

# **PADP 7900 MANAGING VOLUNTEERS IN THE PUBLIC AND NONPROFIT SECTORS**

## **Course Syllabus**

### **Fall 2017**

---

#### **BASIC INFORMATION**

##### **Class Information**

PADP 7900  
Section 30731  
6:50pm-9:50pm Monday  
MLC 245

##### **Instructor Information**

Rebecca Nesbit, PhD  
Office: Baldwin 280D  
Phone: 706-583-5570  
Email: [nesbit7@uga.edu](mailto:nesbit7@uga.edu)  
Office hours: 5:30pm-6:30pm Monday  
By appointment

#### **COURSE DESCRIPTION**

Volunteers are increasingly important in the United States and around the world. A wide variety of nonprofit and public organizations use volunteers to some degree. Not only are financially-strapped organizations seeking to use volunteers to enhance their capacity, but policy-makers and community leaders see volunteering as a vehicle to improve communities and solve public problems. However, despite widespread approval of and use of volunteers, many organizations are challenged to effectively manage volunteers to both meet volunteers' needs and to keep high-quality volunteers returning to the organization and performing high-quality work. The purpose of this course is to provide a comprehensive introduction to the design and management of volunteer programs. By the end of this course, students should be able to:

- Understand the historical and culture importance of volunteering in the United States
- Understand volunteers' basic social background, psychological characteristics, and motivations
- Distinguish different types of volunteer roles, including service-delivery and policy (governing board) volunteers
- Understand different management models and theories as they apply to volunteer programs
- Plan and prepare for using volunteers, including creating policy documents and applying risk management concepts
- Develop and implement sound strategies for volunteer recruitment, retention, and recognition
- Create meaningful work for volunteers, screen and match appropriate volunteers to the work, and preparing effective orientation and training

## **TEXTBOOKS AND OTHER COURSE MATERIALS**

There is one required textbook for this course:

Connors, Tracy D. (ed.) (2012). *The Volunteer Management Handbook: Leadership Strategies for Success*. (second edition) Hoboken, NJ: John Wiley and Sons. (ISBN: 978-0-470-60453-3 (hardback); ISBN: 978-1-118-12740-7 (ebook))

## **ASSIGNMENTS**

*Classroom Engagement:* Students are expected to come to class prepared. The weekly reading is mandatory and students should come prepared to discuss and extend the readings in class. Students should bring their books and other reading materials to class.

Students are expected to participate actively in class—to answer questions, discuss ideas, share comments, and ask questions. On occasion we will do in-class activities that will count toward engagement points for that day. Students who do not come prepared to class may be excluded from participation in the in-class activities at the instructor's discretion. Both the quantity and quality of students' contributions to the class and to small group activities matter. A major component of engagement is demonstrating your mastery of the reading assignments and showing that you are actively engaged in all classroom activities.

I will deduct engagement points from students who come late to class (or leave early), who do not come prepared, or who engage in distracting behaviors during class time (see section below on student behavior in class). If laptops computers and/or other electronic devices are deemed to be detracting from the learning environment, the instructor might ban them from the classroom.

While your classroom engagement grade does count toward your overall grade, I also use this grade for making decisions about borderline grades. A student with a borderline grade who has been actively engaged throughout the course may receive the benefit of the doubt when final grades are assigned.

*Mini-Assignments:* There are ten small assignments spaced throughout the semester. The assignment descriptions are posted on eLearning Commons (eLC). Assignments are due at the beginning of class during the assigned week. The assignments may not be turned in late, but they may be turned in early if you know that you will be missing class for some reason. You are allowed to redo one assignment in order to raise your grade on that assignment.

*Field Experience Project:* Students will participate in a field experience pertaining to volunteer management and will produce a product related to the field experience. Students will also write a reflection paper on the experience. A description of the project and grading rubric are available on eLC.

*Final Exam:* There will be a final exam in this course. The exam will be open-book and open-notes. The exam will cover material from the book, homework assignments, lectures and classroom discussions and activities.

