

Chapter 1: Roles and Responsibilities

Overview

Introduction This chapter provides trainers with an overview of volunteer participation and an introduction to the specific roles and responsibilities of everyone involved in organizing the workshop.

Privacy Protecting the privacy of the personal information of any program contributors, employees, volunteers, students, suppliers and other stakeholders is a key priority. The trust of those engaged with any number of literacy programs, and the trust of the public is of importance to the successful implementation of any program. Maintaining this trust requires transparency and accountability in how information that is shared is treated.

Reference: An overview of protecting privacy and personal information is provided in the *Tools and Resources* section at the end of Part A.

In this chapter This chapter contains the following topics:

Topic	See Page
Overview of Volunteer Participation	1-3
Roles of the Trainer	1-9
Roles of the Training Team	1-11
Roles of the Coordinating Team	1-15

This page is left intentionally blank.

Overview of Volunteer Participation

Literacy volunteers are among the millions of Canadians who volunteer each year. As a group they share many of the same motivations, barriers, and expectations about volunteering. Understanding who prospective volunteers are and what matters to them is critical for any organization committed to providing an effective volunteer management program.

Over the years Laubach Literacy organizations throughout Canada have worked with thousands of volunteers and have recognized that volunteers are vital to the delivery of their programs and services—whether they work as a tutor, a trainer, or in a leadership or administrative role with a provincial organization or local council.

An effort has been made to encourage individuals from a broad range of social, economic, occupational and educational backgrounds to join in the efforts to tutor others. These experiences, combined with the Laubach Each One Teach One (EOTO) method, enhance the overall tutoring program by taking into consideration the diverse range of skills and abilities in our communities. The people who will attend your workshop will also reflect this diversity.

Understanding the volunteer's role and their value to the organization as well as what motivates people to volunteer and what they expect from their volunteer experience, will help trainers provide a workshop experience that supports the development of strong relationships. These relationships contribute to the ability of an organization to retain active volunteer involvement and to ensure future engagement of their team of volunteers. The information that follows provides insight into the motivations and perceptions of current and potential volunteers.

Who are the volunteers?

In 1997, 2000 and 2004 the Canada Survey on Giving, Volunteering and Participating (CSGVP) was undertaken to better understand the nature of charitable giving (in terms of time and money) in Canada. The results of these surveys can help us understand the nature of the Canadian volunteer in general. For a more detailed analysis, see the Canadian Centre for Philanthropy's manual *Understanding Canadian Volunteers – Using the National Survey of Giving, Volunteering and Participating to Build Your Volunteer Program* by Norah McClintock (available online at www.givingandvolunteering.ca).

The CSGVP surveys have shown that

- Volunteering is not evenly distributed. A relatively small number of volunteers account for the lion's share of total volunteer hours.
- Women are slightly more likely to volunteer than men.
- The percentage of Canadians who volunteer generally decreases with age.
- The average overall number of hours volunteered annually is 168.
- The average number of hours volunteered generally rises with age.
- A majority of those volunteering have a post-secondary diploma or degree.
- Employed individuals are more likely to volunteer than those who are unemployed or not in the labour force.

The 2004 CSGVP also revealed that the number of Canadians who volunteer has increased in recent years, up from 27% of all Canadians in 2000 to 45% in 2004. Societal factors that might explain this substantial increase include the following:

- Introduction of mandatory high school volunteering in several provinces
- Impact of the activities of International Year of the Volunteer (2001)
- Increase in employee supported volunteerism.

Other trends include the following:

- Volunteer rates in metropolitan areas increased to match the rate found in the rest of the country.
- Volunteer rates for the youngest groups (ages 15 to 24) have increased to 55%.
- Volunteer rates among immigrants increased to almost close the gap with rates for non-immigrants.

Literacy Volunteers: A profile of literacy volunteers developed for a research report entitled *Literacy Volunteers - Value Added* by Community Literacy Ontario in 2005 (www.nald.ca/clo/publications.htm) identified several ways in which *literacy* volunteers differ from the general volunteer profile (as identified in the CSGPV surveys):

- Literacy volunteers are older: 58% are over the age of 50; 2% are under the age of 21
- Literacy volunteers are well-educated: 65% have at least a university or college degree
- Literacy tutors volunteer on average 16 hours a month (192 hours a year).

