



# Course manual

## Module 1: The individual level

### Course 3: Volunteering throughout life

#### 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	<b><u>Volunteering throughout life</u></b>	Recruiting, training, and retaining volunteers (advanced)	Volunteering infrastructure and ecosystem	The reflective volunteer manager

This course discusses how the value of volunteering might change over the life course. It focuses on volunteering as a dynamic phenomenon encompassing activities and individuals transitioning into and out of volunteering. Life course transitions alter an individual's priorities in terms of resources, obligations, and social networks. They, and major life events, give an understanding of why potentially an individual's volunteering behaviour may change over time. The courses 'motivations to Volunteer' (M1, C2) and 'volunteering throughout life' (M1, C3) have similar thematic scope, conceptual basis, and causal interrelatedness. This course, 'volunteering throughout life' is closely linked to 'recruiting, training, and retaining volunteers (advanced)' (M2, C2) in explaining motivational change and implications for volunteer management (a manager needs to adapt to an individual's life course and major life events).

## Course description

The process of volunteering is dynamic, as individuals enter and exit voluntary activities at different life stages due to life changes, changing motivations, individual resources, and some life-changing events (ageing, birth of a child, changes in employment, divorce, etc.). NGO practitioners and scholars have focused attention on dynamic factors influencing volunteering behaviours (transitioning in and out of voluntary activities) over time. Volunteer motivations and behaviour patterns may be very different across distinct life stages. In different life stages, individuals experience changes in their resources as well as their preferences for time allocation. The change in human individual motivation and perceived role is another relevant factor for understanding new volunteer patterns. The changing volunteers' resources (time, energy, 'mental', economic, etc.) is another underlying mechanism for explaining volunteer dynamics. Individuals who are motivated to volunteer may leave because they lack resources or feel the impact of similar constraints. Transitional moments in individuals' lives are another explanatory concept relevant to the study and management of volunteering. There are certain transitional moments in volunteering that are important for managers to understand, i.e., individuals enter volunteering activities having established a stable career, family, and housing situation in peak middle age, or they are transitioning out in old age when resources reduce. Particularly, major life events confronted by individuals have an impact on volunteering preferences, motivation, and behaviour. There is variability in life events (or sets of events) that are attributed to family-related, health-related, and work-related domains. The researchers employed several social theories (resource, social production function) and formed new conceptual approaches for studying and deepening their understanding of volunteer dynamics. Numerous empirical research studies and a few meta-studies are crucial for understanding volunteering throughout life. Volunteering at an elderly age has attracted exceptional attention due to transitions out of voluntary work (in some cases, transitions to volunteering) due to ageing and the understanding that senior volunteering is a valuable resource. The relationship between volunteering and work-retirement transition processes is multisided and has different effects. The researchers are trying to find out how volunteering transitions (in and out) are changing after retirement (or during the retirement transition process) and what factors have an impact on the retirement process.

## Learning objectives

After this course the student should be able to:

1. **Explain** the impact of changing motivations, individual resources, and life-changing events on volunteer motivations and behaviour patterns.
  2. **Apply** social theories to analyse and understand the underlying mechanisms of volunteer dynamics.
  3. **Utilise** conceptual approaches developed by researchers to study and deepen understanding of volunteer patterns across life stages.
  4. **Analyse** the relationship between major life events, such as family-related, health-related, and work-related events, and their impact on volunteering preferences, motivation, and behaviour.
  5. **Assess** the variability in life events attributed to family-related, health-related, and work-related domains and their implications for volunteering.
  6. **Develop** recommendations (according to relevant problems) for NGOs and managers to navigate volunteer dynamics across different life stages, considering the varying motivations, resources, and preferences of individuals.
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## 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: Changes over the life course and effects of the transition into and out of volunteering activities

Aim: to provide an understanding of the factors that influence individuals' transitions into and out of volunteering activities over the course of their lives.

Key themes:

- Dynamic nature of volunteering.
- Life course patterns impact volunteering.
- Impact of major life events on volunteering.

### **Session 3: Life stages and volunteering priorities and opportunities**

Aim: to provide a comprehensive understanding of how individuals' volunteering behaviour changes across different life stages

Key themes:

1. Resource-based theory for explaining individuals transition into and out of volunteering.
2. Changing priorities and opportunities for volunteering.
3. Context of age for volunteering behaviour and implications for volunteer management.

### **Session 4: Changes in volunteer motives and resources**

Aim: to provide understanding about the dynamic nature of volunteers' motivations and resources.

