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A critical theory research project: A program evaluation of the blueprint for volunteer diversity project

Vassar Jean Vessup

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A CRITICAL THEORY RESEARCH PROJECT:
A PROGRAM EVALUATION OF THE BLUEPRINT FOR
VOLUNTEER DIVERSITY PROJECT

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirement for the Degree
Master of Social Work

by
Vassar Jean Vessup
June 1996
A CRITICAL THEORY RESEARCH PROJECT:
A PROGRAM EVALUATION OF THE BLUEPRINT FOR VOLUNTEER DIVERSITY PROJECT

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ABSTRACT

This research study utilizes the critical theory paradigm in an effort to conduct a program evaluation of the Blueprint for Volunteer Diversity Leadership Training Program. In an effort to respond to city officials' statements that there were too few people of color and other underrepresented group members available to serve on boards and commissions, the mayor of a Southern California city initiated a coalition with business and community leaders to develop the Blueprint project.

The Blueprint project was designed to train people of color and other underrepresented group members for service in leadership positions on boards and commissions. The purpose of this research study was to determine what was gained by the trainees of the Blueprint project. The expected outcome is a design for a pre and post test for future trainings. The subjects of this study, 12 of the 15 graduate trainees of the Blueprint project, were interviewed and a univariate analysis of their responses to open-ended questions and Likert scale ratings was conducted to respond to the purpose of the research study. It is anticipated that the results of this study will also improve the efficiency of intervention and social action within the social work practice environment.
ACKNOWLEDGMENTS

"Wisdom is the principal thing, therefore, get wisdom, and with all thy getting, get understanding."

Proverbs 4:7

This research study is the final result of two years of mental and physical work in the process of obtaining my Master in Social Work. It has been a difficult two years, but I could not have done it by myself. I had the help and support of family, friends, colleagues, instructors and many others who constantly reminded me that "God, did not bring me this far, to fail now." I thank and acknowledge the following individuals for their gifts of love, financial and emotional support, education, wisdom and understanding: Dr. Nancy Mary, who guided me through this research study, proponents of the Blueprint projects, Raymond Humphrey, CEO/President, United Way of Inland Valleys, Mary Ann Stadler, United Way of Inland Valley, Pacific Telesis Foundation, Cheryl Hagen, Chair of Blueprint Planning Committee and the members of Blueprint Planning Committee, Blueprint Graduate trainees, Mayor Ronald O. Loveridge, City of Riverside, California, and Ofelia Valdez-Yeager, Assistant to the Mayor of Riverside, my daughter, Aisha Daniel, who supported me through the good and bad times, my late father, George A. Murphy, Sr. for encouraging me always to follow my dream and to be the best that I can be, my mother, Marie Lucile.
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INTRODUCTION

The concept of cultural diversity has been a subject of debate, discussion and evaluation for a number of years in all disciplines, including the social work profession. A number of programs have been developed and initiated to provide a greater understanding and perspective of how the inference of cultural diversity impacts our individual lives. One such program is the Blueprint for Volunteer Diversity, the subject of this research study. Blueprint for Volunteer Diversity is a program designed to recruit and train interested volunteer representatives of different ethnic and racial groups as well as other underrepresented groups such as gay, lesbians, and people with disabilities, for service on boards and commissions. This project has been initiated in a city in Southern California, which is the site for this research study.

Problem Statement

Prior to and within the next millennium, there will be a number of issues that impact private and public entities. One such issue is the rapidly growing ethnic and culturally diverse population of the United States. In a report prepared as a result of a research study by the Hudson Institute (1988) for the Employment Standards Administration, U.S. Department of Labor, it was postulated that the workforce and population of the United States will
see a critical change in the make-up of the population. There will be a significant rise in the involvement of women, minorities (people of color), and economically disadvantaged and disabled people in the quest for employment and decision making positions within and outside of their communities.

This report additionally stated that this significant shift in the population by the beginning of the new millennium will signal a challenge to all concerned to eliminate the barriers that confront these groups as a result of their diversity. The report continues by stating that these barriers must be eliminated to "empower individuals presently outside of the economic mainstream." (p. 1)

Thus, the instructional manual for the Blueprint for Volunteer Diversity project (1990) indicates that "the challenge presented to organizations that want to survive in the new environment is clear: they must begin now to recognize the importance of managing diversity in dealing with their employees, donors, volunteers, clients and customers." (p. T1-1)

The challenge and efforts to meet this challenge created the Blueprint for Volunteer Diversity Leadership Training program. To date, there are at least 23 Blueprint projects in existence throughout the United States. The most recent Blueprint project was initiated in March 1995 in
a city in Southern California.

This city in Southern California is an excellent site for a new diversity project because of its diverse ethnic population, in addition to its population of other underrepresented group members. According to the 1990 census, the city "has a population of 266,629, a 42% increase over 1980. The city is ethnically diverse, with nearly 37% of the population being people of color. The Hispanic population is expected to increase at the greatest rate and now comprises 28% of the population. The largest population increases are with people of color. In direct contrast, a predominance of white citizens serve on the city's boards of directors of local non-profit agencies." (Blueprint manual, 1995)

Therefore, there is a need for the membership of boards, commissions, and other decision-making bodies to reflect the emerging culturally diverse populations. To meet these goals, the Blueprint project identified the following goals:

*To identify, recruit and train members of ethnic, racial and underrepresented groups to become effective, knowledgeable members of not-for-profit boards and on public sector
*To help ensure that the decision-making bodies of not-for-profit agencies, and public sector commissions are made up of people who are representative of their community populations. (Blueprint, 1995)

To meet these goals, the Blueprint Leadership Training Program was established to target people of color and underrepresented group members as trainees in a uniquely designed leadership training program. In September 1995, the first trainees of the Blueprint project were graduated. However, it was shortly realized that there was no instrument existing to determine what was gained by the recent graduates or what type of information would be needed to present to future graduates. Therefore, this research study concentrated on gathering information from the first graduate trainees to determine what was gained as a result of the training and what information would be needed to develop a pre and post test measurement to gauge the effectiveness of future trainings.

This critical theory research study will serve as a
guideline for future evaluations of like leadership training programs, while providing a structural administrative outline for the planning and evaluation of similar social action programs as they relate to the social work practice environment.

Problem Focus

This descriptive study utilizes the critical theory paradigm because of its ideological base of inquiry. According to Guba (1990), "the choice of a particular value system tends to empower and enfranchise certain persons while disempowering and disenfranchising others. Inquiry becomes a political act." (p. 24)

The Blueprint for Volunteer Diversity Leadership Training Program was designed to empower the disempowered and disenfranchised by providing an opportunity for people of color and other underrepresented group members to become involved in decision making positions on boards and commissions in the interest of their community and the global community.

