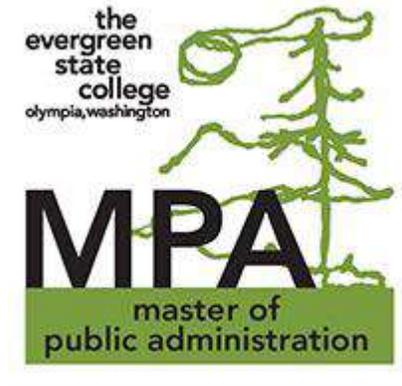


Volunteer Engagement for Nonprofits

Summer 2018 – Full Session
Mondays, 6:00-10:00pm
Seminar 2, Room [?]

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Course Description:

This course will explore the fundamentals of volunteer engagement as a professional practice in the nonprofit and human services setting. Students will identify and analyze emerging trends in volunteerism, and learn how to be effective advocates for good volunteer stewardship as a key element of nonprofit sustainability.

The content of this course will follow the successive steps in the volunteer engagement “cycle” and focus on the competencies required for each step. Students are encouraged to keep a particular organization and volunteer position/role in mind through the successive readings and assignments, in order to effectively apply these principles.

Learning Objectives:

1. Develop an understanding of the fundamentals of volunteer engagement as a professional practice in the nonprofit/human services setting.
2. Identify current trends in volunteerism and their relation to current professional practice in volunteer engagement.
3. Analyze obstacles to the implementation of best practices in volunteer engagement by nonprofits, and learn how to advocate effectively for the involvement of volunteers and the role of the volunteer manager as part of a sustainable nonprofit organization.
4. Become familiar with local and online professional resources for volunteer managers, and learn how best to utilize them.

Required Readings:

Books:

Seel, Keith, ed. *Volunteer administration: professional practice*. 3rd edition. Council for Certification in Volunteer Administration and LexisNexis.

Articles:

TBA

For class assignments and discussion, we will make use of various professional and academic articles relating to volunteer engagement; these will be made available through Canvas.

In addition to the assigned texts, students are encouraged to seek out other resources and articles relating to each week's topics and utilize them for the assignments and personal learning.

Some Recommended Readings:

Harvard Business Review. (2015). *HBR Guide to Coaching Employees*. Boston: Harvard Business School Publishing Corp. .

Schein, E. H. (2013). *Humble Inquiry. The gentle art of asking instead of telling*. Oakland: Berrett-Koehler Publisher, Inc.

Rosenberg, Marshall B., PhD (2015). *Nonviolent Communication: A Language of Life. (chapters 3, 11, &14)*. Encinitas: PuddleDancer Press

Class Schedule:

All class meetings will be Mondays, 6:00-10:00pm, for the 10 weeks of the Summer 2018 Full Session.

Week	Topics	Readings Due	Assignments Due
Week 1 June 25	History of the profession of volunteer engagement Emerging trends in volunteerism	Seel – Chapters 1, 2, and 13 Articles	<i>Homework:</i> Goals for the Class due
Week 2 July 2	Organizational needs assessments Position descriptions	Seel – Chapters 4, 5, and 6 Articles	<i>Homework:</i> Reflective Journal #1 <i>In class:</i> Position description
Week 3 July 9	Volunteer recruitment Relationship building part 1	Articles	<i>Homework:</i> Ask a Volunteer Manager, Reflective Journal #2 <i>In class:</i> Recruitment plan and language

Week 4 July 16	Screening, interviewing, and placement	Seel – Chapter 11 Articles	<i>Homework:</i> Reflective Journal #3 <i>In class:</i> Screening criteria, interview questions
Week 5 July 23	Orientation and training Adult learning principles	Articles	<i>Homework:</i> Reflective Journal #4 <i>In class:</i> Key elements of successful orientation and training
Week 6 July 30	Supervision, support, and performance management	Articles	<i>Homework:</i> Reflective Journal #5 <i>In class:</i> Key elements
Week 7 August 6	Volunteer recognition Conflict resolution Relationship-building part 2 and retention	Seel – Chapters 3 and 7 Articles	<i>Homework:</i> Reflective Journal #6 <i>In class:</i> Recognition and retention plan
Week 8 August 13	Measuring volunteer impact Program evaluation	Seel – Chapters 9 and 10 Articles	<i>Homework:</i> Reflective Journal #7 Orientation Manual <i>In class:</i> Outcome measures and evaluation criteria
Week 9 August 20	Advocacy for volunteer engagement <i>Guest panel</i>	Articles	<i>Homework:</i> Reflective Journal #8 <i>In class:</i> Advocacy plan and “talking points”
Week 10 August 27	Professional resources and certification Final presentations	Articles	<i>Homework:</i> Reflective Journal #9 Final presentations and visuals

