VOLUNTEER MANAGEMENT
Knowledge Building / Effective Outcomes
NONPROF 450 (Hybrid)

Spring 2017
Thursday 6:00-9:00* p.m. MBEB 1106
(*Note: class ‘ending’ time change from 8:45 to 9:00 p.m.)

Class Face-to-Face (F2F) Meeting Schedule
January 19; February 2 & 9; March 2 & 30; and April 20

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.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:
Required Textbook. There is not a required textbook for the class. Students can expect to be assigned research or at times 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 provides a theoretical context for understanding all aspects of Volunteer Management and course content (NONPROF 450 Spring 2017).

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.
Welcome to Spring 2017 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 2017 NONPROF 450 is an introductory exploration of volunteer management. Throughout the semester students build and share knowledge gained from: past experiences, interviews, media analysis, researched articles, volunteering, class discussions and a class service learning project to assist a nonprofit organization. This knowledge is organized along the continuum of a theoretical construct (graph is provided).

Spring 2017 is taught as a hybrid, meaning that the class meets face-to-face only six (6) times during the semester, with the remaining content delivered through independent study. Class sessions are scheduled: January 19, February 2 & 9; March 2 & 30; and April 20. (The semester ends May 9th, all classwork must be submitted by midnight Monday 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 theoretical continuum for understanding the entire spectrum (all aspects) of Volunteer Management. Within context of this model, students seek knowledge and, as a class, explore and generate a collective understanding of the intricacies of Volunteer Management. A portion of each class session highlights different parts of the model, largely through lectures, discussion, student presentations and classroom activities. Students share knowledge gained through past experiences, as well as new knowledge acquired during Spring 2017 through interviews, researched articles, media analysis and volunteer experience.

Students contribute to the design of the class through interaction with the syllabus and structure on the first day of meeting face-to-face, January 19th. Students offer discussion as to what knowledge will be of value in the future and respond to the Volunteer Management model (graph) 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.

In the last month of the semester, the class strategizes around and solves a ‘live case,’ a real issue for a nonprofit in the community. This is a culminating service learning project and an opportunity to work with a concern within the context of an organization’s volunteer program.
LEARNING OBJECTIVES AND OUTCOMES:

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

1. Increase understanding of volunteerism, including trends and types of volunteers in nonprofit organizations.
2. Understand and articulate a theoretical construct for Volunteer Management issues and activities;
3. Increase knowledge of Volunteer Management through active engagement in interviews, research, analysis of media reports, and volunteer experience
4. Demonstrate commitment by exploring options for study that reflect personal value and meaning;
5. Communicate effectively (verbal and written) to contribute to collective volunteer management ‘knowledge’ for the class;
6. Demonstrate ability to analyze volunteer management issues from a systemic perspective;
7. Understand the relationship between human resources management and volunteers (including the employment cycle of volunteers such as recruitment, selection, training, performance evaluation)
8. Understand the practical and ethical aspects of directing a volunteer program to avoid legal or potentially harmful conflicts and challenges (i.e. risk management and policies);
9. Articulate ‘best practices’ towards building and sustaining a strong and effective volunteer program;
10. Increase understanding of nonprofit governance and volunteer boards and the relationship with staff;
11. Gain skills and confidence needed to resolve a Volunteer Management issue or problem for a ‘live case’ project (service learning); and
12. Demonstrate personal growth in critical thinking, problem solving, and ethical decision making.

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:

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>90 - 100%</td>
<td>A Exceptional: reflects commitment, hard work and excellent quality</td>
</tr>
<tr>
<td>80 - 89%</td>
<td>B Impressive: reflects commitment, hard work and high standard of quality</td>
</tr>
<tr>
<td>70 - 79%</td>
<td>C Meets all commitment, effort and requirements as expected</td>
</tr>
<tr>
<td>60 - 69%</td>
<td>D Some requirements are met, but some are not</td>
</tr>
<tr>
<td>59 - lower</td>
<td>F Does not meet minimum requirements</td>
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Grades are based on a 100-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</td>
<td>25%</td>
</tr>
<tr>
<td>Worksheets</td>
<td>50%</td>
</tr>
<tr>
<td>Project</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Engagement/Commitment (25 points):** A highly noticeable ‘engagement’ in the class and assignments is essential for meeting grading requirements for NONPROF 450. I recognize ‘full engagement’ when considering attendance, participation, presentations, preparation, communication, feedback and an obvious desire to learn and succeed in this course. A fully engaged class member shows ongoing interest during face-to-face class meetings and takes an initiative to schedule a mid-term conference call with the instructor to discuss progress. Because much of the course is taught through independent study, worksheets reflect
accountability to ongoing engagement and reasonable hours of engagement, rather than last minute ‘I had better get this done’ effort. Over the course of the semester, an engaged and committed student selects knowledge building options that reflect personal interest and meaning (i.e. not something found just to satisfy the requirement). Committed students are prepared for class and 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).

**Worksheets (50 points):** Seeking and building knowledge is at the core of the learning experience for NONPROF 450. The focus for study is a theoretical 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 a collective understanding of all aspects of this continuum (model). The result is an understanding of systemic issues and the complexities surrounding volunteer management, a solid foundation in preparing students for ‘real world’ experiences in management and governance.

