



**ED 626 Volunteer Ministry (3)
Winter 2007**

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Class location: 753

I am usually available to meet with you when I am in my office. Exceptions include times immediately before and during classes or meetings. If, for some reason, I am not available during office hours please check with the CTS secretary.

Course Description

Designed to help the leader of volunteers increase their effectiveness in the local church and other non-profit organizations. Develops a theological rationale for ministry by non-professionals and examines voluntarism's contemporary contexts. Equips the learner to identify, recruit, place, train, equip, motivate, and support volunteers.

Goals

The learner will:

- Be familiar with selected Biblical principles of lay ministry and spiritual gifts.
- Have a basic understanding of the primary forces influencing contemporary organizational structure relevant to volunteers.
- Will have a well-developed and theologically informed strategy for volunteer identification and placement.
- Will be able to motivate volunteers.
- Will be able to recruit volunteers.
- Will be able to conceptualize the dynamics of change and strategy in the volunteer organization.
- Understand the primary issues related to volunteer training.
- Will have improved research ability.
- Will have awareness of publications and resources related to volunteer ministry research.

Formational Goals

The learner will:

- have an appreciation for the role of the Holy Spirit.
- develop a deeper respect for the perspective and needs of the volunteer.
- experience gaining information through a simple survey method.

Ministry Formational and Integration Goals

The learner will:

- Interact with ministry professionals and laypersons as a resource for improved ministry practice and reflection.
- Develop a volunteer placement strategy ready for local church use.

Textbooks

These textbooks are required for this class. All are available at the *Giving and Volunteering* site on the Internet.

Readings due February 9:

<p>Bowen, Kurt. <i>Religion, Participation, and Charitable Giving: A Report</i>. Volunteer Canada & the Canadian Centre for Philanthropy, 1999. http://www.givingandvolunteering.ca/pdf/n-vc1-en.pdf</p> <p>Hall, Michael, David Lasby, Glenn Gumulka, & Catherine Tryon. <i>Caring Canadians, Involved Canadians: Highlights from the 2004 Canadian Survey of Giving, Volunteering and Participating</i>. Ottawa, ON: Statistics Canada, Canadian Heritage, Health Canada, Human Resources and Social Development Canada, & Public Health Agency of Canada, 2006. http://www.givingandvolunteering.ca/pdf/CSGVP_Highlights_2004_en.pdf or http://www.statcan.ca/english/freepub/71-542-XIE/71-542-XIE2006001.pdf</p> <p>Lasby, David & David McIver. <i>Where Canadians Volunteer: Volunteering by Type of Organization</i>. Volunteer Canada & the Canadian Centre for Philanthropy, 2004. http://www.givingandvolunteering.ca/pdf/reports/Where_Canadians_Volunteer.pdf</p> <p>Lasby, David. <i>The Philanthropic Spirit in Canada: Motivations and Barriers</i>. Volunteer Canada & the Canadian Centre for Philanthropy, 2004. http://www.givingandvolunteering.ca/pdf/reports/Philanthropic_Spirit.pdf</p> <p>Lasby, David. <i>The Volunteer Spirit in Canada: Motivations and Barriers</i>. Volunteer Canada & the Canadian Centre for Philanthropy, 2004. http://www.givingandvolunteering.ca/pdf/reports/Volunteer_Spirit.pdf</p> <p>McKeown, Larry, David McIver, Jason Moreton & Anita Rotondo. <i>Giving and Volunteering: The Role of Religion</i>. Volunteer Canada & the Canadian Centre for Philanthropy, 2004. http://www.givingandvolunteering.ca/pdf/reports/Religion.pdf</p>
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Readings due February 16:

Lasby, David & David McIver. *Where Canadians Donate: Donating by Type of Organization*. Volunteer Canada & the Canadian Centre for Philanthropy, 2004.
http://www.givingandvolunteering.ca/pdf/reports/Where_Canadians_Donate.pdf

McClintock, Norah. *Understanding Canadian Volunteers: Using the National Survey of Giving, Volunteering and Participating to Build Your Fundraising Program*. Volunteer Canada & the Canadian Centre for Philanthropy, 2004.
http://www.givingandvolunteering.ca/pdf/reports/Understanding_Volunteers.pdf

Recommended

Brackney, W. *Christian Voluntarism: Theology and Praxis*. Eerdmans, 1997.

