

Associated Canadian Theological Schools of Trinity Western University

Graduate Course Syllabus

Course Number: CHM 595 OL

Course Name: Managing Volunteers

Semester and Year: Fall, 2021

Instructor: Randy Wollf, PhD, Associate Professor of Leadership Studies and Practical Theology

Teaching Assistant – T Anderson, MBA, MA-CL

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Pre-requisites: None

Semester Hours: 3

Online Portion: August 30 – October 23, 2021

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Course Description

The *Managing Volunteers* course will help you sharpen skills related to recruiting and serving volunteers in ways that help volunteers live out their calling with excellence and a deep sense of fulfillment while making an important contribution to the ministry or program in which they volunteer.

The course will help you understand and utilize key concepts and practices related to managing volunteers. In the course, you will assess the volunteer practices of a ministry, program or organization (preferably the one in which you currently serve). You will explore and discuss books and other materials

that describe some of the qualities and common characteristics of volunteers. This information will help you grow in your understanding of what motivates (and releases) people to volunteer.

The course will also help you to discover how to recruit outstanding volunteers.

The course connects servant leadership with the topic of managing volunteers. How do servant leaders support volunteers within their organization? As a part of providing support, how can servant leaders foster a learning orientation amongst their volunteers and provide training which helps them grow and serve with satisfaction and effectiveness?

Throughout the *Managing Volunteers* course, you will explore various theories related to managing volunteers, interrogate them, and use the emergent knowledge to formulate and implement volunteerism “best practices” for your ministry, program or organization.

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Course Objectives

This course will help you:

- Develop a stronger servant leadership approach to managing and serving volunteers.
- Gain an appreciation for the state of volunteerism in North America.
- Bridge theories associated with managing volunteers with successful best practices.
- Assess the motivational factors that prompt people to volunteer.
- Create strategies for recruiting outstanding volunteers.
- Evaluate what makes a good volunteer coordinator.
- Explore additional issues related to volunteerism including managing virtual volunteers, generational differences amongst volunteers, risk management and new roles for managers of volunteers.

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Course Learning Outcomes

Knowledge and its Application

- Demonstrate an in-depth understanding of the theory and practice of managing volunteers
- Apply knowledge about volunteerism to strengthen their own and other’s leadership
- Identify and interpret new ideas and research related to volunteerism

Cognitive Complexity

- Engage in academic research, writing, and communication as skilled practitioners who think critically and deeply about issues related to volunteerism
- Undertake inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking
- Engage in interdisciplinary thinking that bridges multiple disciplines
- Integrate ideas and experiences in a way that generates novel insights related to managing volunteers

Inter- and Intra-personal Wellness

- Appreciate the role of community in wellness
- Grow in emotional intelligence
- Demonstrate increased professional capacity and autonomy as leaders who employ volunteerism best practices in ways that strengthen individuals and the groups of which they are a part
- Exhibit superior organizational and time management skills
- Demonstrate academic and personal integrity

Aesthetic Expression and Interpretation

- Consider and practice creative engagement and interdisciplinary thinking
- Demonstrate the ability to engage in a dynamic educational environment within which intellectual and imaginative products are brought into relation with the most pressing human issues of our time

Social Responsibility and Global Engagement

- Analyze, appraise, and evaluate their insights about managing volunteers in a social context
- Develop the ability to become socially responsive agents with a commitment to understanding global issues

Spiritual Formation

- Cultivate a growing relationship with God that increasingly manifests itself in godly character, loving relationships, and missional living
- Demonstrate greater understanding of and active participation in God's work in the world
- Utilize spiritual practices to deepen their love for God and increase their ministry effectiveness
- Exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope

Leadership

- Demonstrate a growing capacity to help themselves and others grow in their relationship with God
- In partnership with the Holy Spirit, develop godly character and guide others to do the same
- Discern and live out their God-given calling as evidenced in their biblical purpose, core values, and personal vision

- Participate in and build loving communities that practice the “one another’s of Scripture
- Build healthy teams that work well together to accomplish team goals
- Grow leadership skills and other competencies for living out their calling with devotion and excellence

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Course Textbooks/Resources

Books

Anderson, Leith & Jill Fox. *The Volunteer Church: Mobilizing Your Congregation for Growth and Effectiveness*. Grand Rapids, MI: Zondervan, 2015, 160 pages.

McKee, Jonathan and Thomas McKee. *The New Breed: Understanding and Equipping the 21st Century Volunteer*. 2nd ed. Loveland, CO: Group, 2012. 278 pages.

