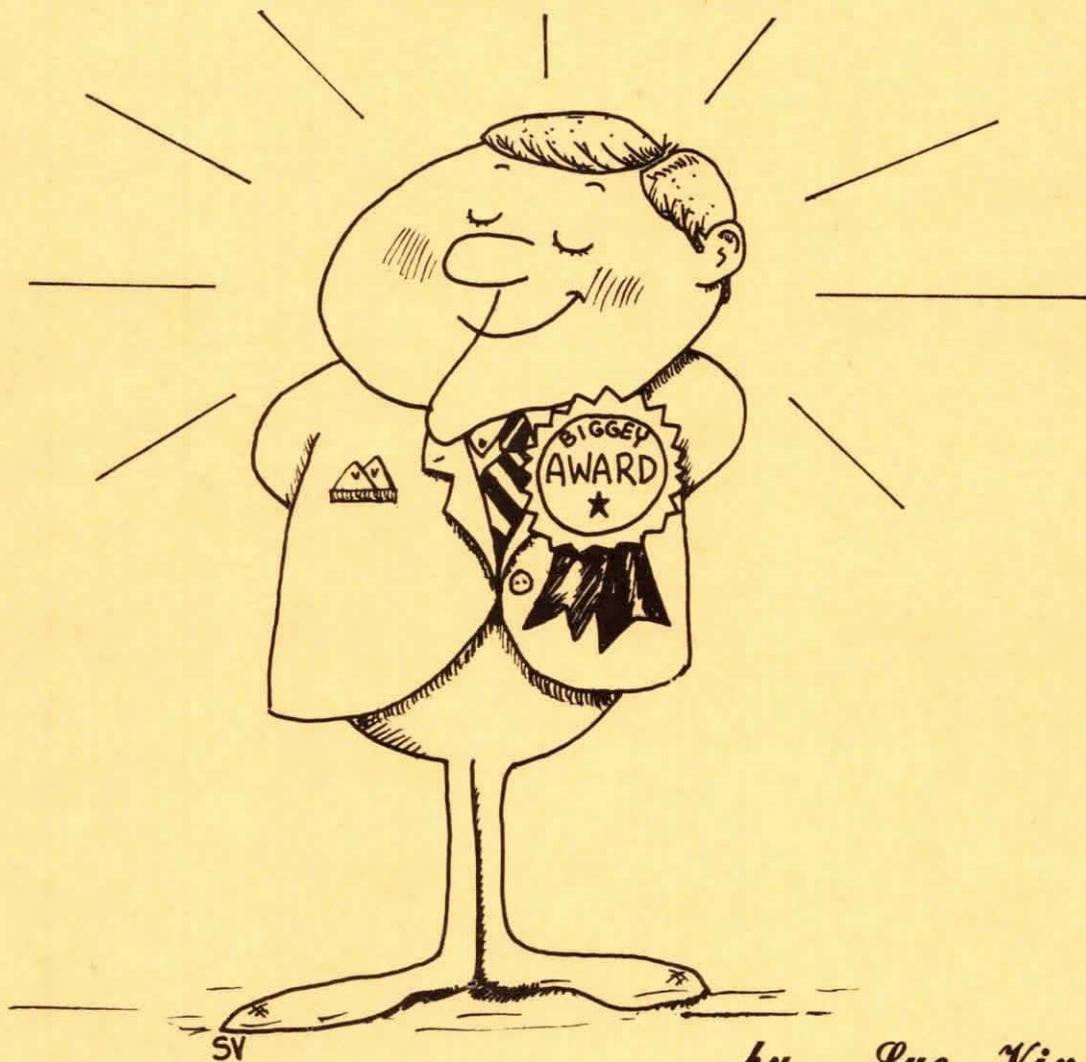# BEYOND BANQUETS, PLAQUES and PINS:

Creative Ways To Recognize Volunteers & Staff!

by Sue Vineyard

THE ART & SCIENCE OF INNOVATIVE APPRECIATION

Creative Resources Series

what is the

Creative

Resources

Series?

This monograph marks the first in a series of works designed to meet the needs of those people in human services who must motivate and manage our most valuable resource...PEOPLE!

As we step into the 1980's, human services will be called on to be more resourceful, creative and flexible than ever before. The challenge to "do more with less" will become the rallying cry for those managers who can adapt, change, innovate and inspire. Tragically, it may also sound the death knell for those who continue to insist on rigid "but we always/but we never" thinking.

To assist the process of becoming more creative and resource-ful is the purpose of this monograph and those that will follow, dealing with Recruitment, Doing More With Less, Grassroots Fund Raising, Marketing, PR, etc., etc.

Each aspect of the series will deal with the "art and science" of the topic plus practical suggestions to be used immediately. It is hoped that beyond the concepts learned, a sense of creativity, hope and humor will be conveyed, so that readers will carry these into their own implementation!

The entire series is dedicated to people in need who must depend on those committed and equipped to serve.

.....Sue Vineyard editor/author

Published by

About the Author

Sue Vineyard is a noted trainer, consultant and author in volunteer management, fund-raising and motivation. With nearly 20 years of experience, she brings a practical knowledge and expertise to all her work and delivers it with a sense of humor and reality! Sue was National Director with Project Concern, an international training and health care organization. While there she helped to manage over 30,000 volunteers coast to coast who raised $17,000,000 in pledges averaging $3. She also served as Senior Associate to Marlene Wilson, training hundreds of human service groups in all aspects of management. In 1974 she was named as an Outstanding Young Woman of America for her work in human services. She is the author of the highly acclaimed book "Finding Your Way Through The Maze of Volunteer Management."

Sue holds a B.S.Ed. from Western Illinois University and the C.V.M. (Certified Volunteer Manager) from the University of Colorado.

HUMAN SERVICE MANAGERS ASK:

*   Why is our annual Recognition Banquet the highlight of some
    of our volunteers' year, and a thing to be avoided at all
    costs by others?

*   Why do some staff (paid and nonpaid) leave our agency feeling
    unappreciated when they've been given the same recognition
    as others who stay year after year?

*   Why do the recognition programs that have worked so well for
    20 years seem to be turning our newer people off?

*   Why can't someone come up with a sure-fire, no-fail, all-inclu-
    sive recognition packet that is appropriate for everyone?

WHAT IS "RECOGNITION"....

(AND WHAT IS IT NOT?)

In Webster's New World Dictionary,*
we are told that the definition
of the word itself is: 1) to be
aware of; 2) acknowledgement and
approval; 3) gratitude; 4) to notice
as in passing.

