VOLUNTEER MANAGEMENT AND THE NONPROFIT

Knowledge Building: Volunteer Program Success
NONPROF 450 (Hybrid)

Spring 2016
Thursday 6:00-9:00 p.m. MBEB 1210

Class Face-to-Face (F2F) Meeting Schedule
1/14; 1/21; 2/18; 3/17; 4/14 & 4/21

Instructor:
Dr. Kathleen L McDonald, Adjunct Professor
Office Hours: By appointment
Cell Phone: 206.660.0267
Email: KathleenMcdonald@boisestate.edu

How Best to Contact Me:
You may contact me via email, text, or phone. You are welcome to send a message or leave a voicemail, at any time, weekends, nights, or days. Your message should include your name, contact information and reason for contacting me. I check messages regularly and will respond as quickly as possible.

Materials – Textbooks, Readings, Supplementary Readings:
Required Textbook. There is not a required textbook for the class. Students can expect to be assigned research or various readings (i.e. Boise Downtown Library 3rd Floor, BSU Albertsons Library, or the Internet).

Recommended Textbook. Edited by Tracy D. Connors. The Volunteer Management Handbook. John Wiley & Sons, Inc. Second Edition. 2012. This textbook is used as a resource by the instructor. Copyright permission has been received to reproduce and distribute to the class a model (graph) prepared by the editor, Tracy D. Connors on page xxii, titled “Volunteer Management Handbook 2nd Edition.” This model serves as a discussion tool for understanding Volunteer Management and course content for NONPROF 441 Spring 2016.

College of Business & Economics (COBE) Writing Styles Guide (WSG), August 2007. Students are responsible for downloading a copy of the COBE Writing Styles Guide from the COBE website.

Blackboard Online Instruction:
Resources from Blackboard are part of the online instruction system to supplement classroom work. Blackboard allows for a strong and effective communication path outside of class sessions. Watch for announcements and emails. Students have access to a course homepage, announcements, the course syllabus, resources, a calendar, email messaging, and discussion boards. Worksheets are submitted on Blackboard. ‘Knowledge Building’ Discussion Boards can be found on Blackboard that correspond to the four knowledge building activities: Interviews, Research/Reading; Current Events; and Volunteer Experiences.
Welcome to Spring 2016 NONPROF 450!

The formal course description for NONPROF 450 states: “the practical, legal, and technical aspects of directing a volunteer program are addressed. Topics include the employment cycle of volunteers (including recruitment, selection, training, performance evaluation), trends in volunteerism, types of volunteers, building the volunteer/staff relationship, volunteer boards, and corporate volunteers.”

Spring 2016 NONPROF 450 is an introductory exploration of volunteer management. Throughout the semester students build and share knowledge (in class and online) gained from: past experiences, interviews, media analysis, research and reading, volunteering, class discussions and a class service learning project to assist a nonprofit organization.

Spring 2016 is taught as a hybrid, meaning that the class meets face-to-face six (6) times during the semester, with the remaining content delivered online. Class sessions are scheduled: January 14 and 21; February 18; March 17; and April 14 and 21. (The semester ends April 29th, all classwork is submitted by midnight April 30th).

‘Knowledge Building,’ as an instructional methodology, is used to the greatest extent possible. A general and broad overview to course content is provided to the class through a model of Volunteer Management (Volunteer Management, 2nd Edition copyright permission secured). This model displays a continuum and context for understanding the entire spectrum of Volunteer Management.

Within context of this model, students seek and share knowledge and, as a class, generate a collective understanding of the complexities of Volunteer Management. A portion of each class session highlights different parts of the model, largely through lectures, discussion, and classroom activities. Students share knowledge activities through online postings, responding to worksheets and presenting experiences as part of classroom discussion.

Students contribute to the design of the class by interacting with a proposed syllabus and structure on the first day. Students share ideas as to what knowledge will be of value to them in their futures and discuss the proposed Volunteer Management model to determine its potential usefulness as a construct from which to understand and build knowledge from multiple and diverse sources. (Students are aware that if this model becomes limiting, then it can be transformed). Students discuss what is relevant knowledge for each of them, how this knowledge can best be shared to build collective knowledge for the class, how their knowledge can be most helpful to others and how it can be documented.

Towards the end of the semester, the class examines and interacts with a ‘live case,’ a real issue for a nonprofit in the community. This is an opportunity to work with a concern within the entire context of an organization’s volunteer program and strategize a solution(s).

