

**TEXAS A&M UNIVERSITY**  
**DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION, AND COMMUNICATIONS**

**ALEC 608 – Sections 699-700 - LEADERSHIP OF VOLUNTEERS**  
**(3 credits; 3 lecture hours)**  
**Fall 2018**

*I don't know what your destiny will be, but one thing I know: The only ones among you who will be truly happy are those who will have sought and found how to serve.*

Albert Schweitzer

**COURSE DESCRIPTION/NATURE OF THE COURSE:**

Leadership of volunteers is a study of human relationships. This course is pragmatic in its approach and one that can be used in volunteer organizations no matter what your title: program coordinator, board member, paid staff, or volunteer. The class sessions will include an examination of theory and models of volunteerism; reasons for volunteering; assessment and evaluation techniques; task descriptions; and building organizational relationships. I have high expectations of you. You are expected to do your work, take an active role in discussion, THINK, and learn from each other.

**PREREQUISITE:** Graduate Classification

**LEARNING OUTCOMES:** Upon completion of the course you will:

1. Understand the role of volunteers in nonprofit organizations and the role of the volunteer administrator.
2. Compare and contrast the three major models of volunteer management and apply one to the management of a nonprofit organization.
3. Gain leadership skills necessary to create a positive organizational culture
4. Create a volunteer management handbook that incorporates models and theories evaluated in class.

**INSTRUCTOR:** Dr. Barry L. Boyd      222 AGLS BLDG  
979-862-3693      [b-boyd@tamu.edu](mailto:b-boyd@tamu.edu)  
Office Hours by Appointment (call 862-3001)

**MEETING TIME AND LOCATION:** Course will be delivered online via eCampus

**REQUIRED TEXT:** *The Volunteer Management Handbook, 2<sup>nd</sup> Ed.*, Edited by Tracy Connors, (2012)

**COURSE EVALUATION:**

<u>Volunteer Administrator Shadow</u>	100 points	14%
<u>Module Reflection Papers</u> (6 @ 50 points each)	300 points	43%
<u>Trends in Volunteerism Paper</u>	100 points	14%
<u>Volunteer Management Teaching Portfolio</u> (2 lessons @ 100 ea.)	<u>200 points</u>	<u>29%</u>
TOTAL COURSE POINTS	700 points	100%

**COURSE GRADE:**

630-700 points	A	Note: points -
560-629 points	B	not percents
490-559 points	C	are used in the
420-489 points	D	calculation of
Below 420 points	F	your grade

**CLASS SCHEDULE:**

	<b>Course Topic</b>	<b>Readings/Assignments</b>	<b>Time Requirement</b>
Week 1 Module 1 <i>Volunteerism in the U.S.</i>	Course Introduction Slides Lesson 1 – Scope/Trends of Volunteerism in the U.S	Read: <i>The New Volunteer Workforce</i> from Readings Folder; View Slides	Est 5 Hours
Week 2 <i>Volunteerism (cont)</i>	Lesson 2 – Categories of Volunteers/Master Volunteers	View Slides; Read Ch. 2; pp 31-35, 41-51 <b>Module 1 Reflection due</b>	Est 5 Hours
Week 3 Module 2 <i>The Role of the Volunteer Administrator</i>	Lesson 1 – The Role of the Volunteer Administrator Lesson 2 – Competencies Needed by Volunteer Administrators	View Slides; Read <i>Identifying Competencies for Volunteer Administrators</i> (e-campus) <b>Part I of Volunteer Teaching Portfolio due; Module 2 Reflection due</b>	Est 15 Hours
Week 4 Module 3 <i>Models of Volunteer Administration</i>	Lesson 1 - Overview of Models of Volunteer Administration Lesson 2 – GEMS – Generating Volunteers organizational needs assessment, writing job descriptions, identifying, recruiting, screening, and selecting	L1 - Read Ch. 1; <i>Volunteer Models and Management</i> and <i>GEMS Model</i> (e-campus); View Slides L2 – Ch. 6, pp133-145; Read Ch. 8; View Slides	Est 10 Hours
Week 5	Lesson 3 – GEMS – Educating Volunteers orienting, protecting, resourcing, and teaching	View Slides; L3 – Ch. 9 & 10	Est 5 Hours
Week 6 Module 3 <i>GEMS Model (continued)</i>	Lesson 4 – Mobilizing Volunteers engaging, motivating, and supervising	View Slides; Read <i>Self-Evaluation in the Supervision of Volunteers</i>	Est 5 Hours
Week 7	Lesson 5 – Sustaining Volunteers evaluating, recognizing, and redirecting, retaining or disengaging	View Slides; L5 - Ch. 6, pp. 128-133 <b>Module 3 Reflection due</b>	Est 15 Hours
Module 4 Week 8 <i>Organizational Leadership</i>	Lesson 1 – Volunteer Protection, Risk Management	View Slides; Read: <i>Emergency Managers Debate the Need for Background Checks; Ch. 14 of text.</i> <b>Trends in Volunteerism Paper due October 20</b>	Est 15 Hours
Week 9	Lesson 2 – Leaders as Creators of the Vision	View Slides; <b>Volunteer Shadow due November 4</b>	Est 10 Hours

