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## An analysis of the recruitment processes of volunteer leaders in the Y.M.C.A.

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*University of the Pacific*

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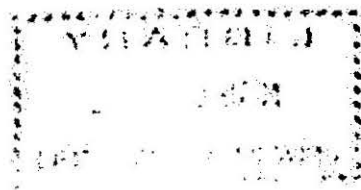
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AN ANALYSIS OF THE RECRUITMENT PROCESSES OF  
VOLUNTEER LEADERS IN THE Y.M.C.A.

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A Thesis  
Presented to  
the Faculty of the Department of Bible  
and Religious Education  
University of the Pacific

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Group Work and Recreation

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by  
Frederick Edwin Stickney

May 1965

This thesis is dedicated to my wife, Sally A. Stickney, who gave me the support to write this thesis, to Mrs. Charles Romanowitz, who spent many hours of work typing the thesis, and to Professor Lawton Harris of the University of the Pacific who gave me the motivation and guidance to continue my education.

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## CHAPTER I INTRODUCTION

### THE PROBLEM AND DEFINITIONS OF TERMS USED

The Young Men's Christian Association is a Christian organization, and it includes in its membership persons representing Christian backgrounds and view points. It attempts to develop attitudes and values that are Christian. Each Young Men's Christian Association follows certain national principles, but its functions are determined by the local community conditions, resources, and leadership.

The prime means by which each Young Men's Christian Association seeks to implement its purpose is through planning and conducting programs that provide persons with meaningful opportunities for significant growth in spirit, mind, and body.

The Young Men's Christian Association is not only a membership organization but also involves a large number of laymen in leadership roles. "While over 4 million different persons participated in some kind of a Young Men's Christian Association program in 1962, but one in nine of these people performed some kind of leadership service."<sup>1</sup> These leaders contributed much to both the development and the achievement of organizational goals.

The volunteers who serve as leaders of groups, officers of clubs,

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<sup>1</sup>Sanford M. Reese, and Barbara R. Foster (ed.) 1963 Young Men's Christian Association Year Book and Official Roster (New York: Association Press, 1963), p. 41.

coaches of teams as well as members of many different kinds of committees and inter-group councils contribute valuable insights, as well as a great deal of time, to help the Young Men's Christian Association movement maintain its program and achieve its goals.

## I. THE PROBLEM

Statement of the problem. The purpose of this study was to determine the theories of recruitment and compensations utilized by the Young Men's Christian Association to compare the reasons given by a selected group of volunteer leaders in the Young Men's Christian Association for their volunteer work with the opinions given by a selected group of Young Men's Christian Association program secretaries.

Importance of the study. Strong volunteer leadership in the Young Men's Christian Association does not "happen." It is a result of good administration which leaves nothing to chance.

Young Men's Christian Association laymen who give time, skills, and energies with no remuneration of intrinsic value, are generally thought of in three categories:

1. Those who function in policy determining groups, such as boards and committees.
2. Those who function in program production roles, such as club advisors, and leaders of groups, classes, or teams.
3. Those who give service to the Young Men's Christian Association in a multitude of short-term activities, such as score keepers, envelope stuffers, telephone callers, and campaign

workers.<sup>2</sup>

Some Young Men's Christian Associations have been known to identify, as part of the lay leadership team, a fourth category of persons who hold elective office in Young Men's Christian Association groups or clubs.

This study does not involve itself with the recruitment of board members and committee members (area one above) or does it involve itself with volunteers who give service to the Young Men's Christian Association in a multitude of short-term activities (area three above). The study, itself is devoted entirely to the recruitment processes of volunteer leaders who function in program production roles, either group work or physical education fields (area two above). Roles in these two fields are limited to club advisors, group leaders, physical education instructors, and team coaches. The study seeks to determine how the Young Men's Christian Association can do a more effective job in recruitment.

## II. DEFINITIONS OF TERMS USED

Leadership. Leadership is interpreted in this study as being a quality of influencing others. It is an influence upon people which causes them to listen and agree on common goals, follow advice, and go into action toward these goals. Wiles, Brown and Cassidy list the

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<sup>2</sup>John R. Fischer, "Lay Leadership in the Young Men's Christian Association" (New York: National Council Young Men's Christian Association, 1962), p. 1. (Mimeographed.)



following principles for democratic leadership:

- A. Leadership starts with identifying the problems of both the individual and the group.
- B. Leadership meets both individual and group needs.
- C. Leadership regards the individual and his environment as an interacting unity.
- D. Leadership is a responsibility shared by group members.
- E. Leadership seeks new and better ways of working.
- F. Leadership helps individuals to work with others for the common good.
- G. Leadership helps individuals to be responsible group participants.
- H. Leadership acts consistently with democratic values.
- I. Leadership demonstrates expertness in the educational field.<sup>3</sup>

#### TYPES OF LEADERS

1. Volunteer Leaders. A volunteer leader for the purpose of this study is a volunteer worker who gives time, skills and energies in a capacity of leadership with a club, class, team, or program event without financial remuneration.

2. Group Leaders. A group leader, as interpreted in this study, is a person who gives leadership to a club, class, team, and other organized groups in the Young Men's Christian Association. His leadership is group centered, not leader centered.

3. Instructor. An instructor, as interpreted in this study, is a person who gives leadership or instruction in a physical education activity.

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<sup>3</sup>Kimball Wiles, Camille Brown, and Rosalind Cassidy, Supervision in Physical Education (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1956), p. 3.

4. Part-time paid worker. A part-time paid worker in this study is a paid employee involved in a special program activity which requires skill and training.<sup>4</sup>

Branch Young Men's Christian Association. A branch Young Men's Christian Association is a separate Young Men's Christian Association which is tied to a Metropolitan Young Men's Christian Association and which is directed by a Metropolitan Young Men's Christian Association Board of Directors.

Group work. Group work is a method used in informal education, recreation, social work, education, or religious education in which the process of interaction among members of relatively small voluntary groups is utilized for educational ends. In defining group work as a method, however, it must be clearly understood that the term "method" is not used in the narrow sense as a means to ends otherwise determined. Group work implies an educational and social philosophy, a set of objectives, and a process.<sup>5</sup>

Worker. Worker means a person, either professional or volunteer with program responsibility related to a Young Men's Christian Association program.

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<sup>4</sup>Gren O. Pierrel, The New Executive in the Smaller YMCA (New York: Association Press, 1959), p. 51.

<sup>5</sup>Hedley S. Dimock and Harleigh Trecker, The Supervision of Group Work and Recreation (New York: Association Press, 1949), p. VIII.

## III. REVIEW OF THE LITERATURE

Historically the emphasis of the Young Men's Christian Association as a lay organization has been one of its principle strengths. It is not only a membership organization but also involves a large number of laymen in leadership roles. There were 554,257 different persons who served in some volunteer leadership capacity in 1963 in the United States. In addition, there were almost 4,000 professional Young Men's Christian Association secretaries and over 35,000 non-professional workers who helped provide leadership in Young Men's Christian Association's in the United States.<sup>6</sup>

A large number of volunteers continued to play an important part in carrying on the work of the Young Men's Christian Association. The numbers of persons serving on boards, councils, and committees increased in 1963 by 6 per cent over that of 1950. For the same year there was an increase in the proportion of men, boys and women over eighteen in such positions. Only the number of girls under eighteen in these leadership roles decreased. Volunteer's now lead 48 per cent of the groups. The number of different persons serving in some kind of leadership capacity increased to over half a million. "One in every eight members performed some kind of leadership role."<sup>7</sup>

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<sup>6</sup>Sanford M. Reese, and Barbara R. Foster (ed.) 1964 Young Men's Christian Association Year Book and Official Roster (New York: Association Press, 1964), p. 63.

<sup>7</sup>Ibid.

The proportion of Young Men's Christian Association organized groups led by volunteers declined to 48 per cent in 1963. This decline of 1 per cent from the previous year is not large but perhaps is indicative of the trend toward the use of more paid leaders. Volunteers may be either an officer of an adult group or an adult advisor of a youth group. Groups without volunteer leadership are directed by Young Men's Christian Association staff members, teachers, or other adults who are paid to lead one or more groups.

Information from the annual reports was provided about the leadership of 340,473 groups including groups without definite enrollment, as well as those with definite enrollment. Excluding the Young Men's Christian Association staff, there were 224,886 leaders of groups or clubs. These are more groups and more leaders than had been reported previously. However, the increase is not as great as might be indicated by the figures, as there are also more Associations reporting.<sup>8</sup>

The largest proportion of groups are still led by volunteers. Forty-three per cent of leaders were officers of their groups and 39 per cent were adult advisors of youth groups. Only 2 per cent each of teachers and Young Men's Christian Association staff served as leaders. The greatest growth was in the category of paid leaders. This grew from 10 per cent in 1950 to 14 per cent in 1963.

There was little change in the proportion of groups led by var-

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<sup>8</sup> Ibid., p. 64.

ious types of leaders. In 1963 volunteers, including groups' own officers, led 48 per cent of the groups; Young Men's Christian Association secretaries led 19 per cent; paid teachers led 3 per cent; and paid leaders led 30 per cent. "The proportion of groups led by paid leaders has increased from 14 per cent in 1950."<sup>9</sup>

LEADERSHIP OF GROUPS 1950-1963<sup>10</sup>

Type of Leadership	1950		1963	
	Number of Leaders	Per cent of Total	Number of Leaders	Per cent of Total
Group's Own Officers	35,703	44.2	99,086	43
Volunteers	31,263	38.7	89,999	39
Paid part-time leaders	7,390	9.2	31,708	14
Teachers	2,463	3.1	4,093	2
YMCA Professional staff	<u>3,834</u>	<u>4.8</u>	<u>5,942</u>	<u>2</u>
Total	80,653	100.0	230,828	100
Per cent of change from 1950				196

In 1956 the San Francisco Young Men's Christian Association produced a mimeographed booklet, "A Guide to Recruiting Instructors." This booklet was adopted from "Guide to Recruiting Advisors," which was written for the book "Designing Education in Values" by Roy Sorenson and

<sup>9</sup>Ibid., p. 64.

<sup>10</sup>Ibid., p. 65.

Hedley S. Dimock.

The pamphlet "Being an Advisor" was produced as a tool for use in recruiting. It is attractively printed and answers in a direct way the questions that usually arise when a person is deciding whether he shall become an advisor or not: "Why should I consider it?"; "What is the job?"; "What is the purpose of the club?"; "What do I need to know?"; "How much time would it take?"; "How much help would I get?" Distribution of the pamphlet was a very elementary step to assist in recruiting; intended to improve selectivity by providing a greater supply of possible advisors.<sup>11</sup>

Seth Arsenian and Arthur Blumberg<sup>12</sup> conducted a study of "Volunteers in the Young Men's Christian Association." This was a study stimulated and partially financed by the National Research Council of the Young Men's Christian Association. It was a pilot study in determining some of the characteristics of Young Men's Christian Association volunteers and to point the way for further investigations. Procedures included standardized psychological tests and questionnaires.

David A. Rice<sup>13</sup> conducted a survey to find out if traditional

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<sup>11</sup>Roy Sorenson and Hedley S. Dimock, Designing Education in Values (New York: Association Press, 1955), p. 159.

<sup>12</sup>Seth Arsenian and Arthur Blumberg, "Volunteers in the Young Men's Christian Association," Forum, 40:28, November-December, 1959.

<sup>13</sup>David A. Rice, "Increasing Self-Awareness of Teen-Age Leaders: A Contrast of Training Methods" (unpublished Master's Thesis, San Francisco State College, San Francisco, 1959), p. 41.

training and sensitivity training differ in their effect of increasing self-awareness of teen-age leaders. The hypothesis was advanced that traditional training with its emphasis on images of desirable behavior, does not increase self-awareness; and the sensitivity training with its exploration and acceptance of expressions of covert behavior does increase self-awareness. This hypothesis was tested by comparing the self-awareness increase of ten teen-age leaders who participated in traditional training with the self-awareness increase of ten others who participated in sensitivity training. The twenty participants were divided into two groups, so both groups were equalized by sex, grade, age, intelligence, and self-awareness score. One group used sensitivity training, the other group represented the more traditional training. Gross' scale for measuring self insight was selected as the instrument to measure the degree of self-awareness the trainees possessed. This scale was administered to the trainees before and after training to determine the change in self-awareness. Principal findings were that: (1) for the traditional group self-awareness did not increase significantly, (2) for the sensitivity training group self-awareness was found to increase significantly, (3) the evidence supports the hypothesis which was advanced.

Richard Dietrich<sup>14</sup> conducted an investigation to describe the

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<sup>14</sup>Richard Dietrich, "Leadership Training Program For Adolescent-Age Youth," A report prepared for the 1961 YMCA Year Book (New York: Association Press, 1961), p. 132.

basis for a program experiment in leadership training of adolescent-age youth. Procedures included consultation with individuals, examination of research in fields of developmental psychology, character education, physical education, group work and educational psychology. There was detailed correspondence with other interested Young Men's Christian Association secretaries, and a survey of existing programs having a similar nature. These were supplemented by several years of experimentation. Findings indicate that a program of leadership training for adolescent youth should include a close synthesis of group work resources and principles with those of physical education.

Bruce Anthony<sup>15</sup> conducted a survey of the literature on volunteer leadership to discover significant features of leadership in small groups, and to determine these factors in group process that most effectively produce growth and satisfaction in the lives of group members. The fifty-three page report cites sixty-one references. There is an evaluation and synthesis of findings. The author concludes that: "In small groups where individual growth and satisfactions are especially important, the group centered leadership is ideal. . . ." The author also concludes that: "Recruitment of volunteers is a must for a good Young Men's Christian Association program."

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<sup>15</sup>Bruce Anthony, "Leadership," A report prepared for the 1959 YMCA Year Book (New York: Association Press, 1959), p. 136.



William A. Phillips<sup>16</sup> conducted a study of the age, sex, occupation, religious affiliation, educational attainment, family status, and span of Young Men's Christian Association service of 120 volunteers at the South Chicago Department Young Men's Christian Association. The study sought to determine factors which are characteristic of volunteers in this Young Men's Christian Association. Methods included examination of the literature and administration of a questionnaire. The conclusions of this study were as follows:

1. In the program leadership positions women tend to make the best volunteers.
2. The better leaders are drawn from people who have some college training.
3. People are often selected as board and advisory committee members because of their prestige and influence in the community.
4. Experience in membership and finance campaigns cause volunteers to become dedicated leaders.
5. Parents with children in the membership should be the first individuals to approach in selecting volunteers for the association.
6. Volunteers should be challenged to take many leadership roles.
7. Protestant church members serve as volunteers in larger numbers as compared to their proportion in the membership than do Catholics and Jews.
8. Both secretaries and laymen are important in recruiting volunteers.

