



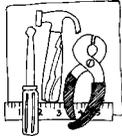
# Equipped to Serve

Number 2

A newsletter to encourage, equip & challenge those in Pregnancy Center Ministry.

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Every woman is  
sending out an S.O.S.

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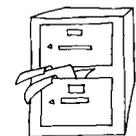
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## Mentoring the Next Generation of Pro-life Leaders

Being involved in the Pregnancy Center ministry for so long I have had the chance to know many wonderful women who have left their mark on this ministry both nationally and internationally. Many of these women have left the ministry in recent years.

Recently I have had the chance to meet and work with some incredible young women who have committed themselves to the work of this ministry. It has given me pause to think about what we can give to one another, us oldsters and youngsters in the ministry. I recently dialogued with three young women who are fairly new to the ministry and asked them how they got involved with the ministry, what they felt they brought to the ministry, and what they needed from us oldsters in terms of mentoring them to carry on this ministry through the new millennium.

Amanda Bakker, 23 years old and Director of Client Service at Alternatives Pregnancy Center in Denver, CO shared with me where she thinks her generation is coming from in terms of living out their pro-life convictions. She reminded me that Generation X women have lived their whole lives where abortion has been legal. In light of that, Amanda believes that today's young women have not chosen to be pro-life for political reasons but for more personal reasons such as firsthand experiences with pregnancy or abortion, observing friends and or being influenced by the choices of their mothers. Amanda's very existence was influenced by her own mother's decision to carry her in the face of a crisis pregnancy. Amanda also believes that young woman today who are pro-life are truly strong women who have resisted what society teaches, that strong, independent women are pro-choice.

Jennifer Reisetter and Christy Daigle, both in their twenties are Executive Director and Assistant Director of Alternatives CPPC in Waterloo, Iowa. When I asked them what drew them to the Pregnancy Center ministry Jennifer's response was, "Only God can draw someone to the Pregnancy Center ministry. But beyond that, I was drawn to it because of my love and desire to listen to people's stories, especially women. There are so many women in my generation who have been hurt and disappointed by life. So many look to absolutely anything to fill the void inside their heart. I am drawn to helping women find the only thing that will truly fill their void, which is Christ! I may only plant a seed but I am always moved by His working in people's lives. So many women are lied to about abortion today. I am drawn to helping women I see in the future to not be disillusioned by these lies. It is a quick decision with such long-term consequences."

Christy has had firsthand experience with a crisis pregnancy, which ended in a miscarriage. Even though she was raised in a pro-life home she easily understood how a young woman could "talk herself into" an abortion. She learned much from her miscarriage about the message the medical community was giving to women about pregnancy. Through her own loss, God has given Christy a heart for women in similar situations. When asked why she is involved in the ministry, Christy says she wants to be, "a voice of love and truth to women in crisis. I became involved because I wanted to put my desire to help into action!"

I asked each of these women what they believe they have to offer as well

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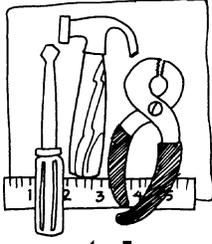
### Equipped To Serve

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Editor: Cynthia R. Philkill



## #3: Who Is She? Every Woman Is Sending Out An S.O.S.

### The Seven Fundamentals



Fundamental #3: Who Is She? Every woman is sending out an S.O.S. Which means she is Scared, has Overwhelming Pressures and has Strengths.

This Fundamental is important as it reminds us that each woman we see is an individual with unique feelings, pressures and strengths. It is easy to mistakenly pigeonhole clients based on our previous experiences in the counseling room. . . the inner-city teen, the career-driven woman in her early twenties, the abused wife, the backslidden Christian. But pigeonholing clients only serves to alienate us from the very hearts we are trying to touch.

We must ask ourselves, "Who is she?" each time we enter a new relationship with a client. The answers to this question will help us determine the gas in the car that will drive her to the abortion clinic. It will also help us listen for our clients' strengths which may enable them to choose life for themselves and their child.

