SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Volunteer Management

CODE NO. : GER228   **SEMESTER:** 3

PROGRAM: Community Gerontology

AUTHOR: Nancy McClelland

DATE: Sept/2000   **PREVIOUS OUTLINE DATED:** Sept/98

APPROVED:

_____ _____

                   DEAN   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): CMM110, GER123, HSC103

HOURS/WEEK: 3

I.   COURSE DESCRIPTION:

Volunteer Management is essential in our economic times where resources need to be well allocated. Volunteerism in our communities is and can be a major contribution. Students will learn the History and Dynamics of Volunteerism, Recruitment and Marketing Program, Selection and Screening, Training and Orientation, Motivation, Supervision and Retention of the Volunteers, Designing the Job, Applying Organizational Structures and Setting Climates for Effective Work Relationships, Plan, Implement and Evaluate Volunteer Programs.

II.   LEARNING OUTCOMES:

Upon successful completion of this course the student will:

1. Identify the history, demographics, dynamics and contributions of volunteerism in our country to our society.

2. Identify various levels of volunteerism and appropriate activities and assignments for volunteers, considering needs and motivation theory.

3. Identify key components of volunteer recruitment programs.

4. Identify where volunteers may be used in specific settings.

5. Examine various tools used on a job application forms, interview format and conduct an application interview for prospective volunteers to a program.

6. Plan and deliver an effective group training/orientation session for volunteers. (ie. tour of Sault College, computers for older adults)

7. Assess appropriateness of volunteers for potential volunteer positions, using references, needs of the volunteer and the organization.

8. Demonstrate ability to provide challenges and opportunities to volunteers, appropriate supervision, redirection, evaluation and recognition.

9. Develop a volunteer job description and discuss how to match volunteer strengths and interests and the potential job requirements.

10. Identify and discuss issues among volunteers and organization relationships, unions and staff relationships, legal implications, seniors.

III.   **TOPICS:** Approximate Time Frames (Optional)

1. Recruiting, Marketing for Volunteers

    a) history of volunteering
    b) dynamics of volunteering
    c) contribution of volunteering
    d) appropriate settings for volunteers with older adults
    e) key components of volunteer recruitment program
    f) interviewing the volunteer
    g) orientation session for volunteers
    h) marketing for volunteers

2. Selection/Screening of Volunteers

    a) appropriate/inappropriate volunteers

3. Training/Orientation of Volunteers

4. Motivation, Supervision, Retention of Volunteers

    a) recognition models
    b) evaluation of volunteers and of programs
    c) performance appraisals
    d) fire the volunteer

5. Designing the Job

    a) matching the volunteer and the job description

6. Organizational Climate

    a) dynamics of volunteer, staff, organization, client and programs
    b) legal implications
    c) unions and volunteers

IV. **LEARNING ACTIVITIES:**

Topic/Unit I - Recruiting/Marketing for Volunteers

Learning Activities:

1. Explain the concept of Volunteerism

   a) history of volunteerism
   b) dynamics of volunteerism (why people volunteer)

2. Identify various levels of volunteerism in the community, region, province, country.

3. Review how volunteering is a major contribution to society.

   a) commitment of volunteers

4. Research the demographics of volunteerism for seniors' issues, events, causes.

5. Identify rights and responsibilities of volunteers.

6. Discuss the changing role of volunteers in society.

7. Identify examples of tasks which are appropriate for volunteers in general, as well as opportunities for individual volunteers.

8. Explore what motivates volunteers.

9. a) List and describe types of activities that are appropriate assignments for volunteers in specific situations.
         - recognize the volunteers' needs and motivation
         - where volunteers would benefit older adults

   b) Review the need for well developed communication skills.