Why do people volunteer?

The CSGVP reveals that some people are motivated to volunteer for a charitable or other non-profit organization by a *personal* sense of obligation or desire to build or maintain social connections, while others are motivated by the opportunity to develop *professionally*.

While different volunteers have different motivations and will typically have more than one, the following reasons for volunteering are identified more frequently than others:

- making a contribution to their community
- using their skills and experience
- being personally affected by the organization's cause
- exploring one's strengths
- networking with or meeting other people
- because friend's volunteered at the organization
- fulfilling religious obligations
- improving job opportunities.

Literacy Volunteers: Many similar motivations were reported by literacy volunteers in *Literacy Volunteers - Value Added*:

- An opportunity to make a difference in the life of another person (91%)
- An opportunity to meet new people /social interaction (57%)
- An opportunity to learn new skills (51%)
- The opportunity to build my job skills and bolster my resume (23%).

Other reasons why respondents volunteer in literacy were also identified:

- An opportunity to increase literacy skills in my community (72%)
- A warm and encouraging atmosphere (64%)
- Flexible hours (54%)
- Training (44%).

Why don't people volunteer?

In general, what stops people from starting to volunteer or from volunteering more time? CSGVP respondents consistently identify *lack of time* and the *inability to make a long-term commitment* most often as reasons for not volunteering. Those that already volunteered gave the same answer when asked why they did not volunteer more hours or why they stopped volunteering.

In a 2002 report by Imagine Canada entitled *Recruiting Retaining and Rewarding Volunteers: What Volunteers Have to Say*, volunteers also identified the lack of organizational resources, including the *lack of training*, as a major source of frustration that impeded their ability to work to their full potential.

Literacy Volunteers: Reasons identified by people for not volunteering specifically as literacy tutors included the *desire for short-term placements* and the *administrative requirements* associated with meeting high quality standards and outcomes-based learning (survey by Community Literacy of Ontario 1996).

Why do volunteers keep volunteering?

The 2004 Follow-up Survey of Giving, Volunteering and Participating (FSGVP) surveyed approximately 6000 Canadians who took part in the 2000 national Survey on Giving, Volunteering and Participating. Volunteers who contributed more hours were asked why they volunteered more. The most common reasons were the *desire to contribute to the community* and *being personally affected by the cause the organization supports*, the same as those reported by those who started to volunteer in the same period.

Literacy Volunteers: In the research report *Literacy Volunteers – Value Added*, the original motivations for becoming literacy volunteers were compared with motivations for continuing. The most common motivator *to make a difference in another person's life* dropped from 91% for those starting to tutor to 84% for those continuing. The second most common motivator *contributing to increasing literacy skills in my community* increased from 72% to 79%. Fewer respondents identified learning new skills and training as motivators to keep volunteering (from 42% down to 33%). Participants in the focus groups, however, indicated that providing volunteers with opportunities for training was an important way to recognize and reward their contributions.

Changing Expectations of Volunteers

With the general decline of the “traditional” volunteer, organizations that involve volunteers in the delivery of their services and programs have had to adjust to the reality of the “new” volunteer who may require more short-term assignments and more flexible hours. Broad changes in trends in the demographic and motivational trends in volunteering need to be monitored, along with trends that

may be more specific to the literacy volunteer. Prospective and involved volunteers alike increasingly expect a well-managed volunteer program that will keep them involved and informed.

As noted earlier, the significant increase in the rate of volunteering among Canadians may be explained in part by the major government sponsored initiatives established leading up and subsequent to the International Year of the Volunteer (2001). The Canada Volunteerism Initiative (CVI) encouraged Canadians to volunteer, while working to improve the capacity of organizations to involve volunteers and to enhance their experience of volunteering.

As knowledge and resources from these initiatives have been disseminated, not only to those who work with volunteers but to the current and prospective volunteers themselves, expectations about mutual responsibilities and benefits have evolved. Organizations are learning how to involve volunteers in ways that will maximize this vital human resource in helping them achieve their mission. Volunteers, meanwhile, are learning to expect that organizations will provide them with well-managed experiences that allow them to grow personally and professionally, while giving back to the community in meaningful ways.

