

**MANAGEMENT OF VOLUNTEERS IN FAITH-BASED ORGANISATIONS**

**BY**

**ELMIEN CLAASSENS**

**SUBMITTED IN FULLFILLMENT OF THE REQUIREMENTS**

**FOR THE DEGREE**

**MASTER OF ARTS IN SOCIAL WORK**

**IN THE**

**FACULTY OF HUMANITIES**

**AT THE**

**DEPARTMENT OF SOCIAL WORK**

**UNIVERSITY OF PRETORIA**

**PRETORIA**

**SUPERVISOR: PROF. DR. A. LOMBARD**

**MAY 2004**

## DECLARATION

I hereby acknowledge that this dissertation is the result of my independent investigation and that all the sources used have been acknowledged by means of complete references.

I hereby certify that this dissertation has not been accepted in substance for any other degree and it is not submitted concurrently for any other degree.

Signature \_\_\_\_\_

E. Claassens

Candidate

## ACKNOWLEDGEMENTS

I wish to extend my gratitude, appreciation and thanks to the following people without whom I would not have been able to complete my study:

- Prof. A Lombard who was my study leader. I thank her for her excellent guidance, challenging criticism and unselfishness in sharing her knowledge, time and expertise. Most of all, for motivating me throughout my study and for being such a role model to me.
- *Lewende Woord Ministries Trust* for allowing me to undertake the research within the organisation. In particular, I would like to thank the staff for taking time to provide support and share information with me.
- The volunteers of *Lewende Woord Ministries Trust*, for their co-operation and participation as respondents in the research, and for sharing their experience with me.
- Dr. Carla Bosch, for acting as assistant facilitator with the focus group discussions, and for making a valuable contribution to the study.
- Anne-Marie Botha, for the language editing and for the time spent on this dissertation.
- My family for their motivation, love, support and prayers.
- Most important, my beloved husband Stephen, for the support and encouragement he has always given me and for allowing me to complete this study. My lovely son, Emile, for all the hugs and kisses while working.
- Above all, to my heavenly Father, for giving me the ability to study and for the opportunity to conduct this research.

## SUMMARY

In South Africa, government cannot take sole responsibility for meeting people's basic physical, economic and psycho-social needs as well as addressing social issues. Collective responsibility and co-operation with organisations in civil society is strongly promoted by the South African government. In a media release from the Department of Social Development, it was said that Minister Skweyiya had been meeting with the religious sector since the year 2000, to discuss government's efforts at fighting poverty and exploring the partnership between government and the religious sector (Minister and Catholic Development and Welfare Agency work together to assist orphans and other vulnerable children, 2003). Government has committed itself to partnerships with various religious organisations of which the Catholic Development and Welfare Agency and the Dutch Reformed Church are examples.

This study was an exploration of the management of volunteers within *Lewende Woord Ministries Trust*<sup>1</sup>, a faith-based organisation (FBO) situated in Pretoria. The focus of the study was on current volunteers involved in *Lewende Woord Ministries Trust*. The organisation was established in February 1986. At first it functioned as a church organisation, looking only after the church members' spiritual and physical needs, but later changed its operational structures to function as an FBO. Today the organisation greatly relies on volunteers for a variety of services, both in the congregation and the surrounding communities.

The objectives of the study were to determine the dynamics of volunteerism in FBOs within a broader theoretical framework of volunteerism; to investigate volunteerism within the context of *Lewende Woord Ministries Trust*, with specific reference to the structure, functioning, activities, motivation, and the management of volunteers; and to provide guidelines for the management of volunteers in an FBO in order to achieve the goal of the study, namely to provide guidelines for the management of volunteers in an FBO.

---

<sup>1</sup> *Lewende Woord* cannot be translated into English because an organisation *Living Word* already exists. It is thus acceptable to the organisation to be referred to as *Lewende Woord Ministries Trust*

From the research findings, it became clear that to effectively manage volunteers in FBOs, there are key aspects that need to be taken into consideration, namely motivational factors, needs, recruitment, effective training and retainment of volunteers. The main recommendation of the study is that FBOs implement the proposed guidelines for the effective management of volunteers, in order to make the utilisation of volunteers more efficient.

## KEY CONCEPTS

Volunteer

Volunteerism

Faith-based organisation

*Lewende Woord Ministries Trust*

Management

Needs

Recruitment

Motivational factors

Training

Retention

<b>TABLE OF CONTENTS</b>	<b>PAGE</b>
Title page	i
Declaration	ii
Acknowledgements	iii
Summary	iv
Key concepts	vi
<b>CHAPTER 1: ORIENTATION OF STUDY</b>	
1.1 Introduction	1
1.2 Problem formulation	4
1.3 Purpose of the research study	7
1.4 Goal and objectives of study	7
1.5 Research question	8
1.6 Research approach	9
1.7 Type of research	10
1.8 Research design	11
1.9 Research procedure	13
1.10 Pilot study	16
1.10.1 Literature study	16
1.10.2 Consultation with experts	17
1.10.3 Feasibility of study	18
1.10.4 Pilot test of focus group interview schedule	19
1.11 Research population and sample	19
1.12 Ethical issues	22
1.13 Definition of key concepts	23
1.13.1 Volunteer	23
1.13.2 Volunteerism	24
1.13.3 Faith-based organisation	25
1.13.4 <i>Lewende Woord Ministries Trust</i>	25
1.13.5 Management	26
1.14 Limitations of the study	27
1.15 Conclusion	27

## **CHAPTER 2: A THEORETICAL FRAMEWORK FOR VOLUNTEERISM**

2.1	Introduction	28
2.2	Policy framework for volunteer partnerships	29
2.3	Management of volunteers	35
2.3.1	Responsibilities of managers of volunteers	37
2.3.2	Aspects of management of volunteers	41
2.3.2.1	Motivation for volunteering	41
2.3.2.2	Special needs of volunteers	43
2.3.2.3	Recruitment and selection of volunteers	45
2.3.2.4	Training of volunteers	49
2.3.2.5	Retainment of volunteers	52
2.4	Conclusion	54

## **CHAPTER 3: VOLUNTEERISM IN *LEWENDE WOORD* MINISTRIES TRUST AS A FAITH-BASED ORGANISATION**

3.1	Introduction	56
3.2.	The establishment, services and programmes of <i>Lewende Woord Ministries Trust</i>	58
3.3	Background of volunteerism in FBOs	64
3.4	Volunteers within FBOs	66
3.5	Volunteer management in FBOs	68
3.5.1	Motivation for volunteering	69
3.5.2	Special needs of volunteers	69
3.5.3	Recruitment and selection of volunteers	72
3.5.4	Training of volunteers	75
3.5.5	Retainment of volunteers	77
3.6	Conclusion	78



## **CHAPTER 4: EMPIRICAL STUDY AND RESEARCH FINDINGS**

4.1	Introduction	79
4.2	Research methodology	79
4.2.1	Research approach	79
4.2.2	Type of research	80
4.2.3	Research design	81
4.2.4	Research population and sample	82
4.2.5	Pilot study	84
4.2.6	Method of data collection	85
4.2.7	Data analysis	87
4.3	Research findings	87
4.3.1	Biographical profile of respondents	87
4.3.2	Findings of Focus Group Interviews: Themes and sub-themes	95
4.3.3	Discussion of themes and sub-themes	95
4.3.3.1	Theme one: Perceptions	96
4.3.3.2	Theme two: Motivational factors	99
4.3.3.3	Theme three: Needs	100
4.3.3.4	Theme four: Methods of recruitment	103
4.3.3.5	Theme five: Effective training	108
4.3.3.6	Theme six: Retainment of volunteers	111
4.3.3.7	Theme seven: Perceptions of management	113
4.4	Conclusion	116

## **CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS**

5.1	Introduction	117
5.2	Research goal and objectives	118
5.3	Key findings and conclusions of the study	119
5.4	Recommendations	122

<b>BIBLIOGRAPHY</b>	<b>127</b>
---------------------	------------

<b>Addendum 1:</b>	Letter of consent from <i>Lewende Woord Ministries Trust</i>	138
<b>Addendum 2:</b>	Informed consent form to participate in research	139
<b>Addendum 3:</b>	Respondents' biographical details	141
<b>Addendum 4:</b>	Focus group semi-structured schedule	142

**LIST OF TABLES**

<b>Table</b>	<b>Page</b>
<b>Table 1: Training</b>	94
<b>Table 2: Theme 1 and sub-themes</b>	96
<b>Table 3: Theme 2 and sub-themes</b>	99
<b>Table 4: Theme 3 and sub-themes</b>	101
<b>Table 5: Theme 4 and sub-themes</b>	103
<b>Table 6: Theme 5 and sub-themes</b>	109
<b>Table 7: Theme 6 and sub-themes</b>	111
<b>Table 8: Theme 7 and sub-themes</b>	114

<b>LIST OF FIGURES</b>
------------------------

<b>Figure</b>	<b>Page</b>
<b>Figure 1: Organogram of <i>Lewende Woord Ministries Trust</i></b>	60
<b>Figure 2: Distribution of respondents according to gender</b>	88
<b>Figure 3: Distribution of respondents according to age</b>	88
<b>Figure 4: Period of volunteering</b>	89
<b>Figure 5: Area/s of involvement in the organisation</b>	90
<b>Figure 6: Degree of involvement in the organisation</b>	91
<b>Figure 7: Recruitment</b>	92

## CHAPTER 1

### ORIENTATION OF STUDY

#### 1.1 Introduction

Volunteering benefits both society at large and the individual volunteer. These benefits are reflected in the social as well as the economic sectors. The international significance of volunteerism is evident in the United Nations' declaration of the year 2001 as the International Year of Volunteers. South Africa followed suite when Parliament declared 2002 as the National Year of the Volunteer.

In the State President, Mr. Thabo Mbeki's State of the Nation Address at the opening of Parliament (2003), he challenged all South Africans to accelerate the pace of change by pushing back the frontiers of poverty and expanding access to a better life for all. To address this goal, Mr. Mbeki called upon South Africans to offer their time and skills to the nation to become volunteers in the process of reconstruction and development in South Africa.

The escalation of social problems and conditions such as poverty, HIV/AIDS and unemployment demand the services of volunteers to strengthen the initiatives and work of social service providers such as social workers. Non-governmental organisations (NGOs) as well as government acknowledge their limited capacity to address poverty and inequalities. The Strategic Planning of the Department of Social Development (2003/4-2005/6:18) reports as follows: "Limited capacity, both in terms of numbers and skills, is one of the most serious constraints to effective service delivery at the Department of Social Development."

Government repeatedly emphasises that it would not make much progress without partnership and collaboration with NGOs, faith-based organisations (FBOs), community-based organisations (CBOs), civil society, labour, and business (confer Department of Social Development Progress Report, 2002;

Department of Social Development Strategic Plan, 2003/4-2005/6; and Department of Social Development Annual Report, 2001/2). The Department of Social Development's work is thus premised on strong partnerships with the many sectors that constitute civil society. During 2002, the Department expanded its partnership with the religious sector through a number of programmes and events like the Poverty Relief Programme, Home-based Care/Community-based Care, and the Sixteen Days of Activism on Violence Against Women and Children (Department of Social Development Progress Report, 2002:33).

The Minister of Social Development, Dr. Zola Skweyiya recently stated that partnerships with FBOs in general and the religious fraternity in particular are critical in the government's fight against poverty and HIV/Aids as well as in the strengthening of communities and families (Social Development form partnership with Dutch Reformed Church, 2003). He further indicated that a significant partnership has been formed between the Department of Social Development and the Dutch Reformed Church, in which they agreed to work together to fight HIV / AIDS and poverty and to register children for birth certificates and grants and also to be involved with capacity building for CBOs.

An FBO can be defined as a non-profit organisation which is religious in nature or which has "faith" as its core value and which effectively delivers traditional, social and community services (Charitable Choice & Faith-based initiatives, [sa]).

Brinckerhoff (2000) states that there are two sub-categories of FBOs, the one being places of worship and the second being community service organisations. The researcher is based in an FBO, called *Lewende Woord Ministries Trust* which is an FBO with both mentioned sub-categories, in that it is primarily a place of worship which is also involved in community service.

Although social workers and other social service professionals are employed by FBOs, the current trend in these organisations is for volunteers increasingly to be utilised to deliver services in the community and in doing so help carry the

workload of paid staff. In this regard Brinckerhoff (2000) states that staff models in many FBOs involve volunteers and paid staff.

The Universal Declaration on Volunteering (2001) supports the right of every woman, man and child to associate freely and to volunteer regardless of their cultural and ethnic origin, religion, age, gender, and physical, social or economic position. It further states that all people in the world should have the right to freely offer their time, talent, and energy to others and their communities through individual and collective action, without expectation of financial award.

The White Paper for Social Welfare (1997:32) describes volunteers as a significant human resource, which is being utilised by welfare organisations and development programmes.

Although there is a definite scope for the expansion of volunteerism in order to extend services in the welfare sector, volunteers are also a significant human resource in many other sectors of society such as education and the building of infrastructure in communities. Being a micro-cosmos of the larger society, FBOs hold huge challenges and opportunities for volunteers to address socio-economic conditions in South African communities.

The Universal Declaration on Volunteering (2001) called upon leaders of religion to affirm volunteering as an appropriate response to the spiritual call to all people to serve in FBOs and their communities.

Mallory (2001:73) argues that leaders in FBOs who are most difficult to work with usually fall into one of two categories: those who refuse to recognise, appreciate, or ask for the service of others, even when they clearly need it, and those who assume that because they fill a leadership role, others ought to serve them.

*Lewende Woord Ministries Trust* is involved in rendering social services, as well as giving spiritual guidance within different communities in and around Pretoria. In rendering these services, the organisation depends heavily on the involvement of volunteers. Social services include food security, employment projects,

HIV/AIDS care and crèches. Spiritual services are provided through spiritual support in communities such as bible-studies, counseling and hospital visits. The researcher oversees some of these social and spiritual support services, and in due course noticed that leaders in the organisation either tend to disregard volunteers as unimportant, or they simply assume that people have to volunteer because it is their duty in a faith-based context.

Currently little is being done in *Lewende Woord Ministries Trust* to manage volunteers and to properly train or acknowledge them for their service. To rectify this, an effective management system for volunteers should be established. Inherent to the management of volunteers and volunteerism in FBOs, is the recognition of volunteers' strengths. Brinckerhoff (2000) states that successful FBOs have volunteers who fill key roles knowledgeably and competently. FBOs have to ensure that enthusiastic volunteers are recruited, trained and then retained.

This study aimed to explore both volunteerism in an FBO and the role of effective management in tapping into the expertise and skills of volunteers in order to retain them for the organisation. Although the literature study expanded upon FBOs in general, *Lewende Woord Ministries Trust*, as an FBO, was used as a case study for the empirical research.

## **1.2 Problem formulation**

The problem formulation was the point of departure of the research process, as it is said to be an area of investigation in which important questions have not yet been answered, and more knowledge is needed (Rubin & Babie, 1989:94).

Mark (1996:82) states that before conducting a research study, the researcher must have a clear definition of the research problem. A clear statement of the research problem affects all parts of the study, and it therefore makes sense to devote time and effort to this task.



According to Mouton and Marais in Fouché (2002a:106) the unit of analysis, the research goal and the research approach will determine the manner in which the research problem is formulated.

Volunteers, often called lay people, have always been an inherent part of the church environment. At the end of the first century, the term *laity* made its appearance in a religious and, more specifically, a Christian context. Traditionally churches have been places of worship, and were not involved in rendering social services in communities outside the church. Social services were exclusively rendered to church members (Faivre, 1990:15).

Today, due to the breakdown of the social structure of communities because of poverty and other social factors, the demand for more social services in communities contribute to the outcry for more FBOs to become involved through volunteers.

From personal experience of working in an FBO, the researcher noticed that problems arose with the involvement of volunteers basically because there are no structures or management in place to effectively utilise and manage the volunteers. This led to questions being asked by the *Lewende Woord Ministries Trust* management board about volunteers' commitment to stay on once they became involved in voluntary activities. Questions that were raised included why some volunteers stayed on as volunteers and others left abruptly and why some people volunteered whilst others didn't want to become involved with the organisation? It was the premise of the researcher, from her own observation in the organisation, that these questions could be directly linked to the lack of a management structure and process for volunteers in *Lewende Woord Ministries Trust* as an FBO.

In general terms management can be thought of as those specific functions performed by persons within the work setting that are intended to promote productivity and organisational goal attainment, and it implies shaping and exerting an influence over the work environment (Weinbach, 1994:11).

The management of volunteers, however, demands a certain level of management that Lawson ([sa]:1) defines as the principles and strategies that leaders use to lead volunteers appropriately and wisely. Management skills include planning, clarifying volunteer tasks, recruiting, orientation, training, support and maintenance, recognition and evaluation. These skills are useful in enabling church members to recognise and respond to the call to serve as volunteers.

Dunn (1995:2484) believes that competent leadership has always been necessary for volunteerism to be effective. Managers of volunteers must therefore be leaders who ensure that volunteers are recruited, screened, selected and matched to services within the organisation. Volunteers are not paid for the services they render, thus it is also necessary for volunteer managers to ensure that other reward systems are available and that special attention is paid to volunteers.

The researcher experienced the importance of management in working with volunteers, and the direct effect it has on the effectiveness of volunteers. The management of volunteers in an FBO is just as crucial as the management of social services in government and NGOs.

In summary, the problem statement for this study is as follows:

FBOs, being partners of government and NGOs in addressing socio-economic conditions, hold great opportunities for involvement of volunteers. The demand for more social services and spiritual assistance in communities, owing to poverty and increasing other social problems, make the involvement of more volunteers inevitable. However, when volunteers do become involved with FBOs, their involvement is not always managed, neither is their valuable contribution always appreciated nor recognised by the leaders of these organisations. This is not any different in *Lewende Woord Ministries Trust* as an FBO.

Hence, the focus of this study was to investigate the current operational procedures for the management of volunteers as part of the organisational

structure of *Lewende Woord Ministries Trust*. Based on the research findings and conclusions of the study, recommendations were made as to how volunteers could be effectively managed in *Lewende Woord Ministries Trust*.

### **1.3 Purpose of the research study**

Bless and Higson-Smith (1995:41) deliberate the goals of research to be exploratory, descriptive and explanatory. Any fully scientific endeavor in social work should have at least one of three primary objectives: to explore, to describe or to explain.

The purpose of exploratory research is to gain insight into a situation, phenomenon, community or person. The need for such a study could arise out of a lack of basic information on a new area of interest (Bless & Higson-Smith, 1995:42). Babbie and Mouton (2001:79) concur that this approach is typical when a researcher examines a new interest or when the subject of study itself is relatively new.

The purpose of this study was to explore volunteerism in an FBO, *Lewende Woord Ministries Trust*, in order to provide clear guidelines for the effective management of volunteers in FBOs.

### **1.4 Goal and objectives of study**

A goal implies the broader, more abstract conception of "the end toward which effort or ambition is directed", and an objective denotes the more concrete, measurable and more speedily attainable conception of such "end toward which effort or ambition is directed" (Fouché, 2002a:107).

Landman (1988:4) defines the goal of a study as the ultimate outcome of the research, adding that it is normally in general or global terms. Objectives are more narrowed down and are short-term outcomes that contribute to the final goal of the research.

The goal, or the ultimate outcome of this research study was to provide guidelines for the management of volunteers in an FBO.

The objectives of the study for achieving the above-mentioned goal, were as follows:

- To determine the dynamics of volunteerism in FBOs within a broader theoretical framework of volunteerism;
- To investigate volunteerism within the context of *Lewende Woord Ministries Trust*, with specific reference to the structure, functioning, activities, motivation, and the management of volunteers; and
- To provide guidelines for the management of volunteers in an FBO.

## 1.5 Research question

Research always commences with one or more questions or hypothesis. Questions are posed about the real nature of situations, while hypotheses are statements about how things can be. A good research question can be answered by collecting data and the answer thereof cannot be foreseen prior to the collection of the data (De Vos, 1998:116).

According to Neuman (2000:142) a research question has one or a small number of causal relationships. All research questions, hypothesis, and studies apply to some group or category of people, organisations, or other units.

Fouché (2002c:97) states that researchers often have to investigate phenomena for which few established models or theories exist. By using exploratory studies, researchers can attempt to generate new models or hypothesis. This kind of research is obviously more often of a qualitative nature.

Presently very little is known about volunteerism in FBOs and specifically the management of volunteers. Hence, the researcher wanted to explore volunteerism in FBOs with a specific focus on the management of volunteers.

For the purpose of this study, the researcher formulated the following research questions:

- What are the dynamics of volunteerism in FBOs?
- What key aspects are involved in the effective management of volunteers in FBOs?

## **1.6 Research approach**

At present there are two well-known and recognised approaches to research, namely the qualitative paradigm and the quantitative paradigm. These two methodological paradigms differ vastly from each other.

A quantitative study is defined as an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers and analysed with statistical procedures in order to determine whether the predictive generalisations of the theory hold true (Cresswell in Fouché & Delport, 2002:79).

According to Fouché and Delport (2002:79) the qualitative paradigm stems from an anti-positivistic, interpretative approach, which is holistic in nature. The main aim of qualitative research is to understand social life and the meaning that people attach to everyday life. It produces descriptive data in the participant's own written or spoken words and involves the identification of the participant's beliefs and values that underlie the phenomena. The qualitative researcher is therefore concerned with the understanding or rather the explanation and the subjective exploration of reality from the perspective of an insider.

Grinnell (1997:106) describes the qualitative research approach as relatively interpretive and diverse when contrasted with the quantitative research approach. Qualitative researchers study concepts in natural or field settings in an attempt to make sense of the meanings that people bring to their personal experiences. It involves an interpretive, naturalistic approach in answering research questions.

For the purpose of this study, the researcher has used a qualitative approach. The concepts *volunteers*, *volunteerism* and *management of volunteers* were studied in their natural or field settings, namely in an FBO, in an attempt to make sense of the meanings that people bring to their personal experiences. Subsequently the data is descriptive and in the participants' own written or spoken words.

## 1.7 Type of research

Research can be roughly classified as applied or pure. According to Bailey (1994:24) pure research (also called basic research) involves the developing and testing of a hypothesis that is intellectually interesting to the investigator and might have some social application in the future, but at the same time has no application to social problems in the present time. Applied research covers a wide range of social science areas, such as education, drug addiction and use, and problems of the aged.

Basic research seeks empirical observations that can be used to formulate or refine theory, whilst applied research, on the other hand, is most often the scientific planning of induced change in a troublesome situation (Fouché, 2002a:108).

Applied research is aimed at solving specific policy problems or at helping practitioners accomplish tasks. It is focused on solving problems as experienced in practice. Applied research seeks to develop principles that enable people to resolve problems or obtain desired objectives. The question here is how to make things work with the emphasis on knowledge as well as practical utilisation. Most applied research findings have implications for knowledge development. (Compare De Vos, Schurink & Strydom, 1998:8; and Fouché, 2002a:108.)

This study intended to develop guidelines for the management of volunteers in FBOs, and therefore the researcher has used applied research. The focus was on solving problems with regard to the management of volunteers, including

aspects such as recruitment, training, retainment and appreciation of volunteers as experienced in the practice setting of FBOs.

## 1.8 Research design

A research design is a logical strategy for gathering evidence about knowledge desired. It must be efficient, so it must yield the sought-after knowledge (De Vos, 2002:391).

According to Bless and Higson-Smith (1995:63) a research design can be understood as the planning of any scientific research from the first to the last step. It guides the researcher in the collecting, analysing and interpreting of observed facts. It is furthermore a specification of the most adequate operations to be performed in order to test a specific hypothesis under given conditions.

Fouché (2002b:271) argues that terms such as strategies, methods, traditions of inquiry, and approaches are all related to the term "design". The author further states that the existence of many different terms for essentially the same thing, causes a considerable degree of unnecessary confusion.

Therefore, the term strategy or strategies are utilised for the equivalent of the so-called research design in the quantitative approach. Strategy thus refers to the option available to the qualitative researcher to study certain phenomena according to certain "formulas" suitable to his/her specific research goal (Fouché, 2002b:271). For the purpose of this study, the researcher referred to a research strategy.

Cresswell in Fouché (2002b:272) identifies the following five strategies of inquiry or traditions that could be used to design qualitative research:

- Biography;
- Phenomenology;
- Grounded theory;
- Ethnography; and
- Case study.

The researcher utilised the case study as a research strategy for this study.

Creswell in Greef (2002:275) regards a case study as an exploration or in-depth analysis of a system bound by time and/or place or a single or multiple case/s over a period of time. Babbie (2001:285) points out that there is little consensus on what may constitute a case or a bounded system. The case studied can refer to a process, event, activity, programme, individual or a group of people.

Bless and Higson-Smith (1995:43) differentiate between a case study and a survey by defining a case study as being a detailed and thorough investigation of a few cases, whereas a survey is the collection of information on a wide range of cases, each case being investigated only on the particular aspect under consideration.

Mark in De Vos (2002:275) refers to three types of case studies:

- The intrinsic case study is solely focused on gaining a better understanding of the individual case. It merely describes the case being studied and is not trying to understand a broad social issue.
- The instrumental case study is used to gain a better understanding of a social issue, or to elaborate on a theory. It merely serves the purpose of facilitating the researcher's gaining of knowledge about the social issue.
- The collective case study furthers the researcher's understanding about a social issue or about the population being studied. The interest in the individual case is secondary to the researcher's interest in a group of cases. Cases are chosen to make comparisons between cases and concepts, so that theories can be extended and validated.

