PAD 6417: Human Resource Management for Public and Nonprofit Organizations

**Fall 2019**
_____ **CRN: 81893**_____

Professor: Dr. Dumont
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Phone: (904) 486-6865 (cell)
Class meets: Online on Canvas
         In class: Aug 21, Sept 18, Oct. 9, Oct 30, and Dec 4, from 6:00 pm – 8:45 pm
                 Building 2, Room 2219
Office hours: Tuesdays, 1:30-5:30 pm, and by appointment
        On Skype: @GetteinJax (message me informing me who you are so I accept your request)
        On Twitter: @DrGDumont

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> ***"Education is not the learning of facts, but the training of the mind to think."***
> ***– Albert Einstein***

**Course Description:**
This course will introduce students to human resource management in public and nonprofit organizations – a very timely subject matter in both sectors. The course will bring the student through the whole organization-employee relationship process: from strategically planning on whether or not there is a need to hire for a new position and the description of that position, to the eventual firing/laying off/downsizing employees to right size the organization. Students who complete this course will understand the employer-employee relationship, the processes involved in this relationship, and the tensions inherent in public and nonprofit human resource management.

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**Course Objectives:**

Upon completion of this course, students will have an understanding of the complexities involved in managing people working and volunteering in public and nonprofit organizations. Students will also develop and hone skills throughout the course that will enable them to:

- Lead and manage in public governance,
- Articulate and apply a public service perspective,
- Communicate and interact productively, and
- Understand and engage a diversified, changing workforce.

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**Required Materials:**

- Pynes, J. (2013). *Human Resource Management for Public and Nonprofit Organizations: A Strategic Approach,* 4th edition. San Francisco: Jossey-Bass.
- Regularly scanning the news for HR related news stories.
- All other readings are available online through the UNF library or Canvas.

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**Technology Assistance:**

ITS Help Desk - The ITS Help Desk is managed by Information Technology Services. The ITS Help Desk takes phone calls, e-mails, and walk-ins from students, staff, and faculty. The HELP Desk may be contacted for all technical Canvas questions: login trouble, browser issues, error messages received, etc.

- Phone: 904-620-HELP (4357)
- E-mail: helpdesk@unf.edu
- On Campus: 1st floor of the Thomas G. Carpenter Library, building 12.

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**Instruction/Learning Methods**

This is a highly interactive course that incorporates various teaching media including the textbook, PowerPoint notes, lectures, videos, articles, online learning modules, and peer discussions. As with all university courses, expect to dedicate about 9-12 hours of study per week into this course. The student-centered nature of online learning requires students to be actively involved with and take more responsibility for their own learning. This hybrid course is asynchronous (students may log into Canvas at any time to complete course work). However, students must participate in course discussions and submit work by the deadlines outlined in the course schedule.

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**Course Format:**

The lecture for each week will be available on Canvas by Friday afternoon. It is highly advisable to complete the readings prior to watching the lectures in order to integrate the material. Once the readings and lectures are completed, students will participate in class discussions on Canvas.

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**Course Requirements and Grading**

*Grades*: Grades will be calculated according to the following breakdown:

| Assignment | Points |
|---|---|
| Discussion board posts | 400 |
| In the news post | 100 |
| In the news replies | 100 |
| Memos (3) | 300 |
| Final | 100 |

| Grade | Points |
|---|---|
| A | >940 |
| A- | 900-930 |
| B+ | 870-890 |
| B | 840-860 |
| B- | 800-830 |
| C+ | 770-790 |
| C | 730-760 |
| D | 600-720 |
| F | <600 |

To calculate your grade, add up the points on each assignment, and then match the range where that number falls with the corresponding letter grade.

*Discussion Board Participation – 40% (400 points)*

The more you participate, the more engaging and interesting the class will be. Your professional opinions and experiences matter so please share with the class. Class discussion (both online and off line) suffers in your absence and so does your participation grade. Students' participation grades will be reduced for absences from class (tardiness to class and early departure will also lead to reduced participation grades).

