

A Guide to Developing and Maintaining a Thriving Volunteer Community

by

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Abstract

Many Wisconsin Evangelical Lutheran Synod (WELS) schools rely heavily on the support of volunteers to offer the exceptional educational experience parents have come to expect. However, securing volunteers to meet the needs of these schools is becoming increasingly challenging. The following document details a field project in which a comprehensive approach to developing and maintaining a thriving volunteer community is carried out.

The process used to develop a thriving volunteer community at Salem Lutheran School involved first identifying each individual's motivations, interests, and abilities. Next, individuals were matched with opportunities to serve and personal invitations were used to invite participation. Finally, a recognition and appreciation component was implemented to thank the individual for their service and identify the impact it had on others. It is through this process that individuals were personally connected with opportunities to serve and encouraged to continue to have a positive impact through their service.

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Acknowledgments

As I put the finishing touches on the final requirements for my master's degree, I am mindful of the fact that nothing is impossible with God. He alone deserves all of the glory and praise for providing me with the ability as well as the determination and motivation to keep moving forward.

I would be remiss if I did not also acknowledge my wife, Sarah, for her patience and proof-reading prowess throughout the pursuit of my master's degree. The program was tremendously beneficial, but the commitment was certainly more than I could ever have accomplished on my own. Without her picking up my slack in other areas, offering encouragement, and demonstrating fantastic patience this would not have been possible.

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Chapter I: Introduction

Identify the Issue

How does one operate an exceptional private school on a shoe-string budget?

Salem Lutheran School is a relatively small educational institution with just under 100 students in preschool through eighth grade. Compared with local public schools, or even other area private schools, it operates on a very small budget each year. However, this does not limit the number of programs, events, and extra-curricular activities offered to the students. How does Salem Lutheran continue to offer such a wide array of activities if it can't afford to hire personnel to operate them? One of the most important keys to Salem's success is quite clear: adult volunteers. Without adult volunteers, athletic programs would flounder or cease to exist. Without adult volunteers, Salem would have no one to check out books for students in the library, no one to coordinate and serve hot lunch, no one to repair and renovate the facilities. Without adult volunteers, Salem would not be able to offer students the exceptional educational experience that we promise them.

It is becoming increasingly difficult to recruit enough volunteers to do all of the work at Salem, and our current core of volunteers is getting burned out. Gone are the days when volunteers serve as the janitorial staff of the school. We now have to hire individuals to carry out that duty. The next items on the chopping block, if nothing changes, may be the concession stand at sporting events and some athletic programs. Maybe we are going about recruiting volunteers the wrong way. Maybe society has changed, and it is no longer feasible to expect the same level of volunteerism that was

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present in the past. In order to plan for the future, we need to better understand the needs of our adult volunteers and the role we play in recruiting them to become involved.

The Importance of the Project

Salem Lutheran School's mission statement speaks to the partnership between school and home: "Salem Lutheran School partners with families in our congregation and community to provide Christ-centered education of children while nurturing lives of honor and service to the Lord." Ronald Heins (1988) shares that parents are integral components of the school and home partnership. They should be expected to participate in the affairs of the school by using their time and talents to meet its needs. This, in Heins's estimation, is the key to the improvement of the effectiveness of Lutheran schools.

As noted previously, Salem needs a steady supply of volunteers to operate, but how do we go about finding them, encouraging them to participate, and then keep them coming back to help again and again? This project has major ramifications for the future of Salem. If we want to maintain our high standard of excellence, we need adult volunteers. It's just that simple. The challenge comes in understanding what motivates an individual to volunteer and what barriers might keep them from volunteering.

The Project Purpose

In order to increase the participation of church and school families in the ministry of Salem, we need to develop a systematic approach to recruiting and maintaining volunteers. The goal of this project is to develop a comprehensive approach to recruiting and maintaining volunteers that focuses on identifying motivations, interests, and talents, and matching them with opportunities to serve.

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I began by developing a system that allows Salem to better understand the individuals who volunteer to meet its needs. Specifically, I was interested in the factors that have impacted their choice to participate in volunteer opportunities in the past. I also found it valuable to discover where their particular talents and interests lie. I used that information to match potential volunteers with opportunities to serve.

The second part of the system involved structuring volunteer opportunities that removed as many barriers as possible. It stood to reason that by removing certain barriers the percentage of people who volunteer would increase. Along with this, I looked at how volunteer opportunities were communicated. Research informed decisions about effective communication systems that were used to enhance volunteer recruitment efforts.

The final component of this approach involved maintaining and retaining volunteers. I looked at devising a system to follow up with volunteers. This helped me to better understand how the volunteer opportunity matched up with the volunteer's initial motivations for volunteering. In addition, it sought to demonstrate to the individuals the value that their volunteering brings to Salem Lutheran School.

Chapter II: Literature Review

Background

Volunteers form the foundation of many Lutheran schools because they give of themselves in so many ways for the benefit of others. Murk & Stephan (1991) note, “Volunteerism embodies a spirit of willingness (even eagerness) on the part of the volunteers to contribute their time, talents, and energies without pay.” It is this eagerness to serve which Lutheran schools need to tap into in order to continue to provide the highest quality education with limited resources. The research which has been done on volunteers has produced multiple volunteer theories because researchers have not been able to come to a general consensus concerning what constitutes volunteerism. However, Tracy, Hornery, Seaton, Craven, & Yeung (2014) have observed that researchers generally agree that the motivation to volunteer is commonly centered on both altruistic and self-interested reasons. In an effort to identify the motivating functions of individuals, Clary et al. (1998) defined six motivational functions possessed by volunteers. They were as follows:

1. Values – this function provides individuals with an opportunity to express deeply held values that relate to altruistic and humanitarian concerns for others.
2. Understanding – this function of volunteerism allows the individual to learn and practice new knowledge and skills.
3. Social – this function reflects motivations concerning relationships with others including the opportunity to participate with friends or engage in an activity that is viewed favorably by others.

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4. Career – this function points to the motivation of individuals to gain the skills necessary for a future career or to maintain career-relevant skills that they already possess.
5. Protective – this function is associated with the ego of the individual and seeks to remove negative feelings of self, such as anxiety or guilt.
6. Enhancement – this function also deals with the ego of the individual in a positive way providing a feeling of usefulness and greater self-esteem.