## GRADES

Assignment	Approximate Points	Approximate Percent of Final Grade
Class Participation	140	16%
Mini-Assignments (9)	135	15%
Field Experience Project	400	46%
Final Exam	200	23%
<b>Grand Total</b>	<b>875</b>	<b>100%</b>

The grading scale for the class is: 93%-100% A, 90%-92% A-, 88%-89% B+, 83%-87% B, 80%-82% B-, etc.

## ALTERATIONS TO SYLLABUS

The instructor reserves the right to make alterations to the course syllabus depending on the composition of the class, student preparation, and the quality of the work received. Students will receive adequate notification of any changes made to the syllabus.

## GENERAL CLASSROOM POLICIES

### *Punctuality*

Students are expected to arrive in to class on time and to stay for the entire class period. As your instructor, I strive to begin each class period exactly on time out of respect for my students and their dedication to their education. I expect the same respect from students toward the instructor and other students. Arriving at class after the class has started will result in an automatic deduction from the participation grade. Students who leave class early will also receive reduced participation grades.

### *Student Behavior in Class*

In order to create a conducive learning atmosphere for all students, it is important that students actively participate in positive ways and avoid distracting and disturbing behaviors. Students are expected to turn off cell phones, pagers, ipods, and any other noisemakers before class begins. Text messaging is not allowed during class. Listening to music is not allowed during class. Reading newspapers, magazines or other non-class materials during class are not allowed. The instructor reserves the right to arrange the seating in class to create a better learning atmosphere.

Laptops will be allowed in class, HOWEVER, they must be used for class-related purposes only. If a student uses a laptop inappropriately during class (i.e., checking email, posting on facebook, etc.), then that student may lose the privilege of having a laptop in class and will have his or her participation grade significantly reduced.

Students are expected to treat guest speakers with the utmost respect. This includes attending class on the day of the speaker's presentation, arriving on time, staying through the whole class period and asking thoughtful questions.

### *Civility*

Disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

### *Assignments*

Late assignments are generally not accepted. In the event that the instructor chooses to accept a late assignment, the grade on that assignment will be reduced. All assignments must be turned in at the beginning of class. No work may be submitted by email unless otherwise instructed.

### *Incompletes*

An incomplete will only be given if coursework completed in the course is of passing quality and some hardship prevents the student from completing the rest of the work on time. I interpret hardship to mean some serious illness or family emergency, and not just class overload at the end of the semester. You must provide me with documentation of your hardship. If it becomes absolutely necessary for you to receive an incomplete in this class, then you and I will together design a contract for completing the course in a timely manner.

In the case of personal or family hardship that will significantly affect your performance in the class, please come speak to me immediately. The longer you wait to talk to me, the less help I will be able to give you.

### *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. The Disability Resource Center (<http://drc.uga.edu/>) coordinates services for students with disabilities and provides other services. If you have a disability for which you may request accommodation in UGA classes and have not contacted the Disability Resource Center, please do so as soon as possible.

### *Course Materials/Copyright and Plagiarism Statements; Academic Dishonesty*

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. Whenever you rely on the words or ideas of other people in your written papers, you must acknowledge the source of the words or ideas.

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. The instructor reserves the right to use any digital plagiarism detection program (such as Turnitin.com) for papers in this course at her discretion. You will be asked to submit your papers in a digital format so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please consider the use of the program as a learning tool for all of us.

Also, course materials prepared by the professor, together with the content of all lectures and presented by the professor are the intellectual property of the professor. Video and audio recording of lectures without the consent of the professor is prohibited.

A helpful site to assist you in avoiding plagiarism and to understand UGA's policies pertaining to academic honesty is found at:  
<http://ovpi.uga.edu/academic-honesty>.

### **Additional Resources to Help You Succeed:**

*Library Assistance:* The UGA Libraries offers a great collection, much of it available online and reference assistance in person, via phone, via email, and via IM. The instructor reserves the right to require some or all students to meet with a librarian regarding class research projects should that be deemed necessary.