If glanced at quickly, this definition
seems to validate all the things we
have come to regard as "recognition"
for our volunteer and paid staffers:
- End of the year Banquets
- Service pins and patches
- Awards and plaques, etc.,

Indeed, these are forms of recognition
that are viable, necessary and reward-
ing as tangible items of gratitude
and notice.

But wait..let's look again at the
first part of the definition, but
from a different angle:

Webster says that recognition is "to
be aware of"...certainly we have tried
to be aware of what our volunteers
and paid staffers do for our agencies,
but have we also been as aware of
what each individual is motivated by?
Their needs? Wants? Values? What
they are proudest of?

Without really understanding what is
going on inside of people, how can we
know what they define as appropriate
recognition? If a person does public
speaking and writing for our agency
and is most proud of the speaking but
we only applaud the writing, the "re-
cognition" will seem hollow to them!

A critical learning, therefore, in the
art of recognition is that:

**RECOGNITION MUST BE USER-ORIENTED
TO BE EFFECTIVE!**

This learning sounds a warning bell
to managers who design and implement

recognition programs in accordance
with what the manager defines as "re-
cognition." To avoid this pitfall,
the effective, enabling manager** con-
tinually works toward understanding
the volunteer and paid staff's motiva-
tional needs and definitions in order
to create systems meaningful to the
recipients. This understanding comes
from honest listening and observation
from the initial interview on through
to termination.

In this monograph, we will examine
the motivational theories proposed
by psychologists and behavioral
scientists that help us understand
more about the various categories
of motivation. These theories
will help us recognize specific
characteristics that allow us to
personalize recognition (as much
as possible) to meet individuals'
needs and values.

We will also study assumptions we hold
regarding volunteers and traditions,
and examine recognition as it relates
to organizational climate and manage-
ment.

*See Bibliography.

**As described by Marlene Wilson in her book
"The Effective Management of Volunteer
Programs." See Bibliography.

RECOGNITION CANNOT BE CANNED

A second learning that comes from the deeper examination of "recognition" is the awareness that:

RECOGNITION CANNOT BE TOTALLY PRE-PACKAGED!

If those items that are available to you (plaques, pins, certificates, posters, etc.) are appropriate to the people to be recognized, fine, by all means use them! Avoid, however, the feeling that everyone feels recognized because all received an attractive patch or pin.

The reality of this came home to me as I watched walkers at the end of a 20 mile walkathon. As each received their certificate of completion, I noted that some beamed with pride and proudly showed it to parents, friends, etc. (Most of those certificates ended up framed on walls.) Others smiled appreciatively and then crammed it into their pockets (probably to be retrieved wet and soggy by Mom after it was washed along with the jeans!)

Yet another young walker grinned from ear to ear as he received it, exclaiming, "Wow, thanks, it's just what I needed!" He then proceeded to carefully place it on his lap as a "plate" for his post-walk barbeque beef and chips!

What those walkers taught us is that the quest for a no-fail "recognition package" that delights everyone in the same way is a fantasy.

Such a package fails not because of its contents (usually of high and creative quality) but from its exclusive and non-personalized use.

Our critical learning, therefore, is that:

RECOGNITION, TO BE EFFECTIVE, NEEDS TO BE PERSONALIZED AND CREATIVELY APPROPRIATE TO INDIVIDUALS.

EXAMINE TRADITIONS....

(GENTLY BUT THOROUGHLY)

Your agency has been holding its annual "End-of-the-Year, Gee-Thanks-Folks" banquet (complete with creamed chicken and peas!) since old Teddy Roosevelt stormed up San Juan hill. Wonderful.

There are probably many old timers who would accuse you of heresy if you changed one item on the annual agenda. Other not-so-oldtimers consider the banquet the highlight of their year. In response to the needs of both kinds of people you will need to be careful about going overboard and dropping the annual affair! Change for the sake of change is dangerous and just because you think you'll turn into the jolly green giant with feathers if you eat any more creamed chicken and peas is NOT a good enough reason to drop it!

Believe me when I say I am not proposing that all agencies drop their banquets! I _am_ saying that all tradi-

3

tions can benefit from examination to see how they fit into the total picture of reward and recognition. (Lovers of banquets, creamed chicken and peas may not put down their swords!)

I would urge you to do some quiet evaluation of the mood of your volunteers and staff in relation to any annual affair or recognition program. How do they feel about it? What percentage of your people feel recognized? How many people are <u>actually</u> recognized as <u>individuals</u>?

PUT YOURSELF
IN YOUR
VOLUNTEERS
& STAFFS SHOES!

After examining the feelings (remember, feelings are facts!) surrounding any programs, examine the specifics about it: Is it the only recognition all year or one part of a diversified appreciation program? Does the administration of your agency see appreciation as an "event" rather than a process? Has your agency fallen into the habit of making any program identical to what has gone on in the past? Are you still trying to recapture the success of an event held 20 years ago? Has a recognition event's traditional location long ago stopped being the center of your people's living area? Are there parts of your programs no one understands? (I once ran into a group that annually gave an award in the name of someone no one could recall nor even knew what connection they might havehad with their group. Why an award was given in this person's name was a complete mystery!)

In case you're wondering how you go about examining traditions, I might suggest a concept most people seem to overlook...probably not because of it's intricacy, but because of it's being so obvious:

☺ IF YOU WANT TO FIND OUT HOW PEOPLE FEEL ABOUT THINGS... <u>ASK THEM</u>!!

This is a critical learning in our quest to understand effective recognition.

In a following section of this monograph, we'll examine the modern volunteer. In so doing we will discover that one highly valued form of recognition to our thoroughly modern Millies and Milfords is BEING INVOLVED IN THE DECISION-MAKING PROCESSES of our agencies. In other words, you are saying to a volunteer or paid staffer, "We value your input and you as a contributing individual" when we ask them to share their thoughts in planning, organizing, staffing, directing and assessing the agencies' workings.......<u>including</u> the rewards!


RECOGNITION AS PART OF
THE MANAGEMENT PROCESS

Space will not permit a total recap of the management process here.

Suffice it to say that many fine books have been written on management in general and specifically on management for human service organizations.*

For our purposes here, we need to understand that management, like recognition, is a <u>process</u> rather than a product; a <u>becoming</u> rather than an ending point.

*See Bibliography.

