



Course manual

Module 4: The professional Level

Course 3: The reflective volunteer manager

Position of course in program

	M1 Individual Level	M2 Organisational Level	M3 Societal Level	M4 Professional Level
Course 1	Who is a volunteer, Volunteer resources, volunteer antecedents	Diversity of volunteer-involving organisations in theory and practice	The value of volunteering	The ethics of volunteer management
Course 2	Motivations to volunteer	Quality volunteering with inclusion dimension	Legitimacy of volunteering in society	The volunteer management profession(al)
Course 3	Volunteering throughout life	Recruiting, training, and retaining volunteers (advanced)	Volunteering infrastructure and ecosystem	<u>The reflective volunteer manager</u>

As the final course within the 12 building blocks ‘the reflective volunteer manager’ fulfils a special role. It prepares students for their role and is a true confrontation with themselves. It focuses on them, and the other. Which is how this course clearly links with the individual level in order to work with volunteers, reflect and provide feedback, one needs to understand volunteers. Then, within the professional level, there is a clear link with ethics, as it is foundational to the behaviour of volunteer coordinators and managers when interacting with others.

Course description

On a personal level, there are little things so necessary and yet so difficult as reflection. Reflection is an important but maybe somewhat underexposed core competence in the world of volunteering and non-profit management. It is extremely difficult to hold up a mirror to yourself. Volunteer managers are often busy. Often, they're far too busy to stop for a moment and think about what they do every day. Knowing how to reflect upon one's own behaviour and the behaviour of others is critical as a coordinator or manager. The reflection on the behaviour of others, is then translated into giving feedback in order to steer the receiver in line with organisational and ethical values. The inverse is also necessary, that a manager or coordinator is open to receiving feedback and utilising that in a constructive way. These elements together, translated explicitly to a volunteer context, form the core of this course. Which is then supported by a red line method: The Hofnar (or court jester) method, developed by Juri Hoedemakers in 2021. Contrary to the layman's view of what a court jester is, the court jester fulfilled a complex array of 16 roles in their time we can still learn from today. Reflection, feedback and speaking truth to power and the 16 roles form the core of this method. Additionally, the relevant literature on reflection will be reviewed and discussed. Innovative about the Hofnar concept is not only a reflection model with two circles, but also the idea that you always need someone else to reflect: your own court jester. With this method we offer practical tools for reflection with the aid of the court jester and his sixteen functions. We introduce the different functions of the court jester and make a link with peer-to-peer feedback.

Learning objectives

After this course, with the core scope on the volunteering and non-profit management, the student should be able to:

1. **Understand** more about the historical court jester and his 16 roles.
2. **Understand** what reflection is and which reflection models exist and when to use each one.
3. **Understand** the different kinds of feedback volunteer managers use and the conditions in which to use them.
4. **Apply** different kinds of reflection into volunteer management practice.
5. **Analyse** the own- and the desired competency level for volunteer management in relation to reflection and feedback.
6. **Evaluate** real cases from the sixteen roles of the court jester.

Session titles/topics

Session 1: Introduction

Aim: Become acquainted with the course.

Key themes:

1. Course content.
2. Assessments and deadlines.
3. Reading list.
4. Course schedule.

Session 2: Gaining insight about oneself

Aim: To understand more about self-image and its relation to feedback.

Key themes:

1. Who am I?
2. Self-image.
3. Blind spots.
4. Self-deception.
5. Projection.
6. The essential role of the other.
7. The value of feedback.
8. Why feedback is not a gift.

Session 3: Reflection and its various models

Aim: Develop more knowledge about what reflection is and which reflection models exist.

Key themes:

1. What is reflection and how is it useful for volunteer managers?
2. Examining different models of reflection.
3. The difference between reflecting and evaluating.

Session 4: The court jester

Aim: Understanding reflection through the 16 roles fulfilled by the court jester.

Key themes:

1. Who was the court jester?
2. The court jester's sixteen functions.
3. The court jester as a means of reflection.
4. The King's Circle and the Court Jester's Circle.
5. Practical takeaways.