Presently, very little is documented and thus known about volunteerism in FBOs. The researcher hence did a collective case study to explore volunteerism in FBOs and in doing so captured the experiences of volunteers with the view to provide guidelines for effective management of volunteers in these organisations.

## **1.9 Research procedure**



In a case study, the researcher explores and describes the case or cases through detailed, in-depth data collection methods which involve multiple sources of information that are rich in context. Interviews, documents, observations or archival records can be included. The product of this research is an in-depth description of a studied case or cases (Fouché, 2002b:274).

For the purpose of this study, the researcher utilised focus group interviews as a qualitative method to collect data.

Focus group interviews are group interviews that rely on the interactions within the groups to add to the information solicited by the interviewer. Interviewing techniques range from structured questionnaires to open-ended conversations (Grinnell, 1997:117). One rationale behind focus groups is that it saves time and money (Babbie & Mouton, 2001:292).

Krueger in Greef (2002:306) defines a focus group as a discussion that is carefully planned and designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment. Morgan in Greef (2002:306) states that focus groups is a research technique that collects data through group interaction on a topic that the researcher determines.

Focus groups have three fundamental strengths, namely exploration and discovery, context and depth, and interpretation. It produces large amounts of concentrated data in a short period of time (Greeff, 2002:307).

Focus groups were conducted with between eight to twelve respondents in a group. For the purpose of this study, the researcher envisaged that 50 – 80 respondents would be included in focus group discussions. However, re-evaluation was done on a regular basis and pending on the point of saturation in the gathered data, further focus groups were conducted. The point of saturation in the information thus determined the number of focus groups that were conducted.

The focus group discussions were guided by a semi-structured interview schedule. Grinnell (1997:117) is of the opinion that, on a general level, interview schedules can be structured, semi-structured, unstructured, in-depth or ethnographic.

Greeff (2002:302) states that in general, semi-structured interviews are used to gain a detailed picture of a participant's beliefs or perceptions about a particular topic. The method gives the researcher as well as the participant much more flexibility. This method enables the researcher to follow up particular interesting avenues that emerge in the interview, and it enables the participant to give a fuller picture of the particular topic.

With this method, the researcher will have a set of predetermined questions on an interview schedule, but the interview will be guided by the schedule and not dictated by it. Questions are nearly always open-ended (Greeff, 2002:302).

The researcher acted as the group facilitator and an appropriate assistant facilitator was carefully identified. During the focus groups, the sessions were recorded, and both the facilitator and the assistant facilitator took down field notes, which were discussed after each focus group session.

Greeff (2002:317) notes that procedures such as seating arrangements, the order in which people speak, non-verbal behavior, and the highlighting of themes during the conversation are important aspects of field notes. The author alludes to the fact that attention should be given to the dynamics that take place in the group.

Grinnell (1997:121) states that once data have been collected in the field, the researcher needs to begin to read and interpret them right away. As the researcher reads the data, interesting ideas and patterns should begin to emerge and more questions may be asked. More data may be collected to fill in gaps in prior data.

The next step in the research procedure is the analysis of the collected data. Greeff (2002:318) states that the analysis and interpretation of data gathered in a focus group can be very complex. The aim of analysis is to look for trends and patterns that reappear within a single focus group or among various focus groups. The basis for analysis is transcripts, tapes, notes and memory.

Focus group analysis combines many different elements of qualitative research, but adds to the complexity of group interaction. The researcher should consider the words, the context, the internal consistency, what was not said and the finding of the "big idea", while analysing the data (Morgan & Krueger in Greeff, 2002:318).

Qualitative researchers use codebooks to sort and organise the data into meaningful codes (descriptive narrative labels) and categories (conceptual narrative labels) so that they can begin to make sense of the data. A code is usually one word that is applied to describe a meaning associated with a string of other words or narrative dialogue. Codes help discover themes in the data before developing higher order explanations or theories (Grinnell, 1997:122).

Babbie and Mouton (2001:498) see two procedures basic to coding, namely asking questions and making comparisons. When a researcher begins to code, s/he is involved in taking a segment of text and labeling it according to a meaningful category (code).

The researcher can also attach data to a descriptor, known as a category. Categories may serve as an umbrella idea, for example, with more than one theme (Grinnell, 1997:123).

In this study, the researcher analysed the data by considering the words spoken by the respondents, the context, the internal consistency and what was not said. The researcher looked for trends and patterns that reappeared within a single focus group as well as among various focus groups. The patterns and trends were coded and placed in categories. Eventually, different themes regarding volunteerism and the management of volunteers in FBOs, emerged.

## 1.10 Pilot study

Landman (1988:75) defines a pilot study as a trial run of the study, using similar questions and similar subjects, as in the final survey.

The pilot study is described as a dress rehearsal of the main investigation. It is similar to the planned investigation, but on a smaller scale (Strydom, 2002b:211).

The researcher considered the following during the pilot study:

- Literature study;
- Consultation with experts;
- Feasibility of study; and
- Pilot test of focus group interview schedule.

### 1.10.1 Literature study

A literature study is based on the assumption that knowledge accumulates and that people learn from and build on what others have done, and it also creates links to a developing body of knowledge (Neuman, 2000:445).

Meaningful research can only be conducted by studying the existing knowledge on the prospective subject. Cilliers in Strydom (2002b:212) states that the literature study is important for the clear formulation of the problem, as well as the execution of the planning and the actual implementation of the investigation. The information serves as a broad orientation and as knowledge enrichment before the commencement of the investigation.

The main purpose of the literature study remains the broad orientation of the prospective researcher with regard to the investigation, and it can alert him/her to certain matters for the main investigation (Strydom, 2002b:212).

In qualitative research the review of the literature can emphasise how the current research continues a developing line of thought, or it can point to a question or unresolved conflict in prior research to be addressed (Neuman, 2000:446).

Literature sources included:

- Journals;
- Books;
- Dissertations;
- Government publications;
- Policy reports;
- Presented papers at conferences; and
- The Internet.

The researcher traced literature concerning volunteers in the broad spectrum of services, and then looked for literature dealing with volunteers in FBOs. The aspects of volunteerism the researcher searched for in literature included the profile of volunteers, the motivation of volunteers, recruitment, training, recognition of involvement, management and the retainment of volunteers. Aspects of volunteerism in social service organisations were applied to volunteerism in FBOs.

#### **1.10.2 Consultation with experts**

Strydom (2002b:213) argues that prospective researchers must already have their ideas in place and have progressed with the literature study, before consulting with experts. This will help the researcher not to be confused by the expert's ideas.

Information can be obtained in different ways, namely personal interviews, correspondence or telephonic contact. The purpose of interviews with experts is to bring to the fore new perspectives unknown to the researcher, which can either confirm or reject the researcher's ideas (Strydom, 2002b:213).

The researcher consulted with the following experts during the research process:

- 1) *Mrs. Katrien Botha - A Volunteer at SAVF.*

The purpose of the consultation was to learn from her experiences as a volunteer within a welfare organisation as well as in a church environment.

- 2) *Rev. Dries Lombaard - Director of the Volunteers Department at Moreleta Park Dutch Reformed Church.*

The purpose of the consultation was to identify key aspects in effective management of volunteers in an FBO.

- 3) *Retha Badenhorst - Manager and Social worker involved with Midcity Trauma and Therapy (M.E.T.T.) Center*

The purpose of the consultation was to discuss aspects of the successful management of volunteers in the organisation with reference to recruitment, training and retainment.

### **1.10.3 Feasibility of study**

At this stage of the pilot study, the researcher needs to consider the actual, practical situation where the prospective investigation will be executed. This is especially important in planning the practical side, like transport, finances and time factors (Strydom, 2002b:213).

The researcher received full consent from *Lewende Woord Ministries Trust* to conduct the study. (See letter attached as Addendum1). Furthermore, the study was feasible in view of the access to resources of the *Lewende Woord Ministries Trust*. These were support from the FBO staff, transport, finances for covering expenses like phone calls, and administrative resources such as the photocopier and fax machine. The volunteers who acted as respondents in the research meet on a regular basis and were therefore easily accessible for the research. The *Lewende Woord Ministries Trust* building was available as venue for the focus group interviews without any costs. This venue was the ideal setting in which to conduct focus groups in privacy and in a peaceful setting.

#### **1.10.4 Pilot test of focus group interview schedule**

Neuman (2000:166) argues that reliability of research findings can be improved by doing a pretest or a pilot version of a measure before the main investigation.

In qualitative research the pilot test is usually informal and a few respondents possessing the same characteristics as those of the main investigation can be involved in the study, merely to ascertain certain trends. The purpose is to determine whether the relevant data can be obtained from the respondents (Royse in Strydom & Delpont, 2002:337).

The researcher should expose a few cases that are similar to the planned main inquiry to the same procedures as are planned for the main investigation, in order to modify and adjust the measuring instrument (Yegidis & Weinbach in De Vos, 2002:214). From a qualitative research perspective, a data collection method is applicable, which in the case of this study, included a semi-structured interview schedule. The pilot test then suggests the field-testing of the interview schedule prior to using the final interview schedule in the main investigation.

The researcher selected individuals who were representative of the target population for a focus group discussion, and afterwards went through the entire focus group interview schedule with them. In this way the researcher was able to see if some questions were confusing or might have been inappropriate for the research. These respondents were not included in the main study.

#### **1.11 Research population and sample**

A population is the collection of all individuals, families, groups, organisations, communities or events that the researcher is interested in finding out about (Mark, 1996:104).

Strydom and Venter (2002:198) define a population as the totality of persons, events, organisation units, case records or other sampling units with which the research problem is concerned.

Populations tend to be very large and for this reason, researchers rarely study every element in the population. Rather, they select a portion of the population for study. This selection is defined as the sample (Mark, 1996:104). A sample is thus the set of elements that the research focuses upon and from which the results are obtained.

The population for the research was all the volunteers serving in *Lewende Woord Ministries Trust*, currently being 393 volunteers actively involved in the organisation.

Bailey (1994:83) defines a sample as a subset or portion of the total population. A sample is also defined as the subset of measurements drawn from a population in which the researcher is interested. The sample is studied in an effort to understand the population from which it was drawn (Strydom & Venter, 2002:199).

Owing to the fact that the population is relatively homogeneous, the researcher used stratified sampling, which is a probability sample.

Probability or random sampling occurs when the probability of including each element of the population can be determined. It is thus possible to estimate the extent to which the findings based on the sample are likely to differ from what would have been found by studying the whole population, that is, the accuracy of the generalisation from the sample to the population (Bless & Higson-Smith, 1995:88).

In a stratified sample (also called a stratified random sample), the population is divided into subgroups or strata by population characteristics. A simple random sample is then drawn for each subgroup or stratum (Mark, 1996:115). This procedure may be used when a population can be divided into two or more distinct groups, called strata (Grinnell, 1997:242). In stratified sampling, the researcher controls the relative size of each stratum, rather than letting random



processes control it. This guarantees representativeness within a sample (Neuman, 2000:208).

Stratification consists of the universe being divided into a number of strata that are mutually exclusive, and the members being homogeneous with regard to some characteristics such as gender, home language or age (Mitchell & Jolley, 2001:497; Singleton *et al.*, 1988:145 in Strydom & Venter, 2002:205).

In this research study, eight strata or subgroups were identified in *Lewende Woord Ministries Trust*, namely volunteers rendering social services, at the *Lewende Woord Community Services* Department, and volunteers rendering other support services including the Cell Department, Children's Church, Convert Department, deacons, Finding your Purpose Department, Light Emitting Diode (L.E.D) board operators and the Media Department (video and cassette).

Selection within each different stratum still occurred randomly, meaning that the desired number of persons was selected proportionally within each of the different strata. This means that if 60% women and 40% men were involved in the strata, the sample was drawn accordingly. The sample was drawn proportionally from the volunteers currently involved with *Lewende Woord Ministries Trust*, based on the following characteristics of the respondents:

- Minimum of 6 months being a volunteer in *Lewende Woord Ministries Trust*;
- Different age groups (from young to older people); and
- Male and female.

The researcher made use of systematic sampling, which as Hoinvill *et al.*, in Strydom & Venter (2002:205) describes, the first case is selected randomly, all subsequent cases are selected according to a particular interval, e.g. each fifth or tenth case on a list of names.

The researcher alphabetically listed all the names of the volunteers currently involved in *Lewende Woord Ministries Trust* who qualified according to the above-mentioned characteristics. The first name was selected randomly, where

after the names were selected by choosing every fifth case, until the required respondents have been selected.

## 1.12 Ethical issues

The scientist has the right to search for truth, but not at the expense of the rights of other individuals in society. Ethical issues arise out of interaction with other people, other beings, and the environment, especially where there is potential for a conflict of interests (Babbie & Mouton, 2001:520).

Ethics is a set of moral principles that a group or individual suggests, it is widely accepted, and it offers rules and expectations regarding the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students (Strydom, 2002a:63).

Strydom (2002a:63) mentions the following ethical issues:

- Harm to experimental subjects and/or respondents;
- Informed consent;
- Deception of subjects and/or respondents;
- Violation of privacy/anonymity/confidentiality;
- Actions and competence of researchers;
- Co-operation with contributors;
- Release or publication of the findings; and
- Debriefing of respondents.

The researcher has identified the following ethical issues within this study:

- The researcher obtained informed consent from each respondent to participate in the study. This was achieved by explaining the goal of the study, the procedures that will be followed during the study, the possible advantages and disadvantages of the study, as well as the credibility of the researcher. Informed consent becomes a necessary condition rather than a luxury or an impediment (Hakim in Strydom, 2002a:65).

- Due to the fact that the volunteers' motive in an FBO is based upon religious convictions, the researcher was cautious not to expose the volunteers during the research. The confidentiality of the respondents was respected throughout the research. The researcher assured the subjects of anonymity by means of verbal communication. The respondents were assured that the field notes and the recordings were only going to be used for the purpose of the research and were not going to be made available to people who were not concerned with the study.
- There was no possibility of physical harm to the respondents, but owing to the fact that respondents came from an FBO, the spiritual aspects or preferred faith of the respondents were respected. This meant that no volunteer was judged or discriminated against because of his/her belief or conviction.
- The researcher orientated and informed the respondents clearly and honestly of the purpose of the research. This was done in writing, as well as through clear verbal communication. The respondents were not deceived regarding the real purpose of the research.
- The researcher was obliged to document the findings of the research, in a clear and unambiguous way. The subjects were informed about the research report and the findings were documented in this report in an objective manner and in simple language. The researcher also indicated the possibility of the publication of the research findings in an accredited journal.

### **1.13 Definition of key concepts**

The key concepts for this study were the following:

#### **1.13.1 Volunteer**

The Family and Marriage Society of South Africa ([sa]) defines a volunteer as somebody whom willingly and without any remuneration does a specific task for an NGO.

A volunteer undertakes unpaid work, but may be said to earn moral credit (Timms & Timms, 1982:209). The New Dictionary of Social Work (1995:96) defines a volunteer as a person who offers his or her services or who is recruited to render a service at a welfare agency, usually without remuneration.

The White Paper for Social Welfare (1997:98) defines a volunteer as a professional or non-professional person who provides a service to a welfare or development organisation, usually without reimbursement. A volunteer can be involved in providing direct services to clients, administrative tasks, public relations, fundraising, policy making and advising.

Lawson ([sa]:1) defines a volunteer as a person who gives time and/or skills freely with no financial reward.

For the purpose of this study, a volunteer is defined as a professional or non-professional person who is willing to give his/her time to provide a service or to do a specific task, without any remuneration, and in the course of the process of service, earn moral credit.

### **1.13.2 Volunteerism**

Volunteerism can be defined as the mobilisation and utilisation of unpaid individuals and groups to provide human services (Barker, 1991:249).

Brilliant (1995:2469) defines volunteerism as a set of values and a set of voluntary structures or organisations. Volunteerism implies the broad philosophical underpinning of all voluntary activities.

The researcher defines volunteerism as the effective mobilisation of unpaid professional or unprofessional people or groups of people with specific sets of values, to provide services to other human beings.

### 1.13.3 Faith-based organisation

AN FBO can be defined as a non-profit organisation that is religious in nature or has "faith" as its core value and that effectively delivers traditional social and community services (The Charitable Choice & Faith-based Initiatives, [sa]).

The 2003 AmeriCorps Guidance defines an FBO as a religious congregation (church, mosque, synagogue, or temple), functioning as a nonprofit organisation. It clearly states in its name, incorporation, or mission statement that it is a religiously motivated institution (Developing Definitions for the Faith-based and Community Initiative, [sa]).

Lastly, Murray (2003) states some characteristics of an FBO, namely having a mission statement with explicit religious references, financial support from religious sources, selection of board members and staff based on religious beliefs, and use of religious beliefs in decision-making.

Based on the above definitions, the researcher defined an FBO as a religious-based structure functioning as a nonprofit organisation and effectively delivering traditional social and community services. In the organisation's mission statement explicit religious references are made, its financial support comes from religious sources, selection of board members and staff is based on religious beliefs, and the decision-making process is embedded in religious beliefs.

### 1.13.4 *Lewende Woord Ministries Trust*

*Lewende Woord Ministries Trust* is a faith-based organisation with a religious-based structure that functions as a non-profit organisation and effectively delivers social and community services. In their mission statement reference is made that its financial support comes from religious sources, the selection of trustees and staff is based on Christian beliefs, and the decision-making process is embedded in Christian beliefs.

### 1.13.5 Management

Management is defined as specific functions that are intended to promote productivity and organisational goal attainment, performed by persons within the work setting (Weinbach, 1994:11). It further implies shaping and exerting an influence over the work environment. It seeks to exert a positive influence over the environment, to put in place more sources of support for good service delivery and to minimise the effects of those conditions that tend to make the delivery of effective services difficult (Weinbach, 1994:11).

Lawson ([sa]:1) defines management as the principles and strategies that people use to lead others. Management skills include planning, clarifying tasks, recruiting, orientation, training, support and maintenance, recognition and evaluation.

Coulshed and Mullender (2001:17) define management as the process of organising resources to get work done. The authors are of the opinion that management has changed considerably over the last years. Management involves specific tasks; not least enabling others to get work done and carrying forward the overall aims of the organisation. Management entails a macro-interest in the future of the whole organisation, ensuring that it will remain a growing concern to meet future needs while also dealing with ever-changing current circumstances, relating to the organisation as a whole.

For the purpose of this study, the researcher defined management as specific functions, principles or strategies that are utilised to direct and guide people and their activities and performance. Management is performed by persons within the work setting to promote productivity and organisational goal attainment. It further entails the facilitation of sources of support for good service delivery and the minimisation of the effects of those conditions that tend to make the delivery of effective services difficult. Management skills include planning, clarifying tasks, recruitment, orientation, training, support and maintenance, recognition and rewarding of volunteers, as well as evaluation. It is the process of organising resources to get work done.

#### **1.14 Limitations of the study**

Although the objectives set for the research study were achieved and the research questions answered, it was a limitation of this study that only the current volunteers in *Lewende Woord Ministries Trust* were interviewed. Data with regard to why previous volunteers quit volunteering, could have added another dimension to the study in determining what factors contributed to their decision to quit, in particular with regard to management aspects.

#### **1.15 Conclusion**

Chapter one consists of the general orientation of the study. Specific attention is given to an introduction to the study, problem formulation, the purpose of the study, goal and objectives of the study, research questions, research methodology, the definition of key concepts, and the limitations of the study.

Chapter two presents a theoretical framework for volunteerism. This chapter provides information gained from the literature study on volunteerism, including definitions and discussions of concepts central to the study.

Chapter three focuses on volunteerism in FBOs, and specifically *Lewende Woord Ministries Trust*.

Chapter four presents and discusses the empirical findings of the study.

Chapter five presents the conclusions and makes recommendations with regard to guidelines for managing volunteers in FBOs.

## CHAPTER 2

### A THEORETICAL FRAMEWORK FOR VOLUNTEERISM

#### 2.1 Introduction

The previous social welfare dispensation in South Africa was characterised by fragmentation of services with a focus on rehabilitative services as opposed to prevention and development. Co-ordination of services became virtually impossible as a result of this fragmentation between a large variety of role players and duplication of services were often the result (Potgieter, 1998:114).

On the international front, a developmental paradigm for social welfare gained increasing support. The South African government adopted this approach when the heads of states committed themselves to addressing poverty as the top priority for their country's agenda when they signed the Declaration of the United Nations at the World Summit on Social Development (1995). The White Paper for Social Welfare (1997) is evidence to this commitment.

Transformation of the South African society cuts across the socio-political and economic sectors. Changes in these sectors and the resulting turbulence have not left the social welfare arena untouched (Noyoo, 2000:35). As a result of these accelerated changes and an increase in the complexity of the social problems in South Africa, it is inevitable that there is a greater demand on the various sectors to acknowledge their interdependence to effectively address these social problems.

The goals of social development can only be achieved through strong partnerships. These partners include government, non-governmental organisations (NGOs), community-based organisations (CBOs), faith-based organisations (FBOs) and volunteers. Within the context of this study the focus of the partnership will be on volunteers within the FBO sector.



In this chapter volunteerism within a developmental policy framework will firstly be contextualised. The central concepts to social development and volunteerism will be defined and the role of volunteers will be clarified with regard to developmental social welfare services.

A key component in effective partnerships between volunteers and FBOs is management. Volunteers come to a partnership on their own time and without any reimbursement. Although this implies that volunteers cannot be forced into a formal working contract, it does not mean that there should not be a policy on the working relationship within a well structured and agreed partnership. A partnership to combat poverty and other social problems requires effective management. The fact that volunteers do not receive financial remuneration creates different challenges on the specific areas that should be managed. This will be addressed in a discussion of a conceptual framework for the management of volunteers. This discussion will include definitions of concepts central to management and volunteerism.

## **2.2 Policy framework for volunteer partnerships**

In a new political dispensation in the country, post 1994, the African National Congress (ANC) in collaboration with civil society, embarked on a process of developing an elaborate socio-economic analysis and formulated a policy to address poverty and inequalities. This initiative resulted in the national social policy framework for socio-economic development, the Reconstruction and Development Programme (RDP).

The RDP is a holistic and integrated socio-economic strategy aimed at eradicating poverty and the imbalances espoused and entrenched by the policies of the previous government. The critical and vital elements of the RDP are its people-centered approach and its emphasis on sustainability and economic growth (O' Brien & Mazibuko, 1998:143).

On an international front, at the World Summit on Social Development held in Copenhagen in May 1995, South Africa committed itself to the eradication of

poverty. In doing so, it created the need for internal, national anti-poverty strategies in line with global anti-poverty programmes. The government further pledged at a national level, in partnership with all actors of civil society, to seek to reduce inequalities, increase opportunities and access to resources and income, and to remove any political, legal, economic and social constraints that foster and sustain inequality. In line with this commitment and the RDP policy, the government drafted a policy framework for social welfare in South Africa within a comprehensive, integrative, equitable, multidisciplinary and developmental approach (White Paper for Social Welfare, 1997).

One of the restructuring priorities of The White Paper for Social Welfare (1997:12) is to develop strategies and mechanisms to translate the aims, objectives and programmes of the RDP into action in the welfare field. Key social issues that need to be addressed in South Africa include, amongst others, rural and urban poverty, unemployment, HIV/AIDS, violence against children, women and the elderly. (Compare The Department of Social Development Strategic Planning, 2003/4-2005/6:18; O'Brien & Mazibuko, 1998:136; and The White Paper for Social Welfare, 1997:18.)

In summary, the White Paper for Social Welfare (1997) is founded in a developmental approach to social welfare which is embedded in the RDP and the social development commitments of the United Nations Social Development Summit in Copenhagen (1995). Guided by the key social issues that need to be addressed in South Africa, as indicated above, this research study is embedded in a developmental theoretical framework. The underlying theory for a development model is social development. Hence, volunteerism in FBOs will be conceptualized within a social development approach.

The term 'social development' came into use to “connote the efforts of governments, communities and individuals to actively promote the overall well-being of society in conjunction with an ongoing process of economic development” (Midgley, 1995:25).

Social development regards economic and social processes as equally important components of the development process. Midgley (1995:25) defines social development as a process of planned social change designed to promote the well being of the population as a whole in conjunction with a dynamic process of economic development.

The White Paper for Social Welfare (1997:96) describes the ultimate objective of social development as to bring about sustained improvement in the well being of the individual, family, community and society at large. Lombard (1996:163) concurs that a social development approach is inclusive of helping individuals, groups and communities but in a different manner, i.e., to develop human resources (including capacity building and empowerment) and where possible, facilitate and enhance economic development.

The reduction or eradication of mass poverty, inequality and conditions of underdevelopment are accepted as indicators of social progress. Social welfare, health, education, housing, urban and rural development, and land reform are regarded as dimensions of social development. The involvement of multi-dimensional sectors in social development implies that government should play an enabling role facilitating social development (The White Paper for Social Welfare, 1997:96). In this regard Midgley and Tang (2001:246) concur that the social development paradigm requires a strong role for the state, not only in social welfare but in promoting economic development as well.

Hence, for effective social development, the researcher regards the development of inter-sectoral arrangements within the welfare sector and between the welfare sector and other government departments as a key priority. The White Paper for Social Welfare (1997:19) is very clear that government cannot take sole responsibility for meeting basic physical, economic and psycho-social needs as well as addressing the above-mentioned social issues. Welfare policies and programmes are developed and promoted in partnership with organisations in civil society, the private sector and government departments.