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<sup>16</sup>William A. Phillips, "A Status Study of the Volunteer Leaders at the South Chicago Department of the Young Men's Christian Association of Metropolitan Chicago." (unpublished Master's Thesis, George Williams College, Chicago, Illinois, 1957).

9. Volunteers contribute many hours of service to the association.

Other studies have been written regarding the recruitment of board and committee members. Sanford H. Reece<sup>17</sup> conducted a study of the National Council of the Young Men's Christian Associations regarding recruitment and training of boards and committees of management in 374 Young Men's Christian Associations. Charles S. Crittenden<sup>18</sup> also conducted a study regarding guidelines and directions for a Board of Directors and its related committees. Roy Sorenson's book "How To Be A Board or Committee Member" deals strictly with boards and committees. These studies on boards and committees although of great importance do not relate to this study.

The preceding studies and reports on volunteer leadership all relate to this study in some way. To this writers knowledge from 1950 to 1964 there has not been a study written on the recruitment processes of volunteer leaders in the Young Men's Christian Association. The mimeographed booklet "A Guide to Recruiting Instructors" comes the closest in its material to the material in this study.<sup>19</sup> This booklet was used

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<sup>17</sup>Sanford H. Reece, "A Study of Young Men's Christian Association Boards and Committees of Management." A report prepared for Research Committee, National Council, New York, reported in 1963 Y.M.C.A. Year Book (New York: Association Press, 1963).

<sup>18</sup>Charles S. Crittenden, "Policy and Commissions for Board of Directors and Related Committees," A report prepared for the 1961 Y.M.C.A. Year Book (New York: Association Press, 1961), p. 135.

<sup>19</sup>"A Guide to Recruiting Instructors," (San Francisco Young Men's Christian Association, 1956). (Mimeographed.)

as a reference source for the material in Chapter Two.

It is hoped that this study will be of great importance and a contribution to the Young Men's Christian Association in the field of recruiting volunteer leaders.

#### IV. PROCEDURE

To find the theories of recruitment, compensations, and incentives of volunteer leaders in the Young Men's Christian Association, relevant literature in the field of leadership, supervision, group work, physical education, and recreation was read and sifted for information. The information pertaining to the recruitment processes and factors, leadership and qualifications, supervision and supervisory processes, and recognition methods of volunteer leaders was gathered together and then was separated into five main chapters.

Three questionnaires which are listed in the appendix were sent to a selected group of Young Men's Christian Association Program Secretaries and volunteer leaders. The first questionnaire (Appendix A) was sent to ten program Secretaries in the Oakland, Berkeley, and San Francisco Young Men's Christian Association's who are responsible for the supervision of volunteers. The second questionnaire (Appendix B) was sent to eighty volunteer leaders in the Oakland, Berkeley and San Francisco Young Men's Christian Association's. The questionnaires sent to the ten Young Men's Christian Association Program Secretaries aimed to discover functions, benefits, motivation, and training of volunteer

leaders in their Associations. Replies were received from all ten Program Secretaries. The third questionnaire (Appendix C) was sent to fifty-two Young Men's Christian Association Secretaries in the Pacific Southwest Area which includes California, Nevada, Arizona and Hawaii. This questionnaire was not used in any comparison but is included in the appendix. The main purposes of these questionnaires were to find the motivation of these volunteer leaders, the benefits they think they derive from being a volunteer leader, and to discover the help the professional Young Men's Christian Association staff had given each volunteer leader. The questionnaires from the Program Secretaries and volunteer leaders in Oakland, Berkeley, and San Francisco were compared. The results of the questionnaires were tabulated and analyzed.

#### V. OUTLINE OF THE REMAINING CHAPTERS

Chapter II contains the recruitment processes and factors which affect volunteer leaders.

Chapter III contains the qualifications of a volunteer leaders.

Chapter IV contains the principles and conditions of leader learning.

Chapter V contains the supervisory processes of the volunteer leader.

Chapter VI includes recognition factors of the volunteer leader.

Chapter VII contains the summary and conclusions.

## CHAPTER II

### RECRUITMENT OF VOLUNTEER LEADERSHIP

A helicopter crashed into the Potomac River one cold, rainy December night. Ten persons critically injured were rushed to a local hospital and an appeal for blood was broadcast by a radio station at about midnight. Within two hours hundreds of would-be donors converged on the hospital in answer to the radio appeal, some of them wearing overcoats over their pajamas. The rush to help through this black, rain-drenched night was so great that it took a dozen policemen to straighten out the traffic jam, and hundreds of volunteer donors stood in the rain outside the hospital waiting their turn to help.<sup>1</sup>

This single example reveals an ideal of service unique among the world's peoples. Whether it is a group of children needing a play leader or a major disaster calling for help,--dedicated, service-minded volunteers in every American community are ready, able, willing and anxious to give their time, their best efforts, their skills, talents, money and even their lives to help solve others' problems.

This is symbolic of the heart of America. In no other country of the world is volunteerism practiced to the degree that it is here. Volunteering is a privilege of free men. "It is particularly a special

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<sup>1</sup>Los Angeles Times, December 13, 1958, p. 4.

privilege of American democratic citizenship."<sup>2</sup>

Volunteer positions in the Young Men's Christian Association are numerous and can be attractive. Every association has evidence of their beneficial effects such as the young man who had no sense of direction in life until he took over a boys' club, and as a result finished his college education to prepare himself for social service work. These positions must be presented to the prospect with good sales psychology. Get the persons who can make the best contact with the prospect to see him. It may be a layman, an employed staff man or a group of boys who need a leader.

#### WHAT IS INVOLVED IN RECRUITING

Whose responsibility is it to interview and seek to enlist prospective leaders--the professional worker's? lay committee members? or members of the group which is in need of the leader?

A study of current practices suggests that the supervisor is the most common "recruiter," but that both laymen and the group itself are used quite extensively.<sup>3</sup> Matters of policy on recruiting leaders should be determined by the appropriate committee in the agency. In most agencies a professional worker is responsible for the execution of these

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<sup>2</sup>Ben Solomon, Volunteers Are Wonderful (Putnam Valley, New York: Leadership Library, 1964), p. 1.

<sup>3</sup>Hedley Dimock, and Harleigh Trecker, The Supervision of Group Work and Recreation (New York: Association Press, 1949), p. 63.

policies. Since he is the one to whom the leader will be responsible and from whom he will receive supervision and direction, the supervisor should participate in the choice of the leader, and particularly should be the one to make a critical appraisal of the prospective leader. He should also take part in the securing of the leader and, as he is usually the one best able to do so, he should in most cases describe the job and indicate what is expected of the leader.

"Probably the most desirable and affective recruiting practice involves interviews by both lay and professional workers."<sup>4</sup> Since the volunteer is lay, he is entitled to an approach from a lay representative. "Since he is responsible in his leadership capacity to the professional, that relationship should be signified and explained by the professional."<sup>5</sup>

A professional Young Men's Christian Association Secretary who is a successful "recruiter" of a large volume of successful volunteer leaders needs to have a basic policy and procedure of recruitment. The process of locating, interesting, selecting and appointing a volunteer leader consists of six major steps:<sup>6</sup>

- (A) Locating prospects or nominating possibilities may be the responsibility of the group to be organized, branch committeemen, other leaders, staff, and other persons.
- (B) The Young Men's Christian Association professional should

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<sup>4</sup>Ibid., p. 64.

<sup>5</sup>Ibid.

<sup>6</sup>"A Guide to Recruiting Instructors," (San Francisco Young Men's Christian Association, 1956), p. 8. (Mimeographed.)

interview prospects to begin the selectional process and to help persuade the likely prospects to consider favorably.

- (C) The professional staff should accept, reject, or tryout prospective volunteers.
- (D) The volunteer leader is the representative of the Young Men's Christian Association with the group, and therefore is responsible to his supervisor, who is one of the professional staff.
- (E) Orientation should be provided each appointed volunteer leader.

#### THE IMPORTANCE OF RECRUITING VOLUNTEER LEADERS

"The Young Men's Christian Association is committed to a volunteer principle rather than paid or professional group leadership."<sup>7</sup> The leadership of members by other members is both an expression of branch responsibility and a way to strengthen leadership in the branch.

The vitality of the volunteer principle in every Young Men's Christian Association branch and the volume of program depend upon the effective recruiting of potentially good leaders.

"The volunteer leaders role is important in education in values."<sup>8</sup> The leader is, or should be, the main "bridge" or "carrier," between the values, objectives, insights, program concepts and resources of the Young Men's Christian Association, and hence of adult society, and the average group member. He, more than anyone, should: embody the values for living in personality; understand the more basic objectives of the program; possess insight about the developmental characteristics and

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<sup>7</sup>Ibid., p. 1.

<sup>8</sup>Ibid.



needs of members; know what "good" program is, how it should be planned and what resources are available; understand the importance of the group as educator and the key dimensions in a "good" group; possess the insight and skill to guide "his group" so that it provides the best possible conditions for member growth toward the objectives, and be constantly evaluating the progress of the group and of individual members. He is or should be primarily a "change agent," seeking to change the group in the direction of wisely selected targets for group development.

It is in the way he carries these resources and relates them to the group, or exerts his leadership, that the job of the volunteer leader differs from earlier concepts of a mere skill teacher. His leadership is group-centered not leader-centered. The group, not the "leader" is the educator.

The leader brings to bear upon the group, greater insight, knowledge, maturity and skills, because he is a channel from the Young Men's Christian Association, carrying its sharper objectives and greater resources of knowledge and techniques for the development of program and groups.<sup>9</sup>

Since the peer leaders are the pattern and value setters in the group, the leader performs his most direct leadership role to a considerable degree through them. Because he has insight about the group process he should have a repertory of roles in his leadership kit, the ability to see a needed role at the appropriate time and the flexibility

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<sup>9</sup>Ibid., p. 2.

to take it. "He may be the supporter, the prober, the consensus seeker, the gate-keeper, the shock absorber, the summarizer, the facilitator, the information giver, or whatever role is needed at a given time."<sup>10</sup>

This description of the volunteer leader's job indicates the great potential importance of the leader. The insights and skills needed are rarely to be found in prospective recruits. They must be developed by training and supervision. However, there are minimum basic qualifications which must be present at the start or no amount of training will help.

Recruiting volunteer leaders is important because it is the screening process through which failure or success is initially determined.

If the prospective leader cannot relate, or get rapport, or be at ease with the people with whom he is to be leading; or if his personality is not wholesome or mature, if it is dominating, if he seeks to meet his own emotional needs through the group or if he is not educable, not ready or able to accept training and supervision, then he probably ought not be a leader.<sup>11</sup>

How to attract new leaders, how to support them in their work toward more significant and satisfying achievement, and how to sustain their enthusiasm and commitment are questions faced time and again by private agencies in regard to the recruitment of volunteer leaders. In

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<sup>10</sup>Ibid., p. 2.

<sup>11</sup>Ibid.

today's world it is a social imperative for democratic society to develop capable, effective and ethical leadership within its organizations. To do so requires careful attention to three aspects or factors of leadership development: Policy, Branch or Agency Climate, and Selection of Prospects.

#### POLICY ON VOLUNTEER LEADERSHIP

There is no single solution for the difficulties that confront an agency in search of well-qualified leaders to meet its needs. Dimock and Trecker state that the agency's success or failure in this search may hinge on whether or not it has a sound policy and effective plans covering leadership qualification and standards, recruiting, compensations, training, and other aspects of supervision.<sup>12</sup>

"A policy is a statement of basic purpose or course of action that has been approved by the appropriate board or committee."<sup>13</sup> A policy can define a course of action on some matters and can give to it official sanction, authority, and support of the committee or board responsible for the matter involved. To adopt a policy on volunteer leaders is to give importance, design, continuity and stability to the practices essential to assure an adequate supply of qualified and well supervised leaders.

A policy brings importance to the leadership factor because it becomes a matter of basic concern not just for a professional worker

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<sup>12</sup>Dimock and Trecker, op. cit., p. 75.

<sup>13</sup>Ibid.

or a subcommittee, but for the agency in its official character. The formulation of policies not only enhances the importance of leadership in the agency, but also give design and purpose to leadership planning and practice. Policies are formulated as a means of achieving the agency's most basic and significant objectives. The formulation of policy tends to give continuity and stability to practices that govern leadership selection, training, and supervision. Of the various changeable factors that most vitally affect leaders, changes in professional personnel are likely to be the most important. Policies "smooth over" the transition of changing personnel, reducing uncertainty and hesitating adjustments to a minimum. The leader knows that the basic conditions and practices that affect him will continue, because they are a matter of agency policy, not of professional prerogatives.<sup>14</sup>

What should be included in an adequate policy on volunteer leadership?

1. Personnel or leadership committee: The policy should provide for a leadership or personnel committee responsible for policy formulation and administration.
2. Standards and qualifications: The policy should define the minimum (and the desired) qualifications for leadership, in age, education, experience, training, health, and personality, for the various types of program groups.
3. Compensations and incentives: The policy should provide a plan for suitable compensations and incentives, financial or otherwise, for leaders and indicate responsibility for its administration.
4. Selection and recruiting: The policy should provide for a written plan for selection and recruiting of leaders and indicate who is responsible for the administration of this plan.
5. Orientation and induction: The policy should provide for a written plan of orientation and induction of new leaders and indicate who is responsible for its administration.
6. Training and supervisions: The policy should provide for an adequate program of training and supervision of leaders,

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<sup>14</sup>Ibid., p. 75.

including supervisory observation, interviews, training courses, meetings, library resources, etc. It should indicate who is responsible for administering this program.

7. Appraisal: The policy should provide for a written plan for the periodic evaluation of leaders and indicate the responsibility for its administration.
8. Personnel records: The policy should make provision for adequate personnel records for volunteer leaders.
9. Status and recognition in agency: The policy should provide for a written plan to insure suitable status and recognition for leaders as individuals and as a group within the agency.
10. Training of prospective leaders: The policy should provide for a written plan for the training of prospective leaders and define the responsibility for its administration.<sup>15</sup>

#### AGENCY CLIMATE

The recruitment of volunteer leaders is aided by positive factors in the agency or Young Men's Christian Association climate. Where the following factors are present the probability of effective recruiting is much greater than when they are limited or missing:

- A. The prestige of the activity in the branch. When the program is known and valued among many members, prospects are more readily persuaded to become volunteer leaders than when the program has little prestige.
- B. The prestige which is built up for volunteer leaders in the Young Men's Christian Association. Recognition dinners, newspaper mention, uniforms, involvement of wives of leaders in recognition affairs and the best inter-Young Men's Christian Association events, all help create prestige for being a Young Men's Christian Association leader.

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<sup>15</sup>Ibid., pp. 75-77.

