

Step It Up Sophomores: Taking On More in Your Service Journey

The Bonner Community Engagement Curriculum

Overview:

Often times, first year Bonners are too busy trying to adjust to their service commitment and getting the hours to actually stop and think if their work has meaning. Once Bonners have finished their first year in the program and college, they can now question the work they are doing. As sophomore year approaches they begin to find a site that they really want to commit to. This guide will help Bonners evaluate their current roles and create a better CLA for the semester/year by focusing on Capacity Building.

Category:

Development; Community Building; Training and Enrichment; Capacity Building; Reflection

Level:

Beginner to Intermediate

Recommended Bonner Sequence:

This workshop is recommended for Sophomore Bonners and/or Bonners in the Experience stage.

<i>Expectation</i>	<i>Explore</i>	<i>Experience</i>	<i>Example</i>	<i>Expertise</i>
				

Goals of this Guide:

- Reflect on Bonner's first year experience in order to think about what Bonners want to get out of their second year
- Obtain more meaningful job descriptions for the position by viewing their work as an internship.
- Empower students to have conversations with their supervisors about taking on more responsibility

Materials:

- Bonners should be asked to bring the mission statement and desired goals of their organization
- Blank forms of each of the above
- Power Point Slides

How to Prepare:

Be sure to go over the power point and this guide in order to become familiar with the material. You could read the Capacity Building Make sure that the PowerPoint is up and running.

Brief Outline:

The activities in this workshop will be a great way to get the students to discuss their roles with someone who may not know exactly what they do. Once they begin discussion through guided questions they will be able to challenge each other in to creating more in depth position descriptions focused on Capacity Building.

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|-------------------------------------|---------------------------|
| 1) Introduction | Suggested Time 5 minutes |
| 2) Debunk Internship | Suggested Time 10 Minutes |
| 3) Pair Up and Discuss | Suggested Time 15 Minutes |
| 4) Talk about needs of Organization | Suggested Time 10 Minutes |
| 5) Create New CLA | Suggested Time 15 Minutes |
| 6) Closing | Suggested Time 5 Minutes |

Part 1) Introduction

Suggested time: 5 Minutes

Introduce yourself and go over the first three slides.

Second Slide: Ask them each of the questions listed and look for a raising of hands. This will be good to feel out who all is in the room and where everyone stands. If at any time during the workshop you can relate a portion to someone you remember from this, then do so.

Third Slide: Go over the goals that you hope to accomplish from this meeting. Afterwards you'll immediately go to Part 2.

Part 2) Debunking Internship

Suggested time: 10 Minutes

Ask Bonners "*Who has had an internship before?*" found on next slide.

For those that say they have not, ask them "*Why?*"

If everyone answers that they have, then tell them that that is great because as Bonner they all have participated in internships already doing their service work.

Click the next slide: Read to them the definition of an Internship:

An internship is any carefully monitored work or service experience in which a student has intentional learning goals and reflects actively on what she or he is learning throughout the experience.

Go over the 3 key characteristics on the next slide.

Go over these 3 Key Characteristics again, while explaining that Bonner's service roles coincide:

- Duration of anywhere from a month to two years
 - Bonner Placements are semester to yearlong commitments
- **Learning activities common to most internships include learning objectives, observation, reflection, evaluation and assessment.**
 - Bonners do this via the CLA, Reflections, Check-In Forms, and Service Accomplishments
- Internships promote academic, career and/or personal development.
 - Bonners are building up their resume with lots of gained knowledge and skills that are beneficial for getting jobs later and or deciding what Bonners want to do later in life.

The goal of this part is to make them realize that Bonner work really does serve as an internship and they should treat it as so.

Part 4) What is Capacity Building

Suggested time: 10 Minutes

Go over the next slides which cover what Capacity Building is. This will be a great brief introduction to get their minds thinking about possible new roles/projects for the next activity.

After introducing capacity building pass out the Analyzing Capacity sheet provided below. Have them fill out the sheet. Make sure to be prepared to answer questions about Capacity Building they may have.

Part 3) Pair Up and Discuss

Suggested time: 15 Minutes

Group the participants into pairs. If there is an odd number then you pair up with the extra person. While in pairs ask them to discuss 3 things:

1. What have their roles consisted of the past year
2. Did they feel that their work was valuable and or had impact. Why or why not
3. What project could you see yourself doing this semester/year in order to have more impactful role?

Regroup and discuss that CLA's should not be the same time after time when remaining at the same site. The reason being, is that there should be different goals each semester. The line of work may be similar, but the projects tackled or accomplishments you want to have should

differ. Explain that the Bonner Program has a developmental model in place for a reason. They want Bonners to take on more responsibility as they progress through their work.