Collective responsibility and co-operation with organisations in civil society is strongly promoted by the South African government. In a media release from the Department of Social Development it was said that Minister Skweyiya has been meeting with the religious sector since the year 2000, to discuss government's efforts at fighting poverty and exploring the partnership between government and the religious sector (Minister and Catholic Development and Welfare Agency work together to assist orphans and other vulnerable children, 2003). Government has committed itself to partnerships with various religious organisations of which the Catholic Development and Welfare Agency and the Dutch Reformed Church are examples.

As indicated in Chapter one, with regard to the partnership with the Dutch Reformed Church, it was indicated in a media release of the Department of Social Development that the partnership was specifically formed on an agreement to fight HIV/AIDS and poverty (Social Development form partnership with Dutch Reformed Church, 2003). However, whilst these said partnerships are applauded, government needs to reach out to all FBOs if poverty is to be successfully addressed in this country. For example, although *Lewende Woord Ministries Trust* represent a very large FBO, government has not yet reached out to form a partnership. The researcher acknowledges that the FBO can also initiate such a partnership, however, it seems as if organisations in civil society and the private sector seem to be taking more responsibility for development than government departments.

Lombard (1996:170) describes government's sole responsibility in the partnership as to provide an enabling environment for the delivery of developmental welfare services by its partners. However, a partnership is about shared responsibility. Lombard (1996:170) further summarises a partnership as being complementary in nature, recognizing the autonomy of the parties and allowing for joint decision-making and shared responsibilities with a commitment to excellence.

Currently the partnerships between government and NGOs, and FBOs in particular are imbalanced in terms of equal recognition and sharing of power.

Many organisations are involved in communities and promote the goals of social development without any assistance from government. Fowler (2000:45) supports this notion by stating that imbalances in political strength, organisational capabilities and financial power lead to relationships that are neither evenly-handed nor characterised by reciprocity.

In FBOs partnerships include a large number of volunteers. Already in 1997 government identified the need for the expansion of voluntarism in order to extend welfare services and human resource development. The intention was to appoint a task group to develop volunteer programmes with specific emphasis on the nature, scope, and terms of reference of the programme, a strategy to be adopted, structures required and financing options (The White Paper for Social Welfare, 1997:36).

As mentioned in Chapter one, Mr. Mbeki has made a call upon the nation to engage in voluntary services. This is evident in the Department of Social Development's media release on the International Day of Volunteers, the 5<sup>th</sup> of December 2002, stating the following: "South Africans have a proud heritage of voluntarism in our communities. Volunteers are deployed in huge volunteer programmes run by NGOs" (International Day of Volunteers: Report released to mark valuable contribution of volunteers in South Africa, 2002). Today volunteers are more involved in NGOs and FBOs than in any government department.

The government, however, acknowledges the contributions of organisations in civil society in meeting social needs and in promoting development. Government believes that the promotion of civil society is critical in building a democratic culture. Within the context of the study, civil society includes the formal welfare sector, which are state-subsidized, religious organisations delivering welfare services, NGOs, the business sector, and informal social support systems and community networks (The White Paper for Social Welfare, 1997:19).

Fowler (2000:50) argues that the intention is not for civil society to fill the gap created by weak, failed or non-inclusive politics or government retrenchment.

Instead, it is to help locate diverse configurations of civil society in a country's historical trajectory with a view to enhancing its role. As illustrated above, many organisations in civil society in South Africa seem to be filling the shortcomings in the welfare system, where government seems to lag behind.

From the above discussion, it is clear that from government's side, effective and complementary partnerships between themselves and all the role-players in civil society are strongly promoted. In practice, however, these partnerships lack visibility.

Increasingly the Department of Social Development rely on volunteers and community development workers, hence the Department initiated a process which proposes to implement a comprehensive programme to support volunteerism (Department of Social Development Strategic Plan, 2003/4-2005/6:21). Up to date, however, little development with regards to policy and programmes for volunteers, has been seen. The importance of volunteers needs to be seen against the background of human resource capacity.

The NGO sector has raised concerns about their inability to retain social service professionals, owing to stagnation of subsidies and poor conditions of service. The recruitment of qualified social workers to work in other countries has also been raised as a major concern for the loss of human resources. These problems ask for alternatives, including the increased involvement of volunteers, and more particularly policies and programmes initiated by government in order to strengthen these partnerships (Department of Social Development Strategic Plan, 2003/4-2005/6:21).

In conclusion, social development provides a theoretical framework for addressing the social issues in South Africa. Social development goals can only be achieved through effective partnerships. The NGO sector, and in particular FBOs, plays an important role in the eradication of poverty. A strength of FBOs is that it consists mainly of volunteers, which can, in partnership with government and NGOs, play a major role in the achievement of the goals of social

development. However, to succeed government should initiate a comprehensive programme to support volunteerism, both within government and civil society.

On an operational level, it is of critical importance that volunteers be effectively managed in order to be fully utilised partners in a partnership for social development. This will succinctly be discussed.

### **2.3 Management of volunteers**

As concluded in Chapter one, a volunteer can be defined as a professional or non-professional person who is willing to give his/her time to provide a service or to do a specific task, without any remuneration, and in the course of the process of service, earn moral credit. This definition is further explored in this section.

The secretary-general of the United Nations provides a twofold definition of a volunteer. On the one hand, a volunteer is defined as a person who gives his/her services without remuneration, usually strongly motivated to donate his/her energies, skills, and time for accomplishment of tasks in whose purposes s/he believes. On the other hand volunteers are described as men and women, who give up their normal work and, without regard to financial benefit, devote their knowledge and abilities to the people in regions of social and economic need (Rehnstrom, 2000:15).

Morris (1996:1) defines a volunteer as a person who helps and provides a service out of his/her own free will. A volunteer undertakes a job for no monetary gain in his/her own free time.

Darvill and Munday (1984:3) provide a comprehensive working definition of a volunteer as a person who voluntarily provides an unpaid direct service to one or more other persons to whom the volunteer is not related. They indicate that the volunteer normally provides his/her service through some kind of formal structure rather than through an informal neighbourly arrangement.

According to Timms and Timms (1982:209) a volunteer is a person who undertakes unpaid work, but may be said to earn moral credit. The New Dictionary of Social Work (1995:96) defines a volunteer as a person who offers his/her services or who is recruited to render a service at a welfare agency, usually without remuneration.

In the South African context, the White Paper for Social Welfare (1997:98) defines a volunteer as a professional or non-professional person who provides a service to a welfare or development organisation, usually without reimbursement. Furthermore, the White Paper for Social Welfare (1997:98) indicates that a volunteer can be involved in providing direct services to clients, administrative tasks, public relations, fundraising, policy making and advising.

Fisher and Cole (1993:53) refer to short-term or "occasional" volunteers, as being volunteers who help on a less frequent, less organised basis than regular volunteers. The use of such volunteers is a rising trend. Macduff in Fisher and Cole (1993:53) uses the term episodic to describe short-term volunteers.

In summary, the commonalities amongst the various authors' definitions of a volunteer, is a professional or non-professional person who

- Is willing to give his/her time;
- Is strongly motivated to donate his/her energies, skills, and time for accomplishment of tasks in whose purposes s/he believes;
- Provides a service or does a specific task through some kind of formal structure
- Receives no remuneration and does it out of his/her own free will; and
- In the course of the process of service, earns moral credit.

Volunteers form part of a team in an organisation, such as an NGO or an FBO, and this team effort requires some kind of accountability built into the organisation. In the instance of an FBO, volunteers are held accountable in the department of the FBO, where they are serving. Owing to the importance of teamwork, volunteers should be screened and, after a process of selection, be



placed in a specific position in order to ensure effective utilisation of their skills and abilities. To achieve this, however, volunteers should be managed effectively. Management of volunteers includes several responsibilities, such as the motivation of volunteers, responding to the special needs of volunteers, the recruitment, screening and selection process, placement of volunteers, training of volunteers and the development of measures within the organisation to ensure the retainment of volunteers.

In the next section, the researcher will discuss the responsibilities of managers of volunteers.

### **2.3.1 Responsibilities of managers of volunteers**

As society changes over time, it also impacts on organisations, urging some changes from within. The specific roles of volunteers may differ in different organisations, but the challenges for the management of volunteers remain broadly constant. One of the most important challenges is to manage volunteers effectively (McSweeney & Alexander, 1996:xii).

Out of experience, McSweeney and Alexander (1996:xi) argue that there is a great deal of special factors to take into account in trying to manage volunteers. The authors believe that organisations will increasingly come to realise that they will have to pay more attention to managing volunteers.

The success of an organisation depends greatly on its leaders and their capability to supervise and inspire the people in the organisation. This is even more true of organisations depending on volunteers, because the "workers" are not compelled to work; they may quit at anytime they are unhappy and they may function only at limited capacity if not guided properly.

As discussed in Chapter one, management can be defined as specific functions, principles or strategies that are utilised to direct and guide people and their activities and performance. Management is performed by persons within the

work setting to promote productivity and organisational goal attainment, and further entails the facilitation of sources of support for good service delivery and the minimisation of the effects of those conditions that tend to make the delivery of effective services difficult. Management skills include planning, clarifying tasks, recruitment, orientation, training, support and maintenance, recognition and rewarding of volunteers, as well as evaluation. It is the process of organising resources to get work done.

There seem to be different types of managers utilised to manage volunteers. Ellis and Noyes in Fisher and Cole (1993:3) describe three categories of volunteer managers: firstly the member of a volunteer group selected to be the leader, secondly the paid staff person who supervises volunteers as a secondary responsibility, and thirdly the staff person whose primary function is to co-ordinate the work of volunteers. A manager can thus be a professional, a paid-staff member or a volunteer him/herself.

The manager's role may be full- or part-time, helping staff to work with individual volunteers and to establish procedures for matters like recruiting, selecting, paying expenses, insurance and giving grants (Darvill & Munday, 1984:180).

Pell (1972:42) describes the responsibilities of the manager of volunteers, be it full- or part-time, as follows:

- Overseeing a constant search for new volunteers to retain a lively corps of volunteers;
- Effective communication to maintain volunteer interest and efficiency at a high level;
- Conducting frequent meetings, generally once a month, to keep volunteers aware of what is going on and to retain their interest;
- Creating a sense of purpose within the volunteers;
- Giving constructive criticism; and
- Patience and good human relations.

McSweeney and Alexander (1996:60) and Fisher and Cole (1993:13) describe the following responsibilities of the manager of volunteers:

- Planning, determining in advance what will be done;
- Improving communication through managing meetings, using display boards, newsletters and developing personal contact;
- Giving support by general encouragement, praise, advice, being someone who listens, or perhaps someone with special skills to resolve a specific issue;
- Motivating others by understanding the individual's motivations of the team and finding ways of both satisfying these and meeting his/her wider objectives;
- Improving negotiation skills, as not every task is either easy or popular, and consequently the manager should use negotiation skills to achieve a particular outcome;
- Setting objectives and reviewing the performance of each volunteer;
- Providing equal opportunities in terms of gender, race, disability and sexuality; and
- Decision-making, allocating resources, negotiating and acting as a group consultant.

In organisations that have both paid staff and volunteers, the resulting dynamics between the two groups are affected by the quality of the attention the management gives to an issue. Clear and frequent communication plays an important role in the development of paid-staff/volunteer relationships. This forms an integral part of the responsibility of the manager who is responsible for the volunteers (Dunn, 1995:2488).

Volunteers appreciate good supervision. Without a salary reward system, good supervision requires great skill and genuine compassion to help volunteers remain motivated, and to encourage effort and progress toward greater responsibility (Naylor, 1974:68).

Fisher and Cole (1993:137) state that organisations that allocate resources to volunteer supervision are assured a significant return on their investment because volunteer retention, customer satisfaction, and paid-staff/volunteer relations are enhanced as a result.

Another important responsibility of the manager is to maintain records on volunteer activities. Clear records are important in evaluating a program and in helping to make decisions about the future. Volunteers should have files for their application forms, job descriptions, supervision reports and similar data (Lauffer & Gorodezky, 1977:57).

Dunn (1995:2487) also regards record keeping as a necessary action in an organisation. When treated as a managerial tool, the records of volunteers yield information that can be used to evaluate individuals, assess programming, and plan for the organisation's development. The core of a documentation system is the individual personnel file, which include pertinent medical information, emergency contact numbers, evaluation forms, supervisory records, the job description and awards and other forms of recognition.

In a study done by the United Nations (Rehnstrom, 2000:101) to monitor the impact of their Volunteer Programme, it was found that in volunteer management, there is a great need for improved documentation. More relevant information pertaining to the individual volunteer need to be documented, as well as periodic reports on the volunteers.

It can be summarised that a manager can either be a volunteer himself or a paid staff member who on the one hand supervises volunteers as a secondary responsibility or on the other hand, whose primary function is to co-ordinate the work of volunteers.

In summary, a manager's responsibilities, be it a professional, paid staff member or a volunteer, include the following:

- Recruitment of new volunteers;
- Effective communication;
- Giving support and creating a sense of purpose;
- Criticizing constructively;
- Planning and setting objectives and reviewing the performance of each volunteer;

- Improving negotiation skills; and
- Being a decision maker, allocating resources, negotiating and acting as a group consultant.

The researcher concludes that a manager who manages volunteers is responsible for more than just administration. In the next section the researcher will discuss specific aspects pertaining to the management of volunteers.

### **2.3.2 Aspects of management of volunteers**

Specific aspects that should be managed include motivation of volunteers, responding to the special needs of volunteers, the recruitment, screening and selection process, placement of volunteers; training of volunteers and creating measures within the organisations to ensure the retainment of volunteers.

#### **2.3.2.1 Motivation for volunteering**

McSweeney and Alexander (1996:66) argue that in order to manage volunteers effectively and to retain them, it is necessary to understand what motivates their activities and how that influences their involvement. The motivational factors of volunteers, is therefor a crucial aspect in understanding volunteerism and managing volunteers effectively.

There are many examples of people serving the interests of others. These altruistic acts are part of every-day life and not unusual. Studies conducted by Cuthbert (1992:122), Davies (1977:66) and Bennet (1987:41) agree that the most important reasons and motivators for people to become volunteers are as follows:

- Altruism, defined as the inner need to do something for others;
- Sociability, the need to affiliate in order to avoid loneliness;
- Self-interest, also referred to as the need to learn and grow; and
- Use of one's spare time in a constructive way to become useful to others.

To identify these motives is a complex task and cannot be achieved by any sophisticated methods.

Through research Kruger and Schreuder (1999:336) identified the following reasons or motivations for volunteering: a religious or community obligation, helping those less fortunate, to enhance own capabilities or wanting to make a difference.

Personal satisfaction is seen as an important motivator indicative of the fact that the volunteer wants to spend available free time in a way that is personally gratifying. This implies a mutual beneficiary process in which the person that is lending a helping hand to somebody gains from doing so through experiencing a positive feeling of being appreciated or having done something worthwhile (Kruger & Schreuder, 1999:337).

McSweeney and Alexander (1996:59) mention some of the common reasons for volunteering as having free time, wishing to help others, a wish for social contact, religious and spiritual reasons, and political motives.

Other aspects that motivate people to volunteer include the small-group interaction, enhancement of social skills, social identification and religious identification (Brackney, 1997:118).

The list is not exhaustive, but serves to identify the wide range of motivations expressed by volunteers when offering their time. Clearly managers of volunteers should develop an understanding of what motivates each individual through regular contact and should attempt to use that insight when considering what tasks they should undertake and the roles they can fulfill.

It is evident that the motivational factors urging people to volunteer are changing from the old emphasis on "doing your citizenship duty" or pure altruism. Today the motivations to volunteer may include: causing change to happen; self-development and growth; wishing to be with like-minded people; and staying in the mainstream (Schindler-Rainman & Lippitt, 1975:41).

From the above one can conclude that the motivation of volunteers is a complex aspect of volunteering which should be taken into consideration to ensure effective management of volunteers. It can be derived further that most authors agree on the key motivational factors for volunteering, i.e. in order to effectively involve volunteers in social development, it is of critical importance to look at these motivational factors which attract people in the first place to volunteer in organisations.

The motivation of the volunteer is closely link to his/her need to volunteer and hence, the manager of volunteers should consider the special needs of the volunteers since this will impact on where best to deploy the volunteer.

### **2.3.2.2 Special needs of volunteers**

The organisation's needs may be the very reason that people are asked to volunteer. In addition, however, the volunteer will have his/her own needs which the organisation and hence the manager of the volunteers must take into consideration.

Fisher and Cole (1993:60) suggest that organisations wishing to attract and retain volunteers need to be sensitive to the needs that are dominant among those they seek. Psychological needs influence individuals to participate in volunteer activities. Recruitment from diverse groups requires sensitivity to these dominant needs.

McSweeney and Alexander (1996:57) identify the first need of a volunteer to experience some personal contact from the organisation, for example social events, an open door policy and regular personal contacts with the manager. Another particular need is effective quality training appropriate to the role they will fulfill. If volunteers spend time on inappropriate training it removes them from the service that they originally joined the organisation for.

From their experience, Lauffer and Gorodezky (1977:37) have found that people who offer their services on a voluntary basis, have the following common needs:

an outlet for doing good or helping those less fortunate; an opportunity to learn and develop new skills; social satisfaction stemming from interaction with others; and expression of one's social and religious commitments.

Pell (1972:38) argues that a good manager must understand the psychology of the human being. The manager should have a good knowledge of what a volunteer seeks from their involvement in the organisation. The following factors are particularly applicable to understanding the volunteer:

- *The need for recognition as an individual*  
Every volunteer wants to be considered as an individual human being and to accomplish this, the manager should know each of the volunteers, their names, family situation and their personal interests.
- *The need for accomplishment*  
As they receive no monetary reward for their work, their pay comes from a feeling of accomplishment. The manager should keep the morale high and make each volunteer feel wanted and part of a team.
- *A sense of belonging*  
Wearing distinctive insignia, attending special members-only social activities, recognition by awards, all help the manager to develop a group of volunteers into a team that feels like an integral part of the organisation.
- *The need for fair treatment*  
A manager must treat everyone fairly in every way. Fair treatment pays dividends in greater cooperation and in more consistent efficiency. Good leaders avoid cliques and welcome all volunteers to serve and work closely with the other volunteers.
- *The need to be heard*  
Volunteers who have real or even imaginary grievances want to express them. The good manager should listen to every gripe and should not brush it off without giving it some investigation and attempt to pacify the aggrieved.

The needs of each individual volunteer may vary, but from the above the researcher can summarise the following needs of volunteers: the need for recognition, personal contact, good quality training, accomplishment, doing good



or helping those less fortunate; an opportunity to learn and develop new skills; social satisfaction and a sense of belonging stemming from interaction with others; and expression of one's social and religious commitment; the need for fair treatment; and the need to be heard.

Volunteers will be willing to undertake tasks for which they receive no payment, even if these may be unpleasant, but only if their own needs and interests are at least partially met in some way. For the partnership between the volunteer and the organisation to succeed, the needs of the volunteer should be recognised and met. The manager should take primary responsibility to see to it that the volunteers' needs are met since an understanding of volunteers' motivation and needs play an important role in the recruitment and selection of volunteers.

### **2.3.2.3 Recruitment and selection of volunteers**

Creative utilisation of volunteers is closely related to an effective recruitment and selection process, which implies linking a person who wants to volunteer with the particular organisation in need of volunteers. The very basis of effective volunteer service is created at the time the potential volunteer is first recruited and this makes the recruitment process crucially important. Effective recruitment plays an important role in the quality of volunteering.

According to Lauffer and Gorodezky (1977:29) recruiting requires more than just "putting the word out", placing an announcement on a bulletin board, or placing an advertisement in a newspaper. It requires thinking through the tasks wanted to be performed, the kinds of people needed to do the tasks, where the manager might find them, and what the best means of recruitment might be (Lauffer & Gorodezky, 1977:29).

Byron (1974:44) argues that recruitment is not consciously thought of as part of the training process. However, its initial publicity provides the volunteer with his/her first impressions of the organisation and introduces him/her to the need for volunteers and the concept of volunteering. It is important, therefore, that the

approach and content of the recruitment be carefully planned in relation to the follow-up procedures for orientating the volunteer.

Dunn (1995:2486) further states that the best recruitment tools are an excellent volunteer program and meaningful jobs for volunteers. He also states that the manager responsible for volunteers should carefully plan recruitment. Pell (1972:11) goes further saying that the first step any manager must take in planning the volunteers' recruitment, is to determine the needs of the organisation. S/he should know how many volunteers will be needed and to what type of work they will be assigned. In developmental social welfare services, this is an important step in the process of establishing partnerships between government and civil society, as volunteers form part of civil society.

Labaschagne (1991:33), Larmer (1996:1) and Grobbelaar (1980:110) suggest that volunteers should only be recruited when there are meaningful positions to occupy or roles to play. The tasks need to be defined before the recruitment process is launched. The manager should consider the relationship between the volunteers and the paid staff and any other role-players as part of the planning of the recruitment process.

Recruitment, according to Schindler-Rainman and Lippitt (1975:64), entails the following: linking a need for self-actualization with an opportunity for experience; linking a need to learn with opportunities for learning; linking a need to be creative with an opportunity to give the most creative service possible.

Larmer (1996:2) suggest the following steps a manager can take in the recruitment process:

*Step 1: Define the job*

This step will help the manager to get the right volunteer for the job.

*Step 2: Determine the job qualifications*

Once the job has been defined, qualifications/skills required to do the job, can be identified.

*Step 3: Develop a list of potential candidates*

Potential candidates that fit the job description should be listed.

*Step 4: Interview the volunteer*

This is often the most difficult step, due to a fear of rejection on the part of the volunteer. However, when steps 1-3 are carefully considered, the right person for the job is approached in most cases.

*Step 5: Appoint the volunteer*

It is now important to summarise the decisions and actions that have been agreed upon.

Pell (1972:13) names the following recruiting techniques: using speakers, social functions, publicity, paid advertising and direct mail, and person-to-person recruiting. Kruger and Schreuder (1999:339) include newspapers, friends, staff, personal experience and churches as some methods of recruitment.

According to Adirondack (1992:108) volunteers come into an organisation in four ways, namely:

- Being recruited to do a specific task defined by the organisation;
- Volunteering, with the task defined by the volunteer;
- Offering specific skills, with the organisation deciding how to use those skills; and
- Volunteering to do anything that needs to be done.

If volunteers are recruited to do a specific job and the position involves considerable responsibility, the procedure should probably be nearly as formal as for hiring a paid worker; if the position is quite straightforward, it is only important to define clearly the tasks involved and the time commitment expected (Adirondack, 1992:108).

Fisher and Cole (1993:40) argue strongly that job design should be as applicable to volunteers as for paid staff. When volunteer roles are described, it avoids any disagreement over responsibilities and the relationship between paid staff and volunteers is ushered in with a promising start. As a result the manager can expect increased co-operation and productivity.

Larmer (1996:4) and Labaschagne (1991:33) agree on the following recruitment tips:

- Get all the active volunteers involved in generating new methods for recruitment;
- Use every available technique - radio, television, newspaper, and personal contact;
- Make the orientation session stimulating and in-depth;
- Have current volunteers telling their stories of involvement;
- The best volunteer recruiters are happy volunteers in the organisation;
- Be interested in volunteers as individuals; and
- Involve volunteers in decision-making.

Once volunteers have been recruited for a specific task, the manager needs to start with a screening and selection process, in order to select the appropriate volunteer for the job. Many authors refer to screening (Compare Kruger & Schreuder, 1999:338; Adirondack, 1992:100), while others refer to selection (Compare Labaschagne, 1991:32; Dunn, 1995:2486). For the purpose of this study, the researcher will refer to the selection of volunteers.

Lauffer and Gorodezky, (1977:39) define selection as a procedure whereby the manager determines whether or not a prospective volunteer fits a job or work assignment, and gives a prospective volunteer a chance to evaluate him- or herself against the demands of the job. It provides both the manager and the volunteer with an opportunity to get to know each other before deciding on a match for a particular position that involves certain tasks.

Fisher and Cole (1993:57) state that selection is a multi-faceted process and one of the most important responsibilities of the professional volunteer manager. The identification of the best candidate for a position is a key to an organisation's attainment of its goals. Selection of the best candidate depends on the volunteer manager's knowledge of the position to be filled, his/her interviewing skills, and his/her ability to match volunteer interests and needs to the available opportunities.

Most organisations require that at least one staff member or the volunteer manager interview the prospect, before a final selection is made. The purpose of the interview is to determine whether this person will be useful to the organisation and if so, where the prospect's talents can be best utilised (Pell, 1972:18).

Dunn (1995:2486) states that interviewing seems to be the most commonly used method for matching the volunteers and their jobs. The interviews are structured to facilitate appropriate placement, and they provide volunteers with the opportunity to understand the task and decide whether it is something they really want to and are qualified to do.

From the above-mentioned literature, it is clear that the recruitment and selection process benefits both the organisation and the volunteer. Recruitment requires deliberating the tasks the manager wants performed, the kind of people needed to do the tasks, where s/he might find them, and what the best means of recruitment might be. The planning of the recruitment process and the needs of the organisation are inseparable. There are different techniques and methods of recruitment.

After recruitment, the organisation needs to select the volunteers. During this process both the manager and the volunteer is provided with the opportunity to get to know each other before deciding on a match for the appropriate position. This usually takes place in the form of an interview.

Being a selected volunteer for a particular task or position is only the beginning of the volunteering process. Without training, it cannot be expected of a volunteer to perform according to required criteria. Training is one of the integral functions that a manager needs to oversee in an organisation.

