<b>Concept 4</b> Why People Volunteer Today	8 minutes
	<b>18</b>	<b>Summary/Wrap-up/ Evaluation</b>	2 minutes



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### INTRODUCTION

- **Show Slide #1**

#### Introductory Exercise:

#### **Show Slide #2: Introductory Exercise**

Ask participants to recollect their motivation for volunteering with Special Olympics and recall if and how the Program recognized and appreciated their motivational needs.

*For Example:* A young woman volunteered for Special Olympics because her university volleyball coach asked her to assist him. She would also get credit for the time she volunteered. After the semester was over she continued to coach for Special Olympics. Her first motivation was to please her coach and get credit for school. Her second motivation materialized because she was in the education field, and this was a fantastic and rewarding learning experience. The athletes, and their appreciation, were the factors that led to her continued involvement.

Ask a few participants to share their experiences. It is best if you can have a mix of those that found that Special Olympics did/did not honor their motivation.

In debriefing, either have the group point out some observations about what was learned about the importance of honoring volunteer motivation, or suggest several themes such as:

- **Show Slide #3: Initial Observations About Motivation**

1. People are motivated to volunteer by a variety of reasons.
2. One person's nightmare, could be another person's dream.
3. Many organizations never ask why a person is volunteering; their only interest is filling their own organizational needs.
4. As long as your motivational needs are met, you will most likely continue to volunteer.



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### **Optional Discussion Topic**

A major question to look at is whether the Special Olympics Program is tapping into the motivators of today's volunteers or whether it is still focusing primarily on the needs of the Program.

- **Show Slide #4: Learning Objectives**

Summarize objectives of this module and offer some introductory comments on recognition. Employ personal experiences and anecdotes.

- **Show Slide #5: Key Concepts**

This workshop is built on 4 Key Concepts. Review the concepts and indicate that during the workshop each concept will be examined more closely.

- **Show Slide #6: Key Concept1**

### **KEY CONCEPT #1:**

**UNDERSTANDING AND APPRECIATING A VARIETY OF MOTIVATIONAL STYLES CAN LEAD TO MORE EFFECTIVE AND MEANINGFUL JOB PLACEMENT, SUPERVISION, AND RECOGNITION.**

### **Presentation:**

The quickest way to have participants appreciate the connection between understanding motivators and effective volunteer placement and retention is to have them examine their own motivational style with an instrument based on a motivational theory by David McClelland and John Atkinson.



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### Activity

Instruct participants to complete the *Motivation Analysis Quiz* located in their *Participant Workbook*.

Have participants choose one of the three motivators in each of the 11 series of statements. It is important that the statements selected be a reflection of their work in Special Olympics, not in any other setting.

Have participants set the instrument aside while you give them some theoretical background.

### Presentation of theory:

- **Show Slide #7: McClelland Theory of Motivation**

The theory is based on the premise that there are three primary motivators of human behavior:

1. Achievement
2. Affiliation
3. Power/Influence

- We have a combination of the three but frequently one is dominant. No style is better than the other, simply different.
- Our dominant motivators may change over our lifetime.
- We can exhibit one style in one setting (at home) and another in a different setting (at work).

Present information that describes characteristics of people for each style. Suggest that participants think about their own motivational style as it relates to this information.



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\*Remind the group that materials included in the *Participant Workbook* reiterates much of this information.

(This section will be greatly enhanced if you add personal illustrations and stories. If presented humorously, more people seem to relate to and remember material.)

### **ACHIEVERS:**

#### **Think about:**

- Goals and how to achieve them
- Problems and how to solve them
- Strong performance and success

#### **Strengths:**

- Well organized
- Innovative
- Good planner and problem-solver
- Strong initiative

#### **Struggles and Weaknesses:**

- Delegating to others
- Process (they can be impatient)
- Valuing relationships and team
- Sensitivity to feelings/needs of others
- Perfectionism
- Risk taking (only calculated risks)

#### **Needs:**

- Feedback (they don't like to fail)
- Challenge/opportunity to grow
- High standards, unique accomplishments
- Deadlines\Responsibility
- Check lists (and crossing them off!)