Young, Jason, Jonathan Malm & Jenni Catron. *The Volunteer Effect: How Your Church Can Find, Train, and Keep Volunteers Who Make a Difference*. Ada, MI: Baker Books, 2020, 272 pages.

Electronic Resources (these will be available in the online classroom)

Caring Canadians, Involved Canadians: Highlights from the 2007 Canada Survey of Giving, Volunteering and Participating. Statistics Canada, 2007. 93 pages

Fryar, Andy, Rob Jackson and Fraser Dyer (eds). *Turning Your Organisation into a Volunteer Magnet*, 2004. 60 pages.

Take the First Step: Understanding Volunteer Screening [in Faith Communities]. Ontario Screening Initiative – Volunteer Canada. 12 pages

The Canadian Code for Volunteer Involvement. Volunteer Canada, 2006. 21 pages.

Total Reading – 892 pages

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Course Instructional Content

You are required to watch, listen to, and/or read the course instructional content and interact about the content in the online forums. The full instructional script along with links to the videos and audio podcasts will be posted in the Moodle online classroom.

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Course Assignments

There are several assignments for this course: [Online Forums](#), [Volunteer Management Audit](#), [Strategic Plan](#), [Boost Your Approach with Volunteers](#), [Major Project](#), and the [course evaluation](#). If you ever have an idea for an alternative assignment that you believe would have greater value and would still meet the objectives of the course, feel free to talk with me about it. In addition, feel free to use other formats (e.g. PowerPoints, videos) for your assignments. Please double-space all written assignments.

Assignments are due by midnight (Pacific Standard Time) on the day they are due. I would ask that you submit your assignments in Moodle. When you go to the Moodle classroom, you will see assignment folders where you can submit assignments. Once I have marked your assignment, I will put it in your grade book in the Moodle classroom where you can check your grade and review the comments I made on the assignment (you will receive an automatic notification whenever I put a graded assignment in your grade book). Please note that I will typically deduct 5% of an assignment's total possible value for each day that it is late. Having said that, if you find that you are unable to complete an assignment on time, I will grant one extension of up to one week for one assignment during the course (without penalty) when you inform me of your need for an extension before the due date for that particular assignment. I will also consider extensions in exceptional circumstances such as a medical emergency (when a doctor's note accompanies the request). For the times when I allow a student to rewrite an assignment, I will generally take off 20% of the assignment's value before assigning a grade to the rewritten assignment.

Here is an overview of all the assignments followed by a detailed description of them (you can click on the assignment links to go right to the description).

Overview of Assignments (click on link to go to description)

Week	Due Date	Assignments	Percentage of Final Grade	Cumulative Percentage
Week 1	Aug. 30 – Sept. 4	Online Forum Week #1 with Required Readings: <i>The Volunteer Church (Ch. 1-4)</i>, <i>Caring Canadians, Involved Canadians</i>, <i>The Canadian Code for Volunteer Involvement</i>	5%	5%
Week 2	Sept. 11	Volunteer Management Audit	10%	15%
Week 3	Sept. 13 – 18	Online Forum Week #2 with Required Readings: <i>The Volunteer Church (Ch. 5-7)</i>, <i>The New Breed (Ch. 1-4)</i>, <i>The Volunteer Effect (Ch. 1-3)</i>, <i>Turning Your Organisation into a Volunteer Magnet</i>	5%	20%
Week 4	Sept. 25	Strategic Plan	15%	35%

Week 5	Sept. 27 – Oct. 2	<u>Online Forum Week #3 with Required Readings:</u> <i>The Volunteer Church (Ch. 8-12),</i> <i>The New Breed (Ch. 5-8),</i> <i>The Volunteer Effect (Ch. 4-11)</i>	5%	40%
Week 6	Oct. 9	<u>Boost Your Approach with Volunteers</u>	15%	55%
Week 7	Oct. 11 – 16	<u>Online Forum Week #4 with Required Readings:</u> <i>The New Breed (Ch. 9-10),</i> <i>Take the First Step</i>	5%	60%
Week 8	Oct. 23	<u>Major Project</u>	40%	100%
Week 8	Oct. 23	<u>Course Evaluation</u>		100%

Online Forum Participation (20% of the final grade)

This course has four online forum weeks where you will have an opportunity to interact with others in the class around the instructional content, required readings, and assignments. You should plan to invest approximately three to four hours into each forum week. Each forum is worth 5% of your final grade.