The article, "Profile of a Woman with an Unplanned Pregnancy" clearly states the problems of assumptions:

" . . . American women of child-bearing age do not view the abortion issue within the same moral framework as those of us who are pro-life advocates. Our message is not being well-received by this audience because we have made the error of assuming that women, especially those facing the trauma of an unplanned pregnancy, will respond to principles we see as self-evident within our own moral framework, and we have presented our arguments accordingly. This is a miscalculation that has fatally handicapped the pro-life cause. While we

may not agree with how women currently evaluate this issue, the importance of our mission and the imperative to be effective demands that we listen, that we understand, and that we respond to the actual concerns of women who are most likely to choose abortion."

As trainers, how do we help our trainees to better grasp the importance of this fundamental? Here are a few suggestions:

1. Assign as homework the article "Profile of a Woman with an Unplanned Pregnancy" (pp.39-42, ETS Manual) Discuss trainees reactions and responses to this article in the light of the consequences of making assumptions about clients.
2. Discuss where our tendencies to pigeonhole people come from and how we can guard against these tendencies in the counseling room.
3. Hold trainees to giving objective responses to the case studies in the manual. For example: The client lives in a single-parent family verses the client lives in a dysfunctional family. Commit, as a trainer to holding trainees accountable if they give subjective, pigeonholing responses to the questions which leads to assuming more about a client than we actually know or to assumptions that could cloud our judgment and ability to listen. (Exception: The what are her feelings question which demands that we feel into the clients situation and gently suggest what she might be feeling.)
4. Have a few trainees share a story where a conclusion they drew about someone was later found to be wrong and the resulting consequences.

5. Brainstorm how we know when someone is pigeonholing us or making assumptions about who we are. What does it feel like? What are the consequences of making assumptions when trying to build new relationships? ❖

## Inservice

### Needs Assessment

Often trainees do not want to attend inservice trainings because they view the topics to be covered as irrelevant or not meeting a need they currently have. One way to address this is to do a Needs Assessment before planning inservice topics for the next six months or a year.

Here are some ways in which you might gather data for your needs assessment:

### Observation

Observe volunteers in the counseling room or role-play with them. This will surely draw out some of the Fundamentals that volunteers are struggling with and give you a good idea of what to focus on at inservice trainings. Don't forget to role-play with your helpline volunteers over the phone to evaluate their training needs too!

### Counseling Notes

When reading the documentation notes from counseling sessions, look for area that counselors are struggling with. Keep a running list of things you see as you are reviewing client charts.

*(Continued on page 3)*

Please feel free to copy this newsletter for internal use at your Center. Please encourage other Centers to write, email or call for their own subscriptions. Thanks!

**Visit our web site at:  
www.equippedtoserve.com**



## Experiential Exercise: Looking for the Unique

### Goals

To demonstrate the importance of looking for what makes each client unique.

To explore how one looks for a client's unique qualities.

### Group Size

Any size

### Physical Setting

No special room set-up required.

### Directions

1. Have each trainee reach in the brown paper bag and pull out an apple.
2. Tell trainees that they have 3 minutes to become familiar with their apple and discover what makes their apple unique.
3. After three minutes have trainees put their apple back into the brown paper bag.
4. Dump out the apples on a table and ask trainees to come up and pick out their apple from the rest of the apples.
5. Have trainees hold their apples during the Disciplined Reflection.
6. Collect apples at the end of the exercise and save them for snack time!

### Disciplined Reflection

#### Sharing Questions

1. What was this experience like for you?
2. What did you pay attention to while you were getting to know your apple?
3. How easy/hard was it to find your apple again?

#### Interpreting Questions

1. How were you able to find your apple again?
2. What was helpful to you in finding your apple again?
3. If you had this to do over again, what would you change?

#### Generalizing Questions

1. What does this teach us about looking for uniqueness?
2. How would this have been different if I had not told you to "get to know" your apple?
3. What does this teach us about our observation abilities?