These six items are often cited as the motivating functions for volunteers (e.g., Caldarella, Gomm, Shatzer, & Wall, 2010; Tracey, Hornery, Seaton, Craven, & Yeung, 2014). Subsequent studies have also shown that the two greatest motivating functions are values and understanding (Caldarella, Gomm, Shatzer, & Wall, 2010; Clary et al., 1998; Clary & Snyder, 1999; Moore, Warta, & Erichsen, 2014; Tracey, Hornery, Seaton, Craven, & Yeung, 2014). The idea that volunteers are motivated by expressing their values can also be seen by the fact that individuals who regularly attend worship services were more likely to participate in volunteer activities within that organization (Choi & DiNitto, 2012; Garland, Myers, & Wolfer, 2008; Park & Smith, 2000; Wilson & Janoski, 1995).

It should come as no surprise that those who are active in their congregation would be drawn toward service. After all, it was Christ himself who provided the greatest example of servant leadership as he went into the towns and villages surrounding Israel to serve others. If individuals were to select one word to describe Jesus' leadership, it might well be "servant" (Lauersdorf, 1991). While his primary focus was to provide their souls with living water, he did not shy away from opportunities to meet the physical needs of

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the people. Jesus' own words, "The Son of Man did not come to be served but to serve, and to give his life as a ransom for many" (Mark 10:45), demonstrate his disposition toward serving others. Christians will want to pattern their life after Christ's example; God tells believers through the apostle Paul, "Your attitude should be the same as that of Jesus Christ: who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant" (Philippians 2:5-7). It is out of love for God that Christians love and serve others (1 John 4:19, 1 John 3:17).

Garland et al. (2008) put it this way:

Faith motivates volunteers to serve, and serving, in turn, may deepen and transform the volunteer's faith, leading to a greater commitment to service, compassion for those who suffer in unjust social systems, and the potential for more radical engagement in the community. (p. 256)

It appears that this high level of spiritual maturity among members may allow Lutheran schools to be positioned for success when it comes to securing individuals to participate in volunteer activities.

Individuals who volunteered perceive that their work has meaning, that it is important, or that it is challenging (Garland et al., 2008). This is important to remember because if an organization wants to encourage and retain volunteers, it must ensure that they are meeting the needs of the volunteers (Murk & Stephan, 1991). Caldera et al. (2010) determined through a study of elementary school mentors that if a volunteer's initial motivations matched the benefits received, they enjoyed a greater level of satisfaction with the experience when compared with those whose motivations and

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perceived benefits did not match. However, they also found that this matching of motivations with benefits did not seem to have a significant impact on whether or not the individual would volunteer in the future. Heins (2005) noted, “One of the most common habits is to invite people into service that does not match the heart or gifts which God has given them” (p.12).

Application

So why do individuals continue to volunteer, even if the benefits may not match up with their initial motivations? Murk & Stephan (1991) reported that, “People who volunteer often do so because they were asked directly by their spouse, a friend, or colleagues” (p.73). It seems that personal invitations to volunteer are an important motivating factor for individuals, with almost 60% citing its effect on their decision to volunteer (Murk & Stephan, 1991). In addition, individuals with a high level of commitment to the program or activity will continue to serve despite their benefits not completely matching their initial motives.

There are some additional items for an organization to consider when acquiring volunteers. Time is a major barrier individuals give as a reason for not volunteering. Another barrier to volunteerism is the perceived lack of skills by the individual. Some suggestions for removing these potential roadblocks to volunteerism include the following:

1. Offer short term assignments.
2. Provide training sessions to prepare the volunteers with the knowledge and skills they need to be successful.
3. Provide convenience services such as childcare or transportation to the activity.

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4. Offer activities in which participants can work alongside family or friends.

(Murk & Stephen, 1991)

Finally, it is important for the organization that is receiving the service to recognize the work done by the volunteer. Many people volunteer because they perceive the work to have value. Reinforcing among the volunteers the benefits the organization is receiving through their service goes a long way toward developing positive attitudes about volunteering in the future. Heins (2005) summarized it this way: “How we engage members for ministry and treat them when they do agree to serve can often be determinative of how willing people will be to live a life of ongoing service in their parish” (p.12).

Conclusion

In order to effectively acquire volunteers to meet the needs of an organization such as a Lutheran school, it is important to know what motivates individuals to volunteer. It is clear from the research that there are several factors that motivate volunteers, including altruistic and humanistic values along with a desire to gain a deeper understanding of themselves and others. However, it would be interesting to see if the same motivating factors hold true for the people at Salem who choose to volunteer. The goal of this project is to develop a comprehensive approach to recruiting and maintaining volunteers which focuses on identifying motivations, interests, and talents, and matching them with opportunities to serve.

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Chapter III: Implementation

Procedure

The process for acquiring and maintaining volunteers had three main components. The first part involved understanding what motivates individuals to volunteer, identifying their talents and interests, and pinpointing any perceived roadblocks to volunteering. The second part was to develop volunteer opportunities that maximized the potential for volunteers through removing roadblocks and effective communication. The final component of this project involved following up with volunteers to communicate thanks and solicit feedback for future volunteer opportunities.

Part one. Matching individual's motivations, interests, and talents with volunteer opportunities is a key element to providing a fulfilling experience. In order to understand what motivates our school families to participate in volunteer opportunities, I asked each parent in our school family to complete a Volunteer Functions Inventory (Clary et al., 1998). This 30-item self-reporting survey measures the six motivating functions identified by Clary et al. (see appendix A). Parents were also asked to complete a Time and Talents Questionnaire to identify specific interests and skills they possess (see Appendix B). Finally, a Post-Volunteer Survey (Clary et al., 1998) was used to measure perceived benefits, satisfaction, and future intentions (see appendix C). Each of these items was available to be distributed in both a hard copy and electronic format per individual preference. Participants were notified that this information was to be used as part of a project that I would be completing as a requirement for obtaining my master's degree. The information collected from the Time and Talents Survey was entered into a

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database that was used to match volunteers with opportunities that fit their specific interests and abilities.

Part two. The second part of creating a positive volunteer experience is contingent on how the volunteer opportunity is structured and communicated. As noted in the Literature Review, there are several key components to creating volunteer activities that are more likely to succeed. They involve offering short-term assignments that are flexible, providing the necessary training, offering convenience items (childcare, transportation, etc.), and granting opportunities to serve alongside friends and family. It was important to consider each of these items when opportunities for service were developed. See Appendix D for an example of an activity in which each of these items has been taken into consideration.