#### **2.3.2.4 Training of volunteers**

Once the volunteer has been accepted by the organisation, s/he should be trained in the required areas of performance. Training is the process of helping

people become more knowledgeable and effective in the areas that they serve. Training begins with careful and honest assessment by the manager in order to identify training needs. The manager should ensure that volunteers are given training that make them competent and confident to do what is expected of them (McSweeney & Alexander, 1996:65).

Whilst recruitment induces a person to become involved in an organisation and selection locates volunteers in appropriate positions, it is the learning process that converts the raw material of human resources into the valuable asset on which every NGO depends (Fisher & Cole, 1993:97). This describes the essence of training volunteers.

Dunn (1995:2487) defines training as the formal learning process that may be required of volunteers through attendance of workshops, seminars, courses, or on-the-job training. Many volunteers are eager to sharpen their skills or to learn new skills, and making training available to them can result in improved services.

Schindler-Rainman and Lippitt (1975:39) suggest that volunteers need to help plan the training so that it will meet their needs. The training should be structured and systematised so that every aspect that the volunteer must learn, is covered.

Training itself falls into two groups, in-house or external to the organisation. In-house training may involve formal events such as arranged lectures and workshops. External training will entail that volunteers be trained outside the organisation (McSweeney & Alexander, 1996:58).

Schindler-Rainman and Lippitt (1975:72) state that for organisations to be viable, they must have an ongoing training plan in place. According to these authors, an ideal training plan might have the following five phases:

*Phase 1: Pre-service training;* training of a volunteer before commencing with work.

*Phase 2: Start-up support;* assistance to the volunteers as they begin their work.

- Phase 3: Maintenance-of-effort training.* Throughout the volunteer's service, regular times are needed for gaining additional job-related knowledge.
- Phase 4: Periodic review and feedback.* Frequently in the beginning, less often as time goes by, the volunteers and the manager need to discuss whether goals are being accomplished and how service could be improved.
- Phase 5: Transition training.* Volunteers have a need to grow, and to assume more responsibility. In order to enjoy their involvement, they must take on additional tasks or see that it can lead to alternative avenues of service.

Byron (1974:53) underlines the fact that continuous training on the job, helps the volunteers to meet each challenge as it arises and to progress in skill and productivity.

Effective volunteer training provides for the following:

- Recognition of volunteers as people with skills and experiences of their own;
- Practical training that help volunteers to do their jobs skillfully and immediately;
- Relevant training; and
- Consideration of the volunteer's time commitment when planning training (Labaschange, 1991:34).

Lauffer and Gorodezky, (1977:49) mention a very important aspect, i.e. that the training of volunteers is distinguishable from the training of paid staff. Volunteers often have different investments in an organisation than the investments of the paid staff. The organisation does not provide their livelihood. As a rule, volunteers spend considerably less time in the agency than the paid staff.

Woods (1981:204) also urges that training has to deal with the cross-cultural differences that have an impact on getting the job done. In the South-African context, it is an indisputable aspect that needs consideration in the planning of

training of volunteers. If a volunteer opts to be involved in social development, cross-cultural relationships will be inevitable.

Without proper training, volunteers may not be able to do their assigned tasks well or get the intrinsic rewards they expect. Training helps the volunteer to feel competent in the task that is expected of him/her, and to understand his/her role in the organisation.

As a result of the effort put into recruitment, orientation and training of volunteers, the manager would like to see retainment of the volunteers.

#### **2.3.2.5 Retainment of volunteers**

It is not enough to recruit volunteers. Retention is of equal importance to recruitment, motivation and recognition of volunteers. Volunteers should not only be retained to achieve the purpose of the organisation, but also because of the investment made in terms of recruitment and training costs.

Kruger and Schreuder (1999:340) have identified three general types of factors that might determine continued involvement, namely personal attitude towards volunteerism in general, specific attitudes about particular positions as well as demographic circumstances of the volunteer. Factors that might influence retention are recognition, accomplishments, public acknowledgement, a sense of belonging, fair treatment, and experiencing respect for their integrity. Continued training also plays a vital role in the retention of volunteers.

The following are examples of possible rewards that a manager could utilise towards the retention of volunteers: prizes, out-of-house conferences, thank you letters, lunches and teas as well as certificates of appreciation (Cnaan & Cascio, 1999:31).

Schindler-Rainman and Lippitt (1975:70) provide the following steps that a manager can take to build upon the successful processes of recruitment and



orientation, to ensure new volunteers will have long, happy and successful periods of service:

- Step 1: It is helpful to draw up an individualised plan for the volunteer's on-the-job training, including personal contacts, support and relevant literature.
- Step 2: Reimbursement of volunteers for travel, luncheons, parking, conference registrations and materials, so those volunteers who do not have great means will be able to give their resources, ideas, time and service.
- Step 3: Offering a variety of jobs, opportunities for change and growth, and the chance to move from one job to another.
- Step 4: An organisation must have a place for volunteers to meet socially.
- Step 5: Ongoing reciprocal evaluation is very valuable.
- Step 6 : Finding and creating new areas of service for volunteers can be challenging to volunteers and professionals alike.
- Step 7: Both the volunteers and the manager representing the organisation must make commitments for training and support.

Dunn (1995:2487) argues that orientation, ongoing training and recognition are the foundation for retaining effective volunteers. Orientation consists of a general introduction to the organisation, and not just the departments in which they will work. He further states that recognition is the "currency" that a manager uses to express his/her appreciation for the work of the volunteers and that it is critical to the retainment of volunteers. Appreciation should be conveyed on a continuing basis, by means of notes of appreciation, recognition in newsletters or on bulletin boards, positive verbal feedback, and inclusion in staff meetings.

McSweeney and Alexander (1996:100) highlight the importance of the following issues in the retention of volunteers:

- Training - Specific training should be provided for the role to be performed.
- Supervision - Good quality supervision should be provided by persons who possess both sound management skills in addition to practical experience.

- Flexibility - Flexibility is required in respect of the volunteer's contribution and role. An individual's availability may change in response to his/her commitments, whether family, work or social demands.
- Follow-up - There should be a deliberate policy of following up on volunteers who do not attend for a period of time.

Lastly, Pell (1972:40) mentions some aspects the manager should keep in mind to keep volunteers thriving in the organisation, namely:

- Well-defined tasks which fit their abilities;
- Proper training;
- New and expanding responsibilities to add to their sense of usefulness;
- Derived satisfaction from their participation;
- An opportunity to offer suggestions and feel they are listened to; and
- Reward for their efforts.

In summary, the retention of volunteers depends on different aspects in the management of the organisation. Factors that might influence retention are recognition, accomplishments, public acknowledgement, and a sense of belonging, fair treatment, experiencing respect for their integrity and continued training. Orientation, ongoing training, recognition, supervision, flexibility and follow-up are important issues in the retention of volunteers.

## **2.4 Conclusion**

Social development provides an appropriate theoretical framework for volunteers to engage in partnerships to address the social issues in South Africa.

For effective social development, the researcher sees the development of inter-sectoral partnerships within the welfare sector and between the welfare sector and other government departments and civil society as a key priority. The South African government promotes collective responsibility and cooperation with organisations in civil society. Hence government has committed itself to partnerships with various religious organisations of which the Catholic Development and Welfare Agency and the Dutch Reformed Church are

examples. However, the extension of such a partnership with other FBOs remains a huge challenge.

To maximally involve and utilise volunteers, managers should be accountable to organisations and volunteers by executing specific responsibilities. In order to effectively manage volunteers, a manager should focus on aspects such as the motivation of volunteers, responding to the special needs of volunteers, the recruitment, screening and selection process, placement of volunteers; training of volunteers and developing measures within the organisations to ensure the retainment of volunteers.

Finally, the researcher concluded that the retention of volunteers depends on critical aspects in the management of the organisation, including recognition, accomplishments, public acknowledgement, and a sense of belonging, fair treatment, experiencing of respect for their integrity, and continued training.

In Chapter three the researcher focuses on volunteerism in FBOs, and more specifically *Lewende Woord Ministries Trust*.

## CHAPTER 3

# VOLUNTEERISM IN *LEWENDE WOORD MINISTRIES TRUST* AS A FAITH-BASED ORGANISATION

### 3.1 Introduction

*Lewende Woord Ministries Trust* is a faith-based organisation (FBO) that was established in February 1986. It initially functioned as a church organisation, looking only after the church members' spiritual and physical needs, but later changed its operational structures to function as an FBO. As indicated in Chapter one an FBO is a religious-based structure that functions as a non-profit organisation and effectively delivers social and community services. In an FBO's mission statement reference should explicitly be made that its financial support comes from religious sources, that the selection of board members and staff is based on religious beliefs, and that the decision-making process is embedded in religious beliefs. (Compare Charitable Choice & Faith-based Initiatives, [sa]; Developing Definitions for the Faith-based and Community Initiative, [sa]; and Murray, 2003:1.)

As mentioned in Chapter two, government and FBOs face challenges as indicated in a recent media release on 30 January 2004, in which the Minister of Social Development urged the South African Council of Churches (SACC) and faith-based organisations (FBOs) to assist with the monitoring of the Food Emergency Programme (Minister urges South African Council of Churches (SACC) and Faith-based Organisations to Assist with the Monitoring of Food Emergency Programme, 2004).

The White Paper for Social Welfare (1997:30) affirms that government increasingly relies on FBOs to assist with the many developmental challenges that South Africans face on a daily basis. Underpinning the partnership is the recognition of the role of organisations as essentially developmental and as strengthening democracy.

*Lewende Woord Ministries Trust*, as an FBO, in particular faces the challenge to mobilise volunteers to address the increased needs that are apparent in the communities that the organisation serve.

Already in the eighties, Lombaard (1980:78) considered religious organisations as a key partner in providing different welfare services in the community. He further considered volunteers in the organisation as a huge latent power waiting to be utilised.

As far back as can be remembered an essential part of human beings has been the interdependency upon each other, as well as the built in urge to help other people (Lombaard, 1980:65). Today the church not only functions as a church, but also as a non-profit organisation to serve the local community and in doing so plays an important role in the development of people. There seems to be a significant shift from merely managing a church to actually organising an FBO and being in partnership with other stakeholders, in particular government, in fighting poverty in South Africa. This trend is evident in FBOs in South Africa and also rings true in *Lewende Woord Ministries Trust*.

Today, in the twenty-first century, FBOs consist mainly of volunteers, who are people involved in the organisations on a voluntary basis, providing spiritual assistance in the congregation and welfare services in the community. Volunteers seem to be the strength behind FBOs, as these organisations rely solely on them to render the necessary services in the congregation as well as in the community.

This strength is dependent on the number of volunteers available. Lawson ([sa]:3) writes that societal changes over the past years have seriously altered the volunteer world. As one of the major 'consumers' of voluntary time, this impact was felt by FBOs in the way that its operating base was disturbed. The FBO, by virtue of its particular structure and the level of commitment it requires from people, therefore has a great challenge to mobilise an adequate number of

volunteers to address the needs of the FBO as well as the surrounding communities.

This research study focuses on *Lewende Woord Ministries Trust* as a case study of volunteerism within an FBO context. In this chapter the researcher focuses on the establishment, services and programmes of *Lewende Woord Ministries Trust* as an FBO. This discussion is pursued by providing a theoretical framework pertaining to the historical background of volunteerism in the religious fraternity for FBOs. Within this theoretical framework, it is indicated how *Lewende Woord Ministries Trust* operates within the broader FBO framework. Finally the chapter discusses the management of volunteers within an FBO context with specific reference to the *Lewende Woord Ministries Trust*. The chapter concludes with challenges for the management of volunteers in *Lewende Woord Ministries Trust*.

### **3.2 The establishment, services and programmes of *Lewende Woord Ministries Trust***

On the 2<sup>nd</sup> of February 1986 Nevil Norden, a minister of religion and founder of *Lewende Woord Ministries Trust*, started church services in the old Cinerama Theatre in Pretoria. The initial vision of the church was to teach Afrikaans-speaking people renewed Biblical truths from a Christian perspective. Between fifty (50) and a hundred (100) people attended the services.

As the church grew in numbers, they moved their premises to the Transvalia Theatre, in Church Street Pretoria, where the membership grew to about four hundred (400) people over a period of 2 years. The church kept growing in numbers and a need arose for a church building. In July 1990, the church acquired a property in 72 Brummeria Avenue, Brummeria, Pretoria, where *Lewende Woord Ministries Trust* is still situated today. The church started out in a tent for five and a half years, where after they moved into a building that was erected on the property. By 1996 the church membership had grown to one thousand five hundred (1 500) people (*Jubilate Gedenkblad*, 1996:8).

Between 1996 and the year 2000 the membership grew to four thousand five hundred (4 500) and by the end of the year 2001 it had six thousand (6 000) members. Currently (2004) the church congregation of *Lewende Woord Ministries Trust* stands at about eight thousand (8 000) members (*Jaarverslag van Lewende Woord Bedieninge*, 2001:1).

*Lewende Woord Ministries Trust* as an organisation is dependent on volunteers for a variety of services in the church, namely deacons, Convert Department, Cell group Department, Children's Church, Media Department, Community Services, Finding your Purpose Department, and Light Emitting Diode (L.E.D) board operators. As the church grows, the need for more volunteers is constantly growing. Each department is responsible for recruiting and managing its own volunteers by providing guidance, training, and recognition. Ministers of the congregation head some departments, whilst others are headed by full-time staff of the organisation.

The following organogram of *Lewende Woord Ministries Trust* (Figure 1) indicates the structure and line functions of the organisation as an FBO:

**LE WENDE WOORD MINISTRIES TRUST**

**NOTE:  
DEPARTMENTS THAT  
UTILISE  
VOLUNTEERS  
INDICATED IN BLUE**

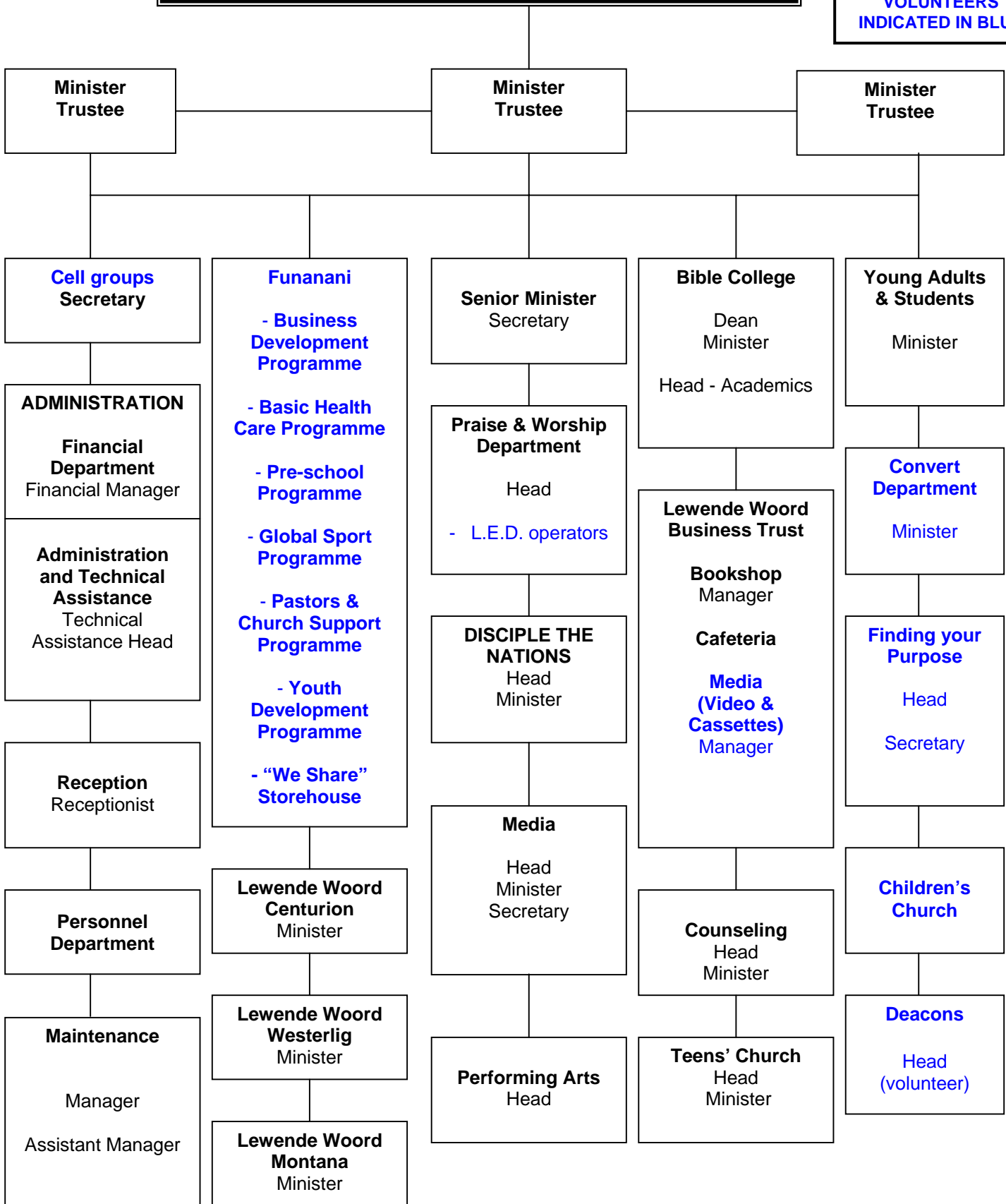


Figure 1: Organogram of *Lewende Woord Ministries Trust*



Each department takes responsibility for managing the volunteers involved with that specific department. Whilst some departments put in a lot of effort to recruit, train and manage their volunteers, other departments recruit volunteers but as soon as they start to perform their required tasks, the volunteers are left on their own. This is due to the fact that there is no general policy within the organisation regarding the management of volunteers. It appears as if each department either implements its own policy with regard to the management of volunteers or has no policy at all.

Initially, *Lewende Woord Ministries Trust* only looked after the welfare of the members of the organisation itself by distributing food parcels and clothing to the needy in their midst. This focus shifted in 1998 when Ms Rina Norden launched the *Lewende Woord Community Services* to address the needs of the surrounding communities in Mamelodi, a township in the metropolitan region of Pretoria. From this initial partnership, various programmes developed, serving churches as well as the broader community (*The Lewende Woord Ministries supplement to The Vessel-newspaper Aug/Sept, 2003:2*).

Today, *Lewende Woord Community Services* is a functional department operating under the auspices of *Lewende Woord Ministries Trust* and is registered as an autonomous NGO and charitable trust, *Funanani*. The vision of this department is to see communities restored and transformed by the power, love and compassion of God. They also firmly believe in establishing effective partnerships between different stakeholders in the community through different programmes.

According to *The Lewende Woord Ministries supplement to The Vessel-newspaper Aug/Sept (2003:2)* the *Lewende Woord Community Services* consists of the following programmes:

- The Pastors and Church Support Programme's main aim is to enable community based churches and pastors in Pretoria to effectively conduct their calling through partnerships. Part of this programme is a relief fund for pastors in need, as well as a Bible School where only pastors from Mamelodi are currently trained.

- Through the Pre-school Programme, effective childhood development in day care centres in under-resourced areas is promoted by assisting with the physical, educational, social and spiritual needs of children. The main partners in this partnership are pre-schools in the community of Mamelodi, donors from resourceful communities and *Lewende Woord Community Services*.
- The Youth Development Programme trains youth workers and places them in under-resourced schools in order to develop, guide and encourage children to reach their full potential. Emotional support and spiritual guidance is provided to children in need. Through this process the youth workers also become positive role models to children.
- Through the implementation of various programmes, the Global Sports Programme uses sport and recreation as a tool for missions, and for the empowerment and upliftment of the youth in under-resourced areas. *Lewende Woord Community Services* forms partnerships with different schools in Mamelodi, where the programme is implemented. The schools value *Lewende Woord Community Services'* contribution to uplift their communities.
- The aim of the Business Development Programme is to assist the unemployed and needy to start and to develop sustainable businesses in various economic sectors, thereby supporting them in their journey to find dignity in their existence. This programme also provides business skills training and consultation services. Partners include professional people who volunteer their skills and time.
- The Basic Health Care Programme includes a mobile clinic providing home based care for patients who are unable to go to local clinics; and basic health information, instruction, guidance and education to under-resourced communities. Spiritual and bereavement counselling is also

provided to sufferers of trauma and to the HIV/AIDS infected and affected. The Department of Health is a significant partner in this process, as well as private doctors and nurses who volunteer their professional skills and time for the programme.

- The “We Share” Storehouse was established to co-ordinate and distribute resources from donors to care homes, places of safety and caregivers. Apart from donations, the main objective of this programme is to support and uplift care-givers. Partners in this programme include organisations and individuals donating resources.

To assist *Lewende Woord Ministries Trust* in providing the above-mentioned services, both to the congregation and the surrounding communities, members of the congregation are encouraged to volunteer their skills and talents. Ministers of *Lewende Woord Ministries Trust* have put in a great effort to educate the congregation regarding community involvement, and continuously urge members to become involved. Although many people in the congregation have volunteered and became involved in the programmes and services, the need for volunteers remain high. One of the major obstacles for some church members to volunteer is their fear to become involved in the surrounding communities (township areas). One of the main reasons for this, is the uncertainty around safety and security that is caused by a lack of exposure and knowledge about unknown communities. Since these are the communities that need the services of an FBO the most, *Lewende Woord Ministries Trust* is challenged to find a way to address this fear.

In summary, *Lewende Woord Ministries Trust*, with the involvement and support of volunteers, provides a wide range of programmes and services to the broader community. However, there is no consistency amongst departments with regard to the management of volunteers. As indicated in Chapter two, management of volunteers seriously impacts on the retainment and the effectiveness of services and therefore this study challenges *Lewende Woord Ministries Trust* to address this limitation. This challenge needs to be contextualised within the background of volunteerism in FBOs which is the next focus of discussion.

### 3.3 Background of volunteerism in FBOs

In the early Christian congregations the nature of service, care for the community, and support of the ministry were all on a voluntary basis, as was the process of making decisions. It is not overstating the case to assert that the early churches were a carefully created network of voluntary associations (Brackney, 1997:22).

Brackney (1997:9) confirms that there were several instances in the history of Israel of people organising themselves voluntarily for a religious purpose. One fascinating counterculture example was the Aaronic-inspired movement among the wandering tribes in Sinai. While Moses was receiving the law on the mountain, impatience with his leadership and his lengthy absence from the community led a group to organise themselves spontaneously to create an object of worship, the golden calf.

Brackney (1997:15) goes further to state that the basic ethic of Jesus' ministry was predicated upon a voluntaristic service. Here are the roots of a theology of volunteerism. Discipleship was an act of one's own choosing and the cost of discipleship was a voluntary commitment.

However, within a Christian historical perspective, after Jesus' death, more reference was made by church leaders to laity and clergy, as opposed to terms pertaining to volunteerism. A significant distinction is made between laity and clergy. Laity or *laos* was used to describe men - and not, it would seem, women - who belonged to the church. These men were not bishops, presbyters or deacons, nor were they, in a more general way, members of the clergy. Laity did not appear as a separate class in the Church until the middle of the third century. Prior to this point, all Christians were considered *kleros*, a "people set apart" (Faivre, 1990:15).

The mission and the work of the church could be described as declaring the gospel to every creature (Congar, 1985:455). According to this author it was

believed that only lay people could accomplish this mission for they belonged both to the world and to the church in a way that is not true of the clergy. Lay people were seen as those persons who were the proper and irreplaceable subjects of some of the activities through which this mission and this work were accomplished in their fullness (Congar, 1985:455).

Richards and Martin (1981:14) hold a somewhat different opinion to the above-mentioned authors. They argue that a believer's identity is not to be found in his/her role as clergy or in his/her position in the local church. Not only that, they insist that whatever role an individual may hold, his or her identity is no different from that of other believers. They believe that no clergy/laity distinction exists in the mind of God. Every believer is part of the *laos*, referring to "people".

Mallory (2001:13) also describes *laity* as a term associated with the noble past. It tends to appear in sentences where phrases such as "not very good", "not professional", "common", and "second-class" might easily be used in its place.

Lawson ([sa]:1) argues that some church members and clergy have difficulty with the language used by the volunteer sector - words such as "volunteer", "volunteer administration" and "volunteer recognition" are often viewed as red flags. Similarly, words used by the church such as "laos" and "lay ministry" mean different things or even nothing at all, to certain church members.

As mentioned earlier, according to Lombaard (1980:65), the interdependency as well as the built in urge to help other people is still an essential part of human beings. This perspective impacts on the current functioning of the church. Today, churches not only function as religious institutions, but are increasingly functioning as non-profit organisations to serve the local community and in doing so, contribute to the holistic development of people. There seems to be a significant shift from only managing a church to actually organising an FBO to be a partner in fighting poverty in South Africa. This seems to be the trend of religious organisations in South Africa and certainly is true for how *Lewende Woord Ministries Trust* has changed their focus and hence the management of their services and programmes.

It is clear that FBOs pose a particular challenge to the management of volunteers and therefore the next discussion focuses on the dynamics of volunteers within FBOs.

### **3.4 Volunteers within FBOs**

Brackney (1997:147) writes that local congregations have long been a primary context of voluntary dynamics, yet little attention has been paid to these dynamics and how pastoral leadership might make the most effective use of volunteers.

Within the context of *Lewende Woord Ministries Trust*, voluntary dynamics, referring to the process of volunteer mobilisation, participation, involvement shifting from a missionary focus to a developmental one, how much time and effort are spent on programmes and services for the members of the congregation as opposed to the broader community, administration, and leadership are relevant issues within the organisation.

