

# **RLI Graduate Course**

**Rotary Leadership Institute  
2015-2016**



**Motivating Volunteers  
& Public Relations**  
*Faculty*

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**The Rotary Leadership Institute (RLI)** is a multi-district leadership and Rotary development program using facilitation in small groups to engage Rotarians and strengthen clubs.

RLI is a recommended program of Rotary International but is not an official program of Rotary International and is not under its control.

**Our Mission:** The Rotary Leadership Institute is a grassroots, multi-district leadership development program whose mission is to strengthen Rotary clubs through quality leadership education.

***Material in bold is for Faculty use and is not included in Participant guides.***

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## RLI Graduate Course Motivating Volunteers

We realize that neither you nor I can motivate another person. Motivation must come from within. So why are we even discussing how to motivate Rotarians? Because there is much we can do to make participation in projects, programs, and service attractive to others, therefore stimulating their internal motivation to participate and contribute.

**Time Needed:** Half day (3–4 hours)

**Session Goals:**

- A. Define volunteerism and the role of the volunteer in our society
- B. Develop a deeper appreciation for the importance and need for volunteers in Rotary
- C. Plan ways to effectively motivate and engage Rotarians in our Clubs
- D. Plan ways to reward and thank volunteers in your Club

1. What are some of the most exciting activities going on in your Club?
2. How many members volunteer to participate?
3. How can you get more members engaged?
4. Why are you here today?

**Faculty:** *This discussion should show the group the need for the session goals.*

5. Why do YOU volunteer for Rotary?

**Faculty:** *List reasons on flip chart.*

6. What does being a volunteer mean to you?
7. What is "volunteerism"?

**Faculty:** *People reaching out with their individual skills, talents, and interests, to help organizations and communities meet needs, solve problems, and assist others. Have class read Maslow's Hierarchy of Needs (Appendix A). Take 10 minutes.*

8. Why is volunteerism so important to Rotary?

**Faculty:** *Few paid staffers. We are community members reaching out into the community. Our motto is "service" and we need to demonstrate it.*

9. Think of the most active and involved volunteer you know (in any organization). Why do they do it?
10. What are the qualities of a "perfect volunteer"?

**Faculty:** *List qualities on flip chart. Compare with reasons for volunteering listed earlier.*

## First Breakout

**Let's get specific:** You will break out into several groups and, given an actual problem, decide on a plan to get more members to volunteer to help.

**Faculty:** See list of scenarios. Make groups of 2 or 3 students, depending on size of class. Assign each group a scenario. Give them 20 minutes and then each group reports back.

11. Would you be as ready to volunteer to help others if you were jobless or had inadequate food for your family? Why not?

**Faculty:** Maslow's Hierarchy of Needs (Appendix A) — review attachment

**What are basic level needs/ Individuals act on upper level needs only when base level needs have been met. Is this a reason why fewer people volunteer nowadays? At what level do you think most Rotarians' needs begin?**

12. What do you think motivates most people to volunteer?

**Faculty:** List each and have students give examples of how/why this may be a factor:

- **Achievement**
- **Power**
- **Affiliation**
- **Recognition**
- **Altruism**

**Which reason do you think is most common among Rotarians?**

**How can we recognize what type of volunteer we are dealing with? Does it matter? How should we handle each type of motivation?**

13. How is working with volunteers different from working with paid employees on the job?

14. How do we match the volunteer with the job?

**Faculty:** Ask what their interests are and match to the job roles.

**Make the job attractive and fun.**

**Recognize different engagement levels and future ambitions of members.**

**Who are the "worker bees" and who will support others?**

**How do you select who will chair or lead a project?**

15. How do we motivate young professionals to join Rotary and to volunteer for service?

**Faculty:** Discuss Characteristics of Our Members (Appendix B)

**Discuss ways to motivate each age level.**

**In what situations would each generation be the best volunteer?**

16. What should a volunteer know when taking on a job?

**Faculty:** Know what to do, how to do it, be able to do it, agree to do it, and how performance will be judged.

17. In summary, therefore, how do we motivate volunteers to do the job?

***Faculty: Provide the goal or reason for the project, provide the specific goal to be reached (amount of money to be raised, number of children to be fed, etc.) and provide exciting meetings along the way (updates, encouragement, mid-level rewards)***

## Second Breakout

18. Choose a possible Club Project. You are the chairman. How will you excite members to become involved?

***Faculty: divide the class into 2 or 3 small groups. After 20 minutes, have them report back.***

19. What are ways to reward and recognize your volunteers? Does RI provide enough ways to reward our volunteers?

***Faculty: Many say that job satisfaction is the only pay a volunteer receives. Is this true?  
Over the years, what rewards made you work harder?  
Are there any rewards that actually “turn off” people?  
Review Appendix C through H.***

20. What have we discussed today that will help you to recruit and involve more volunteers in your Club? Have we met the goals of the session?