In my training of effective management of human service groups, I use the following diagram to illustrate the management process that allows us to get our act together enough to turn our dreams into reality:
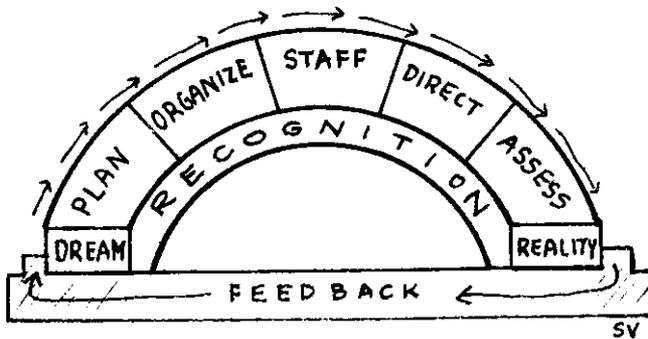
You will note that a specific order of building is called for as we work our way logically and in an ordered fashion from what we dream of to what we hope to realize. The three most common errors organizations make is that they leave a part out completely, get it in the wrong order or

☺ FAIL TO SEE THE SIGNIFICANCE OF THE UNDERLYING SUPPORTS OF FEEDBACK AND RECOGNITION.

As stated before, the modern volunteer and paid staffers consider (and highly value) requests for their involvement in all aspects of the management process as a form of recognition.

When we do realize and integrate recognition into our entire management process we find that people feel rewarded, valued and good about the agency as a whole. This in turn affects the entire agency because:

Staff (paid and nonpaid):

1. Stay longer
2. Tell others good things about the agency (your best recruitment program!)
3. Establish lines of trust

from which spring all manner of creative ideas
4. Are more receptive to change
5. Give supervisors the benefit of the doubt
6. Help make the program more effective
7. Grow as individuals
8. Are cooperative

The Manager:

1. Develops as an individual
2. Is perceived by subordinates as one to be trusted (encouraging cooperation)
3. Is perceived by supervisors as effective (if they are enablers and therefore take pride in the accomplishments of their subordinates)
4. Is able to plan more effectively (by having good input)
5. Is able to create appropriate job designs
6. Is able to place people most effectively (people are candid and therefore reveal skills, motivations, etc. to indicate where they will work best)

7. Is able to supervise effectively (by having good input)
8. Is able to recruit more successfully (aware of resources and with the help of advocates)

9. Is able to train effectively (because of being aware of needs)
10. Is able to assess accurately (due to trust level)

The Agency:

1. Is better able to attain its goals and objectives

2. Gains positive PR through statements of satisfied volunteers and paid staff

The Clients:

1. Are able to reap the benefits of an effective organization of enabling managers supervising satisfied volunteers and paid staff.

The critical learning, therefore, is that:

(U) RECOGNITION IS AN INTEGRAL PART OF THE MANAGEMENT PROCESS.

RECOGNITION & ORGANIZATIONAL
CLIMATE: THE "NORMS" OF
A WORKPLACE

Norms are unwritten rules of any group or organization and determine actions. They create the "rule book" for the four dimensions of organizational climate: Energy, Distribution of Energy, Pleasure and Growth.* Inherent in these norms is a reward (or punishment) system that keeps people "in line".

Let's look at the four dimensions as portrayed in the following graphic:

*As described by Steele & Jenks in their book "Feel of the Workplace." See Bibliography.
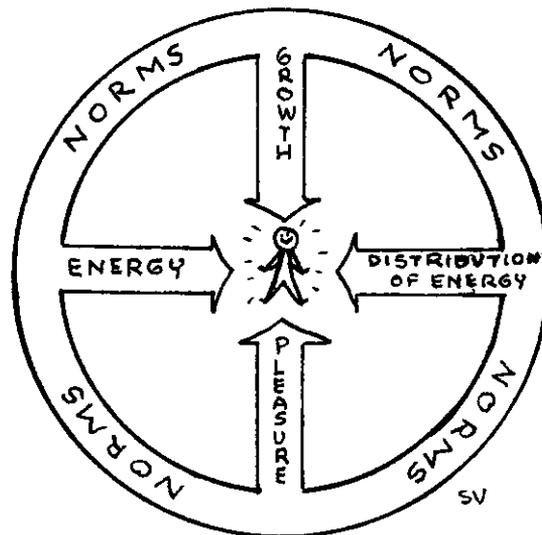
Even the most cursory examination of the dimensions of organizational climate should cause a connection to be made between them and recognition systems.

Let's examine each dimension more closely, and look for clues as to established "norms" by asking some key questions:

1. ENERGY: defined as the juices available to be used in an organization.

Clues to identify Energy Norms:

● Is there a reward (and positive recognition) for a "go-go" energy level or a "cool-it" one?

● If people come to work on time is it applauded or ignored (and late-comers not reprimanded?)

● If people go an "extra mile" do supervisors applaud and recognize their efforts or are they frowned upon as "over stepping themselves" and/or "trying to show off"?

Do you see how recognition and reward affect energy levels?

2. <u>DISTRIBUTION OF ENERGY</u>: defined as the choice people make as to where they will <u>use</u> their energies.

Clues to identify Distribution of Energy Norms:

- Is there recognition for creativity and innovation or "beating the system"?

- Do people have to put their energy into survival (against silly rules, improper supervision, etc.) or are they able to risk in the organization, thus producing new ideas and procedures for greater effectiveness?

- Are creativity and innovation looked up to or down on?

Do you see how recognition plays a vital role in people's determination of how to spend their energies?

3. <u>PLEASURE</u>: defined as how people <u>feel</u> as they work in an organization.

Clues to identify Pleasure Norms:

- Is there a good feeling as people work in the organization?

- Do they feel comfortable (physically and emotionally) wanting to return again and again or do they express feelings of "who needs this!"?

Many times the feelings of pleasure come from what is rewarded (and/or punished):

a. socialization
b. opportunities for open discussion (excluding confidential matters)
c. trust
d. familiar surroundings that reflect individualism

e. ability to question and receive answers
f. ability to offer input on decisions that affect them

Do you see how recognition works to define pleasure in the minds of people?
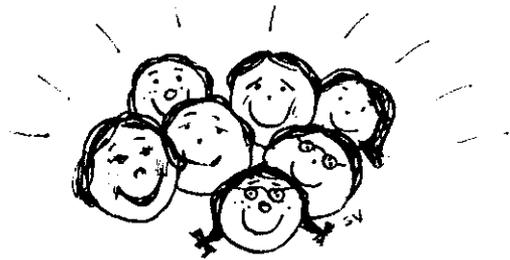
4. <u>GROWTH</u>: defined as the personal perception of <u>development</u>.

Clues to help identify Growth Norms:

- Is there recognition of people's new skills and abilities or are they largely ignored?

- Are people rewarded with increased responsibility after accomplishing a goal or told simply to "just do it again"?