According to a study conducted by a local Southern California newspaper (Danelski, June 1995), "people who shape city policy are predominantly white and male, leaving women and Hispanic and Black communities underrepresented."

The recording of the history of minority participation in societal institutions has been minimal as a result of
their exclusion from decision making bodies and leadership positions of power. It is relevant for a program to exist that is designed to increase board participation of those historically underrepresented on boards and commissions. It is relevant also because it is a means by which social work practitioners can exercise one of their important roles, an advocacy role. Kirst-Ashman and Hull (1993) state that "according to the NASW Code of Ethics, it is a basic obligation of the profession and it's members... to champion the rights of individuals or communities through direct intervention or through empowerment." (p. 466) It is significant for the social work practitioner to be aware of programs, such as Blueprint, that seek to empower individuals and communities by the use of research and evaluative methods. This knowledge provides the practitioner with another tool in the range of advocating for their clients and encouraging empowerment to increase the client's functioning level in and outside of their communities.

The critical theory paradigm, as used in this research study, states that there is objectivity in the changing nature of our environment and culture and that society is divided based on class, gender, race/ethnicity, ability/disability, sexual orientation/affiliation and age/cohort. Blueprint for Volunteer Diversity seeks to eliminate those individual or institutional divisions or
barriers by creating a means by which those who have been historically excluded, disempowered and disenfranchised can actively participate in a process that will enhance their skills and knowledge for a leadership position on boards and commissions. The inference of the leadership training is to encourage inclusion, instead of exclusion.

In evaluating the significance of this research study, it is evident to this writer that social work practitioners should have at their disposal, research that validates, values, and encourages societal differences, while using an ideological basis for treatment, intervention and prevention in the social work practice environment.

The Blueprint Leadership Training Program is an advocacy program encouraging active participation of those of diverse cultures in an effort to eliminate barriers and promote inclusion in a decision-making process. Hence, the research question is: Can a comprehensive leadership program that trains people of color and other underrepresented group members enhance leadership skills and knowledge? Hypothetically, this research study suggests that people of color and underrepresented group members can be trained to enhance their leadership skills and knowledge and, thus empowered towards greater board and commission participation.
LITERATURE REVIEW

There is a minimal amount of literature available that is directly related to the inclusion of people of color and underrepresented groups in organized leadership training. However, significant information is available that addresses the historical facts related to minority involvement in community leadership. The majority of available information about leadership training programs is based on corporate themes of leadership training and a theoretical basis for leadership from a philosophical perspective. In the absence of relevant literary material directly related to the research statement and focus, this research study focused on reviewing literature related to: (1) the historical prospective or implication of minority leadership for community and social action; (2) managing diversity in a mass society; (3) grassroots leadership skills and knowledge; and (4) the significance of empowerment for the social action group process.

Historical Perspective

From a historical perspective, people of color (minorities) and other underrepresented groups have been active in community leadership since this country began. Zinn (1990) presents an accurate account of the inception of minority community involvement in the discussion of the reactions of Native Americans as they were removed from
their homelands; of the Mexicans, as their land was being
taken over by military intervention; of the Africans, who
were brought here as slaves; of the Asians (Chinese,
Japanese, etc.) who came here for a number of reasons, but
became disenfranchised because of the color of their skin.
Zinn tells the story of how these groups were made to feel
less than human, but learned to survive in dire
circumstances because of their commitment and activism
within their communities.

John Hope Franklin (1974); Pettygrew (1980); Mary
Francis Berry (1971); Bennett (1966); and Davis (1978) and
others have traced the course of African American
involvement in community leadership from slavery to date.
According to Day (1989), the movement for "gay liberation
began in the 1940's and early 1950's with the founding of
the Mattachine Society in Los Angeles and with the Daughters
of Bilitis in New York and San Francisco." (p. 378) These
organizations formed local and national community coalitions
to defray the consequences of being "different" in our
society.

Williams (1985) reviews the research studies of Lamb
(1975); Bailey (1972) and Alinsky (1965,1972) and racial
pride as the driving force in neighborhood and broad based
community involvement. The 1960s was a significant
historical period that produced increased involvement of all
people of color in social action groups organized to fight
for inclusion in the larger society and for the betterment of their communities.

Historical accounts of minority community involvement indicate that this involvement was precipitated by the need to protect a threatened, but firmly held value system and to be a significant force in the decision making process as it relates to individual minority community and social action. Gittell (1980) explores research on the lack of activism within diverse communities. Her findings suggest that white males have traditionally been leaders in decision making positions in great numbers than members of the underrepresented group population. This has been found to be so because of these groups' exclusion from the larger decision making bodies, within and outside of their communities and because these groups oftentimes concentrated their activities and community involvement based on the protection of their own value systems.

Managing Diversity

As previously mentioned, numerous articles and research studies have documented that the workforce and population of the United States will change significantly to the point that people of color will be the dominant group in terms of population increase by the next millennium. What does this mean for businesses, groups/organizations and the general populace? Theorists interested in this subject, such as
Netting (1994) suggest that the concept of "managing diversity in a mass society" should be a topic of concern for human service organizations and other business oriented organizations. Netting quotes the work of Roosevelt Thomas, Jr. (1991) to emphasize the point by stating that "in order to remain competitive, American organizations will have to learn how to draw on the creative resources represented in a workforce made up of Asian Americans, African Americans, Latinos, Anglos and other races, as well as a more even mix of males and females." (p. 149) Netting and Thomas suggest an analytical framework for understanding and managing diversity within the organizational structure.

The understanding of managing diversity "requires the mind set that recognizes and values differences among all employees, including white males, and searches for opportunities to tap the reservoir of talent and strength represented in a diverse staff." (p.150) While Netting mainly discusses the implications of managing diversity from a large organizational standpoint, this information can also be transferred to the considerations of managing diversity from within smaller organizational units, such as boards and commissions that may direct the activities of the larger corporate structure. This literature directly relates to the actions and purposes of such groups as the Blueprint project.
Grassroots Leadership

The literature of grassroots organizing in the context of this research study is relevant. Si Kahn (1991) has developed a proactive guide for leaders relative to the definition and scope of leadership skills and knowledge. Kahn has developed an excellent guide for understanding leadership skills and knowledge specifically for use with disenfranchised groups or people that social work practitioners normally serve. His approach to understanding and defining leadership skills and knowledge was used as a background for this research. Kahn (1991) states that "the best way to learn leadership skills is through experience." (p. 29) He also states that in addition to experience, it is helpful to involve yourself in an organized leadership training program. According to Kahn, the importance of the involvement of experience in leadership training for the underrepresented population is significant. He states the following:

What these educators and activists learn in the process of working together within their own organizations and institutions can then have enormous impact when applied to problems
between and among these institutions and in the society at large...leaders who have merged from among people of color, women and poor and working people have have been the ones who have provided a vision of a democratic and cooperative country.
(p. 324-325)

The Significance of Empowerment

Empowerment, according to Zippay (1995); Gutierrez, GlenMaye and Delois (1995), and its association with leadership of the underrepresented is of great significance to this research study. Zippay (1995) provides an understanding of the concept of empowerment by stating that:

With the goal of improving the social, physical, or economic conditions of a neighborhood or community, the development process consists of two components:
promoting the participation of community members in the change process with a focus on self-initiative and providing technical assistance to enable leadership development.

