

PLANNING • IMPLEMENTING • EVALUATING

A WORKSHOP

for

Directors of Volunteers

**A University-Community
Effort in Philadelphia**

**By
Dr. Tessie B. Okin
and
Carolyn K. Wiener**



National Center for Voluntary Action

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A report of a project sponsored by the Council on Volunteers - Voluntary Action Center of the Health and Welfare Council, Inc., in cooperation with the School of Social Administration, Temple University, Philadelphia, Pennsylvania, September 1971 - October 1972.

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PREFACE

This handbook projects a model for training based on the Institute for the Training of Directors of Volunteers held in Philadelphia, Pennsylvania, in June 1972. The Institute--sponsored by the Council on Volunteers/Voluntary Action Center of the Health and Welfare Council (COV/VAC) in cooperation with the School of Social Administration of Temple University--was made possible by a grant from the National Center for Voluntary Action, Washington, D.C.

The manual is organized in three parts to allow for different uses. Part one provides a theoretical framework for the entire undertaking--from conception through implementation. Part two outlines the proceedings, with emphasis on methodology, techniques and tools. Part three includes the evaluation procedure and its findings.

The intent is to offer the reader a model which can be replicated or adapted for local use. Although the partnership in this instance was between a university and a health and welfare council, other arrangements are possible while still retaining the essence of the plan. A private or public single agency can substitute for the COV. A community college or extension department of a university might provide the other partner.

One author--on the faculty of Temple University--was the educational consultant and wrote the original grant proposal for the Institute. The second author was a member of the COV/VAC staff and Director of the project.

FOREWORD

This Philadelphia story describes in detail the process of planning, operating and evaluating a five-day training institute for experienced members of three occupational associations of Directors of Volunteer Services. The process illustrates important adult education principles, active involvement of learners in planning, policy-making and evaluating their own learning design, with university, community agency and their membership association co-sponsorship.

Although more homogeneous than many adult groups, there were significant differences in age, experience and fields of volunteer service activity among the students. Yet, their individual learning goals proved very similar in choice of subjects and the administrative skills they wanted to improve.

Such commonalities form the basic body of knowledge to be included in professional education for volunteer administration, which can be learned many ways. Designs could provide greater depth in longer periods, at various educational levels. However, this learner-centered approach is essential. The cooperation of university, community agency and voluntary membership groups shows who can help.

This Philadelphia story illustrates how to improve training by spreading responsibility. Encouraging teamwork with diversity, spontaneity and creativity, while insuring relevant, valid, essential learning, isn't easy... but it is the least we can do for these important people!

Harriet H. Naylor
Director, Education Development
National Center for Voluntary Action

CONTENTS

Preface

Foreword

PART ONE: PLANNING

I	The Problem and the Need	3
II	The Birth of a Project	7
III	Elements Affecting the Training Process ..	9
	1. External Environment	10
	2. The Planning Process	11
	3. Objectives.....	13
	4. Determination of Needs	14
	5-6. Training Design and Feedback....	15
	7. Follow-Up and Evaluation.....	18

PART TWO: IMPLEMENTATION

IV	Overview on Volunteering	23
V	Tools for the Administrator	27
VI	The Human Element as a Dynamic	31
VII	Self-Analysis and Job Technique.....	35
VIII	Training as a Tool.....	37
IX	Evaluation as a Tool	39

PART THREE: EVALUATION

X	Immediate Reaction	43
XI	Three Months Later	47

Contents (cont'd)

APPENDICES

i	Activity Log	53
ii	Problem/Need Census	55
iii	Personnel Information on Registrants.....	56
iv	Daily Schedule	57
v	Immediate Reaction Questionnaire	59
vi	Retrospective Evaluation.....	60
vii	Bibliography.....	61

**PART ONE:
PLANNING**

I

THE PROBLEM AND THE NEED

BACKGROUND

From America's beginning, the opportunity to control one's environment and to give of oneself has been a potent attraction for individuals of all political orientations, and all social, ethnic, and religious backgrounds. The frontier society was a relatively simple one--permitting every citizen to be king and king maker. The complexity of modern urban technological America denies the opportunity and threatens the democratic promise to choose, to participate, to define the quality of life.

The improvement of life in our communities is perhaps our last remaining, and most significant frontier. Yet, the opportunity to shape the systems of which one is a part is rare. And creative outlets for leadership threaten to become extinct. Procedures are necessary to provide for communication, for inter-group cooperation, for conflict resolution, and for creative solutions to the problems that confront our nation.

A crucial element in the renewal of our society is the opportunity for renewal of its members. The citizen who participates freely at every level--be it a member of a federal investigating commission or an assistant brownie troop leader--is both a contributor to democratic solutions and a participant who is finding opportunity for personal growth and satisfaction.

Millions of Americans are engaged in volunteer activities of their own choosing. This is a powerful army whose skills, knowledge, values and attitudes can help shape the destiny of this country. There is evidence that this sector of American life has increased significantly in the last decade, and promises to expand even further in the decades ahead. This expansion has kept pace with population growth and the development of human service industries in general.

In the health and welfare arena this vast reservoir of energy and action rarely moves alone. Rather, the volunteers act in concert with professionals in varied roles.

Where is the responsibility located for the clarifying of these roles... for developing leadership... for training... Is there someone who links agency requirements with client need and social purpose?

ONE ANSWER: THE DIRECTOR OF VOLUNTEERS

In the course of any given year, a small army of over 200,000 people moves through the doors of the health and welfare system in the Greater Philadelphia area. By their activities, These volunteers directly affect the quality and the extent of the health, education and welfare services which are available to the several million residents of the area.

These committed citizens are the staunchest client advocates. They have no vested professional interest but their volunteer involvement adds to their knowledge about human needs and influences their activities in the political and economic sectors.

Their recruitment into voluntary activity... their training... their absorption on the job... their rewards and their mobility in the world of volunteers rests primarily in the hands of a relatively small--but rapidly growing--group... The Directors of Volunteers.

Not entirely new on the scene, the Director of Volunteers has been a changing phenomenon in the field of human services for the past 20 years. Depending on the sophistication of the host agency (and the availability of funding), this person in the past was usually a member of the leisure class, a college graduate, and frequently a volunteer. More recently, the complexity of the work and increasing need have contributed to a gradual professionalization of the position.

Today, the situation includes the thrust of new groups seeking participation in the leadership of human service systems,

as well as citizens demanding to be served in new ways of their own determination. Not only has this new awareness resulted in increased efforts to recruit volunteers from ethnic and racial minorities not called upon in the past, but it has also stepped up the search for persons with different qualifications and different life experiences to fill newly emerging positions as Directors of Volunteers.