- C. The general reputation which gets built up about leaders:
  - 1. The fellowship they enjoy with other leaders in the Young Men's Christian Association.
  - 2. Worthfulness of their contribution.
  - 3. Satisfactions of getting close to members and seeing them develop both spiritually and physically.
  - 4. Teaching members a new skill, with life-long satisfactions.
- D. The learning and training satisfactions which come with good training and supervisory processes.
  - 1. In group leadership, understanding of processes, and ability of volunteer to take variety of roles.
  - 2. In understanding and being at home with various types of adults.
- E. The place of volunteer recruitment in branch policy and procedure. When the policy and procedures are clear, official, and accepted by all leadership related to the branch, recruitment is more effective.
- F. A positive and confident attitude and approach by staff. When the staff really believes that top people can and will do a job because the job can be rewarding, fun, and satisfying, as well as rewarding to others, they are more successful in recruiting.
- G. The development and administration of a leader's recruiting plan is a large factor in affecting recruiting.<sup>16</sup>

#### METHODS OF DISCOVERY

Where are the recruiting sources? Williamson states "from the point of view of results in quality of leadership, it is probably true

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<sup>16</sup>"A Guide to Recruiting Instructors," op. cit., p. 6.

that nothing quite takes the place of the deliberate spotting of a well-qualified person and the making of careful plans to enlist his interest and to persuade him that a job of significance calls immediately for a person of his qualifications and his belief in the objectives of the enterprise."<sup>17</sup>

This method, alone, however, may not meet the full volume of need. While agency services expand, there is a heavy turnover in volunteer leadership from natural and perfectly understandable causes, and an agency may face a new program year with several leaderless groups and without time to use the slower, individual sleuthing techniques. There are sources to which to turn; many of the larger cities now have a volunteer placement bureau, frequently maintained under the auspices of the Council of Social Agencies.<sup>18</sup> These bureaus operate very much in the manner of employment bureaus. Applications giving full information about the qualifications and experience of individual volunteer workers are sought and filed, and then referrals are made to agencies in direct relation to the specific needs they have registered with the bureau.

Many agencies receive applications direct from volunteers or other part-time workers eager to avail themselves of the opportunities

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<sup>17</sup>Margaret Williamson, Supervision-New Patterns and Processes (New York: Association Press, 1961), p. 66.

<sup>18</sup>Ruth T. Lucas and Helen O. Studley, "The Cities with Volunteer Bureaus," in The Citizen Volunteer, Nathan E. Cohen, (ed.) (New York: Harper & Brothers, 1960), p. 203.

provided for service and experience.

Nearby colleges and universities should be kept in mind constantly as a possible source of leadership, from both faculty and student groups. An agency may find itself under pressure to make available volunteer service opportunities to students in undergraduate courses in recreation, education, sociology, or psychology. If any extensive program of cooperation of this kind is undertaken, there should be very carefully worked-out agreements with the school that protect the interests of all concerned. A distinction should be maintained between such a program and that involved in accepting students from graduate professional schools for field instruction as an integral part of their professional education.

An important recruiting source, particularly in the smaller community, is the teaching staff in the public school system. Teacher training has probably included courses in child development and materials that have deepened their understanding of the stresses accompanying the process of growing up and made them aware of some of the behavior problems rising from reaction to these pressures.

Some agencies have recruited volunteer group leaders from among the indigenous leaders in their own groups--young men and women who have assumed leadership, through election by their fellows, in club or council--leaders who are themselves the product of the group process, guided by agency-provided leadership. Excellent workers have come to the agency by this route.



Churches in the community should prove good ground for recruitment of volunteers with strong service motivation; it will take discernment, however, to judge whether, in a given instance, the individual's motivation may get in his way as a group leader, and a drive to "do good" actually "do bad" to a group with which he is related.

#### Methods of Discovery:

1. Someone Volunteers--Volunteering without a personal solicitation is not a common method of enlisting volunteer leaders.
2. Through Public Address--This is done by calling attention to the work done by the present laymen at various agency and community functions.
3. Advertising in Newspapers--This plan has met with some success in reaching prospects who could not otherwise be located.
4. Volunteer Service Bureau--In many cities this Bureau is established for the purpose of recruiting, training and placing volunteers in any agency which has the proper set-up to assure the volunteer a worthwhile experience.
5. Through Training Courses--Short training courses may be strongly advertised in the community, accepting as large a number of prospects as possible and selection of the capable ones for use after the training course has ended.
6. College Students needing Credit--The agency may render them a definite service as well as receive one.
7. Advanced from Minor to Major Position--The camp counselor in training is an example of this method.
8. Recommended by Leaders or Members--Recommendations of the agencies members or leaders of capable leaders is sometimes a good way to obtain volunteer leaders.
9. Checking Lists of Prospects--Use the agencies membership list to recruit capable volunteers.
10. Discovered Through Short Time Assignments--A finance or mem-

bership campaign, a special committee appointment are a few ways that volunteers may be discovered and used as leaders.<sup>19</sup>

The qualifications for volunteer leaders as here outlined are undoubtedly higher than those that are now required in many agencies. Among the many steps that agencies may take to secure leaders who meet the desired standards is a careful inventory of all the potential sources in the agency or community from which leaders may be drawn. Some of these sources are as follows:

1. Members, committees, "alumni," and constituency of the agency.
2. Leadership training, clubs, courses, schools.
3. College students.
4. School teachers, ministers, and other professionals. Some agencies draw very heavily on school teachers as advisors for such groups as Hi-Y and Y-Teen.
5. "Agency-grown" leaders. Most agencies should secure a substantial share of their leaders from their own members who have come through a systematic plan of leadership training.
6. Churches, and civic groups, such as Rotary and Kiwanis Clubs, Women's Clubs, and Junior Leagues.
7. Commercial and industrial offices.
8. Former professionals in teaching, social work, group work, or recreation.
9. Parents of members, especially of younger boys or girls, the Indian Guide program in the Young Men's Christian Association is rooted in the idea of parent leadership.
10. College alumni association.

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<sup>19</sup>L. L. McClow, Volunteers for Class, Club and Committee (Chicago: L. L. McClow, 1938), pp. 25-26.

11. Retired business and professional men.
12. Labor groups.
13. Young business and professional men and women who desire to enlarge their community contacts.
14. Persons who have had leadership training and experience, as in the summer camp, or in other agencies, or in the same agency in other communities.
15. Persons with hobbies and special skills in arts, crafts, physical activities, dramatics, music, etc.<sup>20</sup>

Potential volunteers can be found in any and all of the preceding places. The types of volunteers may vary considerably. Some may be specialists or public speakers, others could be play leaders or camp counselors. Other volunteers that organizations like to use are those individuals who have unusual occupations, civil service workers and skilled union labor who work very short hours and also night workers and other odd-time workers. Public speakers, specialists, interpreters, experts, lecturers, trainers, moderators, educators, doctors, lawyers, insurance men, nurses and many others who want to expand their contacts and meet more people can be excellent volunteers.

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<sup>20</sup>Ibid., p. 20.

## CHAPTER III

### THE QUALIFICATIONS OF A VOLUNTEER LEADER

Human beings are subject to a wide range of feeling, from the violent to the heroic. Almost daily the newspapers illustrate this point. Much of this feeling depends upon the stimulus and the way it is presented. It is the privilege of the Young Men's Christian Association to challenge human beings with a constructive use of voluntary time.

Generally, leadership has very definite limits as to area, goals and time. There are occasions when these limitations are lifted by general consent and it is not unusual for a leader who has been very successful to find that the powers granted him by the group have been widely broadened to include many areas, unlimited time and additional goals not at first included in the grant.

People may call up a leader to lead them in war or in any crisis and give him full power towards this end without limitation as to areas, goals or time, but as soon as the goal set--winning the war, for example is accomplished, may quickly remove him from power. New goals may now be of major interest and a new, different leader wanted. Churchill's leadership evidently did not extend to England's domestic economy, nor to the English people's internal problems. A leader's influence normally extends only to certain fields of work, certain areas of human endeavor. He may be competent in the eyes of the group in one field but

not in another.

Goals, too are limited to those set in advance and agreed upon by the group and the leader. Solomon states that "these cannot, must not be changed, added to or relinquished without the consent of the group."<sup>1</sup> In fact, if goals are accomplished and new goals set it is not unusual to create a new leader whom the group believes to be more certain of accomplishing them. "When a leader adds or changes goals without consent of the group, he ceases to be their leader and takes on dictatorial qualities."<sup>2</sup>

Lastly, although time limits are not specifically set for accomplishment, they exist nevertheless. Followers won't wait indefinitely for the attainment of their goals. Comes a time, if goals have not been reached, when the leader's influence has worn thin and his time is running out. The group creates another leader and replaces the old one.

Leadership when analyzed from the standpoint of social psychology is a social or group function, not merely a matter of personal qualities possessed by an individual. The leader is one who defines, stimulates, and crystallizes the desires of the group members and who usually shares with them in the effort to actualize their purposes. "Leadership is a function of social relations in which one person is superior as a stim-

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<sup>1</sup>Ben Solomon, Leadership of Youth (Putnam Valley, N. Y.: Youth Service, Inc., 1950), p. 8.

<sup>2</sup>Ibid., p. 9.

ulus in defining the attitudes or conduct of the group."<sup>3</sup>

The Young Men's Christian Association works with communities, hoping that local leadership will develop and can be trained even in unlikely looking people. And leadership ability emerges, often to the astonishment of those in whom it emerges.

It might be said that potential leaders are almost everywhere, that they will appear with patience and encouragement, that their ability can be trained remarkably in experience.

#### PERSONAL QUALITIES

Although personal traits may not actually differentiate a leader from the non-leader, as far as understanding the nature of leadership, there are certain qualities of character required of the volunteer leader in the Young Men's Christian Association if he is to function at all.

1. Appearance: An individual does not have to be good-looking in order to present a fine appearance, but the worker should do everything in his power to dress in accordance with good taste.
2. Speaking Ability: The leader can always obtain a speaker or translator of his ideas; certainly a speaker is not always a leader.
3. Educational Preparation: Leaders will need a specific educational preparation in order to fulfill cultural aims. Educational preparation does not produce leadership per se, but it can help the individual to gain insight so that he may become a leader.

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<sup>3</sup>Hedley Dimock, and Harleigh Trecker, The Supervision of Group Work and Recreation (New York: Association Press, 1949), p. 39.

4. Mental and Physical Health: Emotional control is a key factor in the selection of voluntary personnel. Mental stability is one of the more important attributes that any leader must have. For the volunteer, good physical fitness and stamina is a general requirement.
5. Personal Attributes:
- A. Loyalty is the quality of constancy...
  - B. Integrity is the quality of honor...
  - C. Discretion is the quality of caution...
  - D. Reliability is the quality of stability and dependability, the measure of an individual's competency...
  - E. Responsibility is the quality of moral obligation...
  - F. Tolerance is the quality of understanding...
  - G. Talent is the quality of potential or skill...
  - H. Sociability is the quality of getting along with others...
  - I. Perseverance is the quality of continuance...
  - J. Initiative is the quality of confident aggressiveness...
  - K. Intelligence is the power to know...<sup>4</sup>

#### ABILITIES, KNOWLEDGES, AND SKILLS NEEDED

What kinds of things must a successful Young Men's Christian Association volunteer leader know? There is no magic in leadership, no sleight-of-hand tricks. Leadership in the Young Men's Christian Association is based firmly on specific, trainable skills, concepts, and abilities that must be used in concrete situations. A leader must know himself, know his group, know what to do, and know when to stop.

1. Knowledge of self and others. Knowing themselves implies that they know their abilities, their strengths, and their weaknesses, and that professionals allow for them...
2. Knowledge of the organization and its purposes...
3. Ability to plan and organize...
4. Ability to encourage initiative...

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<sup>4</sup>Jay S. Shivers, Leadership in Recreational Service (New York: The MacMillan Company, 1963), pp. 247-255.

5. Ability to work democratically...
6. Ability to observe and be sensitive...
7. Ability to make decisions...
8. Ability to communicate...
9. Ability to act, not react. The leader does not allow other people to sway his action against his better judgment...<sup>5</sup>

#### DIFFERENCES IN QUALIFICATIONS

There seems to be ample evidence to warrant the position that the common qualifications of leaders of various kinds of groups are more numerous (and more basic) than are the differentia in qualifications due to the kind of group led.

"Supervisors are constantly bedeviled by the question as to how the qualifications for leaders or instructors of special interest groups or classes--physical activity, dramatics, crafts, etc.--should differ from those of the leader of groups with a diversified program."<sup>6</sup>

According to Dimock and Trecker the valid procedure in formulating qualifications for leaders or instructors of special interest groups, teams, or classes is to add to the basic qualifications for all leaders those qualities needed particularly because of the nature of the group for which the leader is to be responsible.<sup>7</sup> Many agencies evidently seek first a person skilled in the activity of the group and hope that all the other insights "will be added unto him." But frequently, at least, they are not. Ray Johns reported that in his examination of seventeen community

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<sup>5</sup>Reynold E. Carlson, Theodore R. Deppe, and Janet R. MacLean, Recreation in American Life (Belmont, California: Wadsworth Publishing Company, Ind., 1963), pp. 330-331.

<sup>6</sup>Dimock and Trecker, op. cit., p. 50.

<sup>7</sup>Ibid.



surveys it was most obvious that the leaders of specialized activity groups were invariably weak in the insights about personality and group methods essential to the realization of the purposes of the agencies.<sup>8</sup>

The major objectives of the agencies are in the areas of personality, character, and social development, and the activities in which participants engage are, from the standpoint of the agency, means to the achievement of these objectives. Further, the objectives for a particular individual should grow out of his needs rather than out of the activity in which the person may be participating. The needs of a particular person, if they are basically understood, are the same regardless of whether he happens to be interested in gymnastics, swimming, dancing, dramatics, discussion, or some other activity. This is not to imply that a leader responsible for teaching gymnastics, or the dance, or dramatics would not be a skilled teacher. It does imply that unless this qualification is a plus to the basic qualities suggested in the preceding pages his skill at best goes for little or nothing. "His lack of insight about personality growth and group methods is likely to yield negative and unwholesome results in personality."<sup>9</sup>

In view of the weight of evidence and emphasis on adult maturity as an indispensable requirement for leadership, it might be expected

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<sup>8</sup>Ray Johns, "An Examination of Group Work's Practices," (New York: Proceedings of National Conference of Social Work, 1940), p. 552.