(p. 263)

Zippay further implies that in order to empower the less powerful, a careful understanding of the individual meaning of empowerment as interpreted by the social work profession, community organizations, and corporate structure must be studied to provide an adequate means of developing programs that empower disadvantaged and disenfranchised populations. Gutierrez, GlenMaye and Delois (1995) presented a study of the use of empowerment based programs. In their exploratory study, they identified six human service programs that were engaged in empowerment practices. In the context of this study, empowerment practice was defined as a "method of practice... to address the role powerlessness play in creating and perpetuating personal and social problems." (p. 249)

Empowerment practices seeks to develop critical awareness, feelings of self-efficacy and developing skills
for personal, interpersonal or social change. This is a practice approach that promotes a perspective that is inclusive and supportive of diversity, and a method by which all segments of our society participates to empower the less empowered.

Gutierrez, et al, study was based on a qualitative analysis of personal interviews which identified four barriers to empowerment: funding, social environment, interpersonal and intrapersonal factors and three supportive measures: staff development, collaboration, and leadership skills and knowledge. It was found that staff members involved in the study population felt as if they had more power in decision-making, which decreased their feelings of disempowerment. Since the target population for the study was organizations working with women and people of color, as well as youth and older people, it is significant because it implies that when groups who have been commonly or historically disempowered are allowed to participate in decision-making, their feelings of disempowerment will dissipate. This study validates the need for leadership training programs such as Blueprint to increase the empowerment of the historically disempowered population.

In summary, a review of the literature supports the ideological concept that people of color and other underrepresented groups have been involved historically in community leadership. The literature supports the idea that
diversity is an important concept to be reviewed and researched to promote the leadership abilities of some segments of our population. In addition, there is a grassroots base for the design of leadership training programs for diverse populations. Finally, empowerment, by providing leadership training for this population promotes improvements for the greater community. Thus, the literature review also supports the research question: Can a comprehensive program that trains people of color and underrepresented group members enhance leadership skills and knowledge. Hypothetically, people of color and other underrepresented group members can be trained to enhance their leadership skills and knowledge, and thus become empowered to participate on boards and commissions.

PURPOSE OF STUDY

Historically, white males have been the leaders in service on boards and commissions that shape community policy and provide a power base for governmental decision-making bodies. This is verified by Gittell (1980) and supported by a Southern California newspaper (Danelski, 1995) that reviewed the ethnic population of individuals serving on boards and commissions in the city that is the site for this research study. The newspaper article was based on a study conducted of the city population in June, 1995. The statistics gathered revealed that the city’
population is 61% white; 26% Hispanic; 7% Black; 5% Asian and 1% Other. A review of the breakdown of service of individuals who represent ethnic and underrepresented group members on 15 identified boards and commissions indicated that: 91% were white; 3.5% Hispanic; 31% Black; 3% Asian and 7% Other. This discrepancy in the percentage of service of these two boards in comparison to other boards and commissions studied was explained to be based on the fact that the two boards and commissions dealt with issues that were ethnically based and it was easier for people of color and other underrepresented group members to obtain membership on these boards then it was for them to do so on boards that dealt with different issues such as land use, parks, parks, traffic, utilities, libraries and other city issues. The stated statistics indicated a disparity between the general population statistics of ethnic groups and their representation on boards.

Thus far, it has been difficult for people of color and other underrepresented group members to gain access to these arenas, that have been historically held by white, male participants. However, history indicates that it has always been acceptable for underrepresented group members to serve on boards and become active in their communities around issues that invade their value system and seek to destroy the fiber of their communities. Social workers who work with this population must be aware of the historical
perspective and implications of leadership as it relates to their clientele in order to provide credible and cultural specific interventions.

Hence, this is a descriptive study that reviewed the program specifics of the Blueprint for Volunteer Diversity Leadership Training program. Blueprint is a specialized training program designed to intervene in the process of access to board participation for non-white and other underrepresented group members, by training them to participate effectively on boards and commissions. This research study focused on gathering information about what was gained by the past participants of the training. The anticipated outcome of this study will produce a pre and post test measurement of the effectiveness of the training for future Blueprint training programs.

RESEARCH DESIGN AND METHODOLOGY

This is a descriptive critical theory study. The research question for this study is: Can a comprehensive leadership training program designed to train people of color and other underrepresented groups enhance leadership skills and knowledge?

This study employed a single block design in which a program evaluation was conducted relative to the Blueprint for Volunteer Diversity Leadership Training Program. It did not address validity or reliability because of the design of
the research instrument.

The research instrument was a personal interview in which 12 out of the total 15 participants of the program were asked to respond to a pre-designed questionnaire. The population was given the option of participating in a face-to-face interview or a telephone interview. Given this option and the stated busy schedules of the participants, the majority of the participants chose to participate in a telephone interview. The study instrument was divided into three parts. Part I consisted of eight (8) open-ended questions in which participants were asked to provide an opinion and one Likert scale rated question which asked participants to rate the extent to which the training prepared them for leadership on boards and commissions. Part II consisted of Likert scale ratings in which participants were asked to rate what they gained from the training in terms of basic leadership skills and knowledge areas. The rating was as follows: (3) = "a great deal;" (2) = "somewhat;" (1) = "a little;" and (0) = "not at all."

Part III of the instrument requested demographic information about the participants. In addition, they were asked about their present level of involvement on boards and commissions.

This is the first time that this study instrument has been presented to the study population and it was not designed to elicit a hidden intent. The basic purpose of
the study instrument was to gather information about what was gained by the study population as a result of their participation in the leadership training. The anticipated outcome of the research study is to gather sufficient data to suggest a design for a pre and post test measurement for future Blueprint leadership trainings.

**Sampling**

The subject sampling consisted of 12 of the original 15 participants or graduate trainees of the Blueprint for Volunteer Diversity Leadership Training Program. The sample group consisted of members of a targeted population, i.e., people of color. The original group did not consist of members of other underrepresented groups, such as gays, lesbians or individuals with handicaps.