In addition to considering how we develop opportunities for our families to volunteer, we also need to look at how we are communicating those opportunities. If we want people to participate in volunteer opportunities, then we need to provide them with a personal invitation (Heins, 2005; Choi & DiNitto, 2012). We live in a world where the personalized touch that people crave is being replaced with mass media appeals for assistance. Personal invitations are especially important in garnering the support of individuals who may be reluctant to serve. They may question whether they have the talents or skills that the volunteer opportunity requires. Those insecurities can quickly be alleviated with one phone call requesting their assistance. Announcements can be used to inform and remind individuals about an opportunity to serve, but if we want people to participate, we need to personally invite them (Choi & DiNitto, 2012). This plan focused

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on the personal invitation, but additional methods of communication (print and electronic) were readily available to remind and inform people of volunteer opportunities.

I created a plan (see Appendix E) to assist with personal invitations to participate. I also created a sample personal invitation script (see Appendix F) to help make those important contacts. Examples of the type of electronic and print invitations that were used to inform and remind people of upcoming events can be viewed in Appendix D. Even though personal invitations were the primary method of engaging volunteers, we still made use of traditional mass communication of volunteer opportunities so that all had a chance to participate whether or not they received a personal invitation. By providing the additional mass communications, we minimized the number of people that might have otherwise slipped through the cracks.

Part three. Communicating to the individuals that the work they accomplished is valued by the organization is “widely regarded as fundamental to an effective volunteer program (Brudney, 1999, p.239). People - especially millennials, persons born between 1982 and 2005 (Howe & Strauss, 2007) - want to have a positive impact in the lives of others. They want to know they are making a difference in the world. Taking the time to communicate the importance of their role is a vital piece in encouraging individuals to participate in the future. In order to do this, I implemented a “thank you” policy (see Appendix H) to serve as the basis for communicating the thankfulness of Salem to the individual and encourage them to help out in the future.

It is important to understand how the volunteer opportunity was perceived by the person volunteering and if there are any items that could be improved in the future. A brief follow-up survey (Clary et al., 1998) was used to gather this information (see

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Appendix C). Adjustments can be made in the future based on the information collected in this anonymous survey.

Subjects

The participants in this study consisted of parents who have children enrolled as students at Salem Lutheran School. All of the parents were asked to participate in this study. A letter (see Appendix I) was sent home with each child for their parents to sign and return indicating their willingness to participate in the study and their preferred method of communication. Seventy-one individuals (73%) agreed to participate in the study. I provided initial surveys in either electronic or hard copy format to each of the seventy-one participants. These surveys helped to capture any differences that existed among families regarding their unique abilities, interests, and motivations for volunteering.

Assessment

In order to assess the effectiveness of this program, I designed an end-of-year survey (see Appendix G) to give to each of the parents that solicited their input on the new process to engage individuals in volunteer opportunities. I observed the volunteer level in the school. Some fundamental questions I looked at included: Are we acquiring enough volunteers to meet the needs of our school? Are individuals volunteering multiple times throughout the year? I used the feedback from the surveys and the levels of participation to determine the effectiveness of this program.

Results

The Volunteer Functions Inventory (Appendix A) was the first survey that the participants completed. All of the parents of children in preschool through 8th grade were encouraged to participate in the survey. As individuals may have different motivations

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for volunteering, each parent was invited to complete the survey rather than soliciting one response per household. Of the seventy-one parents that were asked to complete the survey, sixty-four (90%) shared their responses. The results of this survey indicated that parents at Salem were motivated by a variety of functions, but the greatest motivating factors are the values and understanding functions (see Table 1). This result fell in line with previous research on the topic of volunteers that showed values and understanding to be the most significant motivating factors for volunteers (Caldarella, Gomm, Shatzer, & Wall, 2010; Clary et al., 1998; Clary & Snyder, 1999; Moore, Warta, & Erichsen, 2014; Tracey, Hornery, Seaton, Craven, & Yeung, 2014). For complete results, see Appendix J.

Table 1

Motivating Functions of Salem Volunteers

<u>Function</u>	<u>Percent of Respondents</u>	
	<u>Not Important/Accurate or Low Importance/Accuracy</u>	<u>Important/Accurate or Very Important/Accurate</u>
Protective	65%	35%
Values	11%	89%
Career	66%	34%
Social	48%	52%
Understanding	20%	80%
Enhancement	39%	61%

Fewer individuals, 45 out of 71 (63%), participated in the Time and Talents Survey (Appendix B) which was used to identify areas in which individuals had an ability or interest in serving. Even so, the information was collected and categorized in a database to be used to invite individuals to participate in opportunities that match up with their interests and abilities.

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Individuals were asked how they would like opportunities to volunteer communicated to them. In response, many of the participants selected multiple types of preferred communication. Nearly all of the participants who responded (98%) indicated that email was one of their preferred methods of communication. Phone calls accounted for the second highest preferred method of communication, with 30% of the participants indicating that in addition to email a phone call would be another preferred method of communication. A personal note home was added to email as a preferred method of communication on 7% of the responses and a text message was added on 5% of the responses.

The number of individuals involved in helping with school activities increased when personal invitations were paired with matching individuals to opportunities that aligned with the skills and interests they reported in the Time and Talents Survey. Persons who had not chosen to participate in volunteer opportunities in the past expressed a willingness and joy with the chance to help out when personally contacted.

Another benefit of the Time and Talents Survey involved the discovery of interests and abilities that the school did not know existed. For instance, the survey revealed that we have a parent who has a degree in Spanish, travelled abroad to hone this skill, and is interested in volunteering time to help bolster our Spanish curriculum. We also discovered that we have individuals who specialize in heating and cooling and would be interested in helping to maintain our systems. These are tremendous blessings that might have remained hidden if it were not for this survey.

Next I measured the volunteers' perceived benefits through the Post-Volunteer Survey (Appendix C). Of the 71 individuals, 31 (44%) completed this survey. The goal

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was to see if the benefits received from the volunteer activity matched up with the individuals' motivations for volunteering as determined by the Volunteer Functions Survey (Appendix A). The results of the Post-Volunteer Survey (see Table 2) indicated that the benefits realized by the individuals were most related to the Social, Enhancement, Protective, and Values Function (for complete results see Appendix K).