Here is a schedule of the forum weeks that shows the required readings for each week (please note that the forum weeks start on Monday and end on Saturday):

- Form #1 – *The Volunteer Church (Ch. 1-4), Caring Canadians, Involved Canadians: Highlights from the 2007 Canada Survey of Giving, Volunteering and Participating, The Canadian Code for Volunteer Involvement*
- Forum #2 - Week 3 – *The Volunteer Church (Ch. 5-7), The New Breed (Ch. 1-4), The Volunteer Effect (Ch. 1-3), Turning Your Organisation into a Volunteer Magnet*
- Forum #3 - Week 5 – *The Volunteer Church (Ch. 8-12), The New Breed (Ch. 5-8), The Volunteer Effect (Ch. 4-11)*
- Forum #4 - Week 7 – *The New Breed (Ch. 9-10), Take the First Step: Understanding Volunteer Screening [in Faith Communities]*

Students are expected to contribute to the forum discussions by posting a minimum of four conversational (worth up to 10 points each) and three substantive contributions (worth up to 20 points each) per forum week. Each forum week has three forums that correspond to the readings and instructional content. The first substantive post for the first forum is due on the Tuesday, the second substantive post for the second forum is due on the Wednesday, and the third substantive post for the third forum is due on the Thursday.

By conversational contributions, I mean simply joining the flow of discussion with shorter responses (e.g. questions, affirmations, quick thoughts about what someone has said). I'd encourage you to ask good coaching questions that invite others in the class to think more deeply or in different ways.

By substantive responses, I mean responses that show a deep processing of relevant ideas (200 or more words). We have a tremendous opportunity to build on one another's knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. I anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

Substantive participation may include (among other things):

- ❖ Providing and developing a new thought, idea, or perspective.
- ❖ Citing an experience or example of what we are learning and showing how it applies.
- ❖ Adding a new twist on a perspective.
- ❖ Critically reflecting on an idea/concept.
- ❖ Questioning or challenging a principle/perspective and giving reasons for your questioning.
- ❖ Integrating Scripture and other sources in a meaningful way

What Substantive Participation is NOT:

- ❖ Very basic comments such as "I agree" or "I disagree."
- ❖ Restating what someone has said (*unless there is a direct purpose in doing so*).
- ❖ Disrespectfully disagreeing.
- ❖ Pat answers that are not thought-provoking.

Below are examples of how to stimulate your own and others' thinking:

- ❖ What would happen if...
- ❖ Other times it may be helpful to...
- ❖ It is my understanding...what is your experience with this?
- ❖ You might approach this from...
- ❖ Is it possible that...
- ❖ Would you consider...
- ❖ Maybe...
- ❖ Possibly...
- ❖ Sometimes...
- ❖ I'm wondering if...
- ❖ Do you think...

Have fun!

Note: You can use any of your forum posts in other papers for this course. I would also encourage you to view the posts of others as important resources that you can cite in your papers. Everyone brings a wealth of insights into the class!

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Volunteer Management Audit (worth 10% of the final grade)

The purpose of this assignment is to give you an opportunity to evaluate your group's approach to volunteerism. As a part of this assignment, read the *Canadian Code for Volunteer Involvement* and complete the *Volunteer Management Audit* on a ministry, program or organization of which you are a part (both documents are under the Home tab in Moodle). The Canada Volunteerism Initiative, funded by the Government of Canada, produced the documents as a way of helping volunteer coordinators assess the effectiveness of their programs against widely accepted standards for volunteer programs.

Because 360-degree evaluations add different perspectives to the evaluation results, I would like you to work through the Volunteer Management Audit with at least two other people who are part of the ministry, program or organization that you are evaluating (this should take place in a live meeting, if possible). Please include details as you go through the audit (e.g. if your ministry has various ways of recruiting volunteers, what are they?). Feel free to skip aspects of the audit that may not apply. After you have done the audit, agree on three of the twelve standards that you believe your ministry should focus on developing over the next year (e.g. you might choose Standard Eight: Orientation and Training as one of your target areas). When you submit the completed audit document, include a one-page summary of the three standards your group chose and your rationale for choosing them. For the Strategic Plan assignment, you will develop a detailed strategic plan around these three standards.

The assignment is due September 11.

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Strategic Plan (worth 15% of the final grade)

This assignment gives you an opportunity to work with your evaluation team to design a strategic plan for making the volunteer dimension of your ministry, program or organization even stronger in the three areas that you identified as key growth areas in the Volunteer Management Audit. Work together to brainstorm ways of strengthening the three standards you identified in Part 1 and develop a strategic plan that you believe will strengthen your approach to volunteers.

