

Exploring Public, Private, & Nonprofit Sectors

“Building Organizational Capacity” Series

Bonner Community Engagement Curriculum: The 8 Themes Series

BWBR Description: This workshop offers an overview of the public, private, and nonprofit sectors. It also highlights ways in which these sectors converge in terms of operations, management practices, or organizational goals.

Overview: This workshop introduces participants to definitions and key characteristics of public, private and nonprofit sectors through presentation slides and video. This is followed by a review of the Bonner Alumni Profiles, which help participants deepen their understanding of unique characteristics of each sector as well as the ways in which the goals and practices of these sectors converge. Participants then reflect on their academic backgrounds and Bonner experiences to find their “sweet spot.” They will share their learning in a group discussion.

Key Words: nonprofit sector, public sector, philanthropy, human welfare, civic engagement, community engagement

8 Themes: Third Year - Semester 6

Bonner Developmental

Connections: This workshop is excellent for students in their third year, who have had some exposure to nonprofit sector. It will help them in establishing deeper connections with community partners/nonprofit organizations. It can also be used in All Bonner Meeting for second year students to give overview the all the sectors: public, private, and nonprofit.



3rd year

Bonner/VALUE Rubric

Outcomes: This workshop will help participants develop competency in areas pertaining to “civic identity and commitment” and “civic contexts/structures,” as discussed in Civic Engagement VALUE rubric (AACU).

Workshop Learning Outcomes:

Participants will:

- **Explain** key characteristics of each sector: public, private, nonprofit
- **Identify** the connection between the mission and work of various nonprofits to the overarching themes of civic agency and civic identity, service leadership, and social justice
- **Reflect** on skills required to work in the nonprofit sector and what role their Bonner experiences play in that context

Materials:

- KWL Chart
- Systems Overview Chart
- Presentation Slides
- Alumni Profiles

K.W.L. Chart		
Topic _____		
K What I Already Know	W What I Want to Know	L What I Have Learned

How to Prepare:

This workshop includes some handouts (KWL Chart, Systems Overview, Alumni Profiles), which need to be printed for students in advance. Become familiar with the concepts: Public Sector, Private Sector, Nonprofit, Social Enterprise, Corporate Social Responsibility, and Civic Engagement. Review the following before facilitating the session. The article about the difference between NGO and NPO is an additional resource for the facilitator. You could share it with students, but you don't have to discuss this in detail during the workshop.

- KWL Chart
 - This chart is used as a brainstorming activity for students.
 - K = What you already know about the topic

- W = What you would like to know about the topic
- L = What you learned about this topic at the end of the session
- Video:
 - Social Enterprise: <https://www.youtube.com/watch?v=kBhwDjoWEcg>
- Article:
 - Difference between NGO and NPO: <https://www.cmu.edu/career/documents/industry-guides/NGOs%20and%20NPOs.pdf>

Brief Outline:

(Total time: 60 minutes)

The outline has the following parts:

- | | |
|---|---------------------------|
| 1) Brief Warm-Up (KWL) | suggested time 5 minutes |
| 2) Introduction to the Public Sector Presentation | suggested time 15 minutes |
| 3) Alumni Profiles | suggested time 20 minutes |
| 4) Individual Reflection | suggested time 15 minutes |
| 5) Group Processing and Wrap | suggested time 05 minutes |

Your Plan

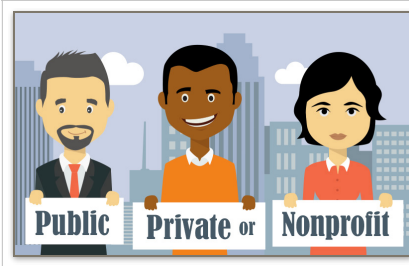
Part 1) Warm-Up (KWL Chart)

Suggested time: 5 minutes

- Keep the PowerPoint slide with “KWL” chart image on when participants join the session. Explain that “K” in this chart stands for “What they already know about the topic,” and “W” stands for “What they would like to know more about the topic.” Inform them that they will fill out the “L” section of the chart (What they learned about the topic) later on during the session and at the end of the session. Distribute copies of the KWL chart among participants.
- Give them about 2 minutes to look at the KWL chart and ask them to fill out “K” and “W” sections of the KWL Chart with respect to today’s topic - [public sector overview](#).
- Ask participants to volunteer and share their “K” and “W” sections after 2 minutes. This activity will help the facilitator in getting an idea about participants’ prior knowledge. Then, inform them that today’ session will focus on some key terms / concepts: public sector, private sector, nonprofit organizations, and more.
- Remind participants that they will have access to the PPT online, so they won’t need to write down each and every word. They could use the “L” section of the KWL chart to note down key ideas. They could also use the “W” section of the KWL chart to add more questions that may arise during the session.




