



The Center for Volunteer Development
Sponsored in part by the W. K. Kellogg Foundation

**CREDIT COURSES
IN VOLUNTEER ADMINISTRATION
IN COMMUNITY COLLEGES**

by

Don Patterson

VIRGINIA COOPERATIVE EXTENSION SERVICE

Virginia Tech and Virginia State

Virginia's Land-grant Universities

About the Author: Donald W. Patterson has been Superintendent of Volunteer Services and Co-Director of Resident Activities at Richmond Nursing Home, Richmond, Virginia, since 1978. Prior to that time, he was Community Resource Developer for the Henrico CETA Program (1977-78), Richmond. From 1970-77, he was employed in the Rubicon Inc. Drug Rehabilitation Program, Richmond, in positions ranging from Assistant Clinical Director to Clinical Director. Mr. Patterson is a Certified Volunteer Administrator, and is presently a doctoral candidate in adult education, NOVA University, Fort Lauderdale, Florida.

About the Center: The Center for Volunteer Development, funded in part by the W. K. Kellogg Foundation, was established in 1980 to strengthen the voluntary sector in Virginia through educational programs and problem-solving assistance. Utilizing the delivery system of the Cooperative Extension Service, the Center identifies and engages faculty at postsecondary institutions to assist volunteer organizations as they request help with problems and programs. In addition, it helps faculty members to understand and teach students about the importance of volunteerism, and assists with the development and adoption of syllabi, modules, and courses in volunteer management and development. A brochure explaining these and other services of the Center for Volunteer Development is available from Extension offices or the Center.

Dr. Delwyn A. Dyer,
Director
Virginia Tech
207 West Roanoke Street
Blacksburg, Virginia 24061
703/961-7966

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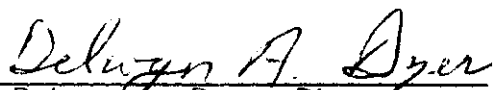
PREFACE

Community colleges throughout the state may well benefit from the initiative of Don Patterson and J. Sargeant Reynolds Community College. Indeed, volunteer administrators throughout the Commonwealth may someday take community college level courses close to home and at affordable prices if community colleges act upon the material contained in this paper.

Mr. Patterson, a volunteer administrator (Richmond Nursing Home) and an adjunct faculty member at J. Sargeant Reynolds, has combined knowledge and experiences gained from these two roles to tackle the problem of improving the quality of performance for volunteer administrators (paid or unpaid) in the Richmond area.

We, at the Center for Volunteer Development, were pleased to host Mr. Patterson as a (graduate-student) volunteer intern in the summer of 1983 and to assist him in completion of this work. While at the Center, Don had complete access to the Center's library and staff and to consultations with Virginia Tech College of Education faculty with expertise in curriculum development and adult teaching techniques.

Outlined in this paper is a definition of need and a series of documented courses with information pertaining to the staff needed to offer them at any community college. The Center for Volunteer Development is pleased to share the paper with you. Those community colleges having representatives at our April 1983 sponsored conference on community colleges and volunteerism have been looking forward to these suggested course outlines. Don Patterson, Mary Guines at J. Sargeant Reynolds Community College, and Harold Stubblefield or I at Virginia Tech will be pleased to provide additional information to those community colleges that desire it.



Delwyn A. Dyer, Director

Center for Volunteer Development

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Introduction

Volunteerism continues to be a very important part of the public and private sectors of American society. This view is clearly established in the writings of professionals in the field, and is supported by corporations and governments at all levels. Edward Lindeman, noted adult educator, has pointed out that "the divergence between professional activity and volunteer activity is the thermometer for measuring the health of a democracy. So long as voluntary groups are active, resilient, and frequent, it may be said that the democratic process is functioning wholesomely and effectively."¹ George Gallup, Jr., President of the Gallup Poll, attested to the importance of volunteerism in a democracy when he said ". . . the voluntary efforts of an estimated 60 million volunteers and of voluntary organizations . . . keep democracies going by doing much of what the government would otherwise have to do."²

The value of volunteerism has been recognized in this country by local, state, and federal governments. In 1982, President Reagan appointed a Task Force on Private Sector Initiatives. The functions of the Task Force were to promote private sector leadership and responsibility in meeting public needs, and to foster an increased level of public/private partnerships in order to decrease dependence on government.³ The Task Force completed its mission in January 1983 and presented recommendations to the President, some of which are already being implemented by the volunteer community.