Table 2

Results of Salem Post-Survey Items

<u>Item</u>	<u>Percent of Respondents</u>	
	<u>Not Important/Accurate or Low Importance/Accuracy</u>	<u>Important/Accurate or Very Important/Accurate</u>
1. Values	9%	91%
2. Understanding	50%	50%
3. Social	0%	100%
4. Career	69%	31%
5. Protective	6%	94%
6. Enhancement	3%	97%

It is interesting to note that while only 54% of respondents were motivated by the social function, every single one of them (100%) reported experiencing a social benefit (see Table 3). An even greater discrepancy between motivations and perceived benefits was seen with the protective function: 35% indicated this as a motivating function and 94% reported benefits connected to this function. One additional noteworthy observation is related to the understanding function. Here the perceived benefits from volunteering were considerably lower than the motivations in this area.

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The final element of this survey related to satisfaction and future intentions (see Appendix K). The responses from the survey demonstrated that most individuals felt that it was a positive experience (97%) that was personally satisfying (97%) and benefitted them in some way (94%). Of those who chose to volunteer during the year, 7% indicated that they plan to volunteer in the same way in the future and 82% reported that they were also going to explore additional ways to volunteer.

Table 3

VFI Motivations and Benefits

<u>Item</u>	<u>Percent of Respondents</u>	
	<u>Motivation</u>	<u>Benefit</u>
1. Values	89%	91%
2. Understanding	80%	50%
3. Social	54%	100%
4. Career	34%	31%
5. Protective	35%	94%
6. Enhancement	61%	97%

The final survey was a Volunteer Assessment Survey (Appendix G) that focused on additional factors related to the satisfaction of the volunteer experience. It was also used to identify obstacles to volunteering and ways that we can encourage additional volunteers. There were 38 individuals (54%) who responded to this survey.

Overall feedback received from the survey demonstrated that individuals were pleased with their volunteer experiences at Salem. Not only did they feel welcome to participate in opportunities that interested them, they also felt that their work was meaningful and appreciated (see Table 4). One area that was identified as lower than the rest was communication. While 79% of respondents agreed that volunteer opportunities

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were thoroughly communicated, this area also left the greatest opportunity for improvement.

Table 4

Results of Volunteer Assessment Survey

<u>Item</u>	<u>Percent of Respondents</u>	
	<u>Agree</u>	<u>Disagree</u>
1. Do you feel welcome to volunteer at Salem?	95%	5%
2. Does Salem provide volunteer opportunities that interest you?	97%	3%
3. Do you feel that volunteer opportunities are thoroughly communicated?	79%	21%
4. Do you feel that the service you provide is appreciated?	95%	5%
5. Do you feel that the service you provide is meaningful?	95%	5%

As part of the Volunteer Assessment Survey, individuals were asked to share what they perceived as the greatest obstacles to volunteering. Some parents identified multiple obstacles while others did not report any. Figure 1 shows the breakdown of obstacles that were reported with similar responses grouped together. By far, the greatest obstacle identified was a lack of time (63%) related to work schedule and personal obligations. Additionally, parents who have children at home that require care accounted for 21% of the perceived obstacles.

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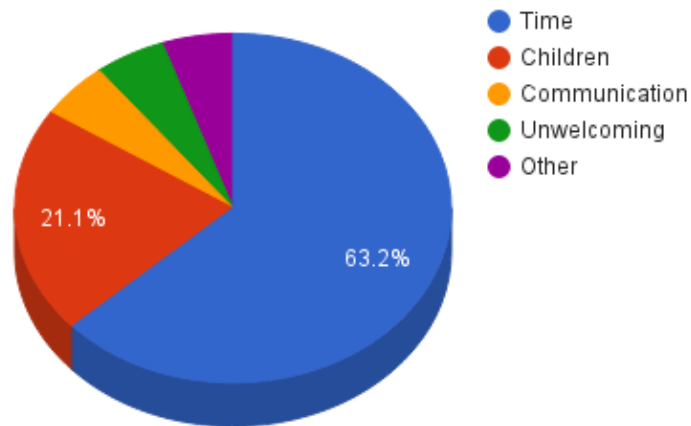


Figure 1. This chart lists several obstacles to volunteering that were reported by individuals.

In the Volunteer Assessment Survey (Appendix G), individuals were also asked to identify what Salem can do to encourage more individuals to volunteer. Some provided multiple suggestions, while others did not list any. Similar responses were grouped together. The clear majority of responses (75%) focused on the communication of volunteer opportunities (see Figure 2).

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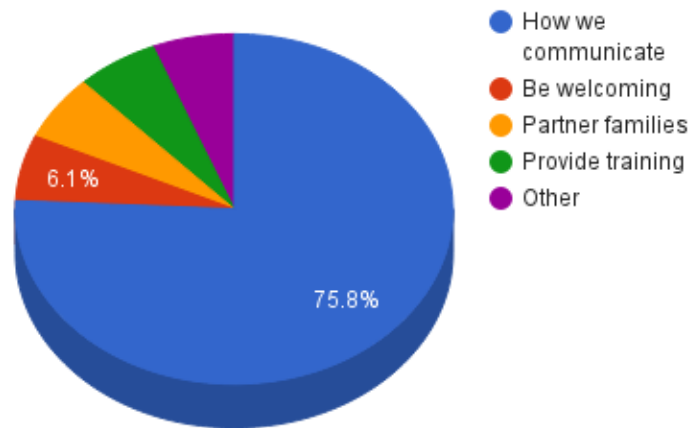


Figure 2. This figure highlights the responses that individuals gave in reference to how Salem can encourage people to volunteer more.

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Chapter IV: Reflective Essay

Introduction

Volunteers at Salem Lutheran School are marked by diversity, each with their own unique interests, abilities, motivations, and time available to volunteer. And while it appears that most have an interest in volunteering, time constraints and previous obligations serve as potential roadblocks to an individual acting on the desire to volunteer. Through careful planning and communication, many of these roadblocks can be overcome. In order to be successful in recruiting the volunteers to meet our needs, we have to be intentional about the process we use to engage them. Without a structured approach, the desired results will be lacking.

Conclusions

There are several conclusions that can be drawn from this field project. The four conclusions that I believe are the most significant involve the motivation to volunteer, the method of communication, identifying interests, and expressing gratitude.