Part 2) Overview of the Sectors: Public, Private, and Nonprofit

Suggested time: 20 Minutes




- Inform participants that they will get an overview of the public, private, and nonprofit sectors. Ask them to consider the skills required and the job opportunities available in each sector.

- Explain various purposes that each sector serves.

Public Sector	Nonprofit Sector	Private Sector
<p>♦ Purpose: Implementing public policy, providing government services, ensuring planet sustainability</p>  <ul style="list-style-type: none"> ♦ Defined as part of economy ♦ Controlled by government ♦ Run by individuals in Local, State, Federal Agencies ♦ Opportunities at all levels... local, county, state, federal 	<p>♦ Purpose: providing services and programs around a particular social mission, intended to benefit people and communities.</p> <ul style="list-style-type: none"> ♦ Voluntary/independent/charitable/ community or 3rd sector ♦ Not under direct government control, not for profit ♦ 501(c)3 = exempt from federal income taxes <ul style="list-style-type: none"> ♦ E.g. Community Soup Kitchen, Habitat for Humanity ♦ 501(c)4 = nonprofit that also carries out lobbying or policy work <ul style="list-style-type: none"> ♦ E.g. The American Civil Liberties Union, RESULTS  <p><small>Source: USC Price School of Public Policy, 2018</small></p>	<p>♦ Purpose: Developing and providing efficient services or goods, making and increasing profit</p> <ul style="list-style-type: none"> ♦ Part of an economy that is not under direct government control ♦ Run by individuals and companies for profit ♦ Are required to pay taxes (but may be able to get breaks) ♦ Also may have a board of directors or chairs 

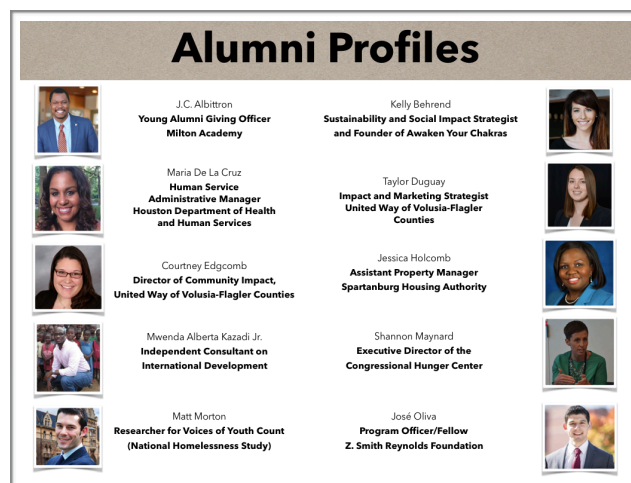
- Draw participants' attention to graphics in related presentation slides, which depict possible career paths, types of benefits, and academic requirements in these sectors. Examples of types of jobs are listed in the slides. You could give additional examples also.
- Explain the terms 501(c) 3 and 501(c) 4. Definitions are provided in the slides.
- Clarify that you will focus only on the corporate social responsibility aspect of the private sector, considering the time limitation and relevance of the topic.

Examples of Convergence "The Fourth Sector"	
<p>Public-Private Partnerships may involve organizations in all 3 sectors</p> <p>Corporate Foundations where companies devote profits to social good programs</p> <p>Social Enterprise where nonprofits develop a business aspect or earned income stream</p> <p>Social Responsibility where companies (or large nonprofits) track their impacts on places or issues</p> 	<ul style="list-style-type: none"> • Explain that many individuals and organizations in the past few years have experimented with creative approaches to improving the economic and social infrastructure of the communities in which they reside/work. As a result, there is convergence of elements of public, private, and nonprofit sectors in terms of management style and operations. This is now also known as the fourth sector. • Examples of convergence include public-private partnerships, corporate foundations, social enterprise, and social responsibility.

