PACS 4240: Fall 2017 Volunteer Management Concepts

Instructor: Laura M. Keyes, Ph.D., AICP
Where/When: T 3:30-4:50pm BLB 050

Contact Information
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OVERVIEW
Volunteers are the lifeblood of nonprofit organizations, and this is increasingly true of public organizations as well. Individuals who give of their time and talents to help organizations achieve their missions are extremely valuable human resources. It is important, therefore, that nonprofit personnel are aware of how to best utilize these individuals to achieve important organizational objectives. Additionally, the ability to cultivate participation among citizens is an important part of ensuring a thriving democracy.

This course is a blended course. Students meet in the classroom as scheduled and should have completed the required reading and any assignments prior to class. The second part of the class is an online component students will engage in via Blackboard. Each weekly online workshop will open the Monday of each week. The module is approximately 1 hour in length.

The learning objectives for the course are as follows:

- Students will be able to articulate components of effective volunteer management and an effective volunteer program.
- Students will be able to articulate how the vision and mission are developed for volunteer programs and why they are important elements.
- Students will learn about various motivations for volunteering and how to design recruitment material to attract volunteers based on those motivations.
- Students will be able to articulate key components of a comprehensive on-boarding and training process and why that is important for effective volunteer management.
- Students will describe a method of evaluating individual volunteers and the overall volunteer program.
- Students will describe issues association with staff-volunteer relationships and offer solutions to effectively handle said situations.
- Students will critically analyze academic readings on volunteer management and offer means of applying research to daily management activities.
- Students will refine skills in communication and teamwork by working on a service-learning project that improves some aspect of volunteer management for a local nonprofit organization.
- Students will determine unique management requirements of special supervisory situations, such as cyber volunteers, off-site volunteers, youth volunteers, special event volunteers and others.
• Students will be able to describe the major professional volunteer management organizations and their articulated ethical statements.

REQUIRED READINGS


In addition to this text, there are a number of required readings listed on Blackboard.

GRADES/COURSE REQUIREMENTS

Final grades for the course will be assigned according to the points earned throughout the semester (see below) and will NOT be rounded. Final grades for the course will be determined by the following:

**Midterm Exam** 100 points  
**Modules — 12* 5 points** - 60 points  
**Volunteer Enhancement Project** - 70 points  
**Volunteer Management Field Observation** 20 points  
**Final Exam** 100 points  

**Maximum Number of Points Possible** 350 points

Course Examinations
The course will include two exams — the midterm and the final. The midterm exam will be designed to cover any of the material discussed in class to that point and the final exam will be based on the material covered during the post-midterm period (no comprehensive exams). The exams may include any and all of the material covered in the course during a given period. Both exams will be closed-book and closed-notes. The questions may consist of a combination of multiple choice, short answers or essays. The specific format for each exam will be communicated prior to the exam dates. Students are encouraged to diligently prepare for the exam through adequate note-taking, regular course attendance and participation in class discussions.

Course Modules
To assist student applying concepts learned in this course, students have an opportunity to participate in learning activities during the online portion of class. Assignments will open the week that the material is presented in class and will be due the same week. Student are strongly encouraged to pay close attention to due dates on Blackboard.

Volunteer Program Enhancement Project
To appropriately apply concepts learned during the course to real-world activities, students will be assigned by the instructor to group of no more than four members to select a nonprofit and examine their current volunteer program. They will develop recommendations improve the effectiveness and impact of the volunteer program. Students will be given some time in class to meet with group members and ask questions of the instructor to ensure successful completion of this course requirement. Student
are should plan to contact the nonprofit to learn more about their volunteer program, the projects volunteers help with, and the current outcomes and impact of the volunteer program. Each group will submit a copy of their overall report and create an 8-minute presentation of their findings and recommendations. Students must dress in business professional attire during group presentations.