<sup>9</sup>Dimock & Trecker, op. cit., pp. 50-51.

that the practice of some agencies in using older boys and girls as leaders would quickly disappear. Yet it not only continues to exist, but even finds some ardent advocates. To quote Ray Johns again, "The immaturity of many group leaders should be a matter of concern. In one city 37.4 per cent of the 2,939 group leaders were under twenty-one years of age; in another city, 29 per cent; in another, 26 per cent."<sup>10</sup>

Three reasons are offered in support of the practice of using older boys and girls as leaders of groups; (1) There is an advantage in their being close to the age and experience of the children; (2) chronological age in itself is no guarantee of maturity in personality; (3) they are available in the afternoon when these younger groups meet. In appraising these reasons objectively, the answers to the following queries should be weighed: (1) Does the advantage assumed in the first reason outweigh to any degree the disadvantages of the practice? (2) While it is true that a person may have reached chronological maturity without emotional maturity, is it possible for an individual to have achieved adult emotional maturity in advance of chronological maturity? (3) If the third reason is the major one, should it not be so recognized and frankly stated, so that the dangers inherent in rationalizing a practice based on the practical urgencies of the situation would be minimized?

Greater emphasis must be put upon the necessity of setting high

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<sup>10</sup>Johns, op. cit., pp. 557-558.

standards of qualifications, of developing more successful methods of securing leaders who measure up to these standards, and of employing more effective methods of stimulating the growth of the leaders serving the Young Men's Christian Association.

This chapter has attempted to cover the qualifications of a volunteer leader both from the standpoint of leadership qualifications and personal qualifications. It has covered some of the abilities, knowledges and skills needed in becoming a successful volunteer leader in the Young Men's Christian Association, and it has compared some of the differences of qualifications of volunteer leaders in the Young Men's Christian Association.

## CHAPTER IV

### ORIENTATION OF NEW LEADERS

With the large number of new workers, professional and volunteer, entering agencies each year, one might think that supervisors would have a plan and procedure of orientation that would be well established and effective. This is not always the case. Though it is obvious that new workers must know the agency and that the agency must know new workers before much will be accomplished, in some cases supervisors have not approached the orientation task with a purposeful plan and procedure. Some agencies do only a partial job of orientation and others hurry through a tremendous amount of information without regard for the new worker's ability to assimilate it.

"When a volunteer has been chosen and is ready to assume his leadership responsibilities, the task before the supervisor is to acquaint him with the community, the agency, and the specific groups with which he will work."<sup>1</sup> This period when the new worker is becoming acquainted and at home in the agency is called an orientation or induction period. The way in which the orientation is conducted will determine in large measure the way the new worker will take hold of his job. According to Dimock and Trecker the purposes of orientation are:

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<sup>1</sup>Hedley S. Dimock and Harleigh B. Trecker, The Supervision of Group Work and Recreation (New York: Association Press, 1949), p. 83.

1. To give information about the agency, the community, and the job, and to get additional information about new workers.
2. To help the worker make a good start with his group, or groups, by explaining the agency's function and indicating the worker's specific job in relation to this function.
3. To establish a supervisory relationship that will carry on throughout the entire period of the worker's connection with the agency.
4. To help the worker become established in the agency and to aid in developing a sense of ease and security in his work with the staff. The emotional needs of the new worker are great. He must be helped to feel comfortable in his new surroundings and at home in a learning environment.<sup>2</sup>

#### THE ORIENTATION PERIOD

The orientation period begins when the new volunteer has his first contact with the Young Men's Christian Association, through the supervisor. The amount of time required will depend on the new volunteer, his previous experience, and his needs as expressed by himself and as seen by the supervisor. Because of this it is necessary to work out a flexible plan of orientation for each new volunteer leader.

It is this understanding of the needs of the person to be oriented and this planning of an individualized orientation experience that requires insight on the part of the supervisor. The supervisor will need to find out what the new volunteer knows about the field of social welfare and recreation, the community, the Young Men's Christian Association, and the specific job he is going to do. From the kind of questions the volunteer asks the supervisor should be able to form a tentative judg-

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<sup>2</sup>Ibid., p. 89.

ment as to just how rapidly to proceed with the orientation program.

"Understanding of the person on the part of the supervisor is the basic factor in planning the orientation experience."<sup>3</sup>

Anxiety in relation to the responsibilities involved in working directly with a group can be appreciably allayed by the giving of practical help on such routine and procedural matters as the following: the need to understand the role of people to whom they will be directly related, where to turn for supplies, for help on lights and equipment, how to report an accident, where to find a first aid kit, how to track down the address of an absent group member, where to file group attendance sheets and other records, and many other responsibilities.

Further supervisory efforts will in some measure be influenced by the orientation process. Dimock and Trecker state:

It is especially important to discover ways of putting the new worker at ease quickly. Even though the worker seems to present a sound motivation and interest in the task at hand, there is always some natural insecurity, lack of confidence, and anxiety when persons face a new experience. It is difficult for workers to discuss things and bring up questions until they feel at ease. Supervisors must avoid the danger of giving more material than the worker can assimilate at one time. The supervisor must lead, but not dominate the interviews so much that the worker does not express the questions in his mind.<sup>4</sup>

It is very important that the new volunteer be given a broad, inclusive picture of the field in which the Young Men's Christian Association operates. Many volunteers will not have any conception of

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<sup>3</sup>Ibid., p. 91.

<sup>4</sup>Ibid.

the size and character of the field. They will be better workers if they are afforded appreciation of the wider significance of the work through information about the size and scope of operations. It should be valuable for them to be given an understanding of the differences between public and private agencies and of the place of each in the community. The validity of the agency's function in relation to general community conditions and social needs is also important for the newcomer.

"Orientation to the community is a focal point for both professionals and volunteers."<sup>5</sup> Supervisors sometimes become accustomed to their setting and overlook the fact that new persons must achieve an understanding of the forces at work in the neighborhood. They must also have some knowledge of the history of the community and how it arrived at the present state. A thorough orientation of the community setting should include information about population, racial and national groups, traditions and customs of the people and occupations. Other significant factors are social, educational, and religious agencies in the community. Their location, program, and staff should be described. The schools and other leisure-time agencies with which the agency shares the responsibility of serving recreational and educational needs of the community also should be described. The relationships between agencies and the prevailing pattern of community organization are subjects that usually need explanation. The same may be said for the way in which agencies adapt their

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<sup>5</sup>Ibid., p. 94.

programs to the changing needs of the people in the community. Because of the size of this area it will take considerable time for the new person to become fully aware of his new community. Supervisors should therefore endeavor to show the worker how he may study the community on his own initiative through trips, reading, and interviews with other persons. Some agencies have used a community map and community fact file to good advantage, not only in orientation but in regular work. "It is usually advisable for the supervisor to devote some time in the early supervisory interviews with the worker to determine whether or not the worker has a grasp of the significant facts in the community setting."<sup>6</sup>

After talking and reading about the agency, the newcomer will want to see it in operation. It is much more interesting to see people in group activity than it is to talk about program, so supervisors usually want the new worker to sit in on group meetings or activities and observe what is being done. This means that arrangements should be made for the person to be present at a time when activities of a wide range are in progress. In addition to seeing the groups, the opportunity for seeing other workers in action is presented. It should be the responsibility of the supervisor to tell the new person what he is going to observe and to introduce him to the leader in charge of the group, so that there will be no confusion. It is never advisable to

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<sup>6</sup>Ibid., p. 94.



dismiss the new worker with a wave of the hand and a "just-go-ahead-and-look-around" as a closing to the interview. "Such tactics indicate a lack of planned orientation and will probably result in misunderstanding rather than understanding."<sup>7</sup>

"Orientation is not complete until the new worker knows all of the details of his specific job in the agency."<sup>8</sup> For the volunteer this will mean an introduction to his group, or groups, by means of the group records and personal introductions by the supervisors. This is very important and needs to be handled with care. Some supervisors find it desirable to have the present, or previous, worker assist in introducing the new worker. Sometimes it seems more satisfactory to have the new worker sit in for one or two meetings of the group before assuming responsibility for the group. This will depend on circumstances.

#### THE PERSONNEL RECORD

At some point early in his orientation experience or prior to commencing work, it will be necessary for the new volunteer to supply the supervisor with facts as to his previous experience. Personnel records are essential for both professional and volunteer workers. A standard form filled in at the time of orientation, or preceding it, will assist the supervisor in planning the orientation experience and will be useful in the long-term supervisory process. The personnel

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<sup>7</sup>Ibid., p. 95.

<sup>8</sup>Ibid.

record is the start of a cumulative file on each worker that will eventually include records of supervisory conferences, evaluations, and the like. A personal information blank is found in Appendix E. The amount of information will vary, with more complete information sought for the professional staff worker and less for the volunteer, who functions in a narrow sphere. The following outline may serve as a general guide in developing the personnel record.

Identifying information: (1) name; (2) age; (3) sex; (4) height; (5) weight; (6) previous address; (7) present address; (8) home and business phone number; (9) date of birth; (10) place of birth; (11) nationality of parents; (12) marital status; (13) number of children in family; (14) religious affiliation; (15) health; (16) membership in professional societies or organizations; (17) ability to read, write, or speak foreign languages; (18) personal references, including the position, address and telephone number of each person.

Educational data: (1) information as to elementary and secondary schools attended; (2) college or university training, and degree; (3) professional education; and (4) participation in in-service training courses. The names of schools and their location and dates of attendance should be included.

Vocational data: (1) complete information as to employment, including name, address, and type of business of past and present employers, kinds of positions held, and dates; (2) chief vocational interests.

Avocational data: this section might include a check list of

activities, such as: music, dramatics, athletics, discussion leadership, arts and crafts, etc., with columns in which the individual would indicate whether or not he would like to participate in the activity, has led the activity, can lead the activity, or would like to lead the activity.

The record might also include a photograph of the worker, and if possible, a brief narrative account of the worker's life history. The record should be thought of as something never complete because new information is constantly coming up as the worker has new experiences. If the record is set up in a folder or binder, it can become a cumulative account of the worker's experience with the Young Men's Christian Association.

#### EVALUATION OF ORIENTATION

At some point in the orientation experience the supervisor will want to give the worker a picture of the supervisory program and resources to be made available to him. While this may wait until the newcomer has become somewhat adjusted to his situation, it is important that he know that supervision is available and how to relate himself to his supervisor. Information about supervisory records, individual interviews with the supervisor, group meetings, resources within the agency and the community, and other helpful material should be presented in writing and discussed in conference. After several months have

elapsed, supervisors may want to discuss criteria of evaluation with the new person, especially if it is the plan to evaluate him periodically in terms of these criteria. In this case it is well to explain how the criteria were developed and why those particular points indicate good job performance.

When is a volunteer leader oriented?

1. When he has an understanding of agency goals, purposes, program, methods, and available resources to meet the needs of his group for the present and immediate future.
2. When he knows his group, its members, goals and state of organization to serve it effectively as a volunteer as the group strives toward its goals.
3. When he has the proper concept of how a volunteer functions, and has a conscious desire and commitment to function that way.
4. When he has sufficient "know how" gained through preliminary experience and training to be able to meet the "normal" situation with class, team or group, without undue dependency on staff for support or help, or complacency to his ability, or the larger possibilities yet ahead.
5. When the kind of personal relationships have been established between the volunteer leader and the group member, volunteer and staff, which express mutual respect, friendliness, acceptance, support, freedom, emotional security and adequacy.
6. When he feels to be a definite and important part of a significant Young Men's Christian Association project.<sup>9</sup>

As Charlotte Towle has summarized:

Throughout the orientation period as in subsequent days and in relation to content of all kinds, we are guided as supervisors by three basic principles which educators long have recognized: (1) Begin where the leader is. This admonition implies knowing the worker, which involves finding out something of what he knows and of what he does not know in relation to his work. In an agency sit-

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<sup>9</sup>"A Guide to Recruiting Instructors" (San Francisco Young Men's Christian Association, 1956), p. 6. (Mimeographed.)

uation this principle must be qualified to some extent: Begin in so far as possible where the worker is. The demands of the job sometimes make it necessary to advance information and to exert guidance which in another situation might await his greater readiness.. (2) Use whatever past experience the individual brings to the situation as a foundation for more learning. New content which can be related to past experience enables the worker to feel more competent and to be in many instances less fearful and less resistive. (3) Convey new learning as it can be assimilated. This counsel implied imparting knowledge at points at which it can be used immediately...In supervision we have a dual function--teaching certain contents of knowledge and skill and helping workers to learn.<sup>10</sup>

It should be understood that orientation does not train the volunteer in anything. Orientation is the process of understanding and adjusting to a situation, of learning the aims, purposes, methods and procedures of the organization. Orientation should be an important part of the training processes of a volunteer leader in the Young Men's Christian Association. Further research is needed to determine if orientation is one of the major areas where the volunteer leader feels more need of help from the Young Men's Christian Association staff.

## CHAPTER V

### SUPERVISION OF THE VOLUNTEER LEADER

The quality of the work of the volunteer leader in the Young Men's Christian Association depends a great deal on the supervision that he receives. Poor supervision or none can point even the best volunteer toward early resignation. Gertrude Wilson states:

Supervision is a dynamic enabling process by which individual workers who have a direct responsibility for carrying out some part of the agency's program plans, are helped by a designated staff member to make the best use of their knowledge and skills, and to improve their abilities so that they do their jobs more effectively and with increasing satisfaction to themselves and to the agency.<sup>1</sup>

The supervisor's responsibilities are both administrative and educative in nature; regularly scheduled consultation is considered a primary means. The focus of supervision will shift with the development and growing abilities of both worker and supervisor. The ultimate objective of supervision is that through more effective effort on the part of its workers, an agency's services are improved in quality and its central purposes come nearer to fulfillment.

Another point of view written by Eugene Jennings are the three major techniques for keeping people in line. These techniques are democracy, intimidation and seduction. "Intimidation is a threat with implied or stated penalty, and seduction is threat with implied or

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<sup>1</sup> Gertrude Wilson and Gladys Ryland, Social Group Work Practice (Boston: Houghton Mifflin Co., 1949), p. 587.

stated reward."<sup>2</sup> Democracy it is hoped is the method used for supervision in the Young Men's Christian Association.

The ultimate objective of worker supervision in the group service agency according to Margaret Williamson can be stated rather simply: "It is to implement agency purposes and plans and continually to deepen the quality of the service through which the agency seeks to express its purposes."<sup>3</sup> The immediate aim emerging from this basic over-all objective, is that through sensitive guidance and practical help geared to the known requirements of jobs, and the needs of workers holding them, their efforts become more effective.

#### THE SUPERVISORY OBSERVATION

"The values in observation may be classified as values to the group, the worker, and the supervisor."<sup>4</sup> The group has a chance to get better acquainted with the supervisor and to learn how to draw upon his resources. The worker has the advantage of "direct presentation of self", and the supervisor is able to get a picture of the group itself. Through this primary contact it will be possible for the supervisor to

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<sup>2</sup>Eugene Jennings, The Executive (New York: Harper & Row, Publishers, 1962), p. 149.