The basic requirement for selection to participate in this study population was participation and graduation from the initial leadership training program. It is anticipated that the responses of the study population will present an accurate account of what they gained in terms of leadership skills and knowledge as a result of their participation in the leadership training.

**Data Collection and Measurement**

The survey instrument was administered personally by the sole researcher, a Social Work graduate student. None
of the study population had access to the instrument prior to its administration. The basic data collection process included obtaining the names, addresses and phone numbers from the contact agency, based on prior approval from the agency. The next step involved contacting the study population by sending them a letter of introduction which included an explanation of the scope and purpose of the research study. Also enclosed was a consent form, in which participants were asked to return to the researcher, signed and dated and indicating an option selection (face-to-face or telephone) of the setting in which they wanted the interview to take place. Once the signed consent form was returned, the researcher contacted the participants by phone to schedule a date and time for an interview based on the option setting that they selected.

Administering the study instrument by the use of the personal interview (face-to-face or telephone) increased the response rate and allowed the participants to verify any questions that they might have had about the survey questions or process.

Once the interviews were completed, subjects were advised that they would receive a debriefing statement by mail, confirming their prior participation in the research study and reviewing the scope and purpose of the study. In addition, phone numbers were provided of persons who were associated with the research study to facilitate
communication between subjects and associated persons, if desired. At the conclusion of the personal interviews, all subjects requested a summary copy of the results of the study. The issue of confidentiality of the research was explained to the subjects in writing and verbally, prior to and upon conclusion of the interview process.

Strengths/Limitations of Study

There were strengths and limitations inherent in this research study. One limitation of the study is that the participants might be biased in their responses based on their interest in the leadership program and also due to the ideological nature of the program. In addition, the researcher had previous contact with the subjects while serving in an administrative position with the leadership training program. This issue might introduce the prospect in which the participants may feel that they should give responses that the researcher wants to hear, instead of true and genuine statements. A strength of the study is that it will be useful in instituting changes in the purpose, scope and measurement of the effectiveness of future trainings. Another strength was that the research instrument was not too lengthy for the participants to complete. Finally, the expense incurred for this type of research was minimal and cost effective by design and implementation.
Protection of Human Subjects

The research was presented in a cover letter to the study population, which included the purpose and scope of the research study. It explained that subject participation was voluntary, confidential and anonymous. No names were recorded in research data to protect the anonymity of the subjects. Subjects were assigned a numeral identification for the benefit of the researcher to ensure effective data analysis.

The subjects were advised in the cover letter and verbally of the significance of providing accurate responses; of the importance of adhering to stated research guidelines; timelines; how participants selected; and instructions for participating in the research. In addition, subjects were offered the opportunity a summary of the results of the study. Finally, subjects were advised that the research was a fact finding process in which information would be gathered from them for the purpose of finding out what was gained by their participation of the leadership training. Subjects were advised that the results of the survey would be used to provide a means for developing a pre and post test measurement for future trainings and that this information, as well as the entire results of the survey would be shared with the administrators of the training program. The cover letter, consent form, debriefing statement, and the survey
instrument are included and recorded as Appendix A through D, respectively.

Data Analysis

Once the data was collected, Part III (demographic data in Appendix D) was coded for computer input and entered into the computer to obtain value, frequencies and cumulative percentage. Part I of the instrument (Appendix D), included eight (8) open-ended questions which were open coded and organized into categories. Rating scales (Part II: Appendix D) were inputed into the computer to evaluate frequencies, mean and mode of the responses.

RESULTS OF RESEARCH STUDY

Most of the participants of the leadership training (12 out of 15) participated in the research study, which provided an effective descriptive profile of who were the trainees. The profile of the typical subject participating in the training is a married African American or Latina female, 31-40 years of age who has some college experience; has been employed in a current professional position for 6-10 years; is a Protestant in terms of religious affiliation and is currently serving in a volunteer position on a board or commission and is a professional. This information has implications for future recruitment purposes and as a resource for designing a pre and post measurement for future...
Based on the information gathered, 41.7% (5) of the study population was between the ages of 31-40 years; 33.3% (4) was between the ages of 41-50 years; 16.7% was between the ages of 51-60 years; and 8.3% (1) was between the ages of 61-70 years. No participant was younger than 31 years of age.

The educational level of the survey population indicated that 50% (6) had some college, but not to the level of a four year college degree or graduate; 41.7% (5) indicated that they had a college degree, with one participant reporting to have a PhD. 8.3% (1) reported to have graduated from high school with no college courses taken.

In terms of employment, 75% (9) reported to be currently employed, while 25% (3) reported not to be employed. The three (3) reporting to be unemployed indicated that they were retired from past employment.

Participants were asked to respond to the type of employment in which they were currently involved. 66.7% (8) reported that they were involved in professional positions up to and including managerial positions. 25% (3) indicated that they were retired from past employment, while 8.3% (1) described their employment as blue collar work.

All participants studied were people of color. In reporting information related to their ethnicity, the
subjects indicated the following: 50% (6) were African Americans; 41.7% (5) identified themselves as "Mexican," "Americans of Mexican descent," "Hispanic" or "Latino" in the Latino category; 8.3% (1) was identified as Asian. The dominant category reported was African American, with the Latino category being the second largest representation. Females, 66.7% (8) dominated the group in terms of gender, while males made up 33.3% (4) of the population.

Marital status was reported in the following categories: Married 58.3% (7); Single 25% (3) and Divorced 16.7% (2). Thus, most subjects were married, no one reported to be "separated."

Participants' religious affiliations included the following: Protestant: 25% (3); Catholic: 25% (3); Baptist: 16.7% (2); None 8.3% (1); and Other: 25% (3). No one reported to be affiliated with Judaism. The results indicated that most subjects were reported to be largely Catholic, Protestant or Other, however, upon review of the actual responses, three (3) of the subjects identified themselves as "Christian" which would normally be included in the category of Protestant. The majority of the subjects were members of established religious denominations.

The study also asked the subjects how many years they were employed. This question was problematic in its application because some of the subjects may have interpreted the question to mean uninterrupted employment in
number of years because the question did not note the number of years in present job. However, the subjects reported the following information in number of years employed: 25% (3) employed for 6-10 years; 16.7% (2) employed for 1-5 years; 8.3% (1) employed less than a year; 8.3% (1) employed 16-20 years; and 16.7% (2) Unknown amount of years. The Unknown category represents those subjects not remembering how long they had been employed or those who had a break in employment from one position to another.

Subjects were asked if they were currently serving in a volunteer position on a board or commission. A vast majority, 83.3% (10), said "yes," while 16.7% (2) said "no." It is significant to note that seven (7) subjects reported that they commenced serving on boards and commissions after completing the leadership training program, especially since this information was voluntarily offered as responses, rather than a result of a specific query.