Key themes:

1. Changes in volunteers' motives and resources that underlie transitions in volunteering behaviour.
2. Explaining transitions into and out of volunteering by using resource-based theory.
3. Explaining why certain life events may prompt individuals to start or quit voluntary work.

### **Session 5: Life course transitions and major life events in relation to volunteering**

Aim: to recognise and use the concepts of the human life course, needs, and coping mechanisms in transitional moments for managing volunteers.

Key themes:

1. Volunteering changes over the course of a person's life.
2. Volunteering and coping mechanisms in transitional life moments.
3. Managing volunteers needs fulfilment or the pursuit of new roles in transitional moments.
4. Impact of major life events on volunteering behaviour.
5. Volunteer managers responses to major life events life events.

### **Session 6: The effect of retirement on volunteering**

Aim: to explain the diversity in retirement patterns and their impact on volunteering.

Key themes:

1. Link between retirement and voluntary work.
2. Diversity in retirement patterns affects volunteering behaviours.
3. Importance of recognising retirement effects for volunteer management.

### **Session 7: Closing**

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## Assessment

To evaluate the students, we use two formative (individual) and one summative (group) assignments:

1. **Formative (individual):** Students are required to read materials in preparation for each class. Reading notes must be uploaded before to class to ensure active reading and engagement.
2. **Formative (individual):** Students are required to select one major life event (e.g., birth of a child, changes in employment, divorce) and analyse its impact on volunteering preferences, motivation, and behaviour. Discuss how individuals navigate volunteer activities in response to major life events and the factors that influence their decisions to continue, reduce, or cease volunteering. Utilise case studies or real-world examples to illustrate your analysis.
3. **Summative (individual):** For this individual assignment, students will be asked to explore and analyse the dynamic nature of volunteering behaviours across different life stages, considering factors such as motivations, resources, major life events, and transitions. Students will be asked to read materials, select case related volunteers' life course transitions, and write essay based on relevant scientific research.
4. **Summative applied (group assignment):** Student groups will be asked to define a problem (problem-based learning assignment) relevant thematically to frame 'transitions into and out of volunteering over the life course' and apply concepts (volunteer-life stages, changing motivations, individual priorities, changing resources, major life events) for interpretation and preparing findings.

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## Study hours breakdown

● Contact hours (7 sessions of 2 hours per session)	14
● Session preparation	6
● Self-study hours (including reading notes):	50
● Individual assignments	40
● Group assignments	30
● Total	140 (5 ECTS)

## Assessment Matrix

Learning objectives per course (After following this course, the student is able to:)	Assessment formats				Total
	Formative I	Formative II	Summative I	Summative II	
<b>Explain</b> the impact of changing motivations, individual resources, and life-changing events on volunteer motivations and behaviour patterns.	X	X			
<b>Apply</b> social theories to analyse and understand the underlying mechanisms of volunteer dynamics.	X	X			
<b>Utilise</b> conceptual approaches developed by researchers to study and deepen understanding of volunteer patterns across life stages.			X		
<b>Analyse</b> the relationship between major life events, such as family-related, health-related, and work-related events, and their impact on volunteering preferences, motivation, and behaviour.		X	X		
<b>Assess</b> the variability in life events attributed to family-related, health-related, and work-related domains and their implications for volunteering.				X	
<b>Develop</b> recommendations (according to relevant problems) for NGOs and managers to navigate volunteer dynamics across different life stages, considering the varying motivations, resources, and preferences of individuals.		X		X	
Weighting	Pass/fail	30%	30%	40%	100%
Form of examination (e.g. MC, Open ended questions, open-book, etc.)	Assignment	Preparation	Assignment	Assignment	
Group / Individual	Individual	Individual	Individual	Group	



