# Volunteer Engagement Workbook

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### **Time Management**

*Please respond to the following prompts about your time…*

1. I use my time well when
2. I waste my time when
3. Others waste my time when
4. The task I enjoy most is
5. My most important time saver is
6. My biggest time waster is
7. Something I do that I could delegate to someone else is

### **Delegation**

*Thinking about the last time you were delegated authority or a task…*

1. How did you feel?
2. What was your experience?
3. What would you do the same?
4. What would you do differently?

### **Plan to Delegate**

1. What do you need help with?
2. What is okay not to do yourself?
3. What do you enjoy doing?
4. What do you not enjoy doing?

### **Volunteer Engagement Framework**

Washburn, LT, Crocker, AB, & Leatherman, J. (2020). From territorial to transformational: A new framework for master volunteer engagement. [Online]. *Journal of Extension*, *58*(4). Available at <https://archives.joe.org/joe/2020august/tt3.php>

### **Volunteer Scenario-based Learning**

Scenario 1

A volunteer you recruited and trained has been asked by another agent in your office to help with an event. You learn about the volunteer’s involvement from your county administrative specialist. You’re a little irritated that your coworker is poaching your volunteer.

1. Why might you feel irritated by this?
2. What are some positives to the situation?
3. What are some possible approaches to handle the situation?

Scenario 2

Adrienne is a brand new Extension agent, excited about all the programs she will be able to offer. Her county has a master volunteer group started by the previous agent. When Adrienne starts calling potential partners, she is surprised to learn that volunteers have already been teaching several programs she was looking forward to. Adrienne calls you, her mentor, to share her disappointment.

1. What are some positives to the situation?
2. What are the potential issues?
3. What advice do you give her?
4. How can you help her problem solve?

Scenario 3

The agent in a neighboring county complains that her audience is tired of the same programs. She needs something fresh to teach. They know the content so well they could probably teach it themselves.

1. What issues do you see with this statement?
2. What opportunities do you see with this situation?
3. How might engaging volunteers help?

Scenario 4

Kasi is new to a county with an existing master volunteer program. The agent position was vacant for some time. There was friction between the Extension office and volunteer group. During the vacancy, volunteers engaged with other organizations to provide outreach and education. Now, the organizations communicate directly with volunteers to coordinate. Some of the volunteers have started wearing two nametags – one for the partner organization, the other for the volunteer program.

1. What are the positives in this situation?
2. Identify the potential problems AND opportunities in this situation.
3. What would your approach be?
4. What advice would you give Kasi?

Scenario 5

Jean is busier than ever – too busy. Volunteers in her county are enthusiastic about starting a program at a new site. This is a program Jean usually leads before transitioning it to volunteer leadership – she enjoys developing relationships with participants. Plus, it’s her favorite program. Jean shares that she does not have time this year to squeeze another site into her calendar.

1. What positives do you see in this situation?
2. How would you help Jean problem-solve?
3. What solutions would you recommend?

Scenario 6

It’s reporting time! Your highly trained and well-supported volunteers conducted a very popular series of programs at a community site. Reports were turned in to you. You did not meet the participants, but they were part of an Extension educational program. When writing up success stories or impact reports, you hesitate to include the volunteers contacts – they were not your direct contacts.

1. Why might this feel uncomfortable?
2. How might you frame the program so it accurately reports the impact Extension programs had in your county?

Scenario 7

You’re happy to delegate tasks or activities you don’t enjoy. You have not involved volunteers as partners in programs you routinely teach. These are your “bread and butter” programs – you can do them with little prep and you love the target audience. Plus, you love teaching. And you like keeping volunteer-led programs separate. It seems simpler that way.

1. What are the potential downsides of separating volunteers’ work from your own?
2. What else might be going on here? What other reasons might one have for running programs this way?
3. What options do you have for involving volunteers?
4. What arguments could be made for transitioning favorite programs to volunteer leadership?

Scenario 8

Debi, one of your most committed volunteers, has developed quite a following. She leads an exercise class in a retirement community. The class is always at capacity, and people are consistent. You drop in on one of Debi’s classes, and it makes you miss how teaching the class made you feel. Participants are directing their praise and appreciation toward Debi, not you. You even feel a little jealous.

1. What are the positives of this situation?
2. How do you manage your uncomfortable emotions?
3. How might you reframe the situation?

Scenario 9

Janet worked really hard to get a volunteer program going in her county. Finally, the work is paying off! They are teaching programs, and she is doing more work with community leaders. Janet’s direct supervisor is “old school.” In her performance review meeting, she is advised to be careful – if volunteers can do what she does, why does the county need to keep paying for her position?

1. How might Janet initially respond?
2. What aspects of Janet’s job might her supervisor not understand?
3. What advice would you give Janet for handling the situation?

### **Recruitment Messaging**

1. I need a volunteer to help with

A potential recruitment message I can use is

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### **Plan for Recruitment**

**Goal:** Establish a master volunteer program in my county.

**Action:** Recruit participants for the master volunteer training.

What groups already exist in your community to provide potential trainees?

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What are some current, complementary education efforts that already exist?

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What positive aspects of participation will you share? What’s the appeal?

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What barriers to participation do you anticipate?

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How will you mitigate/overcome barriers?

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### **Plan for Engagement**

Goal: Establish a master volunteer program in my county.

Action: Engage “interns” and/or master volunteers in my programming.

What elements of your plan of work could involve master volunteers?

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What groups or programming requests in your county could be done by master volunteers?

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What will you do to support individual interests of master volunteers?

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What barriers do you anticipate?

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How will you mitigate/overcome barriers?

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