Week 10	Lesson 3 – Strategic Planning – Using SWOT to Reach your Vision	View Slides; Read Ch. 6 from text. <b>Module 4 Reflection due 11/4</b>	Est 10 Hours
Module 5 Week 11 <i>Systems Leadership</i>	Lesson 1 – Understanding the System in Which You Operate Lesson 2 – Power and Delegation	View Slides; <b>Lesson 1 due November 11;</b>	Est 10 Hours
Week 12	Lesson 3 – Working with Volunteer Board Members	View Slides; L 3 - Read Digital A chapter from your text (chapter is online) <b>Module 5 Reflection due 11/18</b>	Est 10 Hours
Module 6 Week 13 Week <i>Organizational Culture</i>	Lesson 1 – What is organizational culture?  Lesson 2 – Creating a positive culture that nurtures volunteers	View Slides; Read Ch. 4 – Shaping an organizational culture...	Est 10 Hours
Week 14	Course Evaluations	<b>Lesson 2 due November 30;</b> <b>Module 6 Reflection due 12/1</b>	Est 10 Hours

This course has been assigned three credit hours based upon the work represented by verifiable student achievement of institutionally established learning outcomes, direct faculty instruction, and academically engaged time (Federal Rule 75 FR 66832; see <https://www.gpo.gov/fdsys/pkg/FR-2010-10-29/pdf/2010-26531.pdf>).

#### DESCRIPTION OF ASSIGNMENTS:

**Module Summaries** – Modules may be spread out over 2-3 weeks. You are to write a two page reflection at the end of each Module and post in the Discussions area of E-campus. Describe what you believe to be the 3-5 most critical items of information in that module. If there are questions for thought posted in the Module directions, then also answer those questions.

**Analysis Paper** - “Current Trends in Volunteer Administration or Volunteerism.” A trend implies direction. Something is happening more frequently or less frequently. You may have noticed a trend in volunteering that you would like to expound upon, that would be a great subject-matter choice as well. You will prepare an analysis paper of a current trend, new theories, and/or models of volunteerism or volunteer administration. Explain how this trend impacts the volunteer administrator.

This paper should be between 600 and 1,000 words. Your primary reference should be from either a refereed journal article or from a reputable newspaper or magazine, that is not more than five years old. A refereed journal is one that the articles have been peer-reviewed. The first three journals listed under “useful links,” are all refereed journals. You may utilize as many references as you wish, but you should find at least two other supporting articles that support your main article. Double-space this paper, and follow the APA Style Manual (6<sup>th</sup> ed.). Spelling, grammar, and punctuation will affect your grade for this paper.

#### Volunteer Administrator Shadow

You will spend a minimum of 6 hours shadowing a volunteer administrator in a non-profit organization. This is a shadowing experience, not an interview. You are to observe them in action. At the end of the shadowing experience, you should ask them to describe their personal philosophy on leading volunteers. The shadowing should be done in a minimum of two-hour blocks. You will need to respond to the following items: a) what was your overall opinion of the agency in which you did your shadow? b) what volunteer models or strategies did the

VA use to assist with the administration of the volunteer program? c) provide information for how the VA addresses each of the following:

- Recruitment
- Job Descriptions
- Motivation
- Training and Development
- Risk Minimization or Management
- Rewards and Recognition
- Policies and Procedures
- How does the VA interact with volunteers, paid staff, directors of the non-profit
- Describe the VA's philosophy on managing/leading
- Include the name of the volunteer administrator and their agency

The total document should be about 5 ds pages. 100 points.

### **Volunteer Instructor Portfolio**

One of the goals of this class is to prepare you to be able to teach a professional development course to a group of volunteers. You are to develop your own non-profit organization that uses volunteers. You will need to name the organization and describe the following components that describe your organization. Part I is due by **September 15**.

Part 1:

- Name
- Purpose (Mission) of organization
- Brief history of organization
- Values that agency operates by
- Vision for the organization – what do you want to be?
- Roles of volunteers in your organization – what tasks do they do for you?

You will then develop two lessons that can be used in orienting or training volunteers. Each lesson should last 30-45 minutes (even though you will not actually present it) and contain the following elements:

- Learning objective for the lesson
- Resources required for the lesson
- Your notes or outline on the topic that include examples to illustrate key points
- One power point that you will use to cover the topic – should follow your outline
- One interactive activity (complete directions required and an explanation of how it reinforces for teaches your topic)

Lesson 1: due **November 11**

Lesson 2: due **December 1**

You may find the information in Chapter 10 on Training volunteers useful in preparing your lessons.

This assignment should be loaded into e-campus. Each lesson should be in its own folder on the drive with all accompanying notes, power points and resources in that folder.

**Explanation of assignments** (written or verbal) will be made in class. Grammar, spelling, punctuation, and readability will be considered in grading. All assignments should be typed, double-spaced (unless otherwise stated), and professional in appearance. All papers should be referenced using the APA Style Manual, 6<sup>th</sup> Edition. Assignments are due on the due date. I do NOT accept late assignments that are unexcused.

The "make up" policy follows university regulations. Assignments may be made up only if the absence was "university excused." See the Student Policy and Procedures Manual for descriptions of excused absences. Refer to the Student Rules regarding Academics at <http://student-rules.tamu.edu>.

### **Americans with Disabilities Act (ADA) Policy Statement**

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. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

### **Aggie Honor Code**

***An Aggie does not lie, cheat, or steal or tolerate those who do.***

*"Cheating is worse than being stupid."* - Tommy Lee Jones in the film *Man of the House*.

Upon accepting admission to Texas A&M University, you assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. We will talk about trust being central to leadership. I expect you to demonstrate a high level of trust and integrity. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information, please visit: [www.aggiehonor.tamu.edu](http://www.aggiehonor.tamu.edu).