Session 5: Reflection and volunteer management

Aim: Applying reflection into the volunteer management practice.

Key themes:

1. What is reflection, and how do you ask the right questions. You know how to ask the right questions can be set at the right time.
2. Plenary reflection and reflection game, you learn to apply and facilitate reflection.

Session 6: Feedback and volunteer management

Aim: Applying different types of feedback in the volunteer management practice.

Key themes:

1. Becoming acquainted with forms of feedback relevant to volunteer management practice.
2. You learn how to give feedback in a practical volunteer management setting.

Session 7: Closing

Aim: Analyse, apply, and evaluate real cases from the sixteen roles of the court jester applicable to volunteer management practice.

Key themes:

1. Participants will learn to illuminate their own cases from the 16 roles of the court jester.

Assessment

To evaluate the students, we use one formative and two summative assignments:

1. **Formative (individual):** 'Musical chairs': at the end of the course, you should be able to illuminate a practical case yourself from each the sixteen different roles of the court jester. Only when you have fulfilled all sixteen roles, you have passed this module.
2. **Summative Create (individual):** Write a reflective essay about real life situation (preferably news from the volunteer sector). Focusing on how reflective practices can play a role in addressing organisational issues in volunteer management.
3. **Summative Applied (group):** Highlight a current practical case from the sixteen functions of the court jester. Divide the functions over the number of group members.

Assessment Matrix

Learning objectives per course (After following this course, the student is able to:)	Assessment formats			
	Summative I	Summative II	Summative III	
Understand more about the historical court jester and his 16 roles.		X		
Understand what reflection is and which reflection models exist and when to use each one.	X			
Understand the different kinds of feedback volunteer managers use and the conditions in which to use them.	X			
Analyse the own- and the desired competency level for volunteer management in relation to reflection and feedback	X	X		
Apply different kinds of reflection into volunteer management practice.			X	
Evaluate real cases from the sixteen roles of the court jester			X	
				Total
Weighting	25%	25%	50%	100 %
Form of examination (e.g. MC, Open ended questions, open-book, etc.)	Assignment	Assignment	Presentation	
Group / Individual	Individual	Individual	Group	

Study hours breakdown

- Contact hours (7 sessions in total of 2 hours) 14
 - Session preparation 6
 - Self-study hours: (5 pages per hour) 40
 - Group assignment 40
 - Individual assignment 40
- 140 (5 ECTS)

Teaching program

Session	Topic	Student preparation
1		
2	<p>Who are you as a volunteer; The view of yourself and the view of others</p> <ul style="list-style-type: none"> • Who am I? • Self-image. • Blind spots. • Self-deception. • Projection. • The essential role of the other. • The value of feedback. • Why feedback is not a gift. • Takeaways. 	Read articles
3	<p>What is reflection?</p> <ul style="list-style-type: none"> • Reflection? How so? • What is reflection? • Different reflection models. • The difference between reflecting and evaluating. • Takeaways. 	Read articles
4	<p>Reflecting with the court jester</p> <ul style="list-style-type: none"> • Who was the court jester? • The court jester's sixteen functions. • The court jester as a means of reflection. • The King's Circle and the Court Jester's Circle. • Practical takeaways. 	Read articles
5	<p>Reflection in practice</p> <ul style="list-style-type: none"> • Asking questions • What is reflection, and how do you ask the right questions. You know how to ask the right questions can be set at the right time. • Plenary reflection and reflection game, you learn to apply and facilitate reflection. 	Read articles
6	<p>Giving feedback</p> <ul style="list-style-type: none"> • To give feedback. • You become acquainted with forms of feedback. 	Read articles

	<ul style="list-style-type: none"> You learn how to give feedback. 	
7	<p>Illuminate cases from the 16 roles of the court jester</p> <ul style="list-style-type: none"> Participants will learn to illuminate their own cases from the 16 roles of the court jester. 	

Literature

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