Motivations. It is clear that parents' number one reason for volunteering centers on the values function. This does not surprise me, especially at a faith-based institution. Parents who enroll their children in a Christ-centered school have a variety of reasons for doing so, but many want their children in our school because of the Christian values we teach and model on a daily basis. These values center on loving God and loving others. One way that individuals can show their love is through selfless service to others. Parents are looking for opportunities to model this love for their children. Salem can assist parents by providing occasions for them to be involved in the activities of the school.

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Parents who enroll their children at Salem also value the education. They want the best possible education for their children and they are willing to make sacrifices to achieve it. This means taking on the financial responsibility for Christian education. It also means volunteering in a variety of ways to support the teachers and enhance the programs offered.

Communication. The method of communication is perhaps the most significant piece to developing and maintaining a thriving volunteer community. Announcements and sign-up sheets are marginally impactful. These types of indirect invitations to participate do not encourage the individual to make a choice. When there is no accountability, invitations like these are often ignored whether intentionally or unintentionally. The communication method that garners the greatest results is a personal invitation. When time is taken to personally invite an individual to participate, that person is essentially told, “You are important; we value your service.” The individual is also compelled to decide whether or not they will offer assistance because someone is waiting for their personal reply. These two components strengthen a school’s efforts to involve people in its ministry.

Personal invitations can be accomplished in a variety of ways, including face-to-face, phone calls, emails, texts, or notes home. Most parents are so connected to forms of digital communication that they prefer that method of personal invitation. Personal email invitations are effective because they not only communicate the importance of that individual’s service, they also provide a non-threatening means of allowing the individual to consider the invitation to serve. Individuals can take the opportunity to evaluate their own time and talents before making a decision to become involved. Further research

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could be done to understand if providing individuals time to consider a request to volunteer increases their engagement once they do decide to help. Like a sign-up sheet or mass announcement, personal emails can be ignored. However, ignoring a request is less likely to happen when an individual knows you are waiting for the favor of their reply.

Personal invitations are not the preferred method of communication for every potential volunteer. Some have a more difficult time fitting volunteer opportunities into their busy schedule. They have an interest in helping, but the timing has to be right. Rather than having to decline multiple personal invitations to participate, they would prefer to read about opportunities to volunteer and then contact the school when these occasions line up with their schedules. Salem needs to be cognizant of this as well when recruiting individuals for service.

Interests. Salem is made up of a diverse population with a variety of talents and abilities. It is important for any organization to know what skills their people have and how they might be interested in using those abilities to serve others. The Time and Talent Questionnaire (see Appendix B) is essential to developing a strong volunteer community because it identifies how individuals might contribute to the school. Through this tool, we learn more about the people who desire to participate in volunteer opportunities but may not realize how their skills can be leveraged. Through the use of this questionnaire, we discover talents and interests that would otherwise remain hidden.

Turning the information gathered from the questionnaire into a database of potential volunteers helps organize the information into a system that can be used to solicit individuals to volunteer at Salem. If you are looking for potential coaches, for example, simply key in that information and you have a list of everyone who expressed

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an interest in coaching that sport. This database could be shared with all of the teachers, the school secretary, and the Parent Teacher Club (PTC) president.

Gratitude. Thanking individuals for their service is an often overlooked area. However, demonstrating appreciation to volunteers is crucial for maintaining a thriving volunteer community. Gratitude can be shown in a variety of formal and informal ways. In most cases a personally composed note of appreciation is enough to provide recognition to the individual of the service provided and how valuable it is to the school. Other times a more formal recognition is appropriate. The key to effectively communicating the gratitude of an organization is ensuring that it is personal and sincere.

I made it a practice to personally thank individuals for their willingness to help before, during, and after each volunteer activity. This happened through personal conversations and individual emails. Though mass communication of thanks was occasionally employed, I stayed away from using it as the sole way to demonstrate our appreciation. These expressions of gratitude not only told the person that Salem values their service, it also served to encourage them to participate in opportunities to help in the future.

Recommendations

As I reflect on the information collected during this project, there are several key recommendations I have for developing and maintaining a thriving volunteer community at Salem Lutheran School.

The first recommendation is that the Time and Talents Survey (see Appendix B) be completed by each parent/guardian as a part of the registration process each year. Maintaining current interest and ability data of our most invested stakeholders will allow

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Salem to make targeted personal invitations that appeal to these individuals. It will also allow the school to discover additional talents of potential volunteers. This survey should also be made available to the congregation in order to draw on the skills of an even wider base that has a vested interest in the success of the school.

The second recommendation is to make personal invitations to volunteer the primary method of communication. Certainly there is value in making everyone aware of opportunities to volunteer through mass communication, but the method of communication that garners the greatest response is personal invitations. Salem needs to take the time to demonstrate to individuals that their service is valuable to the students and organization. People are eager to assist in a variety of ways, but with increased busyness it is easy to miss or disregard a request for help thinking that others may step in to help. However, when a person is directly asked for their participation, those thoughts change from “maybe someone else will do it” to “they need my help to accomplish this.” These personal invitations can be made in a number of ways, but the method that most people prefer is email communication. The temptation for those seeking volunteers is to add an entire list of potential volunteers to the address line and prepare a more general message to request their assistance. The problem with this approach is that it again leaves the door open to recipients thinking that someone else on the address list will step up to help. In order to develop a thriving volunteer community, personal touches need to be implemented to express how much the organization values the volunteer and their service.

Third, the school should look into providing options for childcare during volunteer opportunities. Many parents of school age children must arrange for their

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children to be cared for while they are engaged in a volunteer activity. Twenty-one percent of respondents indicated finding someone to supervise their children as an obstacle to greater involvement in volunteer activities. If the school can put forth a solution whereby the parents will be provided with child-care, that will provide greater freedom for parents who are deciding whether or not to become involved with a particular volunteer opportunity.

Fourth, it is important to create opportunities that minimize the time commitment of volunteers. With lack of time reported as the number one obstacle to volunteering (63%), providing activities with a limited time commitment may encourage more people to serve. One method to accomplish this is through engaging individuals in events that can be completed in a short period of time or on their own schedule. Another way is to provide opportunities to serve on a committee that is tasked with meeting a specific need and is disbanded upon completion of that single objective.