***Faculty: Review goals.***

## **Scenarios For Group Discussions**

- I. For the past several years, your Club's major annual fund raiser has been successful in generating money. However, each year, fewer and fewer Rotarians take part in the project, leaving only a handful to do the work. What can you do to motivate more members to volunteer to help?
- II. Each year, your Club has had difficulty in getting Rotarians to serve as President and chair some important committees. What can you do to motivate more members to take leadership roles?
- III. You want to do a water project in Honduras, but your Club traditionally only does service locally. How can you motivate volunteers to help with your project?
- IV. You are Chairman of your Club Membership Committee. You have brought in just one new member in the past year. How can you motivate good people to join Rotary?
- V. You are Chairman of the District Conference Committee. You have secured a lovely hotel within easy distance and planned several excellent programs. What can you do to motivate Rotarians to attend their District Conference?
- VI. Your Club has decided to participate in the local Meals on Wheels program, delivering meals to shut-ins every Monday. As Chairman, you are finding it harder to obtain the eight volunteers needed each week. How can you motivate more Rotarians to sign up each week?
- VII. Your Club has always sent six students to RYLA at a local college campus each June. This year, no parents are able to transport their students to the 5-day event, since it is a work day. As Chairman, you need several people with mini-vans to take the kids and their luggage, but everyone you ask is either working or on vacation. How do you appeal to the Club's would-be volunteers at the previous Club meeting, so that you can obtain two more van drivers?

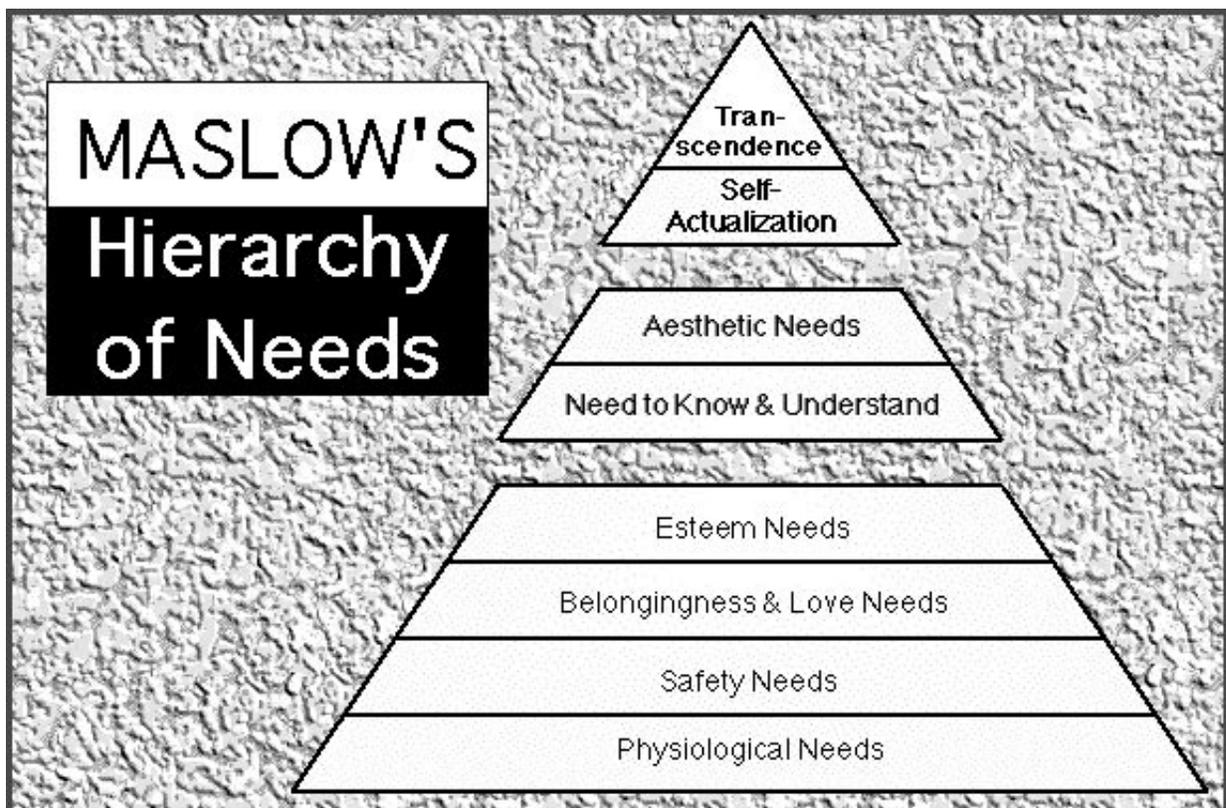
# Appendix A: Maslow's Hierarchy of Needs