Assignment Summary

Requirements

You will complete the following:

1. Participation and reading (10%)
2. Spiritual Gift study (10%)
3. Interviews (20%)
4. Research paper (20%)
5. Collateral reading (5%)
6. Volunteer Placement Strategy (25%)
7. Best ideas listing (10%)

Details on the Requirements:

1. Participation & reading

All students are expected to come alert, having read the required chapter of the texts (and assigned readings) ahead of class, and prepared to participate in class discussion.

2. Spiritual Gift study

Do a word study on the nature of the Holy Spirit and His gifts. This may be done individually or as a group project. The professor will provide references of key words. The student will produce a paper to explain (or prove a particular viewpoint on) the work of the Holy Spirit, gifting, and the relationship between the two. The student is free to use reference (word study) tools. The paper may be 5-10 pages, ten pages if the student includes full quotations of the texts.

3. Interviews

Interview four people. The first interview is with a supervisor of volunteers. This could be a lay person (like the head of a church girl's club program) or a professional (like a camp

director or a DCE—Director of Christian education). The person selected for this interview should be responsible for recruitment, training and supervision of volunteers.

The second interview is with one who volunteers with a secular organization. This could include volunteerism which is associated with the following: corporate sponsored, correctional services, hospitals or care facilities, literacy organizations, museums, schools, political special interest organizations, political parties, or a community service organization. Please do not interview an evangelical Christian for this part of the assignment.

The third and fourth interviews are with Christian volunteers. At least one should be a church volunteer; the other may be either a church volunteer or a volunteer in a Christian organization.

Please develop your own questions for the interview with the supervisor of volunteers. A handout with possible questions will be made available for the other three interviews. Learners should be prepared to share what they learned in the interviews in the class (see schedule).

The results of these interviews should be reported in a formal paper (although not using external bibliographic material for the most part). It is not to be in a mere outline format. Interact with what you learned from the process.

4. Research paper

Complete a research paper on some aspect of volunteer ministry. Recommended areas of research include: theology of volunteer ministry, motivation, training evaluation and placement. Be careful to deliberately integrate relevant biblical integration principles. Take advantage of what you learned through your Bible study, interviews, readings and reviews where applicable. All of the standard principles of designing a research paper are applicable, including formal style (APA or Turabian). The paper should be about 10-15 pages long. You can also do this in the form of a group project. You will make an informal presentation in class.

5. Collateral reading

Read and review about two books on volunteerism for a *total of 500 pages*.

- Read at least one secular text.
- Read current books (less than 10 years old).
- Budget your time so that you do not spend more than 15 hours on reading these books.

Simply keep a reading log of your collateral reading. When I make reference to a reading log I mean to simply a record of what you read and when you did it. Submit your reading log on the due date (including the report of all your reading). Please take advantage of using your collateral reading to support your research paper. Also learners should be prepared to

verbally report (i.e., not necessarily in writing) on these books with fellow students in class (see schedule). The log, however, does not need to include any interaction.

6. Volunteer Placement Strategy

Identify key aspects to volunteer placement (a philosophy of leadership) and then indicate how you see yourself recruiting volunteers in a specific work or ministry context. This may be in the form of a syllabus (or series of syllabi), but it is not necessary to provide detailed content of instruction for each learning session. It is expected that this strategy will include both experiential and informational components.

7. Best ideas

Having taken this class and now as an expert, what would you recommend as being the most important principles for volunteer ministry? List between fifteen and twenty principles or ideas, with a brief explanation of each in a few sentences. Be prepared to report on your findings (see schedule).