#### Application Questions

1. How does this apply to the counseling room?
2. What can we take from this exercise to help us answer the question, "Who is she?" ❖

### Objectives

Trainees will "get to know" an apple and then find their apple when it is thrown into a basket with other similar apples.

### Time Required

15 minutes

### Materials

- Brown paper bag to fill with apples.
- An apple for each trainee with a few extra for good measure.
- Make sure apples are from the same "family" i.e. Delicious, Gala, Granny Smith, etc.

### Inservices (Continued from page 2)

If a mistake or issue presents itself in a variety of client charts and documentation with different volunteers, it would probably be a good topic for an in service.

#### On-the-Spot Quizzes

Do occasional on-the-spot quizzes of volunteers' ability to recite the Seven Fundamentals. Take note of which ones volunteers most-often forget or struggle with.

#### Volunteer Surveys

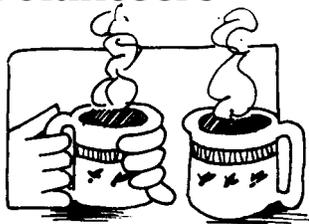
Take a volunteer survey. Here are some questions you might use. In order to get maximum benefits from the survey, ask yourself, "What do I want to learn from this survey?" Then craft your questions. Make sure you publish the results and distribute them to all volunteers.

#### Questions

1. Now that you have had some time and experience with clients, which of the Seven Fundamentals do you struggle with the most?
2. What issues would you like to see addressed at volunteer inservice trainings?
3. What is your biggest obstacle to attending volunteer inservices?
4. What do you NOT want to happen at volunteer inservice trainings?
5. What do you need by way of ongoing education in order to increase your effectiveness in using the Seven Fundamentals better in the counseling room?
6. Would you be willing to commit to quarterly volunteer in services if the schedule was set as far in advance as possible?
7. When would be the best time for you to attend a volunteer in service training?  
\_\_ weekday night    \_\_ weekday am  
\_\_ weekday pm        \_\_ Saturday am
8. How important do you believe ongoing education is in your work here at the Center?
9. What ideas might you have for ongoing volunteer education besides regular volunteer in service meetings? ❖



# Volunteer Recruitment



After the first issue of this newsletter I was hoping that I would get some recruitment ideas from Centers around the country, but I did not receive any. Therefore, you are stuck with my ideas and a few resources I have been able to find that might help in recruiting volunteers. So here goes.

## Speaking Engagements

Over the years, most of my volunteers have come through speaking engagements. Often it has taken several years between when they first heard about the ministry and when they actually took the training and started volunteering, BUT it all started with a speaking engagement. Here are some ideas to get the best return on speaking engagements.

## Focus on Volunteering

Set up speaking engagements with volunteer recruitment as your goal. Make sure each person who is speaking on behalf of the ministry is making a plea for volunteers.

Have your best speaker or a staff person write up an outline of a talk that is focused on volunteer recruitment. This might include the who, what when where and how of volunteering at the Center. Know who you are trying to reach and speak to them. Anticipate their needs and questions and address them in your talk.

## Volunteers & Clients

Bring current volunteers along on speaking engagements. Ask them to give testimony to their involvement with the Center, especially on a spiritual level.

Involve current volunteers in Volunteer Recruitment Campaigns, asking each one of them to invite 2 to 3 friends, who they believe would be good volunteer candidates, to a Preg-

nancy Center Informational Tea to introduce them to the ministry.

Of course, never forget to bring Clients and their babies along to speaking engagements. In combination with a good speaker, they are the best volunteer recruiters you have in you "bag of tricks." As clients to focus on how important her volunteer counselor was in her choice for life and the services she received at the Center.

## Handouts

If your speaking engagement is designed specifically for volunteer recruitment, then make sure that the information handed out reinforces your message.

Evaluate your current handouts to see if they clearly explain your volunteer needs and expectations. Focus on the positions you really need as opposed to listing every possible volunteer need the agency will ever have. In your handouts, give a brief description of the jobs most needed as well as the requirements and the necessary training.