## Maslow's Hierarchy of Needs

Citation: Huitt, W. (2007). Maslow's hierarchy of needs. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved [date] from, <http://www.edpsycinteractive.org/topics/regsys/maslow.html>

Abraham Maslow (1954) attempted to synthesize a large body of research related to human motivation. Prior to Maslow, researchers generally focused separately on such factors as biology, achievement, or power to explain what energizes, directs, and sustains human behavior. Maslow posited a hierarchy of human needs based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency. The first four levels are:

- 1) Physiological: hunger, thirst, bodily comforts, etc.;
- 2) Safety/security: out of danger;
- 3) Belongingness and Love: affiliate with others, be accepted; and
- 4) Esteem: to achieve, be competent, gain approval and recognition.



According to Maslow, an individual is ready to act upon the growth needs if and only if the deficiency needs are met. Maslow's initial conceptualization included only one growth need--self-actualization. Self-actualized people are characterized by: 1) being problem-focused; 2) incorporating an ongoing freshness of appreciation of life; 3) a concern about personal growth; and 4) the ability to have peak experiences.

*Appendix A: Maslow's Hierarchy of Needs, continued*

Maslow later differentiated the growth need of self-actualization, specifically identifying two of the first growth needs as part of the more general level of self-actualization (Maslow & Lowery, 1998) and one beyond the general level that focused on growth beyond that oriented towards self (Maslow, 1971). They are:

- 5) Cognitive: to know, to understand, and explore;
- 6) Aesthetic: symmetry, order, and beauty;
- 7) Self-actualization: to find self-fulfillment and realize one's potential; and
- 8) Self-transcendence: to connect to something beyond the ego or to help others find self-fulfillment and realize their potential.

Maslow's basic position is that as one becomes more self-actualized and self-transcendent, one becomes more wise (develops wisdom) and automatically knows what to do in a wide variety of situations. Daniels (2001) suggested that Maslow's ultimate conclusion that the highest levels of self-actualization are transcendent in their nature may be one of his most important contributions to the study of human behavior and motivation.

Norwood (1999) proposed that Maslow's hierarchy can be used to describe the kinds of information individuals seek at different levels of development. For example, individuals at the lowest level seek coping information in order to meet their basic needs. Information that is not directly connected to helping a person meet his or her needs in a very short time span is simply left unattended. Individuals at the safety level need helping information. They seek to be assisted in seeing how they can be safe and secure. Enlightening information is sought by individuals seeking to meet their belongingness needs. Quite often this can be found in books or other materials on relationship development. Empowering information is sought by people at the esteem level. They are looking for information on how their egos can be developed. Finally, people in the growth levels of cognitive, aesthetic, and self-actualization seek edifying information. While Norwood does not specifically address the level of transcendence, I believe it is safe to say that individuals at this stage would seek information on how to connect to something beyond themselves or to how others could be edified.

Maslow published his first conceptualization of his theory over 50 years ago (Maslow, 1943) and it has since become one of the most popular and often cited theories of human motivation. An interesting phenomenon related to Maslow's work is that in spite of a lack of empirical evidence to support his hierarchy, it enjoys wide acceptance (Wahba & Bridgewell, 1976; Soper, Milford & Rosenthal, 1995).