Implications for Workshop Design and Delivery

There are two main implications for workshop design and delivery that stem from an understanding of what motivates volunteers:

1. Respect for volunteer time and commitments

One of the reasons people choose volunteer work over paid work is that they enjoy the freedom of choice: when, where and how much they will work. At the same time, effective volunteer involvement is based on the ability to meet commitments made, beginning with participation in required orientation and training sessions.

To help volunteers meet their commitment, make sure they know of any components in the workshop where participation is mandatory. Give them reasonable notice of the time requirements, both for the workshop sessions (when, how often, how long) and for any time outside the sessions (preparation, practice exercises, etc).

From time to time due to scheduling challenges or other valid reasons, a participant cannot attend a session. Empathize with their challenges and, as appropriate, consider varying the agenda or helping them to catch up to ensure that no fundamental components are missed. If non-attendance is such that successful completion of the workshop is at risk, inform the volunteer of this potential outcome.

2. Integrating the Canadian Code for Volunteer Involvement

The Canadian Code for Volunteer Involvement provides the framework for the strategic involvement of volunteers and guides efforts to help build the capacity of member/affiliated organizations to involve volunteers effectively in their organizations. The Code is also intended to guide trainers in their own involvement with volunteers, whether working with a volunteer from an organization when planning the workshop, or delivering the workshops to volunteer participants.

In addition, the workshops provide an opportunity to raise awareness about the mutual rights and responsibilities that are the foundation of a successful relationship between organizations and prospective volunteers. Because awareness of and reliance on the Code will vary from organization to organization however, trainers must base any presentations related to volunteer involvement on the strategies (guidelines, policies, practices) that actually exist and are used in the organization.

Canadian Code for Volunteers Involvement

One of the most successful initiatives was the development of the *Canadian Code for Volunteer Involvement* (CCVI). Launched in December 2000 by Volunteer Canada and revised in 2006, the Code provides organizations with a framework for decision-making on how to effectively involve and support volunteers. The CCVI

- emphasizes the importance and value of volunteer involvement
- details the exchange of rights and responsibilities between voluntary organizations and volunteers
- identifies standards for organizations to consider when deciding how to involve volunteers.

An overview of the elements of The Canadian Code for Volunteer Involvement (2006) is provided on the next page. Given the pivotal contribution that our trainers make in helping organizations provide effective orientation and training to their volunteers, the text of the Organization Standard pertaining to “Orientation and Training” is provided in its entirety. The complete CCVI document is available from Volunteer Canada (www.volunteer.ca).

Elements of the CCVI

Values for Volunteer Involvement

- Volunteer involvement is vital to a just and democratic society. It fosters civic responsibility, participation and interaction.
- Volunteer involvement strengthens communities. It promotes change and development by identifying and responding to community needs.
 - Volunteer involvement mutually benefits both the volunteer and the organization. It increases the capacity of organizations to accomplish their goals, and provides volunteers with opportunities to develop and contribute.
 - Volunteer involvement is based on relationships. Volunteers are expected to act with integrity and be respectful and responsive to others with whom they interact.

Voluntary organizations recognize that volunteers are a vital human resource and will commit to the appropriate infrastructure to support volunteers.

- The organizations practices ensure effective volunteer involvement.
- The organization commits to providing a safe and supportive environment for volunteers.

Volunteers make a commitment and are accountable to the organization.

- Volunteers will act with respect for beneficiaries and community.
- Volunteers will act responsibly and with integrity.

Organizational Standards

1. Mission-based approach

The Board of Directors, leadership volunteers and staff acknowledge and support the vital role of volunteers in achieving the organization's purpose and mission.

2. Human Resources

Volunteers are welcomed and treated as valued and integral members of the organization's human resources team.

3. Program Planning and Policies

Policies and procedures are adopted by the organization to provide a framework that defines and supports the involvement of volunteers.

4. Program Administration

The organization has a clearly designated individual with appropriate qualifications responsible for the volunteer program.

5. Volunteer Assignments

Volunteer assignments address the mission or purpose of the organization and involve volunteers in meaningful ways that reflect the abilities, needs and backgrounds of the volunteer and the organization.

6. Recruitment

Volunteer recruitment incorporates internal and external strategies to reach out and involve a diverse volunteer base.