- Is there an effort on the part of management to provide satisfying work through:

a. appropriate placement?
b. specific job descriptions?
c. clear goal and objective statements?
d. necessary training?
e. enabling supervision?
f. honest assessment focused on issues not personalities?

Do you see how all of this is really another factor in understanding the total recognition process?

7

The critical learning we derive from being sensitive to the role that recognition plays in our organizational climate is that:

🙂 THE NORMS OF AN ORGANIZATION ARE IN MOST PART DEFINED BY THE RECOGNITION WHICH IS ACCORDED.

UNDERSTANDING THE MODERN VOLUNTEER

Formal definitions of the word "volunteer" abound, with most referring to a person who acts out of their own free will. Informal definitions are even more abundant, having been inherited through generations and projected through personal contacts, media interpretations, assumptions and fictional or non-fictional accounts.

To be trapped into one definition of what a volunteer is or is not, however, is to limit our own recognition of the incredible resource that volunteers represent.

Oliver Wendell Holmes once said:

"A word is not a crystal, transparent and unchanging; it is a skin of a living thought and may vary greatly in color and content according to the circumstances and time in which it is used."

In devising appropriate recognition of others, while increasing our own awareness of the human resources that surround us, we need to be careful to heed Mr. Holmes' words.
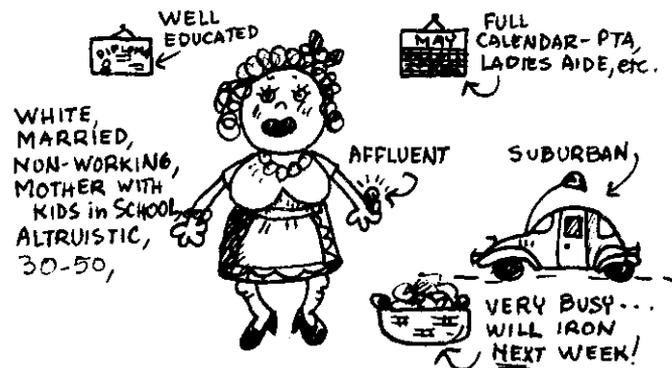
A critical understanding is that:

①WE MUST REALIZE VOLUNTEERS COME IN ALL SHAPES, SIZES, AGES AND COLORS, ACCORDING TO THE CIRCUMSTANCES AND TIMING, AND DO SO FOR A WIDE VARIETY OF REASONS.

This realization helps us become more sensitive to the uniqueness of the individuals and reap the harvest of their incredible potential. It also allows us to devise appropriate, effective and sensitive recognition responses.

THE STEREOTYPICAL VOLUNTEER: AN ENDANGERED SPECIES

In working with human service groups to train them in management, motivation and fundraising across the U.S. and Canada, I will usually ask the audience to define a "typical" volunteer as most people think of them. The composite drawing of their responses looks something like:

WELL EDUCATED

FULL CALENDAR- PTA, LADIES AIDE, etc.

WHITE, MARRIED, NON-WORKING, MOTHER WITH KIDS in SCHOOL, ALTRUISTIC, 30-50,

AFFLUENT

SUBURBAN,

VERY BUSY... WILL IRON NEXT WEEK!

An examination of the facts paints a different picture, however. Obviously we must know who our volunteers are before we can design appropriate recognitior for them. Let's look at some statistics that can help us understand who is volunteering, where and why.

The research put together by **ACTION** in 1975 entitled "Americans Volunteer-1974" helps us recognize the modern volunteer and stated the following:

1. 45% of American volunteers are male
2. More younger people and those over 55 are volunteering
3. 40% of American volunteers have 4 years of high school or less
4. Working volunteers outnumber non-working volunteers
5. 12% of Americans with incomes below $4000 volunteer
6. A 34% increase in non-white volunteers had occurred since May, 1973
7. Volunteers averaged 9 hours of work per week volunteering
8. People volunteered for many reasons
   a. 51% wanted to help people (altruism)
   b. 45% enjoy the work assigned
   c. 32% had a sense of duty
   d. 22% had a child in the program
   e. 15% could not refuse when asked
   f. 4% had nothing else to do
   g. 3% hoped it would lead to a paying job
9. Of people who had volunterred in the past and had <u>stopped</u> volunteering, 42% said they either felt they didn't have enough time, that no one asked them, or that they felt their work was either not important enough or <u>unappreciated</u>!

As I have asked volunteer leaders from coast to coast to list reasons they are hearing for volunteering, we have an even closer look at why people seek volunteer opportunities:

1. Wanted to help
2. Felt indebted to cause/program (parent of child helped, etc.)
3. Wanted publicity
4. Skill building (try new, hone old, etc.)
5. Gain experience (public speaking, secretarial, etc.)

6. Visibility in company (worker works for boss' favorite charity, etc.)
7. Building a resumé for future work
8. Fear (working for Cancer Society to help eliminate disease)
9. Religious commitment (sense of ministry)
10. Socialization needs (especially widows, widowers, newcomers, etc.)
11. Sense of duty (to family tradition, company, foundation, etc.)
12. Assigned by court (as part of a sentence)
13. Desire to share abundance in life
14. Assigned by company
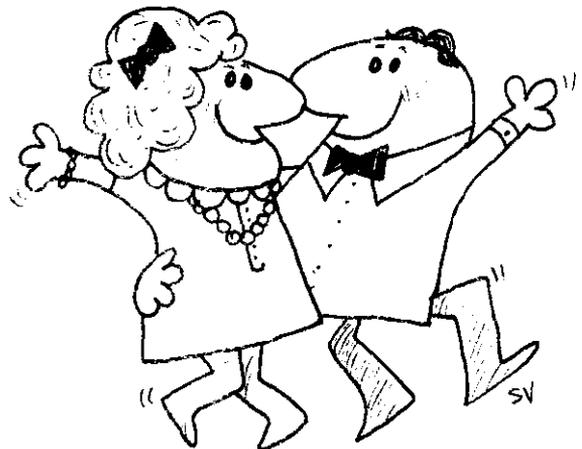
I will leave the interpretation of these statistics and responses to the reader, although certain facts jump out at all of us:

1. Any recognition systems established years ago may be geared to the stereotypical volunteer rather than the volunteer of today, and might, therefore, "miss the mark."
2. Formal and informal recognition, to be effective, is wedded to people's reasons for volunteering. People who say they "had nothing else to do" may be indicating socialization needs. Those who "had a sense of duty" might respond most positively to expressions of gratitude centered upon direct contributions to clients.