It is this diverse group, in their varied settings, who are concerned with the needs of a changing population of citizen participants.

II THE BIRTH OF A PROJECT

The nineteen-sixties were a time of newly awakened social consciousness in the nation... a time of stocktaking and of a great resurgence towards making our communities a better place to live. Amidst our search for old and new outlets for citizen participation, the National Center for Voluntary Action (NCVA) was born. A nongovernmental, apolitical, nonprofit organization, the Center's primary mission is to encourage and stimulate voluntary action across the nation.

At the National Conference on Social Welfare in Dallas, Texas, in May 1971, NCVA stimulated a long-standing interest held by the Council on Volunteers (COV) in Philadelphia --the need for training in volunteer administration. In support of its presentation, NCVA offered a number of positive elements: a data bank on volunteerism and training; consultation; possible funding...

Encouraged by this national interest, COV undertook a series of discussions on the local level on the concept of a training center. When funding for such a project became a distinct possibility through NCVA, the tapping and developing of consumer interest became more direct and intense--until the COV Board felt confident that there was potential for realizing such a project.

In September 1971 a new kind of partnership was created--between a school of social work and a department of the local health and welfare council. The partnership by its very nature declared that theory and practice were interdependent and each must inform the other.

A faculty member from the school was invited by the COV to become the educational consultant to the project, working in tandem with the project director, who was on the COV staff.

The time and the process involved in planning and implementing such a training event are detailed by the activity

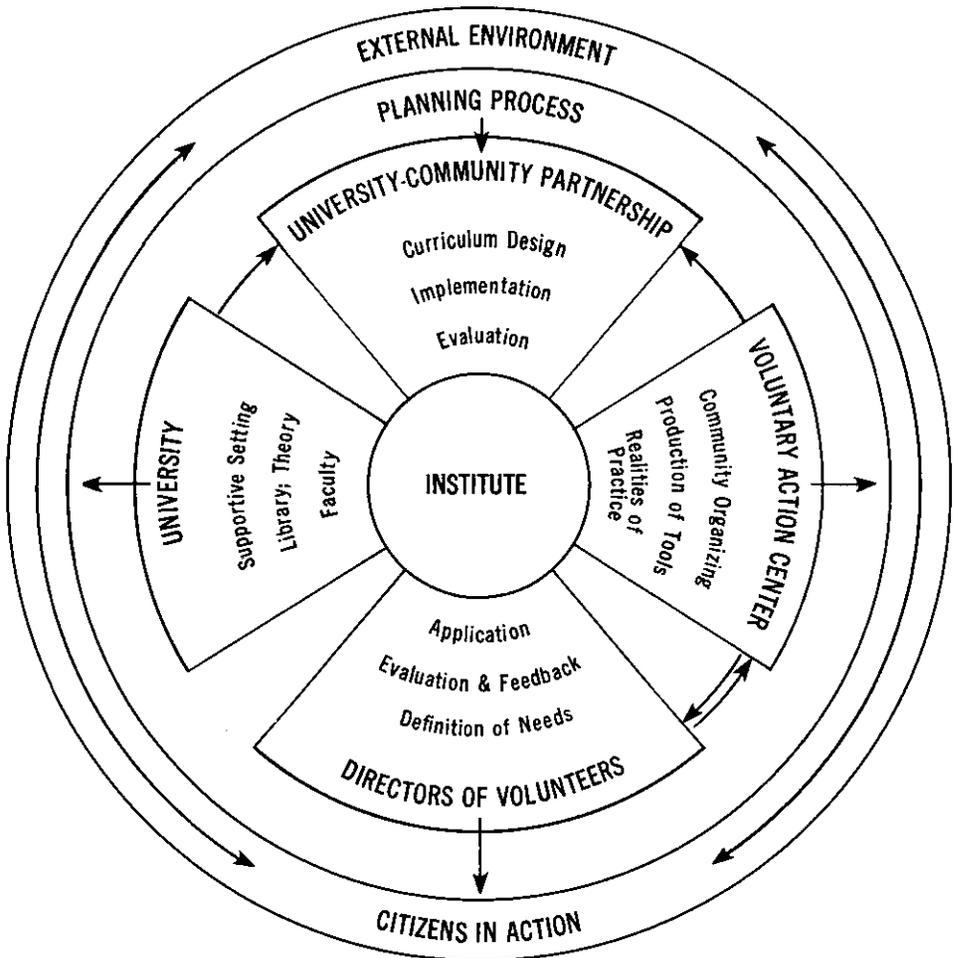
log (see Appendix i). It should be noted that a full year elapsed between the idea and its implementation. Planning began before the funding. The project proposal was only one step in the process.

The Institute was designed to provide direct involvement of the participants in the entire process--from preplanning through implementation and evaluation. The elements affecting the training process are identified in the next section.

III

ELEMENTS AFFECTING THE TRAINING PROCESS

The elements affecting the training process are first presented in diagram form (below) and then analyzed in detail on the following pages.



ELEMENTS AND APPLICATION

1. ENVIRONMENT - readiness of community to accept implications and application.
2. PRE-PLANNING PROCESS - partnership with functional differences.
3. OBJECTIVES - balancing the specific and generic.
4. DETERMINATION OF NEEDS - responsiveness of institute structures.
5. TRAINING DESIGN - transferable content and methodology.
6. FEEDBACK - opportunity for participants to affect process.
7. FOLLOWUP AND EVALUATION - implications for theory and practice.

1. EXTERNAL ENVIRONMENT

Any plan is imbedded in an external environment within which the sponsoring or planning organization exists. It is essential that the interrelationship between this environment and the planning group be recognized if the planning is to be realistic.

The form and the substance of the plan will be directly influenced by the local community's view of volunteers... the attitude of the agency toward training... the availability of funding... the access to educational resources... the readiness of the potential students for training...

Indirectly, the technological, civil rights, political and economic aspects present in the community will be factors in the success or failure of the plan.

In short, the first step is an analysis of the community sufficient to permit an assessment of factors relative to the training institute.

IN PHILADELPHIA...

...the climate for volunteerism was a healthy one. The COV's limited focus of recruiting and referring volunteers had expanded to include community organization and education in volunteerism. They trained Board members for community leadership... They stimulated, sponsored, and/or consulted on short training sessions for volunteers in direct service.

Therefore, the concept of training was familiar and accepted in the local health and welfare community.