*Writing Center:* The UGA Writing Center offers a variety of services to assist you in improving your writing. Resources are noted on their web site (<http://writingcenter.english.uga.edu/>). In addition, they offer consultation sessions both in person and online. Please allow two days for a response to your inquiry. The instructor reserves the right to require some or all students to meet with writing center tutors should that be deemed necessary based on the quality of work turned in.

## CLASS SCHEDULE AND DUE DATES

DATE	TOPICS	ASSIGNMENTS
M Aug 14	History and State of Volunteerism	Cnaan et al. 1996 Graff 2002 CCVA Competency Framework
M Aug 21	Volunteers' Characteristics	Wilson 2012 Musick and Wilson Chapter 4 Einolf and Chambre 2011
M Aug 28	Strategizing Volunteer Engagement	Connors Chapter 3 Connors Chapter 5 Stallings 2014 <b>Mini-Assignment #1 due</b>
M Sept 4	<b>Labor Day—No Class</b>	
M Sept 11	Creating Meaningful Work for Volunteers	Connors Chapter 6 Stukas et al. 2009 Millette and Gagne 2008 <b>Mini-Assignment #2 due</b>
M Sept 18	Attracting and Onboarding Volunteers	Hager and Brudney 2011 Bekkers 2005 Musick and Wilson Chapter 13 <b>Mini-Assignment #3 due</b>
M Sept 25	Preparing Volunteers for their Roles	Connors Chapter 9 Connors Chapter 10 Boezeman and Ellemers 2008 <b>Mini-Assignment #4 due</b>
M Oct 2	Supervising and Managing Volunteers	Hager and Brudney 2008 Hager 2004 Volunteer Managers and Delegation <b>Mini-Assignment #5 due</b>
M Oct 9	<b>Project Work Week—No Class</b>	
M Oct 16	Sustaining Volunteer Involvement	Eisner et al. 2009 Gazley 2013 Vantilborgh et al. 2011 <b>Mini-Assignment #6 due</b>
M Oct 23	Advocating for Volunteer Involvement	Volunteering England 2010 Bromet-Bauer 2010 Brewis et al. 2010 <b>Field Experience Project Interim Report due</b>
M Oct 30	Volunteer and Staff Relationships	Connors Chapter 11 Connors Chapter 12 Rogelberg et al. 2010 <b>Mini-Assignment #7 due</b>
M Nov 6	Risk Management and Policies	Connors Chapter 7 Connors Chapter 14 Dolch and Sybert 2010 <b>Mini-Assignment #8 due</b>
M Nov 13	Evaluation and Record-Keeping	Connors Chapter 15

		Connors Chapter 16 Rogers et al. 2015
M Nov 20	<b>Thanksgiving—No Class</b>	
M Nov 27	Flexible Volunteer Management	Studer 2015 Brudney and Meijs 2009 Brudney and Meijs 2013 <b>Mini-Assignment #9 due</b>
M Dec 4	Volunteers in Government	Nesbit and Brudney 2013 Gazley and Brudney 2005 Brudney and Kellough 2000 Rehnborg 2003 <b>Field Experience Projects due</b>
M Dec 11	<b>Final Exam (due by midnight) Field Experience--Reflection paper and peer assessment due</b>	

## READING ASSIGNMENTS

### History and State of Volunteerism

Monday, August 14<sup>th</sup>, 2017

- Cnaan, Ram A., Femida Handy, and Margaret Wadsworth. 1996. "Defining Who is a Volunteer: Conceptual and Empirical Considerations." *Nonprofit and Voluntary Sector Quarterly* 25: 364-383.
- Graff, L. (2002). Emerging trends and issues in volunteerism and volunteer program management. *E-Volunteerism*, 3(1), 1-20.
- CCVA Body of Knowledge and Competency Framework

### Volunteers' Characteristics

Monday, August 21<sup>st</sup>, 2017

- Wilson, J. (2012). "Volunteerism Research: A Review Essay." *Nonprofit and Voluntary Sector Quarterly*, 41(2): 176-212.
- Musick, M. and J. Wilson. (2008) *Volunteers: A Social Profile*, Indiana University Press, Chapter 4 Motives
- Einolf, C., & Chambré, S. M. (2011). Who volunteers? Constructing a hybrid theory. *International Journal of Nonprofit and Voluntary Sector Marketing*, 16(4), 298-310.