7. Screening

A clearly communicated screening process is adopted and consistently applied by the organization.

8. Orientation and training

An orientation clarifies the relationship between volunteers and the organization. As well, volunteers need adequate training to perform tasks without putting themselves at risk and to do the work required by the position to meet expectations of their volunteer assignment.

Each volunteer is provided with an orientation to the organization, its policies and practices (including the rights and responsibilities of volunteers) and receives training customized to the volunteer assignment and individual needs of the volunteer.

9. Supervision

Volunteers receive a level of supervision appropriate to the task and are given regular opportunities to offer and receive feedback.

10. Recognition

Contributions of volunteers are consistently acknowledged with formal and informal methods of recognition.

11. Records Management

Standardized documentation and records management practices are followed and in line with relevant legislation.

12. Evaluation

The impact and contribution of involving volunteers and of the volunteer program are continually evaluated to ensure the needs of the organization are being met in fulfilling its mandate.

Roles of the Trainer

In order to fully understand your overall role as a trainer, it is important to first explore the following:

- What it is that you will be doing
- What your hopes are for the workshop participants
- How this will be translated in the workshop sessions.

To the extent possible, strive for a participatory learning experience by including a variety of training strategies and opportunities for reflection, discussion, application and evaluation.

For the most part, you will be assisting workshop participants to explore issues, to identify and clarify their assumptions, to practice techniques and to think critically about both content (subject matter) and the process (how learners work through the subject matter).

Examples of the Different Trainer Roles

Trainers must employ behaviours that are supportive of their various roles. From their own experiences as adult learners, trainers know that adult learners are human. Even when making a conscious effort to participate co-operatively, adult learners have varying points of view and different ways of sharing those views. With that in mind, it is clear that strong communication skills are essential tools for the trainer.

The following table outlines the trainer’s roles and provides an example communication scenario for each.

Role	Example
Information Giver: Offers facts, ideas, suggestions and relevant information.	“I suggest we take 5 minutes to discuss this issue and then continue with the next part of our agenda.”
Information and/or opinion seeker: Asks for facts, information, opinions and/or ideas from learners.	“There seems to be uncertainty as to what the appropriate procedure is for this exercise. Can anyone offer an insight?”
Initiator: Proposes goals and/or tasks to prompt individual or group action.	“Let’s take the next 5 minutes and brainstorm everything we need to know about the challenges experienced by adults with low literacy skills. This list will provide us with the direction that we need for our discussion.”
Direction Giver: Develops a plan to focus attention on the task.	“We are going to divide into groups of four. In your groups, please discuss the impact of low literacy in your community, province and across Canada.”
Summarizer: Pulls together ideas and re-states major points.	“Let me summarize some of the highlights of what we have said in our discussion: Individuals may volunteer because they want to ...”
Coordinator: Shows relationships between and/or among ideas.	“The example that Joanna just provided links in directly to the concept of a trainer having the ability to enhance the learning process through the overall design of the workshop vs. simply standing at the front of the classroom providing a lecture format.”