In addition, not only did organizations of volunteer directors (the potential students) already exist in the community, but they also had planned and implemented training activities among themselves. Thus, the necessary linkages were already there for these older groups. Where such linkages do not exist, the preplanning process enroute to an institute can provide the impetus for creating them.

2. THE PLANNING PROCESS

Planners must take full advantage of the community analysis--building upon the positives and looking objectively at the negatives with a view toward the possibility of converting them to supportive elements.

They must also be concerned with the widening communication gap between practitioners and scientists. The development of a program to meet broad social purposes which go beyond the purview of any single agency has the potential for creating linkages between theory and practice.

IN PHILADELPHIA...

...the first decision made by the COV was that there

should be a partnership between the educator and the practitioner. In contrast to the agency program with a guest lecturer from the university, and the university program which invites several practitioners, the partners in Philadelphia developed an integral relationship from the outset.

Also significant in the Philadelphia experience was the fact the directors of volunteers--the potential students --were part of the entire planning process.

However, while the educator/practitioner partnership was real, and the involvement of the learner genuine, there was full recognition that--although their purposes were similar--their functions were different. Therefore...

...the primary responsibilities of the university partner were: the theoretical framework, the curriculum design, the provision of a supportive academic setting;

...the practitioner was responsible for: the community organization activities, the production of tools, the financial support;

...the learners worked simultaneously in the area of: definition of needs, feedback, the testing of new knowledge.

These functional differences were respected and their continual meshing productive.

The major planning mechanism was a steering committee consisting of the director of the project, the educational consultant, and the chairman of each of four subcommittees: curriculum, evaluation, publicity and physical facilities. Each subcommittee was chaired by one of the directors of volunteers.

The project director provided staff assistance to the subcommittees, and the educational consultant was available at all times, particularly to the curriculum committee. The minutes and policy recommendations of each

subcommittee were reviewed by the steering committee for final decision-making. Meetings were held regularly and often.

3. OBJECTIVES

An immediate objective of a training institute for volunteer directors is to enhance the skills of the participants in the many service arenas where they are potentially important instruments of policy-making, program-planning and implementation of action vis-a-vis volunteers.

The second goal is to create a model of training which can be replicated by the participants in their own efforts to train volunteers in their local situations.

Such goals must be developed and shared by all of the partners of the enterprise.

IN PHILADELPHIA...

...each constituent was identified early in the process: the COV, the university, and three organizations of volunteer directors, as well as NCVA and its goals and purposes. Each of these constituent groups needed to be tapped.

Discussion revealed that the shared goal of COV and the university--the ultimate creation of a training center--was compatible with the interest of the potential funding source (NCVA). Further discussion narrowed the long range goals to more specific and immediate objectives, including:

- the development of a replicable curriculum;
- content which was both generic and specific;
- methodology which was transferable;
- evaluation and feedback.

Finally, agency leadership was involved by working through their volunteer directors in the organized groups. The project director consulted with agency executives.

4. DETERMINATION OF NEEDS

If it is to be conceived that training is one way of making a lasting impact upon adult learners, then there is a need to be concerned with theories which help to understand the nature of adult learners and the ways in which they take on new knowledge.

It follows, then, that the best source for discovering what needs to be taught is the students themselves. The training team, therefore can best assure realistic training by building in mechanisms for assessing the situations in which the participants find themselves and with which they seek help to succeed or to advance.

IN PHILADELPHIA...

...students ranged from 23 to 65 years of age, had attained education levels ranging from high school graduate through masters degrees in a wide variety of fields. Work experience included art, music, industry, the ministry, and others as well as the social work and volunteer field. Length of time in volunteer administration ranged from less than one to 15 years.

This data, provided by Institute residents, sketches the dilemma in attempting to design a training program of this nature. The evaluation committee recognized that curriculum content needed to be geared to the actual student population. Hence, an early concern was to develop an instrument which tapped into needs and wishes in concrete terms.

The result of this committee's efforts was the creation of a problem-need census (see Appendix ii). The census required of each applicant the identification of specific problems and needs on the job as well as personal goals for learning. The findings revealed that most participants had needs in one or more specific areas. These included:

- management and public relations problems;
- problems in interpersonal relations with

indifferent or hostile colleagues from other professions;

- personal worries about the lack of credentials;
- a wish for quite specific skills such as report-writing or interviewing.

Although the degree of need varied with the years of experience or highest level of education achieved, the areas of interest were quite similar.

Specific problems identified were shared with the faculty shortly before the opening of the institute. With the sources confidential, the substance was discussed so that faculty could plan activities and learning experiences pertinent to the students' varying concerns.

Since not all needs could possibly be met in one institute, priorities had to be set by the curriculum committee. Gaps were supplemented by bibliographies and reprints which were prepared for each class session. In addition, the university helped to develop a small book display which was available in the library specifically for the institute.

5. & 6. TRAINING DESIGN AND FEEDBACK

Much of educational theory has flowed from the implications of teaching children--pedagogy. Curriculum content has tended to be logically arranged, subject matter centered, generally irrelevant to immediate use, organized by adult experts who transmit data which is to be fed back and rewarded for accuracy.

In contrast to this tradition, there has been an increasing recognition among adult educators that adult learners are self-directed and problem-oriented. Therefore, andragogy--adult learning--according to Knowles, contains several elements:

- Setting: a physical and psychological climate conducive to learning, where the emphasis is on informality, warmth, comfort, nondefensiveness,

- authenticity, trust, collaboration and mutual respect among peers.
- Mutual planning: providing mechanisms which allow for the greatest amount of student-faculty participation and collaboration.
 - Diagnosing needs: which recognize that the starting point for any curriculum is the required competencies of the adult learner and the objectives are those of the student as well as the teacher.
 - The architecture of the design has sequence, continuity and unity, while the management of the design shifts the emphasis from teacher to learner.

IN PHILADELPHIA...

...the training design began with the original conception of the idea for an institute. The five-day period when the institute was carried out was merely one climaxing event.

All policies for the management of the institute were established by the planning committees. These included:

- eligibility limited to local association members (assuring common purposes);
- a maximum of 34 (emphasizing intimacy);
- full-time attendance (recognizing the value of continuity);
- a university setting (opting for the academic ambience);
- recognition by certificate (accepting the push toward credentialism).

Lastly, a particularly significant decision was that feedback was to be ongoing and that evaluation was to be in two parts--immediate and retrospective with emphasis

upon performance.

Consensus proved to be possible in every instance of of conflicting interest--largely because all constituents had been partners from the very outset.