Subjects were asked if they identified themselves as being an underrepresented group member. Interestingly, most subjects stated by a recording of 91.7% (11) that they did not identify themselves as a member of an underrepresented group, while 8.3% (1) identified herself as a member of an underrepresented group. However, this particular subject explained that she identified herself as underrepresented because she is female.

Part II of the leadership research study instrument
asked the study population to review a list of fifteen (15) basic leadership skills and knowledge areas that were directly related to the curriculum of the Blueprint leadership training and to respond to the following statement: The Leadership Training program helped me to improve in the areas of:

Their responses were rated based on a Likert scale as follows: (3) = a great deal; (2) somewhat; (1) a little; (0) = not at all. The following table and subsequent information indicates subjects’ responses to the individual areas.

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Percent (Number)</th>
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<tbody>
<tr>
<td>learning to be an active participant</td>
<td>83.3% (10)</td>
</tr>
<tr>
<td>knowing when to say &quot;no&quot;</td>
<td>83.3% (10)</td>
</tr>
<tr>
<td>how organizations function</td>
<td>75.0% (9)</td>
</tr>
<tr>
<td>learning to be an active leader</td>
<td>66.7% (8)</td>
</tr>
<tr>
<td>understanding community relations</td>
<td>66.7% (8)</td>
</tr>
</tbody>
</table>

Subjects reported that some skills and knowledge areas were "somewhat" met at least by 50% of the participants.
Included in those areas was the following: "communication skills," "understanding the political climate in which you volunteer," "understanding power: who has it and how to get it," and "working with people."

In the areas of "working with people," "understanding how to cope with stress," "public speaking," "understanding power: who has it and how to get it," "understanding the political climate in which you volunteer," "how to be an active leader in a meeting," "identifying my own agendas and that of others," "communication skills," and "understanding community relations," 8.3% or one subject per area reported that they improved "a little." 16.7 (2) reported that they improved "a little" in the area of "understanding of fiscal issues, e.g., budgets and funding."

Only one subject reported that the following areas were "not at all" met: "communication skills," "understanding of the political climate in which you volunteer" and "public speaking." The explanation given by this person for the rating is that it was felt that these skill levels did not require improvements, with or without participation in the leadership training.

Subjects were asked, overall, extent to which the leadership training had prepared them for leadership on boards and commissions. It is significant that all (12) of the subjects interviewed stated that the training prepared them "a great deal" for service on boards and commissions.
Results: Responses to Open-Ended Questions

The subjects involved in the research study were asked to give their opinions to a series of open-ended questions. It is significant that most subjects expressed a need to gain knowledge and skills in some area of participation on boards and commissions. The subjects' responses to the open-ended questionnaire were reported and recorded in the following manner:

As a person of color or an underrepresented group member, what did you expect to gain by participating in the leadership training?

Most subjects indicated an expectation of gaining knowledge or enhancing existing knowledge about boards and commissions operations. For example, one subject typified most of the other is responses by stating "expected to gain specific knowledge and skills in how to participate effectively on a board." Other subjects expressed specific expectations, such as gaining information on "networking" or using the training as a means of "networking" with others. Other subjects wanted to be able to gain knowledge to enhance their community by stating that they wanted to "get information on how minority groups can participate specifically on boards and commissions," or "hoped to educate other younger people behind me." Only one subject
stated that they had no prior expectations of the training.

What part of the training was most helpful to you?

Five subjects indicated that they could not identify any particular area that was not helpful and they summarily stated that "all was good," "loved everything," and "enjoyed it all." Four subjects identified specific areas that were helpful to them, such as "legal aspects," "human resources," "how to cope with stress," and "how to say 'no'." Three subjects discussed that the training was helpful in enhancing empowerment issues by stating that: "the combination of all sessions helped build my self-esteem," "opened up an opportunity for future involvement," and the training helped them to "not be afraid, not be intimidated, not being the only one, empowered me to do better." Most subjects (6) stated that the session on "fiscal issues" was most helpful and four (4) subjects felt the opening session was most helpful to them.

What part of the training was least helpful to you?

Over half of the subjects could not think of any part of the sessions that was least helpful and reported that "all of it was part of the total picture," "all was important," and "don't think anything was least helpful."
Question #4 required the subjects to consider a combination of issues related to them and the training in response to the question.

Based on your participation in the leadership training, your anticipated service on boards and commissions, and where you are now with leadership skills and knowledge, do you have current training needs that were not met by the leadership training program?

Four (4) subjects indicated an interest in having a more active role in the training by requesting that the training include "role play of a board meeting," "would like to have hands on experience and need to get the feel of how a board works," and "need to participate in actual boards or observe a board meeting on a field trip." One subject was concerned about the "issue of political 'acumen' or 'what are the political implications of board membership.'"

Do people of color have some unique needs other than those areas presented by the leadership training program?

Six (6) subjects stated "no" that people of color do not have unique needs that were not met by the training. However, the other six subjects expressed the opinion that the unique needs of people of color involved: "don't have
enough information about political and community information," "we need the opportunity to make a difference on boards and commissions," "how to recruit other members from minority groups for involvement in boards and commissions" and "Eastside... needs to be more educated on how they can make a difference in their community." This subject explained that the "Eastside" is an area cohabited primarily by people of color.

Do other underrepresented group members have some unique needs other than those areas presented by the leadership training program?

Seven (7) out of the twelve (12) subjects interviewed stated that other underrepresented group members have unique needs, similar to people of color. They described those unique needs in terms of the need for "exposure to others in other groups," "knowledge of resources" available, "shaping of life experiences and how to overcome the problems of being an underrepresented group member," "don’t have enough political community information." These subjects also offered constructive criticisms of the manner in which the underrepresented group members were dealt with in the training by stating that "only one person spoke for the handicapped representing this population." One subject indicated that even though underrepresented group members
have unique needs, "their needs are not as pin-pointed as the needs of people of color." Of the five (5) responding "no" that underrepresented groups do not have unique needs, their thoughts were summarily expressed by stating that "their needs were met" by the training.

Are there barriers to your participation on boards and commissions, for which training is not the answer? If so, do you have thoughts or suggestions for how these barriers can be overcome?

Seven (7) subjects implied or indicated by their statements a general feeling of not being welcome on the boards, not being accepted or that "old" board members appeared threaten by their diversity. In addition, they stated that because they needed training to be on a board, their involvement was not significant. Some statements made by these subjects denoting "barriers" to participation included: "the attitude of people who run boards and commissions will not accept diverse groups," "I didn’t stay on boards which made me feel that way, but no one from the board ever called me to see why...I didn’t feel welcome, they were cold," "people don’t want to leave...they block your participation...they don’t want to give up their positions of leadership...you have these old white men...those not willing to step down...they feel threaten by
"new blood," "I was given the appearance of needing training as a person of color to be on a board," "board and commission members need to be taught how to treat new members...should have training for heads of boards."