Volunteer recruitment handouts should also focus on the personal and spiritual benefits of volunteering at the Center as well as a call to action.

I have developed a handout for Alternatives Pregnancy Center in Denver that focuses on their need for Client Advocates and Helpline volunteers. If you would like to see one, please email me at Ets4crp@aol.com.

## Response Cards

A response card is a key element in a speaking engagement. You must have a card that people can hand back in to the speaker that expresses their future intentions and interests concerning the ministry as well as feedback about the speaker. You should design the card so you will get a card

*(Continued on page 6)*

## On-The-Job Training

### Post Training Interview

The ideal situation would be able to interview every potential volunteer before the Basic Volunteer training. In most situations that is almost impossible and would, at times limit the number of people who would like to attend training. We all have those last-minute calls of people wanting to attend training who have not sent in any paperwork. They just heard about the training and really want to attend. These "last minute" trainees have, in many cases, become my most faithful volunteers. I learned a long time ago not to turn anyone down when it comes to the basic volunteer training. I believe that all trainees who attend have a divine appointment to be there, whether or not they end up volunteering at the Center

In these situations, the post-training interview becomes the first step in On-The-Job Training. After training is over create a personnel file for each new trainee. Put the following items in each personnel file: volunteer application, 3 personal references, the Seven Fundamental quiz given at the end of the training, and the Steps to the Cross exercise that was collected and saved by the trainer at the end of the evangelism training module. With these items you will be able to conduct a well-informed, productive and relationship building post-training interview.

### Volunteer Application and References

Read the application and references thoroughly ahead of time and highlight or make notes about anything of concern. Be ready to discuss these areas of concern in this interview. After reading the application and references, what are you curious about? What needs more explanation?

## Training Debriefing

Now would be a good time to ask the volunteer how they felt about training. Good questions to ask are: What was your most significant learning? What do you see as your strengths and weaknesses in relation to what you learned in training? What are you most fearful of as you think about working with clients? How do you best learn? How can I best help you make this transition from the classroom to the counseling room?

## Seven Fundamentals Quiz

Review their answers to the quiz with them. If they did not get all the answers right, you need to emphasize the importance of memorizing and knowing the Seven Fundamentals. Good follow-up questions are: Which of these fundamentals will be the hardest for you to apply in the counseling room? How do you plan on purposing to practice and use these skills in your life? Which of these Fundamentals do you see as most important? Why?

## Steps To the Cross Exercise

The Steps to the Cross exercise (see ETS Leader's Manual, Session 8) is a wonderful exercise in basic training. It also provides a visual record of their testimony for their personnel file. The Steps to the Cross is a great vehicle for discussion at the post-training interview. Having reviewed the sheet ahead of time, what areas of her story are you curious about? During the interview, open up the sheet and ask her to walk you through the steps. As she tell her story, ask clarifying questions. Help her brainstorm how and when she might use her story in the context of the counseling room. Help her see how she can use parts of her story to show how a relationship with God works as opposed to using it as just a salvation testimony. Ask her what her goals are in the counseling room concerning evangelism. Listen for her language as she tells you her story. Be aware of any overuse of Christianese and words and concepts that a nonbeliever would not understand. ❖

## Client Services



I am constantly amazed as I travel around the country at the sheer volume of pamphlets and brochures most Center's have. In most cases, "the more the better" seems to be the rule of thumb. But how many of your educational materials are actually being used and how and when? Just because the materials are free doesn't mean they are useful to your client base.

Where are the pamphlets kept? How many pounds of paper do clients leave the center with? Are they sent home with one, two, maybe even three handpicked pamphlets that address the issues discussed in the counseling room? Or, are they sent home with a manila envelope full of information that addresses a multitude of issues from any angle one could imagine? I always thought that if we went to the trash bin closest to the Center at the end of the day, we could just recycle all the brochures that are being dumped there when clients leave our Centers.

In order to evaluate your brochures and pamphlets, designate a Educational Materials Task Force to do some statistical research and, based on the statistics, ask some hard questions. The statistical research questions will answer the basic question of "Who are our clients?" The other questions will help you evaluate your current educational materials and procedures in light of the answers to "who is she?"