There are 9 "online" classes this semester. You will be required to participate in 8 of these 9 online classes. On assigned weeks, students will be required to write an initial post that answers one of the questions posed by me based on the week's readings and videos. These initial posts are due by Sunday night at 11:59 pm. Then, you will need to reply to one (1) other student's initial post by 11:59 pm on Wednesday. On weeks when you are not assigned an initial post, you will complete two replies. Each post is worth a maximum of 25 points, therefore, each week you will write 2 posts, and if scored perfectly, you will receive 50 points. Perfect scored for all 8 weeks with discussion board post will lead to the maximum 400 points.

*For the four in class meetings, please be professional and do not miss more than one class.*

*In the News Posts 10% (100 points; 50 points each)*

Since human resource management is a very dynamic topic, and HR issues are often noted in the news, you will be required to post 2 news stories (written or video) during the semester about an HR issue in the news. To accomplish this, you will need to monitor the news. The stories cannot be a duplicate of one another student has posted, and MUST be from a credible news source (not *The Onion*, *The Daily Show*, or a blog, even if the blog is part of a newspaper's website). If you are unsure whether the news source is credible, please ask me.

The first post is due *by* the half way point of the semester, and the second by the last week of class. See Course Schedule for exact dates.

*In the News Replies 10% (100 points; 50 points each)*

In the news section of Canvas, you will be required to reply to two of the news stories that were posted by your classmates. Please respond to their description of the story and add *substantive* comments. The first reply is due *by* the half way point of the semester, and the second reply post by the last week of classes. See Course Schedule for exact dates.

*Three Memos – 30% (300 points; 100 each memo)*

Students will write and submit three Memorandums (Memos). The topics for the memos align with the course topics. The assignment specifics are noted on Canvas and the syllabus for the date they are due.

Style & Audience: The memo should be organized as a professional, formal memorandum to the senior administrator of a public agency or a board of directors of a nonprofit organization. Memos should be well organized, clear, and succinct. The audience for the memo should be real, and preferable based on your current job. If you are not currently employed in the public or nonprofit sectors, then you must pick an agency or organization that you can gain access to pertinent information (such as organizational structure, job descriptions, compensation, employment policies, etc.).

Format and Length: This is a professional program, thus professional presentation and language use is expected. Grades will reflect content, analysis, presentation, grammar and language use. All written assignments must be fully referenced and include appropriate in-text citations and a full bibliography. Memos should be no more than 2 pages long (not including works cited section), single-spaced text. Use subheadings and organizing sentences to guide the reader.

Memos are due prior to the start of class. **There are absolutely no exceptions to the submission requirements.**

See Memo Rubric below for more information on how this portion of your grade is calculated.

*Final – 10% (100 points)*

The final will be in-class, and is an essay exam. The final will be cumulative. Be sure to bring a Blue or Green Book.

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*(subject to change)*

| Week | Date (red in class) | Topic | Readings | Sunday 11:59 pm | Wednesday 11:59 pm | Memos 5:59 pm |
|------|------|------|------|------|------|------|
| **1** | *8/21* | **Introductions** | | | | |
| **Strategy** | | | | | | |
| **2** | **8/28** | **HRM & Planning** | **Chpt 1 & 2** | **Initial post** | **Replies** | |
| **3** | **9/4** | **Employment Law** | **Chpt 3** | **Initial post** | **Replies** | |
| **4** | **9/11** | **Diversity** | **Chpt 4** | **Initial post** | **Replies** | |
| **5** | *9/18* | **HR Strategy Wrap-up** | | | | **Memo 1: 9/18** |
| **Planning** | | | | | | |
| **6** | **9/25** | **Job Analysis & Selection** | **Chpt 5 & 6** | **Initial post** | **Replies** | |
| **7** | **10/2** | **Compensation & Benefits** | **Chpt 7 & 8** | **Initial post** | **Replies** | **1st article & reply due** |
| **8** | *10/9* | **Planning Strategy Wrap-up** | | | | **Memo 2: 10/9** |
| **Staffing** | | | | | | |
| **9** | **10/16** | **Training & Development** | **Chpt 9** | **Initial post** | **Replies** | |
| **10** | **10/23** | **Performance Mgmt.** | **Chpt 10** | **Initial post** | **Replies** | |
| **11** | *10/30* | **Staffing Strategy Wrap-up** | | | | **Memo 3: 10/30** |
| **HR Management** | | | | | | |
| **12** | **11/6** | **Collective Bargaining** | **Chpt 11** | **Initial post** | **Replies** | |
| **13** | **11/13** | **Volunteers** | **Chpt 12** | **Initial post** | **Replies** | **2nd article & reply due** |
| **14** | *12/4* | **FINAL EXAM** | | | | |

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**Memo Assignments (all due prior to the start on the corresponding Wednesday)**

MEMO 1 – Strategy [due 9/18/19]
Organizations in all sectors face many constraints in their human resource function. You have been asked to list four of the most important issues facing your public/nonprofit organization that were covered in weeks 2-4, and provide some recommendations on how to handle them in the future. Use examples, and be specific and thorough.

