

Selecting Slip Ups



Please print these pages and complete them as you go through the eLearning course.

What you will learn:

- Six common selecting slip ups:
 - The Free Volunteer Fallacy
 - The Subjectivity Soft Spot
 - The Mistake of the Wool Wardrobe
 - The Poisoned Process
 - The Minor League Mess-Up
 - The Double Mistake
- How to avoid the common selecting mistakes

Intro

Fill in the blanks as you complete this section of the eLearning.

The effective _____ and _____ of volunteers is drastically impacted by _____.

Free Volunteer Fallacy

Fill in the blanks as you complete this section of the eLearning.

No contribution to your organization, no volunteer is without some _____.

Reflection Question

Make a list of the dangers or risks of saying “yes” to a candidate who is not the right fit for the position or not a match for the ministry.

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Avoiding the Fallacy of the Free Volunteer

Fill in the blanks as you complete this section of the eLearning.

1. First, realize no volunteer is “free” who sidetracks you from _____.
2. Calculate the _____ costs associated with a volunteer’s involvement.
 - a. It still takes precious organizational _____ to select, equip, and lead volunteers.
3. Calculate the _____ of volunteer involvement.
 - a. When volunteers are in a position to represent OCC, much more is at stake than _____.
4. Select _____, more _____ volunteers.
5. It’s better for the volunteer and for OCC to _____ only those volunteers who will make a real _____.
6. Using the _____ as criteria, select only those volunteers who are a _____, a fit, and likely to make a strong _____ for OCC.
7. It’s better to have six _____ volunteers on your area team, than fifty who are partially _____.
8. Costly _____ are expended to _____ each volunteer.

The Subjectivity Soft Spot

Fill in the blanks as you complete this section of the eLearning.

1. Leaders carry their own soft spot or vulnerability. It’s called _____.
2. Subjectivity is lacking a proper _____.
3. Liking a candidate involves _____ feelings.
4. Albert Barnes in his commentary suggests—“The meaning of ‘without partiality’ is without any _____ on account of rank, wealth, or personal friendship.”

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The Subjectivity Soft Spot Continued

5. A.T. Robertson points out that the idea is to apply these principles—without “_____” someone.
6. The best leaders are able to “set aside” personal _____ and objectively analyze a volunteer’s _____ and _____ without bias.

Avoiding the Subjectivity Soft Spot

Fill in the blanks as you complete this section of the eLearning.

1. Recognize the condition of our _____.
2. Like a newborn’s soft spot, the _____ of our heart makes us _____ to poor selections.
3. Develop an objective _____ and stick to it.
4. Paul gave Titus and Timothy a list of objective _____ or qualifications to guide their choices.
5. Involve other _____ people in the process.
6. Getting other opinions gives us a more complete _____.

Reflection Question

Can you think of an example from scripture when God chooses someone to serve him in an important position who does not “look” the part? Make a short list of people you can think of from the Bible. _____

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Eliab – The Mistake of the Wool Wardrobe

Fill in the blanks as you complete this section of the eLearning.

1. But the Lord said to Samuel, “Do not look at his appearance or at the height of his stature, because I have rejected him; for God sees not as man sees, for man looks at the _____, but the Lord looks at the _____.” —1 Samuel 16:7 (NASB)
2. Outward _____, financial success, or beautifully crafted resumes tell us nothing _____ about a candidate.

Overcoming the Mistake of the Wool Wardrobe

Fill in the blanks as you complete this section of the eLearning.

1. Realize the problem of wolves trying to get through the door is not a _____.
2. Fight off the _____ to form opinions about candidates from _____.
3. If we look at _____ like dress or someone’s ability to communicate, or their title, we may miss God’s _____.
4. The heart is almost always revealed in _____.
5. Look at previous _____. Make sure you verify what’s on the application or resume with more than just the _____.

The Poisoned Process

Fill in the blanks as you complete this section of the eLearning.

1. Forcing an unwanted volunteer or staff on a team of others seriously damages our leadership _____.
2. One way is to _____.

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The Poisoned Process Continued

Fill in the blanks as you complete this section of the eLearning.

3. We share our _____ of a prospect before others have completed their _____ or before we've completed the _____.
4. A second way to taint the process is to _____ or share only _____.
5. A third way to taint the process is to _____ of the consensus.
6. The leader _____ the process and either starts to cajole others to her point of view or _____ the process completely and simply _____ the person.
7. The fourth way is to inappropriately express your feelings as claims of _____.

Reflection Question

Have you ever experienced a process that was poisoned in one of these ways? Perhaps you unknowingly poisoned a process and didn't realize it until later. Briefly describe your experience.

Overcoming the Poisoned Process

Fill in the blanks as you complete this section of the eLearning.

1. To overcome the problem of poisoning the process, act like an _____.
2. Refrain from sharing your _____ about candidates early in the process.
3. Encourage interviewers to write short summaries of their view and submit it to the team leader.

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Overcoming the Poisoned Process Continued

Fill in the blanks as you complete this section of the eLearning.

4. Withhold _____ until all the data is in and encourage others involved in the process to do the same.
5. Trust ____ through the process.
6. _____ should permeate the entire selection process.
7. It is often our _____ that wants to circumvent the process and make a quick _____.

Minor League Mess-Up

Fill in the blanks as you complete this section of the eLearning.

1. The Bible also warns us against _____ team members too _____.
2. If you've selected a volunteer and entrusted them with too much _____ before they've developed the necessary character and _____, they won't succeed.
3. Make sure that a new OCC volunteer has developed far enough along in their _____ with Christ before thrusting them into _____.

The Double Mistake

Fill in the blanks as you complete this section of the eLearning.

1. Each day you ignore the reality of your poor choice, you _____ the _____ of your first mistake.
2. Solutions to the Double Mistake
 - a. First, once you're confident you've chosen the wrong volunteer, act _____.
 - b. Second, take as much _____ as you can.
 - c. Third, realize the problem will not _____ until you've dealt with it.
 - d. If you've already made the mistake of saying "yes" too quickly, don't _____ the mistake by saying "____" not soon enough.

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Essential Activities

Essential Activities (below) and Elective Practical Exercises are ways for you to apply what you are learning in your Leadership Development Program coursework in real time, gaining “on the job” experience as you develop in your leadership role. These activities and exercises help align the tasks you would already be doing as a leader volunteer with what you are learning in the program.

Below you will find a list of Essential Activities to work on with your regional point of contact that relate to this particular course and your overall ministry as an Operation Christmas Child leader volunteer. You should complete each of these activities. There are no Elective Practical Exercises for this lesson.

- In this lesson, you learned about six common selecting slip ups. Talk with your regional point of contact about ways to identify and avoid these mistakes.
- In your worksheet, you were asked—
 - To make a list of the dangers or risks of saying “yes” to a candidate who is not the right fit for the position or not a match for the ministry. Talk with your regional point of contact about the things you listed and how to avoid making this mistake.
 - If you have ever experienced a process that was poisoned or if you unknowingly poisoned a process and didn’t realize it until later. Share what you wrote for this reflection question with your regional point of contact and share how the situation should have been handled based on what you have learned in this lesson.