## Statistical Research

I would gather statistical data from at least the last 3 years.

1. Calculate the number of clients by age groups.
2. Within the two largest age groups, find within each age group the: number of client decisions (or initial intentions) abortion, parenting or adoption, number of clients who are Christians, negative verses positive tests, number of clients in school, college or working,

# Educational Materials

## Over Kill or Under Utilized??

and number of clients who are unemployed or on state/federal assistance.

4. How many of your clients speak English as a second language? What is their primary language?
3. Often statistical programs utilized in Centers cannot break down these kind of statistics so you might have to go into client files and pull the client information sheets needed to calculate this information. It is a lot of work but I believe the results will be worth the effort. If you are pulling charts, take the time to read volunteer documentation of what was discussed in the session(s) to get a sense of clients' educational needs. Also note, if documented, what educational materials were given. If client files are being utilized and read, make sure all the Task Force members understand the confidentiality guidelines of the ministry.

## Questions

1. What did you learn from the statistical analysis about your clients' age, pregnancy decisions, spiritual condition, and socioeconomic status?
2. What is the percentage of negative verses positive tests?
3. What did you learn about who your clients are and their educational needs while reading the counseling session documentation?
4. Write as many client profiles as it would take to characterize who it is that you are serving within each of the two major age categories. Write the statistics you gathered for each age category on a large flip chart as you analyze the statistics and discuss the rest of these questions.

(Continued on pg. 8)



## Recruitment (Cont. from pg. 4)

back from each member of the audience, even if it is just to give feedback about the speaker and their knowledge of the ministry.

The top part of the response card should be an evaluation of the speaker and info-gathering questions about how the Center is perceived. The bottom half should gather name, address, phone, and how the person would like to become involved. People need only fill out personal contact information if they want to become involved more directly at the Center. From this response card you can track the percentage of people from speaking engagements that are becoming involved with the Center through volunteering, financial support, signing up for the mailing list, etc. You also will get feedback on your speakers, how well-known your Center is in the community and how people are perceiving the work of your ministry.

## Follow Up

Follow-up and recordkeeping are key to getting people on board. Think about creating a database to handle the information gathered from response cards and to help know who is interested in what and how often they have been sent information. Decide when to purge names and under what circumstances. Who is responsible for following up with potential volunteers? Which staff members get the information or statistics gathered from the response cards? Who follows up when potential volunteers call in for information? How will you use the information and statistics gathered from the response cards? The resource article listed below, "How do I Staff Our Volunteer Program?" is an excellent source of information to help you consider staff roles in volunteer recruitment and the possible need for a volunteer coordinator position for your center.

## Resource Articles

The following articles can be found on the internet site [www.genie.org](http://www.genie.org). Click on the Volunteer Management link in the FAQ box on

their Home Page.

*"How Do I Staff our Volunteer Program?"*

by Susan J. Ellis

*"How Do I Recruit from African-American Churches?"* by Charyn D. Sutton

## Books

The following books can be ordered from [energize.com](http://energize.com) or check your local library.

*Volunteer Recruitment* by Susan Ellis \$18.95 The author has crammed this book with every suggestion and recommendation on the subject of recruitment developed over her 20-plus years in the volunteer management field.

*How to Mobilize Church Volunteers* by Marlene Wilson \$11.95 Topics include the theology of volunteerism, organization essentials, recruiting and placement, and much more.

*Volunteers: How to Get them, How to Keep Them* by Helen Little \$24.95 Outlines 12 basic needs of volunteers and volunteer leaders and clearly explains how to meet those need. Rich with examples and useful tools.