A further benefit of offering entry-level volunteer activities is the potential to increase an individual's willingness to serve in other areas or take on a more substantial role in the future. On the Salem Post Survey Items (Appendix K), 82% of respondents indicated a desire to explore additional service opportunities in the future. This interest in exploring additional opportunities is an important component in maintaining a volunteer community that continues to meet the needs of the school.

The final recommendation is an encouragement to thank individuals for their service and thank them often. As mentioned in the conclusions, this can be an easily overlooked area, but it is central to promoting a thriving community. This involves more than a simple "thank you" when you see the person – although that is an important piece.

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The personal “thank you” should begin the moment the individual agrees to help and continue through the completion of the service. Tell them early and often how their service is making a difference. Sincere personal gratitude can be expressed through emails, face-to-face communication, phone calls, and even hand-written letters. Mass communications of thanks such as newsletter articles or bulletin announcements may be used in conjunction with other forms of personal thanks, but they should not be used as the sole form of demonstrating gratitude. It is through personal communications that an organization can demonstrate to the individual how much their service is valued.

When extending thanks, be sure to include how the volunteer’s efforts have an impact on the organization and the lives of others. The values function is the greatest motivating factor for most individuals. These people want to make a difference – to impact lives in a meaningful way. Take the time to tell them, or better yet, show them the impact they are having.

In order to develop and maintain a thriving volunteer community, it is imperative for Salem to understand the volunteer’s motivations, identify their interests, develop relationships through personal communications, design volunteer activities that remove barriers, and regularly demonstrate appreciation to the individual for the work that is being accomplished. Completion of all of these items will lead to a volunteer community in which individuals feel valued and are willing to offer their service to the organization time and time again. This will allow Salem to continue to make good on the promise of excellence made to all families.

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Appendix A: Volunteer Functions Survey (Clary et al., 1998)

Salem Volunteer Functions Survey

This survey will be used by Salem to help us better understand individuals motivations for volunteering. All of the information will be confidential and only be used by Salem to help us tailor volunteer opportunities that match the motivations of our volunteers. Thank you for taking the time to share your thoughts with us.

* Required

1. Volunteering can help me get my foot in the door at a place where I would like to work. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

2. My friends volunteer. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

3. I am concerned about those less fortunate than myself. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

4. People I'm close to want me to volunteer. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

5. Volunteering makes me feel important. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

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6. People I know share an interest in community service. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

7. No matter how bad I've been feeling, volunteering helps me to forget about it. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

8. I am genuinely concerned about the particular group I am serving. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

9. By volunteering I feel less lonely. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

10. I can make new contacts that might help my business or career. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

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11. **Doing volunteer work relieves me of some of the guilt over being more fortunate than others.** *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

12. **I can learn more about the cause for which I am working.** *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

13. **Volunteering increases my self-esteem.** *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

14. **Volunteering allows me to gain a new perspective on things.** *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

15. **Volunteering allows me to explore different career options.** *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

16. **I feel compassion toward people in need.** *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

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17. Others with whom I am close place a high value on community service. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

18. Volunteering lets me learn things through direct, hands on experience. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

19. I feel it is important to help others. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

20. Volunteering helps me work through my own personal problems. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

21. Volunteering will help me to succeed in my chosen profession. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

22. I can do something for a cause that is important to me. *

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

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23. **Volunteering is an important activity to the people I know best. ***

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

24. **Volunteering is a good escape from my own troubles. ***

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

25. **I can learn how to deal with a variety of people. ***

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

26. **Volunteering makes me feel needed. ***

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

27. **Volunteering makes me feel better about myself. ***

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

28. **Volunteering experience will look good on my resume. ***

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

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29. **Volunteering is a way to make new friends. ***

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

30. **I can explore my own strengths. ***

Mark only one oval.

	1	2	3	4	
not at all important/accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very important/accurate

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Appendix B: Time and Talents Questionnaire

Salem Time and Talents Questionnaire

This form will be used to gather information about the talents and interests of our school families. We are blessed with people who are able to add to our ministry in a wide variety of ways. In an effort to help us match volunteer opportunities to your interests and abilities, please take a few minutes to complete the following questionnaire. Thank you for your continued support of the ministry of Salem Lutheran School.

1. I would be interested in helping in the following ways. (Classroom)

Check all that apply

Check all that apply.

- ☐ Read to the students.
- ☐ Listen to the students read.
- ☐ Correct Papers.
- ☐ Design/assemble bulletin boards.
- ☐ Clerical items (cutting, laminating, copies)
- ☐ Option 6
- ☐ Other:

2. I would be interested in helping in the following ways. (Athletics)

Check all that apply

Check all that apply.

- ☐ Coach - Head or Assistant (Basketball)
- ☐ Coach - Head or Assistant (Volleyball)
- ☐ Coach - Head or Assistant (Soccer)
- ☐ Coach - Head or Assistant (Disc Golf)
- ☐ Coach - Head or Assistant (Bowling)
- ☐ Coach - Head or Assistant (Track)
- ☐ Coach - Head or Assistant (Softball)
- ☐ Referee
- ☐ Set up court, field, equipment for games
- ☐ Operate scoreboard
- ☐ Transport athletes
- ☐ Distribute, collect, and organize uniforms
- ☐ Organize concession stand - Head or Assistant
- ☐ Purchase items for concession stand
- ☐ Organize volunteers for concession stand
- ☐ Other:

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3. I would be interested in helping in the following ways. (Maintenance)

Check all that apply

Check all that apply.

- ☐ Electrical needs (changing light bulbs)
- ☐ Plumbing needs
- ☐ Heating and cooling needs
- ☐ Ball field/Playground maintenance
- ☐ Painting
- ☐ Shampooing carpets
- ☐ Washing/waxing gym floor
- ☐ Handyman-type jobs
- ☐ Carpentry
- ☐ Landscaping
- ☐ Technology/Server/iPads/Computers
- ☐ Other:

4. I would be interested in helping in the following ways. (Special Events/activities)

Check all that apply

Check all that apply.

- ☐ Plan or assist with special events
- ☐ Solicit donations for auctions/door prizes
- ☐ Create promotional materials
- ☐ Assist with Book Fair
- ☐ Assist with Golf Tournament
- ☐ Assist with Family Fun Nights
- ☐ Assist with Harvest Festival
- ☐ Provide baked good
- ☐ Transport students on field trips
- ☐ Judge Forensics Night
- ☐ Judge Spelling Bee
- ☐ Forensics Team Coach
- ☐ Assist with School Fairs Science/Social Studies/Art
- ☐ Other:

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5. I would be interested in helping in the following ways. (Around the school)

Check all that apply

Check all that apply.