The few major studies that have been completed on the hierarchy seem to support the proposals of William James (1892/1962) and Mathes (1981) that there are three levels of human needs. James hypothesized the levels of material (physiological, safety), social (belongingness, esteem), and spiritual. Mathes proposed the three levels were physiological, belongingness, and self-actualization; he considered security and self-esteem as unwarranted. Alderfer (1972) developed a comparable hierarchy with his ERG (existence, relatedness, and growth) theory. His approach modified Maslow's theory based on the work of Gordon Allport (1960, 1961) who incorporated concepts from systems theory into his work on personality.

## Appendix B: Characteristics of Our Members

	<b>Silents</b> b. 1925–1944 Age 70–85	<b>Boomers</b> b. 1945–1965 Age 50–70	<b>GenX</b> b. 1965–1980 Age 35–50	<b>Millennials</b> b. 1981– Age 20–35
<b>Outlook</b>	Preservationist	Idealistic	Skeptical	Optimistic
<b>Work Ethic</b>	Dedicated	Driven	Balanced	Multi-Task, Outcome-Based
<b>View of Authority</b>	Reverent Acceptance	Love/Hate Chain of Command	Unimpressed Hate Policies, Rules	Want To Be Mentored, Will Speak Up
<b>Leadership By</b>	Hierarchy	Consensus	Competency	Achievement
<b>Perspective</b>	Civic-minded	Team-oriented	Self-reliant	Global

## Membership Issues

<b>Networking</b>	Person-to-person	Person-to-person	E-mail, Chat Room	Tech: MySpace, YouTube, Cell
<b>Participation</b>	Seat at the table	Seat at the table	Pay for access	Group activity
<b>Involvement Criteria</b>	Networking Value	Networking Value	Educational Value but Hates Lectures	Resume Building, Demand Interesting Tasks
<b>Priorities</b>	Here is my Agenda	Here is my Agenda	Whatever	Career Moves
<b>Attendance</b>	Regular	Regular	Sometimes	Commit To Serve A Cause

\*This material is a compilation, based on findings reported by ASAE, the ASAE Foundation and Marilyn Moats Kennedy/CareerStrategies, Inc.

\*\*This model is widely used in the United States. Terms, descriptions, and age ranges may vary according to country or region.

## Appendix C:

# 10 Ideas for Getting Young Professionals Involved & Excited

1. *Another Look at Student Membership*  
Reinvigorate or create a student membership
  - Appoint a task force to take a look at your student membership and its value to students (Note: Networking is probably high on their list of needs - are you delivering?).
  - Make sure students can be involved at all levels of the association - they are your future committee leaders and board members. Treat it as a training ground.
  - Create a student working group that can offer ideas and a new perspective on current association programs as it relates to them.
2. *Create a Young Professional Membership Category*
  - Create a Young Professionals Membership Category / Pricing. This will make it seem prestigious and special for them to join.
  - For business owners/staff of members who are under 30 (or whatever age you choose).
  - Make it affordable - remember they're just starting off on their career path.
3. *Form a Young Professional Task Force*
  - Create a young professionals task force
  - Let them develop programs/services specific to young business owners/staff. This allows you to deliver to them what THEY want rather than trying to guess.
  - Young professionals can often be intimidated by long time industry members so this is an outlet for them to express ideas freely with other like-minded individuals.
4. *Create Task Driven Initiatives*
  - Research shows that young professionals want dedicated tasks with a clear beginning and a clear end.
  - Start initiatives within your organization that don't require becoming a committee member for life (e.g. golf outing task force or mentorship program creation task force, etc.).
5. *Communication is Essential*
  - Managing "generational diversity" is only partly about knowledge, and it is mostly about communication.
  - Often conversations about recruiting or retaining younger generations turns to the topic of technology (i.e. Web 2.0, facebook, etc.) and we overlook the message itself. • Focus the message on what the association can do for them:  
Help you advance your career  
The Association as a change agent
6. *Rethink Leadership Roles*
  - Challenges with the current structure: Top Heavy
  - Many volunteer leaders don't know how to manage change (which is what we ask them to do when we want them to embrace a new member who thinks and acts differently).
  - Many volunteer leaders still use command and control approaches-which don't work with today's volunteers who want to be part of the solution rather than a committee member for years.