Part 3) Alumni Profiles: Small Group Discussion

Suggested time: 20 Minutes

After the presentation, inform participants that the next activity will help them identify Bonner graduates, working in these sectors. Ask them to review Bonner Alumni Profiles in groups and figure out whether these individuals work in private, public, or nonprofit sector, whether they observe any blending of sectors, what kinds of skills they have developed over the years, and how their academic and Bonner experiences played a role in this journey. These profiles provide an insight into the scope

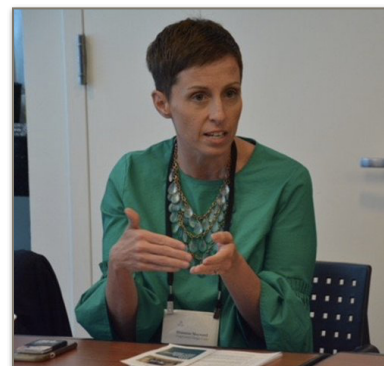


of work and career trajectory in various sectors. Two Alumni Profiles are included in this guide. To access more profiles, visit: <http://www.bonner.org/alumni-profiles/>

- Divide students in 5-8 groups (Depending on the number of Bonner Alumni Profiles, you plan to use).
- Each group will read one Bonner Alumni profile and discuss the following:
 - **What type of organization is he/she working in? What type of sector does it represent?**
 - **How did his/her academic program and Bonner experiences play a role in this journey?**
 - **How does his/her profile deepen our understanding of the sector?**
- Once done, each group will share what they discussed with the entire group.

• NOTE:

- You could use the profile of Shannon Maynard from <http://www.bonner.org/shannon-maynard/> to discuss how she found her niche/sweet spot by exploring the interconnections between her academic background, Bonner experiences, and community work. For example, Shannon's major was journalism. During her journey as Bonner scholar, she constantly reflected on and applied her Journalism skills (e.g. reporting, interviewing /active listening, and narration) and



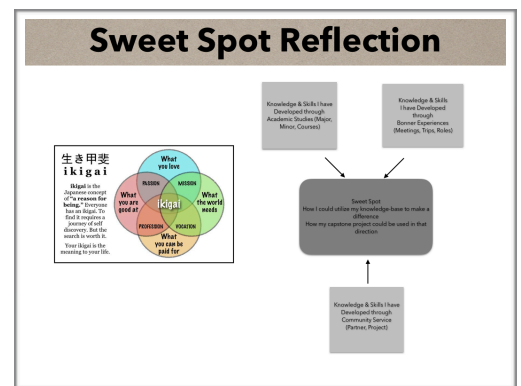
Bonner values (empathy, leadership skills - team building, consensus building, volunteer management and communication) to benefit the communities in which she served. During her summer internship with the Congressional Hunger Center, she found her path, and decided to pursue a career in food security.

- Her career choices and roles also demonstrate how she adapted best practices from public, private, and nonprofit sectors to bring effective change. For example, when she served as Chief Talent and Knowledge Officer at the Grameen Foundation, she developed the program - *Bankers without Borders* and established multiple public-private partnerships. Her role in developing program vision, strategic initiatives, partnerships, marketing strategies demonstrate her excellent abilities in blending best practices from these sectors.

Part 4) Individual Reflection to find a "Sweet Spot"

Suggested Time: 15 Minutes

The purpose of the next activity is to allow students to bring in discussion of their own relevant academic interests. You want to start by distributing and explaining the "Sweet Spot" Reflection Handout. Explain how it echoes the idea of "Ikigai - a reason for being." "Ikigai" encourages students to explore the intersections of their skills, passions, social needs/causes. On a similar note, the "Sweet Spot" exercise helps students to be more specific and explore the interconnections of their skills (acquired through curricular and co-curricular experiences and the needs/requests of their service-sites.



- Ask students to think about the following three areas: Academic Major/Discipline; Bonner Meetings and Projects; and Community Partner Organization
- Encourage them to reflect on their experiences in these areas and identify knowledge and skills that they have developed due to these experiences.
- Let them brainstorm how their own academic and Bonner experiences have prepared them to work in any of these sectors.
- Then, ask them to identify their "sweet spot," indicating how they would utilize their skills and passion in making a difference, and which specific area they could address using their "funds of knowledge," through a capacity-building role and/or capstone project.

- A sample “Sweet Spot” worksheet is attached in this guide, based on Shannon Maynard’s profile.

Part 5) Conclusion: Whole Group Discussion of “L” section of the KWL Chart

The purpose of the final activity is to return to the KWL Chart in order to identify learning gains. Ask participants to note down what they have learned from these activities and discussion.