However, when these dynamics are utilised for service opportunities within the church and services in the community, it demands some form of management to prevent the volunteers from doing as they please. Together with the dynamics surrounding the involvement of volunteers, the FBO needs to have criteria in place to match the volunteer with the right position in the organisation.

With regard to volunteer mobilisation in the FBO context, it was in the past often perceived as matching people's gifts with service opportunities in the various church programmes. Since 1998, when *Lewende Woord Ministries Trust* became involved in the broader community no measures/criteria have been put in place to match the prospective volunteer with the required service in the community.

This tendency could be related to the historical view of involvement of church members in missionary work. In this regard Brackney (1997:154) argues that

missionary involvement of church members represents a major arena of voluntary participation. Historically, this involvement has included prayer support, educational nurturing, and interpretation of missionary work external to the congregation, as well as actual involvement in mission enterprises such as soup kitchens, language classes, visitation of the sick and institutionalised persons, distribution of literature, and personal evangelism. In an FBO today, involvement has been expanded to involvement in the community, in particular helping with developmental programmes services to fight poverty.

Within *Lewende Woord Ministries Trust*, the main involvement of volunteers in the past, was also missionary involvement, including, prayer support, soup kitchens, visitation of the sick and elderly, and personal evangelism. However, as the organisation has evolved into an FBO, involvement can now be classified into two categories, namely providing spiritual assistance within the congregation or providing services within the surrounding communities.

Within the context of FBOs, however, the Leadership Network ([sa]) alludes to the two common mistakes that FBOs make, namely they either implement what is easiest and then lose track of the ultimate goal or they get the ultimate goal right, but are weak in implementation. In the first instance the FBO programme seems to be more important than the people, whilst in the second case, the FBO primarily concentrates on the programmes in the congregation as opposed to implementing programmes in the community. The researcher is of the opinion that it should not be an either/or with regard to where the focus of programmes and services should be. Charity begins at home and both the congregation members and the broader community in need should have access to services and programmes. Being an FBO implies an outreach to the broader community in need, but not, however, at the cost of the organisation's own members because these are the potential volunteers for becoming involved in the development of the broader community.

From this discussion it can be concluded that clarity in purpose, mission and procedure are directly linked to the effective mobilisation of volunteers in an FBO.

With regard to the effective mobilisation of volunteers, Lawson ([sa]:4) highlights some reasons why churches, including FBOs experience difficulty in mobilising volunteers, namely:

- Most volunteer jobs in the organisation are not clearly defined;
- Tradition often squelches new and creative ideas;
- Time and talent sheets which individuals in some churches fill out regularly are more often than not ignored in favour of the work done by the seasoned, known, handy, tried and true members;
- Church leaders are frequently very poor delegators; and
- The jobs to be filled often receive more attention than the people filling them.

From the above it is clear that volunteers pose very specific challenges to the administration and leadership of FBOs. Brackney (1997:156) affirms that it seems that church administration becomes a significant challenge when the church leadership is confronted with spontaneous voluntary behavior.

Lawson ([sa]:5) agrees with the importance of administration skills and mentions that the following volunteer administration skills apply to FBOs, namely planning, clarifying volunteer tasks, recruitment, orientation, training, support and maintenance, recognition, and evaluation. These tasks seem to correlate with the general tasks applicable to the management of volunteers. (Compare Chapter 2:35.)

The dynamics of volunteers as outlined in this section pose a direct challenge to FBOs in general and *Lewende Woord Ministries Trust* in particular, with regard to the effective management of volunteers. This will be addressed in the following discussion.

### **3.5 Volunteer management in FBOs**

The same management tasks of volunteers within a secular organisation apply to FBOs, namely planning, clarifying volunteer tasks, recruitment, orientation, training, support and maintenance, recognition, and evaluation.



As mentioned in Chapter two, specific aspects regarding volunteers that should be managed include motivation of volunteers, responding to the special needs of volunteers, the recruitment, screening and selection process, placement of volunteers; training of volunteers and building in measures within the organisations to ensure the retainment of volunteers. This does not seem to be any different in an FBO, and subsequently the researcher contextualises these aspects succinctly with regard to the management of volunteers in FBOs.

### **3.5.1 Motivation for volunteering**

As pointed out in Chapter two, the motivation of volunteers is a complex aspect of volunteering and should therefore be taken into consideration to ensure effective management of volunteers. In this regard it is important to look at these motivational factors, which attract people to volunteer in FBOs in the first place.

Brackney (1997:118) supports the importance of motivational factors and identifies four motivational factors in FBOs, namely small-group interaction, enhancement of social skills, social identification and religious identification.

As far as the researcher could establish, *Lewende Woord Ministries Trust* had not done any research prior to this study to determine what motivates their volunteers. There is also no formally agreed measures in place to motivate volunteers – this is done informally and varies from department to department.

### **3.5.2 Special needs of volunteers**

All organisations, including FBOs, identify particular areas of work for volunteers. In turn, volunteers have their own needs that motivate them to volunteer. The FBO and hence the manager of the volunteers must take both these sets of needs into consideration when a volunteer is recruited and placed within the organisation.

Fisher and Cole (1993:60) suggest that organisations wishing to attract and retain volunteers need to be sensitive to the needs that are dominant among those they seek. Psychological needs influence individuals to participate in volunteer activities. Recruitment from diverse groups requires sensitivity to these dominant needs. This seems to be no different in an FBO, as these volunteers also have dominant needs.

As summarised in Chapter two, the needs of each individual volunteer may vary, but from literature (compare McSweeney & Alexander, 1996:57; Lauffer & Gorodezky, 1977:37; and Pell, 1972:38), the following general needs of volunteers were identified: the need for recognition, personal contact, good quality training, the need for accomplishment, doing good or helping those less fortunate; an opportunity to learn and develop new skills; social satisfaction and a sense of belonging stemming from interaction with others; and expression of one's social and religious commitment; the need for fair treatment; and the need to be heard.

These needs will next be discussed within the context of *Lewende Woord Ministries Trust* from the perspective and experience of the researcher both as a minister's wife and volunteer involved with the management of volunteers of the Convert Department. As part of the management of the organisation, the researcher has regular contact with other managers responsible for volunteers. Through formal and informal discussions, the researcher has identified challenges for the management of volunteers which formed an important baseline for the empirical study of this research. From the researcher's observation and experience, the following are challenges facing the management of *Lewende Woord Ministries Trust*.

- Recognition

The researcher has noted that currently in *Lewende Woord Ministries Trust*, there is no plan and process in place to address the needs of volunteers. Some departments will identify, for example, a need for recognition, and address that need in an appropriate manner, whilst other departments seem to overlook the need for recognition. Given the

importance of addressing the needs of volunteers if they are to be retained in the respective departments, *Lewende Woord Ministries Trust* is challenged to create measures to give recognition to volunteers.

- Training

The need for good quality training is overseen by many departments. These departments simply assume that the volunteers have the ability to perform their volunteer tasks, especially when they are trained professionals. Even if a volunteer is an expert in a particular area of service delivery, s/he should still be trained in the operational structures of the organisation. The need for training is discussed further in the section on training (see section 3.4).

- Personal contact

The fulfillment of the need for personal contact often gets lost within such a big organisation as *Lewende Woord Ministries Trust*. The managers complain that they lose personal contact with volunteers owing to the large number of volunteers they are responsible for. Clearly there is a need for a well-structured communication plan in *Lewende Woord Ministries Trust*.

For an effective partnership between the volunteer and the FBO, the dominant needs of the volunteer should not only be recognised, but also met. In *Lewende Woord Ministries Trust*, this should be the primary responsibility of the respective Departmental managers of the volunteers.

Understanding, on the one hand, the needs of *Lewende Woord Ministries Trust* as an FBO and, on the other hand, the needs of the volunteers, plays an important role in the recruitment and final placement of volunteers within the organisation.

### 3.5.3 Recruitment and selection of volunteers

According to Pell (1972:13) and Kruger and Schreuder (1999:339) recruiting techniques include: using speakers, social functions, publicity, paid advertising and direct mail, person-to-person, newspapers, friends, staff, personal experience and churches.

As mentioned in Chapter two, Lauffer and Gorodezky (1977:29) state that recruitment requires more than just "putting the word out", placing an announcement on a bulletin board, or placing an advertisement in a newspaper. Recruitment requires thinking through the tasks wanted to be performed, the kinds of people needed to do the tasks, where the manager might find them, and what the best method of recruitment might be.

Within the context of an FBO, and in particular *Lewende Woord Ministries Trust*, recruitment requires the managers of volunteers to think through the tasks that need to be performed, the kinds of people needed to perform the tasks, as well as the best way of how the FBO might recruit them.

Currently, the general means of recruitment in *Lewende Woord Ministries Trust* are announcements in church, written announcements handed out during Sunday services, by word-of-mouth, and through leaders or ministers who personally recruit specific people to do a specific task. To date the latter has been the most effective way of recruitment of volunteers in *Lewende Woord Ministries Trust*. However, there is a tendency to use the same volunteer for different tasks since the church leaders seem to work with the same group of people on various levels. This means that members in the congregation who are not well known to the leaders and who have the potential to effectively volunteer, will not be recruited by means of this method. Although personal recruitment might be more effective because people feel that they are more specially targeted for a task, it also implies that potential volunteers who are not personally asked and at the same time do not spontaneously respond to recruitment via other methods such as announcements in church, might be lost to the FBO.

This tendency in *Lewende Woord Ministries Trust* is supported by Lawson ([sa]:4) who highlights one reason why churches, including FBOs, experience difficulty in mobilising volunteers, as being that individuals regularly fill out talent sheets to get involved, but are more often than not ignored and the work are done by the seasoned, known, handy, tried and true members.

As mentioned in Chapter two, Labaschagne (1991:33), Larmer (1996:1), Grobbelaar (1980:110) and Dunn (1995:2486) state that the best recruitment tools are an excellent volunteer programme and meaningful jobs for volunteers, and therefore volunteers should only be recruited if there are meaningful positions to fill or roles to play.

The method of recruitment can be linked to the expression of the church's core values. Typically volunteers are recruited through the sermons, classes, teachings, personal relationships and small groups within the church. Cordeiro (2001:169) links a church's culture, which is defined by its values, with the volunteers who will be recruited as follows: "Whatever you hold dear in your heart, will influence the actions of your hands".

The recruitment tips by Larmer (1996:4) and Labaschagne (1991:33) cited in Chapter two, also relate to FBOs. These tips are again listed below, followed by a discussion on tips relevant to FBOs and *Lewende Woord Ministries Trust* in particular:

- Utilise all active volunteers for generating new methods for recruitment;
- Use different techniques - radio, television, newspaper, and personal contact;
- Make the orientation session stimulating and in-depth;
- Let current volunteers tell their stories of involvement;
- The best recruiters are happy and satisfied volunteers in the organisation;
- Be interested in volunteers as individuals; and
- Involve volunteers in decision-making.

These recruitment tips could easily be applied in *Lewende Woord Ministries Trust* since volunteers are not generally utilised for generating new ideas regarding

recruitment and as a result, the same old methods are usually applied. However, *Lewende Woord Ministries Trust's* strategy of providing volunteers the opportunity to tell their stories of involvement as volunteers during church services on Sundays, motivate other members of the congregation to become involved. This kind of recruitment will, however, only be effective for certain potential volunteers since people are different and respond differently to calls to volunteer.

After recruitment, the volunteer should be selected for the appropriate position and Pell (1972:18) states that most organisations require that at least one staff member or the volunteer manager should interview the prospect before a final selection is made. The purpose of the interview is to determine whether this person will be useful to the organisation and if so, where the prospect's talents can be best utilised.

This method of interviewing is not yet effectively utilised within *Lewende Woord Ministries Trust* as people are putting their names on a list, and the organisation then simply contacts them to become involved where they have indicated their interest. There is no selection process in place, especially with regard to positions that bear a lot of responsibility and require specialised knowledge and skills. Hence, within the context of *Lewende Woord Ministries Trust*, there seems to be many meaningful volunteer positions, but not enough efforts of recruitment to match the positions with the most appropriate volunteers.

From the above discussion, it is clear that the recruitment and selection process benefits both the FBO and the volunteer. However, it requires considering the tasks the manager wants to have performed, the kinds of people needed to perform these tasks, where the volunteers could be found, and what the best means of recruitment might be. The planning of the recruitment process and the needs of the FBO are inseparable. There are different techniques and methods of recruitment, which should be all implemented since people respond differently to various calls to volunteer.

Recruitment should be followed by a well-structured selection process. This process provides both the manager and the volunteer with the opportunity to get to know each other before deciding on an appropriate match for the vacant position. This should take place in the form of an interview.

Being a selected volunteer for a particular task or position is only the beginning of the volunteering process. Without training, the volunteer cannot perform according to the required criteria. Training is one of the integral functions that a manager needs to oversee in an FBO.

#### **3.5.4 Training of volunteers**

With regards to *Lewende Woord Ministries Trust*, training seems to be the last priority with regard to volunteers. From the experience of the researcher in *Lewende Woord Ministries Trust*, not even one department in the organisation has any orientation sessions once volunteers have been recruited. It seems as if volunteers are either orientated in a more informal way, namely by 'learning as they go' or not orientated at all.

Some departments only train the volunteer at the beginning of his/her involvement, and never offer additional training or refresher courses. As mentioned earlier, there is no consistent volunteer policy applicable to all the departments in *Lewende Woord Ministries Trust* with regard to various aspects, including training of volunteers. In many instances, the organisation seems to assume that people do not need training, and that they have the ability to do the task.

Mallory (2001:149) makes a remarkable statement by saying that a church is one of the few, if not the only, non-profit organisation that do not require training for service in leadership. Churches tend to assume that people of faith will automatically have the kind of commitment, skill, and experience to carry out whatever is asked of them. The 'how-to' are often shockingly overlooked. The same author also states that another common oversight in churches is the tendency to train too much and give people too much too soon. As Mallory

(2001:149) expresses it: There are many things that volunteers didn't have to know until they needed to know it.

FBOs, and specifically *Lewende Woord Ministries Trust* can learn from other organisations with regard to training of volunteers.

McSweeney and Alexander (1996:65) define training as the process of helping people become more knowledgeable and effective in the areas that they serve. It begins with careful and honest assessment by the manager in order to identify training needs. The manager should then ensure that volunteers are given training that make them competent and confident to do what is expected of them.

Schindler-Rainman and Lippitt (1975:39) support the suggestion that volunteers need to help plan the training so that it will meet their needs and that the training should be structured and systematised.

With regard to ongoing training in *Lewende Woord Ministries Trust*, Byron (1974:53) underlines the fact that continuous training on the job helps the volunteers to meet each challenge as it comes and to progress in skill and productivity. This is one aspect where *Lewende Woord Ministries Trust* can improve in order to help volunteers develop their skills and abilities.

As mentioned earlier, members of *Lewende Woord Ministries Trust* are experiencing a sense of uncertainty concerning unknown communities with regard to their own safety and security. Woods (1981:204) prompts a solution by suggesting that training has to deal with the cross-cultural differences that have an impact on getting the job done. In the South-African context, and more specifically in *Lewende Woord Ministries Trust*, cross-cultural differences need consideration in the planning and training of volunteers.

It can be concluded that it is only with proper training that volunteers will perform their tasks more effectively, resulting in the FBO functioning more efficiently. Training will contribute to empowered volunteers who will be more easily retained for the organisation.



### 3.5.5 Retainment of volunteers

In any organisation, and also in an FBO, management wants to see volunteers retained, especially when time and money has been invested in recruitment and training.

*Lewende Woord Ministries Trust* have a total of 393 volunteers actively involved in the organisation. However, many volunteers come and go and seem to disappear after a period of time. Numerous volunteers leave the organisation without any explanation, and the organisation has no measures in place to follow up on volunteers to ascertain why they have decided to leave the organisation.

As mentioned in Chapter two, Kruger and Schreuder (1999:340) have identified three general types of factors that might determine continued involvement, namely personal attitude towards volunteerism in general, specific attitudes about particular positions as well as the demographic circumstances of the volunteer. The authors further identified factors that might influence retention, namely recognition, accomplishments, public acknowledgement, a sense of belonging, fair treatment, and experiencing respect for their integrity. These authors also have found that continued training also plays a vital role in the retention of volunteers.

In the management of volunteers, appreciation plays a crucial part. Mallory (2001:75) mentions that although systems and structures offer methods for remembering what needs to be done, they seldom accomplish their ultimate purposes without personal attention and participation. It is therefore, according to this author, a good habit to establish traditions in which to express gratitude for service. These kinds of expressions hold a powerful sense of belonging and affirmation for people and greatly influence the retention of volunteers.

In summary the management of volunteers is a critical component of volunteerism and effective utilisation of volunteers within an FBO.

### 3.6 Conclusion

Brackney (1997:171) states that what is needed by FBOs of the twenty-first century, is "volunteer empowerment" where the FBO makes an effort to include volunteers, with full acceptance and even celebration. Effective leadership in the administrative and educational areas of an organisation are key components in managing and bringing effective results to FBOs in mobilising volunteers. Leaders in FBOs who are trained in the nurturing and empowerment of people, will likely enjoy greater results, in the form of more volunteers actively involved.

There seems to be no doubt that volunteer mobilisation seems to be the backbone of any FBO. However, if not enough time is spent on effective management systems, the mobilisation of volunteers seems to be directly effected.

In order to retain their volunteers, the management of *Lewende Woord Ministries Trust* are faced with many challenges, including developing measures to meet the needs of volunteers for recognition, good quality training and a well-structured communication plan in the organisation.

In the next chapter, Chapter four, the researcher presents the empirical study and discusses the findings emanating from the process of data analysis.

## CHAPTER 4

### EMPIRICAL STUDY AND RESEARCH FINDINGS

#### 4.1 Introduction

As indicated in Chapter one, the goal of this research study was to explore volunteerism in a faith-based organisation (FBO) in order to provide guidelines for the effective management of volunteers in an FBO. *Lewende Woord Ministries Trust*, as an FBO, was used as a case study for the empirical research. In this chapter a broad overview is presented on the research methodology. This is followed by a presentation and discussion of the empirical findings of the study. Where applicable literature has been integrated with the findings and interpreted by the researcher.

#### 4.2 Research methodology

##### 4.2.1 Research approach

For the purpose of this study, the researcher has used a qualitative approach. The concepts *volunteers*, *volunteerism* and *management of volunteers* were studied in their natural or field settings, namely in an FBO, in an attempt to make sense of the meanings that people bring to their personal experiences. Subsequently the data is descriptive and in the participants' own written or spoken words.

According to Fouché and Delport (2002:79) the qualitative paradigm stems from an anti-positivistic, interpretative approach, which is holistic in nature. Understanding social life and the meaning that people attach to everyday life, is the main aim of qualitative research. Descriptive data is produced in the participants' own written or spoken words, and it involves the identification of the participants' beliefs and values that underlie the phenomena. The qualitative

researcher is concerned with the understanding or rather the explanation and the subjective exploration of reality from the perspective of an insider.

The qualitative research approach is relatively interpretive and diverse when contrasted with the quantitative research approach. Qualitative researchers study concepts in natural or field settings in an attempt to make sense of the meanings that people bring to their personal experiences. It involves an interpretive, naturalistic approach in answering research questions (Grinnell, 1997:106).

For the purpose of this study, the researcher has formulated two research questions, namely:

- What are the dynamics of volunteerism in faith-based organisations?
- What are the key aspects involved in the effective management of volunteers in faith-based organisations?

#### **4.2.2 Type of research**

As this study intended to develop guidelines for the management of volunteers in FBOs, the researcher has used applied research. Applied research covers a wide range of social science areas, such as education, drug addiction and use, and problems of the aged (Bailey, 1994:24).

As mentioned in Chapter one, applied research is aimed at solving specific policy problems or at helping practitioners accomplish tasks. Solving problems as experienced in practice, is the main focus. It seeks to develop principles that enable people to resolve problems or obtain desired objectives. However, most applied research findings have implications for knowledge development. (Compare De Vos, Schurink & Strydom, 1998:8; and Fouché, 2002a:108.)

This study's focus is applied because it intended to develop guidelines for the management of volunteers in faith-based organisations. The focus was on solving problems with regard to the management of volunteers, including aspects

such as recruitment, training, retainment and appreciation of volunteers as experienced in the practice setting of faith-based organisations.

#### 4.2.3 Research design

Creswell in Fouché (2002:271) defines a research design in the qualitative context as “the entire process of research from conceptualising a problem, to writing the narrative”.

De Vos (2002:391) describes a research strategy as a logical strategy for gathering evidence about knowledge desired. It must be efficient, so it must yield the sought-after knowledge.

Bless and Higson-Smith (1995:63) state that a research strategy can be described as the planning of any scientific research from the first to the last step. It guides the researcher in the collecting, analysing and interpreting of observed facts. It is furthermore a specification of the most adequate operations to be performed in order to test a specific hypothesis under given conditions.

The researcher utilised the case study as a research strategy for this study. Creswell in De Vos (2002:275) and Babbie (2001:285) describe a case study as an exploration or in-depth analysis of a system bound by time and/or place or a single or multiple case/s over a period of time. The case studied, can refer to a process, event, activity, programme, individual or a group of people.

Presently, very little is documented and thus known about volunteerism in FBOs. Hence, the researcher did a collective case study to explore volunteerism in *Lewende Woord Ministries Trust* and in doing so captured the experiences of volunteers with the view to provide guidelines for effective management of volunteers in FBOs.

Mark in De Vos (2002:275) describes a collective case study as furthering the researcher's understanding of a social issue or the population being studied. In

the collective case study the interest in the individual case is secondary to the researcher's interest in a group of cases.

#### 4.2.4 Research population and sample

As indicated in Chapter one, populations tend to be very large and for this reason, researchers rarely study every element in the population. Rather, they select a portion of the population for study - that is defined as the sample. With a sample money and effort can be concentrated to produce better quality research. For this study the researcher took a sample of the total population of volunteers in *Lewende Woord Ministries Trust*.

A population is the collection of all individuals, families, groups, organisations, communities or events that the researcher is interested in finding out about or other sampling units with which the research problem is concerned (Mark, 1996:104; Strydom & Venter, 2002:198).

Bailey (1994:83) defines a sample as a subset or portion of the total population. Strydom and Venter (2002:199) state that a sample is also defined as the subset of measurements drawn from a population in which the researcher is interested. The sample is studied in an effort to understand the population from which it was drawn.

Owing to the fact that the population for this study is relatively homogeneous, the researcher used stratified sampling, which is a probability sample. Probability or random sampling occurs when the probability of including each element of the population can be determined. It is thus possible to estimate the extent to which the findings based on the sample are likely to differ from what would have been found by studying the whole population, that is, the accuracy of the generalisation from the sample to the population (Bless & Higson-Smith, 1995:88).

In a stratified sample (also called a stratified random sample), the population is divided into subgroups or strata by population characteristics. A simple random

sample is then drawn for each subgroup or stratum (Mark, 1996:115). Grinnell (1997:242) notes that this procedure may be used when a population can be divided into two or more distinct groups, called strata. In stratified sampling, the researcher controls the relative size of each stratum, rather than letting random processes control it, whilst this guarantees representativeness within a sample (Neuman, 2000:208).

For this research study eight strata or subgroups were identified in *Lewende Woord Ministries Trust*, namely volunteers rendering social services, and volunteers rendering other support services including the Cell Department, Children's Church, Convert Department, deacons, Finding your Purpose Department, Light Emitting Diode (L.E.D) board operators and the Media Department (video and cassette).

Selection within each different stratum still occurred randomly, meaning that the desired number of persons was selected proportionally within each of the different strata. This means that when 60% women and 40% men were involved in the strata, the sample was drawn accordingly. Furthermore, the sample was drawn proportionally from the volunteers currently involved with *Lewende Woord Ministries Trust*, based on the following characteristics of the respondents:

- Minimum 6 months' involvement as a volunteer in *Lewende Woord Ministries Trust*;
- Different age groups (from young to older people); and
- Male and female.

The researcher has made use of systematic sampling, where the first case is selected randomly, and all subsequent cases are selected according to a particular interval, e.g. each fifth or tenth case on a list of names (Hoinvill *et al.*, in De Vos, 2002:205).

The researcher alphabetically listed all the names of the volunteers in each strata currently involved in *Lewende Woord Ministries Trust* who qualified according to the above-mentioned characteristics. The first name was selected randomly, where after the names were selected by choosing every fifth case, until the

required number of respondents have been selected. The researcher took a sample of 80 respondents for the research study, and 61 respondents attended the focus group interviews. Although all of the selected respondents indicated their willingness to participate in the study, many have notified the researcher on short notice that they could not attend the scheduled focus groups for various reasons, whilst others simply did not turn up.

#### 4.2.5 Pilot study

As indicated and planned in Chapter one, the researcher conducted a pilot study, consisting of a literature study, consultation with experts, feasibility of the study, as well as a pilot test of the focus group interview schedule.

A pilot study can be defined as a trial run of the study, using questions and subjects, similar to those in the final survey (Landman, 1988:75). It is similar to the planned investigation, but on a smaller scale (Strydom, 2002b:211).

The researcher traced literature concerning volunteers in the broad spectrum of services, and then searched in particular for literature on volunteers in FBOs.

Neuman (2000:445) describes a literature study as based on the assumption that knowledge accumulates and that people learn from and build on what others have done, and that it creates links to a developing body of knowledge.