Volunteerism was first publicly recognized at the state government level when in 1974 Governor Mills Godwin signed an executive order to create the State Office on Volunteerism. Three years later, passage of the Virginia State Government Volunteers Act indicated legislative approval of volunteerism. The Act was amended in 1979 to create the Division of Volunteerism, the primary mission of which is to encourage and enhance volunteerism in the Commonwealth. The mission is based in the enabling legislation which was codified in Chapter 34, Virginia State Government Volunteers Act, of the Code of Virginia. Sections 2.1-559.1 through 2.1-559.7 refer specifically to the Division of Volunteerism.

Local governments, empowered by the amended State Government Volunteers Act to make use of volunteers, continue to be strong supporters of volunteer programs through tax support and tax relief. Given present economic conditions, however, they are less able to share tax dollars with non-profit groups than they have been in recent years. Governing bodies are encouraging the nonprofits to balance budget cut impacts by increasing utilization of volunteers and seeking private sector funds.

Even the business community is recognizing the value of volunteering, and many are offering incentives to encourage volunteer participation by their employees. The history of corporate interest in volunteerism is well documented and publicized in both the printed and visual media. Giants such as J. C. Penney, W. K. Kellogg, Ford, and Rockefeller support many volunteer programs and special projects through foundation grants.

Rationale

Today, over 40 million Americans are volunteering their skills and time to help others with health, education, justice, citizenship, recreation, social and welfare, community action, religious, political, arts and culture needs;

professional associations; and general fund raising.⁴ The volunteer community has received increased media attention as a result of the President of the United States' plan to focus attention on the role of the citizen as a problem solver. This increased media attention is playing a major part in highlighting the value of volunteerism, as well as focusing on the importance of the volunteer administrator.

The volunteer administrator (sometimes called coordinator or director) is the key individual responsible for coordinating programs that will enable individuals to render their time and skills in the most effective and efficient means possible. The success or failure of an individual's volunteer experience may be determined by the leadership of the volunteer administrator.

A reasonable estimate would place the number of individuals in the state who give leadership to volunteer programs at 5,000. And, this figure may be low when one considers all the volunteer leaders in churches, rescue squads, PTAs, Junior Leagues, hospitals, nursing homes, abuse centers, Scout troops, civic groups, etc. The titles of volunteer leaders vary throughout the state, but the job responsibilities are similar. Although volunteer management/administration (of volunteer-based programs) has occurred throughout American history, the role is just beginning to develop as a profession. As a result, a majority of volunteer administrators entering the field receive very little formal training before assuming their roles, a factor which causes them to rely heavily on training in the form of workshops, seminars, and trial-and-error on the job.

A lack of training opportunities has led to a limited understanding of the role of volunteer administrator among the administrators themselves and their agencies. This, in turn, has resulted in volunteer administrators accepting other on-the-job responsibilities that do not relate to their roles. Conse-

quently, a year or more may pass before volunteer administrators entering the field begin to realize fully all that is required to be successful in their roles.

Volunteer administrators must be doubly qualified. They need to have a knowledge of the general techniques of working with volunteers and, at the same time, they must have expertise in the specific fields in which they coordinate volunteers.⁴

The Association for Volunteer Administration (AVA), a national professional organization for those working in the field of volunteer management, has provided guidance for volunteer administrators by developing a code of ethics, developing and implementing a national certification program, and identifying the basic areas volunteer administrators must master in order to be termed adequately prepared to do the jobs they undertake. The areas are program planning and organization; staffing and directing; controlling; individual, group, and organizational behavior; and, grounding in the profession, which includes a working knowledge of the field of volunteerism, its history, tradition, guiding philosophical background, and current trends.⁵ When one considers all the skills and knowledge that have been identified as necessary to manage a volunteer program and the probability that there are at least 200,000 individuals in the country leading at least 40 million volunteers, it is amazing that this writer was able to identify only 17 certificate programs for volunteer administrators offered by institutions of higher education nationwide.⁶ None are in the State of Virginia.