- Give a few minutes to participants to fill out the “L” section of the KWL Chart. Remind them to draw from their own relevant academic interests, Bonner experiences (trainings, meetings, and reflections), and community partners and positions.
- Ask participant volunteers to share their key takeaways.
- Encourage them to keep this in mind when they implement their capstone projects.

Credits:

This workshop was developed in 2018 by Rachayita Shah & Ariane Hoy, Bonner Foundation staff.

Resources used in this workshop:

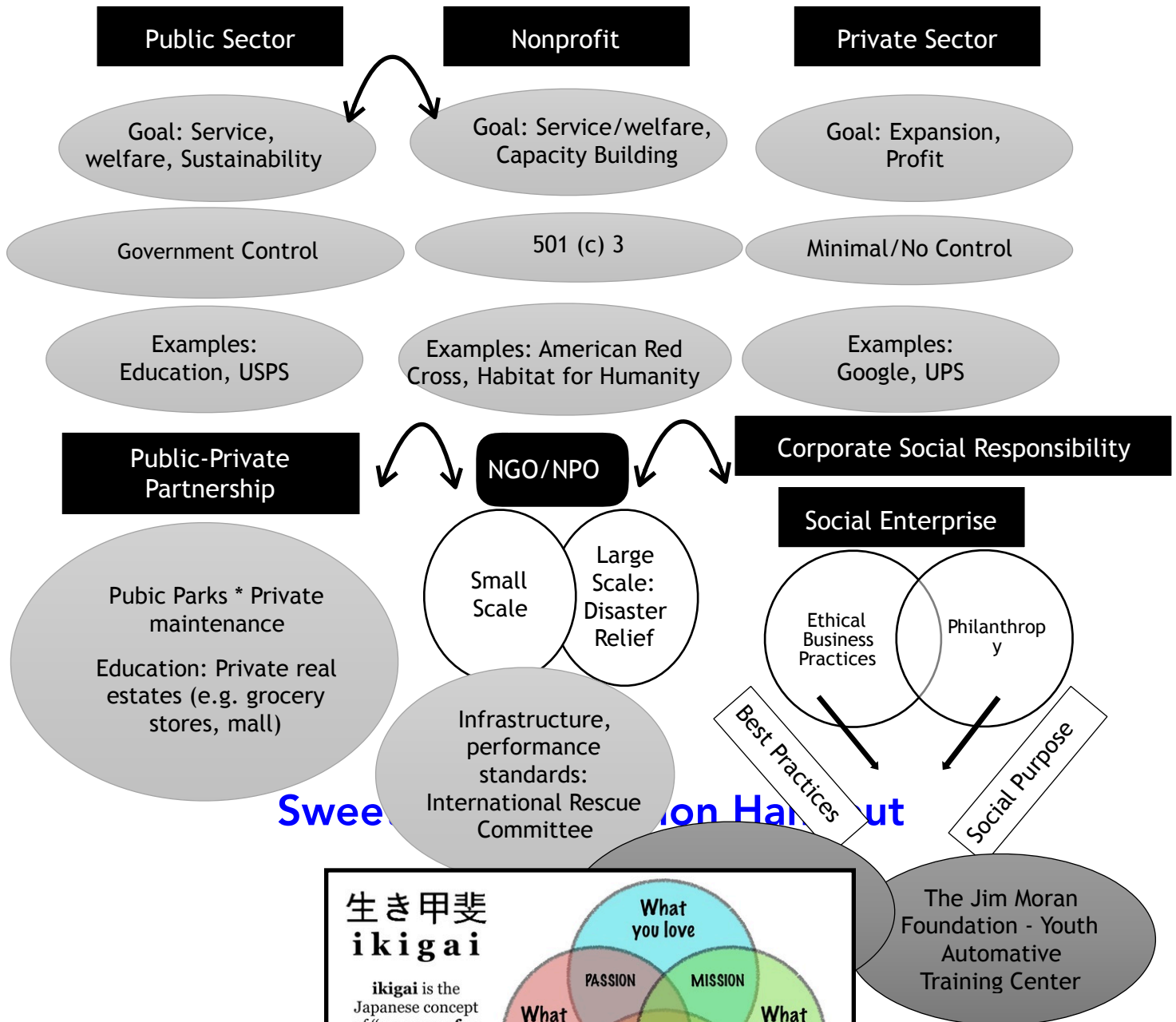
- Video:
 - Social Enterprise: <https://www.youtube.com/watch?v=kBhwDjoWEcg>
- Organizations
 - Center for Public Impact: <https://www.centreforpublicimpact.org/public-entrepreneurship-briefing-bulletin/>
 - Nonprofit Database: <https://learn.guidestar.org/about-us>
 - National Membership Organization: <https://independentsector.org/about/>
 - National Council of Nonprofits: <https://www.councilofnonprofits.org/nonprofit-sector-trends>
- Fellowship Opportunities
 - Echoing Green: <https://www.echoinggreen.org>
 - Ashoka U: <http://ashokau.org>
- Articles:
 - Difference between NGO and NPO: <https://www.cmu.edu/career/documents/industry-guides/NGOs%20and%20NPOs.pdf>
 - Public-Private Partnerships: <https://www.onvia.com/company/blog/5-examples-public-private-partnerships-p3-action>