Activities during the week included: small and large group discussions; lecture; role play/simulation; a workshop with visual tools. The decision to use such variety centered on the fact that the participants were viewed as future trainers in their own agencies.

Faculty was deliberately selected so that different role models could be provided, revealing in a variety of styles a range of techniques available for use in training volunteers. Also, it was deliberately planned that student reactions to such varied activities could be regularly fed back to the training staff through several mechanisms. This assured both the continuing responsiveness of the institute faculty to the needs of the students, and the sensitivity of the students to the process as well as their own interaction.

Each day ended with a feedback session which included all students, the project director, the research staff person and the educational consultant.

The educational consultant helped students examine the day's process: What worked? What didn't? and why? What learning principles were involved? Could they transfer the day's learning to their own setting?

These sessions assured the openness and authenticity in relationships that was sought and allowed substantive learning as well. In addition, the daily feedback provided an important source of information for new faculty who appeared each day for different subject matter areas and needed to be linked to the ongoing events. The educational consultant provided the linkages through daily conferences with each faculty member.

7. FOLLOW -UP AND EVALUATION

To evaluate is simply to appraise carefully. In a training program, then, one seeks to appraise what was learned, and whether its application in practice justified the means.

But who shall carry out the process? Among trainers and participants, the problem of possible bias is present. An outsider might provide objectivity.

In any case, evaluators must be involved with the training staff from the outset in a viable working relationship employing measures of success suited to the goals of the program.

IN PHILADELPHIA...

...a very early decision was to involve outside expertise in the person of a researcher on the staff of the Health and Welfare Council. This provided sufficient distance to avoid bias tempered with considerable inside knowledge of the sponsoring group.

The evaluation plan identified the need for information through the planning process, during the institute, immediately upon its conclusion, and after a three month lapse of time.

Questionnaires for immediate feedback dealt with:

- physical facilities;
- the psychological atmosphere;
- freedom or restriction of interaction among group members and with faculty;
- curriculum content and method.

These questionnaires were completed at home, and 88% returned within the week, with a generally enthusiastic judgment on all items (see Appendix v).

Since the major purpose of the project had been to effect a change in behaviors and role performance, the more significant response came from a second questionnaire three months later. This questionnaire directed attention to new developments in the administration of their volunteer programs. Respondents were asked to cite specific...

"...illustrations of new directions or changes in program, shifts in attitude on the part of the participant or other persons (staff, executive, or volunteers), or awareness of heightened understanding, new use of materials and the utilization of new methods learned at the training sessions."
(See Appendix vi)

Specific changes for the better in performance were cited by 66% of the respondents. New developments included:

- creation of a committee on volunteers;
- establishment of two new training programs;
- design of a new project which received funding;
- improved communications with other departments;
- outreach to new populations for recruitment.

One participant found the courage to change jobs; another returned to college.

CONCLUSION

Directors of Volunteers are key actors in a new frontier that may be our last hope for bringing about orderly and effective change. Their training requires attention, new partnerships and creative methodologies, entailing commitment to certain principles:

- That academia may be renewed by a partnership with

practitioners; practice may be enhanced by connection with theory;

- That adult learners should be involved in determining their own learning;
- That learning is most effective when it involves the learner doing enroute to the knowing; i. e., experiential learning should combine with the abstract;
- That learners and trainers both may be enriched by the requirement of immediate feedback and input into the training process so that change can occur;
- That learners and trainers are peers, with similar goals, but different functions; both similarities and differences are to be valued;
- That learnings can be said to have taken place when they are demonstrated in changed behaviors and improved performance; i. e., the application of knowledge is the ultimate goal of its pursuit.

**PART TWO:
IMPLEMENTATION**

IV OVERVIEW ON VOLUNTEERING: The First Day

Considerable thought was given to structuring the first day. Objectives were:

- To help individuals become a group;
- To foster a climate for individual and group learning;
- To identify issues to be pursued throughout the week.

As mentioned in an earlier chapter, participants--although all employed as directors of volunteers--were different in a number of respects; e.g., age, education level, experience (see Appendix iii). Therefore, an informal setting and planned activities calculated to bring people together were used throughout the day.

Upon registration, each student was assigned to one of three discussion groups, which were organized according to (1) experience in the volunteer field, (2) age mix, (3) race and sex mix, (4) type of agency. In addition, each student was randomly paired with another member of the group through a coded card, instructed to locate his partner, share information, and be prepared to introduce, and be introduced by, his partner.

All three sessions opened with the introductions of partners, revealing that most people think of others in terms of what they do rather than what they believe, value, etc. This prompted discussions on the concepts of labeling and classifying people, and the uses and dangers of such labeling.

Next, discussions centered on beginning new roles, and the concomitant fears and uncertainties. Principles identified were applied to participants' own agency settings and the persons who make the uncertain beginnings in their new

roles as volunteers. Methods for helping were discussed, and answers were sought for the question: When, where and which techniques should be employed for which purpose?

After these initial discussions, groups were united in the auditorium for the keynote address, "Maximum Feasible Participation," by a nationally prominent person in the field of volunteerism. Her presentation centered around the new phase of sophistication in the volunteer movement, the key role of the directors of volunteers, the urgent need for training, and the critical importance to this nation of the citizen volunteer.

In keeping with the objective of informality, the lunch hour was deliberately planned as a group affair with box lunches served in a large room with no formal seating arrangements or structured program. This arrangement encouraged people to relax and mingle and induced the group to request the same arrangements for the rest of the week.

Next, the small groups reconvened separately to explore the implications of the keynote address and to identify new learnings or issues which required attention.

The greatest concerns expressed were those dealing with the role definition of the director of volunteers; interdisciplinary misunderstanding; hostility from other professionals; problems of status and administrative support or lack of it.

Concern was also expressed regarding the role definition of the volunteer, including civil rights, impact on policy, vested interests and access to training, reward and recognition.

More conflict than consensus emerged when discussions turned to the political and philosophical implications of volunteers organized to bring about societal change. Yet, there was recognition that in the final analysis citizen action was essential and could appropriately seek to influence public social policy. The relationship of the director of volunteers to such weighty matters was only minimally perceived.

The three groups were brought together again for the feedback session. They shared their experiences and impressions of the first day with no faculty present, in informal discussion with the education consultant.

Discussion touched on physical facilities, plans for the week, agreement or difference with the keynote speaker. The general impression was clearly one of satisfaction with the techniques used for beginning the institute. It was obvious that the group had begun to develop a sense of identity appropriate to the educational goals of the institute. This was especially evident in the group's handling of a question raised regarding absences. It was unanimously recommended that absences were not acceptable.