Current State of Volunteer Management Offerings

Thus far, most of the course offerings for volunteer administrators have been in the form of one-day seminars, workshops, classes, etc. provided by colleges and universities, the Division of Volunteerism, Voluntary Action

Centers, and some state agencies and nonprofits for their own volunteer leaders. All of these offerings have been non-credit. Virginia Tech, the University of Virginia, Northern Virginia Community College, and Blue Ridge Community College have provided occasional offerings, most of which have also been non-credit.

Virginia Polytechnic Institute and State University, Blacksburg, Virginia, is the only institution of higher education in the state that has established course offerings in volunteer management. A graduate degree curriculum, comprised of five courses, may be pursued in the Adult and Continuing Education program, with additional study in other courses. An undergraduate minor in administration of volunteer programs is offered to students in Family and Child Development, College of Human Resources.

J. Sargeant Reynolds Community College in Richmond, Virginia, has recognized the need for an academic credential program for volunteer administrators and approved three courses that will be offered for the first time in the fall of 1983. The courses offered will contribute to a career certificate in volunteer management.

The only other credential program available to volunteer leaders in Virginia is the Performance Based Assessment Program offered by AVA. The Performance Based Assessment Program is a national professional credential program that signifies satisfactory performance on the job. It also serves as a guide for career and learning development.⁷ Whereas AVA's program focuses on professional credentials, volunteer management programs offered by institutions of higher education focus on academic credentials. The two programs are complementary, however.

Potential for Community College Contributions

J. Sargeant Reynolds Community College has extended its interests in volunteer program management beyond its approval of three course offerings

to provision of an opportunity for this writer to develop a full course of study for review and possible approval. Consequently, an academic program leading to a career studies certificate in volunteer management has been developed in consultation with several leading educators and volunteer administrators in the field. The proposed course design has been reviewed and given support by Neil Karn, Director of the Virginia Division of Volunteerism; Rena Dudley, CVA, Director of the volunteer program for the Central Virginia Legal Aid; Sue Lewis, Director of the Voluntary Action Center of the United Way of Greater Richmond; Ann Teefey, Assistant Director of the Richmond Chapter of the American Red Cross; Del Dyer, Director of the Center for Volunteer Development, Virginia Tech; Harold Stubblefield, a Fellow of the Center for Volunteer Development and professor in the Adult and Continuing Education Department, Virginia Tech; and George Jarrell, a professor in the School of Community and Public Affairs, Virginia Commonwealth University.

All courses in the design are based on the areas AVA has identified that the volunteer leader must master in order to be termed professional and successful. The experiences of the writer, who is a Certified Volunteer Administrator, were also helpful in making course content design decisions.

The proposed volunteer management certificate program is designed for volunteer administrators presently working in the field who want academic credentials. Volunteer administrators in the program will be expected to utilize their place of employment as a laboratory to test concepts and theories presented in the classroom. The opportunity to share ideas with peers in class while using college resources to solve problems is also a benefit of the program. Individuals not yet engaged in volunteer administration may also enroll.

Twenty credit hours will be required for program completion and the following courses will be offered:

1. Introduction to Administration of Volunteer Programs (3 Credit Hours):

This course focuses on the conceptual knowledge needed to manage a volunteer program. Topics include: stages of volunteer leadership; typical problems associated with volunteer administration; the process of staffing, managing, training, and recruiting volunteers; basic record keeping and forms control.

2. Volunteer Program Management I (3 Credit Hours):

This course focuses on the process of developing written policies that are necessary to manage volunteer programs. Topics covered are: needs assessment; goal setting; objective writing; volunteer policy development; developing a volunteer manual; and, budget development.

3. Volunteer Program Management II (3 Credit Hours):

This course focuses on the process of managing the volunteer program through the utilization of program evaluation techniques. Topics covered are: five models of program evaluation; the planning and implementation of evaluation; and, the aspects of evaluation as it relates to volunteer services.