<sup>3</sup>Margaret Williamson, Supervision-New Patterns and Processes (New York: Association Press, 1961), p. 21.

<sup>4</sup>Hedley Dimock and Harleigh Trecker, The Supervision of Group Work and Recreation (New York: Association Press, 1949), p. 122.

judge the worker's relationships with the group. Personal contact with individuals is brought about, and program suggestions can be offered in terms of their needs. To some extent carefully recorded observations can be used for research purposes by the supervisor who has the responsibility for a department or agency program.

#### VALUES AND PURPOSES OF OBSERVATION

More specifically, the values and purposes of the supervisory observation according to the San Francisco Young Men's Christian Association report may be summarized as follows:

1. Gives supervisor a concrete visualization of the group--how it functions, interactions and interrelationships, level of performance, and so on. It enables the supervisor to be more understanding, specific, and helpful in working with the volunteer.
2. Provides first hand, objective information on the volunteer's relationships and methods with the group. (The supervisor can discern the difference, if any, between the volunteer's notion of what he is doing and what is actually happening).
3. Enables the supervisor to identify individuals in the group who may need help in their good relations.
4. Strengthens the understanding and partnership between the supervisor and the volunteer. It expresses the interest of the supervisor in the volunteer's group. It enables the supervisor to look at the group through the volunteer's eyes.
5. Provides concrete material for the supervisory conference. It is easier to move from generalities to specifics, from hearsay to observed situations and persons.
6. Provides a check on the volunteer's records. It may be a corrective for the volunteer's "imagination." When volunteer's records are "scanty," it is a much needed supplement.



7. Provides concrete material, over a number of observations, for evaluation of the group and volunteer.
8. Stimulates the insight and ability of the supervisor to discern and analyze the important factors in effective group functioning. (Raises questions: Why? What? How?)
9. Provides a body of material and resources for general use of the supervisor in training and supervising the volunteer.<sup>5</sup>

#### PREPARING FOR THE OBSERVATION

"Observation, to be of greatest value, requires preparation. Observation, to be most effective, should be planned for a full period or for at least a substantial portion of the meeting or event."<sup>6</sup> As formal educators have pointed out, observation of, or visiting the worker is really studying the worker. Supervisory observation of this kind is expensive; it takes time; it must be made specific. To detect significant items and to be able to interpret and diagnose the meaning of the behavior of the worker and group require the utmost of preparation.

One of the first steps in preparing for observation is the selection of volunteer leaders and groups to be observed. The supervisor with a large staff probably will be unable to visit all groups the same number of times. It is ideal when all can be seen regularly. Because

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<sup>5</sup>"A Guide to Recruiting Instructors" (San Francisco Young Men's Christian Association, 1956), p. 6. (Micrographed.)

<sup>6</sup>Dimock and Trecker, op. cit., p. 123.

this is usually impossible, criteria of selection need to be applied. These criteria are focused on the volunteers. Some volunteers will be chosen for observation because they are new and should be observed early in their experience. Certain volunteers have special problems with which they need help. Some volunteers run into emergency situations that require immediate visitation. In many instances volunteers are known to be working with difficult groups which should be seen by the supervisor, so that the volunteer and the supervisor together may develop an approach to the specific problems of the group. Some volunteers may request staff visitation in times of insecurity. The supervisor should select those volunteers who need help and give most attention to them, but he should not neglect the others. Each individual should get as much supervisory assistance as wise deployment of the staff will allow.

Another step in preparation is to determine general and individual group and volunteer needs on the basis of information at hand. From the orientation experience, from previous observations, from supervisory conferences, and from reading group records certain items will stand out. This understanding of the group and the volunteer is essential to any evaluation of the work being done. "Evaluation in the light of agency standards and agency philosophy presumes that the volunteer's grasp of the agency's standards and philosophy is sufficiently mature

to make the evaluation possible."<sup>7</sup>

When the findings of an observation are not shared with the volunteer, the time spent in observation is virtually wasted and the effort goes for nothing. The purpose of the observation is to see the volunteer in action, notice both his strong and weak points, and then show him how methods can be improved and the experience of the group made more significant.

#### THE SUPERVISORY INTERVIEW

The individual conference between supervisor and volunteer a day or two after the observation of a group is highly important. In this conference the volunteer and the supervisor can discuss the events that took place, because both of them were present and both saw the entire process. It is not necessary to rely on a group record or on the volunteer's report. The supervisor should take care to focus the conference on the program, the members of the group, and the volunteer in relation to the group. In examining what the volunteer did, the important thing to keep in mind is his method rather than his personality. The events should be analyzed jointly. The supervisor and volunteer should co-operatively consider the experience and plan the next steps.

"Supervision is not a set of techniques but a set of relationships with purpose--really two purposes, those of the volunteer and

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<sup>7</sup>Ibid., p. 124.

those of the supervisor."<sup>8</sup> Only when these purposes meet, on both a mental and emotional level, are the results likely to be productive of growth.

Underlying and permeating the supervisory interview and all other relationships between supervisor and volunteer is a philosophy about both the nature of supervision and the nature of the educative or learning process. This philosophy listed in the San Francisco Young Men's Christian Association Guide can be reduced to a few key principles:

1. Supervision is an educational process the purpose of which is not to get something done, but is to facilitate growth in persons--the supervisor himself, the volunteer, the group and the members.
2. The central focus of supervisors is the growth of the group and its members, with the growth of the volunteer and supervisor secondary to this purpose.
3. The concept of the worth and individuality of persons will permeate the relationship of supervisor and volunteer.
4. The acceptant attitude of the supervisor will express itself in setting a climate of confidence and permissiveness.
5. The supervisor will recognize that learning is self-learning, that insight comes but cannot be given, that a person can learn only what he wants to learn.<sup>9</sup>

The main values of the frequent and regular interview as viewed by supervisors in the San Francisco Young Men's Christian Association Guide include the following:

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<sup>8</sup>"A Guide to Recruiting Instructors," op. cit., p. 14.

<sup>9</sup>Ibid.

1. It is individualized and tailor-made to fit the specific needs, of the specific volunteer with his specific group.
2. It deals concretely with the needs and problems arising from the volunteer's relationship with the group.
3. It strengthens the cooperative relationship between the volunteer and the supervisor.
4. It gives the volunteer a chance to raise questions and get help in a climate that is highly permissive and carries a minimum of threat to his ego, confidence, or security.
5. It gives the supervisor an opportunity to increase his perception of how the volunteer feels about his group and his leadership.
6. It stimulates the volunteer to analyze and evaluate the progress of the group.
7. It expresses the mutual interest of volunteer and supervisor in formulating plans for group development.
8. It provides an opportunity for the supervisor to support the volunteer with commendation and a sense of achievement.
9. It enables the supervisor to learn about current developments in the group and thus to keep abreast of the group progress.<sup>10</sup>

The double purpose of all supervisory conferences can be the development of the group and the volunteer to the end that the members will grow toward the objectives of the program. The conference can be a teaching-learning experience through the process of group-and-self-appraisal.

Preparation for supervisory interviews can be of two kinds: (1) Setting up a systematic plan for interviewing all volunteers for several

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<sup>10</sup>Ibid., p. 13.

weeks or months in advance and getting the time protected in the supervisor's schedule, (2) Preparation for each of the interviews. Both the volunteer and the supervisor need to prepare for the interview though in different ways and degrees. The volunteer should be encouraged to come to the interview with some idea of the most important things he would like to talk about, perhaps with some notes.

The supervisor, recognizing the importance of the interview as a teaching-learning experience, prepares himself in a more careful and thorough fashion.

He should attempt to project himself into the time and physical setting of the interview to insure that they are the most conducive to the interview purpose. An interview immediately after a supervisory observation, for example, though perhaps necessary at times, has a number of disadvantages. He should review the records on the group and volunteer, volunteer's weekly reports, attendance, worksheet on planned group change, dimensions of group growth, dimensions of volunteer growth, records of previous interviews and observations. He should formulate a tentative list of items for discussion and objectives for the interview recognizing that they must be flexible and are potential targets only for the interview. He should consider carefully his own role, spirit, and method of approach; how he may get the conference started and possible ways of leading into important areas of consideration in the event the conversation does not naturally flow in these directions.

Any attempt to analyze the interview into its component elements or steps may do violence to the wholeness of the interview. "But even though an interview is more than the sum of its parts it does have some recurring, identifiable components."<sup>12</sup> Some of them are worthy of

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<sup>11</sup>Ibid., p. 15.

<sup>12</sup>Ibid., p. 16.

attention. To some degree the sequence in which they are discussed here suggests the possible flow of the interview but obviously it is not possible to reduce the interview to a series of steps.

The setting of the interview and the way it starts are important in setting the climate for what is to come. The volunteer should feel at home in the physical setting if possible. (The interview should have been scheduled with this in mind.) The opening conversation should be of the kind that will put the volunteer at ease and make for a relaxed atmosphere.

In the early part of the interview, especially, the initiative for the content of the conversation should be with the volunteer. And probably the more the volunteer carries the conversation "ball," the better. He may quickly try to pass it to the supervisor who will adeptly pass it back. "The more the volunteer carries the conversation the better the chance for the supervisor to assess the significance of what is being said, even though it may signify the volunteers desire to detour entirely from what is being said."<sup>13</sup>

The supervisor's major role especially in the early part of the interview may be that of listener, but this role is basic throughout the conference. "Listening above all is being sensitive to the feelings and attitudes that underlie what is being said and to the meaning to the volunteer of what he is saying."<sup>14</sup>

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<sup>13</sup>Ibid., p. 16.

<sup>14</sup>Ibid., p. 17.

The spirit of mutuality, of joint interest in the welfare of the group, should be evidenced throughout the interview. This mutuality will be expressed in the language used, in the way the supervisor identifies with the group problems and progress, and in the way problems are dealt with and plans formulated.

The content of the interview, or things talked about, naturally will vary with the volunteer and his readiness, the stage of the group's development and the supervisor's objectives for the interview. In the first few weeks the volunteer's awareness of need is likely to center in matters related to the organization of the group and program planning. The timing of the content of the interview must be sensitively related to the reality situation in the group and the volunteer's awareness of need and readiness.

"The supervisor will capitalize every opportunity to facilitate the broadening and deepening of the volunteer's awareness of need and readiness to push on into broader and deeper considerations."<sup>15</sup> The use of probing questions is an important device in this process. "Why do you think, etc.?", "What do you suppose is the reason for, etc.?" etc. The volunteer should be stimulated to think, analyze, appraise within the limits of his capacity to undergo this process of analysis. The supervisor need not limit his role to probing questions but may share in considering possible answers to them. The purpose of the sharing,

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<sup>15</sup>Ibid., p. 17.



however, is not so much to insure a sounder answer, as to participate in a creative process of interaction.

Definite plans for dealing with the situation should emerge from much of the probing. Again the supervisor shares in formulating the plans. His role may not be so much in presenting possible plans of action as in keeping the conversation in line with sound thinking or problem-solving processes. Steps to be taken, or plans to be followed ought to be specific and who is responsible for them should be clearly understood. The supervisor's share in the responsibility may be to locate data, information or other resources to be made available to the volunteer who will be primarily responsible for affecting plans with the group.

The volunteer should be held accountable for putting the decisions or plans into effect. This accountability will be in terms of the supervisor's expectancy and interest in the out-comes and not in the sense of "administrative accountability." It is natural after plans have been agreed upon for the supervisor to express such an interest and indicate that he will call the volunteer after the meeting, or be watching the volunteer's report on the group meeting, etc., and would like to hear what happened in the next interview. In this way accountability is engendered by expectancy as well as continuity in the interviews established.

"The factor of climate is as highly important at the close of an

interview, as at the beginning.<sup>16</sup> The basic emotional tone of the volunteer should be one of satisfaction, of achievement and of expectancy. Commendation, support, and the spirit of mutuality are basic. The volunteer's sense of worth, achievement and satisfaction should outweigh his sense of frustration and uncertainty.

If the date and time for the next interview can be agreed upon before the conference breaks up with some understanding of what is to be discussed a further stabilizing and supportive factor is added to the volunteer's experience.

#### SOME PROBLEMS IN THE INTERVIEW

Even the most experienced and skillful supervisors are quick to admit that there are problems in the interview which they have not fully mastered. The following list points up a few of the problems.

1. It is difficult for supervisors to gain full rapport with some volunteers. Even though there is full respect for each other as persons, differences in personality prevent a fine meshing of the two personalities. This is no reflection on either the supervisor or the volunteer. This is a fact of life. Each individual develops personality patterns that need, and therefore are more at home with, certain kinds of responses and behavior from others. Each personality affects other persons in different ways. Added to this basic fact of life are

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<sup>16</sup>Ibid., p. 18.

the attitudes toward "authority" in the supervisory relationship. The volunteer may have a fairly fixed pattern of behavior toward authority which affects this relationship. It is true that since the volunteer is a volunteer the concept of authority is irrelevant as contrasted to the "boss-employee" relationship. "But the supervisor does represent the agency, he is the channel for interpreting the agency's objectives, policies and regulations that "govern" the volunteer and group."<sup>17</sup> He does have the power to give or withhold the recognition, progress and psychological security of the volunteer. It should not be surprising if some of the volunteer's basic reactions to persons in "authority" do get projected on the supervisor and thus "clog" the relationship to some degree. Similarly, the supervisor may have blockings, of which he is likely to be unaware, around the use of authority growing out of his own past experiences. According to Williamson he may think of supervision as an imposition of one personality on another, or at the best as a "necessary evil" about which he is apologetic and uncertain, or he may use the supervisory responsibility as a means of "punishing others for his own unhappy experience with a ruthless use of authority."<sup>18</sup>

Clues as to how these personality factors which affect the supervisory relationship may be handled are several. The more insight the

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Dimock and Trecker, op. cit., p. 126.

18 Margaret Williamson, op. cit., p. 112.

supervisor gains about how his personality and attitudes affect others and about why he reacts the way he does to the personality and behavior of others--the greater is the chance for good relationships. The perception of the volunteer's characteristic behavior and its meaning to the volunteer, the needs it meets and the function it performs is a further step to effective relationships.

2. Resistance to supervision on the part of the volunteer is another common occurrence. The symptoms of resistance to learning or supervision take many forms. Common expressions of resistance would probably include: evasion of interviews; discrediting or rejecting the use of materials, records or methods; keeping the conversation with the supervisor on "safe" ground and avoiding getting beyond his depth; being complacent or satisfied with the way things are going, "everything is going fine;" agreeing with suggestions from the supervisor, but either neglecting to try them out, or "trying them out" only to find that they fail; projecting the reason for failure on the group, etc.