#### **Best Types of Jobs:**



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- Fundraising
- Administration
- Training
- Financial
- Data Gathering
- Professional tasks, for example, legal, etc.
- Board of Directors

**Has: A Big Day timer !!!**

### **AFFILIATORS:**

#### **Think about:**

- Interpersonal relationships
- Feelings (theirs and others)
- How they can help

#### **Strengths**

- Good barometers of "climate"
- Team players
- Sensitivity
- Good listeners
- Good persuaders

#### **Struggles and Weaknesses:**

- Over sensitivity
- Handling conflict



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- Unaware of time
- Needing much reassurance and affirmation
- Overreacting
- Being alone or with many strangers

### **Needs:**

- Need to feel needed; to help
- Be with friendly people
- To feel included, liked
- To be supervised by a "leader-friend"
- Personal recognition
- Opportunities to express feelings

### **Best Types of Jobs:**

- Direct client services
- Public Relations
- Support activities
- Planning/giving recognition to others
- Leading support groups

**Has: Biggest Address Book !!!**

### **POWER / INFLUENCE:**

#### **Think about:**

- Impact, influence on behalf of others (social power)



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- What's in it for me? Keeping the power I have (personal power)
- Leadership, prestige, and job status (both kinds of power)

### **Strengths:**

- Door openers
- Strategic thinkers
- Fundraising from individuals
- Teachers, trainers, speakers
- Working through hierarchy

### **Struggles and Weaknesses:**

- Dominating
- Argumentative, outspoken
- Intimidating (especially to Affiliators)

### **Needs:**

- Position of leadership/influence
- Public recognition
- Prestige and job status

### **Best Types of Jobs:**

- Advocacy
- Policy making
- Fundraising
- Political action
- Speaker, trainer
- Media representative
- Board Chair or Chair of powerful committee

### **Has: Most Impressive Plaque Wall !!!**

### **Activity:**

Ask participants to think about the significance that the McClelland Theory of Motivation has for placing volunteers in the



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right job and for supervising and recognizing them appropriately.

### Show Slide #8: If the job fits...

Ask... What type of Special Olympics Job seems best suited for each personality type?

### • Show Slide #9 &10: Summary Points

#### Summary Points:

1. Special Olympics needs people with a variety of motivational styles to achieve our mission.
2. Some conflicts arise between those with differing motivational styles. It is helpful to openly recognize and appreciate the differences rather than using them as a source of conflict.
3. Special Olympics must get creative in thinking through the challenge of meeting the variety of needs and styles of volunteers.
4. Determine what motivation people might have, examine their response to non-directive questioning such as:
  - "What jobs have you enjoyed most? Least?"
  - Describe an ideal supervisor.

### • Show Slide #11: Key Concept 2

## KEY CONCEPT #2: RETENTION OF VOLUNTEERS IS ENHANCED BY RECOGNIZING THEIR CHANGING MOTIVATIONAL NEEDS

#### Presentation:

It is important to note that motivational needs change over time and to be successful in retaining volunteers, we must be aware when those needs have changed. Remember the theory which stresses: ***needs that have been met, no***



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**longer motivate.** We must stay in touch with the volunteer to notice when the original needs are met or have changed.

A important question to ask volunteers when we suspect that this is happening is:

"What can we as a Program do to keep you involved in Special Olympics? You are very important to us and I sense that your interest is waning."

- **Show Slide #12: Changing Motivational Needs**

### **Discussion:**

Ask participants for examples of changing motivational needs. Offer the following scenario as an example:

*A volunteer who was motivated to do the work because his/her child is an athlete. Now that their child is no longer active in Special Olympics, what might be substitute motivators to keep them interested in volunteering?*

Discuss retention strategies to keep volunteers motivated and fulfilled.

- **Show Slide #13: Key Concept 3**

### **KEY CONCEPT #3:**

**SUCCESS IN OUR VOLUNTEER PROGRAM OCCURS WITH THE SIMULTANEOUS MEETING OF THE NEEDS OF THE PROGRAM AND OUR VOLUNTEERS.**

### **Presentation:**

Both the Special Olympics Program and the volunteers should be engaged in a simultaneously beneficial relationship.



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### Activity:

#### Show Slide #14: Satisfying Everyone's Needs

Assign small groups or facilitate the entire group to brainstorm the potential impact to the Program and to the volunteer in each of the following scenarios:

**1. The volunteer's needs are being met, but the needs of the Program are not being met.**

*For example: The volunteer is putting in their time, getting a letter of recommendation, college credit, etc. However the effort of the volunteer is not acceptable. They are missing deadlines, meetings, and thus are not beneficial to Special Olympics.*

**Possible Impact:** Staff will see volunteering as an extra burden; someone to "deal with" and they may show resistance to further utilization of volunteers.