### Strategizing Volunteer Engagement

Monday, August 28<sup>th</sup>, 2017

- Connors chapter 3 Preparing the Organization for Volunteers
- Connors chapter 5 Maximizing Volunteer Engagement
- Stallings, Betty. (2014). *12 Key Actions of Volunteer Program Champions: CEOs who Lead the Way*, Energize, Inc.

### Labor Day—No Class

Monday, September 4<sup>th</sup>, 2017

### Creating Meaningful Work for Volunteers

Monday, September 11<sup>th</sup>, 2017

- Connors chapter 6 Assessment, Planning, and Staffing Analysis
- Stukas, A. A., Worth, K. A., Clary, E. G., & Snyder, M. (2009). The matching of motivations to affordances in the volunteer environment an index for assessing the impact of multiple matches on volunteer outcomes. *Nonprofit and Voluntary Sector Quarterly*, 38(1), 5-28.
- Millette, V., & Gagné, M. (2008). Designing volunteers' tasks to maximize motivation, satisfaction and performance: The impact of job characteristics on volunteer engagement. *Motivation and Emotion*, 32(1), 11-22.

### Attracting and Onboarding Volunteers

Monday, September 18<sup>th</sup>, 2017



- Hager, Mark A. and Jeffery L. Brudney. 2011. "Problems Recruiting Volunteers: Nature versus Nurture." *Nonprofit Management and Leadership* 22: 137-157.
- Bekkers, Rene. (2005) "It's Not all in the Ask: Effects and Effectiveness of Recruitment Strategies of Nonprofit Organizations in the Netherlands" Paper prepared for the 34th Arnova Annual Conference Washington DC, November 17-20, 2005
- Musick, M. and J. Wilson. (2008) *Volunteers: A Social Profile*, Indiana University Press, Chapter 13 Volunteer Recruitment

### **Preparing Volunteers for their Roles**

Monday, September 25<sup>th</sup>, 2017

- Connors Chapter 9 Orientation: Welcoming New Volunteers into the Organization
- Connors Chapter 10 Training Volunteers
- Boezeman, E. J., & Ellemers, N. (2008). Volunteer recruitment: The role of organizational support and anticipated respect in non-volunteers' attraction to charitable volunteer organizations. *Journal of Applied Psychology*, 93(5), 1013.

### **Supervising and Managing Volunteers**

Monday, October 2<sup>nd</sup>, 2017

- Hager, Mark A. and Jeffrey L. Brudney. 2008. "Management Capacity and Retention of Volunteers" (pp. 9-27) in Liao-Troth, Matthew (ed.) *Challenges in Volunteer Management*, Charlotte, NC: Information Age Publishing.
- Hager, M. A. (2004). *Volunteer Management Capacity in America's Charities and Congregations: A Briefing Report*. Urban Institute.
- Volunteer Managers and Delegation, Michigan State University Extension, Parts 1 through 4  
[http://msue.anr.msu.edu/news/volunteer\\_managers\\_and\\_delegation\\_part\\_1](http://msue.anr.msu.edu/news/volunteer_managers_and_delegation_part_1)

### **Project Work Week**

Monday, October 9<sup>th</sup>, 2017

### **Sustaining Volunteer Involvement**

Monday, October 16<sup>th</sup>, 2017

- Eisner, David, Robert T. Grimm, Jr., Shannon Maynard, and Susannah Washburn. 2009. The New Volunteer Workforce. *Stanford Social Innovation Review*, Winter 2009.  
[http://www.ssireview.org/articles/entry/the\\_new\\_volunteer\\_workforce](http://www.ssireview.org/articles/entry/the_new_volunteer_workforce) [accessed August 23, 2010].
- Gazley, B. (2013). Predicting a volunteer's future intentions in professional associations: A test of the Penner Model. *Nonprofit and Voluntary Sector Quarterly*, 42(6), 1245-1267.