4. The History of Volunteerism in America (3 Credit Hours):

This course focuses on the history of volunteers and how they have shaped the field of volunteerism. Topics covered are: the importance of volunteering in a democratic society; the history of the volunteer movement; trends and issues that are impacting the field today; and, the future of volunteerism.

5. The Process of Motivating Volunteers (3 Credit Hours):

This course focuses on the process of identifying volunteer needs and interests in order to develop volunteer tasks that are productive. Topics covered are: various techniques of volunteer motivation; development of a volunteer recognition program; the measurement of work performance; and, various models of volunteer supervision.

6. Volunteer Training and Orientation (3 Credit Hours):

This course focuses on the importance of orienting and training volunteers effectively. Topics covered are: the process of developing and implementing a training and orientation program; and, the utilization of training techniques that are effective with volunteers.

7. Volunteer Program Staffing (2 Credit Hours):

This course focuses on the skills that are necessary to recruit and place volunteers within an organization. Topics covered are: sources of

potential volunteers; problems in recruiting; interviewing techniques; and, effective utilization of volunteer job descriptions.

8. Public Relations (2 Credit Hours):

This course focuses on techniques that are necessary to operate an effective volunteer public relations program. Participants will design and evaluate their agencies' volunteer public relations program. Topics covered are: working with the media; developing an effective newsletter; components of a public relations program; and, various public relations activities available to the volunteer administrator.

Outlines have been developed for each of the courses included in the certification program and are included with this paper. Other special interest classes are being planned, such as the "Art of Developing an Effective Board," "Voluntary Associations and the Community," "Fund Raising," and "Grants Writing."

All of the proposed courses will be taught at a time that will not interfere with the volunteer administrator's normal work schedule. Each of the three-credit-hour courses will be held once a week for ten weeks and involve 30 hours of class time. The two-credit-hour courses will also be held once a week, but for six weeks only and involve 18 hours of class time. Volunteer administrators who have worked in the field for a year and have attended workshops or conferences sponsored by the Voluntary Action Center of the United Way of Greater Richmond, the Virginia Division of Volunteerism, and the American Red Cross can waive up to eight credit hours if they can: 1) verify that the content of workshops attended related to the class being waived; 2) pass an examination of the class being waived; and 3) present a paper documenting academic knowledge of the course being waived.

Finding faculty qualified to teach courses in volunteer management certificate programs may prove difficult. Yet, selecting appropriate instructors is critical to the program's success. The instructor must have a sound knowledge base for the course being taught, as well as knowledge of the

responsibilities, duties, and problems of the volunteer administrator. Knowledge of and the ability to utilize effective adult education techniques are very helpful, and personal experience as a volunteer administrator is a definite plus.

Volunteer administrators will bring to class a vast amount of experiences and frustrations and will expect the course instructor to help them solve their problems. If the instructor is not in touch with the participants' needs and concerns, interest will be lost and the course will be a failure. In situations where it is not possible to find an instructor with the academic and volunteer management field experience needed, a team teaching approach will be used. For example, a professor with experience in business administration may be asked to team teach a course with a volunteer administrator who is certified and has or is managing a successful volunteer program.

Implications

The proposed J. Sargeant Reynolds Community College Volunteer Certificate Program, if implemented, will produce volunteer leaders with the learning and supervisory experiences necessary for satisfactory performance. At the same time, it will provide the employers of volunteer leaders with verification that significant courses have been taken. Approval by an institution of higher education will also indicate that college administrators consider the education of volunteer leaders important enough to include volunteer management in a curriculum. Additionally, an associate degree program for those individuals who have completed high school and are aspiring to become volunteer administrators may develop because of the success of the Reynolds' program.

It is this writer's belief that individuals with a career certificate or associate degree in volunteer management will be well prepared when they

enter the field of volunteer management. If these individuals choose to continue their education, it is also felt that their backgrounds in volunteer management will make them very good candidates for an undergraduate or graduate degree program in the human resources field.