*Appendix C, continued*

- Many volunteer leaders support a culture based on martyrdom. The most worthy volunteers get Martyr of the Year awards. If they allow others to volunteer and have meaningful impact, the leader loses brownie points toward the big award. Why would they want to involve others?
  - The future: Flat - responsibility to everyone
  - A linear progression of leadership (one generation taking the reins from the next) may be on the way out.
  - Gen X (the smallest generation in history) doesn't have the numbers required to take over for the Baby Boomers. A new model of multigenerational leaders will develop in the near future. This will encounter resistance from current leaders so begin preparing them now.
  - Younger generations want to know they can lead without 10 years of following. Create training opportunities for young professionals to prepare them for these roles quickly. The opportunity to lead is appealing to them. But don't throw them to the wolves!
7. *Social Responsibility is Key*
- Young professionals want to contribute to the greater good. Create opportunities for them to do so ... and they will follow you.
  - Consider a community service project or environmental initiative they can get behind.
8. *Focus on Their Skills: Problem Solving*
- The Learning Shift
  - Gen X and Y learn through questioning and thinking critically. Therefore, they may question why you do things the way you do - not out of disrespect, but because that's the way they were taught to learn.
  - Allow young professionals to help you solve the problems you're facing - they want to help create a task force around an issue and let them go.
  - Issue them a challenge - they will rise to it.
  - But, make sure the leadership of the association is ready to take their ideas seriously or you risk losing them.
9. *Make it Fun*
- When Young Professionals come to your meetings, they don't want to be bored by talking heads. They want to be part of the learning experience. Younger members want to interact as they learn.
  - Consider updating your meeting structure to be more of a forum rather than a point by point agenda to keep these generations engaged.
  - Use interactive tools at your meetings - videoconferencing, etc.
  - Create fun activities such as speed networking, outing to a baseball game, a happy hour, not just meetings.
10. *Embrace Generational Change from the Top Down*
- Encourage your Board to begin the discussion of embracing change brought about by intergenerational involvement. If the leadership doesn't embrace change, you will fight it every step of the way.

"Working with Gen X and Gen Y Volunteers" by Cassie Larson, Minnesota Nursery and Landscape Association, appeared on the Nursery and Landscape Association Executives of North America website at [www.nlae.org](http://www.nlae.org) and is re-printed with permission.

## Appendix D: Motivating Rotarians



Sunshine  
Division

### Motivating Rotarians

What motivates a person to volunteer? There are only five categories.

1. **Achievement**
2. **Power**
3. **Affiliation**
4. **Recognition**
5. **Altruism**



***The achievement-motivated volunteer looks for situations requiring top performance in which they can excel. This person wants to out-perform others attaining unique accomplishments and enjoys striving for lofty goals. They want to do the job better, figure out ways to remove obstacles.***

***The power-motivated volunteer wants to have an impact on the project and influence others with their ideas. They want to win arguments and get others to do thing their way. They seek to influence through communication.***

***The affiliation-motivated volunteer likes being around other people. The social aspect of volunteering appeals to them. They want to build friendships and be respected. They like being with others, want to help people and care about other's feelings.***

***The recognition-motivated volunteer likes prestige and status. They prefer clear endings, short-term tasks. They enjoy public relations and want to be connected with popular projects. They want to advance new tasks and desire timely completion of work.***

***The altruistic-motivated volunteer pursues attainment for the general good. They have high ideals and values. They are concerned about interests that benefit the public. They care about accountability.***

 **Motivating Rotarians**

Why are volunteers important to Your Rotary Club?



What benefits do volunteers bring to Your Rotary Club?

**Why are volunteers important to an organization?**

- 1. Give their time**
- 2. Help staffing**
- 3. Help financially**

**What benefits do volunteers bring to an organization?**

- 1. Credibility**
- 2. Valuable public relations asset**
- 3. Refreshed energy – new blood**
- 4. Specialized skills and talents**
- 5. New ideas**
- 6. Focus on a particular task or issue**
- 7. Constructive criticism or feedback**
- 8. Ability to lessen overall workload**
- 9. Capacity to expand service**



## Motivating Rotarians

Volunteerism can be defined as people reaching out with their individual skills, talents, and interest to help organizations or communities meet needs, solve problems, and assist others.

Why do people volunteer?