MEMO 2 – Planning [due 10/9/19]
Your department or nonprofit has had some turnover lately and needs to fill a couple positions. You have been asked to identify one of these positions and explain how you would go about conducting a job analysis, how you would recruit and select the top applicants for this position, and how you would calculate the compensation packages. Provide examples and justify what you recommend and be thorough and specific.

MEMO 3 – Staffing [due 10/30/19]
Your department or nonprofit has successfully hired a new employee; however, you want to make sure you are able to keep this person. What are the different ways to help develop this person so that he or she not only stays with the organizations, but is able to grow and develop over time? How will you be evaluating the individual and what is the most effective way to provide feedback? Provide examples, be specific, and justify your recommendations.

**Details on the Memos**

**Reminder – all memos are to be submitted through Canvas in the appropriate tab.**

**_Memos_**

Memos should be formatted as memos.  In other words, use the following format:


To:
From:
RE.

First paragraph: let your reader know what the memo is about
**Subheading** (what this section is discussing)
Discuss
**Subheadings** (what this section is discussing)
Discuss
_Use as many subheads you need to clearly complete the assignment._
**Concluding thoughts/Recommendations**


**More on the memos**

Style & Audience: The memo should be organized as a professional, formal memorandum to the board of directors of a nonprofit organization or director of a public agency, and you will use the same organization the whole semester. Memos should be well organized, clear, and succinct. The audience for the memo should be real, and preferable based on your current job.  If you are not currently employed in the nonprofit or public sector, then you must pick an organization that you can gain access to pertinent information (such as organizational structure, programs, etc.).

Again, the same organization will be used for all memos.

Format and Length: This is a professional program, thus professional presentation and language use is expected. Grades will reflect content, analysis, presentation, grammar and language use. All written assignments must be fully referenced and include appropriate in-text citations and a full bibliography. Memos should be no more than 2 pages long (not including works cited section), single-spaced text with double spaces between paragraphs. _Use subheadings and organizing sentences to guide the reader._


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## Discussion Board Rubric

| Discussion Board Rubric | | | | 🖊 🗑 |
|---|---|---|---|---|
| **Criteria** | **Ratings** | | | **Pts** |
| Content | Post demonstrated a mastery of the concept. Post was linked to the course readings. Post included a current event example to demonstrate a connection between the concept and modern governing.<br>25 pts | Post addressed topic, but did not make connection to readings. Post lacked a mastery understanding of the topic.<br>15 pts | Post did not connect to readings or the topic. Post was based on opinion. Post lacked substantive content. Post did not raise questions or make comments that illustrate mastery of course concepts<br>0 pts | 25 pts |
| Writing | Post was clearly written with no grammar or spelling mistakes. Post was clear to understand.<br>25 pts | Post had a couple misspellings and/or grammar mistakes.<br>15 pts | Post had many misspelling, poor grammar, and 'texting' acronyms/words.<br>0 pts | 25 pts |
| | | | Total Points: 50 | |

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## Grading Criteria for Memos

| Writing Rubric | | | | | 🖊 🔍 🗑 |
|---|---|---|---|---|---|
| **Criteria** | **Ratings** | | | | **Pts** |
| Identify the Issue | Clearly stated the topic in the first paragraph<br>5 pts | | Alluded to the paper's content<br>3 pts | Did not inform the reader what the paper was about<br>0 pts | 5 pts |
| Content | Displayed mastery of the topic(s)<br>40 pts | Displayed an understanding of the topic(s) with some errors<br>24 pts | | Did not display an understanding of the topic<br>0 pts | 40 pts |
| Write professionaly | Near perfect grammar, sentence structure, and no spelling mistakes<br>30 pts | Some mistakes with grammar, sentence structure, and/or spelling<br>21 pts | | Many grammatical errors and/or spelling mistakes<br>0 pts | 30 pts |
| Citing | All materials referenced in the text were in the works cited section, and corretly formatted.<br>15 pts | Referenced materials were listed, but were not correctly formatted (quotations, page numbers, and/or works cited section).<br>8 pts | | Materials were not referenced nor listed.<br>0 pts | 15 pts |
| Logical presentation of material | Well-balanced, easy to follow writing<br>5 pts | Flow was somewhat hard to follow<br>3 pts | | Flow was hard to follow<br>0 pts | 5 pts |
| Follow directions | The writer followed all assigned directions and previous feedback<br>5 pts | The writer did not follow all assigned directions and/or previous feedback<br>0 pts | | | 5 pts |
| | | | | Total Points: 100 | |