Note: the Professor might, during the course, make modifications to this syllabus in consultation with the class during a class session. In particular, some lectures may be delivered over the Internet (in place of regular classes). Students should be careful to ensure that they carefully note such changes and should check with fellow students to find out what they may have missed during absences.

Academic Policies and Procedures

All assignments should include the student name, course name and student box number clearly marked on the front. Assignments are due before class on Friday, but written work may be submitted after class as applicable for oral presentations. Students are encouraged to assist each other for proofreading, editing and improved critical thinking. Students may also request for the professor to scan assignments well-prior to due date for suggestions for improvement. *Students shall retain duplicate copies of all work submitted.* Assignments will be returned during class, through inter-campus mail or through a stamped self-addressed envelope. Undeliverable assignments are destroyed after one year.

Students who are late may make request to be late, however granting of such requests does not alter standard grade penalties (1/3 letter grade per day).

The Professor might, during the course, make modifications to this syllabus in consultation with the class during a class session. Students should ensure that they carefully note such changes. Students are responsible to check with fellow students regarding any material they may have missed during absences.

It is the responsibility of all students to become familiar with and adhere to AUC/CTS Academic Policies that are stated in the current calendar and handbook.

Students wishing to add a course should refer to the current academic calendar for the last day to officially enter the class. Students intending to withdraw from a course must complete the relevant Registration Revision form. The dates by which students may voluntarily withdraw from a course without penalty are contained in the Calendar of Events in the academic calendar. The CTS calendar (available from the Dean's office) is the most up-to-date source in all matters in which the AUC and CTS calendar may conflict. All course requirements and due dates are defined in course syllabi. Students unable to complete individual assignments by the due date may request a time extension from the course instructor. Assignments are due not later than the last day of regularly scheduled classes. Requests for course extensions must be submitted to the Registrar's Office two weeks prior to examination week (noted as the "last Day for Alternative Exam or Course Extension Requests" on the academic calendar). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

The seminary maintains a zero tolerance policy on plagiarism and academic dishonesty. Plagiarism and academic dishonesty can result in a failing grade for an assignment, for the course, or immediate dismissal from the seminary. Even unintentional plagiarism is to be avoided at all costs. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, academic dishonesty (cheating), and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.

Select Links

For many areas of study, materials available on the Internet are considerably weaker than published materials. The values of voluntarism, in the context of the international voluntarism community, have helped to make available some excellent material on the Internet. A significant amount of support worldwide was garnered in the context of the *International Year of the Volunteer*, sponsored by the United Nations in 2001.

<http://www.philanthropy.iupui.edu/>

Center on Philanthropy at Indiana University provides some American resources.

Making Connections: Social and civic engagement among Canadian immigrants

<http://www.ccsd.ca/pubs/2006/makingconnections/>

Canadian Council on Social Development provides various resources related to voluntarism.

<http://www.givingandvolunteering.ca>

Imagine Canada's Research Department.

Volunteer Management Audit: The Canadian Code for Volunteer Involvement, 2001

<http://www.volunteer.ca>

Volunteer Canada

Designed for organizing and supporting a volunteer program in a non-profit organization that primarily uses paid staff. Offers various resources for “Directors of Volunteers”.

Knowledge Development: Canada Volunteerism Initiative

<http://www.kdc-cdc.ca/>

Offers a range of resources, from risk management to governance, provided by the Canadian Heritage office of the government.

Human Resources Council for the Voluntary/Non-Profit Sector

<http://www.hrvc.ca>

Resources of the Community Foundations of Canada, United Way and associated with the Voluntary Sector Initiative of the Canadian government.

Nonprofit Resources

<http://www.waterlooregion.org/nonprofit/>

Social Planning Council of Kitchener-Waterloo. Interesting, if uneven, links from non-profit, for-profit and government sources.