Two critical learnings are derived from study of such trends:

Ⓤ VOLUNTEERS ARE UNIQUE INDIVIDUALS.

Ⓤ IN ORDER TO DESIGN AND IMPLEMENT APPROPRIATE RECOGNITION WE NEED TO UNDERSTAND AS MUCH ABOUT THE VOLUNTEER AS POSSIBLE, AVOIDING ASSUMPTIONS AND STEREOTYPES

To neglect these understandings would be like trying to give the "perfect" gift to a stranger.

UNDERSTANDING MOTIVATION: WHAT TURNS PEOPLE "ON" & "OFF"

Somewhere down deep in all of us (behind the gallbladder, perhaps?) is a vat that stores all our motivational "juices." Stimulation to that vat comes from the people, events and circumstances that surround us in our lives.

Those stimuli, when mixed with our "juices", produce either a positive or negative reaction (I consider a "neutral" reaction a negative one also). In the jargon of my teenage sons, we seem to either be "turned off" or "turned on" through our own interpretations.

Why?

What determines different responses in individuals?

Why are some people excited by the same expression of recognition that discourages others?

By studying three modern theories of motivational behavior, we begin to gather data to help us find the answers to these and other questions.

McCLELLAND'S AND ATKINSON'S "MOTIVATIONAL THEORY"*

David McClelland and John Atkinson* suggested that people have three separate motivational needs,

*As put forth in Litwin and Stringer's book "Motivation and Organizational Climate." See Bibliography.

with one being predominant.
Understanding which motivational
need "fits" your volunteers or
paid staffers becomes vital informa--
tion for us as we devise appropriate
recognition responses.

The critical understanding that
comes from examining motivation
is that:

WHEN WE UNDERSTAND WHAT MOTIVATES
PEOPLE, WE CAN PREDICT BEHAVIOR,
SUCCESS AND APPROPRIATE RECOGNITION.

The Affiliation Motivated Person:
In the Positive framework:

1. Needs personal interaction
2. Works to make friends
3. Likes to get involved with
   group projects
4. Likes to have a personal
   relationship with supervisor
5. Works most easily with
   people they know well
6. Needs to be perceived as
   a "good" person
7. Needs to be liked
8. Wants to keep people happy
9. Seeks socialization opportuni-
   ties
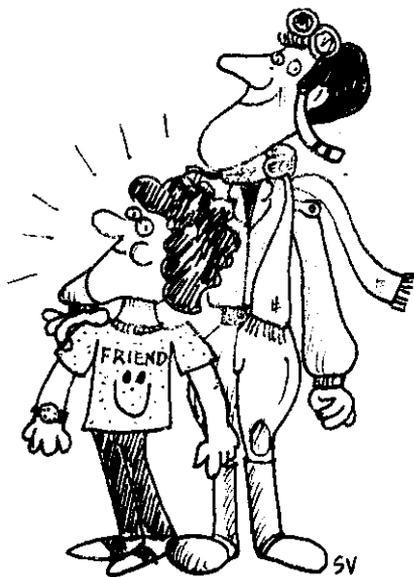
"I LEARNED TO FLY SO I
COULD TAKE FRIENDS FOR RIDES."

In the Negative framework these
people go "overboard" and will
sacrifice their organization's
programs in order to be "popular"
and "loved".

The Achievement Motivated Person:
In the Positive framework:

1. Needs specific goals to
   work toward
2. Works well alone
3. Sticks to tasks until completed
4. Needs feedback
5. Seeks responsibility
6. Likes to problem solve
7. Needs tangible rewards
8. Sees problems as challenges
9. Needs specific parameters
   set to measure success
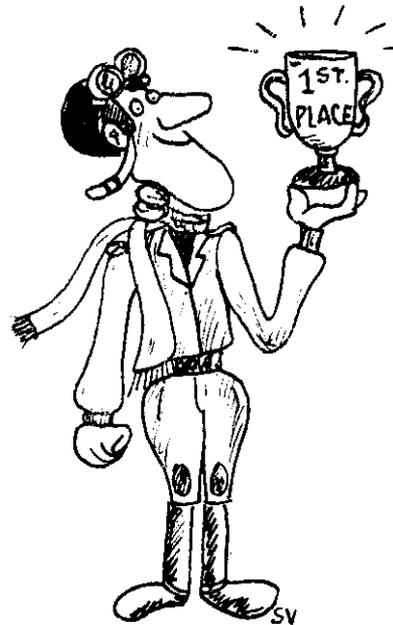
"I LEARNED TO FLY SO I
COULD ENTER RACES!!"

In the negative framework, these
people go "overboard" and will sacrifice
people in order to attain goals.

The Power-Oriented Person:

In the Positive framework:

1. Needs to impact and influence
   others

2. Can work alone or with a group
3. Enjoys teaching others
4. Can respond to needs of people or programs
5. Keeps an eye on overall goals of agency
6. Responds to titles that denote authority
7. Will seek and accept position of authority and responsibility
8. Is persuasive
9. Is self-starting
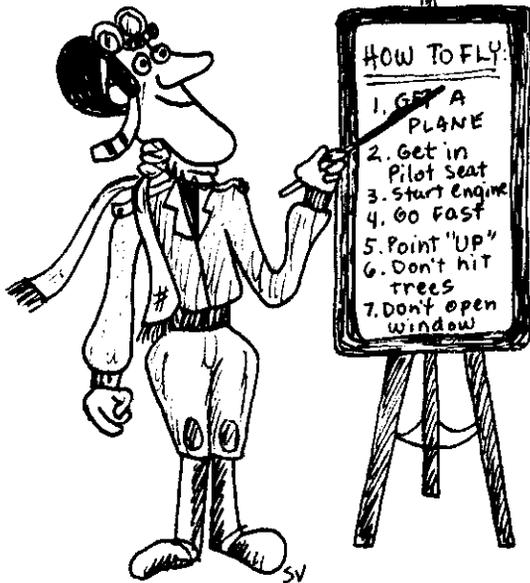
"I LEARNED TO FLY SO I COULD TEACH OTHERS HOW TO FLY!!"

In the Negative framework (which is actually "personal power" as opposed to the above list which indicates "socialized power" or power for the good of the group) these people go "overboard" and will sacrifice either people or programs as long as they can retain personal, dictatorial, coersive power.

To help you determine what motivation people might have, examine their response to non-directive questioning* such as: What jobs have you enjoyed most? Least? Describe a perfect supervisor. (Affiliation people want a buddy; achievement people want a partner to offer parameters and checkpoints; power people want to know the goal and be left alone.) What turns you on in a situation? Off? Describe the perfect reward for what you do. The worst. Etc., etc.