10. Identify key components of a volunteer recruitment program.

11. Design a job application form/interview format for volunteers.

12. Conduct a job interview.

13. Plan and present an orientation session for a group of prospective volunteers.

14. Develop a marketing strategy for volunteer recruitment.

   a) promote the benefits of a volunteer program

Resources: n/a

IV.   **LEARNING ACTIVITIES:**

Topic/Unit II - Selection/Screening of Volunteers

Learning Activities:

1. Identify appropriate/inappropriate characteristics in prospective volunteers relative to a volunteer job.

    a) balance the needs of the volunteer and the organization
    b) respect confidentiality of interviewees
    c) criminal records check process
    d) usefulness of personality style indicators

2. Discuss the need to refer inappropriate volunteers to more appropriate positions.

3. Identify how to use volunteer references appropriately.

Resources: n/a

Topic/Unit III - Training/Orientation of Volunteers

Learning Activities:

1. Explain the type of information required in volunteer training programs.

    a) goals and objectives
    b) mission statements
    c) policy statements
    d) program planning formation
    e) facility/setting of work
    f) orientation
    g) expectations of employers, volunteers
            - reporting process
            - data collection of program statistics/reports
            - sensitivity to client's needs

2. Review literature/training resources appropriate to any volunteer training program.
    eg: Volunteer Ontario, United Way, private consultants workshops

3. Select appropriate training materials/information for target volunteer groups.

4. Review key principles of adult education (teaching/learning strategies)

5. Conduct an effective/interesting orientation/training session for volunteers

Resources: n/a

IV.   **LEARNING ACTIVITIES:**

Topic/Unit IV - Motivation, Supervision & Retention of Volunteers

Learning Activities:

1. Compare and contrast motivation models and how they contribute to the link up and retention of volunteers.

2. Demonstrate ability to provide challenges and opportunities for personal development to volunteers.

3. a) Identify what types of supervision are appropriate for different volunteer positions.

   b) Discuss the role of volunteer manager.

4. Provide examples of ongoing recognition to volunteers (formally/informally).

5. a) Identify information required to monitor and evaluate volunteers and volunteer programs on an ongoing basis.

   b) Develop performance appraisals for volunteer performance including constructive feedback.

6. Demonstrate how to follow up on evaluation recommendations.

7. Discuss strategies to help deal with difficult volunteers.

8. Explore ways/means of how to empower volunteers within organizations.

9. Perform an exit interview and redirect volunteer to other settings.

10. Discuss the need to fire a volunteer.

Resources: n/a

IV. LEARNING ACTIVITIES:

Topic/Unit V - Designing the Job

Learning Activities:

1. Design a volunteer job description.

2. Match the requirements of a volunteer job to the strengths and interests of a potential volunteer.

Resources: n/a

Topic/Unit VI - Organizational Climate

Learning Activities:

1. Review organizational theories.

2. Identify how volunteers fit into organizational structures.

3. Anticipate/predict the dynamics of the volunteer/client/ organization relationships.

4. Identify legal implications of utilizing volunteers.

5. Review the relationship between unions and volunteers.

6. Encourage healthy volunteer staff relationships.

7. Discuss the need to treat volunteers as part of a team and integrate them into the organizational structure.

Resources: Principles of Administration text.

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

Ginette Johonstone, (1997). <u>Management of Volunteer Services in Canada</u>, JTC. Inc. Carp, ON

Additional Resource Materials Available In The College Library:

Book Section (TITLE, PUBLISHER, EDITION, DATE, LIBRARY CALL NUMBER IF APPLICABLE)

By Definition - Policies for Volunteer Programs by Linda Graff

<u>Booklets</u>

V.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Provincial Training Program in Volunteer Management by Bob & Susan Gernon, Weston, Ontario (6 workshop booklets)

Management of Volunteers (ISBN-0-7729-8956-7)

Volunteer/Staff Relationships (ISBN-0-7729-8957-5)

Periodical Section (MAGAZINES, ARTICLES)

Audio-visual Section (FILMS, FILMSTRIPS, TRANSPARENCIES)

VI.   EVALUATION PROCESS/GRADING SYSTEM:
(INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS, ETC.)

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be provided and discussed by the teacher within the first two weeks of class.

The following semester grades will be assigned to students in postsecondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see *Policies & Procedures Manual – Deferred Grades and Make-up*).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VII.   **SPECIAL NOTES:**

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:
The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VIII.   **PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX.   **DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.