REFERENCES

1. Naylor, Harriet H. Impact of Volunteering on Health Field. (3 May 1976). AVB Jubilee. Kansas City, Missouri.
2. Gallup, Jr., George. "Volunteerism: America's Best Hope for the Future." Voluntary Action Leadership. Fall, 1980, p. 24.
3. Allen, Kerry Kenn. "Volunteering in America 1982-83." Voluntary Action Leadership. Winter 1983, p. 25.
4. Allen, Kerry Kenn. "Volunteering in America: A Status Report, 1981-82." Voluntary Action Leadership. Winter 1982, p. 23.
5. Invitation to Participate in the Performance Based Assessment Program for Certification in Volunteer Administration. Association of Volunteer Administrators. Boulder, Colorado: 1982.
6. Weber, John. "As You Like It." Voluntary Action Leadership, Summer 1980, p. 32-37.
7. Invitation to Participate in the Performance Based Assessment Program for Certification in Volunteer Administration. Association of Volunteer Administrators. Boulder, Colorado: 1982.

1. Course Prefix & Number: PBSV 100-199 Credit Hours: 3

2. Course Title: Introduction to Administration of Volunteer Programs*

3. Rationale: To provide participants with the basic management concepts necessary to function effectively in the role of volunteer administrator.

4. Course Content (Major Headings):
 - a. Types of organizations that utilize volunteer administrators.
 - b. Stages of volunteer leadership.
 - c. The process of recruiting, staffing, and leading volunteers.
 - d. Various methods of volunteer orientation and training.
 - e. Volunteer program budget development.
 - f. Basic record keeping and forms control.
 - g. The identification and solution of typical problems associated with volunteer administration.

5. General Course Objectives:
 - a. To provide participants with the skills and knowledge necessary to identify and explain the differences in the various organizations that utilize volunteers.
 - b. To provide participants with the knowledge necessary to identify and explain the various stages of volunteer leadership.
 - c. To provide participants with the basic skills and knowledge needed to recruit, lead volunteers, and staff a volunteer program.
 - d. To provide participants with the basic concepts and skills needed to operate an effective volunteer orientation and training program.
 - e. To provide participants with the basic skills needed for program budget development.
 - f. To provide participants with the knowledge and skills needed to control a volunteer program, e.g., record keeping and forms.

* Developed through J. Sargeant Reynolds Community College, Richmond, Virginia, and approved by the Virginia Community College System.

1. Course Prefix & Number: PBSV 100-199 Credit Hours: 3

2. Course Title: Volunteer Program Management I*

3. Rationale: To provide participants with the opportunity to study
 indepth and demonstrate their skills in management processes that are
 essential to the effective operation of a volunteer program.

4. Course Content (Major Headings):
 - a. Assessing the needs and interests of the volunteer and volunteer
 organization.
 - b. Goal setting and objective writing.
 - c. Volunteer policy development.
 - d. Accounting for budget funds.
 - e. Techniques for the development of a volunteer manual.

5. General Course Objectives:
 - a. To provide participants with the skills needed to successfully
 determine the needs and interests of a volunteer program.
 - b. To provide participants with the knowledge and skills needed to
 develop program goals and objectives.
 - c. To provide participants with a working knowledge of accounting for
 budget funds.
 - d. To provide participants with the knowledge and skills necessary to
 implement policies.
 - e. To provide participants with the basic techniques to design a vol-
 unteer manual.

* Developed through J. Sargeant Reynolds Community College, Richmond, Virginia, and approved by the Virginia Community College System.

1. Course Prefix & Number: PBSV 100-199 Credit Hours: 3

2. Course Title: Volunteer Program Management II*

3. Rationale: To provide participants with the opportunity to study
indepth and demonstrate their skills in management processes that are
essential to the effective operation of a volunteer program.

4. Course Content (Major Headings):

a. The aspects of evaluation as it relates to volunteer services.

b. Various models of effective program evaluation.

c. The planning and implementation of an effective evaluation program.

d. _____

5. General Course Objectives:

a. To provide participants with a working understanding of the aspects
of evaluation as it relates to volunteer services.

b. To provide participants with a working knowledge of the various
methods of effective program evaluation.

c. To provide participants with the knowledge and skills necessary to
plan and implement a volunteer evaluation program.

d. _____

* Developed through J. Sargeant Reynolds Community College, Richmond, Virginia, and approved by the Virginia Community College System.