Volunteer Management Field Observation
Students are expected to do 10 hours of volunteer work in a nonprofit organization. A time sheet is required to be signed by the student’s supervisor at the nonprofit organization. The time sheet will be submitted with a reflective essay.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assigned Readings</th>
<th>Online Workshop</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Welcome and Introduction /The Necessity for Volunteer Administration</strong></td>
<td>Syllabus</td>
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<tr>
<td>2</td>
<td><strong>Introduction to volunteer involvement</strong></td>
<td>• Chapter 1 – McCurley &amp;Lynch</td>
</tr>
<tr>
<td>3</td>
<td><strong>The Professionalization of Volunteer Administration</strong></td>
<td>• Chapter 1 – Seel Read - • Chapter 18 – Seel</td>
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<tr>
<td>4</td>
<td><strong>Elements of an Effective Volunteer Program</strong></td>
<td>• Introduction – Ellis (Provided on Blackboard)</td>
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<tr>
<td>Module</td>
<td>Section</td>
<td>Readings</td>
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| 5 | Understanding Volunteer Motivations and Effective Volunteer Recruitment | • Chapter 2 – McCurley & Lynch  
• Chapter 3 – McCurley & Lynch  
Read: • Chapter 5 – Seel | and how can a volunteer manager incorporate staff ideas? What are potential issues? Leadership responsibility? |
|   |   | Module 5:  
Watch - [https://www.youtube.com/watch?v=lyAs4xIaRao](https://www.youtube.com/watch?v=lyAs4xIaRao) |   |
|   |   | Discussion Board:  
Find a volunteer recruitment strategy with a nonprofit. Analyze the information and provide input on the following:  
Review the Recruiting Messages/Campaigns Look for the following: • Where would you find this message/campaign? • Online, posted, shared? Does it have a good opening? Is the message geared towards a specific population? Does it present a clear picture? Is it easy to understand? • Does it have enough details? Is it inviting? Does it demonstrate benefits for the volunteer? Does it demonstrate how the volunteer makes a difference? Could you picture yourself as a volunteer in this capacity? |   |
| 6 | Placing Volunteers Effectively | Guest Speaker - TBD -  
• Chapter 6 – McCurley & Lynch  
Chapter 7 – McCurley & Lynch  
• Chapter 7 – Seel pages 195-209 | Module 6:  
Watch - [http://aspcapro.org/webinar/20160630/volunteer-programs#video-player](http://aspcapro.org/webinar/20160630/volunteer-programs#video-player) from 35:33 on  
BB Assignment: There are six components of basic interviewing for volunteers. In your own words, briefly summarize the most important parts of the interview process. What are you attempting to discover or accomplish through the interview process? Provide your response in 300 - 500 words |
| 7 | Recognizing Volunteers in Meaningful Ways | • Chapter 12 – McCurley & Lynch  
• Chapter 7 – Seel pages 233-236 | Module 7  
Read: [http://docs.cityofsanrafael.org/MIDC/2011_Docs/Fall_Workshop/Recruiting_Recognizing_Retaining_Volunteers.pdf](http://docs.cityofsanrafael.org/MIDC/2011_Docs/Fall_Workshop/Recruiting_Recognizing_Retaining_Volunteers.pdf)  
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Activity</th>
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</table>
| 8    | Ethical Issues in Volunteer Management | - Chapter 3 – Seel  
- Chapter 4 – Seel |

Module 8 Read [https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/a-framework-for-ethical-decision-making/](https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/a-framework-for-ethical-decision-making/)

Read the volunteer fire department starting on page 8.  

Apply the ethical decision making framework to discuss how you would respond to the situation. Answer should be 200-400 words. Post your response on BB discussion board. Respond to one other student’s post.

| 9    | Midterm Examination (online)  
- Exam opens at 8 a.m. and closes at 8 p.m.  
- Students will have an hour and a half to complete the exam once started | October 24  
- No assigned readings this week |

No Module 9

| 10   | Supporting and Supervising Volunteers | - Chapter 8 – McCurley & Lynch  
- Chapter 10 – McCurley & Lynch  
- Chapter 7 – Seel pages 210 – 229 |

Module 10 - Exercise –  
Go to: [https://cvnl.org/volunteerism/find-an-opportunity/](https://cvnl.org/volunteerism/find-an-opportunity/)

Or a similar site and find a volunteer opportunity and develop a supervisory plan for the type of individuals/volunteers most likely suited for that position. See chapters 8 and 10 in McCurley and Lynch.