Distribution of guidesheets and bibliographies signaled the close of a very successful first day.

V

TOOLS FOR THE ADMINISTRATOR:

The Second Day

FUNCTIONS OF THE EXECUTIVE

Half of the second day was devoted to areas of major concern expressed by directors of volunteers in the preplanning period. These areas were management and administration.

The session was led by the administrator of a hospital with considerable experience in teaching principles of administration to graduate students of health administration as well as directors of volunteers in hospitals. He elected to use the lecture as the method best suited to present large amounts of information in a limited time period. Objectives of the session were:

- to introduce the subject of administration;
- to identify key principles which should be understood by directors of volunteers.

Using blackboard diagrams and concrete illustrations drawn from health settings, the lecturer approached these objectives through the following topics:

- the renaissance of volunteerism after World War II;
- role differentiation among board, director of volunteers, committee on volunteers, chairman and staff in a hospital;
- functions of the executive;
- communications, tools and methods;
- planning;

- organizational forms;
- supervision and staff development.

AUDIO VISUAL TOOLS

A visit to the educational media laboratories of the College of Education was planned as a follow-up on the lecture material on communications. At the conclusion of the laboratory experience, there was discussion about the uses of audio visual tools and the public relations responsibilities of the executives. Objectives of the session were:

- to convey resource information concerning easily accessible tools;
- to demonstrate inexpensive or free materials for use in recruitment, training, and communication;
- to practice using a new medium.

All of the facilities of the department of educational media were made available to the institute. Given the wide range of participant knowledge, the decision was made to limit the experience to naming and demonstrating several inexpensive tools which could be useful to a relatively inexperienced executive in recruitment, the training of volunteers, and the preparation of publicity materials. In each instance, costs and resources in the local community were provided and advantages or disadvantages identified for the novice. By the conclusion of this session, the class had:

- identified certain tools;
- heard guidelines for their use;
- learned the costs and resources;
- produced at least one item.

There was a forced ending to this experiential setting in

order to conclude the session dealing with administration.

There was a vocal, enthusiastic and cohesive group at the feedback session at the end of the day. The majority participated in a discussion of the lecture as a method of teaching. The conceptual content was valued, but the method was questioned.

Most students resented the lecture and contrasted it unfavorably with the demonstration and laboratory experience. Considerable time was devoted to the beginning identification of several educational principles:

- the importance of diagnosing individual and group learning needs (they were reminded of the problem/needs census they completed before registering);
- understanding the adult learner;
- the uses and limitations of didactic presentations and the importance of alternative methods;
- time as a variable in learning;
- the teacher's self-awareness and the role of the trainer;
- continuity in trainer-learner relationships.

In conclusion, the linkage was clearly established between the process the group had gone through that day, the purpose of exploring its impact upon themselves, and the substantive learning accruing for them as future trainers.

VI THE HUMAN ELEMENT AS A DYNAMIC: The Third Day

The plan for the third day was to move from an emphasis on the individual director as an executive outward toward the individual volunteer as a person. The intent was to begin with motivation, recruitment, retention and advancement of volunteers.

The planners tried to anticipate the wide range in skill and experience among the directors by building in simulations, problem-solving and role-play. They theorized that participants could work at their own level of competence and transfer to their real work situations only what was relevant.

Further discussion aired the expectation that such sessions would inevitably lead to a need to examine the human relations and interpersonal skills essential in this field of work. In view of this anticipated second step, planners decided to allot another day to this area (detailed in Chapter VII).

A social work educator with considerable experience and skill in group processes was invited to structure both days. She was given complete freedom to shift or change the pre-planned design for the two-day period based upon her assessment of the group at any given time. She was given salient data based on participants' applications and the problem/need census. Thus, the content for each session was developed on the basis of students' work situations to the extent possible. Objectives were:

- to identify the principles and skills involved in recruitment;
- to identify principles and practice interviewing skills;
- to identify the problems of interdepartmental relationships involved in placing volunteers and the human relations skills necessary to resolve them.

A brief lecture introduced the two-day agenda by reinforcing and amplifying the discussions held earlier in the week--the urgency of balancing community and agency needs with the needs of individual volunteers. How can the volunteer be made to feel that he is an integral part of the agency, influencing the policy, delivering a service and contributing to agency accountability? Answers were sought through direct participation in a series of problem-solving activities. Five group task forces were created and given several assignments:

First, each of the five groups selected a chairman, a recorder who would report back to the total class, and an observer who would note the method used in decision-making.

Second, each group was then asked to choose an organization, identify its volunteer needs, and then design a recruitment program aimed at one of the following community resources:

- a university service club;
- a senior citizens club;
- TV viewers of a two-minute announcement;
- a large industrial plant which would allow posters placed in strategic spots;
- a church group in an inner-city neighborhood.

Task forces were allotted thirty minutes to prepare and present their recruitment designs, which were then analyzed by the entire group. The faculty raised questions to assure that major principles emerged.

The afternoon session was devoted to discussion of the total group's selection of common questions and problems; e.g., interdepartmental relations, lack of communications, feelings of inferiority, and the changing racial and ethnic character of the new volunteer.

It was the consensus of the class that the day's activities established the value of problem-solving through a group.

It was evident at the feedback session that a new degree of individual as well as group security had emerged. Unexpected sources of strength, leadership and ideas were discovered among participants. For the first time, conflict, anger and real frustrations were voiced.

The conflict revolved around the use of task forces and problem-solving techniques. For some there was very real learning. Others were frustrated because of the wide range of experience in the class and they wished for more homogeneous groupings, and asked for more active teacher intervention.

These concerns culminated in several major points of discussion:

- uses of homogeneous/heterogeneous groups;
- the values of peer learning;
- the development of group cohesion through problem-solving.

The intensity of feelings resulted in free expression of thoughts and wishes between the group and the teacher.

VII

SELF-ANALYSIS AND JOB TECHNIQUE: The Fourth Day

If this fourth day was to be an effective continuation of the previous day's class, recognition had to be made of the feelings of anger and frustration expressed the previous afternoon. To effect this bridge, the teacher invited the group to examine their own motivations for attending the institute. Conclusions were:

- to learn;
- to develop ability to be objective about individual and group behavior;
- to recognize and understand differences in individuals and groups and how to handle them.