**[More Details for Memo Rubric]**

The rubric components are further elaborated below:

- **Identify the issue**/state the question, main theme, etc.
  - Avoid the 'mystery novel' approach to professional writing. Tell your reader in the first paragraph, if not the first line, what the memo seeks to do. Do this as clearly as possible, with a "This memo will..." statement, if necessary.
- **Get facts right**
  - Self-explanatory. Note that the likelihood of misinterpreting what you've read (or falling for a particularly biased, distorted take on an issue) is inversely related to the amount of research that you do.
- **Write professionally**
  - Self-explanatory.
  - Make sure to take a stand and support your argument.
  - <u>Use quotations sparingly</u>. This is meant to be a paper by you, not a collection of selected quotes that you thought were especially relevant to the topic.
  - Use a professional tone. Don't force it. **Some pet hates (this WILL lose you points!!!!)**:
    - Don't use contractions (e.g. don't).
    - Avoid rhetorical questions (e.g. Why is this the case?).
    - Avoid singular/plural inconsistency (e.g. The student lost points for singular/plural consistency in their paper).
- **Cite sources correctly, in text and in the bibliography**
  - Use American Psychological Association (APA). Key points:
    - Sources must be retrievable. Given the in-text citation, your reader should be able to go directly to the appropriate full citation in your list of works cited (or bibliography), and from this to the page (though this is sometimes tricky with web sites) of the document from which you got the information.
      - This means that if you cite something as (Smith 2000) in the narrative, the source should be listed alphabetically under Smith in the list of works cited.
      - **Do not cite urls in text**.
      - Note that you must have a proper list of works cited.
        - Everything cited in text must be in this list of works cited; anything not cited in text should not be in this list of works cited.
    - Bibliographic references should be informative on their own. Listing a url is not enough, as your reader should be able to get some idea where the information is from, so that s/he does not have to go to the source to get some idea of credibility.
    - You don't need a quotation in order to include a citation.
    - Be spare in referring to sources in text. For instance, do write 'Perry (1996) argues...' Do not write, 'James L. Perry, in his chapter titled 'Effective enterprises, effective administrators' in his 1996 book *Handbook of Public Administration*, argues...' In many newspaper articles, government reports, and in popularized academic stuff (like a textbook, for instance), you may see examples like the one that I ask you not to use. But more analytical work doesn't typically do this, and I want you to practice this usage.
    - Don't cite a single source consecutively in a paragraph. Every sentence does not need to be supported. You can summarize extended passages of a source in a

paragraph in your paper, then cite the source once at the end, indicating the pages from which it came, e.g.: (Perry 1996: 739-45).

- Include the in-text citation in the sentence it is a part of. Like this: *the world is round (Columbus 1492).* Not like this: *the world is round. (Columbus 1492) or* like this: *the world is round. (Columbus 1492).*
- Don't include the in-text citation in quotation marks. Like this: "The world is round" (Columbus 1492). Not like this: "The world is round (Columbus 1492)," and certainly not like this: "The world is round. (Columbus 1492)"
- When citing, always let the reader know the year the piece you are referring to was published.
- Note, again, the admonishment against plagiarism, and consult UIC's Academic Honesty Policy. If you are caught plagiarizing, you will fail the assignment, and possibly the class!

- **Logical presentation of information**
  - How easy the reader can find and understand information?
  - Subheadings help here
- **Follow directions**
  - Follow directions (e.g. formatting) and address feedback.
- **Not addressing feedback (debits)**
  - I take a lot of time to provide you with detailed feedback.  If you make the same mistakes in a subsequent memo, you will loose points.  The more times you make the mistakes, the more points you lose.