1. Describe briefly the event or agency of the volunteer opportunity  
2. Determine the most likely type of volunteer (Ch 10)  
3. Determine the level of control for those volunteers  
4. Develop a brief supervisory plan (Ch. 8)  
5. How do you empower volunteers while also making sure they remain focused on their assignment meeting performance and expectations?  
6. Post on BB
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Resources</th>
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</table>
| 11 | Special Issues in Volunteer Management: Difficult Volunteers, Handling Conflict | - Chapter 5 – Ellis (Understanding the Volunteer-Employee Relationship)  
- Chapter 7 – Seel pages 229-232 (Conflict Resolution)  
Module 11:  
Watch: [https://youtu.be/WfQeH3092Sc](https://youtu.be/WfQeH3092Sc) Conflict is a Place of Possibility (16:16)  
What are some of the sources of tension and conflict between volunteers and paid staff? Why do these two groups tend to have issues working together and achieving collective goals? Discuss your response in 300 – 500 words.  
Post your response on BB |
| 12 | Risk Management | - Chapter 14 – McCurley & Lynch  
Chapter 9 – Ellis (Risk, Liability, and Other Legal Issues)  
Module 12:  
[https://www.nonprofitrisk.org/resources/tutorials/volunteer-risk-management/](https://www.nonprofitrisk.org/resources/tutorials/volunteer-risk-management/)  
BB Discussion: Identify similarities between what we learned in class and what was shared in the tutorial. What did you learn?  
Comment on one other student’s post. |
| 13 | Evaluating Volunteer Programs | - Chapter 15 – McCurley & Lynch  
Chapter 11 – Seel  
Chapter 10 – Ellis (Evaluating the Impact of Volunteers)  
Module 13:  
Case: The example project is a community garden -A community or school in the area creates a plan to creates, and maintain a garden for a community service organization.  
1. Identify potential project outcomes for this type of effort.  
2. Identify potential volunteers for this type of project  
3. Identify potential volunteer activities to achieve your outcomes you identified earlier  
4. Outputs are tangible results of your activities and lead to outcomes. Identify example outputs from your project.  
5. Identify a process to determine if your plan is achieving your expected outcomes. What tools can you use to track your outcomes?  
Post on BB |
| 14 | Being an Advocate for Volunteer Management and Resource Allocation | - Chapter 15 and 16 – McCurley & Lynch (Enhancing the Status of the  
Module 14:  
Finish working with group on Volunteer Enhancement Project  
Prepare for Final |
### Additional Course Policies and Procedures

**Attendance Requirements:** Attendance is a key requirement of this course. There are two penalties associated with missing classes and/or assignments. First, students may have one unexcused absence during the semester without a penalty. Each subsequent unexcused absence will cost the student 10 points. Second, students who have missed more than 3 assignments in a row will be dropped from the course. Only students with a university or instructor excused absences may make up an exam. Examples of university excused absences include those necessitated by university sponsored events, military orders, or an illness which results in some form of visit to a medical doctor. Such absences require written documentation, etc. (i.e., medical doctor notes, military orders, etc.) and must be submitted within one week of the student’s return to participation. The instructor may also excuse a student on a case-by-case basis.

**Make-up policy:** Students who miss an exam will be allowed to take a make-up only in cases of university-approved absence or one approved in advance by the instructor. Students are typically given seven full days to complete the quizzes and exercises. Regardless of the circumstances, students who miss quizzes or exercises will not be allowed to make them up.

**Extra credit:** There are no opportunities for extra credit in this course unless otherwise determined by instructor.

**Late assignments:** Late assignments will not be accepted.

**Problems, Questions, Concerns:** I strongly encourage you to talk to me if you are having problems with the course or if you have other concerns. The best way to reach me outside of class is by e-mail at Laurakeyes@my.unt.edu.

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<tr>
<th>15</th>
<th><strong>Volunteer Enhancement Project</strong></th>
<th>Prepare for Final Exam</th>
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<tbody>
<tr>
<td>16</td>
<td>Final Exam</td>
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</tbody>
</table>
COURSE POLICIES AND PROCEDURES

Policies and Procedures

General expectations: I expect students to attend all course sessions: complete required readings prior to class time, participate in class discussions and case studies, and complete the written assignments, mid-term and final examinations.

Attendance: Attending class sessions is an important part of the learning process. Although you will not lose grade points specifically for nonattendance, you will certainly lose opportunities to earn credits for participation in the classroom.

Examinations: Students must take examinations when they are given to the class; makeup exams will be scheduled only for extraordinary circumstances. No one can be excused from an exam without notifying the instructor prior to the scheduled exam. If you miss an exam, I will assume that you have chosen to receive a "0" for your grade on that exam. The final exam is mandatory; no one will receive a passing grade without having taken it. The final exam will not be returned to students but may be reviewed by the student after the instructor has submitted final grades.

Withdrawals: Students have the right to withdraw from courses. I urge you to maintain your commitment to this course, however, if you decide to withdraw, please see the instructor and review the academic calendar to observe UNT’s withdraw dates.

Disability Accommodation

The Department of Public Administration, in cooperation with the Office of Disability Accommodations (ODA), complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request to the instructor within the first two weeks of the semester. Students registered with the ODA may present the Special Accommodation Request from that office in lieu of a written statement.

Cheating and Plagiarism

Definitions. The UNT Code of Student Conduct and Discipline defines cheating and plagiarism “as the use of unauthorized books, notes, or otherwise securing help in a test; copying others’ tests, assignments, reports, or term papers; representing the work of another as one’s own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.”