- Vantilborgh, T., Bidee, J., Pepermans, R., Willems, J., Huybrechts, G., & Jegers, M. (2011). Volunteers' psychological contracts: Extending traditional views. *Nonprofit and Voluntary Sector Quarterly*, 0899764011427598.

### **Advocating for Volunteer Involvement**

Monday, October 23<sup>rd</sup>, 2017

- Volunteering England. 2010. *Influencing Up: A Guide to Gaining Executive Support for Volunteering and Volunteer Management*. Volunteering England: London.
- Bromet-Bauer, Emilie. 2010. "Advocacy in Volunteer Administration." (pp. 463-486) in Seel, Keith (ed.) *Volunteer Administration: Professional Practice*. Council for Certification in Volunteer Administration/LexisNexis.
- Brewis, Georgina, Matthew Hill, and Daniel Stevens. 2010. *Valuing Volunteer Management Skills*. Institute for Volunteering Research: London.

### **Volunteer and Staff Relationships**

Monday, October 30<sup>th</sup>, 2017

- Connors chapter 11 Volunteer and Staff Relations
- Connors chapter 12 Communicating with Volunteers and Staff
- Rogelberg, Steven G. Joseph A. Allen, James M. Conway, Adrian Goh, Lamarra Currie, and Betsy McFarland. 2010. "Employee Experiences with Volunteers: Assessment, Description, Antecedents, and Outcomes." *Nonprofit Management and Leadership* 40: 423-444.

### **Risk Management and Policies**

Monday, November 6<sup>th</sup>, 2017

- Connors chapter 7 Policy Development for Volunteer Involvement
- Connors chapter 14 Risk Management in Volunteer Involvement
- Dolch, Norman A. and Pamela J. Sybert. 2010. "Data Management." (pp. 291-312) in Seel, Keith (ed.) *Volunteer Administration: Professional Practice*. Council for Certification in Volunteer Administration/LexisNexis.

### **Evaluation and Record-Keeping**

Monday, November 13<sup>th</sup>, 2017

- Connors chapter 15 Evaluating the Volunteer Program: Contexts and Models
- Connors chapter 16 Evaluating the Impact of Volunteer Programs
- Rogers, S. E., Jiang, K., Rogers, C. M., & Intindola, M. (2015). Strategic Human Resource Management of Volunteers and the Link to Hospital Patient Satisfaction. *Nonprofit and Voluntary Sector Quarterly*, 0899764015596434.

## **Thanksgiving Holiday—No Class**

Monday, November 20<sup>th</sup>, 2017

## **Flexible Volunteer Management**

Monday, November 27<sup>th</sup>, 2017

- Studer, S. (2015). Volunteer Management Responding to the Uniqueness of Volunteers. *Nonprofit and Voluntary Sector Quarterly*, 0899764015597786.
- Brudney, Jeffrey L. and Lucas C.P.M. Meijs. 2009. "It Ain't Natural: Toward a New (Natural) Resource Conceptualization for Volunteer Management." *Nonprofit and Voluntary Sector Quarterly* 38: 564-581.
- Brudney, Jeffrey L. and Lucas Meijs. 2013. "Our Common Commons: Policies for Sustaining Volunteer Energy." *Nonprofit Policy Forum* 4: 29-45.

## **Volunteers in Government**

Monday, December 4<sup>th</sup>, 2017

- Nesbit, Rebecca and Jeffrey L. Brudney. 2013. "Volunteer Use in Local Government Service Delivery." *ICMA Municipal Yearbook*, 31-40.
- Gazley, Beth and Jeffrey L. Brudney. 2005. "Volunteer Involvement in Local Government after September 11: The Continuing Question of Capacity." *Public Administration Review* 65: 131-142.
- Brudney, Jeffrey L. and J. Edward Kellough. 2000. "Volunteers in State Government: Involvement, Management, and Benefits." *Nonprofit and Voluntary Sector Quarterly* 29: 111-130.
- Rehnberg, Sarah Jane. 2003. "Investing in Volunteerism: Recommendations Emerging from the Study of the Impact of Volunteers in Texas State Agencies." *Journal of Volunteer Administration* 21: 33-38.