Other subjects mentioned the some "barriers" being "lack of time," "use of judgement, lack of "common knowledge and skills" and unfamiliarity with the "political attitude or climate" of boards and commissions. Five of the subjects stated that they found or experienced no barriers to participation on boards or commissions. None of the subjects identified specific suggestions on how these barriers may be overcome.

However, in Question #9, subjects made suggestions and comments that might affect the consequence of barriers to participation.

Do you have any other comments or suggestions on the effectiveness of the leadership training program, or how to improve it?

While all of the subjects interviewed rated the training very highly in terms of the location and the facilities used, food, use of presentation, minority (people of color) as speaker/trainers, and the general logistical or organizational efforts to present the sessions, the majority (11) had suggestions or comments for improvement of the
training.

The researcher grouped the subjects responses into categories, which included: (1) program/curriculum; (2) mentoring of self and others; (3) outreach efforts/follow-up procedures.

Changes, as articulated by the subjects, in terms of program/curriculum included the following: three (3) subjects felt that more time was needed to conduct the sessions and stated that "need more time, spread sessions out over eight weeks instead of six weeks." Other issues mentioned in this category addressed curriculum that "needs to look at the issues of why people get on boards and formulate training to meet this need," need to discuss how to dress, make-up, proper attire for board and commissions meetings," "include a session for Spanish speaking or teach sessions in different languages," "include participants in the implementation of the session," "need more self-esteem building activities," "organize training booklet to fit sessions" and finally," need observations on how boards really work."

In the category of "mentoring for self and others, subjects suggested that there is a need to encourage professionals to assist younger people, by example." Subjects suggested that more efforts need to placed on introducing them to current board and commission members at the beginning of the training to facilitate an easy
transition to eventual participation on a board or commission.

In the category of “outreach/follow-up procedures, subjects wanted to know about the following: selection process; the encouragement of selection of individuals for training who had no prior involvement on boards or commissions, need for more advertising of the training in neighborhoods and locations where people of color can be found, such as churches, neighborhood organizations and local community newspapers. One subject stated that there is a “need to get more people involved as trainees who are not on boards...let them know the training exist.” Finally, in terms of follow-up, one subject suggested that there is a “need to follow-up to see how many people get on boards to test the effectiveness of the training.”

DISCUSSION/RECOMMENDATIONS

This research study was designed to obtain information about what was gained by the participants of the Blueprint for Volunteer Diversity Leadership Training Program.

The target group of study participants was different than the original target population of the Blueprint project. Upon conducting the research, this researcher discovered that although all of the subjects of the study and the training were people of color, none were representative of the population of underrepresented group
members, e.g., gay, lesbian and people with disabilities.

Most subjects verified that the training did enhance their leadership skills and knowledge as evidenced by the Likert scale responses recorded in Part II of the study instrument. Subjects indicated that the basic curriculum of the training met their need for leadership training "a great deal." However, critical areas of need and concern expressed by the subjects were identified as the need for a more active participation or partnership in accessing board service. They expressed a need for "a role play" of board service, "field trips" to a board meeting and that they should be introduced to active board members/leaders early in the training to facilitate easy transition into board service upon completion of the training.

Subjects stressed that the parts of the training that needed to be enhanced were issues related to empowerment, networking, and mentoring. Some subjects expressed concerns that could be categorized as empowerment issues related to feeling intimidated by the process of involvement in board/commission service. They wanted to receive training that provided information that they could take back to their communities. They wanted an enhance and feeling of sense of self-worth or enhanced self-esteem.

Finally, all subjects expressed a need to have a structured mentoring process, during and after the training.

As a result of the research study, the outcome
anticipated was the development of a pre and post test measurement for future trainings.

**Suggestions for Pre/Post Test Design**

Based on the information and data collected as a result of this research study, the following suggestions are introduced for consideration of a pre and post test measurement for future trainings.

This research study was conducted based on a single block research design in which one group of subjects were asked to respond to a series of questions relative to the Blueprint leadership training. Accordingly, when designing a pre and post test measurement for a similar subject population, it would be expedient to utilize a preexperimental design. In suggesting a pre and post test design for the study population, information was gleaned from Rubin and Babbie’s (1993) explanation of a one group pretest-posttest design.

Rubin and Babbie state that this type of design will “measure the dependent variable in a single, administer the experimental stimulus, and then remeasure the dependent variable by comparing the pretest and posttest results.” (p. 273) In this research study, the dependent variable is the leadership skills and knowledge areas, and empowerment while the independent variable is the leadership training. Thus, the introduction of the training to a like subject
population will cause a change in leadership skills and knowledge and empowerment. Therefore, the pre and post test will be designed to measure or introduce a correlation between the independent and dependent variable. The pretest for potential leadership trainees should include the following elements: Part I will be a request for collection of demographic information to gather information or present a descriptive profile of subject population. Part II will be a Likert scale rating of leadership skills and knowledge areas, similar in context to those used in this research study. Part III will consist of a series of open-ended questions to obtain subject’s opinion related to empowerment issues, current board/commission participation and behavioral methods of board/commission participation expectations of the training, and current leadership skill level.

The posttest design will consist of the following elements: Part I will be a Likert scale rating of leadership skills and knowledge to determine what was gained by the training. Part II will be a series of open-ended questions designed to obtain an opinion about the effectiveness of the training. Recommended examples of the pre and post test designs can be found in Appendix F of the research study.
Summary

It is evident by the responses of the research study group that the purpose of the research study has been largely met in that the study population indicated that they have achieved certain gains as a result of participating in the Blueprint Leadership Training Program. The gains included exposure and opportunity to be a part of an unique and specialized leadership training which allowed participation on effective decision making bodies, such as boards and commissions.

However, the barriers inherent in the subject’s participation on boards and commissions, were revealed to be historic because of the documented exclusion of people of color in decision making leadership positions. The study revealed an overwhelming need for participants to receive training or information related to networking, mentoring, interactive role play concerning board/commission participation and self-esteem building activities. Also, it is clear from the results of this study that similar leadership training program are necessary to afford people of color the opportunity to take an active role in the building and reinforcement of their communities and the global community which includes people of all races, ethnicity and life experiences.

The information gathered in this research study should encourage the establishment of a pre and post test
measurement to enhance the effectiveness of leadership training programs for people of color and other underrepresented group members. It is suggested and recommended that the results of future trainings can be tested in another research study to determine if the pre and post test design suggested was effective with the proposed study group.