Penalties. Normally, the minimum penalty for cheating or plagiarism is a grade of “F” in the course. In the case of graduate department exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the department faculty in the case of departmental exams. Cases of cheating or plagiarism on graduate departmental exams, problem papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Program[s] Committee.

Cases of cheating of plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Program[s] Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further
penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

**Appeals.** Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline.

**POLICY ON STUDENT BEHAVIOR IN THE CLASSROOM**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [https://policy.unt.edu/policy/07-012](https://policy.unt.edu/policy/07-012).

**Acceptable Student Behavior:**

Acceptable student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu).

**SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources](http://deanofstudents.unt.edu/resources). Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**PLAGIARISM**

Professors in the Department of Public Administration will not tolerate any form of academic dishonesty among students in the major. According to the 2005-06 UNT Undergraduate Catalogue (p. 107): “The term ‘plagiarism’ includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear
acknowledgement; and b. the knowing or negligent unacknowledged use of material prepared by another person or agency engaged in the selling of term papers or other academic materials.”

**Examples of plagiarism include:**

- purchasing term papers from Internet sources and turning them in to meet assignment requirements
- downloading or copying material from the Internet and presenting it as your own work
- using sentences, quotes, statistics or other information from books or journals without citing the source(s) in papers
- incorporating novel ideas, concepts or phrases into papers without giving credit to the original author
- having someone else write a paper for you

Failure to comply with this policy on plagiarism may result in a failing grade on the assignment or paper, a failing grade in the class, dismissal from the program, and expulsion from the university.

When in doubt about what constitutes plagiarism, contact your professor or provide citations!

**LAPTOPS AND CELL PHONES IN THE CLASSROOM:**

The classroom setting at an institution of higher learning is intended to serve as a venue that permits the transfer of knowledge and facilitates the sharing of ideas. As such, it is imperative that any distractions from these stated objectives be avoided and kept to a minimum. Potential disruptions include modern electronic devices such as laptop computers and cell phones.

Students are allowed to take notes on personal laptop computers to enhance the learning process, but they should not activate their internet browsers during class or use computers for non-academic purposes (as this diverts attention from the lecture/discussion for both the student using it and others nearby).

Students should also avoid using cell phones to search the Internet or text while class is in session. Exceptions to this policy will be at the discretion of the faculty only and may occur if searching the Internet is necessary to find additional information or facts related to the subject being covered on that particular day.

**CAMPUS CARRY & CONCEALED HANDGUNS**

In accordance with state law and UNT policy, students who are licensed may carry a concealed handgun on campus premises except in locations and at any function, event, and program prohibited by law or by this policy. Students may learn more about UNT’s concealed handgun policy at https://campuscarry.unt.edu.
## Important Dates

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<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Classes Begin.</td>
<td>Aug 28</td>
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<tr>
<td>Labor Day (no classes; university closed).</td>
<td>Sept 4</td>
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<tr>
<td>Census.</td>
<td>Sept 11</td>
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<tr>
<td>Beginning this date a student who wishes to drop a course must first receive written consent of the instructor.</td>
<td>Sept 12</td>
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<tr>
<td>Last day for student to receive automatic grade of W for nonattendance.</td>
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<tr>
<td>Last day for change in pass/no pass status.</td>
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</tr>
<tr>
<td>Last day to drop a course or withdraw from the semester with a grade of W for courses that the student is not passing. After this date, a grade of WF may be recorded.</td>
<td>Oct 6</td>
</tr>
<tr>
<td>Beginning this date instructors may drop students with a grade of WF for nonattendance.</td>
<td>Oct 7</td>
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<tr>
<td>Last day to drop with either W or WF.</td>
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</tr>
<tr>
<td>Last day for a student to drop a course with consent of the instructor.</td>
<td>Nov 6</td>
</tr>
<tr>
<td>Beginning this date, a student who qualifies may request an incomplete, with a grade of I.</td>
<td>Nov 13</td>
</tr>
<tr>
<td>Last day for an instructor to drop a student with a grade of WF for nonattendance.</td>
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<tr>
<td>Last day to withdraw (drop all classes).</td>
<td>Nov 22</td>
</tr>
<tr>
<td>Thanksgiving Break (no classes, university closed).</td>
<td>Nov 23-26</td>
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<tr>
<td>Last Regular Class Meeting.</td>
<td>Dec 7</td>
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<tr>
<td>Reading Day (no classes).</td>
<td>Dec 8</td>
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<tr>
<td>Final Exams.</td>
<td>Dec 9-15</td>
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<tr>
<td>End of term.</td>
<td>Dec 15</td>
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