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**Class Policies:**

*Email:* You are required to monitor your UNF email account and Canvas on a regular basis (at least weekly). This is how I will communicate any changes and important information to you.

*Attendance:*

There is a strong positive correlation between class attendance and student performance.  In addition, this is a professional program and as such, it should be approached in a professional manner.  I expect you to show up for every class (all 5), as you would employer meetings.  Being in class affords you the opportunity to ask questions and learn from your fellow students.  When you are not able to attend, please email me.

*Tardiness:*

I expect all students to get to class on time and remain in class for the duration of the class period.  If you are late, you will be marked absent.  If tardiness becomes a problem, I will lock the door at the beginning of class and will not let late students in.  If you come to class late due to work, it is expected that you will enter the room in a quiet, non-disturbing manner and participate fully while in attendance.  Please look into all available avenues with your employer to be able to be in class on time.

*Breaks:*

Please ensure that all your personal business is completed before class.  DO NOT get up and leave the room; I find it to not only be distracting, but rude.  If you have an emergency, that is fine, but an emergency must be an emergency, and emergencies do not happen often.

Given that this class lasts for almost three-hours, there will be a break midway through the class to rejuvenate.  Please return to class by the end of break so that the class can proceed with minimal interruptions.  There is a lot of information that needs to be covered, so your promptness with regard to time is much appreciated.

*Early Dismissal:*
Do not leave class early unless you have informed me prior to the beginning of class that you need to leave.  If you leave early, I will mark you absent for the whole class unless you have received prior approval.

*Decorum:*
I expect professional decorum at all times.  I expect all students to show each other respect and debate in a professional manner.  Ad homonyms are NOT allowed.  This is a class about public issues and, at times, emotional issues will be discussed.  I will not tolerate students attacking each other, verbally or otherwise, over their views.  Perspectives, and others' responses to them, need to be based on data, not ideology or beliefs.  If you do not know the data, research it before class and be ready to provide the source of the data (e.g. census bureau, text book, etc.).

*Late assignments/make-up exams*:
I do not accept late work. I will not extend a due date for a student regardless of personal, health, or technical issues. I have an ethical obligation to follow the printed policies to maintain a fair/consistent learning environment for every student. I encourage you to submit your work two days before the deadline. I strongly encourage you to work ahead.

If you have a *rare* situation that requires an exception, you *must notify me well in advance* for consideration.  If you are granted the rare the rare extension, late papers will be penalized by having one letter grade deducted for every day it is late.  There are no extensions given for discussion board posts.  Any posts done after the deadline will not be graded.

*Assignments:*
All assignments are due by the listed due date and time. There are NO EXCEPTIONS! Extra credit and opportunities to redo assignments will not be granted.

*Academic Dishonesty:*
Cheating, through any means, will not be tolerated in this course.  You are not only cheating yourself (any wasting your money), it is unfair to students who do not seek an 'easy' way to obtain their desired grade.  The followings statements are from UNF's Catalog (http://www.unf.edu/catalog/catalog.aspx?id=15032403681).

### Course Content
A course may deal with subjects, issues, or perspectives to which some might object. Such objections will not exempt a student from course requirements. The University of North Florida stands behind the right of its instructors to include material that is challenging in any number of ways. The faculty urges students to discuss any concerns they might have concerning the content of their courses with their instructors.

### Claiming One's Own Work
Each student is honor-bound to submit under his or her name or signature only his or her own work; to fully acknowledge his or her use of any information, ideas, or other matter belonging to someone else, and to properly document the source in question; and to offer for credit only that work which he or she has completed in relation to the current course.

**<u>Violations of Academic Integrity</u>**
Under this heading the University of North Florida Student Handbook identifies several types of violations; these include but are not limited to: cheating; fabricating and falsifying information or citations; submitting the same work for credit in more than one course; plagiarizing; providing another student with access to one's own work to submit under this person's name or signature; destroying, stealing, or making inaccessible library or other academic resource material; and helping or attempting to help another person commit an act of academic dishonesty. The University of North Florida authorizes any instructor who finds evidence of cheating, plagiarism, or other wrongful behavior that violates the University of North Florida Academic Integrity Code to take appropriate action. Possible action includes, but is not limited to, failing the student on the work in question, failing the student for the course, notifying the appropriate academic dean or Vice President for Student Affairs, and requesting additional action be taken.