**LEARNING OBJECTIVES AND OUTCOMES:**

Students successfully completing the NONPROF 450 course will be able to:

- Articulate a model for Volunteer Management issues and activities.
- Build knowledge of Volunteer Management through interviewing, research and reading, media analysis, and volunteer experience.
- Demonstrate that any efforts and choices made in preparing student work for this class have personal value and meaning.
- Communicate effectively (verbal and written) in contributing to a ‘knowledge’ pool for the class.
• Analyze and conceptualize volunteer management issues from a systemic, strategic perspective.
• Understand human resources management (i.e. policy, positions and processes) as it pertains to volunteer management.
• Contribute orally and in written form to a culminating class project to resolve a Volunteer Management issue for a ‘live case’ study (service learning).
• Demonstrate personal growth in critical thinking, problem solving, and ethical decision making skills.

**COURSE GRADING**

This course is made up of a series of readings, research, lectures, current events, volunteer experience, meetings, interviews/speakers, discussions, writing assignments, presentations and worksheets to assist the student in achieving the course learning objectives and outcomes.

Grades are assigned according to the following guidelines:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>90 - 100%</td>
<td>A</td>
<td>Exceptional: reflects commitment, hard work and excellent quality</td>
</tr>
<tr>
<td>80 - 89%</td>
<td>B</td>
<td>Impressive: reflects commitment, hard work and high standard of quality</td>
</tr>
<tr>
<td>70 - 79%</td>
<td>C</td>
<td>Meets all commitment, effort and requirements as expected</td>
</tr>
<tr>
<td>60 - 69%</td>
<td>D</td>
<td>Some requirements are met, but some are not</td>
</tr>
<tr>
<td>59 - lower</td>
<td>F</td>
<td>Does not meet minimum requirements</td>
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Grades are based on a 200-point system. The components of grading include:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Engagement, Commitment, Attendance, Preparation, Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Knowledge Building Activities and online postings</td>
<td>60%</td>
</tr>
<tr>
<td>Worksheets</td>
<td>15%</td>
</tr>
<tr>
<td>Class Project – Resolving a Problem/Issue in Volunteer Management</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
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**Engagement, Commitment, Attendance, Preparation, Participation (20 points):** A highly noticeable ‘engagement’ in the class and assignments is essential for meeting grading requirements for NONPROF 450. I recognize ‘full engagement’ in considering attendance, participation, preparation, communication, feedback and easily apparent commitment to learning and succeeding in this course. A fully engaged class member shows ongoing interest during face-to-face class meetings and in online communications. Logs and submitted online postings show accountability to ongoing engagement and reasonable hours of engagement, rather than last minute ‘I had better get this done’ effort. Selection of knowledge building activities will reflect personal interest and meaning (i.e. not something found just to satisfy the requirement). Students will be prepared for class and will come willing to contribute to knowledge building discussions and presentations. Right from the start, engaged students value establishing a good relationship and communication with the instructor, other students and the community, with the intent to seek feedback, ask questions and a willingness to contribute. An engaged student honors commitments, meets deadlines and does not spend class-time distracted with cell phones and personal use of laptops (see policy).

**Knowledge Building and Sharing (120 points):** Seeking and building knowledge is at the core of the learning experience for NONPROF 450. The focus for study is a model of volunteer management provided to each student the first day of class (from *The Volunteer Management Handbook 2nd Edition* – copyright permission received). Throughout the semester, students seek and contribute to building a collective knowledge for the class that encompasses all aspects of the continuum (model) and results in an understanding of systemic issues and the complexities of volunteer management. As a culminating activity, the class applies collective knowledge to resolve a live case volunteer management problem.

Students seek knowledge that has relevancy and personal meaning (i.e. interests, learning goals, or future interests and/or careers). This knowledge is gained from multiple and diverse outside-class sources. It is clearly linked to the course content (Part 1, 2, 3, or 4) and it has useful and relevant qualities in helping to
explain volunteer management. Potentially, these pieces of knowledge will serve as reference points for student worksheets and the culminating case study.

- 5 Interviews with written summaries) (inviting a guest speaker can replace one interview) (25)
- 10 Research and readings (Summaries) (50)
- 5 Current Events from Media (local, state, national, international) (20)
- 10 Hours Volunteer Activity (One Synopsis) (25)

**Sharing (Online Posting and Class Presentations):** To share knowledge throughout the semester, students submit both oral and written documentation of knowledge building activities by:

1) Completing and submitting provided templates as attachments to Blackboard Discussion Board threads (one thread for each submitted document); and

2) Contributing knowledge-gained experiences as part of class discussions.