In line with these expectations and hopes, participants were asked: "What has happened to us as a group in this week?" A variety of statements and questions emerged in response:

- "Attitudes have begun to develop."
- "We feel comfortable enough to be critical."
- "We recognize the meaning of our own responses and, therefore, can better understand others."
- "We are able to share ideas."
- "We are not competing as individuals but getting greater satisfaction from group productivity."
- "We have grown from being courteous strangers on opening day to being free, open minded people with an ability to generate such emotions as hate, jealousy, anger, etc. What happens with these feelings?"
- "What happens to individual expectations if the

institute cannot meet all that was hoped for?"

"We recognized that in the process of coalescing, each must find his own place in the group. We came to know one another and discover other dynamics--vast individual differences; i. e., background, job needs. Despite such differences, we can learn from one another."

"We recognize each group member's right to his own feelings--but the leader must transcend the process and the feelings."

The remainder of the morning session was devoted to role play on the interviewing process. Several pairs acted out a series of interviews. Each role play was examined for the skills displayed and specific information was provided by the teacher, who identified and discussed principles of behavior and interviewing techniques; e. g., eliciting information, motivation, attitudes, cultural differences, open-ended versus closed questions, structured and unstructured interviews.

During the afternoon session, three work groups explored issues and principles of orientation, job induction and recognition and reward. Each group reported its findings to the rest and teacher-directed discussion ensued.

In the feedback session the class acknowledged the tremendous learning that had emerged from the fact that they had fully ventilated their wishes that morning and that the teacher had fully accepted and worked with the process. Out of an emotional beginning, they had moved to concrete intellectual learnings. The concepts of group interaction and peer learning on several levels were identified.

VIII

TRAINING AS A TOOL: The Final Morning

This session was scheduled for the final day so that the experiences of the institute itself would heighten the process of identifying theoretical concepts and principles. The objective was:

- to introduce the principles of training and begin planning to train others.

The varieties of groupings and methodologies and tools were related to varying needs and motivations of learners. The class formed ten groups which were assigned to make specific plans for learning to solve a problem. The plan had to specify:

- the needs of the constituency;
- the learning goals;
- resources available;
- techniques for recruitment and registration;
- operationalization (who does what and when);
- delegation of responsibilities;
- implementation;
- evaluation and feedback for next learning plan.

Following a brief overview of the specifications, each of the groups was assigned a problem; e. g. :

A group of RSVP volunteers is about to inundate your agency.

A large number of college sophomores appear for summer volunteer work.

The director of social work in your agency asks you to set up one session during a staff retreat.

Seventeen people volunteer in response to an ad.

The groups were allotted thirty minutes of working time to sketch out an appropriate plan. The rest of the morning was devoted to a report back from each of the groups. Each report provided the opportunity to identify principles, to test out ideas and to compare different training methods for different populations.

The method was very effective as a way to involve every member in an assignment through which much of the week's learnings could be immediately applied to a concrete situation and then fed back for peer group analysis and learning.

IX EVALUATION AS A TOOL: The Final Afternoon

The accomplishments in this one-and-one-half-hour session --the briefest of the institute--clearly indicated that participants absorbed ample program content, and maintained a high level of interest throughout the week. Objectives set for this final meeting were:

- to define evaluation as a desirable and necessary tool;
- to involve the class in a beginning evaluation of the institute, from planning through the implementation;
- to establish a contract for the future in order to carry out a retrospective evaluation.

A full hour was devoted to an examination of how this training institute had come about, from the inception of the idea to the conclusion of the program. As each step was identified in the discussion, it was listed on the blackboard and then applied to a typical agency. The chart that emerged appears on the following page.

By the time the chart was on the blackboard the group had determined its implications and was ready to look critically at the institute in terms of its initial goals. Two kinds of evaluations were proposed:

- an immediate look at the week's proceedings through a general questionnaire;
- a long range retrospective view of the institute's impact on performance three months hence through an essay-type questionnaire plus a group discussion.

The first questionnaire was distributed then and there for return within a week; the second was projected for early October. The findings are presented in Part Three.

**PART THREE:
EVALUATION**

X IMMEDIATE REACTION

The following analysis of responses to the questionnaires distributed at the last session of the institute is based on an 88% return--or 28 out of 32 questionnaires. Most were returned within two weeks of the completion of the institute. The data are excerpted from the report of Dr. Marie Costello, dated August 31, 1972:

RESPONSES TO SPECIFIC ITEMS

--Physical Facilities

In the opinion of almost all of the participants, the physical arrangements--location, rooms, lunch and beverage facilities, etc.--were quite satisfactory.

--Psychological Atmosphere

Individual student responses ranged from unalloyed enthusiasm to expressions of some disappointment and dissatisfaction. Several participants commented on the development and progress of group feeling and interaction during the course of the institute.

--Content of the Institute

There was some division of opinion about the pertinence and appropriateness of some of the content of the institute. Most felt that there was "good coverage of needs expressed during the planning of the institute." The dissatisfaction that was expressed derived not as much from lack of interest in what was included as from the desire for fuller treatment of some subject matter and for the inclusion in the curriculum of topics not touched upon in the current institute.

--Method

From the responses to this question, it was evident that most students had individual preferences for one or another method. Some expressed themselves as profiting from the demonstration of the variety of methods which might be brought into play. The only method with which strong negative feeling was connected was role playing, although some liked it. A number of respondents felt that the session on audio visual aids was not geared to the specific needs and interests of volunteer programs.

--Additional Comments

Respondents used the space provided to make statements about a variety of matters. A large number of the students utilized it to express their appreciation for the opportunity to attend the institute, for the relationships established with fellow students and staff, and for the widening of their horizons as a result of the institute. Some participants here amplified earlier statements, while others took this opportunity to summarize their thinking and feelings about the whole experience.

OBSERVATIONS AND CONCLUSIONS

The responses of the volunteer administrators who attended the institute indicate that they were, with few exceptions, very well pleased with the institute. Their general comments, and their answers to particular items on the questionnaire show that the sessions met a felt need and that both method and content were accurately geared to the requirements of the great majority of the participating group.

Those participants who expressed some disappointment or dissatisfaction with various aspects of the proceedings were nevertheless very much involved.

This issue of traditional teaching methods and materials versus the less structured, freer discussion groups and top-

ical materials needs to be given some attention and discussion. The participant group ranges in age from the early twenties to the late sixties with educational preparation and work experience widely varied. How to organize a program suitable for and attractive to so diverse a group? What is the best and most economical way to teach the various types of material? If resources are available, it might be well to provide for several groups, offering different programs so that participants might have a choice of what is most likely to meet their individual needs.