- 1. To help others and contribute to the community***
- 2. To use skills and talents in a different setting***
- 3. To find and develop new friends and relationships***
- 4. Develop a sense of accomplishment and self-worth***
- 5. To learn new skills and talents***
- 6. To challenge themselves***
- 7. To work for a cause***
- 8. To gain recognition for their abilities***
- 9. To have fun***
- 10. Meet important people in the community***
- 11. Be part of a prestigious group***
- 12. To give something or pay back to the community***
- 13. To fulfill a moral or religious duty***
- 14. To be useful or get out of the house***
- 15. To be with friends***

## **Appendix E: Attracting Volunteers**

**Ask Them**

**Be Open To New People**

**Make The Task Attractive**

**Feed Them**

**Make It Fun**

**Learn About Their Interests**

**Match Tasks To Interests**

## **Appendix F: Key To Motivating Volunteers**

**Keep The Work Fun**

**Remove Barriers**

**Demonstrate Value**

**Be A Leader**

**Make It Interesting**

**Orient & Train**

**Feed Them**

## **Appendix G: Key To Having Them Back**

**Thank Them**

**Recognize Them**

**Help Them Achieve Success**

**“Pay” Them**

**Ensure Job is Relevant,  
Interesting and Doable**

**Feed Them**

## Appendix H: Provide Recognition

**Give it or else.** The need for recognition is very important. If volunteers don't receive it, only bad things can happen.

*Ask class how recognition is done in their club.*

**Give it frequently.** The most common complaint from a volunteer is that they receive too little or no recognition.

**Give it honestly.** Don't praise someone unless you mean it.

**Give it to the person, not the work.** Everyone likes hearing their name, so make sure you connect the volunteer's name to the project.

**Give it appropriately to the achievement.** Don't make a big deal out of a small success and a small deal out of a big success.

**Give it consistently.** If two or more volunteers are doing a project, make sure not to give the impression of favoritism.

**Give it on a timely basis.** Praise for work should be given as soon as possible after the achievement.

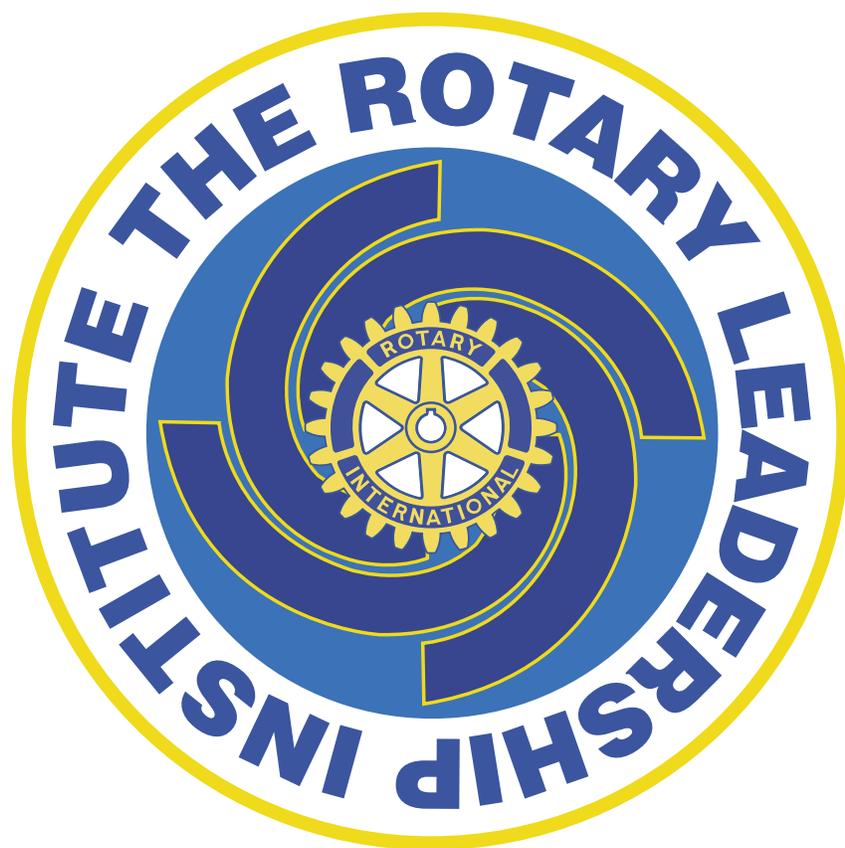
**Make it individualized.** Some volunteers like public recognition, others do not. In order to provide effective recognition, you need to get to know your volunteers and find out what they will respond to positively.

**Give it for what you want more of.** Don't ignore sub-par volunteers—just don't forget to make sure your praise the efforts of those who are doing the job.