Role	Example
Discoverer: Uncovers difficulties that learners have in working effectively.	“One of the things I have observed is that several people speak at once when we are trying to discuss issues in the large
Promoter: Stimulates a higher quality of work.	“This is an opportunity to try some ideas or skills that are new. I encourage you to try something that may pose a challenge to you.”
Reality Tester: Examines the practicality of opinions and evaluates solutions.	“John has suggested that we do 5 charts in a row and then discuss the techniques used at the end vs. doing each chart individually. What do others think of that suggestion?”
Evaluator: Compares group decisions and accomplishments against group goals and standards.	“One of the group norms that we agreed to was to respect time. So far today our breaks have been 5 minutes longer than scheduled. How do you suggest we deal with this time management issue?”
Encourager: Solicits participation, gives recognition, demonstrates acceptance, and responds to new ideas.	“I want to thank Cindy for sharing her anecdote with us. It helps to illustrate how important understanding the Laubach principles for teaching is.”
Harmonizer: Requests constructive analysis of differences, finds common elements in conflicts and tries to reconcile disagreements.	“It seems this debate illustrates that there are different views to consider when asking someone about their prior reading experiences. Does anyone have an idea about how to make such a situation productive for both the tutor and the student?”
Tension reliever: Eases learners’ tensions via appropriate humour, suggesting breaks, and the like.	“This is a challenging topic and we have been working hard. Would this be a good time for a break (or an energizer activity)?”
Helper: Ensures that each learner understands what others are saying.	“Did everyone hear the question? Mark, please repeat your question so that people in the back can hear.”
Climate Evaluator: Offers and seeks observations about how the group is working.	“I sense that people are feeling a bit weary at this point. Am I right?”
Active Listener: Demonstrates interest through eye contact, body language and gestures, and paraphrasing.	“I see a useful idea in Joanna’s statement that the new learner may have difficulty in the beginning because of the cultural differences. Do we need to focus on this more specifically or do you believe that we have covered this sufficiently?”
Trust Builder: Supports learners’ comments and reinforcing risk-taking.	“Your suggestions for how the group could break into groups and how we can maintain a more effective pace were helpful. Thank you for your insight on this”.
Problem Solver: Promotes discussion of opposing views between/among learners in order to decrease conflict and increase cohesion.	“I wonder if we could take some time to identify what a successful resolution of this challenge would look like”.
Builder: Adds to ideas as they are presented, and prompts the group to construct an understanding of the issue at hand.	“I’d like to supplement (or link to) what Rania has said by saying that ...”

Source: St. F.X. Reproduced and/or adapted by Laubach Literacy of Canada.

Roles of the Training Team

While circumstances may make it necessary for a trainer to conduct a workshop on their own, whenever possible trainers should work in teams of at least two.

The advantages of working in a team include:

- A change of pace and personality which helps to keep the workshop lively and interesting
- Increased interaction with the participants because of a higher trainer to participant ratio
- Sharing of the responsibility and the workload so the burden of the entire workshop does not rest with one person
- Smooth workshop flow and time-savings as each person sets up for the other
- An opportunity for more creativity and built-in evaluation from one's peers, offering constructive feedback and shared ideas, and
- Interaction among trainers, making the workshop more dynamic and enjoyable for participants and trainers alike.

The following is a list of possible Training Team roles and responsibilities.

Lead Trainer

The lead trainer heads up the training team, coordinates the tutor training activities of the workshop, and works closely with the workshop coordinator. Their responsibilities include the following:

Before the workshop

- Decides how members of the training team will participate in the workshop. It is important to consider local needs for apprentices who are completing their certification and the cost to councils of importing trainers. Local apprentices should be developed in order to ensure that councils will have their own trainers in the future.
- In collaboration with the training team, prepares a detailed workshop design including content, time segments, subheadings to describe each presentation, activities planned, references and learning methods, as well as the trainer responsible for each segment.



The design must meet the minimum workshop standards identified in the section of Chapter 4 that discusses [Workshop Design](#) and any applicable local and/or provincial requirements.

- Distributes copies of the workshop design to each team member and ensures that all are aware of and are in agreement with their presentation responsibilities.

Note: This may best be done at a planning session. If the lead trainer is an apprentice, this design should be submitted to the supervising trainer prior to the workshop for review and feedback/approval.

- Invites any guests to the workshops such as student(s), student-tutor coordinator, current tutors, subject matter experts on literacy in the community or a local celebrity to talk about literacy.

Maintains close contact with the workshop coordinator to ensure that all related workshop tasks are completed. Checks on the number of volunteers registered and informs the coordinator of any training needs (easel, flip chart stand and paper, overhead projector, computer equipment, extension cords, etc.).

- Submits an estimate of workshop training costs to the workshop coordinator.
- Ensures that handout materials are identified, prepared and ready for distribution.
Note: If someone else is duplicating and/or collating, be sure to give very specific directions including any requirements regarding, paper size, color, single sided vs. double sided, number of copies, how to be assembled and/or collated.
- Repairs or develops posters and wall charts as required.
- Brings additional materials and supplies to the workshop (masking tape, markers, pens, etc.)
- Decides (in consultation with other trainers) how room should be set up and directs helpers as necessary.