Schedule and due dates

Date	Topic	Assignment due
Jan 19	Introduction & the New Society	
Jan 26	Spiritual maturity formation	
Feb 9	Sociology of volunteers; motivation	1a. Text readings completed (first group)
Feb 16	Sociology of donors; teams, group contracts	1b. Text readings completed (last group)
Mar 2	Job descriptions	2. Spiritual gifts study due. Present
Mar 9	Change; Recruiting environment	3. Interview report (Interview paper due).
Mar 16	The experience of the volunteer	4. Major paper due and presented
Mar 23	Willow Creek’s <i>Network</i> : an example of a placement system	5. Collateral reading due (submit log)
Mar 30	Conflict; training & evaluation	6. Volunteer Placement strategy
Apr 13	Summative and next steps	7. Best ideas

To help you self-evaluate your assignments, below are
Rob's Ten Ways to Fix Writing Problems.

By permission of Rob Weir, Bay Path College.

The Teaching Professor (June/July, 1998).

Some modification by R Emilson.

10. It is polite to point!

If your paper doesn't have a **workable** thesis, it's likely to drift. A good thesis does two things: it states (in affirmative terms) what you intend to prove in your paper (its main point), *and* it lays out a **plan** for accomplishing this. For example: "World War I resulted from a series of tensions that developed among European nations at the turn of the century. Among these were imperialism, militarism, and an unstable alliance system."

9. Sometimes it pays to be narrow-minded.

Students get into trouble when they try to do too much. You can't possibly write about *everything* there is to say about a subject. Notice how the sample thesis above limits that paper to just *three* aspects of World War I.

8. Sink rocks. Don't skip stones.

Pursue a few things in detail. No one wants to read a paper that merely mentions things; discuss them. The usual rule of thumb is that it's better to say a lot about a few things than a very little about many things. Think of it as the difference between skipping a stone across a pond versus tossing a rock to the bottom. Be a rock when you write.

7. Oh yeah, says who?

Never quote authors as authorities. It's your paper. You are the authority so *you* must prove, explain or apply your thesis. Quote only what is memorable and concise. Cite authors (a notation without a quotation) whenever you use their information (except for common knowledge). Cite constantly. Quote rarely.

6. So what?

There is a difference between evidence and trivia. If the material doesn't relate to your thesis, it might be interesting but it's not relevant. It is also your job to analyze the material you present. Unless you tell your reader why something is important, your information is simply random material.

5. Finish your veggies...and your thought!

Don't forget to tell the entire story and to tell your readers why you have included what you chose.

Your motives may be clear in your mind, but your audience reads what's on the paper, not what's in your mind.

4. One good example is worth a thousand adjectives.

Be specific. Every time you make a point, have at least one example to illustrate it. Any hack can use a thesaurus and string together vague adjectives, but a good writer can make her work live through examples that make vague points tangible and real. Don't tell me something was "really bad"; explain what made it bad.

3. Who in the world are the people?

Avoid general categories that are so vague they are meaningless. Be concrete and specific. For example: "The Indians" is a vague phrase. "Cherokees in south-west Georgia in the 1820's" is specific. And the "American or French or Japanese...people" as a whole never agreed on a single thing, so don't tell me they did! Tell me which people you mean.

2. Don't put socks in your underwear drawer.

The vast majority of "organizational" problems come when the writer fails to keep related material in the same place. Thoroughly discuss a topic, then move on to another point. For example, if you're discussing Natives and slaves in a paper, discuss each separately. Don't begin to discuss Natives, switch to slaves, and then jump back to Natives. Your paper should be like an orderly chest of drawers, with each distinct item in its own place.

1. Proofread and edit.

This is number one because so few actually do it. Careless errors, clunky phrases, spelling mistakes, and deplorable grammar abound simply because too many writers think they're done once they put the final period onto the page. Not so Moe. Read your work. If what you've written sounds wrong to you, it's not going to sound any better to me. Remember: It's no sin to not know how to spell something. It *is* a sin not to look it up. And how hard is it to run spell-check?