This resistance to supervision and growth may be due to one or more causes:

- A. The rejection of supervision because it represents authority.
- B. The insecurity of the volunteer in the job he has undertaken.
- C. The normal inertia or resistance to growth, or to change.<sup>19</sup>

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<sup>19</sup>Ibid., p. 114.

Clues for dealing with resistance can only be briefly sketched here. The recognition that resistance is normal, that it is to be expected, and that an objective, impersonal, non-judgmental attitude should be taken toward it, is perhaps half of the battle.

"Sensitivity to the psychological factors in learning is another ally in overcoming resistance."<sup>20</sup> The volunteer's sense of worth, adequacy and security must be maintained and strengthened. His evident awareness of need and readiness to learn give one clue to what he can take without indigestion, or threat to his sense of worth and security. In endeavoring to assess readiness and what the "ego" may be able to take an understanding of the sequence of stages through which many volunteers can be helpful. This sequence of stages, as developed by members of a Young Men's Christian Association staff follows:

- A. The initial stage, for a new volunteer, of "stage fright" coupled with the desire to make good.
- B. Early orientation, when the volunteer discovers there is more to the job than he realized. He may now latch on to some concrete ideas or techniques, and tend to hang on, because of the sense of security they give him.
- C. Mental mastery of the main ideas, "now I see what we are driving at," but no evidence of this "seeing" in changed practices.
- D. Mastery of some or many of the ideas and the skills with the danger of feeling "on top" and satisfied with his level of achievement.
- E. Mastery of the ideas and skills with the ability to articulate and transfer them to others.<sup>21</sup>

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<sup>20</sup>"A Guide to Recruiting Instructors," op. cit., p. 20.

<sup>21</sup>Ibid., p. 21.

3. Keeping the interview in focus and leading from the external to concepts and principles is another recurring problem of the supervisor. This is in part a symptom of resistance to supervision and change. It may be due also in part to the volunteer's fear of getting in over his depth. It may also be the result of the supervisor pushing the volunteer ahead of his awareness of need. Skill in sensing the situation and in asking questions that probe is part of the solution to this problem.

#### RECORD OF THE INTERVIEW

What kind of a record should the supervisor make of the interview? The answer to this question is implicit in the purpose of the interview and the use to which the record is to be put. What kind of a record is most useful in assessing the volunteer's growth, needs and readiness for further growth? What kind of a record is most useful in revealing the volunteer's feelings about what he is doing? What kind of a record is most useful in guiding future interviews with, and other training experiences for the volunteer? What kind of a record is most useful in assessing the supervisor's role and technique in the interview? What kind of a record is most useful in judging the degree to which the objectives of the interview were achieved?

Either of two extreme positions could be taken theoretically in answering these questions. A case could be made for a complete process

or narrative record of the interview, followed by an analysis of the record for the critical factors. At the other extreme, is the concept, which probably reflects current practice, of writing a log of what was talked about in the interview, perhaps with some comments added.

It would seem that the minimum requirements for a record that will serve the purposes indicated would include evidence and comments about:

The readiness of the volunteer for the interview, the situations discussed, the plans formulated, the decisions made and the next steps to be taken, the degree to which the volunteer took the initiative in bringing up the items, the points at which the supervisor took the initiative, any evidence of changes or growth in the volunteer's attitudes, practice or skills, the degree to which the volunteer seemed to profit from the interview, the degree to which the supervisor's objectives for the interview were realized and how the anticipated plan for the interview was modified in the interview process, and leads for further steps in helping the volunteer through resources, future conferences or meetings.<sup>22</sup>

A record containing these items would fulfill the purposes stated and help to make the investment of time in the interview more productive for the volunteer, the group, the supervisor and the Young Men's Christian Association.

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<sup>22</sup>Ibid.

## CHAPTER VI

### RECOGNITION OF THE VOLUNTEER LEADER

The ability of the Young Men's Christian Association to secure well qualified leaders depends on many factors, some of which are not readily within it's control. One of the most important factors according to Dimock and Trecker is the kind and extent of compensations, satisfactions or recognitions that the prospective leader may reasonably expect to receive.<sup>1</sup> The recognition that accompanies leadership responsibility may be a highly motivating influence, operating as an incentive not only for undertaking leadership responsibility but also for continuing it over a period of years.

When the concept of recognition is viewed widely and basically by the Young Men's Christian Association the recognitions and satisfactions for leaders are of many kinds. This study will deal with three general types of satisfactions or recognitions: (1) Intrinsic satisfactions, and recognitions from the leadership experience itself; (2) Academic credit from colleges or universities; (3) The Leaders' Fellowship in the Young Men's Christian Association.

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<sup>1</sup>Hedley Dimock and Harleigh Trecker, The Supervision of Group Work and Recreation (New York: Association Press, 1949), p. 57.



## INTRINSIC SATISFACTIONS AND RECOGNITIONS

According to Dimock and Trecker: "Every leader needs and is entitled to a sense of mastery, growth and achievement or success."<sup>2</sup> The sense of satisfaction and thrill in growing and achieving may be secured in a variety of ways. Some will find genuine satisfaction in their growth in specific skills or in using their skills for the benefit of others; others, in their growth in insight and understanding of personality and of human behavior; some in growth in their own poise and maturity; and others in their growth in understanding of their community and world.

"Different types of achievement will appeal to different leaders, but all will respond positively to experiences that enhance their sense of growth, mastery, and accomplishment."<sup>3</sup> It is the responsibility of the supervisor to see that the agency provides resources and opportunities to satisfy these basic human needs and motives. This requires that the Young Men's Christian Association administrators and supervisors take a broad view of their responsibility for the stimulation of leader growth through leadership training and other aspects of the supervisory program.

"Every leader needs and is entitled to recognition, status, and commendation for the worthy performance of socially valuable work."<sup>4</sup>

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<sup>2</sup>Ibid., p. 71.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

The leader's own sense of worth and his valuation of the worth of the task he has undertaken is affected directly by the degree to which he feels that it is achieving something creditable. This feeling often reflects to a considerable extent the commendation and recognition that he receives in his work. A study of agency staffs conducted years ago by Owen Pence made it thoroughly evident that the technique of commendation was being used by supervisors neither widely or wisely.<sup>5</sup>

The methods used by the Young Men's Christian Association to provide leaders as a group with status and recognition in Young Men's Christian Associations, constitute one measure of its alertness to the need and importance of this source of leader satisfaction and motivation. Leaders as a group, and leadership as a function, should have as clearly defined and at least as important a role as that of the board, the professional staff, or the major committees. "Leaders should possess a prestige in the agency second to that of no other group, since they, more than all other groups combined, are the determiners of the agency's educational productivity."<sup>6</sup>

The Young Men's Christian Association may give expression to this high estimate of the leader's role and status in a variety of ways. Adequate budget provision for leadership training and supervision is

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<sup>5</sup>Owen E. Pence, "The Social Awareness of the Institutional Staff," Religious Education, April, 1930.

<sup>6</sup>Dimock and Trecker, op. cit., p. 72.

basic. Other methods currently employed to some extent include giving leaders a share in the policy making of the Young Men's Christian Association; adopting some form of recognition for persons who meet leadership training requirements; organizing a leader's club or council with an important and well defined role in the Young Men's Christian Association; extending more recognition to the leaders in board and committee meetings, on public occasions of the agency, and in publicity and newspaper releases.

"Every leader needs and is entitled to a sense of belonging and participation in a socially significant enterprise."<sup>7</sup> As indicated previously, the leader's chief satisfaction should flow directly from the actual leadership experience. The leadership of a club, or class, or team should transcend the character of a routine, single, isolated experience and be sensed as an indispensable part of an enterprise of larger social dimensions. Supervisors must find ways to help leaders see the larger meaning and value of their particular tasks and to feel that they are an essential part of the larger enterprise. "They must not merely know about the total Young Men's Christian Association program and purpose, they must feel its wholeness and totality and identify themselves with it."<sup>8</sup>

The element of morale, or esprit de corps, sometimes labeled

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<sup>7</sup>Ibid., p. 72.

<sup>8</sup>Ibid.

"fellowship," is a conspicuous factor in achieving this result. Camp directors have long recognized the great importance of leadership esprit de corps in the summer camp and have learned much about how it may be fostered--or undermined.<sup>9</sup> Leadership morale is of no less importance, though probably more difficult of achievement, in the continuous life of the agency in the community. Morale comes, in part, as persons work intimately with others at tasks that seem to them important, as they acquire a sense of accomplishment and success in such tasks, as each one believes that he has a definite and distinctive role to perform, and as their individual and collective creative efforts are encouraged and recognized.

"Every leader needs, and is entitled to, the satisfaction of specific benefits from the leadership experience."<sup>10</sup> These values and benefits the leader or potential leader should be able to recognize and identify.

Leisure-time interests and activities are the major stock in trade of the Young Men's Christian Association. Not only members but leaders also should be encouraged to maintain, improve, and extend their skills and interests. The Young Men's Christian Association may well help the leader to become more definitely aware of this enrichment of his resources for constructive and recreative leisure pursuits.

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<sup>9</sup>John A. Ledlie, Managing the Young Men's Christian Association Camp (New York: Association Press, 1961), p. 170.

<sup>10</sup>Dimock and Trecker, op. cit., p. 73.

Similarly, the leader who is developing greater maturity in personality and greater competence in social adjustment should be aware of these achievements even though they are not as readily discernible as is the development in skills.

For younger leaders especially, leadership experience in a Young Men's Christian Association that recognizes and accepts responsibility for the development of the leader as a "whole" person may possess vocational values of considerable worth. The values of leadership experience from the vocational standpoint vary, of course, with the vocation. Teachers, social workers, recreational workers, doctors, engineers, salesmen, foremen, and business executives alike may profit greatly from the humanizing experience of voluntary leadership, especially in the years of their vocational preparation or in the early years of practice.

The potential values of leadership experience as parent or pre-parent education are obvious and great. The combination of experience in dealing with children (somebody else's) and of education in the principles of child behavior and development to be gained in a Young Men's Christian Association is probably unequalled anywhere. There is no guarantee, of course, that these leaders will either now or later be exempt from any of their problems as parents. "But the successful leader of children or youth should take some of the hurdles that beset the parental path, if not with the greatest of ease, at least with

greater poise, skill, insight, and confidence."<sup>11</sup>

It is obvious that the foregoing compensations or satisfactions can be gained only after the leadership responsibility has been accepted, but the legitimate expectation of such compensations or satisfactions could be a powerful inducement to prospective leaders. Any Young Men's Christian Association that has established a reputation among its leaders for affording such satisfactions would surely be in a highly favorable "recruiting" position.

#### ACADEMIC CREDIT

Academic credit as compensation for leaders is used quite extensively in university and college communities. The arrangements for the leadership experience are usually made through a particular department of the nearby college or university, such as the sociology, physical education, recreation or the education department. In some cases experience in group leadership in a leisure-time agency is a college requirement in field work. In other cases the college credit is combined with "service scholarships" available to college students.

The advantages that result from tapping this source of leaders and from this form of compensation are contingent upon a variety of factors. The conditions that should be met if this plan is to be used to good advantage should include the following: (1) selection of only

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<sup>11</sup>Ibid., p. 74.

such students as meet the Young Men's Christian Association's standards and qualifications; (2) provision of a leadership experience in which the student finds meaning and satisfaction beyond the academic credit and, in addition to, or in spite of, the college requirement of such experience; (3) the kind of supervision by the college and the Young Men's Christian Association that will ensure the potential educational values of the experience being realized; (4) students available for the entire academic year, and a fair proportion available for more than one year's experience.

If the major motive of the student is to acquire some college credit, or to satisfy a college requirement, significant results can hardly be expected. Moreover, when field experience is a college requirement, the rapidity of turnover of student leaders under some conditions tends to negate almost completely the positive values of the scheme. It takes several months for a new leader to be oriented to a group, an agency, and a community setting. "It takes at least a year for the minimum basic insights and skills of leadership to be mastered."<sup>12</sup> If the leader does not continue for a year--often his period of service is less--the Young Men's Christian Association invests a large amount of supervision and training for relatively negligible returns. "The opportunity to get some leaders easily should not blind

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<sup>12</sup>Ibid., p. 70.

agency supervisors to the shortsightedness of a policy that contributes to perpetual motion in the turnover of leaders."<sup>13</sup> Further research in training and orientation of this type of volunteer is indicated to structure a more rapid attainment of successful service.

#### THE LEADERS' FELLOWSHIP IN THE YOUNG MEN'S CHRISTIAN ASSOCIATION

A very practical need in the present-day department of Physical Education in the Young Men's Christian Association is additional leadership. The rapid growth of the number and kind of organized activities in the physical department has made the training of volunteer workers a steadily increasing necessity.

The expanding program has outrun trained leadership. The simple tasks performed by the volunteer of yesterday have become more complex today.

The Leaders' Club. A leaders' club is a fellowship of persons united by a common interest in the Christian purpose of the Young Men's Christian Association and gathered around a personality attractive enough and challenging enough to rally them in training and service for others. The force which spreads from person to person and comes to life in unselfish action is the same driving force which has energized the Association movement for over a hundred years. Try as one will, no

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<sup>13</sup>Ibid., p. 70.



other word better describes it than "religious." A group of young people keen and active in a program of "learning how" and "doing," with an honest conviction about the value of their efforts in the lives of others, is a religiously purposed group. "This idea of preparing oneself to help serve others in the achievement of worthy purposes sets the high standards by which the Young Men's Christian Association physical education leadership development program operates."<sup>14</sup>

Today leaders' clubs on a nationally enrolled basis are expanding rapidly with enrollments at an all-time high. Yet this trend must be greatly accelerated to keep pace with the growing membership.

The strength of the leaders' club movement is found in careful selection of members, maintenance of high standards, and sense of worthwhile service.

A club operates under its own officers and its own constitution patterned after a recommended national constitution. Most clubs develop meaningful induction ceremonies.

The standard leaders' program includes weekly meetings with attention to the theory and practice of physical education, leadership, health and fitness, and spiritual emphasis. As members grow in leadership ability they assume more and more responsibility as volunteer

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<sup>14</sup>Harold T. Frierhood and J. Wesley McVicar, Basic Physical Education In The Young Men's Christian Association (New York: Association Press, 1962), p. 43.

leaders, and the services they render are not restricted to the physical department.

Since every club is different, no one program is prescribed. Rather, a number of recommended electives are available, and the club chooses from these or requests the privilege of conducting other courses deemed more suitable for their needs.