## Teaching program

Session	Topic	Student preparation
<b>Introduction</b>	<ul style="list-style-type: none"> <li>● Introduction to the course.</li> <li>● Discuss assignments and deadlines.</li> <li>● Form groups.</li> </ul>	<ul style="list-style-type: none"> <li>● Read course manual.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>● Resource-based theory for explaining individuals transition into and out of volunteering.</li> <li>● Context of age for volunteering behaviour and implications for volunteer management.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading note: Participation in different types.</li> <li>● Reading note: Determinants of participation in voluntary work.</li> <li>● Reading note: Volunteering over the life course.</li> <li>● Reading note: To volunteer or not.</li> <li>● Individual task and discussion.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>● Changes in volunteers' motives and resources that underlie transitions in volunteering behaviour.</li> <li>● Explaining why certain life events may prompt individuals to start or quit voluntary work.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading note: Constant, serial and trigger volunteers</li> <li>● Reading note: Life course, gender, and participation</li> <li>● Reading note: An exploration of age differences in episodic volunteering.</li> <li>● Individual task and discussion.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>● Volunteering changes over the course of a person's life.</li> <li>● Volunteering and coping mechanisms in transitional life moments.</li> <li>● Managing volunteers needs fulfilment or the pursuit of new roles in transitional moments.</li> <li>● Impact of major life events on volunteering behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading note: Volunteering and wellbeing among ageing adults.</li> <li>● Reading note: The Influence of Parenting Styles.</li> <li>● Reading note: Disability and social participation.</li> <li>● Reading note: Repeat and non-returning volunteers.</li> <li>● Group task.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>● Volunteering changes over the course of a person's life.</li> <li>● Volunteering and coping mechanisms in transitional life moments</li> <li>● Managing volunteers needs fulfilment or the pursuit of new roles in transitional moments.</li> <li>● Impact of major life events on volunteering behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● Reading note: The Immediate Effects of Changes.</li> <li>● Reading note: Repeat and non-returning volunteers.</li> <li>● Consultations for group task assignment.</li> <li>● Group task.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>● Link between retirement and voluntary work.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading note: To volunteer or not.</li> </ul>



	<ul style="list-style-type: none"> <li>• Diversity in retirement patterns affects volunteering behaviours.</li> <li>• Importance of recognising retirement effects for volunteer management.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading note: Health and volunteering in Europe.</li> <li>• Individual task and discussion.</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Closing session.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare elevator pitch.</li> </ul>

## Literature

Session	Literature
<b>3</b>	Almog-Bar, M., Ashkenazi-Anor, M., Hersberger-Langloh, S. E., Compion, S., & Butcher, J. (2022). Age is but a number? An exploration of age differences in episodic volunteering. <i>VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations</i> , 33(3), 483-496.
<b>5</b>	No, W., Han, H., & Swindell, D. (2021). The Immediate Effects of Changes in Life Circumstances on Volunteering Decisions in the USA. <i>VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations</i> , 1-12.
<b>3</b>	Quaranta, M. (2016). Life course, gender, and participation in voluntary organizations in Italy. <i>VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations</i> , 27, 874-899.
<b>3</b>	Hogg, E. (2016). Constant, serial and trigger volunteers: volunteering across the lifecourse and into older age. <i>Voluntary Sector Review</i> , 7(2), 169-190.
<b>1</b>	Gray, E., Khoo, S. E., & Reimondos, A. (2012). Participation in different types of volunteering at young, middle and older adulthood. <i>Journal of Population Research</i> , 29, 373-398.
<b>1</b>	Niebuur, J., van Lente, L., Liefbroer, A. C., Steverink, N., & Smidt, N. (2018). Determinants of participation in voluntary work: a systematic review and meta-analysis of longitudinal cohort studies. <i>BMC public health</i> , 18, 1-30.
<b>1</b>	Lancee, B., & Radl, J. (2014). Volunteering over the life course. <i>Social Forces</i> , 93(2), 833-862.
<b>4</b>	Russell, A. R., Nyame-Mensah, A., de Wit, A., & Handy, F. (2019). Volunteering and wellbeing among ageing adults: A longitudinal analysis. <i>VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations</i> , 30, 115-128.
<b>4</b>	Mantovan, N., Sauer, R. M., & Wilson, J. (2023). The Influence of Parenting Styles on Early Adolescence Volunteering. <i>Nonprofit and Voluntary Sector Quarterly</i> ,.
<b>2, 6</b>	Papa, R., Cutuli, G., Principi, A., & Scherer, S. (2019). Health and volunteering in Europe: A longitudinal study. <i>Research on Aging</i> , 41(7), 670-696.
<b>4</b>	Shandra, C. L. (2017). Disability and social participation: The case of formal and informal volunteering. <i>Social science research</i> , 68, 195-213.
<b>1, 6</b>	Dury, S., De Donder, L., De Witte, N., Buffel, T., Jacquet, W., & Verté, D. (2015). To volunteer or not: The influence of individual characteristics, resources, and social

	factors on the likelihood of volunteering by older adults. <i>Nonprofit and Voluntary Sector Quarterly</i> , 44(6), 1107-1128.
<b>4, 5</b>	Compion, S., Meijs, L., Cnaan, R. A., Krasnopolskaya, I., von Schnurbein, G., & Abu-Rumman, S. (2022). Repeat and non-returning volunteers: The promise of episodic events for volunteer recruitment and retention. <i>VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations</i> , 33(3), 472-482.