During the workshop

- Moderates the workshop: welcomes the participants, introduces the training team members and their roles, announces breaks and regroup at the end of breaks, leads the introduction of the workshop participants, and ensures that the flow from one workshop segment to another is seamless.
- Keeps a close eye on the time and suggests revisions to the schedule as necessary. May need to suggest to trainers ways to make up time in their presentations.
- Thinks ahead about what is needed including, for example, audio-visual aids, handouts and/or books. All should be ready and distributed prior to their use (often at break time).
- Signs workshop participant certificates, presents them to the participants at the end of the workshop, and ensures that the council sends the list of new tutors (names and addresses), certificate stubs, and registration fees to the appropriate certifying authority.
Note: If the lead trainer is an apprentice, the supervising trainer must co-sign the certificates.

After the workshop

- Compiles a summary of all participant evaluations from the workshop. Sends a copy of the summary to all team members and to the sponsoring group.
- Arranges a feedback session for workshop presenters and prepares a summary of the evaluations of the workshop, including recommendations for future changes.
Note: These should be submitted to the workshop coordinator or discussed at a post-workshop evaluation session with the full workshop team.
- Ensures that thank-you notes are sent to any special guests.
- Submits pre-approved training team expenses to the sponsoring group. This includes transportation, meals, and any other out-of-pocket expenses incurred.

Assisting Trainers

A team may consist of two or more trainers; however, if the workshop is large, three or four are recommended to share the workload. These may be certified and/or apprenticing trainers.

Responsibilities of assisting trainers include the following:

- Participates in pre-workshop planning, practice sessions and in post-workshop evaluations
- Helps to set up the workshop room prior to each session
- Leads workshop presentations as assigned
- Plays the role of student for other trainer demonstrations as requested
- Leads small-group practice sessions or discussions with participants as required
- Assists in supervising any practice sessions
- Helps with distribution and/or collection of books and handouts
- Assists with clean-up after each session
- Provides follow-up support to new tutors through in-service training programs and/or tutor meetings.

Students

Students should be involved in the planning and evaluation of their individual tutoring program. They can also play an important role in the training of tutors. Their stories and experiences are often inspirational and provide participants with unique insights into students' needs, strengths, and learning styles. It is therefore valuable to include one or more student(s) on your training team.

Student responsibilities can include the following:

- Participates in pre-workshop planning and post-workshop evaluation
- Assists with workshop presentations, such as the *Challenges of Low Literacy Skills* and *Tutoring the Adult Literacy Student*.
- Sits on a student panel to field questions from workshop participants
- Answers questions throughout the workshop (These questions would apply directly to students or how learning occurs.)
- Plays the “student” role in trainer demonstrations
- Helps with any other workshop tasks as may be required or assigned.

This page is left intentionally blank.

Roles of the Coordinating Team

Many of the workshop planning responsibilities are handled by the sponsoring group or by local people who are not directly involved with the training itself. It is therefore recommended that the training team work with a “coordinating team”. This team will provide support services for the workshop and you, as the trainer, will be free to concentrate on what you do best — train.

Regardless what role is being fulfilled, the Coordinating Team will become a valuable support to you as you prepare to deliver your workshop.

Typical roles and responsibilities for the coordinating team are described below. Depending on the resources available, councils may prefer to combine or to separate the job responsibilities further.

Workshop Coordinator

Once the sponsoring group (local council or other) has determined the need for a workshop, one person from that group will coordinate and oversee all preparations for it. This person will act as the main liaison with the training team and will be responsible for setting the workshop schedule and recruiting people to help with specific tasks including, but not limited to:

- Site selection and booking the room.
- Room layout/arrangements.
- Publicity to recruit both students and tutors.
- Budgeting and setting of the workshop fee (if applicable).
- Fundraising, as needed.
- Ordering books and preparing workshop folders.
- Registration of tutors.
- Arranging refreshments during break times and lunch.
- Hospitality for out-of-towners including accommodation arrangements.
- Matching of tutors with students.

The workshop coordinator normally should

- arrange a planning meeting at least six weeks in advance of the workshop to confirm “who is doing what”
- develop a checklist with timeframes and tasks to distribute, and
- arrange a post-workshop evaluation session to analyze feedback and identify any changes that may be required for future workshops.

Registrar(s)

Usually the first people the participants will see at workshop are the registrars. The friendliness and degree of organization demonstrated will give participants their first impression of the program and set the tone and atmosphere for the workshop. To facilitate the registration process it may be advisable to have two registrars at the door (especially if fees are to be collected).