The Young Men's Christian Association Secretary should make sure the club is organized to attract the best leadership in the physical department. The charter members must have earned, through their skills, personalities, and attitudes, the respect of those they will lead. The training program must be challenging to maintain interest. "Organization for training can, and often should, extend beyond a single department or a single association. District and area or state training is broadening."<sup>15</sup>

The Leaders' Fellowship--When the leaders' clubs were born, the bulk of Young Men's Christian Association physical education was conducted within the organized gym class program, which was largely calisthenics and apparatus. Boys and young men joined gymnastic classes, and for each piece of equipment there was a squad of members under a leader. Such organization was ideal for gymnastic leaders, and most

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<sup>15</sup>Raymond J. Williams, Developing Young Men's Christian Association Leaders for Physical Education Service (New York: Association Press, 1954), p. 61.

leaders' clubs accepted the teaching of apparatus and tumbling stunts as a major responsibility.

Today the Young Men's Christian Association is much more complex. It is "cafeteria" style, and all brochures list dozens of activities. This change in some ways has affected the role of the leaders' club, but what is most significant is that the new program has of necessity created an army of new leaders who in every sense are as loyal and dedicated and as voluntary as members of the leaders' club. In these categories of leadership one thinks of the physical department (although the National Leaders' Fellowship Plan embraces all members and departments)<sup>15</sup> as consisting of basketball, volleyball, track and field athletics, gymnastics, wrestling, judo, handball, swimming, diving, skin and scuba diving, badminton, weight training, archery, fencing, instructors, coaches, and referees, not forgetting the physicians who provide physical examinations services.

There are two major differences between leaders' clubs and those many others blanketed by the term "Leaders' Fellowship."

1. Leaders' clubs, for the most part, enroll those of younger ages, and here the training of leaders in skill, techniques, and understanding is a prime consideration. Leaders are being trained in order to give service.

2. Most leaders of special interest, such as those mentioned

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<sup>15</sup>Frierwood and McVicar, op. cit., p. 50.

above, are already experts. They are experienced and have been trained in specific activities. When a physical director needs a judo leader he normally cannot take several weeks, months, or years to train an instructor. He looks for a person of good character who has the ability to teach and to lead. The Young Men's Christian Association uses dozens and dozens of men and women of this type. (For this reason a long-range leadership development program is important to prepare for future needs, and leaders' clubs for boys and girls do this).

These are usually adult leaders in urban centers, but it is difficult to find such mature volunteers who can give direct leadership for one or two hours a week and in addition attend a weekly meeting of a leaders' club. Personal counseling, special work sheets, orientation bulletins, short-term intensive training sessions, and reference material may take the place of club training meetings. But--and this is important--they do need to receive recognition, to sense the fellowship of leadership in the Young Men's Christian Association, and to tangibly realize that their services are appreciated. Therefore there is the National Leaders' Fellowship procedure and plan of recognition.<sup>17</sup>

A Young Men's Christian Association needs to consider in addition to the day by day satisfaction derived by the member from serving, in what way it can dramatize its recognition.

Several points should be kept in mind in setting up a system of

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<sup>17</sup>Ibid., p. 50.

recognition.

1. Never use recognitions as an inducement to serve.
2. Never use recognitions as a threat over anyone serving.
3. Do not make recognitions so large or attractive that they become the primary motive in serving.
4. Take a look at each recognition service as they might become too expensive.
5. The recognition should be well balanced in accordance with the service rendered.<sup>18</sup>

Some recognitions used.

1. Emblem or Insignia--for identification with the association.
2. Special Functions--credit given for work done at public meeting or banquets.
3. Newspaper and House write-ups--recognition for leadership or special accomplishment.
4. Honor Rolls--placed in association building to honor those completing a major service.
5. Free membership--to physical education volunteers.
6. Five and Ten Year Awards--volunteer leaders given a pin after this length of service.
7. "Man of The Year" award--given to the leading volunteer in terms of service.
8. Names listed Publicly--names of individuals are shown on bulletin boards in recognition.<sup>19</sup>

Recognition is an important part in honoring the volunteer leader for a job well done. As human beings the volunteer leader has the urge of desire for the esteem of his fellow man or his supervisor. The desire may be satisfied by an approving glance, a friendly "pat on the back" by someone whose friendship he may covet. It may also appear in more concrete form as an invitation to join a club, or an advance in position.

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<sup>18</sup>McClow, L. L., Volunteers for Class, Club and Committee (Chicago: L. L. McClow, 1939), p. 32.

<sup>19</sup>Ibid.

Recognition is indeed an important part in the life of a volunteer leader.

QUESTIONNAIRE-COMPARISON OF BAY AREA YOUNG MEN'S  
CHRISTIAN ASSOCIATION SECRETARIES REPLIES  
WITH THOSE OF VOLUNTEER LEADERS

Questionnaires (found in Appendix A) were sent to ten Young Men's Christian Association Secretaries either related to physical education or club program in the Oakland, Berkeley, and San Francisco Young Men's Christian Association's. These men were asked to provide a mailing list of their volunteer leaders. All sent back their mailing lists totaling eighty volunteers. The investigator mailed the second questionnaire (Appendix B) to all eighty volunteers, receiving sixty replies.

In analyzing both sets of questionnaires there was a marked difference in what benefits the volunteers said they received and the benefits the "Y" Secretaries presume that the volunteers do receive. Only twenty of the sixty volunteers, or 33 per cent, thought that recognition was a benefit, while nine of the ten Young Men's Christian Association Secretaries, or 90 per cent, thought recognition was a strong benefit to the volunteers. Both groups agreed that a free membership was a strong benefit. The other benefits such as free gym clothes, a locker in the physical department and use of other Young

Men's Christian Association facilities were considered important inducements to both program secretaries and volunteers.

The question on motivation seemed the same in both groups. Fifty-nine of the sixty volunteers checked "Interest in the activity" as the highest motivating factor, and all ten "Y" Secretaries rated this factor as highly motivating.

Differences were marked though: for example one difference was that 11 per cent of the volunteers listed "favor for a Young Men's Christian Association Director" as high motivation, while 50 per cent of the secretaries rated this factor high. Other differences in motivation between the two groups were "to obtain a free membership" where only 5 per cent of the volunteers rated this high and 50 per cent of the "Y" Secretaries rated this factor high, and "interest in the Young Men's Christian Association" where 40 per cent of the volunteers rated this factor high and 70 per cent of the secretaries rated this high.

All ten of the Young Men's Christian Association professionals rated themselves very high on their own help to the volunteer leaders while the leaders themselves had mixed reactions on the help they had received. The main difference in this question was "helping you plan work," in which the volunteer leaders had 40 per cent no answers, while the "Y" Secretaries had only 20 per cent no answers. The other big difference came on the statement "suggestions on teaching," in which the volunteers had 33 per cent no or no help answers, but the

secretaries had 100 per cent yes answers. Another marked difference was "individual conferences," where the volunteers had 25 per cent no help answers, but only one secretary stated that he did not have individual conferences for his leaders.

Thirty-three volunteer leaders or 55 per cent felt satisfied in their specific role. Eleven were not satisfied and sixteen were undecided. Four Young Men's Christian Association secretaries were satisfied with their volunteer leaders, four were not satisfied and two were undecided.

An observation from this questionnaire might be that Young Men's Christian Association Secretaries and their volunteer leaders might need to have better communication through more individual conferences and group training sessions. Also more personal help and recognition of the volunteer might produce a better understanding of both the volunteer and the Young Men's Christian Association Secretary.

A questionnaire (found in Appendix B) was sent to eighty volunteer leaders in the Young Men's Christian Association's in Oakland, Berkeley and San Francisco. Sixty volunteers related to the Young Men's Christian Association as club advisors, physical education instructors, and coaches replied to the questionnaire. A majority of the volunteer leaders served boys or both boys and men. One half of the volunteers that responded were married. Volunteer leaders come from all walks of life. Some occupations mentioned were life insurance, teacher, painter, accountant, writer, student, truck driver, fireman and policeman.



A free membership was unanimous as the top benefit received by the volunteer leaders. Other high benefits were a furthering of their own spiritual and health needs, use of other Young Men's Christian Association facilities, and a locker in the physical department.

The main motivating factor was an interest in the sport or activity itself. Other motivating factors were a desire to be of service, and interest in the Young Men's Christian Association. A conclusion from this questionnaire regarding motivation is that the Young Men's Christian Association must offer the volunteer leader a job with an activity or sport that the volunteer is interested in. Most people that volunteer for the Young Men's Christian Association have a desire to serve and have an interest in the Young Men's Christian Association. Some other motivating factors listed by the volunteer's on the questionnaire were: "asked by a former instructor," "to educate personnel in proper use of weight facilities," "wanted to keep a regular training program," "challenge to develop attitudes in a competitive situation and to develop basic skills in sports."

The majority of volunteer leaders that responded said that they spent from two to four hours a week as a volunteer. Others said that they were required to spend a certain number of hours at their job, but usually spent more.

The length of time served as a volunteer ranged from six months up to six years. The majority of responses stated that the volunteers had two to three years of service as a volunteer leader.

The majority thought that their effort was worthwhile and that they were accomplishing something as a volunteer leader. Most were satisfied in their role as a volunteer leader but some were undecided as to their satisfaction.

An overwhelming majority thought that they were adequately recognized for their work as volunteer leaders in the Young Men's Christian Association. The two that answered no on this question listed these comments; "Hardly! favors which I do, exhibition, repair work, helping out at functions are forgotten when I desire a favor in return." "There hasn't been any recognition at all by our "Y" for the job we have done."

In summing up this questionnaire one might say that the volunteer leader is motivated because of an interest in both the activity and the Young Men's Christian Association, has a desire to be of service, and desires to spend a certain amount of his time serving the Young Men's Christian Association. The volunteer leader has a strong loyalty to the Young Men's Christian Association staff professional who has provided training sessions, individual conferences, explained the purpose of the Young Men's Christian Association, and accepted the ideas of the volunteer leader. Continued follow-up between staff personnel and the volunteer is a must. Adequate recognition achieved by individual conferences, award dinners, training sessions, committee meetings, and personal recognition must remain and improve in order to satisfy the needs of the volunteer leader.

## CHAPTER VII

### THE CONCLUSIONS

Certain information of importance to the investigation was uncovered during the course of writing this paper which have implications for the Young Men's Christian Association. The findings result from personal experiences, reading of literature, and materials gathered from the questionnaire used in the study.

This study has pointed out some of the basic things in the area of recruitment of volunteer leaders in the Young Men's Christian Association. The study deals only with those volunteer leaders in program production roles, such as club advisors, and leaders of groups, classes, or teams. Much of the theory and philosophy of recruitment processes was analyzed in this study.

The tremendous growth of the use of volunteers in the Young Men's Christian Association is no accident. It is the result of a need for more skilled help and the shortage of paid Young Men's Christian Association professionals. There are many reasons why people volunteer their services to the Young Men's Christian Association. The most common reasons are interest in the Young Men's Christian Association, interest in an activity, desire to be of service, and personal recognition. More and more, people are devoting their leisure to volunteer work.

There are many kinds of volunteers and many kinds of jobs, and

it is a basic principle that volunteers should be placed on those jobs for which their qualifications, background, character and temperament fit. Any normal person regardless of his racial, religious, national, educational or economic background can give valued service as a volunteer, whether he is skilled or unskilled.

In the training of professional and volunteer leadership, the Young Men's Christian Association needs to take cognizance and make use of new resources and techniques. This will involve an understanding of how human relations techniques contribute to the achievement of program goals, of how change results from practicing improvement rather than just reading about it, and the relationship of process to content.

Volunteer leadership needs to be carefully selected and trained for competence in promoting, organizing and administering program and interpreting the values in these program experiences.

Training geared to the needs of persons and consistent with the organizational level at which they are to function should be directed toward helping volunteer leaders. For example, the Oakland Young Men's Christian Association Youth Department volunteer leaders under the direction of this investigator have met a number of times to discuss problems, areas of concern and have discussed ways the Oakland Young Men's Christian Association can better train and supervise these leaders. The morale and work production of these volunteer leaders have increased significantly. Plans now are being organized for a weekend training session at the Oakland Young Men's Christian

Association Camp geared to the concerns of the volunteer leader and his work at the Oakland Young Men's Christian Association.

Volunteer leadership needs to be carefully selected and trained for competence in promoting, organizing and administering program and interpreting the values in these program experiences.

It is the belief of the investigator that Young Men's Christian Association's should be aware of and include the following items perused in this study in their relationship with volunteer personnel:

1. A philosophy and concept of Young Men's Christian Association volunteer leadership must be gained by key laymen and staff, based on an understanding and appreciation of the Young Men's Christian Association as a lay movement and also the responsible roles both volunteers and secretaries have in developing a partnership. The Young Men's Christian Association secretary needs to have enough personal security and self-acceptance to permit volunteers to share responsibly in this partnership.

2. A planned, complete, volunteer leadership development program must be formulated. Plans should include each of the four aspects of such a program, each of which must be worked at concurrently: (a) Recruiting-enlisting; (b) Training-preparation; (c) Supervising-development; (d) Recognition-appreciation.

3. Volunteer leaders and secretaries must develop a workable understanding of ideal Young Men's Christian Association lay leadership through deliberate, cooperative study, exploration and discussion.

4. Volunteers and secretaries should develop an organizational plan (structure) supported by policy, within time and manpower limitations of the Association, which distributes responsibility and places volunteers at significant tasks suited to their abilities for specific periods of time.

5. A concise job outline for each specific lay task with a clear definition of the field of responsibility, skills needed, time required, benefits gained, and services rendered should be developed.

6. The recruiting plan should consist of: (a) The goal-number of volunteer leaders needed in reference to the number of tasks which need to be done by such leaders should be determined; (b) A prospect list of volunteers to be recruited should be developed; (c) Adequate and helpful information in a form which will aid intelligent enlistment of laymen by laymen should be prepared; (d) A plan for cultivation of volunteer prospects should be developed; (e) The method for selling, to prospects, the specific tasks for which they have needed skills and interests should be planned.

7. The plan of a training and orientation program to help the new volunteer: (a) To gain knowledge of his task; (b) To know his part in the total Young Men's Christian Association operation; (c) To experience and enjoy fellowship in the Young Men's Christian Association work; (d) To develop personal identification with organizational goals; (e) To experience price in partnership; (f) To learn from other volunteer "experts."

8. A recognition plan for volunteer leaders should be developed: (a) Geared to their maturity level; (b) As a continuing process with periodic highlights; (c) In the form of outer recognition progressively moving toward an inner assurance of significant contribution; (d) Academic credit.

Blocks to a successful volunteer leadership program: (1) Lack of understanding of the volunteer leadership concept (on the part of both volunteers and secretaries); (2) Lack of a plan (complete and detailed); (3) Lack of intelligent enthusiasm and commitment to the volunteer leadership idea; (4) Difficulties in attempting to use or adapt experience from other Young Men's Christian Association's; (5) Lack of clear-cut staff assignment for this important task; (6) Tendency to resist change and perpetuate the status quo; (7) Inability on the part of volunteers and secretaries to delegate important jobs and allow volunteers to do them.