**Activity Log:** To document 20 completed and posted online knowledge activities and 10 hours of volunteer experience, students submit their ‘progress to date’ log as an attachment for each completed worksheet. The log summarizes what knowledge building activities including what has been posted as attachments to discussion board threads. The log includes: date of the activity, title of the activity, amount of time spent on the activity (15 min increments), the type of activity (interview, reading/research, news event or volunteering) and a final column indicating the section (Part 1, 2, 3, or 4) of the Volunteer Model where the activity was posted online.

**Completion Date:** All documentation must be completed and submitted prior to midnight on March 31, 2016.

**NOTE:** Templates to document Knowledge building activities and the Activity Log can be found in Blackboard under course documents.

**Worksheets (30 points):** In-class activities connect and generate collective knowledge by exploring each part of the Volunteer Management continuum through instructor lectures, student contributions, class discussion and live case application. Worksheets, designed to expand this learning, are assigned within 3 days after each class session and account for 15% of the total grade. Worksheets are private individual assignments and are submitted on Blackboard prior to the next in-class session. The final worksheet (#5) is due no later than midnight April 30, 2016. Each worksheet includes reflections on the service learning components as well as a ‘progress-to-date’ activity log.

**‘Live Case’ Class Project – Resolving a Problem/Issue in Volunteer Management (30 points):**
NONPROF 450 is a service-learning designated class and 15% of the student’s final grade is based upon participation and contribution to a culminating class project to resolve a ‘live case’ problem or issue in Volunteer Management. This project along with meeting the community partner, will be introduced at the March 17th class meeting. Students will have options in meeting the requirements, allowing for flexibility. Components such as a group product (solution), a case study written report and oral presentation may be required. This project will serve as the main focus of study during the last month of the class (April 2016).

**SERVICE LEARNING COMPONENT**

The integrated service-learning component of this course is designed for students to:

- Gain a context for understanding the course content by contributing 10 hours of volunteer service to a community organization while recording your experience and observations as a volunteer.
- Solve a volunteer management related problems in the real world through a class project designed to benefit both the student as a learner and the local community;
- Develop a spirit of partnership with the community.
• Develop a life-long commitment to service and civic involvement (university and COBE objectives).
• Explore how to integrate personal, ethical and citizenship ideals with a successful managerial career.

STATEMENT OF SHARED VALUES
Boise State University upholds the following values as the foundation for a civil and nurturing environment. All campus community members are expected to adhere to the following values:

• Academic Excellence – engage in our own learning and participate fully in the academic community’s pursuit of knowledge.
• Caring – show concern for the welfare of others.
• Citizenship – uphold civic virtues and duties that prescribe how we ought to behave in a self-governing community by obeying laws and policies, volunteering in the community, and staying informed on issues.
• Fairness – expect equality, impartiality, openness and due process by demonstrating a balanced standard of justice without reference to individual bias.
• Respect - treat people with dignity regardless of who they are and what they believe. A respectful person is attentive, listens well, treats others with consideration and doesn’t resort to intimidation, coercion or violence to persuade.
• Responsibility - take charge of our choices and actions by showing accountability and not shifting blame or taking improper credit. We will pursue excellence with diligence, perseverance, and continued improvement.
• Trustworthiness – demonstrate honesty in our communication and conduct while managing ourselves with integrity and reliability.

In addition, this class will abide by all university and department policies. Take some time to read the following as university faculty have a good deal of latitude in some of their policy areas.

Late Work: All assignments are due by midnight on the day designated when the item is due. Late assignments will not be accepted for any reason. If you miss a deadline, expect to have points deducted for that assignment. (NOTE: If you have a ‘life happens’ unexpected situation, such as a medical condition or emergency, which affects your ability to meet the deadline, please contact me as soon as possible so that other arrangements might be made – documentation may be necessary).

Attendance: Attendance is critical for success in this class because much of the course content is offered in-class and we only meet 6 times. If you wish to pass the course, you must come to each class prepared for the day’s work. It is expected that you arrive on time, ready to go, with any required preparation completed. (NOTE: If you have a ‘life happens’ unexpected situation, such as a medical condition or emergency, which affects your ability to meet the deadline or to attend class, please contact me as soon as possible so that other arrangements might be made – documentation may be necessary).

Courtesy: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct).

A positive learning environment" is one that allows and encourages contemplation, thoughtful discourse and critical analysis of information. Regardless of whether the contact takes place via electronic means, face-to-face or in a classroom setting, it is important to be courteous and respectful in responding to ideas that may differ from yours. This is an educational environment, and therefore each student should exhibit a decorum that lends itself to the intellectual exchange of views and ideas.
Students are asked to refrain from reading or sending text messages, using cell phones, listening to voice mail messages, using laptops for emails or other personal uses, or using any other equipment in class in any way that distracts the student, another student, the guest speaker or the faculty. In addition to a potential of being experienced as rude, distracting behaviors can dampen class discussions, cause discomfort, or distract from the participatory nature of this class. Violations of this request will be reflected in the ‘Engagement’ portion of the final grade.