KWL Chart

K What I Already Know	W What I Would Like to Know	L What I Learned

K What I Already Know	W What I Would Like to Know	L What I Learned

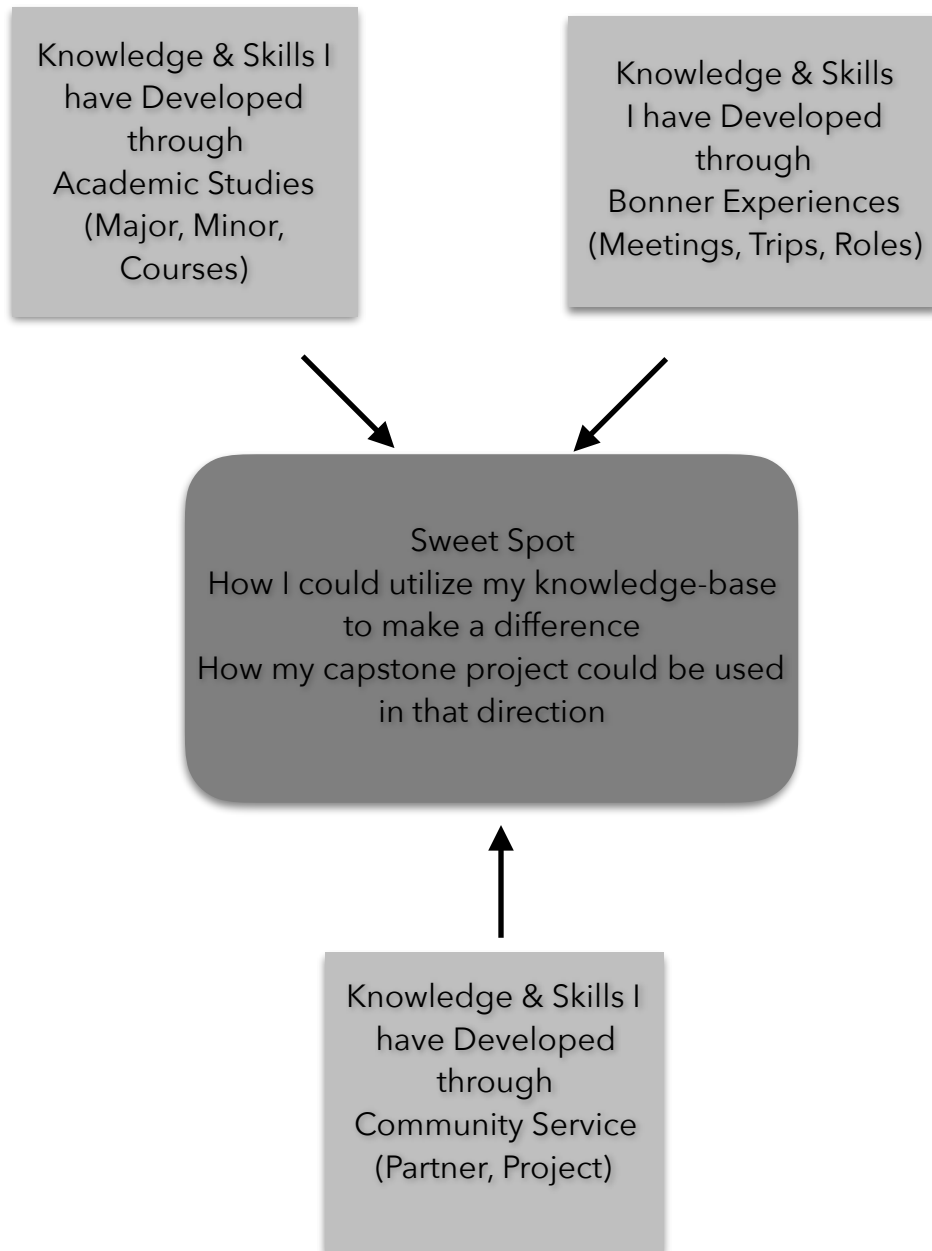
**Systems Overview:
Elements of Service-Oriented Initiatives**