Summarily, one important and critical area has surfaced as a result of this research study which should be a concern for social work practitioners, the ever present need to continue to advocate for the empowerment of the disempowered and the disenfranchised through carefully orchestrated and organized leadership training programs.

It is significant for the social work practitioner to be aware of some of our society’s exclusionary practices that serve as barriers of participation for certain segments of the population.

The social work profession must continue to advocate for and assist in the development of more programs like the Blueprint leadership training program as a means of empowering their clients from a micro, mezzo or macro level of practice.
APPENDIX A

PROJECT DESCRIPTION

This research proposal will utilize the critical theory paradigm in an effort to conduct an evaluation of the Blueprint for Volunteer Diversity Leadership Development program, currently operating in a city in Southern California. The purpose of the research study is to provide a critical analysis of the leadership training program to determine what was gained by the participants of the training and to assist in the development of a method of evaluation for future training.

Recent graduates of the training program will be asked to participate in a personal interview with the researcher. The survey participants will have the option of participating in a face-to-face interview or a phone interview. The survey instrument will consist of a series of open-ended questions and at least two rating scale questions which will be based on the Likert scale. The questions will be based on general leadership skills and knowledge and related to the components of the leadership training. Data collection and analysis will be quantitative and qualitative.

The research question for this study will be: Can a comprehensive training program targeting people of color and other underrepresented group members, be effective to train the targeted population to serve on boards and commissions
and enhance leadership skills and knowledge. The hypothesis will be: Trainees of the leadership training program will become effective leaders on boards and commissions. The study will serve to link the importance of evaluating programs with the importance of encouraging efficiency and effectiveness in the social work practice environment.
Dear Leadership Study Participant:

As my MSW research project, I have chosen to conduct an analysis of the Blueprint for Volunteer Diversity Leadership Development Program, which is cosponsored by the City of Riverside, Pacific Telesis Foundation and United Way of the Inland Valleys. The purpose of the research study is to provide a critical analysis of the leadership training to determine what was gained by the participants of the training and to assist in the development of a method of evaluation for future trainings.

The research project is being conducted under the supervision of my research advisor, Dr. Nancy Mary, a Social Work professor at California State University, San Bernardino and coordinated by Mary Ann Stadler, United Way of the Inland Valleys. To conduct this study, I am asking recent graduates of the Blueprint Leadership training program to provide information relative to the training program.

Your name has been selected as a candidate for this study and, therefore, you are being asked to participate in an interview with me to gather relevant information. You will be given the option of participating in a face-to-face interview or a telephone interview. All interviews will be conducted at the office of United Way of the Inland Valleys,
located at 6215 Rivercrest Dr. Riverside, Ca. It may be necessary to tape record all or some of the interview.

Upon receipt of the enclosed signed and dated informed consent form, I will be contacting you to arrange a date and time to conduct the interview. I will need to have the informed consent form returned to me in the enclosed self-addressed envelope no later than April 5, 1996 to facilitate expedient processing.

Once the interviews have been conducted and the data has been collected and analyzed, I will be submitting a detailed report of my findings to Dr. Mary (phone number: 880-5560) and Ms. Stadler (697-4711). If you would like a summary of the report, please indicate at the time of your interview.

Please be advised that all research documents collected during this research study will be kept confidential to protect the anonymity of the study participants. The research project will be conducted from January 1996 to June 1996.

Thank you for your interest and participation in this very important project.

Sincerely,

Vassar Jean Vessup
APPENDIX C
INFORMED CONSENT

This study in which you are about to participate is designed to determine what was gained by the participants of the Blueprint for Volunteer Diversity Leadership Development Program and to assist in the development of an evaluation method for future trainings. The study is being conducted by Vassar Jean Vessup, an MSW candidate at California State University, San Bernardino and supervised by Dr. Nancy Mary (phone number: 880-5560), a Social Work professor at California State University, San Bernardino. This study has been approved by the Institutional Review Board of California State University, San Bernardino.

In this study, you will be asked to respond to a series of questions or statements concerning general leadership skills and knowledge and related components of the leadership training. It may be necessary to tape record part or all of the interview. You have the option of participating in a face-to-face interview or a telephone interview. Please indicate your preference on this form in the designated space. A self-addressed envelope has been provided in which to return this form, which must be returned, signed and dated, by April 5, 1996 and prior to the interview process. Once the signed consent form has been forwarded to the researcher, you will be contacted to arrange a date and time for the interview. Please be
advised that any information that you provide will be confidential. If you would like a copy of the results of this survey, please inform the researcher at the time of your interview. Please be advised that your participation in this research study is voluntary and you may withdraw from the procedure at any time prior to completion of the interview process.

I acknowledge that I have been informed of, and understand the nature, scope and purpose of this research study, and freely consent to participate. I acknowledge that I am at least 18 years of age.

Participant’s Signature ___________________ Date ___________________

Researcher’s Signature ___________________ Date ___________________

I would prefer an interview conducted:

_______________ face-to-face ___________ by telephone
APPENDIX D
SURVEY INSTRUMENT

Please respond to the following. Use other side or additional sheets, if necessary.

Part I

1. As a person of color or an underrepresented group member what did you expect to gain by participating in the leadership training?

2. What part of the training was most helpful to you?

3. What part of the training was least helpful to you?

4. Based on your participation in the leadership training, your anticipated service on boards and commissions, and where you are now with leadership skills and knowledge, do you have current training needs that were not met by the leadership training program? If so, please discuss.
5. Do people of color have some unique needs other than those areas presented by the leadership training program? If so, please discuss.

6. Do other underrepresented group members have some unique needs other than those areas presented by the leadership training programs? If so, please discuss.

7. Are there barriers to your participation on boards and commissions, for which training is not the answer? If so, do you have thoughts or suggestions for how these barriers could be overcome?

8. To what extent has the leadership training program prepared you for service on boards and commissions? Indicate rating by placing an (X) in appropriate place.

\[
\begin{array}{cccc}
3 & 2 & 1 & 0 \\
\text{a great deal} & \text{somewhat} & \text{a little} & \text{not at all}
\end{array}
\]
9. Do you have any other comments or suggestions on the effectiveness of the leadership training program, or how to improve it?

End of Part I, please proceed to Part II
Part II

The following is a list of skills and knowledge areas. Please rate the extent to which each of these areas was met by the leadership training program.