Part 5) Stepped Up CLA

Suggested time: 15 Minutes

Use the CLA slides to guide them through this section. A Food Pantry Example is provided. Pass out the blank CLA worksheet. Let them know that they could use this to take notes for their CLA. You will demonstrate your step up of a CLA while they brainstorm theirs. Go over the following talking points to spark ideas.

1. Position Duties and Responsibilities
 - a. Use the answers to the questions from the Capacity Building worksheet to come up with a list of specific tasks and roles that you will do at your site. This will help when drafting your position description.
 - i. Although staff or interns are the ones that put your role in BWBRS, that does not mean that you do not have a say in what you want your position description to be.
 - b. Also if you brought your organization's mission statement this could be used as a starting point when brainstorming a new role that coincides with your organization's work.
 - c. Let them know that it's alright to continue doing what you did before, but do more as well. For example, at the food pantry you will continue to pack bags and organize the shelves, but your main goal will be to coordinate volunteer groups
2. Come up with the Primary and Secondary Objectives that are based around a specific project focused on Capacity Building that you may want to accomplish this semester or year. If it's a yearlong project then talk about what part of the project you'd like to complete each semester. For example, if you want to put on a fundraiser event in the spring then your Fall CLA could talk about having completed all the research and background work for the event while the spring semester could just be focused on executing the event.
3. Finally have them compare their brainstormed ideas to their old CLA and check for enhancements. Ask them if they see a more advanced position than what they did before. For example, if they worked at the food pantry their roles freshman year may have consisted simply of direct service such as packing bags and cleaning the pantry. Now they could focus on recruiting volunteer groups, and implementing a volunteer program for school or church groups.

The next slides show a comparison of two CLA's, one that would be a general direct service CLA while the other is focused on Capacity Building. Ask the participants if there is anything that stands out to them. Below are some talking points you could highlight about the CLAs, feel free to add your own as you see fit:

1. As you can see from the position descriptions the Capacity Building one is longer. This may not always be the case but a more bulky description works best sometimes as it includes more responsibilities. With a shorter position description, volunteers can sometimes feel limited and feel that they cannot do things beyond the short list.

2. A major difference is that the descriptions move away from direct service. Although the direct service is important, there is a lot of behind the scenes work that you could do in order to increase the effectiveness/efficiency of the direct service that your organization does.
3. The main difference in the objectives section is that the General Issue Area is Capacity Building. Many students do now know that that is even an option. Many also do not select it because they did not know what Capacity Building is. Now you do!
4. As I'd like you all to focus on Capacity Building Projects it only makes sense to select "Project" as your Service Goal. Projects are an opportunity to have a bigger impact at your site than the regular tasks you've been doing. Also, projects provide you with a learning opportunity. You will be able to gain/enhance skills that you could later add to your resume. Employers want to see what you have done for organization in order to see what you could do for them. Anyone could pack bags, but someone who was able to recruit volunteers, and design a volunteer database is what would make you stick out.
5. The description for each of the objectives should still be written in the same manner. Be as specific as possible of what exactly you will be doing. Ask them if the provided CLA does a good job on this.

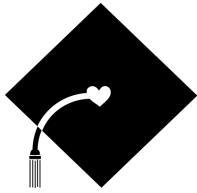
Part 6) Closing

Suggested time: 5 Minutes

End the session by reminding them that you are available to meet afterwards if they'd like to discuss further their individual role/CLA. Let them know that they should all schedule a meeting with their site supervisors, and can use the worksheets passed out as a guide to discuss these new roles. Tell them that their site liaison/coordinator are great resources to help facilitate these conversations as well, if not they should have already had similar conversation with each service site.

Hopefully they all left with a better idea that they can take on more meaningful roles at their site, and begin the conversation with their supervisors to take on more capacity building projects.

Followed by Handouts:



Analyzing **Capacity** at Non-Profit Organizations

Volunteer Assessment Plan

Provided is a list of five general areas of capacity building support that volunteers can provide to organizations.

Volunteer Management

Coordinating and managing volunteers, volunteer recruitment

Training and Program Development

Improving existing or developing new programs or curriculum, writing training manuals, organizing training workshops

Fundraising and Resource Development

Organizing events, identifying grant and funding sources, writing grants

Research

Community-based research, policy research

Communications and Technology

Website and social media development, coordinating meetings, online networking support

What areas above would you be most interested in?

What areas above do you think are most needed at your organization?

Were any of these covered through your volunteer work?

Which of these are already managed by staff?

What areas could student volunteers be of the most help?

What areas could campus faculty or staff with specialized experience be of the most help?