Registrar duties after the workshop

- Prepares a registration and attendance list with the names and addresses of the participants.

Note: This list should clearly state the privacy policy statement of the sponsoring group. Participants who need to complete their tutor workshop or tutors who want a “refresher” should be included on the list.

- Collects fees and provides receipts as required.

Note: It is highly recommended that participants pre-register and pay the workshop fee in advance of the workshop. In the event that a person cannot attend, the fee may be refunded. An administration fee may apply to the refund. Pre-registration also saves time at the workshop, encourages some commitment on the part of the participants, and ensures that adequate seating space and materials are available.

- Ensures that all participants know the workshop location (with directions if required), the times of the workshop, any reading preparation suggested, mealtime arrangements, etc.

Note: This may be done by telephone, email, letter, or during an orientation session.

- Maintains a waiting list of prospective participants.

Note: The ideal size of a workshop is ten to twenty-five participants. If space becomes available, the people on the waiting list can then be contacted.

- Prepares name tags for all participants and ensures that a few extra are on hand.

Note: The first name should be printed in LARGE letters with a black felt-tip pen so it can be read from the front of the room. If pins or plastic holders are used, the nametags can be removed and re-used at subsequent sessions.

Registrar duties at the workshop

- Sets up the registration table at the entrance to the workshop room.

Note: A sign to indicate “Registration for Literacy Trainer Workshop” will help to direct people to the training location. All materials including name tags, marker pen, workshop folders, books, registration list, cash box, and receipt books should be on hand.

- Greets the workshop participants as they arrive.
- Checks each person’s name and address, collects the workshop fee if not prepaid, and issues the receipt.
- Hands out name tags, workshop folders, and the material/books that are included in the fee.
- Directs the participants to where they can hang their coat, get coffee, and to the seating area.

Possible additional duties at the workshop

- Records attendance at each session. If it is not possible for the registrar to return for each session, one of the assistant trainers may be asked to perform this duty.
- Collects *Tutor Data Sheets* as they are completed and provides these to the student-tutor coordinator.
- Completes *Tutor Certificates* before the last session and provides to the lead trainer to sign.

Registrar duties after the workshop

- Transfers any money received at the workshop to the treasurer or designated person with a note of accountability.
- Prepares a list of names and addresses of new tutors.
- Prepares a summary of tutors who have expressed an interest in volunteering on their tutor data sheets to help the local council in some capacity.

Note: This summary could also be prepared by the student-tutor coordinator.

Supplies Person

- Orders books, pamphlets or other supplies required by the participants, as well as any training materials needed by the trainers.
- Ensures that required books and materials are delivered to the workshop.
- Assembles workshop folders prior to the workshop.
- Counts and distributes books on loan.

Note: It is a good idea to attach a note to these books stating “Please return as you leave”. These books should be recounted when returned. Follow-up as required to ensure that all books are returned.

- Sells books at the end of the workshop.

Note: Tutors may want to buy books for their students so they can begin without delay. They may also want to buy books that were not included in their workshop kit. An up-to-date catalogue and price list, as well as a quantity of small change and receipts should be on hand.

- Ensures that new tutors are aware of how to buy or borrow books from the council in the future.

Hospitality Coordinator

The workshop schedule calls for a fifteen-minute refreshment break every one and one-half hours. The hospitality coordinator is responsible for providing drinks and light snacks for the participants during these times and for ensuring that any other needs are met.

Student-Tutor Coordinator

The student-tutor coordinator will match the student and the tutor at the end of the workshop. The coordinator should attend at least one session of the workshop to become acquainted with the participants, and to obtain the *Tutor Data Sheets*.

The coordinator may wish to post an annotated, but anonymous, list of students waiting for tutors. It is a good idea for the coordinator to talk to the participants during the workshop about the matching process and placement procedures.

Other

Other members of the local council will undoubtedly be involved in workshop organization. The publicity committee should publicize the workshop three to four weeks in advance and continue to recruit students. The treasurer will be involved in workshop budgeting, setting of the fee, and possibly fund-raising. The secretary may be asked to send thank you notes for donations of money, services, or facilities, and notes of appreciation to any guests. Other helpers may be needed as well to fulfill specific tasks, such as room set-up and clean-up.