

UST 494  
UST/PAD/NAL/PDD 594

**LEVIN CHAIR SEMINAR:  
DEVELOPING AND SUSTAINING VOLUNTEER PROGRAMS**

Spring Semester 2009

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## Introduction

The Levin Chair Seminar: Developing and Sustaining Volunteerism and Volunteer Programs addresses major issues in the involvement of volunteers in the nonprofit and public sectors. The course focuses on the two main types of volunteers: service volunteers and policy volunteers.

“Service volunteers” are those who assist organizations in undertaking or supporting their major operational tasks, such as delivering services to clients (for example, providing mentoring, counseling, etc.) and facilitating the work of paid staff (for example, performing administrative and maintenance tasks for the organization, such as filing, telephone, etc.). When people speak about volunteers, they usually mean these “service” volunteers. Equally important are “governance” or “policy” volunteers, those who serve on the board of directors or policy-making committees of nonprofit organizations (for example, finance committee, nominations committee) and are entrusted with decision-making authority. Normally called board members or directors or trustees, these volunteers bear ultimate responsibility for the organization, and offer strategic guidance and leadership to it.

The course will closely examine both types of volunteers. With regard to service volunteers, the course considers the design and organization of volunteer programs, including background on volunteerism, elements of the volunteer program, structuring the volunteer program, job design for volunteer programs, volunteer motivation and retention, and evaluation. With regard to governance or policy volunteers or directors or trustees of nonprofit boards, the course considers the general requirements of board members, as well as some important models of board governance.

## Seminar Schedule and Arrangements

This seminar will meet in intensive format (with breaks!), according to the following schedule:

<b>Date</b>	<b>Scheduled Time</b>	<b>Type of Meeting</b>
Friday, March 6, 2009 (Session I)	3:00 PM-6:00 PM	Orientation (meet in UR 326)
Monday-Friday, March 16-20, 2009 (Sessions II-VI)	9:00 AM to 6:00 PM	Seminar Sessions (meet in UR 326) and individual consultation with Instructor
Friday, May 8, 2009 (Session VII)	8:45 AM-6:00 PM	Capstone Session (meet in the Bonda Room, UR 254)

The seminar has three different types of meetings:

At the **Orientation Session** (Session I) we will discuss the course structure and content and expectations for participant performance. As detailed below, each student must complete an applied research project on volunteerism/volunteer management at an organization for the course. Representatives from organizations that have interesting projects for students will attend the Orientation Session and discuss possible projects with them. It is also possible for students to complete a project at their own organization, as long as it is significantly different than their job/appointment at that organization.

The **Seminar Sessions** (Sessions II-VI) are planned as learning workshops featuring significant participant interaction. During these sessions we will present and analyze the course material, engage in group activities, plan and work on participant projects, and meet individually with the instructor during planned break times. In addition, we will hear presentations on important topics from expert scholars and practitioners in the field.

During our final **Capstone Session** (Session VII), participants will present their projects to other participants and to officials whom they will invite from the organizations or sites at which they undertook the projects. So that we can build a community of individuals and organizations interested in volunteerism/volunteer management, an official(s) from the placement organization must attend the Capstone Session.

## **Books**

### Required:

Brudney, Jeffrey L. 2009. Emerging Areas of Volunteering. Indianapolis, IN: Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA). Second Printing with new Introduction by the Editor, 2009.

Gill, Mel D. 2004. Governing for Results: A Director's Guide to Good Governance. Victoria, British Columbia, Canada: Trafford Publishing Ltd.

### Recommended:

Brudney, Jeffrey L. Fostering Volunteer Programs in the Public Sector: Planning, Initiating, and Managing Voluntary Activities. San Francisco, CA: Jossey-Bass, 1990. On electronic reserve (e-reserve) at the Cleveland State University Library.

## Course Materials and Access

I have posted the readings and other materials used in the course at <ftp://urban.csuohio.edu/utility/> and on the public “n:” drive, in the folder “jbrudney.” You will need to print or have access to these materials. If you encounter any difficulties in accessing course materials requiring passwords, please enter “PADP7900” or “SOWK7377” at the password prompt.

Some course materials are available under “course reserves” at the Cleveland State University Library. You may access these materials at: scholar.csuohio.edu. You may find the materials under course reserves at “UST 494” or “UST 594” or by the instructor name “Brudney.”

You should plan to bring a “jump drive” or “thumb drive” to class. Students will prepare and give group presentations during the seminar. The easiest way to post class presentations is to use a jump/thumb drive.

## Evaluation of Student Performance

Evaluation of student performance will be based on the components below. We will discuss the components thoroughly at our Orientation Session.

### Applied Research Project

The major assignment for the course is an applied research project. All applied research project topics must be discussed with the instructor and approved in advance.

The applied research project should demonstrate knowledge of the concepts elaborated in the seminar and the readings, as well as application of them to an actual organization, volunteer program, or board of directors.