1. Course Prefix & Number: _____ Credit Hours: _____
2. Course Title: The History of Volunteerism in America
3. Rationale: Volunteer administrators need to understand the concept and historical development of volunteerism in America if they are to enforce the value of volunteerism in their agencies, communities, and individual volunteers.
4. Course Content (Major Headings):
 - a. The importance of volunteerism in a democratic society.
 - b. Volunteering in early America.
 - c. The development of voluntary associations and agencies.
 - d. The role of volunteering in American communities.
 - e. Trends, issues, and legislation that are impacting the field of volunteerism today.
 - f. Volunteerism and its effect on the movements of special interest groups in American history (women's movement, and rights, etc.).
5. General Course Objectives:
 - a. To provide participants with an understanding of volunteerism and its importance to the American democratic process.
 - b. To provide participants with a historical perspective of volunteering in America.
 - c. To provide participants the opportunity to examine the history of their own agencies and how it relates to the history of volunteerism in America.
 - d. To provide participants with an understanding of trends, issues, and legislation that are affecting the field of volunteerism today.
 - e. To provide participants with an understanding of the impact of volunteerism on the movement of special interest groups.

1. Course Prefix & Number: _____ Credit Hours: _____
2. Course Title: The Process of Motivating Volunteers
3. Rationale: The ability to motivate by developing tasks that are meaningful, productive, and interesting to the volunteer and organization is a skill that volunteer administrators must have. This course will provide participants with skills to select appropriate methods that will encourage volunteers to contribute to organizational goals, which will lead to increased retention and production.
4. Course Content (Major Headings):
 - a. Motives for volunteering in an agency or organization.
 - b. Motivational theories that relate to volunteer management.
 - c. Motivational practices and techniques that retain and enhance volunteer participation.
 - d. Various models of volunteer supervision.
 - e. The development of volunteer job assignments that are based on the needs and interests of volunteers.
5. General Course Objectives:
 - a. To provide an understanding of why people volunteer.
 - b. To develop an understanding of the various motivational theories that are appropriate in working with volunteers.
 - c. To provide the skills and knowledge necessary to develop a volunteer recognition program.
 - d. To examine models of volunteer supervision as a method of positive motivation.
 - e. To develop motivational skills that will retain and enhance volunteer participation.

1. Course Prefix & Number: _____ Credit Hours: _____
2. Course Title: Volunteer Training and Orientation
3. Rationale: Volunteer administrators must have knowledge and skills in developing training and orientation programs if they want to insure a good working relationship between staff and volunteers, as well as to insure volunteers are functioning with adequate knowledge of their responsibilities.
4. Course Content (Major Headings):
 - a. The importance of training and orienting volunteers and staff.
 - b. Factors and principles important in the learning process.
 - c. Designing, implementing, and evaluating orientation and training programs.
 - d. Methods and techniques that are designed to facilitate learning.
5. General Course Objectives:
 - a. To develop an understanding of the importance of effectively training and orienting volunteers and agency staff.
 - b. To provide participants with the skills and information necessary to design, implement, and evaluate successful volunteer training and orientation programs.
 - c. To provide participants with the skills and knowledge to identify effective techniques that will transmit information.
 - d. To develop an understanding of the common problems and solutions associated with volunteer training programs.