In the section of this monograph entitled "Creative Suggestions for Recognition", Page 14 - you will find specific suggestions for recognizing the various motivational types of people. Also note that in the description of what people need in each classification listed previously, you have suggestions for rewards and recognition.

The critical learning that comes from understanding human motivation as the authors describe it is that:

⟳ PEOPLE DEFINE RECOGNITION AS THAT WHICH RECOGNIZES AND RESPONDS TO THEIR NEEDS.**

HERZBERG'S "MOTIVATION-HYGIENE THEORY"*

For another perspective on people's motivations (and thus parallel indications as to ways to reward

*As described by Marlene Wilson in her book "The Effective Management of Volunteer Programs." See Bibliography.

**A word of caution: I have discovered that people have different needs in different aspects of their life...success at work, affiliation at home, influence in their role as a volunteer board director...all appropriate and all different! Also, I have noted that people's motivations change with time, so be careful that the appropriate recognition you gave to a staff member three years ago is not outdated.

and recognize them) we can quickly look at the studies of Frederick Herzberg.*

Herzberg theorizes that two different categories affect people and how they perform:

1. <u>Hygiene factors</u>: aspects of people's environment including policies, administration, work space, work conditions, status, security and compensation.

He points out that the presence of these will not cause people to work harder or better, but the absence of them will demotivate them (in the case of volunteers this usually leads to departure). The presence of these can, therefore, be part of your informal recognition system.

2. <u>Motivational Factors</u>: Those aspects that satisfy and reward, listed by Herzberg as:
   a. challenging work
   b. increased responsibility
   c. growth and development
   d. achievement
   e. RECOGNITION FOR ACCOMPLISH-MENT

The first four factors become rewards in themselves with the fifth a specific recognition designed for the individual.

The critical learning Herzberg offers us is that:

WE NEED TO SEE RECOGNITION AS MULTI-FACETED AND SUBTLE, TAKING CARE TO PROVIDE A WORK ENVIRONMENT THAT IS REWARDING IN ITSELF, PLUS FORMAL AND INFORMAL RECOGNITION FOR SPECIFIC ACCOMPLISHMENTS.

*As put forth in Litwin and Stringer's book "Motivation and Organizational Climate." See Bibliography.

MASLOW'S "HIERARCHY OF NEEDS"

No study of motivation and recognition would be complete without a few words about the classic theory of "Hierarchy of Needs" put forth by Dr. Abraham Maslow.

I would like to depart from its usual interpretation in behavioral science classes to try to have it shed some light on appropriate ways to recognize and reward people.

In the following chart, I have noted Maslow's definitions in parenthesis with my personal suggestions as to their significance for recognition to the right.
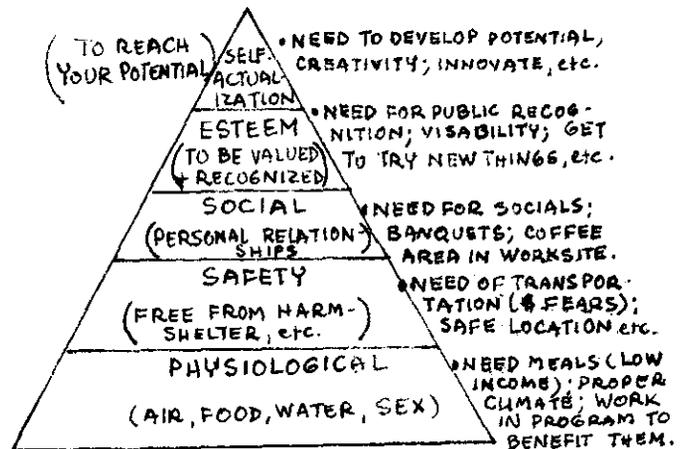
Please note that all in the list on the right are forms of recognition!

Throughout studies of human motivation we find information that can help us devise both formal and informal ways to creatively recognize both volunteer and paid staffers.

We only need to have the concern and sensitivity to discover their needs as individuals.

CREATIVE RECOGNITION IDEAS

THE LIGHT TOUCH:

Name the coffee pot each month after a volunteer who has "served" well!
Put a survival kit (band aid, coffee packet, pacifier, tantrum mat) together and present to particularly harried volunteers to perk them!
Send anonymous, humorous cards during hectic times.
Leave candy kisses at volunteer stations.
Send 1¢ (if there still is such an animal!) valentines all year 'round.
When you've forgotten to do something the volunteer needed, send a "When can I come out of the doghouse?" note.
Dress in costume at halloween, Christmas, Easter, etc. and pass out treats.
"Come as you are" surprise party.
Silly posters.
Anonymous notes on bulletin board.
Silly fillers in agency newsletter regarding people.
Little stickers people can put on their name tag, forehead, etc., that state: "HANDLE WITH CARE TODAY – FRAGILE."
"Roasts".

GENERAL:

Stop by while volunteers are working to speak to each.
Smile and call them by name.
Remember birthdays, anniversaries, personal times of importance.
A regular parking space.
Comfortable climate (control).
Stable work space.
Coffee cups with names on them.
Labled area to place coat, hat, etc.
Access for handicapped.
Opportunity to decorate personal area.
Keeping track of length of time worked so as to recognize accurately.
    (I have a plaque on my wall thanking me for 5 years' service with a group for which I actually worked 6 years...I get a sweet/sour taste in my mouth every time I look at it!)
Chart to show accumulated hours for individuals and teams.
Suggestion box.
Volunteer of the week, month, year awards.
Team leadership rotated.
Inclusion in paid staff meetings.
Referring to work corps as "staff"...some non-paid, some paid.
Profiles in house organs and/or newsletter.
Chart showing value by $$$ of efforts of total non-paid staff.
Job opportunity board (paid and non-paid).
Internal/external training opportunities (scholarships, etc.).
Insure paid staff understand and appreciate specific job descriptions of volunteers.
Insure volunteer staff understand and appreciate specific job responsibilities of paid staff.
Job descriptions for volunteers that are specific, clear, flexible.

