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OUTLINE OF ORIENTATION AND TRAINING PROGRAM FOR  
NEW WORKERS IN THE BIG BROTHER PROGRAM

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## STATEMENT

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The purpose of this paper is to formulate an effective orientation and training program for new workers in the Big Brother program. It is hoped that as a result of these sessions the new worker will not only develop their social work skills, but also gain a greater appreciation for the role of the volunteer. The B.S.W. and in most cases the M.S.W. does not prepare the social worker to deal effectively in a volunteer focused program. It is my hope that these sessions will provide the opportunity for the worker to gain the necessary knowledge, appreciation and sensitivity in helping them to deal most effectively with large numbers of volunteers.

The implementation of the training program would be best served by developing a nine month program with approximately two sessions per month, each session lasting for two hours. This time schedule would allow for lectures, discussion, role playing and the use of audio visual equipment. These sessions would also provide the new workers, in a decentralized program, the opportunity to come together and share their professional concerns and attitudes. This, coupled with their other on the job training and supervision, would fully prepare them to provide a meaningful service to their volunteers, clients and the community.

## SESSIONS

### I. Introduction to training program

- a) Calendar of training program dates and topics.
- b) Statement of purpose and goals of training program.
- c) Definition of the word "volunteer" and the word "voluntary".
- d) Brief description of "traditional" volunteer as compared to "non-traditional" volunteer.
- e) History of volunteerism in the United States.
  - (1) Colonial Era
  - (2) Revolutionary War Era
  - (3) New Republic Era
  - (4) Pre and Post Civil War Era
  - (5) Turn of the Century Era
- f) Distribution of printed material
  - (1) Calendar
  - (2) "Do We Really Need Volunteer?" by Margaret Mead
  - (3) "Take It Out Of My Salary" by Eugenie Bolger
  - (4) "In Defense Of Unpaid Labor" by Ellen Sulzberger Straus
  - (5) "The Big Giveaway" by Margaret A. Sanborn and Caroline Bird

### II. History of the Big Brother program

- a) History of the Big Brother Association of Philadelphia
- b) History and function of Big Brothers of America
- c) Present status of the Big Brother movement in America
- d) Distribution of printed material
  - (1) Subscription to "Voluntary Action Leadership"
  - (2) "Voluntary Action News"
  - (3) The Big Brother Association of Philadelphia By-Laws

III. Organizational structure of the Big Brother Association of Philadelphia

- a) The purpose and structure of the Board of Directors
- b) The purpose and structure of the professional staff
- c) Distribution of printed material
  - {1} Board Committee Description and Composition
  - {2} Composition of the Board of Directors
  - {3} Organizational Flow Chart
  - {4} District Coordinator's job description  
(new worker)
  - {5} Personnel Practices
  - {6} "The Board Member-Decision Maker" by Pauline L. Hanson and Carolyn T. Marmaduke

IV. Professionalism in the volunteer program

- a) Definition of "professional" and "professionalism"
- b) Definition of "ethics"
- c) The cost of providing professional services in a volunteer program
- d) Educational and training requirements to provide professional services
- e) Distribution of printed material
  - (1) "Continuing Education and Changing Needs" by Lois G. Swack
  - (2) "Code of Ethics for Collaboration" from the Encyclopedia of Social Work

V. Recruitment

- a) Written job description of volunteer duties
- b) Knowledge of community
- c) Identification of potential volunteer sources
- d) Identification of community leaders
- e) Familiarization with present recruitment techniques

- f) Distribution of printed material
  - (1) Big Brother brochure and application
  - (2) Big Brother recruitment kits 1 through 5

VI. Big Brother application process

- a) The purpose of the application process
- b) Mechanics of the application process
  - (1) Initial phone call
  - (2) Screening interview by volunteer
  - (3) Interview by social worker
- c) Distribution of printed material
  - (1) Volunteer's screening form
  - (2) Prospective Big Brother reference letter

VII. Continuation of the Big Brother application process

Staff will utilize audio visual equipment and role playing techniques to gain greater appreciation of their responsibility in the interview with a prospective Big Brother.

VIII. Little Brother intake process

- a) The purpose and goals of the Little Brother intake process
- b) Mechanics of the intake process
  - (1) Initial phone call
  - (2) Social worker's interview with the mother
  - (3) Social worker's interview with boy
  - (4) Contacts with collateral agencies
- c) Distribution of printed material
  - (1) "Interviewing". A paper developed by J.S. Walker, Executive Director and T.E. Weber, Director of Program Services of the Big Brother Association of Philadelphia.
  - (2) "Family Tasks and Reactions in the Crisis of Death" by Stanley B. Goldberg
  - (3) "A Prospective on the Fatherless Family" by William H. Bruce

IX. Continuation of the Little Brother application process

Staff will utilize audio visual equipment and role playing techniques to gain greater appreciation of their responsibility in the interviews with the clients.

X. Matching process

- a) The purpose of the matching process
- b) The factors involved in an effective match
- c) The techniques of making a match (assignment)
- d) The factors involved in a multiple assignment
- e) Distribution of printed material
  - (1) "Material For a Discussion of the Essential Factors in Matching" by William H. Bruce
  - (2) "Matching Volunteers to Client" by Ivan H. Scheier, Ph.D., Timothy F. Fautsko, M.H.S. and Dian Callaghan

XI. Continuation of the matching process

Staff will utilize audio visual equipment and role playing techniques to gain greater appreciation of their responsibility in the matching process.

XII. Support and supervision of the volunteer by the professional staff

- a) The purpose and goals of the support process
- b) Methods of contact
  - (1) Written contact
  - (2) Telephone contact
  - (3) Personal contact
    - Individual
    - Group activities
    - Group meetings
- c) Recognition of the volunteer
- d) Identification of administrative leadership

XIII. Continuation of the support process

Staff will utilize audio visual equipment and role playing techniques to gain greater appreciation of their responsibility in the support process.

XIV. Educational group meetings

- a) The purpose and goals of the education group meetings
- b) Mechanics of insuring an effective group meeting
  - (1) Prior to the meeting
  - (2) During the meeting
  - (3) Following the meeting

XV. The Continuation of educational group meetings

Staff will utilize audio visual equipment and role playing techniques to gain greater appreciation of their responsibility in facilitating the effective educational group meeting.

XVI. Utilization of volunteers in an administrative capacity

- a) Identification of potential leadership
- b) Administrative job descriptions
- c) Administrative extension of professional staff
- d) Representation of specific community
- e) Aid in evaluation in existing program
- f) Inputs into policy decisions
- g) Distribution of printed material
  - (1) Flow chart of volunteer representation
  - (2) Structure and representation of area councils

XVII. Termination of assignments

- a) Natural terminations
- b) Premature terminations
  - (1) External
  - (2) Negative

XVIII. Record keeping

- a) The purpose of record keeping
- b) Types of qualitative record keeping
  - (1) Little Brother intake summary
  - (2) Big Brother acceptance summary
  - (3) Matching summary
  - (4) Six month and annual summaries
  - (5) Termination summary
- c) Quantitative record keeping
  - (1) Monthly contact sheet
  - (2) Statistical work sheet
- d) Distribution of printed material
  - (1) All of the above mentioned forms