*Secrets of Motivation: How to Get and Keep Volunteers and Paid Staff* by Sue Vineyard. \$12.95 Offers 42 "secrets" for attracting, involving and keeping volunteers in your program. Ends with hundreds of ideas for motivation and recognition. ❖

## Mentoring (Continued from pg.1)

as what they need in terms of mentoring from those of us who have been working in the ministry. Their collated responses are as follows:

### What they have to offer:

- They belong to the age group Pregnancy Centers are targeting and therefore are a valuable resource for understanding our client's perspectives, needs, etc.
- Experiences and perspectives that can help the ministry grow.
- Input on ways to modernize the ministry and effectively reach more women effectively in terms of marketing, programs, training, etc.
- They can be role-models for their generation.

### What they need from us:

- Advice and counsel from our experiences.
- Willingness to try new ideas
- To hear what has worked and what hasn't.
- To hear stories about lives that have been touched.
- To hear that we are human and make mistakes.
- To spend time with us.
- To bounce ideas around together and get encouragement.
- For us to believe they bring something of value to the ministry.
- For us to be continued to be invested in the ministry.
- Let them try new things, even if we think it's not going to work.
- Give them earned responsibility and opportunities to develop and utilize their leadership gifts.
- Have a willingness to learn new ways of reaching a new generation.
- Encouragement and affirmation for their work, ideas and abilities.
- Welcoming and recruiting younger volunteers desiring to be involved in the ministry.
- Most of all, they need PRAYER!

I believe we have much to give and receive from one another. Let the exchange begin! ❖



## Leadership Resources

Here are a few books that will help you develop your leadership and management of the ministry. I would encourage you to add them to your Center's library and use them as reference when the need arises. They cover a wide variety of useful topics and are very practical, useful and appropriate to our work in the Pregnancy Center ministry.

### **Organizing for Accountability How to Avoid Crisis in Your Nonprofit Ministry**

An essential resource for board members, donors, employees and leaders of nonprofit organizations.

Authors:  
Robert R. Thompson &  
Gerald R. Thompson

Publishers:  
Harold Shaw Publishers  
Wheaton, Illinois

Table of Contents:

1. The Accountability Crisis
2. What is a Religious Organization Anyway?
3. Avoiding a Corporate Identity Problem
4. The Key to Organizational Accountability
5. Strengthening the Board of Directors
6. Ten Tips for a Smooth Board Meeting
7. Managing with Integrity
8. Making Responsible Management Decisions
9. Ten Commandment for Ministry Management
10. When Ministries Go into Business
11. How to Avoid Ten IRS Land Mines
12. Soliciting Funds
13. Fund-raising Traps for the Unwary
14. Why Should Financial Disclosures Be Made?
15. How to Deal with Conflicts of Interest
16. The Coming Regulatory Storm.

### **The Hiring, Firing (& Everything In Between) Personnel Forms Book**

Forms, guidance and protection for the smallest business to the largest corporation

Author: James M. Jenkins

Table of Contents

1. Skillful Interviewing Techniques  
The importance of job interviews  
Developing effective interviews  
Running the Interview  
Interviewing questions  
Types of interviews  
Discussing job benefits  
Forms
2. Hiring and Orientation Programs that Work  
Recruiting  
Screening & evaluating applicants  
Job offers and applicant rejections  
Orientation programs  
Forms
3. Building a Job Description Program  
Defining a job descriptions program and its benefits  
Collecting the necessary information  
Job analysis development  
Forms
4. Developing Successful Training Programs
5. Getting Results Through Performance Appraisal
6. Evaluating and Improving Employee Attitudes
7. Manpower Planning
8. Developing Successful Personnel Policies and Procedures

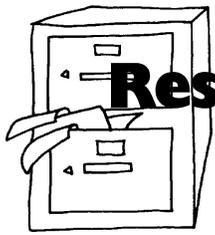
### **Developing the Leader Within You**

Author: John C. Maxwell

Publisher:  
Thomas Nelson Publishers  
Nashville, TN

Table of Contents

1. The Definition of Leadership:  
INFLUENCE
2. The Key to Leadership:  
PRIORITIES
3. The Most Important Ingredient of Leadership:  
INTEGRITY
4. The Ultimate Test of Leadership:  
CREATING POSITIVE CHANGE
5. The Quickest Way to Gain Leadership:  
PROBLEM-SOLVING
6. The Extra Plus in Leadership:  
ATTITUDE
7. Developing Your Most Appreciable Asset:  
PEOPLE
8. The Indispensable Quality of Leadership:  
VISION
9. The Price Tag of Leadership:  
SELF-DISCIPLINE