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Flexibility within job assignment.
Appropriate evaluation directed to issues, not personalities.
Immediate correction of errors so they will not be embarrassed by repeats.
Respect of individuality and uniqueness.
Thank efforts on billboards and marquees in town.
Honest listing.
Open communication.
Basketball hoop (checkers, cards, etc.) area for volunteers' breaks.
Occasional, surprise treats to say thank you.
Holiday parties.
Kickoff potluck (possibly with family).
Monthly birthday listing posted for all to see.
Job titles that are clear and reflect what person will do.
Authority delegated in line with responsibility.
Keeping people "up" on changes.
Giving people reasons behind change.
Sensitivity to changes in group dynamics.
Flowers in the volunteer area from local gardens.
Christmas trees, pumpkins, May baskets and other decorations for special
    holidays (recognize all religions).
Send "get well" cards.
Tell people they are missed when gone.
"Happy vacation" cards.
Know assignments of volunteers and paid staff.
Have recognition events with similar agencies in area.
Arrange for discounts in area stores, restaurants, theaters, etc.
Have an honor roll of all volunteers in public area of agency.
Have a coffee area with places to sit down.
Put a "smiley face" on all clocks.
Offer good, practical training.
Sabbaticals for burned out volunteers.
Job rotation opportunities.

FOR YOUTH:

Documentation of training, skills developed, experience for resumé.
Letter to parents, grandparents, Pastors, teachers, commending them.
Letter to editor of school paper with article.
Letter to town paper with article.
Opportunities to speak to other youth and adults about involvement.
Letters to colleges they might be considering.
Possible credit for classes being taken (social science, speech, health,
    etc.).
Shortened job assignments rather than year long commitments.

WORKING VOLUNTEERS:

Flexible work opportunities.
Job sharing.
Child care.
Work to take home; do at own pace.
Letters of commendation to boss, union, etc.

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Shorter project-oriented jobs.
Renegotiate assignments; make work load changes.

FOR SENIORS:

Transportation allowances or arrangements.
Meals at site.
Discount coupons for services, food, entertainment, etc.
Parking space near entrance.
Socialization opportunities at peak lonely times (holidays, weekends).
Recreation opportunities.
Networking information to those agencies/people who might aid them.
Keeping abreast and sharing information that affects them (Social Security, etc.).
Listening.

THOSE SEEKING NEW SKILLS:

Opportunities to try new things in "safe" setting.
Extensive training.
Recording of new skills for resume.
Appropriate evaluations.

CHURCH VOLUNTEERS:

"Good Samaritan" award.
Commission service as they work as volunteers (inside/outside church).
Service pins with church symbol.
Baby sitting service.
Job designs clearly spelled out.
Bulletin board with pictures, names and efforts.
"Volunteer of the Month" per each committee.
"Volunteer Spotlight" in church newsletter.
Volunteer "roast" honor dinner.
Free meal tickets for church suppers.
Volunteer honor roll in narthex or lobby.
Access for handicapped volunteers.
Tapes of job instructions for blind volunteers.
Written job instructions for hearing impaired.
Give gift of photo or drawing of church.
Bible or prayer book inscribed to volunteer.
Honor gift given to church in name of volunteer.
Lending library.
"Trade Fair" - newsletter or bulletin board listing items/services to sell or trade.

HOSPITAL VOLUNTEERS:

Volunteer Spotlight Column in hospital newsletter.
Free meals.
Parking space designated for volunteers.
Special lounge area.
Personalized coffee cups.
Occasional treats in volunteer area.
Name badges, uniforms, service pins.
Bulletin board in lobby to highlight volunteers.
Award given in honor of person.
Honor gifts to hospital in name of volunteer.
Sites in hospital named for volunteer.
Use key volunteers in training role for orientation.
Community newspaper coverage of volunteer efforts.
Notes left at volunteer stations.
Flowers at volunteer stations.
Special badge for "Volunteer of the Month".
Honor roll in public area.
Area to hang coats, hats, umbrellas, etc.
Valentine party.
Founders' Day party.
"Thank you" notes from patients and families to volunteers.
Write-ups in national hospital magazines.
A volunteer newsletter to share tips, menus, barter of items, services,
   etc.
Job opportunity board.
Laundry service for uniforms.
Drawing or photo of hospital given as gift.
Letter of commendation from Board of Directors.
Discount in gift shop.
Mileage allowances.
"Trade Fair" bulletin board of items/services for sale or trade.
Lending library.

FOR THOSE SEEKING VISIBILITY WITHIN OTHER AREAS OF THEIR LIFE:

Letters to boss.
Awards presented (to be displayed) to company for which they work.
Media coverage.

FOR LOWER INCOME:

Transportation allowance or arrangement.
Meals.
Uniforms.
Any paying or stipended opportunities.
Networking opportunities to those who might help.
Discounts for goods, services.
Helping them barter for goods, services.
Work opportunities in healthful climate in extreme weather.
Child care (or aged parent care, if needed).

VOLUNTEERS SUPERVISED LONG DISTANCE:

Phone notes to refer to from last conversation, mentioning personal things
    of importance to them first.
Agenda for phone time.
Scheduled phone times.
Follow up to phone conversation and agreements with letter.
Visits by people connected with agency who are in their area.
Visits to sites of service.
Round-robin newsletters from separated volunteers.
Newsletter with chatty news.
Cards on important dates.
Letters to family, boss, Pastors, etc., thanking them for sharing of volunteer.
Survival kit during harried times.
Personal, hand-written notes (with life-saver tucked inside during critical
    times.
Phone calls from higher authorities or dignitaries thanking them.
Poster or plaque for desk area to let them know they are thought of.
Anonymous candy kisses in mail.
Gifts from clients, field programs, sites, etc.
Permanent piece of jewelry they can wear to designate belonging to organi-
    zation.
Wall plaques noting service.
Regularly scheduled meetings to upgrade training, inform, socialize and
    generally recharge.
In-person supervisory meetings as needed by volunteer and/or supervisor.
Listening to personal concerns.
Letting them know when its a good time to call you.
Finding out when its the best time to call them.
Open expressions of affection via phone.
Stating time needed for each conversation at opening, and giving them
    a chance to evaluate that according to their schedule; setting different
   phone appointment if necessary.

MOTIVATIONAL RESPONSE IDEAS

FOR AFFILIATION MOTIVATED PEOPLE:

Any recognition that is done in the presence of peers, family, etc.
Banquets.
Name in newsletter of agency.
Name/photo on bulletin board in public area of agency.
Personal notes from supervisor.
Supervisor remembering birthday, anniversary, special events.
Supervisor mentioning children's, spouse's, pet's name in conversation.
Opportunities for socialization on job.
Assignments that offer opportunities for personal interaction.
Assignments that offer opportunities for making friends.
Personal, verbal greetings from supervisor.
An award named for them that is presented for "people related" accomplish-
    ments (Humanitarian, Nurturing, etc.).