*What are some suggestions to recognize volunteers?*

# RLI Graduate Course

Rotary Leadership Institute  
2015-2016



**Public Relations**

*Faculty*

## RLI Graduate Course Public Relations

*Time Needed: 2–3 hours*

### **Session Goals:**

- A. Develop strategies to improve Rotary’s public image and marketing
- B. Become more aware of the need for public and media relations to your Club
- C. Learn how to work with the media to enhance your efforts
- D. Learn how to plan, write, and deliver media releases

What is Rotary’s public image in your community?

What is YOUR general image of Rotary?

What is the definition of public relations and public image?

**Faculty:** *Public relations is the business of inducing the public to have an understanding for and goodwill toward a person, firm or institution.*

**Public image is the vision of a person, firm, or institution that appears when its name is mentioned.**

What are the purposes of your Club’s PR effort?

**Faculty:** *To promote special events and programs*

*To publicize action-oriented service*

*To promote Rotary’s core values*

*To emphasize our work with youth*

*To seek new members*

*To create exhibits and demonstrations in the community*

*To advertise the Club on billboards, local newspapers and magazines, etc.*

*To post our events on local web sites and other social media*

Does your Club have a Public Relations Chair? A committee? Why or why not?

Who is the media?

**Faculty:** *Press, radio and TV, billboards, trade publications, social media*

### **The well-built press release**

Activity: (10 minutes) Your Club will be holding its annual bike ride on Sept. 1 with 15, 30, and 45 mile routes. Rest stop refreshments provided by Country Restaurant. Cost to register \$20.00. All profits go to Club projects. Write an appropriate press release.

**Faculty:** *Have several members read their release. Make no comment on its worth or items omitted.*

**Review Attachment A: The Well-built Press Release, discussing various points as there is interest. Point out any deficiencies in the class’s first efforts. Now ask them to go back to their original writing and add what is needed to make it a better release. Have several members read their improved press release.**

How do we build a relationship with the press?

**Faculty:** *Learn the names and positions of appropriate people and decision-makers*  
*Learn what they are looking for and their favorite subjects to print*  
*Learn their deadlines and the best time to call or email*  
*Become a reliable and accurate source, so they feel free to use your release*  
*Always include positive notes and facts about Rotary, who to contact for more info*

What is news to reporters?

**Faculty:** *Community projects and activities*  
*Timely human interest stories*  
*Local stories that enhance national current events*  
*Stories with a strong visual element*  
*Activities of prominent community members*  
*Action photos*

How do you respond to difficult questions from reporters and crisis situations?

**Faculty:** *Know the facts.*  
*Tell the truth*  
*If you don't know an answer, admit it and say you'll get back to them*  
*Tell local stories that make the point*  
*Give examples from your own experience*

Does your Club have a web site? In what ways does a web site support your Club?

Is your Club on any social media? What ones? What are the advantages?

Does your Club have a Club brochure? How can a brochure be used and distributed?

**Faculty:** *Closure: Review the session goals with the class to see if they have been met.*  
*Ask members to write down 2 PR ideas they have heard today that they can use*  
*with their Club.*

## **Attachment A**

### **The Well-Built Press Release**

The headline and the first sentence are the two most important parts of a press release. Make sure they are compelling enough to draw the editor or reporter in. Use active verbs in headlines, making them brief and to the point.

- Develop a well thought out “news hook”, a persuasive reason for the news media to pursue a story. The news hook provides direction to the rest of the release.
- Always define Rotary as “a global network of community volunteers” in the release.
- Determine who will be the contact person for media inquiries, and place that person’s name, email address, and phone number in the upper left corner. A reporter will more likely follow up when your contact information is easily available. Also include your Club web address.

#### **Lead paragraph—the five W’s**

- Who? The main focus of your story - a person or group who is the essential element
- What? The event or project with which your Club is involved
- Where? The location of the event, including a street address
- When? The time, day, and date of an event, or the time your Club is involved
- Why? The reason this event, person, or project is significant to the general public

#### **Additional paragraphs**

- In subsequent paragraphs, describe details about the event or project or how the person achieved something extraordinary.
- Keep your release concise. State opinions in quotes from Club leaders, project beneficiaries, or person being featured or honored. Focus on just one or two main points. Limit the release to one page.
- If you are sending the release to a TV station, think of its visual needs. Suggest good footage opportunities, such as unusual events, colorful scenes, smiling children, or celebrity appearances.
- Always include photos when possible.