Class-Based Roles

Class Based BLTs feature two or more representatives from each class (Freshman, Sophomore, Junior, Senior). It is important to consider the overall size of your program when determining how many representatives to have per class. It is recommended that a BLT represents 10-20% of your Bonner Program. Often times these students are elected by their class peers to serve for the duration of the school year. Many programs feature a written application and interview process. With structures such as this one, responsibilities tend to be more collective or associated with a particular activity rather than individual.

Committee-Based Roles

Committee Based BLTs are made up of groups of students that hold responsibilities for a specific topic or task within a Bonner Program. The recruitment process often features a written application and interview that incorporates current members of the BLT. Examples of common committees within BLTs are as follows:

- Bonner Love/Group Bonding;
- Community Fund/Fundraising
- Training and Enrichment;
- Campus Outreach;
- Assessment (i.e. BWBRS, reflection leaders, attendance);
- Community Partnerships;
- Cornerstone Experiences (i.e. First Year Experience, Sophomore Exchange, Senior Capstone, etc);
- Judicial (i.e. review cases of unmet hour loads, late paperwork, lack of attendance).

BONNER LEADERSHIP TEAMS
Example Structures

Chair-Based Roles

Chair-Based BLTs consist of individual students that hold a specific roles or responsibilities within the team. Students apply to serve as a specific chair and then are given that charge for the duration of the academic year. The position does not have to be limited to a one year term if the role deserves a longer commitment from an individual. Once again, it is highly encouraged to have a written application and interview process with student voice at the forefront. Examples of the Chair positions include:

- Social Media Chair;
- BWBRS Chair;
- Community Fund/Fundraising Chair;
- Faculty Outreach Chair;
- Bonner Love/Group Bonding Chair;
- Campus Wide Engagement Chair;
- Community Partnerships Chair;
- Reflection and Assessment Chair;
- Bonner Congress Representatives/Chairs

Family-Based Roles

"Bonner Families" are typically made up of members from each class and are designed to create bonding and mentorship opportunities throughout Bonner programs. Bonner "parents" may also hold additional roles such as helping with administrative duties with their family members. This is a leadership opportunity for upperclassman as they often have a deeper understanding and grasp of the Bonner Program than freshmen or sophomores. This structure is often adopted by new Bonner Programs as a stepping stone to more structured and deeper student leadership roles within the BLT. It is also important to note that Bonner Families can exist entirely independent of a BLT and act solely as a tool for group bonding and retention.

BONNER LEADERSHIP TEAMS

Best Practices

General Rules of Thumb

- Bonner Leadership Teams can be and should be catered to your specific program.
- Bonner Scholar Programs should have a BLT role designated to the Community Fund.
- All BLTs should include Congress Representatives and have the implementation of the Ideas to Action Project as one of their goals.

Communication & Meetings

BLT Meetings
It is recommended that all of the BLT members come together for a meeting at least once a month. This is good practice to ensure that all members continue communicating and updating each other regularly, as well as continue collaborating on team-based initiatives.

Staff Check-Ins
Bonner staff should practice regular check-ins with each BLT member. Some schools do this as often as every month, others have one check-in per semester. Whichever fits your program best, be sure to communicate this expectation so that both parties can prepare discussion topics as well as positive and constructive feedback.

Recognition

Recognition is an aspect of the BLT that is too often neglected. BLT members often represent some of the best student leaders in the program, and they should be recognized for all of their hard work. The recognition needs not be large; small tokens of appreciation such as a 5 minute leadership transition ceremony, Hershey kisses or candies, or even just vocal appreciation can go a long way in ensuring a successful BLT team.

Recruitment & Selection

Recruitment
It is important to consider the size and diversity of your program when recruiting your BLT. It is recommended that your BLT makes up 10-20% of your total Bonner Program members. In terms of diversity, take into account factors such as skill levels, leadership styles, ethnicities, graduation year, etc.

Selection
It is important to start the application process early. The beginning of Spring Semester is recommended for most schools to begin collecting written applications so that they may conduct interviews and decide on the BLT members before the end of the academic year. The selection process for leadership teams can occur three ways: voting, appointment, or a combination of voting and appointment.

Training

Orientation
Orientation typically occurs over the summer or at the beginning of the school year. Depending on your structure and size, orientation can last half a day to a full weekend retreat. Many schools have senior interns assist in the planning and facilitation of the BLT orientation.

Skill Development and Team-Building
Conducting a strengths assessment with your BLT is an important activity to do as a supervisor. Resources like StrengthsFinder, Meyers Brigs, and Enneagram are excellent ways of having your BLT members begin thinking about their strengths and challenges and how they can utilize and develop them throughout the year. Additionally, relationship building amongst BLT members through workshops or social activities are also recommended to promote a well-functioning team during the year. Specific workshops (see full list on the Bonner wiki) can promote the development of certain skills that would be beneficial as a BLT member including facilitation, peer mentoring, and effective communication.