XI THREE MONTHS LATER

The most serious shortcoming of typical questionnaires used immediately upon completion of an experience is that the individual respondents may not be immediately aware of the full impact of the experience. Since such impact may not be felt for several months, the questionnaire distributed three months after conclusion of the institute was designed to help determine long range changes in behavior or increased skills which affected performance on the job. Accompanying the questionnaire was an invitation to attend a follow-up session a month later. The following data are excerpted from a report by Dr. Marie Costello and based on a 75% return:

RESPONSES TO SPECIFIC ITEMS

--New Developments

The first three questions asked for the participants' observations on new developments in the administration of their volunteer programs following attendance at the institute. Two-thirds of the respondents gave examples of changes for the better in the following ways:

- Broadened awareness of the dimensions of the job of administrator of the volunteer program; improvement in the quality of job performance.

- New consciousness of the relationship of the volunteer program to other departments of the agency; movement on the part of other staff.

--New appreciation for the competence and versatility of the volunteer group; new use of volunteers.

--Heightened sensitivity to the needs of volunteers to be welcomed, to be assigned an appropriate task, to be trained, to have their trials and triumphs recognized; the development or reorganization of program components and the use of new methods in the recruitment, orientation, assignment, and supervision of volunteers.

--Unfulfilled Expectations

The fourth question asked about expectations of the training program that participation in the institute did not fulfill.

--Thirteen of the 24 respondents either left this item blank or stated that there was no respect in which the institute disappointed them.

--The needs expressed by the eleven participants who wanted something additional or different from what the institute provided were specific and varied...

...Four of them asked for additional help in getting staff to accept volunteers and in dealing with staff's feelings of being displaced by volunteers.

...Three of the respondents would like to have seen more attention given to actual job problems brought by those attending the institute.

...Two persons wanted more emphasis put on formal lectures and less time given to group discussion.

...One person would have liked more attention to "problem solving" around such things as firing a volunteer or rejecting an unsuitable volunteer when there is pressure for his acceptance.

...One respondent felt that there was not enough that was new in the presentations, that everything was "old line material instead of "innovative approaches."

--Suggestions for the Next Training Program

Proposals for content and format of a possible future training program were made by twelve of the twenty-four respondents.

--Three persons suggested changes in the length of the institute or in the length of the individual sessions.

--One person wanted a two-week seminar; another felt that two days would be quite adequate; a third suggested that perhaps one day a week, spread over a month, would be better.

--There were a number of comments on the distribution of time among the various topics or teaching methods: two persons would outlaw role play; several would reduce radically the time spent on lectures and would devote more time to group discussions to actual problems brought by participants; others would cut in half the time spent in small group discussions and give it over to interaction between lecturer and student; one wanted more emphasis on interview technique; another wanted some help in the inclusion of material about the use of volunteers in the in-service training program for grass roots staff.

- Several hoped for the continuation of the discussions and the learning they sparked through some mechanism or activity.
- Another suggestion was "a closer study on a few disciplines rather than general, since we have had the excellent general approach."
- One director looks forward to the development of a formal course in Volunteer Administration at the Baccalaureate level.
- Three respondents proposed that consideration be given to inviting other members of the volunteer team to participate in the next training session: one suggests that the volunteer himself and also the client be included; another wants Board members and the auxiliary to participate; another would like to have the executive and lay officers exposed to the kind of thinking that went on at the institute.

OBSERVATIONS AND CONCLUSIONS

It is very clear that the great majority of those participants who returned questionnaires profited from and enjoyed the institute. They describe their new achievements with enthusiasm. In addition to concrete changes in direction and new productions in program, they cite examples of change in their relation to others in the agency of which the volunteer program is a part and of reciprocal change in the attitudes and behavior of others toward the volunteer program.

In general, the reports of the respondents reflect a new sense of self as an administrator and as a professional. Their perception of the role of the volunteer program as endowed with distinctive authority and responsibility, yet related to other units in providing an integrated service, has broadened and deepened.

APPENDICES

ACTIVITY LOG

1970

- Sept. --Send delegates to NCVA planning meeting in Atlanta, Georgia.

1971

- May --National Conference on Social Welfare (Dallas, Texas).
- June-Aug.--Informal discussions on local level.
- Aug. --Involve Education Consultant
- Sept. --Present project idea to Delaware Valley Association--Directors of Volunteer Programs, and involve the membership in each step of plan.
- Sept. --Submit project proposal to National Center for Voluntary Action for funding.
- Sept. --Involve researcher.
- Oct. --Brainstorming session for goals and needs--representatives from D.V.A., Director Hospital Volunteers, A.A.V.S.C. Interest checklist completed.
- Nov. --Creation of task forces.
- Dec. --Meeting of task force on curriculum (composed of volunteers selected by staff; selection based on interest checklist).
- Dec. --Education consultant begins search for faculty.
- Dec. --Creation of Planning Committee consisting of chairmen of task forces.

1972

- Jan. 6 --Think-talk session (first formal meeting of Steering Committee); projects year's activities.
- Jan. 24 --Second meeting of task force on curriculum.
- Jan. 28 --Perusal of data bank at N.C.V.A. (Washington, DC).
- Jan. 31 --Meeting of three task forces.
- Feb.-Mar.--Decision on physical facilities. Involve university library. Search of literature to create institute library.

Appendix i - Activity Log (cont'd)

1972 (cont'd)

- Feb. 14 --Meeting of overall planning task force (composed of task force chairmen--became "steering committee" at request of chairmen).
- Feb. 18 --Mail advance flyer and pre-application to potential consumer group.
- Feb. 15 --Evaluation task force meeting.
- Feb. 22 --Public Relations task force meeting (plan news releases, flyer, etc.)
- Feb. 24 --Third meeting Curriculum task force.
- Jan. -Mar. --Decision on faculty and speakers; personal interviews and correspondence.
- Mar. 13 --Steering and Curriculum task forces.
- Apr. 3 --Application--first mailing (return by April 14).
- Apr. 14 --Second mailing (including problem/need census).
- Apr. 20 --Final return date for receiving application.
- Apr. 21 --Arrange for parking and public transportation at university.
- May 15 --Public Relations task force.
- May 16 --Evaluation task force.
- May 19 --Faculty meeting (at University)--explore physical space; discuss philosophy, goals, methods, curriculum content.
- May 23 --Send letter to Executive and/or Board Chairmen of agencies represented in student group. Confirm attendance of students and invite them to closing session.
- May 24 --Steering task force meeting to analyze applicants' returns. Researcher presents profile of student body. Education consultant and project director analyze needs. Letters to faculty.
- May 30 --Final letter to class (information re parking and opening day).
- June 15 --Faculty evaluation meeting to have been held. Physical distance made this impossible. Evaluation sought via mail and phone instead.
- June 30 --Follow-up meeting after Institute evaluation task force reviews response to the first questionnaire.
- Sept. 18 --Mailing of retrospective evaluation questionnaire.
- Oct. 11 - Nov. 5 --Analysis of responses.
- Nov. 8 --Review of retrospective evaluation with students.