**Academic Honesty:** Each student is required to do his or her own work on graded assignments, to appropriately paraphrase material and cite references, and to abide by the policies set forth in the BSU Student Code of Conduct. Please refer to the Student Code of Conduct on the BSU website or in the catalog.

Instructors in the COBE do not tolerate plagiarism and other forms of academic dishonesty such as collusion. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion.

COBE defines plagiarism as occurring when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. Simply having a list of sources at the end of the project does not sufficiently meet the academic standards for acknowledging sources. The Department defines collusion as selling academic products (any written or recorded or pictorial material intended to be submitted to satisfy an academic requirement). You must acknowledge and document all sources (quoted and paraphrased) in your formal report. Documentation requires clear identification within the text (embedded in your sentences or in parentheses, endnotes, or footnotes) of the source for material that has been summarized, paraphrased in your own words, or quoted directly. Page numbers must be given for direct quotes.

**Drop Policy:** Please review the University policy on drop procedures and ramifications.

**Incomplete Grades:** The Incomplete grade is reserved for those students who have been active in class and have maintained a passing grade until nearly the end of the course. If circumstances in the last few weeks make it impossible for a student to hand in the last assignments(s), then the Incomplete can be granted. The student must supply documentation concerning the circumstances that have made it impossible for course work to be completed.

Students who have failed to turn in assignments in earlier weeks are not eligible for an Incomplete and will not be granted one. Anyone who is unable to complete the work in the semester they are enrolled will not be able to do it alone in the following term.

If the missing work is not handed in by the end of the next long semester, the grade automatically goes to an F, by university policy. There is no appeal for that grade.

**Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC. Please stop by the DRC offices located inside the Lincoln Garage, right across from the Student Union Building or call 208-426-1583 to make an appointment with a disability coordinator. To learn more about the accommodation process, visit the website at [http://drc.boisestate.edu](http://drc.boisestate.edu)  A student with a disability requiring accommodation needs to contact the faculty so that appropriate arrangements can be made.
## COURSE OUTLINE / CALENDAR

**COURSE CALENDAR:**
NOTE: This calendar could change during the course of the semester. Students will be alerted to any changes via email and Blackboard. The syllabus posted on Blackboard will always be the most current.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LET'S GET STARTED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 14</td>
<td>Overview of Course and Syllabus including grading components, introductory activities, schedule, class policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Volunteer Management Model</td>
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<td></td>
<td>Questions and Input</td>
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</tbody>
</table>
| **PART ONE** | VOLUNTEER RESOURCE PROGRAMS  
Assessment, Analysis And Planning | |
| Jan 21 | Questions:  
o SYLLABUS & Model – final review  
o Templates – What are the questions | Send an introduction of yourself – past/current experiences as a volunteer, your interest in nonprofits, and future aspirations! |
| | Volunteer Site Selection | |
| | Lecture/Discussion: Issues of the Theoretical Model Part One  
o Class Input on Part One – past experiences | |
| | Are we ready to launch? | |
| **PART TWO** | STRATEGIC DEPLOYMENT AND IMPLEMENTATION  
Accession, Training, Communications, Management (Risk Management) | |
| Feb 18 | Lecture/Discussion: Issues of the Theoretical Model Part Two  
Class Input – Knowledge Building | |
| | DUE: Worksheet #1 | |
| **PART THREE** | RESULTS AND EVALUATION  
Evaluating the Program and Impact | |
| Mar 17 | Lecture/Discussion: Issues of the Theoretical Model Part Three  
Class Input – Knowledge Building  
Introduction to live Case Study | All knowledge activities and volunteer hours completed by midnight Mar 31 |
| | DUE: Worksheet #2 | |
| **PART FOUR** | APPLIED MANAGEMENT PRACTICE  
Local, State, National, International | |
| April 14 | Lecture/Discussion: Issues of the Theoretical Model Part Four  
Class Input – Knowledge Building | |
| | DUE: Worksheet #3 | |
| **LIVE CASE STUDY AND PANEL** | | |
| April 21 | Class Input – Knowledge Building  
Live Case Study Discussion  
Panel Discussion (Optional) | |
| | DUE: Worksheet #4 | |
| **EVERYTHING COMPLETED – NO CLASS** | | |
| April 30 | DUE: Worksheet #5  
All assignments and completed log including Class Project – Case Study | Worksheet #5, final log, and case study project due midnight April 30 |