The applied research project is **not** volunteering for an organization. It consists of designing, conducting, and completing a project from which you will learn and the organization will benefit.

For the applied research project, each student must interview at least two people in the placement site (organization).

You may undertake the applied research project in an organization in which you are employed or otherwise involved. **The project, however, must be substantially different than your usual or normal work responsibilities.**

An official(s) from the placement organization at which you are conducting your applied research project must attend our final Capstone Session. At the Capstone Session, students will present their applied research projects to: the other students in the seminar, officials whom they have invited from the organizations at which they undertook the project, and the instructor.

At our Orientation Session representatives from nonprofit organizations will suggest applied research projects for you to undertake. You may also have other organizations in mind for your applied research project. It is your responsibility to identify and find an organization at which you will conduct your applied research project, arrange with the organization to carry out the project, and to make sure that a representative(s) from the host organization attends our Capstone Session.

#### Further Guidelines for the Applied Research Project

- 1) Students must have a finished -- or interim -- product of the project, for example, a set of job descriptions for volunteers, or a web site of volunteer opportunities and procedures, or a handbook for the volunteer administrator, or a volunteer recruitment campaign, etc. The student must present the completed or interim product at the Capstone Session. If the student wants to continue work on the project beyond the Spring Semester, the instructor can arrange for credit for Independent Study for additional hours.
- 2) The project must benefit the host organization (not “make-work”).
- 3) The student must learn through the project, i.e., the project cannot be providing routine administration or person-power for the host organization.
- 4) The student must interact with organization staff, and preferably receive feedback from them regarding the project and its results.
- 5) The project must be in the area of volunteerism/volunteer management.
- 6) As stated above, the student may carry out the applied research project in an organization in which she or he is employed or otherwise involved. The project, however, must be substantially different than the student’s usual or normal work responsibilities.

- 7) As stated above, the applied research project topic must be approved by the instructor in advance.
- 8) The applied research project is the main student component and requirement for the course. As such, a reasonable expectation is that the student will devote at least 50 hours or more to the project.

### Group Exercises

Students will form into small groups during the seminar sessions to complete group assignments, which focus primarily on the creation and design of volunteer programs. Please come prepared to participate fully in the seminar, including the group assignments.

### Class Participation

Students will be assessed on positive class participation.

### Contribution of Course Components to Final Grade

The approximate weight accorded to these components in the overall evaluation of student performance is as follows:

<b>Course Component</b>	<b>Contribution to Grade</b>
Applied Research Project	60%
Group Assignments	15%
Presentation of applied research project and class participation	25%
Total	100%

## Course Schedule, Topics, and Readings

### Session I, Friday, March 6, 2009: Orientation to the Seminar

Participant introductions  
 Goals of course  
 Expectations for course  
 Structure of course  
 Presentations of proposed projects from Representatives of Nonprofit Organizations:

**Lydia Bailey**, Lutheran Metropolitan Ministry, 2100 Lakeside Men's Shelter

**Joy Banish**, RSVP of Greater Cleveland

**Brian Broadbent**, Business Volunteers Unlimited

**Mary Powell**, Thea Bowman Center

**Amy Swanson**, Voices for Ohio's Children

**Debbie Chitester and Jo Ann Jacobson**, American Red Cross, Greater Cleveland Chapter

### Session II, Monday, March 16, 2009: An Introduction to Volunteerism: Service (Hands-on) Volunteering and Policy (Governance) Volunteering

#### Service (Hands-on) Volunteering, Topics and Readings:

A Quiz on Volunteering  
 Volunteer Involvement in City, County, and Federal Government  
 Policy Areas of Volunteering  
 Rates of Volunteering Over Time, according to the Independent Sector Organization and the Bureau of Labor Statistics

#### Policy (Governance) Volunteering, Topics and Readings:

Mission, Vision, and Values Statements  
 Governance and Governance Duties (Gill, Part I)  
 Board Responsibilities (Gill, Part III, pages 92-93)  
 "Pillars of Excellence" and Governing for Results (Gill, Parts VI and VII, pages 121- 123)

Group project: Mission, Vision, and Values

**Session III, Tuesday, March 17, 2009: Designing and Organizing the Volunteer Program for Effectiveness and Accountability, and Models of Board Governance**

Designing Volunteer Programs, Topics and Readings:

Why Volunteers? Advantages and Disadvantages of Volunteer Involvement  
 Conceptual Model of the Volunteer Program (Brudney, 1990, Chapters 1, 3-5, and 7. On Library Reserve)  
 Structure of Volunteer Program  
 Leadership of the Volunteer Program  
 Policies for the Volunteer Program

11:00 AM: Guest Speaker, **Amy Swanson**, Voices for Ohio's Children

Models of Board Governance Topics and Readings:

Board Types (Gill, Part II, Appendix A)

Board Models (Herman and Heimovics, Harris, Carver)

Carver, John, and Carver, Miriam. 1996. Basic Principles of Policy Governance. San Francisco, CA: Jossey-Bass.