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Opportunities to give input in people-related issues.
Letters to family members thanking them for sharing the volunteer with the agency.
Letters of commendation to paid work supervisors telling of their work to benefit people.
Gifts, letters, etc., from clients.
Requests for suggestions on improving the feel of the workplace.
Unexpected (between holidays, birthdays, etc.) notes expressing thanks.
Potlucks, picnics, etc. with co-workers and families on own time.
Letter of appreciation published in their church newsletter.
Evaluations that measure success in "people" terms.
Praising them to their friends (it will get back to them!).
Affection, humor expressed.
Sharing organizational needs on personal level.
Awards that have pictures of clients on them.
Inclusion of them in slide show, shown in PR work.
Personalized, on-the-job training.
Opportunities to greet and welcome new volunteers, staff.
Take out for coffee.
Listen to personal problems (within reason).
Holiday cards to family (Valentines Day is especially good).
Respect sensitivities.
Take time to talk to them.
Have group attend community event (sports, dinner-theater, etc.)
Smile.
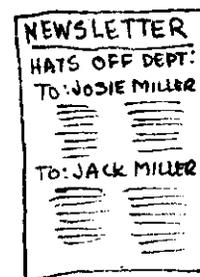
FOR ACHIEVEMENT MOTIVATED PEOPLE:

Opportunities to give in-put in goal-related decisions.
Having whole responsibility delegated to them and ability to set own pace.
Opportunity to create innovative ideas to achieve goals.
Tangible awards, plaques, pins, badges that can be displayed.
Letters of commendation for specific achievement to paid work boss.
Letters of commendation for specific achievement to editor of town, college, hometown, fraternal, service, church or high school newspapers.
Job assignments that allow frequent checkpoints to mark success.
Award named in their honor that is given for specific achievement.
Name attached to specific accomplishment (designing new system, etc.).
Story in agency newsletter telling specific accomplishment (also frame it and give it to them for their home).
Letter to family members, telling of appreciation of a specific deed.
Supervisor keeping abreast of other things important to them and complimenting them; possibly putting in agency newsletter.
Job assignments that offer increased responsibility.
Job assignments with clearly stated goals.
Job assignments which offer an opportunity to achieve or surpass a numbered record (dollars, numbers of clients served, timed records, etc.).
Notes from supervisor acknowledging achievement.
Opportunity to see how they fit into total picture.
Opportunity for advancement.
Clearly defined parameters of assignments.
Training that allows questioning, shaping by recipient.
Their program or process named for them.

Introduction to new people in terms of proudest accomplishment ("Meet John Jones...he was responsible for our total resettlement program last year").

Request for input on ways to make agency more efficient.

Opportunity to inspect sites and facilities if not already working there.

Being careful not to waste their time.

Letting them know beforehand agenda of any meeting.

Evaluations that measure success in goal terms.

Sharing organization needs in terms of challenge.

Letters from board members, highest administration, commending specific accomplishments.

Opportunities to question decisions.

Involvement in decisions that affect them.

Documentation for resumé.

Nomination in area, state or national awards program.

Honor their stated goals.

Color code nametags, badges to honor time spent in agency, etc.

Include in staff meetings.

Award plaque to sponsoring group or business who referred them.

Smile.

FOR POWER MOTIVATED PEOPLE:

Job assignments that allow them to persuade others.

Job assignments that allow them to interact with highest authorities.

Job assignments that allow them to teach others.

Recognition that is broad-based (use of media, etc.) and can be seen by people in authority, power, etc.

Awards named for them that applaud influential achievements.

Letters of commendation noting their impact and importance to editors of hometown, area, fraternal, college, professional, service and church newspapers and magazines.

Having coffee with supervisor and people in authority.

Story in agency newsletter telling of impact on people/programs.

Supervisor noting other areas which they impact (outside agency) and commending them on these (possibly noted in agency newsletter).

Asking for suggestions on how agency can achieve wider recognition and impact in community or within its own profession (schools, hospitals, etc.).

Letters to family members praising their impact to benefit agency and clients.

Job assignments that offer increased responsibility and authority.

Impressive job title.

Notes from supervisor, high administration, board and community leaders appreciating impact on betterment of mankind.

On-going program or site named for them.

Opportunity to give input into direction of agency.

Opportunity to innovate.

Opportunity to question and debate decisions, leaders, etc.

Allowing time to listen to their ideas.

Introducing them to people with influence.

Opportunities to negotiate.

Opportunities to market the agency services.

Advocacy opportunities (Blue Ribbon committes, legislative commissions, etc.).

Sharing organizational aspirations with them verbally.
Involvement in decisions that affect future of organization.
PR and media contacts.
Documentation (in terms of impact) for personnel folder.
Nomination in area, state or national recognition programs.
Tapes of their speeches.
Opportunities for training outside of the agency (scholarships, etc.).
News releases about work.
Be part of discussion groups.
Use as consultant.
Opportunities to have name connected to something in writing (book, article, etc.).
Put on Board of Directors
Smile.

YOU'RE NO.#1 WITH US!!
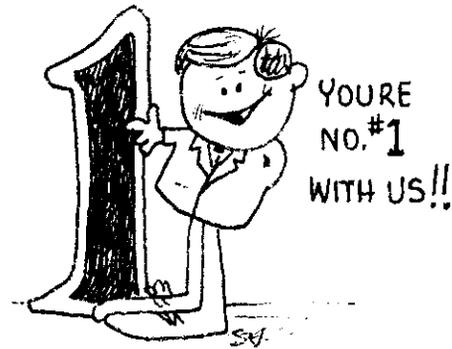
CONCLUSION

We could probably go on for another 20 pages looking at definitions, statistics, traditions, management, motivation and recognition suggest-ions.

This monograph, however, was written to simply bring a <u>beginning</u> awareness of the art and science of recognition and to start the reader off on their own creative examination of appropriate forms of reward.

In being aware of the importance and critical nature of recognition, we, as managers of the human resource, are better equipped to help people and programs reach their potential.

In becoming sensitive to the understanding of people's motivation-al needs we enlarge our ability to create recognition that is truly user-oriented and therefore satisfying.

And in realizing that recognition can be as unique, poignant, whimsical and distinctive as the people we seek to reward, we discover the most critical learning regard-ing recognition:

THE PEOPLE WE SEEK TO RECOGNIZE ARE OUR MOST PRICELESS RESOURCE AND THEREFORE DESERVE OUR MOST CREATIVE AND SENSITIVE THINKING!

From this sensitive ᛫ creativity will come meaningful recognition.

And from meaningful recognition will spring the successful attainment of all our dreams for satisfied staff and effective᛫ programs that serve to make our world a better place for all of us.

GO FORTH AND CREATE!!

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