- ☐ Assist in the School Office
- ☐ Create bulletin boards and/or other displays
- ☐ Librarian
- ☐ Recess duty help
- ☐ Make copies or file
- ☐ Apply for grants
- ☐ Cleaning
- ☐ Hot Lunch
- ☐ Other:

6. I would be interested in helping in the following ways. (Communication)

Check all that apply

Check all that apply.

- ☐ Website management
- ☐ Facebook page management
- ☐ Newsletter editor
- ☐ Prepare flyers for events
- ☐ Prepare Powerpoint slides for events
- ☐ Photograph events
- ☐ Write press releases for events
- ☐ Add events to School and Bank sign in Hanover
- ☐ Update message on Salem School Sign
- ☐ Other:

Appendix C: Salem Post-Volunteer Survey (Clary et al., 1998)

Salem Post-Volunteer Survey

Thank you for taking the time to complete this survey. Your feedback will help us assess our volunteer opportunities and create experiences that can be mutually beneficial. Your support is a vital part of Salem's ministry and we are grateful for your service.

* Required

1. Activity in which you participated. *

.....

2. I was able to express my personal values. *

Mark only one oval.

	1	2	3	4	
Not at all accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very accurate

3. I learned something new about the world. *

Mark only one oval.

	1	2	3	4	
Not at all accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very accurate

4. The service I provided was appreciated. *

Mark only one oval.

	1	2	3	4	
Not at all accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very accurate

5. I learned some skills that will be useful in my future career. *

Mark only one oval.

	1	2	3	4	
Not at all accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very accurate

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6. **Serving allowed me to think about others instead of myself. ***

Mark only one oval.

	1	2	3	4	
Not at all accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very accurate

7. **I gained a sense of accomplishment. ***

Mark only one oval.

	1	2	3	4	
Not at all accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very accurate

8. **On the whole, the experience was very positive for me. ***

Mark only one oval.

	1	2	3	4	
Not at all accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very accurate

9. **I was personally very satisfied with the responsibilities given to me. ***

Mark only one oval.

	1	2	3	4	
Not at all accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very accurate

10. **I don't think I got anything out of this experience. ***

Mark only one oval.

	1	2	3	4	
Not at all accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very accurate

11. **I plan to serve again in this way in the future. ***

Mark only one oval.

	1	2	3	4	
Not at all accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very accurate

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12. I plan to explore different areas that I can serve in the future. *

Mark only one oval.

	1	2	3	4	
Not at all accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very accurate

13. Is there anything we can to improve this volunteer experience?

This question is not required, but extremely beneficial for us.

Appendix D: Example Flyer for Volunteer Event



Spring Cleaning Night

SATURDAY, April 14 FROM 6-9PM

Come join us in a little spring cleaning to spruce up our campus. No prior experience necessary – we'll show you everything you need to know. It's a great opportunity to spend time with family/friends and get to know new families at Salem. Child-care will be provided. Please direct all questions to Mr. Beilke. We hope to see you here!

Appendix E: Personal Invitation Plan

Plan for Implementing Personal Invitations

Step 1: Maintain a database with all of the parents of the school families and their interests and talents.

Step 2: Include personal contact information in this database.

Step 3: Identify individuals who may be willing to help with a particular need.

Step 4: Use a personal invitation to inform the individual of the need and how they can help.

- Personal invitations may be done face to face, over the phone, or through email.
- Personal invitation should demonstrate what the need is and how the individual can assist in meeting this particular need (be specific).
- Personal invitation may also draw on a person's motivations for volunteering (also contained in the database) demonstrating how their needs will be met.

Step 5: Follow-up with the individual at least two days before the activity to answer any questions they may have and confirm that they are still available to assist.

Step 6: Personally thank the individual for their service, sharing specifics on how their work has impacted the lives of others or ministry of the school.

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Appendix F: Sample Personal Invitation Script

Caller: Good (time of day) (person's name), this is (caller's name) from Salem Lutheran School. How are you today?

Caller: (based on response) I'm (glad/sorry) to hear you are doing (fill in appropriate ending).

Caller: Say, the reason I'm calling is to see if you had heard about the cleaning night we got coming up next week over at school.

Caller: (based on response) (Yeah or Well), we really would like to get the campus spruced up, and we could sure use your help. We have a variety of tasks that you can help with that don't require any previous experience. People who have helped out in previous years have said it's a good time to have fun with family friends and get to know some of the new families at Salem. Plus, we'll have someone on hand here to watch all the little kids while the adults and older kids are working. What do you say (person's name) would you be available to spare a few hours to help us out?

Caller: (based on response) Great! We'll see you there. Or I'm sorry to hear that. Well, maybe next time. Take care. Bye.

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Appendix G: Volunteer Assessment Survey

Volunteer Survey

Please take a minute to fill out this brief survey to provide us with valuable feedback about how we engage volunteers at Salem.

* Required

1. Do you feel welcome to volunteer at Salem? *

Mark only one oval.

[illegible]

2. Does Salem provide volunteer opportunities that interest you? *

Mark only one oval.

[illegible]

3. Do you feel that volunteer opportunities are thoroughly communicated? *

Mark only one oval.

[illegible]

4. Do you feel that the service you provide is appreciated? *

Mark only one oval.

[illegible]

5. Do you feel that the service you provide is meaningful? *

Mark only one oval.

[illegible]

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6. What obstacles make it difficult for you to volunteer? *

.....

7. What could Salem do to encourage more volunteers? *

.....

8. Additional Comments on Volunteering at Salem. *

.....

.....

.....

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DEVELOPING AND MAINTAINING A VOLUNTEER COMMUNITY

Appendix H: Thank You Policy

Policy for Thanking Volunteers

Taking time to thank individuals for their service to the school community is an important component of creating a positive atmosphere that people want to join. It is for this very reason that we will take time to thank those who support the school through their time, talents, and treasures.

After support has been received, each individual will be thanked.

Those who serve to meet a one-time need will receive a personal note of thanks (written communication, phone call, or face to face). They may also receive public recognition for their service.

Those who make an ongoing commitment (coaches, librarians, etc.) will receive a personal note of thanks at the conclusion of their service. In addition, they may receive a token of thanks from the school (at the discretion of the Parent Teacher Club), and be recognized publicly through announcements or publications.