1. Course Prefix & Number: _____ Credit Hours: _____
2. Course Title: Volunteer Program Staffing
3. Rationale: The ability to recruit and staff a program with volunteers is an important responsibility of the volunteer administrator. This course will provide participants with the opportunity to examine various techniques that are utilized to recruit effectively, interview, and integrate volunteers within an organization.
4. Course Content (Major Headings):
 - a. Assessing the need for organizational volunteers.
 - b. The importance of an organized volunteer recruitment program.
 - c. Components of a volunteer recruitment program.
 - d. Interviewing techniques for a volunteer program.
 - e. The process of integrating the volunteer into the organization.
5. General Course Objectives:
 - a. To develop the ability to look at and analyze the total organization to determine the various volunteer jobs that are needed.
 - b. To develop an understanding of the importance of an organized volunteer recruitment program.
 - c. To develop the skills necessary to implement a successful recruiting program.
 - d. To develop skills necessary to design volunteer job descriptions that are based on the needs and interests of the organization and volunteer.
 - e. To develop sound interviewing practices in the selection of volunteers.

1. Course Prefix & Number: _____ Credit Hours: _____
2. Course Title: Public Relations
3. Rationale: The ability to communicate positively and effectively the needs, goals, and accomplishments of the agency and volunteer to the community is an important function of the volunteer administrator. This course will provide participants with the techniques that are necessary to operate an effective volunteer public relations program.
4. Course Content (Major Headings):
 - a. The importance of an effective volunteer on-going public relations program.
 - b. Components of a public relations program.
 - c. Working with the media.
 - d. Developing an effective newsletter.
 - e. Public relations activities available to the volunteer administrator
5. General Course Objectives:
 - a. To develop an understanding of the need for an effective on-going public relations program.
 - b. To develop the skills necessary to implement a recruitment program.
 - c. To develop the skills necessary to identify and implement varied public relations strategies depending on the trends affecting the community.
 - d. To develop the skills necessary to design and implement a newsletter.

SYLLABUS

Introduction to the Administration of Volunteer Programs

Course Prefix & Number: PBSV 100-199 Credit Hours: 3

Instructor: Don Patterson
Phone Number: 780-4600

Introduction to the Administration of Volunteer Programs is designed to give participants the opportunity to examine the roles, responsibilities, and common problems the volunteer administrator must face. Additionally, the course will introduce participants to the basic management concepts necessary to function effectively in the role of volunteer administrator. The course will be held one night a week for ten weeks, from 7:00-9:45 p.m. Participants will be expected to actively participate in classroom discussions and activities, identify and develop a course project, and pass a mid-term and final examination.

The purpose of the course project is to enhance the participants' knowledge and skills in volunteer administration by giving them an opportunity to solve problems that exist on their jobs or to study areas of interest. The project may consist of the development of a recruitment plan or a demonstration of interviewing skills. Participants will contract with the course instructor by the third meeting as to what their project will consist of and how they will demonstrate their learnings.

Text:

Wilson, Marlene. The Effective Management of Volunteer Programs. Boulder, Colorado: Volunteer Management Associates, 1976.

MacBride, Marie. Step by Step: Management of the Volunteer Program in Agencies. Bergen County, New Jersey: Volunteer Bureau of Bergen County, 1979.

Course Outline:

Responsibilities, Roles, and Characteristics of the Volunteer Administrator:

1. Identification of the responsibilities of the volunteer administrator.
2. Professional ethics in volunteer services administration.
3. Profile of the volunteer administrator.

Organizations that Utilize Volunteers:

1. Identification of the various organizations that utilize volunteers and volunteer administrators.
2. Responsibility of the volunteer administrator to the agency, organization, and community.

Introduction to Program Planning:

1. The volunteer administrator's role as a planner.
2. Needs assessment.
3. Goal setting and objective writing.

Stages of Volunteer Leadership:

1. The volunteer administrator as a leader.
2. Identification of effective leadership styles.

Introduction to the Various Methods of Volunteer Orientation and Training:

1. Assessing the need for volunteer training and orientation.
2. Developing a training model.
3. Evaluating the training and orientation program.

Introduction to Volunteer Program Budget Development:

1. The importance of developing a program budget.
2. Steps involved in budget development.

Introduction to Basic Record Keeping and Forms Control:

1. Controlling the volunteer program with forms.
2. Identification of basic forms for the volunteer program.

The Identification and Solutions to Typical Problems Associated with Volunteer Administration:

1. Common problems confronting volunteer administrators.
2. Problem solving.

Class Participation	20%
Mid-term	15%
Final	40%
Project	25%