During the pilot study, the researcher consulted with three experts in the field of volunteerism, both in general organisations as well as FBOs. The purpose of the interviews, was to further explore important issues with regard to volunteerism from their expert views. These views were integrated with the focus questions of the semi-structured interview schedule and enhanced the researcher's understanding and interpretation of literature and research findings.

Regarding the feasibility of the study, the researcher has received full consent and support from *Lewende Woord Ministries Trust* to conduct the study (see Addendum 1). Furthermore, the study was feasible in view of the access to



resources of the *Lewende Woord Ministries Trust*, including support from the staff, transport, finances for covering expenses like phone calls, and administrative resources such as the photocopier and fax machine and the *Lewende Woord Ministries Trust* building where the focus groups were conducted.

Lastly, the researcher conducted a pilot test of the focus group interview schedule. Yegidis and Weinbach in De Vos (2002:214), describe the pilot test as an exercise where the researcher should expose a few cases that are similar to the planned main inquiry to the same procedures as are planned for the main investigation, in order to modify and adjust the measuring instrument. Five (5) respondents from the population, which were not selected in the sample for the main study, were invited to attend a focus group interview. The researcher conducted the interview, and afterwards the respondents gave feedback with regard to the questions to test for clarity and appropriateness. The respondents were of the opinion that the questions were clear and therefore no adjustments were made to the semi-structured interview schedule.

#### **4.2.6 Method of data collection**

The researcher used focus group interviews as a qualitative data collection method for this study.

Krueger in De Vos (2002:306) defines a focus group as a discussion that is carefully planned and designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment. Morgan in De Vos (2002:306) states that focus groups is a research technique that collects data through group interaction on a topic that the researcher determines.

Focus groups have three fundamental strengths, namely exploration and discovery, context and depth, and interpretation. It produces large amounts of concentrated data in a short period of time (Greeff, 2002:307).

The participants for the focus groups were volunteers from *Lewende Woord Ministries Trust*. Seven focus groups were conducted with between eight to twelve respondents in a group. The researcher envisaged that 50 – 80 respondents would be included in focus group discussions, and as already indicated, in total 61 respondents participated in the research. Each respondent signed an informed consent form to participate in the study (see Addendum 2). The informed consent form explained the goal of the study, the procedures that would be followed during the study, the possible advantages and disadvantages of the study, as well as the credibility of the researcher.

Furthermore, the point of saturation in the information was determining the number of focus groups that needed to be conducted, and after the sixth focus group interview, the data seemed to reach a point of saturation, after which one last focus group was conducted.

The focus group discussions were guided by a semi-structured interview schedule. With this method, the researcher had a set of predetermined questions on a semi-structured interview schedule to guide - and not dictate - the interviews. (Compare Greeff, 2002:302.)

According to Grinnell (1997:118) the semi-structured schedule contains specific questions, but allows for optional follow-up questions that may vary from participant to participant.

The semi-structured interview schedule (see Addendums 3 and 4) for the focus group interviews covered the following primary areas:

- Biographical details: gender, age group, area of involvement, recruitment and training;
- Volunteering: understanding of voluntary work and defining a volunteer;
- Involvement as a volunteer: motivation, needs, recruitment, training and retainment; and
- Management: experience of management in the organisation.

#### 4.2.7 Data analysis

The process of data analysis as set out in De Vos (2002:343) was followed, namely:

- *Data collection and recording:* The focus group interviews were recorded and both the facilitator and assistant-facilitator took down field notes which were compared and discussed after each focus group session. The records were transcribed in order to reflect the spoken words of the respondents.
- *Reading and writing memos:* The researcher repeatedly read through the transcripts as well as the field notes. During the reading process, the researcher wrote memos in the margins of the transcripts.
- *Describing, classifying and interpreting:* The researcher identified themes and did colour coding to highlight specific themes and sub-themes.
- *Representing and visualizing:* The research report bears evidence to the analysed data and provides a visual account of the findings.

#### 4.3 Research findings

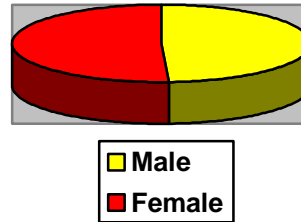
In this section, the researcher presents the findings of the empirical study. The findings contain an analysis of raw data gathered during the research process. Where applicable literature was integrated with the findings and interpreted by the researcher. The biographical findings of the respondents are presented first by means of figures and then the findings of the focus group interviews are discussed in specific themes and sub-themes.

##### 4.3.1 Biographical profile of respondents

The biographical profile of the respondents who participated in the focus groups reflect their gender, age, period of volunteering, area, as well as the amount of involvement in the organisation, the method of recruitment, and lastly their training

### Gender

Respondents were asked to indicate their gender, which is reflected in Figure 2.

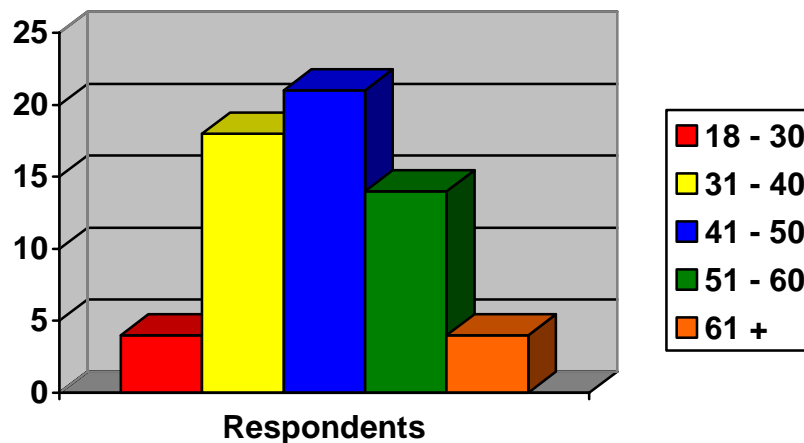


**Figure 2: Distribution of respondents according to gender**

It is clear from Figure 2 that both males and females are actively involved in volunteerism in *Lewende Woord Ministries Trust*. Kruger and Schreuder (1999:335) present the general characteristics of volunteers, to be mostly female (88%). However, their studies were conducted with volunteers involved in Hospices. The researcher can only explain the data in terms of the day of involvement of volunteers within the FBO. The usual involvement is on Sundays and other activities are more in the evenings during the week. This could be an explanation for the amount of men that volunteer their time and skills to the organisation.

### Age

The respective age categories of the respondents are indicated in Figure 3.

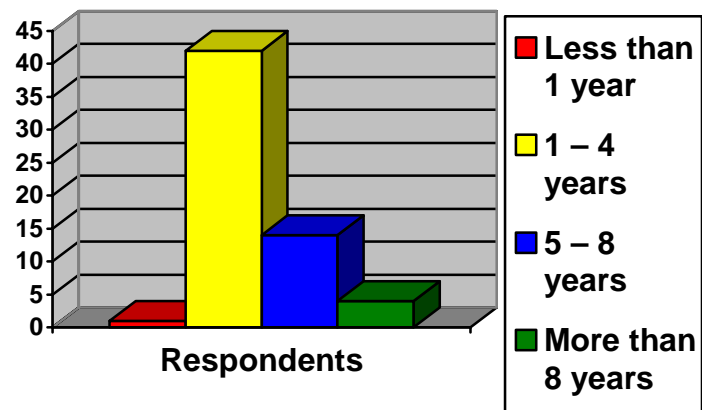


**Figure 3: Distribution of respondents according to age**

Figure 3 reflects that the highest age category for volunteers in *Lewende Woord Ministries Trust* is between 41 – 50 (34%), followed by the categories 31 – 40 (30%) and 51-60 (23%). It is evident that volunteers of *Lewende Woord Ministries Trust* are mostly in their middle and older years. Respondents in the category 18 – 30 are 7% and category 61+ are 7%. This data confirms what respondents suggested during the focus groups, that the management should target recruitment efforts at the young people and the elderly. There seems to be a vast untapped resource with regard to these volunteers within *Lewende Woord Ministries Trust*.

### Period of volunteering

The period that respondents have been volunteering in the organisation, is reflected in Figure 4.



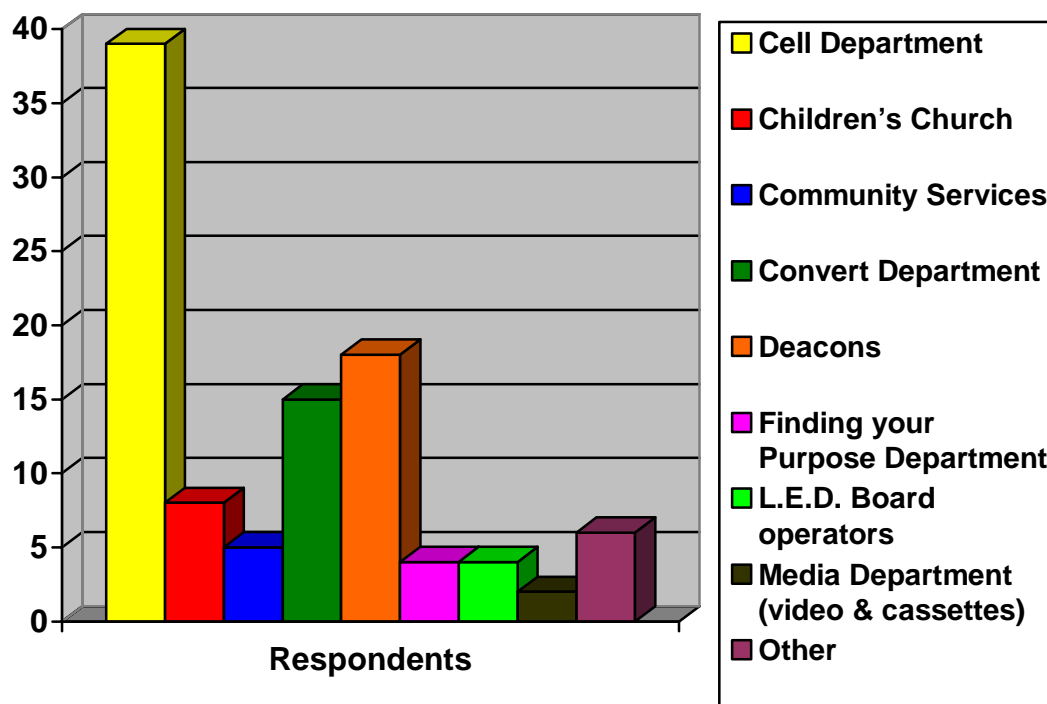
**Figure 4: Period of volunteering**

Most volunteers (68%) have been volunteering for a period of 1 – 4 years. Fourteen of the volunteers (23%), have been volunteering for 5 – 8 years and four (7%) have been volunteering for more than 8 years. Only one respondent (2%) has been volunteering for less than 1 year. From the above-mentioned data, the researcher can identify a tendency for people to become involved as volunteers more or less one year after they become a member of the organisation (*Lewende Woord Ministries Trust*). Based on Figure 4 above, it is clear that members involved for longer than 5 years, will either not volunteer or are no longer part of the organisation.

These contextual variables are supported by Kruger and Schreuder (1999:335) who maintain that volunteers are diverse, rather than homogeneous groups. These differences can be ascribed to several contextual variables concerning the individual's environment, which is made up of, amongst other things, community norms concerning volunteerism, social background, economic status, education, personality, attitudes and beliefs.

### Involvement

Respondents' involvement in the respective departments of *Lewende Woord Ministries Trust* are captured in Figure 5.



**Figure 5: Area/s of involvement in the organisation**

Of the volunteers, 39 (64%) are involved in the Cell department as leaders of cell groups. A cell group is a group of church members meeting on a Wednesday evening to do Bible study. Eighteen (18) volunteers (30%) are involved as deacons, whilst fifteen (15) volunteers (25%) are volunteering at the Convert Department. The Convert Department utilises church members as volunteer counselors to minister to people who indicate their decision to convert to Christianity during a Sunday service. It seems that the department with the least

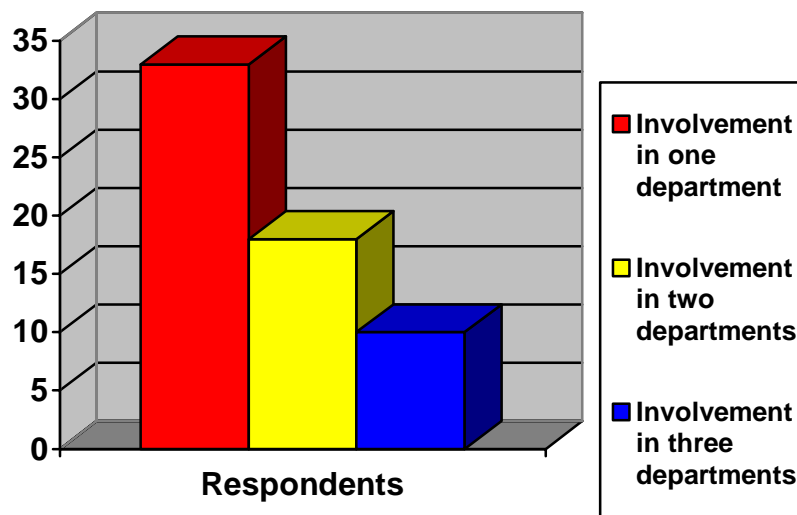
involvement of volunteers, is the Media Department with only two (2) volunteers (3%).

The researcher can conclude that the need within a department determines the amount of volunteers. Seeing that there is a greater need to host cell groups throughout the city of Pretoria, more volunteers are needed in this department. The Media Department can only utilise a small amount of volunteers, owing to the specialised tasks performed by the volunteers.

This observation is supported by Kruger and Schreuder (1999:338) who argue that specific people for specific jobs is what is needed in volunteerism. The tendency of some departments in the organisation to have more volunteers than others, can be linked to the positions available for volunteers.

### **Degree of involvement**

The researcher summarised the degree of involvement of the respondents into 3 categories, namely involvement in one department, involvement in two departments and involvement in three departments. The degree of involvement of respondents are illustrated in Figure 6.

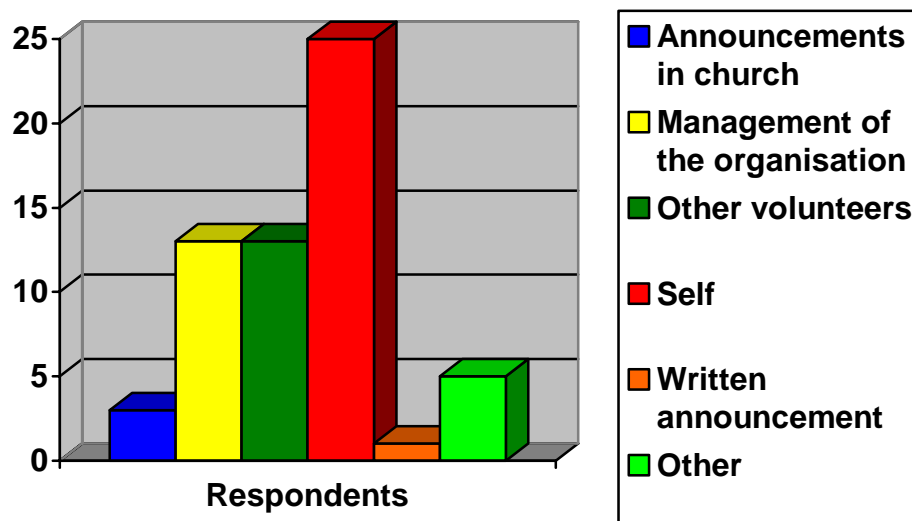


**Figure 6: Degree of involvement in the organisation**

It is further evident that most 33 volunteers (54%) are only involved in one department, eighteen (18) volunteers (30%) are involved in two departments and ten (10) volunteers (16%) are involved in three departments. It seems that in general volunteers are only involved in one department. This was verified during the focus groups when respondents indicated that their personal circumstances affected their degree of involvement in the organisation. Each volunteer's personal circumstances are different from the others', but it also seems that volunteers are not only actively involved in *Lewende Woord Ministries Trust*, but also in other activities like serving on the school board, spending time with their family, and being away from home due to their occupation. These dynamics greatly determine a volunteer's degree of involvement.

### Recruitment

The respondents were asked to name the methods that were utilised to recruit them as volunteers. Their responses are reflected in Figure 7.



**Figure 7: Recruitment**

In this category, twenty-five volunteers (41%), indicated on their own initiative that they wanted to volunteer. This seems to highlight a tendency in FBOs for people to volunteer themselves for services, and the only explanation being a response to an internal call or need to serve in the organisation. During the focus group interviews, respondents stated that their involvement is based on



obedience to God, and giving Him their talents and skills, and this seems to be that internal call.

Thirteen (21%) volunteers were recruited by other volunteers and the management of the organisation which is referred to as person-to-person recruitment. Pell (1972:13) name several recruiting techniques, including person-to-person, whilst Kruger and Schreuder (1999:339) include friends as a method of recruitment.

It seems that only three (5%) volunteers were recruited by an announcement in church, however, during the focus group discussions, respondents noted that an announcement in church only communicate the need for volunteers to church members, but lack the personal touch of other methods. Only one (2%) respondent was recruited by reading the written announcements. Five (8%) volunteers were recruited in other ways, including Divine inspiration.

As mentioned in Chapter two, according to Lauffer & Gorodezky (1977:29), recruitment requires more than just "putting the word out", placing an announcement on a bulletin board, or placing an advertisement in a newspaper. It requires a process of thinking through the tasks wanted to be performed, the kinds of people needed to do the tasks, where the manager might find them, and what the best method of recruitment might be

### **Training**

Respondents were asked to provide details on the training they had received as volunteers at *Lewende Woord Ministries Trust*. The training courses attended are not standard training courses targeted at equipping volunteers, but rather general courses for spiritual growth provided within the organisation. The responses are indicated in Table1.

**Table 1: Training**

<b>Training course attended</b>	<b>Respondents</b>	<b>Percentage</b>
Bible College	2	3%
Cell-leaders Training	18	30%
Children's Church	6	10%
Counseling Course	8	13%
Deacon Training	8	13%
Discipleship	1	2%
Evangelism Training	6	10%
Finding your Purpose (" <i>Skeppingsdoel</i> ")	18	30%
Footsteps	30	49%
On-the-job training	2	3%
Prophetic School	6	10%
Righteous Living (" <i>Bevryding van die Gees</i> ")	8	13%
Video Training	2	3%
World Perspectives	2	3%

Thirty (49%) of the volunteers received training in the Footsteps Course, a basic course in *Lewende Woord Ministries Trust*, conducted one Saturday per month for members of the congregation. Though this training is not designed specifically for volunteers, the volunteers have indicated during the focus group discussions that they appreciate it as it equipped them with skills assisting them as volunteers in an FBO.

There seems to be a lot of opportunities in the organisation for training targeted at spiritual growth. However, although these are relevant, they are not necessarily applicable to the respective areas of volunteering in *Lewende Woord Ministries Trust*.

Dunn (1995:2487) defines training as the formal learning process that may be required of volunteers through attendance of workshops, seminars, courses, or

on-the-job training. Many volunteers are eager to sharpen their skills or to learn new skills, and by making training available to them, it can result in improved services.

#### **4.3.2 Findings of Focus Group Interviews: Themes and sub-themes**

Focus group analysis combines many different elements of qualitative research, but also adds to the complexity of group interaction. The researcher should consider the words, the context, the internal consistency, what was not said and the finding of the "big idea", while analysing the data (Morgan & Krueger in De Vos, 2002:318).

Grinnell (1997:122) states that qualitative researchers use codebooks to sort and organise the data into meaningful codes (descriptive narrative labels) and categories (conceptual narrative labels) so that they can begin to make sense out of the data. A code can be described as one word that is applied to describe a meaning associated with a string of other words or narrative dialogue. Codes help discover themes in the data before developing higher order explanations or theories.

Two procedures seem basic to coding, namely asking questions and making comparisons. When a researcher begins to code, s/he is involved in taking a segment of text and labeling it according to a meaningful category (code) (Babbie & Mouton, 2001:498).

In the next discussion, the themes and sub-themes are presented together with actual quotations from the focus group interviews, in order to give a voice to the perceptions and experiences of volunteers regarding volunteerism in *Lewende Woord Ministries Trust* as a faith-based organisation.

#### **4.3.3 Discussion of themes and sub-themes**

The themes that emerged from the transcriptions were as follows:

- Theme 1: Perceptions
- Theme 2: Motivational factors
- Theme 3: Needs
- Theme 4: Methods of recruitment
- Theme 5: Effective training
- Theme 6: Retainment of volunteers
- Theme 7: Perceptions of management

Each of these themes is divided into sub-themes which are supported by quotations from the respondents during participation in the focus groups.

Since the majority of the respondents were Afrikaans speaking, the researcher has, with the exception of a few quotes in Afrikaans, freely translated the quotes of the respondents into English.

#### 4.3.3.1 Theme one: Perceptions

The perceptions of volunteers regarding voluntary work were expressed in the following sub-themes:

- Obedience to God;
- Passion to serve; and
- Giving.

In Table 2 below is a representation of theme 1 with its identified sub-themes.

**Table 2: Theme 1 and sub-themes**

THEME	SUB-THEMES
THEME 1: Perceptions of volunteers regarding voluntary work	1.1 Obedience to God 1.2 Passion to serve 1.3 Giving

**Sub-theme 1.1: Voluntary work only comes from obedience to God**

The respondents spoke a lot about the perception that voluntary work starts with obedience to God. The following quotations reflect the perceptions of respondents that voluntary work stems from obedience to God:

*“With voluntary work, you have to ask yourself, are you listening to God or not.”*

*“I do voluntary work for God, not for an organisation.”*

*“...it’s an act of obedience.”*

*“It’s an obedience task that you do voluntarily.”*

All the respondents seem to agree that, their first priority in being involved in an FBO, is obedience to God, and not to the organisation. This view is in agreement with the biographic finding (Figure 7) that 41% volunteers report themselves to volunteer.

### **Sub-theme 1.2: Voluntary work is a passion to serve**

Several respondents agreed that voluntary work entails a passion to serve. This sub-theme emerged into three categories, i.e. God, organisation and people. This perception was supported by the following quotations of respondents:

- **God**

*“Voluntary work is my service unto God.”*

*“I do this only for God.”*

- **Organisation**

*“You have a passion to give a contribution to the organisation.”*

*“I’m serving a spiritual or faith-based organisation by doing voluntary work.”*

- **People**

*“I’m doing this to help people.”*

*“I’m serving the people in the church.”*

*“I’m serving people, because I have a passion for people.”*

### **Sub-theme 1.3: Voluntary work is about giving**

Respondents repeatedly defined voluntary work to be about giving. They indicated that voluntary work is about talents, services and professional skills. These are reflected in the following quotations:

- **Talents**

*“It’s giving your talents and services without expecting remuneration in return.”*

*“You can have talents that are not utilised.”*

- **Services**

*“It’s giving your talents and services without expecting remuneration in return.”*

- **Professional skills**

*“I’m doing this probably also because I have the skills to do it.”*

*“...or you have the professional skills that you give to the organisation.”*

Literature supports the above-mentioned theme and sub-themes. Morris (1996:1), for example, defines a volunteer as a person who helps and provides a service out of his/her own free will. The White Paper for Social Welfare (1997:98) defines a volunteer as a professional or non-professional person who provides a service to a welfare or development organisation, usually without reimbursement.

In Chapter one, the researcher summarised, the commonalities amongst the various authors' definitions of a volunteer, as a professional or non-professional person who

- is willing to give his/her time;
- is strongly motivated to donate his/her energies, skills, and time for accomplishment of tasks in whose purposes s/he believes;
- provides a service or does a specific task through some kind of formal structure
- receives no remuneration and does it out of his/her own free will; and
- in the course of the process of service, earns moral credit.

These definitions seem to correlate with the respondents' perceptions of voluntary work.

#### 4.3.3.2 Theme 2: Motivational factors

The motivational factors to volunteer were stated in the following sub-themes:

- Altruism;
- Religious obligation; and
- Love for people.

In Table 3 below is a representation of theme 2 with its identified sub-themes.

**Table 3: Theme 2 and sub-themes**

THEME	SUB-THEMES
THEME 2: Motivational factors to volunteer	2.1 Altruism 2.2 Religious obligation 2.3 Love for people

The following three sub-themes emerged with regard to factors that motivate respondents to volunteer as expressed in the following quotations:

##### **Sub-theme 2.1: Altruism**

*"It's not about me, it's about other people."*

*"A person always has a need to be involved somewhere."*

##### **Sub-theme 2.2: Religious obligation**

*"My obedience to God motivates me to volunteer."*

*"You are thankful to God and want to give back to Him."*

### **Sub-theme 2.3: Love for people**

*“...love for people motivate me to volunteer.”*

*“.you want to be involved with helping people.”*

*“A passion for people and a passion for [a] relationship with people.”*

*“Love for your neighbor.”*

McSweeney and Alexander (1996:66) argue that the motivational factors of volunteers are a crucial aspect in understanding volunteerism, and managing volunteers effectively.

There are many examples of people serving the interests of others. These altruistic acts are part of every-day life and is not unusual. Kruger and Schreuder (1999:336) have conducted research and identified the following reasons or motivations for volunteering: a religious or community obligation, helping those less fortunate, to enhance own capabilities or wanting to make a difference.

McSweeney and Alexander (1996:59) and Brackney (1997:118) mention some of the common reasons for volunteering as having free time, wishing to help others, a wish for social contact, religious and spiritual reasons, and political motives.

#### **4.3.3.3 Theme three: Needs**

Throughout the focus group discussions, respondents agreed that volunteers have needs. From the data the researcher identified needs within the following sub-themes:

- Personal contact;
- Personal development;
- Acknowledgement; and
- Training.