3 = a great deal  2 = somewhat  1 = a little  0 = not at all

The leadership program helped me improve in the areas of:

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<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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<tbody>
<tr>
<td>1. working with people</td>
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<tr>
<td>2. understanding the use of problem</td>
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<td>solving strategies</td>
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<td>3. communication skills</td>
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<td>4. understanding of different</td>
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<td>people’s culture and how to work</td>
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<td>5. public speaking skills</td>
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<td>6. identifying my own agendas, my</td>
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<td>own and other’s issues</td>
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<td>7. how to be an active participant</td>
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<td>8. how to be an active leader in a</td>
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<td>9. understanding how organizations</td>
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<td>function; how to work with them</td>
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<td>10. understanding of fiscal issues,</td>
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<td>e.g. budgets, funding</td>
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<td>11. understanding power: who has it</td>
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<td>and how to get it</td>
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<td>12. understanding of the political</td>
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<td>climate in which you volunteer</td>
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<td>13. understanding community relations</td>
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<td>14. understanding how to avoid or</td>
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<td>cope with stress</td>
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<td>15. knowing when to say &quot;no&quot;</td>
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Part III: Demographic Information

Please respond to the following questions about yourself by placing an (X) in the appropriate space:

1. Gender
   ____ Male (1)  ____ Female (2)

2. Ethnicity
   ____ Caucasian (1)  ____ African Amer. (2)
   ____ Latino (3)  ____ Native Amer. (4)
   ____ Asian (5)  ____ Other (6)

3. Age ____

4. Religious affiliation
   ____ Protestant (1)  ____ Catholic (2)
   ____ Judaism (3)  ____ Baptist (4)
   ____ None (5)  ____ Other (6)

5. Marital Status
   ____ Single (1)  ____ Married (2)  ____ Separated (3)
   ____ Divorced (4)  ____ Widowed (5)
   ____ Other (6)

6. Are you employed?
   ____ Yes, (1) how long ____ in years
   ____ No (2)  ____ Retired (3)
   If retired, how long? ____ in years

7. If employed, what position?
   ____ Professional (1)  ____ Non-professional (2)
   ____ Blue collar (3)  ____ Retired (4)
   If retired, what position

8. Highest grade completed
   ____ less than high school (1)
   ____ some high school (2)
   ____ high school or GED (3)
   ____ some college (4)
   ____ college graduate (5)
   ____ Master’s or Doctorate (6)

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9. If you consider yourself a member of an underrepresented group, please identify group

_

10. Are you currently serving as a volunteer in a leadership position on a board or commission?

____ yes (1) ____ no (2)

Thank you for your participation in this study. If you would like a summary of the results of the study, please indicate: ____ yes ____ no
APPENDIX E

DEBRIEFING STATEMENT

Please be advised that you have just participated in a research study which was designed to determine what was gained by the participants of the Blueprint for Volunteer Diversity Leadership Development Program. The study will also assist in the development of an evaluation tool for future trainings. You were presented with information pertaining to the nature, scope and purpose of the research study. You were also advised that part or all of the interview will be tape recorded.

To ensure that any information that you have provided will remain confidential, please do not discuss your responses with any other potential survey participants.

This research study has been conducted by Vassar Jean Vessup, an MSW candidate at California State University, San Bernardino and supervised by Dr. Nancy Mary (phone number: 880-5560), a Social Work professor at California State University, San Bernardino. This study has been approved by the Institutional Review Board at California State University, San Bernardino. If you have indicated an interest in receiving a summary of the findings of this study, it will be forwarded to you upon completion of the research study.
APPENDIX F
PRE/POST TEST EXAMPLE

Part I To be used in the Pre Test

Please respond to the following questions about yourself by placing an (X) in the appropriate space:

1. Gender: Male _____ Female _____
2. Ethnicity: African Amer. _____ Latino _____
   Native Amer. _____ Asian _____
   Other ________________________
3. Age _____________________
4. Highest grade completed in school: in years
   less than 12 _____ 12 _____ 13-16 _____ 16-18 _____
5. Are you employed? Yes _____ No _____ Retired _____
6. If employed, what is your current position?
   __________________________________________
   If retired, from what position?
   __________________________________________
7. Do you have a disability of any kind?
   Yes _____ No _____
   If so, please identify: physical _____ learning _____
   emotional _____ vision _____ hearing _____ other _____
   How can we assist or accommodate this disability?
   __________________________________________
8. Do you consider yourself to be a member of an underrepresented group? Yes _____ No _____
   If so, please identify ________________________________

9. Are you currently serving in a volunteer position in any type of organization? Yes _____ No _____
   If so, please check all that apply and state number of years served.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Number of Years Served</th>
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</thead>
<tbody>
<tr>
<td>_____ School board</td>
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<td>_____ PTA</td>
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<td>_____ Church committee</td>
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<td>_____ Utilities Commission</td>
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<td>_____ Social Services Agency</td>
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<td>_____ Board of Supervisors</td>
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<td>_____ Non profit board or</td>
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<td>commission</td>
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<td>_____ Other</td>
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Part II  To be used in the Pre Test

The following is a list of leadership skills and knowledge areas. Please rate the extent of your knowledge in these areas.

3 = a great deal; 2 = somewhat; 1 = a little; 0 = not at all

My current knowledge is rated in the following manner in the areas of:

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td>1. working with people</td>
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<tr>
<td>2. understanding the use of problem solving strategies</td>
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<tr>
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<td>6. identifying my own agendas, issues, and that of other’s</td>
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<td>10. understanding of fiscal issues, e.g. budgets, funding</td>
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<td>11. understanding power: who has it and how to get it</td>
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Part III To be used in the Pre Test

The Leadership Training Committee would like your opinion on the following issues, statements or questions as a means to meet the goals of the training.

1. How many contacts have you had with board or commission members or meetings in the past year?
   Members: none _____ 1-5 _____ 5-10 _____
            1x monthly _____ 2x monthly _____
   Meetings: none _____ 1-5 _____ 5-10 _____
            1x monthly _____ 2x monthly _____

2. Rate the frequency in which you may interact actively participate in a meeting of any type. Circle appropriate.
   10    9    8    7    6    5    4    3    2    1
   major    minor    none

3. How aware are you of board/commission opportunities available to you? Circle appropriate.
   10    9    8    7    6    5    4    3    2    1
   a lot    somewhat    a little    not at all

4. What method have you found to be most helpful in assisting you to learn a given topic, concept or idea. Select all that apply.
   role play _____ field trip to related sites _____
communication with knowledgeable people ____
brain-storming ideas ____ other _____________

5. What did you expect to gain (have gained) from the leadership training?

6. What would you need from a board member, leader or others to inspire you to join a board or commission?

7. How important is your participation in the leadership training as it relates to your community, family, friends, co-workers, leaders or future opportunities for you?

8. Please list at least (4) four resources you would contact, if you wanted to join a board or commission.

__________________________  ______________________

__________________________  ______________________

__________________________  ______________________

__________________________  ______________________
Part II  To be used in the Post Test

The following is a list of leadership skills and knowledge areas. Please rate the extent of your knowledge in these areas.

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