PROBLEM/NEED CENSUS

April 1972

1. In your present role as Director of Volunteers, describe situations during the past year or two in which you felt the need for additional skills.
2. Please list the specific ways you would like to increase your skills on the job. Include needs in administration, training, human relations issues.

From these training sessions I would like to be able to:

Now go back over your list and rank order your own learning objectives; e.g., place #1 in front of the learning outcome you consider most important. Place #2 in front of the learning outcome you consider second in importance, etc.

3. Do you anticipate any problems in attempting to put new learnings into operations? (This will be treated with complete confidentiality.)
4. We would like line case material about problem situations related to your role as Director of Volunteers. Please describe in anecdotal detail a problem situation regarding administration, interpersonal relations, or other with which you need help. Present the full situation, describing the event and the problem. This will be disguised for working out alternatives during one of our sessions.

PERSONNEL INFORMATION ON REGISTRANTS

The following data were taken from a comprehensive report on the characteristics of Institute participants. This summary is intended to provide a general idea of registrants; those with particular interest in this area should request full report from authors.

All participants lived and worked in an area of five adjoining counties. Of these participants:

- 80% worked for voluntary non-profit organizations;
- 90% were female;
- 73% were white;
- 40% were between ages 50 and 59;
- 46% had attended or completed graduate school;
- 53% had done some volunteer work;
- 53% had 1-3 years' experience as volunteer administrators;
- 70% devote 31-40 hours weekly to volunteer administration.

It should be noted again that these statistics are drawn from a very small sample -- 34 participants -- and are not necessarily representative.

DAILY SCHEDULE

First Day

--Small group discussions re goals, curriculum content, procedures for the week.

--General session.

--Keynote Address: "Maximum Feasible Participation of the Volunteer"

Lunch

--Small group discussions.

-- Daily feedback session.

Second Day

--Class: "You - The Director"

1. The function and responsibility of the department; intra-organizational relationships.
2. Management skills: budget, records, follow-up, personnel.

Lunch

--Audiovisual tools.

--Application of audiovisual tools in administration and other functions.

--Daily feedback session.

Third Day

--Class: "They - The Volunteers"

Lunch

--Daily feedback session.

Fourth Day

--Class: "Together - On the Job"

Lunch

--Class continued.

--Daily feedback session.

Final Day

--Class: "Training as a Tool"

Lunch

--Class: "Research as a Tool"

Closing Exercises

Awarding of Certificates

IMMEDIATE REACTION QUESTIONNAIRE

(Distributed on final day)

June 9, 1972

1. What did you think of the physical facilities--the location, the rooms, lunch and beverage arrangements, other physical factors?

2. What about the "psychological" atmosphere--the group, the freedom or restriction of interaction between group members, the interaction between faculty and students, the degree of responsiveness of staff to student's implied and expressed feelings?

3. The content of the sessions--were the topics covered within your area of concern and interest? Were there omissions in topics or subject matters? If so, what were these?

4. What about the teaching methods employed--the lectures, role playing, discussion groups, other methods? Were some more helpful and congenial to you than others?

5. Additional comments.

RETROSPECTIVE EVALUATION

Three months later

October 1972

1. Tell us, if you will, about any new developments in your administration to which you attribute your attendance at the Institute as an enabling or contributing factor. We would be interested in any new directions or changes in program which you have been able to set in motion as a result, at least in part, of your learning at the Institute.

2. We would also like to hear about things such as changes in attitude on your part, or on the part of persons in your program (administration, staff, volunteers) which have come about since the Institute and which are related in some way to your attendance at the training sessions.

3. Will you, also, include your observations on the knowledge and skill pieces--increased understanding, new use of materials, expansion of your range of utilization of different methods.

4. Tell us about your expectations of the training program that participation in the Institute did not fulfill.

5. Will you also include your suggestions, from the vantage point of "three months later," for the format and content of a possible next training program?

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Several publications in the area of training have been developed by the Clearinghouse of the National Center for Voluntary Action:

--Portfolio Series: These portfolios contain brief reports of past, present, and future training events on and off campus which have been registered with the Clearinghouse.

#5 College Involvement in Training of Volunteer Administrators

#10 College Involvement in Training of Volunteers

#15 Community-Based Training for Volunteer Administrators

#20 Community-Based Training for Volunteers

--College-University Resources for Training in Voluntary Action: This is a directory of the colleges and universities which have provided reports for portfolios #5 and #10 above; lists addresses and titles and dates of training events.

--"Give me all the information about training...": This is a reprint of an article from the Voluntary Action News written by the Clearinghouse Director to describe Clearinghouse efforts to provide volunteer training information.

THE COUNCIL ON VOLUNTEERS, originally founded as a private non-profit agency in 1946, became a semi-autonomous unit within the Health and Welfare Council, Inc. in 1950 with its own by-laws and Board of Directors. Under the continuous leadership of Suzanne Cope from its inception until her retirement in 1972, the Council has been a pioneer in the field of volunteerism. The concept of a training Institute stems from its beginning.

THE SCHOOL OF SOCIAL ADMINISTRATION OF TEMPLE UNIVERSITY, where the philosophy was congenial to the concept of citizen action and the partnership of academia and practice, assured access to educational resources for the Institute.

DIRECTORS OF VOLUNTEERS IN THE GREATER PHILADELPHIA REGION are organized into three major groupings. The oldest is the Pennsylvania Association of Directors of Volunteer Services. Next came the American Association of Volunteer Services Coordinators (which originally admitted only those in mental health institutions, but has now opened its doors to other fields). The newest group is the Directors of Volunteer Programs--Delaware Valley Association which embraces people in a range of varied settings. All were involved in the planning of the Institute from its conception.

THE NATIONAL CENTER FOR VOLUNTARY ACTION, founded in 1970, is a nongovernmental, apolitical, non-profit organization with a primary mission of encouraging and stimulating voluntary action across the nation. NCVA served as the subcontractor in providing the grant that made the Institute possible.

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This report was taken from a longer presentation entitled:

Town and Gown in Volunteer Training:
A Handbook for Practitioners

which includes detail on theory and practice useful to the classroom teacher. For further information contact the authors:

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For additional copies of this handbook, contact NCVA (address on back cover). Copies are free to any group or individual.

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