In Table 4 below is a representation of theme 3 with its identified sub-themes.



**Table 4: Theme 3 and sub-themes**

THEME	SUB-THEMES
THEME 3: Needs	3.1 Personal contact 3.2 Personal development 3.3 Acknowledgement 3.4 Training

The following sub-themes with regard to the needs of volunteers in *Lewende Woord Ministries Trust* emerged from the findings:

**Sub-theme 3.1: Personal contact**

The following quotations indicate that the respondents need more personal contact, but that they don't receive it at *Lewende Woord Ministries Trust*:

*"Just some form of contact, to hear how we're doing and at least to know my name." "There is no intimacy; that personal contact and relationship."*

*"I have a need to have more contact with management."*

**Sub-theme 3.2: Personal development**

The need for personal development is reflected in the following quotes:

*"I feel that volunteers will always have a need for personal growth."*

*"Nobody asks you what your personal goals are or where you want to be in 5 years' time."*

**Sub-theme 3.3: Acknowledgement**

Then respondents indicated their need for acknowledgment in the following quotes:

*"If the management gives more acknowledgement to the current volunteers, the need for acknowledgement will be met."*

*“A need that somebody will make contact with you, and express their gratitude for what you’re doing.”*

*“ You want acknowledgement.”*

*“It’s not about acknowledgement, but it is good to hear you are appreciated.”*

*“It’s always nice to earn credit from people.”*

### **Sub-theme 3.4: Training**

The specific need for training as volunteers is reflected in the following quotes:

*“I noticed a need for skilled, trained volunteers who know what to do.”*

*“They just assume you can do the task, there is no training offered for the job.”*

From literature, the needs of volunteers seem evident. McSweeney and Alexander (1996:57) identify the first need of a volunteer as to experience some personal contact with the organisation, for example such as social events, an open-door policy and regular personal contacts with the manager. Another particular need is good quality training, appropriate to the role they will fulfill. Volunteers in *Lewende Woord Ministries Trust* have attended general training for spiritual growth, but the need exists for specialised training, aimed at and develop to equip them as volunteers within the organisation.

From their experience, Lauffer and Gorodezky (1977:37) have found that people who offer their services on a voluntary basis have a need for an opportunity to learn and develop new skills; and a need to express their social and religious commitments.

Pell (1972:38) argues that a good manager should understand the psychology of the human being. The manager should have a good knowledge of what volunteers seek from their involvement in the organisation. The following factors are particularly applicable to understanding the volunteer:

- The need for recognition as an individual; and
- The need for accomplishment.

From the above-mentioned discussion, the researcher can conclude that volunteers in any organisation, be it a social services organisation or an FBO, seem to have the same needs.

#### 4.3.3.4 Theme four: Methods of recruitment

Many respondents mentioned the need for more effective methods of recruitment in *Lewende Woord Ministries Trust*. From the transcripts the researcher identified the following sub-themes:

- Training course;
- Word-of-mouth;
- Announcement in church;
- Media;
- Current networks;
- Teaching concerning volunteerism; and
- Quarterly information sessions.

In Table 5 below is a representation of theme 4 with its identified sub-themes.

**Table 5: Theme 4 and sub-themes**

THEME	SUB-THEMES
THEME 4: Methods of recruitment in organisations <i>Lewende Woord Ministries Trust</i>	4.1 Training Course 4.2 Word-of-mouth 4.3 Announcement in church 4.4 Media 4.5 Current networks 4.6 Teaching 4.7 Quarterly information sessions

##### **Sub-theme 4.1: Training course**

Several respondents agreed that recruitment after a training course, is one method of recruitment that could be utilised to get more volunteers involved. It is supported by the following quotations of respondents:

*“Courses worked for me, and we’ve build up some contacts and met new friends, and in that way became involved.”*

*“Come into contact with Finding-your-Purpose course, and recruit people there.”*

*“There’s a great opportunity after Finding-your-Purpose course, to take down the names of people, and help them find a place to volunteer.”*

#### **Sub-theme 4.2: Word-of-mouth**

Several respondents agreed that word-of-mouth is an very effective method of recruiting volunteers. The following quotations of respondents support this viewpoint:

*“If the volunteers currently involved, are happy and content, and they tell others about it, word of mouth is still the best method of recruitment.”*

*“I recruited two friends to become deacons, because I knew about the need.”*

*“En weet jy daar is geen beter, hoe kan ek amper sê, in aanhalingstekens, advertensie as mond tot mond.”*

#### **Sub-theme 4.3: Announcement in church**

Several respondents agreed that an announcement in church during a Sunday/church service is another method of recruitment, usually in conjunction with other methods. This perception is supported by the following quotations of respondents, which the researcher has sub-divided in further sub-themes:

- **Needs of the department**

Respondents indicated that the specific needs of the respective departments in *Lewende Woord Ministries Trust* should be identified and communicated in the call for volunteers. Their views are reflected in the following quotes:

*“The needs for volunteers in each department should be expressed more often.”*

*“The need for more volunteers should be more widely propagated in the organisation.”*

*“There is a lack of knowledge and information; just to let the members know of the needs for more volunteers.”*

- **The expectations**

It is clear in the following quotes that volunteers want to know what is expected from them before they volunteer:

*“...and that they give you an idea of what is expected of you and the time commitment expected.”*

*“The reason why I haven’t volunteered for L.E.D. board, is because I can’t first see what the expectations for the position are....”*

- **Training offered**

The following quote indicate the important role that training play for volunteers:

*“First come to a training session, and then get involved as a volunteer.”*

- **Sharing experiences**

Respondents indicated that they would appreciate to hear other volunteers experiences, as indicated in the following quote:

*“I think of personal testimony; that you focus on one department per Sunday, and let a volunteer from that department share his/her experience and how s/he enjoys it.”*

#### **Sub-theme 4.4: Media**

Several respondents felt that the media could be better utilised as a method for recruitment. Respondents indicated various communication mediums which could be utilised to recruit volunteers. Some of these mediums are already in existence. Proposals in this regard are indicated in the following quotations of the respondents:

- **The Vessel Newspaper**

*“We can utilise the Vessel Newspaper, with the whole monthly section on Lewende Woord Ministries...”*

- **Information brochure regarding volunteerism**

*“A information brochure will clear up a lot of uncertainty and provide information.”*

*“Not an announcement, an information brochure on volunteerism, something like a newsletter.”*

*“Still written as well, I think that is a great idea.”*

- **Newsletter to volunteers**

*“Why not communicate with the volunteers via a newsletter, informing them of the happenings in the organisation and the need for more volunteers.”*

*“One other church had a newsletter, and they focused on each department, and how to become a volunteer.”*

- **Information board in foyer**

*“...even just putting a board in the foyer, with all the opportunities to become involved.”*

*“An information board in the foyer, containing all the necessary information to get involved as a volunteer.”*

#### **Sub-theme 4.5: Current networks**

One respondent suggested that current networks like the cell group leaders should be more informed concerning the need for volunteers, as they can serve as a method of recruiting more volunteers. Other respondents agreed with this suggestion. This suggestion is emphasised in the following quotation of one respondent:

*“To communicate the need for more volunteers through the cell group leaders, where they can mobilise the people in their cell group to become involved as volunteers.”*

#### **Sub-theme 4.6: Teaching concerning volunteerism**

Several respondents agreed that teaching on volunteerism should be explored to recruit more volunteers. This is supported by the following quotations of respondents:

*“Teachings on a Sunday are too spiritual. But when the members are taught about volunteerism, and you teach them step by step, people will become more involved.”*

*“We need to teach the people about giving of yourself to other people, and volunteerism is a great opportunity for that.”*

*“Volunteerism must be taught from the pulpit.”*

#### **Sub-theme 4.7: Quarterly information sessions**

Lastly, one respondent suggested that quarterly information sessions should be organised where members of the organisation could go and obtain information on all the possible places of involvement, and in that way make an informed decision regarding their involvement in the organisation. The following quotation of a respondent reiterates this suggestion:

*“Information sessions where people can just come and sit and hear what is expected of volunteers within each department of the organisation.”*

These responses are in agreement with literature stating that recruiting requires more than just "putting the word out", placing an announcement on a bulletin board, or placing an advertisement in a newspaper (Lauffer & Gorodezky, 1977:29). It requires thinking through the tasks wanted to be performed, the kinds of people needed to do the tasks, where the manager might find them, and what the best means of recruitment might be (Lauffer & Gorodezky, 1977:29).

Pell (1972:13) names the following recruiting techniques: using speakers, social functions, publicity, paid advertising and direct mail, and person-to-person. Kruger & Schreuder (1999:339) include newspapers, friends, staff, personal

experience and churches as some methods of recruitment. These methods are also supported by the biographical data (see Figure 7).

As mentioned in Chapter two, the following recruitment tips are provided by Larmer (1996:4) and Labaschagne (1991:33): get all the active volunteers involved in generating new methods for recruitment; use every available technique - radio, television, newspaper, and personal contact; make the orientation session stimulating and in-depth; have current volunteers tell their stories of involvement; the best volunteer recruiters are happy volunteers in the organisation; be interested in volunteers as individuals; and involve volunteers in decision-making.

The suggestion of a respondent to spell out the “reward” when recruiting is supported by Kruger & Schreuder (1999:339) arguing that recruitment must stress the concrete and tangible value of volunteering.

The above-mentioned literature support the perceptions and suggestions made by the respondents.

#### **4.3.3.5 Theme five: Effective training**

Throughout the focus group discussions, respondents agreed that effective training is an important need in a faith-based organisation. From the data, the researcher identified the following sub-themes:

- Practical training;
- Orientation;
- Refresher courses;
- On-the-job training; and
- Specialised training;

In Table 6 below is a representation of theme 5 with its identified sub-themes.



**Table 6: Theme 5 and sub-themes**

THEME	SUB-THEMES
THEME 5: Effective training in organisation <i>Lewende Woord Ministries Trust</i>	5.1 Practical training 5.2 Orientation 5.3 Refresher courses 5.4 On-the-job training 5.5 Specialised training

Respondents indicated their needs for training with regard to the sub-themes as follows:

**Sub-theme 5.1: Practical training**

*“As a deacon, I can tell you that there is a shortage of practical training for the deacons.”*

*“I only had a one-minute training or orientation, from a piece of paper.....”*

*“I provide the video team with a 3 hour practical training on Saturday mornings, and it proved to be successful.”*

**Sub-theme 5.2: Orientation**

Respondents indicated a need for orientation regarding the whole organisation, even though they only volunteer in one department.

*“There is a great need for orientation, especially for new volunteers.”*

*“With regards to training, there is a need for orientation regarding the whole organisation of Lewende Woord Ministries.”*

**Sub-theme 5.3: Refresher courses**

Respondents indicated a need for refresher courses throughout the year.

*“Sharpen your skills every 3 months with refresher training.”*

*“They expect me to do the job, without any further training..”*

#### **Sub-theme 5.4: On-the-job training**

Respondents mentioned a need for on-the-job training, equipping them with practical skills to perform the expected tasks.

*“It’s better to experience it practically with another volunteer, than to be there out on your own.”*

#### **Sub-theme 5.5: Specialised training**

Respondents have a need for specialised training, especially if they are required to do specialised tasks.

*“In his department he should receive specialised training, applicable to the tasks that are expected of him.”*

*“As a deacon, many things are expected of me, but I haven’t received the training, like counseling....”*

Many respondents did not receive any training, and as mentioned in Chapter three, Mallory (2001:149) supports this by making a remarkable statement that a church is one of the few, if not the only, non-profit organisations that do not require training for service in leadership. Churches tend to assume that people of faith will automatically have the kind of commitment, skill, and experience to carry out whatever is asked of them. The ‘how-to’ is often shockingly overlooked. The same author also states that another common mistake in churches is the tendency to train too hard and give people too much too soon.

McSweeney and Alexander (1996:65) argue that once the volunteer has been accepted by the organisation, s/he should be trained in the required areas of performance. It is the process of helping people to become more knowledgeable and effective in the areas that they serve. Training begins with careful and honest assessment by the manager in order to identify training needs and the

manager should ensure that volunteers receive training that make them competent and confident to do what is expected of them.

Dunn (1995:2487) defines training as the formal learning process that may be required of volunteers through attendance of workshops, seminars, courses, or on-the-job training. Many volunteers are eager to sharpen their skills or to learn new skills, and making training available to them, can result in improved services.

Schindler-Rainman and Lippitt (1975:72) and Byron (1974:53) state that for organisations to be viable, they must have an ongoing training plan in place, as it helps the volunteers to meet each challenge as it comes and to progress in skill and productivity.

Labaschange (1991:34) support the fact that effective volunteer training requires that the training must be relevant.

#### 4.3.3.6 Theme six: Retainment of volunteers

Throughout the focus group discussion, respondents agreed that certain implemented actions could improve the retainment of volunteers in a faith-based organisation. From the data the researcher identified the following sub-themes:

- Enquiring terminated involvement;
- Limiting involvement; and
- An incentive scheme.

In Table 7 below is a representation of theme 6 with its identified sub-themes.

**Table 7: Theme 6 and sub-themes**

THEME	SUB-THEMES
<b>THEME 6:</b> Retainment of volunteers in <i>Lewende Woord Ministries Trust</i>	6.1 Enquiring terminated involvement 6.2 Limiting involvement 6.3 An incentive scheme

The sub-themes with regard to the retainment of volunteers in *Lewende Woord Ministries Trust* are supported by the following quotes of respondents:

**Sub-theme 6.1: Enquiring terminated involvement**

Respondents suggested that to retain more volunteers within *Lewende Woord Ministries Trust*, the management should learn from volunteers who terminate their involvement, to determine why they leave the organisation:

*“Ons moet kyk na mense wat weggegaan het, en leer van hulle ervarings. Sorg iemand daarvoor?”*

*“In the past year, many deacons have left, I don’t even want to mention the numbers, and there was never a follow-up on their termination.”*

**Sub-theme 6.2: Limiting involvement**

Respondents suggested that the management of *Lewende Woord Ministries Trust* should regulate, and where necessary, limit a volunteer’s involvement, to combat burn-out amongst volunteers and in that way improve the retainment of volunteers. Respondents’ views are reflected in the following quotations:

*“Too many volunteers are involved in too many places, and this leads to burn-out.”*

*“En ek dink daar moet ‘n ding ingestel word, maksimum soveel plekke mag jy betrokke wees, om jou teen jouself te beskerm.”*

*“There is no evaluation of volunteers within the organisation.”*

**Sub-theme 6.3: An incentive scheme**

Respondents suggested the implementation of an incentive scheme as a reward for volunteer involvement as a means to retain more volunteers in the organisation. The following quote expresses this view:

*“People need to be rewarded for their service, it will keep them involved.”*

Kruger and Schreuder (1999:340) have identified factors that might influence retention as recognition, accomplishments, public acknowledgement, a sense of belonging, fair treatment, and experiencing respect for their integrity. Continued training also plays a vital role in the retention of volunteers.

With regards to an incentive scheme, Dunn (1995:2487) states that recognition is the "currency" a manager uses to express his/her appreciation for the work of the volunteers and that it is critical to the retainment of volunteers. Appreciation should be conveyed on a continuing basis by means of notes of appreciation, recognition in newsletters or on bulletin boards, positive verbal feedback, and inclusion in staff meetings.

Cnaan and Cascio (1999:31) give the following as examples of possible rewards that a manager could utilise towards the retention of volunteers: prizes, out-of-house conferences, thank you letters, lunches and teas as well as certificates of appreciation.

McSweeney and Alexander (1996:100) highlight the importance of training, supervision, flexibility and follow-up as issues in the retention of volunteers.

#### **4.3.3.7 Theme seven: Perceptions of management**

Throughout the seven focus group discussions that were conducted, respondents revealed many perceptions regarding the management of *Lewende Woord Ministries Trust* pertaining to the management of volunteers. From the transcripts the researcher identified the following sub-themes:

- Lack of involvement;
- Lack of structure; and
- Ineffective communication.

In Table 8 below is a representation of theme 7 with its identified sub-themes.

**Table 8: Theme 7 and sub-themes**

THEME	SUB-THEMES
THEME 7: Perceptions regarding the management of <i>Lewende Woord</i> <i>Ministries Trust</i>	7.1 Lack of involvement 7.2. Lack of structure 7.3 Ineffective communication

The following quotations of respondents supported the three sub-themes with regard to the respondents' perception of the management of *Lewende Woord Ministries Trust*:

#### **Sub-theme 7.1: Lack of involvement**

Respondents have a perception that the management of *Lewende Woord Ministries Trust* lacks involvement in terms of contact with the volunteers.

*"I would like to have more personal contact from my manager, even just a phone call."*

*"There is no interaction between the management and the volunteers, you don't even know the management."*

#### **Sub-theme 7.2: Lack of structure**

Respondents have a perception that the management of *Lewende Woord Ministries Trust* is lacking structure as indicated in the following quotes:

*"There need to be structure in place, regulating the management."*

*"My leadership changed, and we were not even informed about the changes. We only found out about it months later."*

*"I perceive a serious lack of middle management in the current structure."*

*"The structure needs to be in place for all other things to work."*

### **Sub-theme 7.3: Ineffective communication**

Respondents shared the view that the management is ineffective in their communication with the volunteers. The following quotes indicate a serious concern in this regard:

*“...there are no communication channels in place to get the message through to the volunteers.”*

*“More opportunities like tonight, where the volunteers and management can communicate with each other.”*

*“On Good Friday, there was only one church service planned, and a week before, the management only communicated a message to the deacons that there would be two services. No one considered them with regards to their personal situations.”*

*“I would like to get feedback from the management, to know if they are satisfied with my tasks or if there is a place where I can improve.”*

From experience, McSweeney and Alexander (1996:xi) argue that there is a great deal of special factors to take into account in trying to manage volunteers. These authors believe that organisations will increasingly come to realise that they will have to pay more attention to managing volunteers.

As mentioned in Chapter two, the success of an organisation depends greatly on its leaders and their ability to supervise and inspire the people in the organisation. (Compare Chapter 2:36). This is even more true of organisations depending on volunteers, because the "workers" are not compelled to work; they may quit anytime they are unhappy, and they may function only at limited capacity if not guided properly.

Clear and frequent communication plays an important role in the development of a relationship between paid staff and volunteers. Communication is an integral part of the responsibilities of the manager responsible for volunteers (Dunn, 1995:2488).

In summary, a manager's responsibilities, be it a professional, paid-staff member or a volunteer, include the following (compare Chapter 2:39):

- Recruitment of new volunteers;
- Effective communication;
- Giving support and creating a sense of purposefulness;
- Criticizing constructively;
- Planning and setting objectives and reviewing the performance of each volunteer;
- Improving negotiation skills; and
- Being a decision maker, allocating resources, negotiating and acting as a group consultant.

#### **4.4 Conclusion**

In this chapter the biographical details of the respondents were presented as well as the findings of the focus group discussions.

Findings of the focus groups discussion included respondents' perceptions regarding voluntary work, motivational factors, needs of volunteers, methods of recruitment, effective training, retainment of volunteers and lastly perceptions regarding the management of *Lewende Woord Ministries Trust*.

The following chapter summarises the key findings and provides the conclusions and recommendations of the study.



## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

*Lewende Woord Ministries Trust*, as a faith-based organisation (FBO), is involved in rendering social services, as well as in giving spiritual guidance in different communities in and around Pretoria. In rendering these services, the organisation depends heavily on the involvement of volunteers. Social services include food security, employment projects, HIV/AIDS care and pre-schools. Spiritual support provided by the organisation includes services such as bible-studies, counseling and hospital visits.

The researcher oversees some of these social and spiritual support services in her capacity both as a minister's wife and volunteer involved with the management of volunteers, and in due course noticed that managers in the organisation are not effectively managing the volunteers.

To address this issue, the researcher embarked on this study with the purpose of exploring volunteerism in an FBO in order to provide clear guidelines for the effective management of volunteers in FBOs. To achieve this purpose, the objectives of the study, were to determine the dynamics of volunteerism in FBOs within a broader theoretical framework of volunteerism; to investigate volunteerism in the context of *Lewende Woord Ministries Trust*, with specific reference to the structure, functioning, activities, motivation, and the management of volunteers; and to provide guidelines for the management of volunteers in an FBO.

These objectives answered the research questions, formulated at the beginning of the study, namely:

- What are the dynamics of volunteerism in FBOs?
- What key aspects are involved in the effective management of volunteers in

FBOs?

## 5.2 Research goal and objectives

The goal of the study, namely to provide guidelines for the management of volunteers in an FBO, was realised through achieving the following objectives of the study:

### 5.2.1 To determine the dynamics of volunteerism in FBOs within a broader theoretical framework of volunteerism

This objective was achieved by means of a literature study of the theoretical framework for volunteerism as discussed in Chapter two. The researcher contextualised volunteerism within a developmental policy framework. The concepts central to social development and volunteerism were defined and the role of volunteers was clarified with regard to developmental social welfare services. The researcher concluded that the retention of volunteers depends on critical aspects in the management of volunteerism, including recognition, accomplishments, public acknowledgement, a sense of belonging, fair treatment, experiencing respect for their integrity, and continued training. In Chapter three, it was indicated how *Lewende Woord Ministries Trust* operates within the broader theoretical FBO framework.

### 5.2.2 To investigate volunteerism in the context of *Lewende Woord Ministries Trust* with specific reference to the structure, functioning, activities, motivation, and the management of volunteers

This objective was achieved through the literature study in Chapter three and the empirical study. In Chapter three, the researcher focused on the establishment, services and programmes of *Lewende Woord Ministries Trust* as an FBO. This discussion was undertaken by providing a theoretical framework pertaining to the historical background of volunteerism in the religious fraternity for FBOs. Within this theoretical framework, it was indicated how *Lewende Woord Ministries Trust* operates within the broader theoretical FBO framework. Finally the chapter

discussed the management of volunteers within an FBO context with specific reference to *Lewende Woord Ministries Trust*. The chapter concluded with challenges facing the management of volunteers in *Lewende Woord Ministries Trust*.

The participants in the seven focus groups were volunteers from *Lewende Woord Ministries Trust*. The themes and sub-themes, identified in Chapter four, with actual quotations from the focus group interviews, gave a voice to the perceptions and experiences of volunteers regarding volunteerism in *Lewende Woord Ministries Trust* as an FBO.

### 5.2.3 To provide guidelines for the management of volunteers in an FBO

This objective is achieved in this chapter as outlined in subsection 5.3.

## 5.3 Key findings and conclusions of the study

- Findings indicated that determining motivational factors for volunteerism is crucial to the effective management of volunteers. Volunteers confirmed that the most common motivational factors to volunteer, are altruism, religious obligation and love for people.

From this finding it can be concluded that to effectively manage volunteers, the management of *Lewende Woord Ministries Trust* should pay attention to the factors that motivate people to volunteer. The importance of motivational factors in the management of volunteers are supported by McSweeney and Alexander (1996:66) who argue that in order to manage volunteers effectively and to retain them, it is necessary to understand what motivates their activities and how that influences their involvement. Brackney (1997:118) identified four motivational factors in FBOs, namely small-group interaction, enhancement of social skills, social identification and religious identification.

- The findings confirmed that, for the partnership between the volunteer and the FBO to be effective, the dominant needs of the volunteer should not only be recognised, but also met. During the focus group discussions, respondents identified the following needs of volunteers namely, a need for personal contact, need for personal development, a need for acknowledgement, and a need for training.

From this finding, the researcher concludes that in order to manage volunteers effectively, the special needs of volunteers should be considered and met, and *Lewende Woord Ministries Trust* should introduce measures to give recognition to volunteers. Fisher and Cole (1993:60) confirm this conclusion by suggesting that organisations wishing to attract and retain volunteers need to be sensitive to the needs that are dominant among those they seek.

McSweeney and Alexander (1996:57) identified the need of volunteers to experience personal contact from the organisation, and to receive good quality training appropriate to the role they will fulfil.

- The findings confirmed the importance of recruitment in the context of an FBO. It requires the managers of volunteers to think through the tasks that need to be performed, the kinds of people needed to perform the tasks, as well as the best way of recruitment within the FBO.

From the findings, it can be concluded that volunteers should be recruited only when there are meaningful positions for them within the organisation. From the focus group discussions, the methods of recruitment that were identified, include training courses, word of mouth, an announcement in church, media, utilizing current networks within the organisation, giving teaching concerning volunteerism and organising quarterly information sessions.

Literature supports this conclusion by stating that the best recruitment tools are an excellent volunteer program and meaningful jobs for

volunteers, and therefore volunteers should only be recruited if there are meaningful positions to fill or roles to play. (Compare Labaschagne, 1991:33, Larmer, 1996:1, Grobbelaar, 1980:110 and Dunn, 1995:2486.)

Larmer (1996:4) and Labaschagne (1991:33) suggest that all the active volunteers should be involved in generating new methods for recruitment, every available technique should be used, and the organisation should give current volunteers the opportunity to tell their stories of involvement. Recruitment methods include: using speakers, social functions, publicity, paid advertising and direct mail, person-to-person, newspapers, friends, staff, personal experience and churches (Pell, 1972:13; Kruger & Schreuder, 1999:339).

- From the findings, it is evident that training contributes to empowered volunteers who will more easily be retained by the organisation. Effective training is critical in the effective management of volunteers. Volunteers participating in the study, agreed on the following key aspects to make training more effective, namely practical training, orientation, refresher courses, on-the-job training, and specialised training.