Herman, Robert, and Heimovics, Richard. 1990. "The Effective Nonprofit Executive: Leader of the Board." Nonprofit Management and Leadership, vol. 1, no. 2 (Winter), pp. 167-180.

Harris, Margaret. 1993. "Exploring The Role Of Boards Using Total Activities Analysis." Nonprofit Management and Leadership, vol. 3, no. 3 (Spring), pp. 269-281.

Group Exercise: Boards in Practice:

Carr, Rebecca. February 4, 2001. "Can Atlanta Save SciTrek?" Atlanta Journal-Constitution, p. A1.

Wilhelm, I, and Williams, G. November 15, 2001. "American Red Cross Names Interim Chief And Vows Additional Changes." The Chronicle Of Philanthropy, p. 10.

Duane D. Stanford, June 15, 2006. "People Problems Led To Library Chief Ouster; One On Gwinnett Board Sheds Light." The Atlanta Journal-Constitution, p. 1D.

**Session IV, Wednesday, March 18, 2009: Volunteer Job Design and The Three R's: Recruiting, Recognizing, and Retaining Volunteers, and Achieving Excellence in Board Governance**

Volunteer Program and Job Design and the Three R's: Recruiting, Recognizing, and Retaining Volunteers

Volunteer Job Design  
Recruitment, Retention, and Recognition of Volunteers

10:30 AM: **Dr. Richard Klein**, Maxine Goodman Levin College of Urban Affairs, Cleveland State University, "The Entrepreneurial spirit and Nonprofit Volunteer Management"

Achieving Excellence in Board Governance

Gill, Mel D. 2004. Governing for Results: A Director's Guide to Good Governance. Parts I, II, III, pages 92-93 (Board/Staff Relationships), Parts VI, VII, pages 121- 123 (Impediments to The Use of Suitable Governance Practices, Keys to Successful Governance), Appendix A (Board Types).

4:00 PM: Guest Speaker: **Brian Broadbent**, Business Volunteers Unlimited

Group Exercise: Volunteer Program Management Plan

Group Exercise (begin): Volunteer Job Design

**Session V, Thursday, March 19, 2009: Emerging Areas -- and Issues -- of Volunteering: Approaches to Evaluation; Risk Management; Collaboration with Paid Staff; Managing, Motivating, and Strengthening Volunteer Performance; Volunteer Centers and "Third Party Volunteering"**

Group Exercise: Volunteer Job Design (continued)

Brudney, Jeffrey L. (Editor) 2005. Emerging Areas of Volunteering (Second Printing with new Introduction by the Editor, 2009) possible topics:

Cross-National Volunteering  
 Employee Volunteer Programs  
 Episodic Volunteering  
 Evaluation of Volunteer Programs and Net Benefits  
 Promoting Volunteer Programs and Professionalism in Volunteer  
 Administration  
 Reconceptualizing Volunteer Engagement  
 Risk Management in Volunteer Programs  
 Virtual (online/electronic) Volunteering  
 Volunteer Centers  
 Volunteerism in Government

10:00 AM: Guest Presentation: **Robin Ott** and **Betsy Norris**, **Adoption Network Cleveland**, Organizational Change and its Impact on Volunteer Involvement

3:00 PM: Guest Presentation: **Dr. Richard Klein**, Maxine Goodman Levin College of Urban Affairs, Cleveland State University, “When Disaster Strikes ... and You Still Need Volunteers”

Group Exercise (new):

Participants will form into groups according to their interests; each group will prepare and present one of the above topics to the class during Session VI.

**Session VI, Friday, March 20, 2009: Emerging Areas -- and Issues -- of Volunteering: Approaches to Evaluation; Risk Management; Collaboration with Paid Staff; Managing, Motivating, and Strengthening Volunteer Performance; Volunteer Centers and “Third Party Volunteering” (cont.)**

Brudney, Jeffrey L. (Editor) 2005. Emerging Areas of Volunteering, possible topics (cont.):

Cross-National Volunteering  
 Employee Volunteer Programs  
 Episodic Volunteering  
 Evaluation of Volunteer Programs and Net Benefits  
 Promoting Volunteer Programs and Professionalism in Volunteer  
 Administration  
 Reconceptualizing Volunteer Engagement  
 Risk Management in Volunteer Programs

Virtual (online/electronic) Volunteering  
Volunteer Centers  
Volunteerism in Government

11:00 AM: Guest Speaker: **Mary Powell**, Thea Bowman Center

2:00 PM: Guest Speaker: **Joy Banish**, RSVP of Greater Cleveland

Group Exercise (continued):

Participants will form into groups according to their interests; each group will prepare and present one of the above topics to the class.

**Session VII, Friday, May 8, 2009: Capstone: Participant Presentation to Class and to Representatives from Community**

Students will present their applied research project to the class and to representatives from the community. The community representatives are officials at the sites where students have conducted their applied research projects. An official(s) from the placement organization must attend the Capstone Session.