## Resources

### People

Gail Tierny, Executive Director  
Rockville Pregnancy Center  
1557 Rockville Pike  
Rockville, MD 20852  
301-770-4444 email: rcpc@rcpc.org

Gail is a virtual bank-vault of creative ideas. She works with a Christian business called Birthday Chocolates (765-886-5448) to thank board members, volunteers, and supporting pastors, by delivering a small box of chocolate to them on their birthday. She developed and published a program called Computer Moms where clients are trained to use office software programs, which opens up a wider variety of job opportunities. Gail approaches almost every aspect of the ministry with creativity and an eye towards new ideas. Call and pick her brain for ideas!!

### Products

#### VolunteerGifts.com

Pins with great artwork and Volunteer 2001 on the pin with space available to put your Center's name.

One design is an oval shape with two hands holding a heart. The words Volunteers Touch the Heart are around the outside of the oval.

Other pins commemorate 2001 as the National Year of Volunteers.

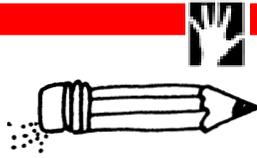
### Web Sites

#### Volunteerism Websites:

**genie.org** - Global Electronic Non-profit Information Express

**CyberVPM.com** - Resources for Volunteer Programs

**e-Volunteerism.com** -The Electronic Journal of the Volunteer Community. Charter Rate - \$32 til Dec 31<sup>st</sup>, 2000. Regular Rate - \$40 annually after Dec 31<sup>st</sup>.



## Quips & Quotes

"There is only one thing worse than training your volunteers and having them leave - and that's not training them, and having them stay."

Unknown

"Each one of us should lead a life stirring enough to start a movement."

Max Lucado

"Remember that when you leave this earth, you can take with you nothing that you have received - only what you have given: a full heart, enriched by honest service, love, sacrifice and courage."

St. Francis of Assisi

"To ease another's heartache is forget one's own."

Abraham Lincoln

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### Educational Materials *(Continued from page 5)*

5. What are your population needs in terms of information about abortion, abstinence, pregnancy, parenting, adoption, spiritual issues? This should be discussed and analyzed in light of age, education, visual presentation, reading levels, relevant information, length, etc.
6. What is currently in your inventory of educational materials? How and why were these materials chosen for use in your center? Which ones are being used most/least?
7. How much is your current educational materials budget? What is the actual spending for the last 2 to 3 years?
8. How do you currently distribute educational materials. Why? How was this decision made? Is it still serving the population(s) you have identified?
9. Where do you display your brochures? Why? How was this decision made?
10. Do you display any brochures in your waiting room? Which ones? Why? How often are they picked up by clients? Why do you think they are being taken? Why not?
11. Do you have any method to inventory the brochures in order to be able to tell which ones are being used the most? How will you know a year from now which materials are being used the most/least?

### Focus Groups

Bring in a focus group of volunteers. Ask them how they use educational materials in their counseling sessions. Ask them which materials they use most within the categories of abortion, pregnancy, parenting, abstinence, adoption and spiritual issues. Why do they use these particular materials? In their experience, what are clients' reactions to the various materials? What would they like to see added or deleted from the current inventory? How do they feel about what is available at the present? Too much? Too little? What do they see as their clients' needs that are not being addressed with the current educational materials.

Assemble two focus groups of clients of potential client characterizing the two main age groups identified in the statistical study. Show them various brochures that you have chosen that you feel might meet their educational needs based on all the study and research you have done so far. Ask them for feedback about the brochures. Would they pick this up if it was in the waiting room? Would they read it if given to them? Is it visually appealing? Too long? Good information? What do they like/dislike about the materials?❖

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