The consequences of a breach of academic integrity may result in an F, which is unforgivable, regardless of withdrawal status.  To view the Student Handbook, click here.

To ensure equity in the grading process, I make every effort to catch students who are being dishonest. Please do not plagiarize or cheat.  Odds are I will catch you.

*Disabilities:*
Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in the College of Education and Human Resources (Building 57), Room 1500.  DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student requires will be provided.  DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. Military and veteran students who return from combat exposure may be utilizing the post 9/11 GI bill to continue postsecondary education goals.  For further information, contact the DRC by phone (904) 620-2769, email (drc@unf.edu), or visit the DRC website (http://www.unf.edu/dept/disabled-services).

Military and veteran students may need both physical and academic accommodations.  Contact the Military and Veterans' Resource Center by phone (904) 620-2655. You can also visit their website at: http://www.unf.edu/military-veterans/.

*Department of Political Science and Public Administration website:*
Students are *strongly* encouraged to visit the Political Science department's website for information. This site is up-to-date with information that will assist students in contacting faculty and staff, exploring graduate studies, researching career options, and accessing important details related to undergraduate programs and activities. For important information on the Department of Political Science and Public Administration, please visit: http://www.unf.edu/coas/pspa/

UNF's MPA program has a Facebook group to share information.  If you use Facebook, please join the group to receive updated information and opportunities.

*Student Obligations*:
I expect you to be prepared. You should be ready to answer questions about the readings and current affairs.  If you have any questions or concerns, please let me know.  I will make myself available to help you outside of my office hours when necessary.

*Professor Obligations:*

- I will review and respond to email messages daily. You should have an email response within 24-48 hours. My contact is listed at the beginning of the syllabus. Please note that I am not on the computer every minute of the day. When emailing me, you can expect a response within 24-48 hours, Monday through Friday. I make every attempt I can to NOT be online on weekends. That said, it is best to contact me during the week with any questions. Plan your time accordingly. If you do not hear from me within 48 hours, email me, call me, FB message me or Tweet me to let me know you are trying to get in touch with me. There are times when student emails go into my junk folder.
- For consistency, I will review and grade all students' memos and discussions after the due date. I will grade all student work on the same day. I will not check or grade work before the deadline.
- I will provide you with detailed video feedback on your memos. View the feedback through "my grades."
- I will use the ANNOUNCEMENT function on Canvas to regularly communicate and provide any changes, updates, additional resources, and information as they become available.
- I will provide evaluation criteria and specific directions for all course assignments (in this syllabus).
- I will provide the PowerPoint slides to compliment and add to the chapters to augment learning. (Note: The PowerPoint slides are NOT enough to complete the memos and discussions.)
- I will be available for online office hours daily via Skype. I am also available on the phone and in person. I welcome the opportunity to help you!

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**Professional Links:**

- Public Personnel links (From Florida Public Personnel Association):
  - Florida League of Cities
  - Florida State & Local Government - Local & State government resources
  - Florida State Courts
  - Florida Government WWW Sites - Links to all Florida Government departments
  - Supreme Court of Florida - This complete reference library is searchable
  - DLES Online - The Florida Department of Labor & Employment Securities
  - U.S. Department of Labor - Wage and Hour
  - USERRA - Uniformed Services Employment and Reemployment Rights Act
  - OSHA - U.S. Department of Labor, Occupational Safety & Health Administration
  - BLS - Bureau of Labor Statistics
  - BLR - Business & Legal Reports
  - U.S. Library of Congress
  - U.S. Department of Labor
  - Society for Human Resources Management- Sherry Miller, PHR.
  - The Human Resource Professional's Gateway to the Internet - The Human Resource Professional's Gateway to the Internet - A comprehensive collection of good HR links.
- Nonprofit Personnel Links:
  - Nonprofit HR Solutions: http://nonprofithr.com/index.php
  - Chronicle of Philanthropy: http://philanthropy.com
  - National Council of Nonprofits (Volunteer page): http://www.councilofnonprofits.org/resources/resources-topic/volunteers
  - Nonprofit HR Solutions: http://nonprofithr.com
  - Independent Sector: http://www.independentsector.org

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