Those who provide financial support to meet a need will receive a personal note of thanks which includes a description of how their donation will be used to enhance the ministry at Salem.

A volunteer coordinator will be responsible for ensuring that this thank you policy is followed.

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Appendix I: Request for Participation Letter

SALEM LUTHERAN CHURCH AND SCHOOL

Church
9655 Pioneer Trail
Greenfield MN 55357-9694
763-498-7281



School
9615 Pioneer Trail
Greenfield MN 55357-9694
763-498-7283

January 19, 2016

Dear Parents,

As many of you may be well aware, I am nearing the completion of a Master of Science in Education degree through Martin Luther College. The final requirement is the completion of a Capstone Project. I chose to do a field project in which I study volunteerism at Salem Lutheran School. You all know how important volunteers are to the success of our school. This project utilizes research to guide the process of creating and maintaining a thriving volunteer community.

Many of you already use your time and talents in a variety of ways to enhance the school and for this we are grateful beyond words. Some however may still be looking for ways to get involved and aren't aware of the opportunities that exist, or how their interests/abilities might be applied in meeting the needs of Salem.

The study I am conducting will work to match the motivations and talents of the volunteer with opportunities for them to serve. It is through this process that I believe volunteers will feel more fulfilled, enjoy a greater sense of community, and know that their contributions are valuable to Salem. Here is how you can help. I need all of the parents of the school to contribute to this study by doing four things.

- Complete an anonymous 30 question survey.
- Complete an anonymous 14 question survey later in the year.
- Identify their talents and areas they might have an interest in volunteering.
- Complete a final end of the year survey about the program.

These can be completed either online or through paper copy. I am hoping for 100% participation to get the most accurate and beneficial results and appeal to you to take the time to support this work. Please sign and return this form by ***Friday, January 22nd*** identifying your willingness to participate in this study.

Sincerely,

Jonathan G. Beilke, Principal
Salem Lutheran School

_____ Yes, I support the work that is being done to strengthen Salem and am willing to participate in this study.

Preferred form of communication (circle one) **Hard Copy** **Electronic (email/online survey)**

_____ I am not willing to participate in any portion of this study.

Parent: _____ Signed _____ Date _____

Parent: _____ Signed _____ Date _____

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Appendix J: Volunteer Functions Inventory Results

Table 4

Results of Volunteer Functions Inventory

<u>Item</u>	<u>Percent of Respondents</u>	
	<u>Not</u>	<u>Important/Accurate</u>
	<u>Important/Accurate or</u> <u>Low</u> <u>Importance/Accuracy</u>	<u>Important/Accurate</u> <u>or Very</u> <u>Important/Accurate</u>
1. Volunteering can help me get my foot in the door at a place where I would like to work.	56%	44%
2. My friends volunteer.	39%	61%
3. I am concerned about those less fortunate than myself.	19%	81%
4. People I'm close to want me to volunteer.	53%	47%
5. Volunteering makes me feel important.	47%	53%
6. No matter how bad I've been feeling, volunteering helps me to forget about it.	44%	56%
7. I am genuinely concerned about the particular group I am serving.	12%	88%
8. By volunteering I feel less lonely.	61%	39%
9. I can make new contacts that might help my business or career.	64%	36%
10. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.	84%	16%
11. I can learn more about the cause for which I am working.	17%	83%
12. Volunteering increases my self-esteem.	44%	56%
13. Volunteering allows me to gain a new perspective on things.	16%	84%
14. Volunteering allows me to explore different career options.	69%	31%
15. I feel compassion toward people in need.	9%	91%
16. Others with whom I am close place a high value on community service.	52%	48%
17. Volunteering lets me learn things	16%	84%

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through direct, hands on experience.		
18. I feel it is important to help others.	3%	97%
19. Volunteering helps me work through my own personal problems.	77%	23%
20. Volunteering will help me to succeed in my chosen profession.	67%	33%
21. I can do something for a cause that is important to me.	12%	88%
22. Volunteering is an important activity to the people I know best.	47%	53%
23. Volunteering is a good escape from my own troubles.	61%	39%
24. I can learn how to deal with a variety of people.	30%	70%
25. Volunteering makes me feel needed.	42%	58%
26. Volunteering makes me feel better about myself.	44%	56%
27. Volunteering experience will look good on my resume.	72%	28%
28. Volunteering is a way to make new friends.	17%	83%
29. I can explore my own strengths.	20%	80%
30. People I know share an interest in community service.	36%	64%

Scoring:

Items 6, 8, 10, 19, 23 make up the Protective factor.

Items 3, 7, 15, 18, 21 make up the Values factor.

Items 1, 9, 14, 20, 27 make up the Career factor.

Items 2, 4, 16, 22, 30 make up the Social factor.

Items 11, 13, 17, 24, 29 make up the Understanding factor.

Items 5, 12, 25, 26, 28 make up the Enhancement factor.

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Appendix K: Salem Post-Survey Items Responses

Table 5
Results of Salem Post-Survey Items

<u>Item</u>	<u>Percent of Respondents</u>	
	<u>Not</u>	<u>Important/Accurate</u>
	<u>Important/Accurate or</u> <u>Low</u> <u>Importance/Accuracy</u>	<u>or Very</u> <u>Important/Accurate</u>
1. I was able to express my personal values.	9%	91%
2. I learned something new about the world.	50%	50%
3. The service I provided was appreciated.	0%	100%
4. I learned some skills that will be useful in my future career.	69%	31%
5. Serving allowed me to think about others instead of myself.	6%	94%
6. I gained a sense of accomplishment.	3%	97%
7. On the whole, the experience was very positive for me.	3%	97%
8. I was personally very satisfied with the responsibilities given to me.	3%	97%
9. I don't think I got anything out of this experience.	94%	6%
10. I plan to serve again in this way in the future.	3%	97%
11. I plan to explore different areas that I can serve in the future.	18%	82%

Scoring:

Item 1 reflects the Values factor.
 Item 2 reflects the Understanding factor.
 Item 3 reflects the Social factor.
 Item 4 reflects the Career factor.
 Item 5 reflects the Protective factor.
 Item 6 reflects the Enhancement factor.
 Items 7, 8, and 9 reflect satisfaction.
 Items 10 and 11 reflect intentions.