Ask group: How do you deal with volunteers you get through school community service programs or through judicial mandate?

**2. The needs of the Program are being met, but the needs of the volunteers are not being met.**

*For example: The volunteer works hard for the family committee even though their major in college was public relations and that was the committee they wanted to volunteer for.*

**Possible Impact:** Key volunteers will leave to get their needs met through other activities or they might stay and become martyrs within the Program, letting others know how abused they are!

**Debrief:** Ask participants what could be done to alleviate these types of situations in the future. Are there any feedback mechanisms that could be put in place in order to prevent such unfavorable circumstances?

- Show Slide #15: Key Concept 4



**KEY CONCEPT #4:**

**MANY MOTIVATIONAL ISSUES/ PROBLEMS ARE ROOTED IN A PROGRAM'S NEEDS TO UPDATE ITS UNDERSTANDING OF WHO VOLUNTEERS ARE AND WHY THEY CONTRIBUTE THEIR TIME.**

**Activity:**

Ask participants to... suggest the differences between volunteering in the past and volunteering now, particularly as it relates to WHY people are volunteering.

Responses should reflect the increased diversity of individuals and the different motivations for volunteering.

Elicit some group responses and then share some examples on the following slide:

**Show Slide #16 &17: How is Volunteer Motivation Changing**

**Debrief:** Most volunteers today wish to “make a difference” but they are also motivated by self interest needs for training, educational requirements, business contacts, working off court offenses, socialization, leadership opportunities, etc. They tend to desire short term activities, they need flexibility, they respond to causes more than organizations, they like group or family experiences, they offer many professional skills, etc.

**Summary/Wrap-up/Evaluation**



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In closing, offer the group some reminders of principles for successful volunteer motivation.

- ð Remember: It is not difficult to encourage people to do what they long to do. The challenge is to find out what that longing is. Motivation is truly at the heart of successful volunteer leadership.

Close with a review of the Four Key Concepts.

Refer participants to the *Evaluation Form* located at the back of their handbook. Ask participants to fill out the form before leaving.

**END VOLUNTEER MOTIVATION MODULE**



**Suggestions for Expanded Activities for Sessions over 55 Minutes**

1. Key Concept #1 can obviously take considerably longer than 25 minutes as allocated in this module. Most participants find this a fun and enlightening experience which opens up understanding of people's differences. Since the atmosphere should be upbeat, people tend to experience more tolerance and appreciation of others who have a different motivational focus.
2. One way to have more interpretive time for Key Concept # 1 is to type out instructions and have participants fill out and score the questionnaire before attending the session. Remember that people should think of themselves in the organization's setting and should respond truthfully, not as they would like to be.
3. Key Concept # 3 could be expanded to look at ways Special Olympics could be more adept in making certain that volunteer motivators are considered in job placements. A workshop on interviewing would be a valuable follow-up after this module. People could begin to design appropriate questions to elicit the information necessary to make good matches.
4. This module can be a stand-alone training or it could be part of a longer seminar on supervising today's volunteers.
5. Using good adult learning principles, incorporate any activities related to motivation where participants examine their own experiences being volunteers or their experience as supervisors of volunteers.
6. Due to time pressures, you may need to present the differences between the volunteers of the past and those of the present and ask how the organization must better respond to these differences. (Key Concept #4)



### **Suggested Resources on Motivation of Volunteers**

On-Line Resources:

<http://energizeinc.com> Energize, Inc. is an international training, consulting and publishing firm specializing in volunteerism. Their goal is "to connect leaders of volunteers with resources, information and ideas generated from around the world."

<http://www.iave.org>. IAVE is "the only international organization with the mission to promote, celebrate, and strengthen volunteerism worldwide." The International Association for Volunteer Effort (IAVE) worked in close cooperation with the United Nations Volunteers and was a major contributor in establishing the International Year of the Volunteer.

<http://e-volunteerism.com/> The "Electronic Journal of the Volunteer Community," e-Volunteerism is a quarterly online publication that caters to volunteer leaders and managers.

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