Sweet Home on Handout

生き甲斐 ikigai

ikigai is the Japanese concept of "a reason for being." Everyone has an ikigai. To find it requires a journey of self discovery. But the search is worth it. Your ikigai is the meaning to your life.



Sweet Spot Reflection: Example Shannon

Academic

Bachelors: Journalism

Reporting, interviewing, narration

Masters: Business Administration

Program vision, strategic initiatives, partnerships, marketing, networking

Bonner Values

Empathy building

Leadership Skills

Volunteer management, team/consensus building, communication

Service

Direct Service, capacity-building, advocacy

Alumni

The Congressional Hunger Center

Summer Intern & 20 years later:

Executive Director

Grameen Foundation: Bankers Without Borders

Chief Talent & Knowledge Officer

The President's Council on Service & Civic Participation

Executive Director

Community Engagement

Communicating with Stakeholders, forming allies, building Bridges (Public-Private Partnership)

**Profile:
Edgcomb**

Courtney



Courtney Edgcomb is Vice-President of Community Impact at United Way of Volusia-Flagler Counties. With over 2,000 nonprofits in the Volusia/Flagler communities, individuals have many options in which to invest charitably; Courtney's mission is to make that decision easier for the average investor. She oversees all external communications for the local United Way including fundraising, impact investments, volunteer center, and marketing functions. She is a 2013 graduate of Stetson University's Bonner Program with a major in Outreach Management, a self-defined major combining courses in social sciences and the business school. [She has developed skills in communication, fundraising, investment, and marketing.](#)

As a Bonner, Courtney served as a Lead Team member and Senior Intern, finding her true passion in improving systems and building capacity for organizations and teams. Using skills learned in the Bonner Program such as critical thinking and process creation, Courtney led the development of the Community Impact Model which narrowed United Way's investment strategies to eight main priority areas. This transition improved United Way's reporting capabilities to donors and is successfully defining impact for the Volusia/Flagler community. As a self-proclaimed data-junky, nothing brings Courtney greater joy than breaking down impact reports and donor giving trends.

Courtney's words of wisdom to Bonner students are to take advantage of the Bonner experience to build organizational, communication, and leadership skills, consider future career path, and take on projects that will prepare them for those opportunities.

Alumni Profile: Taylor Duguay



Taylor is the Impact and Marketing Strategist at the United Way of Volusia-Flagler Counties. In this position, she is responsible for coordinating grant funding, conducting data analysis of grant reports, serving as a liaison to nonprofit partners, managing the organization's marketing, overseeing Generation IMPACT young professionals group, and designing strategic planning initiatives to increase community's capacity.

Like most jobs in the real world, Taylor's position requires strong communication and problem-solving skills, organization, the ability to work with a team, and solid critical thinking skills. Additionally, she has also developed graphic design skills, which help her with designing marketing materials for United Way, and ability to analyze and interpret data to manage multiple projects simultaneously. Her experience as a Stetson Bonner truly led her to her current position (the alumni network really is a thing!). Her time in Bonner allowed her to develop as a leader, enhance her professional skills, and gave her a better understanding of the interconnected needs of the community. Her time as Senior Intern helped her to find her passion for leadership, community-building, and engaging our community in collective impact strategies.

Taylor adds that Bonner students are uniquely positioned to play a role in the organizational development of the nonprofits with which they work, which is an opportunity that not many students have. Her advice for current Bonners is to take notice not only of the direct service work that their sites do in the community, but also of what goes on within the four walls of the organization - to learn the business of nonprofit management, the organization's mission, vision, strategic plan, challenges, hiring practices, etc. Having such intimate knowledge of a nonprofit—a business—is a great asset that can lead to successful careers with not only nonprofits like United Way, but also businesses in the public and private sector.