Assignments:

1. Goals for the Class (due by start of class, Week 1)

Give a summary of your interest and/or experience in the field of volunteer engagement. Are you new to the nonprofit sector? Are you starting your own nonprofit? Have you been in the nonprofit sector for a while and found yourself with volunteer engagement added to your duties? etc. Address some topics that you're interested in and the skills and knowledge you would like to improve or develop by the end of this class, as well as an emerging trend in volunteerism that interests you or impacts the kind of work you want to do. Two to three pages.

2. Weekly Reflective Journal (due Weeks 2 through 10)

Students will create and submit weekly journal entries that reflect reading, class discussions, and related course work. These journal entries are a chance for you to reflect on what you are learning and to comment on your professional development, readings, and class structures throughout the course and may be used for the basis of in-class discussion. Journal entries are turned in weekly at the beginning of week 2 of class. 1-2 pages, double spaced.

3. Ask a Volunteer Manager (due Week 3)

For this assignment, students will choose a type of nonprofit work (homeless services, seniors, nutrition, youth, etc.) that they are interested in, and develop a list of questions relating to volunteer engagement in that field based on the topics to be covered in this class – for example, “what is the greatest challenge to recruiting volunteers for a nonprofit that serves seniors?” Students will contact a volunteer manager at a nonprofit doing that type of work, and get input on the questions they've developed (in-person or via e-mail, phone, Skype, etc.). A summary of the questions and responses will be submitted for the assignment, minimum three pages. The content of this assignment, along with your Goals for the Class and the position description developed during Week 2, should guide your further work in this course.

4. Orientation Manual (due Week 8)

Develop an orientation manual for volunteers placed in a position at your (real or imagined) organization. Hint: You can utilize the position description you developed in Week 2 and other previous homework and in-class assignments as a basis for this document. The manual should cover all necessary basic information about the organization (mission, vision, values, history, etc.), duties of the position, relevant policies and procedures (code of conduct, conflict resolution, safety, etc.). Minimum 8 pages. If you work at an organization that already has these materials, create new ones for a different or fictional organization.

5. Public Presentations (visuals due by start of class Week 10)

Develop and give a five-minute presentation in class about the volunteer position you have envisioned for your organization over the course of this class. This can be imagined as a

presentation to a community group to recruit volunteers, or to the leadership of your organization explaining how it furthers the mission. Cover the ways in which this is both an exciting growth opportunity for volunteers and a crucial way to support the work of the organization, what the duties and time commitment are, the kind of support volunteers will receive, and why volunteers are vital to the cause. Presentation should be accompanied by a visual aid such as a PowerPoint, Prezi, etc.

Course Policies:

TESC MPA Mission Statement: “**Be the Change.**” Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We think critically and creatively; communicate effectively; work collaboratively; embrace diversity; we value fairness and equity; advocate powerfully on behalf of the public; and imagine new possibilities to accomplish positive change in our workplaces and in our communities.

Assignment Format: Unless otherwise noted, all written assignments should be typed, double spaced, 12-point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear, and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

Participation and attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty should be notified prior to a class. After one absence (full day), make-up work may be assigned at faculty discretion on a case-by-case basis. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After two absences (two days) students may be denied full credit. Finally, if students do miss a class, they are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late assignments: Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a case-by-case basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive four graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No incompletes will be awarded. Full loss of credit decisions will be made by the faculty. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples’ work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the MPA Handbook and College Statement on

Academic Honesty for more information. Failing to meet course requirements (such as not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter. **Partial credit may be awarded on a case-by-case basis.**

Evaluation: A written self-evaluation and faculty evaluation are required each quarter for credit. All final evaluations are to be submitted via my.evergreen.edu. Evaluation conferences may occur in-person or over the phone.

Multiculturalism and Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Technology Use and Learning Styles: We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, posting on/checking social media, reading unrelated materials such as e-mail, playing with an iPod, laptop, or cell phone are not appropriate.) Consult your faculty to discuss learning style options.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

Conduct and Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the social contract: WAC 174-121-010 College Philosophy.

We will abide by the Student Conduct Code (including academic integrity and plagiarism):
Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process.

We will abide by the Non-Discrimination Policies and Procedures at TESC.

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them.

Communication: E-mail and Canvas are our primary means of communication. Students are responsible for checking their Evergreen e-mail and Canvas regularly.