Describe the process you followed with your evaluation team. List three major objectives related to the three standards (one objective for each standard) that you identified as strategic growth areas in the Volunteer Management Audit (feel free to make the wording more appealing to those in your context). Then, develop at least five SMART (specific, measurable, achievable, realistic and timely) goals for each objective. Include a brief rationale as to why you believe these SMART goals will help you achieve the objectives.

The maximum length of this assignment is four pages. It is due September 25.

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Boost Your Approach with Volunteers (15% of the final grade)

The purpose of this assignment is to give you an opportunity to develop a practical tool or implement an activity that you believe will strengthen your approach with your volunteers in your ministry, program or organization. Here are three options (please choose one):

Option #1 - Volunteers Training Event – For this option, you can design and deliver a training event (or multiple training events) for your volunteers that is/are at least one hour in duration. Please include your instructional notes, PowerPoint, handouts and any other materials that you use for the training event(s). Include a one-page evaluative summary of the event(s) (what went well, what you would change for next time, etc.).

Option #2 - Volunteers Policy Manual - The policy manual is an eight-page guide that covers key issues we have addressed in this course and is specifically designed for use in your ministry, program or organization. The goal of the manual is to help leaders in your organization know how to effectively administrate volunteer programs that serve the volunteers and the organization well.

Option #3 – Create Your Own Tool or Activity – For this option, you can design your own tool or activity that you believe will boost your approach with volunteers. If you choose this option, please submit your proposal to me by September 25.

This assignment is due by October 9.

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Major Project (worth 40% of the final grade)

The purpose of major project is to give you an opportunity to research a particular topic related to managing volunteers in an in-depth way. This area should be one of particular interest to you and relevant to your current or future ministry (I suspect that this will become increasingly clearer as you do the *Volunteer Management Audit* and Strategic Plan assignment). You can research a general topic like “recruiting volunteers” or you can go with a specific topic like “recruiting millennial volunteers.” For this project, I expect a rigorous integration of the course materials (readings, instructional content, and forum discussions) and at least five additional sources. Here are just a few of the many topic possibilities:

- Recruiting volunteers
- Training volunteers
- What motivates people to volunteer
- A theology of volunteerism
- Jesus’ approach to serving volunteers
- Managing virtual volunteers
- Recruiting retirees
- Risk management with volunteers
- Creating a volunteer-friendly culture
- Evaluating volunteer performance
- Preparing youth ministry volunteers for success
- Safety issues
- Recognizing and encouraging volunteers

- Ethical issues in managing volunteers
- Other

The maximum length for this paper is 10 pages. It is due October 23.

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Course Evaluation

Because your feedback is very important to me (I will sometimes change future offerings of a course based on the feedback I receive from students), I have made the course evaluation a required part of the course. You will find the course evaluation under the Week 8 tab in Moodle. Once you have completed it, you will be able to submit your Major Paper.

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Grading Scale

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.

C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

Note: This grading rubric is an adaptation of the one used in the MA in Leadership and MA in Educational Leadership programs at TWU.

Assignment Assessment

When I assess written assignments and presentations, I tend to look for the following:

- Appropriateness – The content matches the requirements of the assignments.
- Substantiveness – The content reveals deeper level thinking. This may take the form of critiquing existing ideas and proposing new ones. It may involve applying ideas from the readings and class discussions in deeply personal ways. It could also include a novel integration of ideas from various sources. As you think about substantiveness, I would also ask you to go beyond “left brain” thinking that focuses on systematic and logical thinking. Add “right brain” analysis that views concepts in intuitive and more holistic ways. This may involve viewing assignment topics from creative vantage points by using word pictures, analogies, metaphors, pictures, diagrams, drama, poetry, music, and other creative devices that can often enrich conceptual meaning and make it more personal. In order to get an A on an assignment, **you really need to present your ideas in an integrative and creative way**. Go beyond the stated expectations of an assignment (not in terms of length ☺). Surprise me with a novel combination and/or expression of ideas.
- Coherence – The content flows in a consistent and meaningful way.
- Engaging – The writing style does not distract from the content (e.g. grammatical mistakes), but rather engages the reader’s attention. By the way, I love creative title pages that introduce a theme or multiple themes from your assignment in an engaging way.

Assignment Grade Appeals

Students can appeal their grade to me by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. You can make formal course grade appeals through the ACTS registrar’s office.

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Important Academic Notes from ACTS

Academic Integrity and Avoiding Plagiarism at TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

Students with a Disability

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>

Hospitality in the Classroom

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under- represented groups or those who have been marginalized.

Campus Closure and Class Cancellation Policy

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

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