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, developed as independent study activities, guide students toward building in essence, personal ‘textbooks.’ Students seek knowledge that has relevancy and personal meaning (i.e. interests, learning goals, or careers). Knowledge is gained from multiple and diverse sources outside of class and is clearly linked to course content (Part 1, 2, 3, or 4 of the theoretical model). All knowledge gained has useful and relevant qualities in helping to explain the complexities of volunteer management. Sources for knowledge include:

- Past Experience
- Other Sources
  - 5 Interviews
  - 10 Researched Articles
  - 5 Current Events or Issues reported in Media (local, state, national, or international)
- 10 Hours Current Volunteer Activity (Service Learning)

Student knowledge is summarized on worksheets and shared during class sessions. Collectively, knowledge gained by the entire class serves as reference points for resolving ‘live case’ problems or issues.

Eight (8) worksheets, designed to expand learning, account for 50% of the total grade. Worksheets are individual assignments submitted on Blackboard according to due dates designated on the syllabus.

Worksheet #1 Introduction to Self and Course - Due Jan 18
Worksheet #2 - Due Feb 1
  - Personal Experience
  - 2 Other Source Summaries
Worksheet #3 – Due Feb 8
  - 2 Other Source Summaries
  - Policy
Worksheet #4 – Due Feb 22
  - 6 Other Source Summaries
Worksheet #5 – Due Mar 1
  - 6 Other Source Summaries
Worksheet #6 – Due Mar 29
  - 4 Other Source Summaries
  - Summary of 10 hours of Volunteer Work (Service Learning)
Worksheet #7 ‘Live’ Case Study (Service Learning) – Due Apr 19
Worksheet #8 Self Evaluation – Due Apr 30
‘Live Case’ Class Project – Resolving a Problem/Issue in Volunteer Management (25 points):
NONPROF 450 is a service-learning designated class and 25% of the student’s final grade is based upon participation and contribution to a culminating project to resolve a ‘live case’ volunteer management problem or issue experienced by a nonprofit organization. This project will be introduced at the March 2nd class meeting. Students have options in meeting the requirements, allowing for flexibility. Components such as a product (solution), written report and presentation will be required. This project will serve as the primary and culminating focus of study during the last month of class.

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**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 culminating class project designed to benefit both the student as a learner and the local community;
- Develop a spirit of partnership and connections with the community;
- Develop a life-long commitment to service and civic involvement (university and COBE objectives); and
- Explore how to integrate personal, ethical and citizenship ideals with a successful managerial career.

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**INSTRUCTOR AND UNIVERSITY POLICIES**

**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 on the syllabus when the item is due. 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 course content lectures, discussions and student presentation occur only during the six face-to-face meeting 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 points deducted from the ‘Engagement/Commitment’ portion of the final grade. If you receive a message that you must respond to, you are asked to quietly leave the classroom or wait for a break to handle personal business (just as you would do if attending a workplace meeting).

**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 disability.

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>DUE DATES</th>
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| **PART ONE: VOLUNTEER RESOURCE PROGRAMS**  
  *Assessment, Analysis And Planning*  
  Jan 19  | Review of Worksheet #1  
  Overview of Course and Syllabus  
  Introduction to Volunteer Management Theoretical Model  
  Volunteer Site Selection & Culminating ‘Live Case’ Project Part One  
  Intro to Worksheet #2 | Worksheet #1 due midnight Jan 18 |
| Feb 2      | Lecture/Discussion:  
  Issues of the Theoretical Model Part One  
  Intro to Worksheet #3  
  Class Presentations – experience & readings | Worksheet #2 due midnight Feb 1st |
| **PART TWO: STRATEGIC DEPLOYMENT AND IMPLEMENTATION**  
  *Accession, Training, Communications, Management (Risk Management)*  
  Feb 9   | Lecture/Discussion:  
  Issues of the Theoretical Model Parts One & Two  
  Intro to Worksheets #4 and 5  
  Class Presentations – experience & readings | Worksheet #3 due midnight Feb 8th |
| **PART THREE: RESULTS AND EVALUATION**  
  *Evaluating the Program and Impact*  
  Mar 2   | Lecture/Discussion:  
  Issues of the Theoretical Model Parts Two & Three  
  Intro to Worksheet #6  
  Class Presentations – experience & readings  
  Introduction to live Case Study | Worksheet #4 due midnight Feb 22  
  Worksheet #5 due midnight March 1st |
| **PART FOUR**  
  *APPLIED MANAGEMENT PRACTICE*  
  *Local, State, National, International*  
  Mar 30  | Lecture/Discussion:  
  Issues of the Theoretical Model Parts Three & Four  
  Intro to Worksheets #7 & #8  
  Live Case Study Updates  
  Class Presentations – experience & readings | Worksheet #6 due midnight March 29th |
| April 20   | Live Case Study Presentations and Discussion  
  Panel Discussion (Optional) | Worksheet #7 due midnight April 19 |
| April 27   | No class but nearing end of semester!  
  Finish up everything please, I need to post grades before May 9th | Worksheet #8 due midnight April 30 as well as finalized case study (class project), and late assignments |