From these findings, it can be concluded that with proper training in place, volunteers will perform their tasks more effectively, and as a result the FBO will function more efficiently.

McSweeney and Alexander (1996:65) state that training begins with careful and honest assessment by the manager in order to identify training needs. The authors further stress that the manager should ensure that volunteers are given training that makes them competent and confident to do what is expected of them.

In the context of FBOs, Mallory (2001:149) makes a remarkable statement by saying that a church is one of the few, if not the only, non-profit organisations that do not require training for service in leadership. FBOs tend to assume that people of faith will automatically have the kind of

commitment, skill and experience to carry out whatever is asked of them. This, however, is not true.

- The findings confirmed and stressed that the retainment of volunteers is a critical component in the management, as well as the effective utilisation of volunteers within an FBO. Volunteers participating in the focus group discussions suggested elements to improve the retainment of volunteers in FBOs; namely management should learn to evaluate the termination of involvement, limiting a volunteer's involvement, and implementing an incentive scheme.

From this finding, it can be concluded that the retainment of volunteers is subject to different aspects in the organisation, and the management can improve the retainment of volunteers by adjusting some methods. Kruger and Schreuder (1999:340) have identified factors that might influence retention, namely recognition, accomplishments, public acknowledgement, a sense of belonging, fair treatment, and experiencing respect for their integrity. These authors also found that continued training plays a vital role in the retention of volunteers.

#### **5.4 Recommendations**

The recommendations generated in this study are directed at *Lewende Woord Ministries Trust* as a faith-based organisation, where the research study was conducted, as well as to FBOs in general who utilise volunteers.

With regard to *Lewende Woord Ministries Trust*, the following recommendations are made:

- It is recommended that *Lewende Woord Ministries Trust* reviews the current strategy on volunteers, to see whether it fits the needs of the volunteers. It is also important for the organisation to ensure that the current strategy incorporates the key aspects outlined for the effective management of

volunteers. These aspects include motivational factors, needs, methods of recruitment, effective training, and the retainment of volunteers.

- Once new volunteers are recruited, it is important to establish from them in detail what their motivations for becoming volunteers in the organisation are, usually through a personal interview. This seems to be important to clarify the motivation of the volunteer on the one hand, and the expectations of the organisation on the other hand.
- The needs of the volunteers should be a priority of the management of the organisation, and all efforts should try to address these needs; especially the need for acknowledgement. The management should have a standard policy with regards to the acknowledgement of volunteers and this should be implemented throughout the organisation.
- *Lewende Woord Ministries Trust* should evaluate the current, available positions for volunteers in the organisation and plan the recruitment efforts around the need for volunteers. Recruitment methods should be varied to attract different people from all spheres in the organisation. After recruitment, selection for a specific position should be done through an interview with the volunteer.
- The management should develop a standard policy with regard to the training of volunteers. All the departments should implement this policy in order to ensure that volunteers are equipped for the tasks within the organisation.
- The management of *Lewende Woord Ministries Trust* should strive to achieve more personal contact with the volunteers by means of social events, phone calls and newsletters. A lack of personal contact seriously impacts the retention of volunteers.
- It seems that the management of *Lewende Woord Ministries Trust* has difficulty in implementing structures and policy with regard to volunteers. It

is therefore recommended that the organisation looks at creating a full-time position for a co-ordinator for volunteers. This person can develop policies in consultation with management and volunteers, which will facilitate effective communication with volunteers, ensure personal contact, and create a structure that volunteers can function within.

Based on the findings, conclusions and above-mentioned recommendations, the researcher recommends that FBOs follow the following guidelines for the management of volunteers:

- **Motivational factors**

Determining motivational factors for volunteerism is crucial in the effective management of volunteers. The most common motivational factors to volunteer, are altruism, religious obligation and love for people.

- **Needs**

For the partnership between the volunteer and the FBO to be effective, the dominant needs of the volunteer should not only be recognised, but also met. The following needs of volunteers were identified, namely a need for personal contact, need for personal development, a need for acknowledgement, and a need for training.

- **Methods of recruitment**

The importance of recruitment within the context of an FBO is crucial. It requires the managers of volunteers to think through the tasks that need to be performed, the kinds of people needed to perform the tasks, as well as the best way of recruitment within the FBO. Volunteers should be recruited only when there are meaningful positions for them within the organisation. Methods of recruitment that were identified in this study, include training courses, word of mouth, an announcement in church,



media, utilizing current networks within the organisation, giving teaching concerning volunteerism and organising quarterly information sessions.

- **Effective training**

It is evident that with proper training in place, volunteers will perform their tasks more effectively, and as a result the FBO will function more efficiently. Effective training contributes to empowered volunteers who will more easily be retained by the organisation. Key possibilities for expanding training, include practical training, orientation, refresher courses, on-the-job training, and specialised training.

- **Retainment of volunteers**

The retainment of volunteers as well as the effective utilisation of volunteers within an FBO are critical components in the management of volunteers. The following aspects are suggested to improve the retainment of volunteers in FBOs, namely to learn from people who terminate their involvement, to regulate and limit a volunteer's involvement and to implement an incentive scheme.

- **General aspects of management**

General aspects regarding the management of volunteers, include the involvement of management, more structure concerning the management and more effective communication between the management and volunteers.

Finally, the following recommendations are made for future research:

- The researcher suggests that more research be conducted with volunteers who terminated their involvement to establish the factors that led to their termination.

- The managers of volunteers can also be utilised as respondents in order to explore the management of volunteers from their perspective.
- In conclusion, the following statement could be utilized for future research:

Faith-based organisations will be able to manage volunteers more effectively, if attention is paid to aspects like the motivational factors, special needs of volunteers, improved recruitment methods, the provision of more effective training and retention of volunteers.

## Bibliography

Adirondack, S. 1992. *Just about managing?: Effective management for voluntary organisations and community groups*. London: London Voluntary Service Council.

Babbie, E. 2001. *The Practice of Social Research*. 9<sup>th</sup> ed. Belmont: Wadsworth.

Babbie, E. & Mouton, J. 2001. *The Practice of Social Research*. Cape Town: Oxford University Press, South Africa.

Bailey, K.D. 1994. *Methods of Social Research*. 4<sup>th</sup> ed. New York: The Free Press.

Barker, R.L. 1991. *The Social Work Dictionary*. 2<sup>nd</sup> ed. Silver Spring, Maryland: National Association of Social Workers.

Bennet, L.L. 1987. *Volunteers in the school media center*. Littleton: Library Unlimited.

Bless, C. & Higson-Smith, C. 1995. *Fundamentals of Social Research Methods: an African perspective*. 2<sup>nd</sup> ed. Cape Town: Juta & Co, Ltd.

Brackney, W.H. 1997. *Christian Voluntarism: Theology and Praxis*. Michigan: Eerdmans Publishing Co.

Brilliant, E.L. 1995. Voluntarism. In Edwards, R.L. & Hopps, J.G. 1995. *Encyclopedia of Social Work*. 19<sup>th</sup> ed. Washington, D.C.: National Association of Social Workers.

Brinckerhoff, P.C. 2000. *Faith-based Management*.

[O]. Available:

[http://www.leadnet.org/allthingsIn/archives/LNBooknotes/Booknotes\\_8.asp](http://www.leadnet.org/allthingsIn/archives/LNBooknotes/Booknotes_8.asp)

Accessed on 2003/10/06

Byron, E.S. 1974. Recruiting and Training of Volunteers. In Cull, J.G. & Hardy, R.E. 1974. *Volunteerism: an emerging profession*. Springfield: Charles C Thomas Publisher.

Charitable Choice & Faith-based Initiatives.

[Sa]. [O]. Available:

<http://www.tgsrm.org/FBI.html>

Accessed on 2003/10/03

Cnaan, R.A. & Cascio, T.A. 1999. Performance and Commitment: Issues in management of volunteers in human service organisations. *Social Service Research*, 24(3/4):1-37.

Congar, Y. 1985. *Lay people in the church: A Study for the Theology of the Laity by a Master of Twentieth-Century Theology*. Maryland: Christian Classics, Inc.

Cordeiro, W. 2001. *Doing church as a team*. California: Regal Books, a division of Gospel Light Ventura.

Coulshed, V. & Mullender, A. 2001. *Management in Social Work* 2<sup>nd</sup> ed. New York: Palgrave.

Cull, J.G. & Hardy, R.E. 1974. *Volunteerism: an emerging profession*. Springfield: Charles C Thomas Publisher.

Cuthbert, D.L. 1992. *An introduction to fundraising in South Africa*. Pretoria: J.P. van der Walt.

Darvill, G. & Munday, B. 1984. *Volunteers in the Personal Social Services*. London: Tavistock Publications.

Davies, M. 1977. *Support systems in social work*. London: Routledge & Kegan Paul.

Department of Social development. [SA]. 2003/4 – 2005/6 *Strategic Plan*.

Department of Social Development. [Sa]. *Annual Report*. April 2001 – March 2002.

Department of Social Development. 2002. *Progress Report 2002*.

Developing Definitions for the Faith-based and Community Initiative.

[Sa]. [O]. Available:

[http://www.nationalservicerresources.org/filemanager/download/196/F\\_Definitions.pdf](http://www.nationalservicerresources.org/filemanager/download/196/F_Definitions.pdf)

f

Accessed on 2003/10/02

De Vos, A.S. 1998. *Research at Grass Roots: A primer for the caring professions*. Pretoria: Van Schaik Publishers.

De Vos, A.S. & Schulze, S. 2002. The science and the professions. In De Vos, A.S., Strydom, H., Fouché, C.B., & Delpont, C.S.L. 2002. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: J.L. Van Schaik Publishers.

De Vos, A.S., Schurink, E.M. & Strydom, H. 1998. The nature of research in the caring professions. In De Vos, A.S. 1998. *Research at Grass Roots: A primer for the caring professions* Pretoria: Van Schaik Publishers.

De Vos, A.S., Strydom, H., Fouché, C.B., & Delpont, C.S.L. 2002. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: J.L. Van Schaik Publishers.

Dunn, P.C. 1995. Volunteer Management. In Edwards, R.L. & Hopps, J.G (Ed.). 1995. *Encyclopedia of Social Work*. 19<sup>th</sup> ed. Washington, D.C.: National Association of Social Workers.

Edwards, R.L. & Hopps, J.G. 1995. *Encyclopedia of Social Work*. 19<sup>th</sup> ed. Washington, D.C.: National Association of Social Workers.

Faivre, A. 1990. *The emergence of the laity in the early Church*. Mahwah: Paulist Press.

Family and Marriage Society of South Africa (FAMSA).

[Sa]. [O]. Available:

<http://www.famsa.org.za/volunteer.html>

Accessed on 2003/08/22

Fisher, J.C. & Cole, K.M. 1993. *Leadership and Management of Volunteer Programs: a guide for Volunteer Administrators*. San Francisco: Josey-Bass Publishers.

Fouché, C.B & Delpont, C.S.L. 2002. Introduction to the research process. In De Vos, A.S., Strydom, H., Fouché, C.B., & Delpont, C.S.L. 2002. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: J.L. Van Schaik Publishers.

Fouché, C.B. 2002a. Problem formulation. In De Vos, A.S., Strydom, H., Fouché, C.B., & Delpont, C.S.L. 2002. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: J.L. Van Schaik Publishers.

Fouché, C.B. 2002b. Research strategies. In De Vos, A.S., Strydom, H., Fouché, C.B., & Delpont, C.S.L. 2002. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: J.L. Van Schaik Publishers.

Fouché, C.B. 2002c. Selection of a researchable topic. In De Vos, A.S., Strydom, H., Fouché, C.B., & Delpont, C.S.L. 2002. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: J.L. Van Schaik Publishers.

Fowler, A. 2000. Civil society, NGDOs and Social Development: Changing the Rules of the Game. *United Nations Research Institute for Social development*. Occasional Paper, Geneva 2000.

Gray, M. 1998. *Developmental Social Work in South Africa: Theory and Practice*. Cape Town: David Phillip Publishers (Pty.) Ltd.

Greeff, M. 2002. Information collection: interviewing. In De Vos, A.S., Strydom, H., Fouché, C.B., & Delpont, C.S.L. 2002. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: J.L. Van Schaik Publishers.

Grinnell, R.M. 1997. *Social Work Research and Evaluation: Quantitative and Qualitative Approaches*. 5<sup>th</sup> ed. Itasca, Illinois: F.E.Peacock Publishers.

Grobbelaar, S.W.P. 1980. Die werwing, keuring en plasing van die vrywilliger. In Grobbelaar, S.W.P. (Ed.). 1980. *Die vrywilliger in Welsynswerk*. Kaapstad: H& R-Academica (edms.) Bpk.

Grobbelaar, S.W.P. (Ed.). 1980. *Die vrywilliger in Welsynswerk*. Kaapstad: H& R-Academica (edms.) Bpk.

International Council on Social Welfare (ICSW). 1995. *The Copenhagen Consensus. A summary of Principal Commitments of the World Summit for Social Development*. Copenhagen.

International Day of Volunteers: Report released to mark valuable contribution of volunteers in South Africa.

2002. [O]. Available:

<http://www.socdev.gov.za/Statements/2002/December/volday.htm>.

Accessed on 2003/03/10

Kruger, S.P. & Schreuder, M. 1999. The effective utilisation of volunteers. *Social Work/Maatskaplike Werk*, 35(4):333-342.

Labaschagne, I.L. 1991. The training and recruiting of Volunteers. *Welsynsfokus*, 26(1):31-36.

Landman, W.A. 1988. *Navorsingsmetodologiese grondbegrippe / Basic Concepts in Research Methodology*. Pretoria: Serva Publishers.

Larmer, N. [Sa]. *Recruiting volunteers*.

[O]. Available:

<http://www.gov.on.ca/OMAFRA/english/rural/facts/96-005.htm>

Accessed on 2003/10/06

Lauffer, A. & Gorodezky, S. 1977. *Volunteers*. California: SAGE Publications, Inc.

Lawson, S. [Sa]. *Volunteerism*.

[O]. Available:

<http://www.toronto.anglican.ca/logos/volunteerism>.

Accessed on 2003/10/06

Lewende Woord Bedieninge. 2001. *Jaarverslag van Lewende Woord Bedieninge vir 2001*. Pretoria.

Lewende Woord Bedieninge. 1996. *Jubilate Gedenkblad*. Pretoria.

Lewende Woord Bediening. 2003. *The Lewende Woord Ministries supplement to The Vessel-newspaper Aug/Sept*. Pretoria.

Lombaard, S.F. 1980. Die benutting van die vrywilliger deur die kerk. In Grobbelaar, S.W.P. (Ed.). 1980. *Die vrywilliger in Welsynswerk*. Kaapstad: H& R-Academica (edms.) Bpk.

Lombard, A. 1996. Developmental Social Welfare in South Africa: A Theoretical Framework. *Social Work/Maatskaplike Werk*, 32(2):162-172.

Mallory, S. 2001. *The equipping church: serving together to transform lives*. Michigan: Zondervan.



Mark, R. 1996. *Research made Simple: A Handbook for Social Workers*. London: SAGE Publications.

Mbeki,Thabo. 14 February 2003. "*State of the Nation Address at the opening of Parliament*".

[O]. Available:

<http://www.gov.za/events/2003/son03adv.htm>.

Accessed on 2003/08/23

McSweeney, P. & Alexander, D. 1996. *Managing Volunteers Effectively*. Aldershot: Ashgate Publishing Limited.

Midgley, J. 1995. *Social Development: The Developmental Perspective in Social Welfare*. London: SAGE Publications.

Midgley, J. & Tang, K-L. 2001. Social policy, economic growth and developmental welfare. *Journal of Social Welfare*, 10(4):244-252.

Minister and Catholic Development and Welfare Agency work together to assist orphans and other vulnerable children.

2003. [O]. Available:

<http://www.socdev.gov.za/Statements/2003/November/cath.htm>.

Accessed on 2004/03/10

Minister urges the South African Council of Churches (SACC) and Faith-based Organisations to Assist with the Monitoring of the Food Emergency Programme.

2004. [O]. Available:

<http://www.socdev.gov.za/Statements/2004/Jan/fes.htm>

Accessed on 2004/02/10

Morris, T. 1996. *Volunteerism and the Community: A win-win situation*.

[O]. Available:

<http://www.unb.ca/web/coned/cpmd/volunteerism.html>

Accessed on 2004/01/14

Murray, B. 2003. *The faith-based dilemma: How to mix and separate social services and religion*. [O]. Available:

[http://facsnets.org/issues/faith/ebaugh\\_orlando.php](http://facsnets.org/issues/faith/ebaugh_orlando.php)

Accessed on 2003/10/06

Naylor, H.N. 1974. *Supervising the Volunteer*. In Cull, J.G. & Hardy, R.E. 1974 *Volunteerism: an emerging profession*. Springfield: Charles C Thomas Publisher.

Neuman, W.L. 2000. *Social Research Methods: Qualitative and Quantitative Approaches*. 4<sup>th</sup> ed. Boston: Allyn & Bacon.

Terminology Committee. 1995. *New Dictionary of Social Work*. Cape Town: CTP Book Printers

Noyoo, N. 2000. Preparing South African Social Workers for Social Development Praxis. *Social Development Issues*, 22(1):35-41.

O'Brien, F. & Mazibuko, F. 1998. Responding to Poverty: The Contribution of Social Work to Social Development. In Gray, M. 1998. *Developmental Social Work in South Africa: Theory and Practice*. Cape Town: David Phillip Publishers (Pty.) Ltd.

Pell, A.R. 1972. *Recruiting, Training and Motivating*. California: SAGE Publications, Inc.

Potgieter, M.C. 1998. *The Social Work Process*. South Africa: Prentice Hall (Pty.) Ltd.

Rehnstrom, J. 2000. *Development Cooperation in Practice: the United Nations Volunteers in Nepal*. New York: United Nations University Press.

Richards, L.O. & Martin, G.R. 1981. *Lay ministry: Empowering the People of God*. Michigan: Zondervan Publishing House.

RSA Ministry of Social Welfare and Population Development. 1997. White Paper for Social Welfare. Notice 1108 of 1997. *Government Gazette*, 386:18166. Pretoria: 8 August 1997.

Rubin, A. & Babbie, E. 1989. *Research methods for social work*. Belmont, CA: Wadsworth.

Schindler-Rainman, E. & Lippitt, R. 1975. *The Volunteer Community: creative use of human resources*. 2<sup>nd</sup> ed. Virginia: NTL Learning Resources Corporation.

Smith, D.H. & Elkin, F (Ed.). 1981. *Volunteers, Voluntary Associations and Development*. Leiden: E.J. Brill.

Social Development form partnership with Dutch Reformed Church.

2003. [O]. Available:

<http://www.welfare.gov.za/Statements/2003/September/vol.htm>.

Accessed on 2003/10/13

South Africa Parliament. 1994. *RDP White Paper: discussion document*. Cape Town: CTP Book Printers.

Strydom, H. 2002a. Ethical aspects of research in the social sciences and human service professions. In De Vos, A.S., Strydom, H., Fouché, C.B., & Delpont, C.S.L. 2002. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: J.L. Van Schaik Publishers.

Strydom, H. 2002b. The pilot study. In De Vos, A.S., Strydom, H., Fouché, C.B., & Delpont, C.S.L. 2002. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: J.L. Van Schaik Publishers.

Strydom, H. & Delpont, C.S.L. 2002. Sampling and pilot study in qualitative research. In De Vos, A.S., Strydom, H., Fouché, C.B., & Delpont, C.S.L. 2002. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: J.L. Van Schaik Publishers.

Strydom, H. & Venter, L. 2002. Sampling and sampling methods. In De Vos, A.S., Strydom, H., Fouché, C.B., & Delpont, C.S.L. 2002. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: J.L. Van Schaik Publishers.

The Leadership Network

[Sa]. [O]. Available:

<http://www.leadnet.org//allthingsln/archives/netfax/13.pdf>

Accessed on 2003/10/06

The Universal Declaration on Volunteering.

2001. [O]. Available:

<http://www.volunteerwellington.org.nz/declar2001.htm>

Accessed on 2003/10/06

Timms, N. & Timms, R. 1982. *Dictionary of Social Welfare*. London: Routledge and Kegan Paul.

Weinbach, R.W. 1994. *The Social Worker as Manager: Theory and Practice*. Boston: Allyn and Bacon.

Woods, D.E. 1981. International Research on Volunteers Abroad. In Smith, D.H. & Elkin, F (Ed.). 1981. *Volunteers, Voluntary Associations and Development*. Leiden: E.J. Brill.

# **ADDENDUMS**

# LEWENDE WOORD BEDIENING TRUST

( L E W E N D E W O O R D M I N I S T R I E S T R U S T )

BRUMMERIAWEG 72, BRUMMERIA, PRETORIA, 0184, SUID-AFRIKA  
72 BRUMMERIA RD, BRUMMERIA, PRETORIA, 0184, SOUTH AFRICA

TEL: 012-845 8300 FAKS: 012-8047256

E-POS/E- MAIL ADDRESS: lewendewoord@lewendewoord.co.za WEB SPASIE/ SITE : lewendewoord.co.za

BANK: ABSA BANK SILVERTON —KERK REK./CHURCH ACC. NO. 01011864976— SENDING REK./MISSION ACC. NO. 01011544971



5 November 2003

## TO WHOM IT MAY CONCERN

This letter is to certify that Lewende Woord Ministries Trust give full consent to Elmien Claassens to conduct her research study within the organisation. The Trustees of Lewende Woord Ministries Trust fully support the study and eagerly awaits the outcomes of the research in order to maximize the utilisation of volunteers in the rendering of social and religious services in the church.

You are welcome to contact me for any further enquiries.

Regards,

---

**JAN HUGO**

**TRUSTEE: LEWENDE WOORD MINISTRIES TRUST**

## **CONSENT TO PARTICIPATE IN RESEARCH PROJECT**

**Participant's name:** \_\_\_\_\_

**Researcher:** Elmien Claassens

**Address:** Lewende Woord Ministries Trust  
P O Box 2059  
Silverton  
0127

### **Informed consent:**

**1. Title of the study**

Management of volunteers in faith-based organisations

**2. Aim of the study**

The purpose of this study is to explore volunteerism in faith-based organisations in order to provide clear guidelines for the effective management of volunteers in faith-based organisations.

**3. Research procedure**

I will be invited to be part of a focus group discussion to explore volunteerism in faith-based organisations. The duration of a focus group session will be approximately one hour. I will be advised of the time and venue of the discussion groups. I understand that the focus group discussion will be audio taped. The cassettes and transcripts will be kept in a secure place and will be heard only for the research purposes by the researcher. Once the research has been completed, the cassettes and transcripts will be destroyed.

**4. Risks and discomforts**

I take note that there are no known risks or discomforts associated with this research study.

**5. Benefits**

I understand that there are no direct benefits for me to participate in this research study. However, the results of the study may help faith-based organisations to better understand volunteers and manage them in a better way.

**6. Participation rights**

I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw at any stage without being penalised or disadvantaged in any way.

**7. Confidentiality**

I understand that the researcher will take all reasonable steps to protect the anonymity of research participants.

**8. Disclosure**

As this is a focus group discussion, each participant agrees not to disclose confidential information of any other participant and agrees to use his/her best efforts to prevent inadvertent disclosure of confidential information and to treat such information with at least the degree of care that s/he treats similar material and information of his/her own.

By signing this consent form, I confirm that I have read this informed consent form and that the study has been explained to me. I do not give up any legal right by signing this informed consent form. I will receive a signed copy of this consent form.

I understand that I will not receive any compensation for participating in this research.

\_\_\_\_\_  
Participant (Print name)

\_\_\_\_\_  
Participant's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of researcher



## **RESPONDENTS BIOGRAPHICAL DETAILS**

### **Management of volunteers in faith-based organisations**

Please provide the following details:

1. Gender \_\_\_\_\_

2. Age group  18-30  31-40  41-50  51-60  61-up

3. How long have you volunteered at Living Word Ministries? \_\_\_\_\_

4. In which department/s are you a volunteer?

<input type="checkbox"/>	Community services
<input type="checkbox"/>	Cell Department
<input type="checkbox"/>	Deacons
<input type="checkbox"/>	Media Department (cassette / video)
<input type="checkbox"/>	Children's Church
<input type="checkbox"/>	Finding your Purpose Department
<input type="checkbox"/>	L.E.D. Board operator
<input type="checkbox"/>	Convert Department
<input type="checkbox"/>	Other _____

5. Who recruited you to serve as a volunteer in *Lewende Woord Ministries Trust*? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Please provide details on the training you have received as a volunteer at *Lewende Woord Ministries Trust*? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **FOCUS GROUP SEMI-STRUCTURED SCHEDULE**

### **Management of volunteers in faith-based organisations**

#### **1. Volunteering**

1.1 What is your understanding of voluntary work?

1.2 How would you define a volunteer?

#### **2. AS A VOLUNTEER:**

2.1 What **motivates** you to volunteer?

2.2 What are your **needs** as a volunteer in a faith-based organisation?

How have your **needs changed** over time?

2.3 What are the most effective methods to **recruit** volunteers for *Lewende Woord Ministries Trust*?

2.5 What are the key areas that volunteers should be **trained** in to effectively volunteer in *Lewende Woord Ministries Trust*?

2.6 What can *Lewende Woord Ministries Trust* do to **retain** volunteers?

#### **3. MANAGEMENT OF VOLUNTEERS**

3.1 What is your experience of being managed by the department where you serve as a volunteer?

3.2 What is your view on how volunteers should be managed in *Lewende Woord Ministries Trust*?