#### RECOMMENDATIONS

On the basis of the present study it is the belief of the investigator that the following suggestions may serve as guidelines in the understanding of the role of the volunteer leader in the Young Men's Christian Association:

1. It must be recognized that volunteer leaders can make important contributions, but that the volunteer only supplements the professional leader; he does not replace him.

2. In selecting volunteers, caution should be used. Get to know the volunteer, his personality, and his abilities before accepting his services. Careful screening is necessary. The quality of the volunteer is more important than the quantity.

3. The volunteer must be oriented to the procedures and the policies of the organization so that he may work within them. He must be given not only information, but inspiration--a sense of loyalty, of belonging.

4. The volunteer needs to see specific objectives. The jobs he is given to do must fit into a long-range pattern, but, at the same time, must involve short-term successes and aims.

5. For best mutual satisfaction, the talents of the volunteer must be matched against the needs of the job; the tasks to be accomplished must be definite and specific. The enthusiasm of many good volunteers can be killed by the lack of challenging and specific responsibilities to which they can apply their energies.

6. Proper attention to assignment, training, supervision, and guidance must be given, if the volunteer is to grow with his experience. Training institutes, staff meetings attended by volunteers, individual conferences, encouragement of attendance at professional conferences, all are rewarded by more and better service from the volunteer. According to the response from the questionnaire (Appendix B) volunteer leaders said that they needed better supervision.



7. Volunteers should be included in the planning of assignments and program events.

8. The contributions made by volunteers must be properly evaluated and recognized for satisfactory relationships. Recognition may come in many ways.

9. Opportunities should be given for the volunteer to improve and advance to greater responsibilities.

10. A good volunteer should not be abused by overwork.

#### NEED FOR FURTHER RESEARCH

On the basis of this study it appears that the need exists for further research into the effectiveness of leadership training of volunteer leaders in the Young Men's Christian Association. There is need for research into the recruitment processes of board and committee members in the Young Men's Christian Association. A prime need remains for further research into the roles of the volunteer leader in the Young Men's Christian Association. What role does he play? Should he be paid or not? What work load shall a volunteer have? How can he best be supervised? How much training should the volunteer receive? How can the Young Men's Christian Association adequately recognize the volunteer for a job well done? The Young Men's Christian Association has a real opportunity to study the business field and to take a look at the human relations aspect and relate how it can profit the Young Men's Christian Association.

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APPENDIX

APPENDIX A  
 QUESTIONNAIRE FOR Y.M.C.A. SECRETARIES IN THE  
 OAKLAND, BERKELEY, SAN FRANCISCO Y.M.C.A.'S  
 Responses

1. What is your function? P. E. - 3      Executive - 2  
Program - 4      Camp - 1
2. How many volunteer leaders are working for you? 1-15 (5)    31-45 (2)  
16-30 (2)    46-60 (1)
3. What specific functions do they perform:
- |                              |          |                    |               |
|------------------------------|----------|--------------------|---------------|
| A. Club Advisor              | <u>6</u> | D. Coach           | <u>4</u>      |
| B. Physical Dept. Instructor | <u>7</u> | E. Teacher         | <u>3</u>      |
| C. Stenographer              | <u>0</u> | F. Other (Specify) | <u>      </u> |
4. What benefits do they obtain from being a volunteer leader?
- |                               |          |                                    |          |
|-------------------------------|----------|------------------------------------|----------|
| A. Free membership            | <u>7</u> | D. Use of other YMCA facilities    | <u>4</u> |
| B. Free gym clothes           | <u>1</u> | E. Recognition and awards          | <u>9</u> |
| C. A locker in Physical Dept. | <u>5</u> | F. Participate on "Y" varsity team | <u>3</u> |
5. What (in your opinion) motivates the volunteer's in your department to serve the Y.M.C.A.?
- |                             |           |                                |               |
|-----------------------------|-----------|--------------------------------|---------------|
| A. Personal recognition     | <u>5</u>  | E. Interest in the YMCA        | <u>7</u>      |
| B. Leadership development   | <u>4</u>  | F. Favor for a YMCA Director   | <u>5</u>      |
| C. Desire to be of service  | <u>7</u>  | G. To obtain a free membership | <u>5</u>      |
| D. Interest in the activity | <u>10</u> | H. Other reasons (comment)     | <u>      </u> |
6. In what way do you as a professional staff member help your volunteer leaders?
- |                                      |           |          |  |
|--------------------------------------|-----------|----------|--|
|                                      | Yes       | No       |  |
| A. Helping them plan their work      | <u>8</u>  | <u>2</u> |  |
| B. Provide training sessions         | <u>9</u>  | <u>1</u> |  |
| C. Individual conferences            | <u>9</u>  | <u>1</u> |  |
| D. Give them suggestions on teaching | <u>10</u> | <u>0</u> |  |
| E. Explained the purpose of the YMCA | <u>9</u>  | <u>1</u> |  |
| F. Support from total YMCA Staff     | <u>9</u>  | <u>1</u> |  |
7. Do you have a pre-service training program? Yes - 3      No - 7
8. Do you have leader training sessions? Yes - 7      No - 3
9. Do you feel that your effort as a trainer of volunteer leaders has been a successful one? (comment) Yes - 3      No - 2      Undecided - 4
10. Do you feel the need for an area leadership training conference geared to volunteers? Yes - 6      No. - 3      Undecided - 1
11. Are you satisfied with your volunteer leaders? Yes - 4      No - 4      Undecided - 2
12. List any comments that you have regarding your leaders and leadership training.

APPENDIX B  
QUESTIONNAIRE FOR VOLUNTEER LEADERS

1. What is your function? Club Advisors - 30 Coach - 10  
P. E. Inst. - 20

2. If you are a group leader what age group are you serving? Boys - 24  
Men - 4 Both - 20  
20-25 (23) 36-40 (2)

3. What is your age? 26-30 (9) 41-45 (12) 4. Are you married? Yes - 30 No - 30  
31-35 (2) 46 up (8)

5. What is your occupation \_\_\_\_\_

6. What benefits do you obtain from being a volunteer leader?  
(Please check any that pertain to you)

A. Free membership <u>60</u>	E. Pay <u>4</u>
B. Free gym clothes <u>0</u>	F. Use of other Y.M.C.A. facilities <u>43</u>
C. A locker in Physical Dept. <u>56</u>	G. Recognition and awards <u>20</u>
D. Further your spiritual and health needs <u>48</u>	H. Participate on "Y" varsity teams <u>12</u>

7. Why did you volunteer? (Check the ones that apply to you)

	(Motivation)		
	High	Average	Low
A. For the personal recognition	<u>4</u>	<u>12</u>	<u>16</u>
B. Leadership development	<u>16</u>	<u>16</u>	<u>4</u>
C. Desire to be of service	<u>35</u>	<u>20</u>	<u>3</u>
D. Interest in the sport	<u>59</u>	<u>1</u>	<u>   </u>
E. Interest in the Y.M.C.A.	<u>24</u>	<u>20</u>	<u>   </u>
F. Favor for a Y.M.C.A. Director	<u>7</u>	<u>19</u>	<u>16</u>
G. To obtain a membership	<u>3</u>	<u>11</u>	<u>12</u>
H. Other reasons (comment)			

8. Are you willing to continue next year? Yes - 59 No - 1  
1 - 4 3 - 3 5 - 1

9. How many hours a week do you spend as a volunteer? 2 - 35 4 - 10 6 - 1  
1 yr - 3 3 yr - 11 5 yr - 3

10. How long have you been a volunteer leader? 2 yr - 22 4 yr - 7 6 yr - 3

11. Do you feel your effort is worthwhile?  
Very much 32 Much 12 Some 16 Little

12. In what way have the Y.M.C.A. staff helped you?

	Yes	No
A. Helping you plan work	<u>20</u>	<u>24</u>
B. Suggestions on teaching	<u>24</u>	<u>20</u>
C. Provided added material	<u>32</u>	<u>3</u>
D. Provided training sessions	<u>43</u>	<u>3</u>
E. Individual conferences	<u>44</u>	<u>15</u>
F. Support from Y.M.C.A. Staff	<u>56</u>	<u>3</u>
G. Accepted your ideas	<u>44</u>	<u>4</u>
H. Explained the purpose of the Y.M.C.A.	<u>44</u>	<u>3</u>

13. Are you satisfied in your roles as a volunteer leader? Yes - 33 No - 11  
Undecided - 15

14. Do you feel that you have been recognized adequately for your work?  
(If not please comment) \_\_\_\_\_  
Yes - 52 No - 2



APPENDIX C  
QUESTIONNAIRE FOR Y.M.C.A. SECRETARIES  
IN THE PACIFIC SOUTHWEST AREA  
Responses

- |  |                            |   |
|--|----------------------------|---|
| 1. What is your function?  | P. E. - 17<br>Program - 23 | Executive - 4<br>Camp - 3   |
| 2. How many volunteer leaders are working for you?   | 1-15 (12)<br>15-30 (16)    | 31-45 (4)<br>46-60 (6)<br>61-75 (2)<br>75-100 (4)<br>100-125 (0)<br>125-150 (2) |
| 3. What specific functions do they perform:  |                            |   |
| A. Club Advisor  | <u>33</u>                  | D. Coach <span style="float: right;"><u>23</u></span>                           |
| B. Physical Dept. Instructor   | <u>13</u>                  | E. Teacher <span style="float: right;"><u>11</u></span>                         |
| C. Stenographer  | <u>9</u>                   | F. Other (Specify) <span style="float: right;"><u>          </u></span>         |
| 4. What benefits do they obtain from being a volunteer leader?   |                            |   |
| A. Free membership   | <u>23</u>                  | D. Use of other YMCA facilities <span style="float: right;"><u>13</u></span>    |
| B. Free gym clothes  | <u>3</u>                   | E. Recognition and awards <span style="float: right;"><u>33</u></span>          |
| C. A locker in Physical Dept.  | <u>11</u>                  | F. Participate on "Y" varsity team <span style="float: right;"><u>3</u></span>  |
| 5. What (in your opinion) motivates the volunteer's in your department to serve the Y.M.C.A.?          |                            |   |
| A. Personal recognition  | <u>23</u>                  | E. Interest in the YMCA <span style="float: right;"><u>36</u></span>            |
| B. Leadership development  | <u>21</u>                  | F. Favor for a YMCA Director <span style="float: right;"><u>12</u></span>       |
| C. Desire to be of service   | <u>33</u>                  | G. To obtain a free membership <span style="float: right;"><u>11</u></span>     |
| D. Interest in the activity  | <u>41</u>                  | H. Other reasons (comment) <span style="float: right;"><u>          </u></span> |
| 6. In what way do you as a professional staff member help your volunteer leaders?                      |                            |   |
|  | Yes                        | No  |
| A. Helping them plan their work  | <u>33</u>                  | <u>13</u>   |
| B. Provide training sessions   | <u>33</u>                  | <u>3</u>  |
| C. Individual conferences  | <u>43</u>                  | <u>4</u>  |
| D. Give them suggestions on teaching   | <u>32</u>                  | <u>13</u>   |
| E. Explained the purpose of the YMCA   | <u>41</u>                  | <u>4</u>  |
| F. Support from total YMCA Staff   | <u>23</u>                  | <u>13</u>   |
| 7. Do you have a pre-service training program?   | Yes - 13                   | No - 26   |
| 8. Do you have leader training sessions?   | Yes - 30                   | No - 13   |
| 9. Do you feel that your effort as a trainer of volunteer leaders has been a successful one? (comment) | Yes - 27                   | No - 29   |
|  | Undecided - 9              |   |
| 10. Do you feel the need for an area leadership training conference geared to volunteers?              | Yes - 22                   | No - 15   |
|  | Undecided - 9              |   |
| 11. Are you satisfied with your volunteer leaders?   | Yes - 29                   | No - 8  |
|  | Cannot decide - 3          |   |
| 12. List any comments that you have regarding your leaders and leadership training.                    |                            |   |

APPENDIX D  
OBSERVATION BLANK

Class \_\_\_\_\_ Leader \_\_\_\_\_  
Date \_\_\_\_\_ Supervisor \_\_\_\_\_

Leader	Very Good	Good	Fair	Poor
General appearance				
Voice				
Language				
Safety precautions				
Reports of equipment needs				
Health Consciousness				
Patience				
Enthusiasm				
Ability to locate needs				
Help to slower participants				
Demonstrations used in teaching				
Attendance record				
Motivation of group				
Group control				
Respect for persons				
Democratic attitude				
Follow-up after class				
Requests for help				
Group				
Enthusiasm				
Participation by all				
Cooperation with leader and groups				
Work in orderly interested classes without horseplay				
Help in planning program				

Date of last conference \_\_\_\_\_

Nature of last conference \_\_\_\_\_



APPENDIX E  
LEADER'S INFORMATION BLANK

Date Filed \_\_\_\_\_

Boy \_\_\_\_\_  
Girl \_\_\_\_\_  
Man \_\_\_\_\_  
Woman \_\_\_\_\_

Name \_\_\_\_\_

Home Address \_\_\_\_\_

Home Phone \_\_\_\_\_

Business Address \_\_\_\_\_

Business Phone \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_

Church Affiliation \_\_\_\_\_

Married \_\_\_\_\_ Children \_\_\_\_\_ Boys \_\_\_\_\_ Girls \_\_\_\_\_

Occupation \_\_\_\_\_

Years in City \_\_\_\_\_

High School \_\_\_\_\_ Graduated \_\_\_\_\_

College \_\_\_\_\_ Graduated \_\_\_\_\_

Degrees \_\_\_\_\_

MAJOR SKILLS

- Has teaching skill - ( )
- Has experience - - - ( )
- Has interest - - - ( )

ACTIVITIES

- Committees - - - - ( )
- Archery - - - - ( )
- Aquatics - - - - ( )
  - Swimming - - - - ( )
  - Life Saving - - - ( )
- Badminton - - - - ( )
- Basketball - - - - ( )
- Bag Punching - - - - ( )
- Boxing - - - - ( )
- Calisthenics - - - - ( )
- Conditioning - - - - ( )
- Fencing - - - - ( )
- Gymnastics - - - - ( )
- Handball - - - - ( )
- Track - - - - ( )
- Volleyball - - - - ( )
- Weight Lifting - - - ( )
- Wrestling - - - - ( )
- \_\_\_\_\_ ( )
- \_\_\_\_\_ ( )

Major College Activities \_\_\_\_\_

Major Community Activities \_\_\_\_\_

Experience with group as a member or leader \_\_\_\_\_

Persons who know the leader well \_\_\_\_\_

Close Associates \_\_\_\_\_

Comments \_\_\_\_\_