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ADDITIONAL INFORMATION AVAILABLE IN YOUR “RESOURCES” FOLDER:

FORM EXAMPLES
OFFICE PROCEDURES
BLANK CALENDAR
MANDATED REPORTING
ROOM RESERVATIONS
TRAVEL POLICY FORM
POSTING POLICY
NEW COORDINATOR RECRUITMENT HANDBOOK
Ongoing Service Program Core Values

The following core values were established by students to provide a framework for how volunteers and coordinators are asked to engage in service at Gustavus. Students are asked not only to serve, but to “serve well.” The core values demonstrate the recognition that the act of service is one piece of a multi-faceted puzzle—with the added emphases of engaging, evolving, and learning.

-Serve-
We willfully employ our talents and assets by serving the community in a relationship demonstrating mutual respect, genuine interest, and servant-leadership.

*Program Coordinators have the desire and capacity to serve others as well as provide opportunities for others to engage in meaningful service.*

-Engage-
We strive towards the development of depth within community, volunteer, and constituent partnerships through open communication and active involvement of all relevant parties.

*Program Coordinators understand the necessity to and employ partnership principles and practices with community partners, volunteers, and program constituents*.

-Evolve-
We recognize the complexity of communities and the ever-shifting nature of human social dynamics. Therefore, we are committed to identifying changes in community needs and to developing our programs as necessary.

*Program Coordinators understand the practices and nuances of evaluation and assessment, strategic planning, and sustainability to deepen the program and to facilitate the programs evolution to meet the needs of the community, volunteers, and participants.*

-Learn-
We keep our minds open to the acquisition of new skills, information, and life perspectives that expand our competency and fulfillment as individuals.

*Program Coordinators understand how to facilitate reflections, trainings, and orientations that create a “community of learners,” increasing the awareness and understanding of those that engage with the program of the needs they are addressing and how that fits into the greater world context.*
**Service Program Yearly Calendar**

**SEPTEMBER**
- Reconnect with community partner
- Update documents
- Recruit, orient, and train volunteers
- **Program Launch**
  - Applications ready in the CSL-first week of classes, Wednesday
  - Service Fair-First week of classes, Friday afternoon
  - Student Organization Training-First week of classes, Friday afternoon
  - Applications Due-Second week of classes-Wednesday
  - Orientation and Training-Week Three of semester
  - Start week-Week four of semester
  - Volunteers take CASQ

**OCTOBER**
- Reflection and observation collection
- Nobel Conference-Communicate to CP if your program will not run
- Fall Break- Communicate to CP if your program will not run

**NOVEMBER**
- Reflection and observation collection
- Thanksgiving Break

**DECEMBER**
- End of semester volunteer gathering for recognition and reflection
- Assessment of community impact
- Communicate to community partners your volunteer commitment over J-Term
- Stats due to Sara- Friday before finals
- Last volunteer day-week before finals

**J-TERM  *If these are not done over J-term, carry over to February**
- Plan for Spring Semester
- Incorporate assessment and reflection Data
- Update documents as necessary
- Prepare for Spring recruitment, orientation, and training (if recruiting new volunteers).
  What impact will your reflection and assessment data have on your program?
  How will you share this information with your volunteers?
  Based on what you learned this semester, what updates need to be made to: training and orientation, reflection, volunteer management, relationship with volunteers and/or CP, written and/online materials?
February
- Recruit, orient, and train volunteers
- Reconnect with and reenergize returning volunteers
- Reconnect with community partner
- Yearlong programs begin volunteering as soon as possible
- Applications for spring, due to CSL (for programs recruiting)-end of first week
- Involvement Fair-second week of semester. Attend if new volunteers are needed
- Applications due from volunteers-week three
- Begin recruitment for next year's coordinators

March
- Reflection and observation collection
- Interview and make offers to next year's coordinators

April
- New coordinators start
- Reflection and observation collection

May
- Budget requests for following year due to Dave
- Reflection
- New coordinator orientation
- Assessment of community impact from community partner
- Evaluation from CP, constituents, and volunteers
- Volunteers fill out CASQ
- Communicate with CP about: assessing your impact, evaluating your service, and last volunteer day.
- Statistics due to Sara-Friday before finals
- Last volunteer day-week before finals
<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
</table>
| - Reconnect with community partner  
- Update documents  
- Recruit, orient, train volunteers  
- Program Launch | - Individual reflection regularly  
- Group reflection | - Individual reflection regularly | - Individual reflection regularly  
- Group reflection  
- Assessment of Community Impact |
| Labor day-Orientation  
Wed-Apps due to CSL  
Friday-Service Fair | Nobel-Communicate to CP if your program will not run | | |
| Week 1 | Week 2 | Week 3 | Week 4 |
| Applications Due | | | |
| Orientation and Training  
First group reflection  
Send out CASQ | Fall Break-Communicate to CO if your program will not run | Thanksgiving Break-Communicate to CP if your program will not run | Finals |
| Week 3 | | | |
| Program Start | | | |
### Service Program Yearly Calendar

<table>
<thead>
<tr>
<th>J Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan for Spring Semester</td>
<td>• How will you incorporate data from assessment and reflection?</td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recruit, orient, and train volunteers OR Reconnect with volunteers • Begin recruitment for next year’s coordinators</td>
<td>• Individual reflection regularly • Group gathering/reflection</td>
<td>• Individual reflection regularly</td>
<td>• Last group gathering/reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official start for programs with new volunteers Interview new coordinators</td>
<td>Involvement Fair-attend if needed to recruit Interview new coordinators</td>
<td>Program start for yearly programs Make formal offer to new coordinators and return to CSL</td>
<td>Coordinator applications due by the end of the week Training and orientation for programs with new volunteers</td>
</tr>
</tbody>
</table>

| | Spring Break | New coordinator training | Budget requests due Monday | Assessment Qs to CP and constituents Send out CASQ Stats due to Sara |
| | | | | | | |
Coordinators of service programs lead programs by creating and executing the vision for how programs fulfill their mission.

**VISIONING**

The mission statement provides the foundation for a program’s vision. The vision each program creates provides a structure, a blueprint of possibility, of growth for the coming year.

Your program’s mission:

What ways do you want to fulfill this mission for the coming year?

What are three major themes from above? What will be the guiding values for your program this year?

How will your program live out these themes or values?
Retaining volunteers is crucial to a program's success. Dedicated and committed volunteers are essential to the integrity of your program. Ultimately, programs are all about relationships; between Gustavus and the community, our volunteers and constituents, and coordinators and volunteers. The following are vital to keeping volunteers engaged in your program: successful recruitment, clear expectations, training and preparation, open communication, and recognition.

**RECRUITMENT**

Volunteer management is made easier if you recruit quality volunteers who exhibit interest and commitment to your mission. Your program benefits from having a broad range of talents, backgrounds, and abilities represented.

**In determining where to put your recruitment efforts consider the following:**

- What special skills are needed to serve our constituents?
- Where do I find these skills?
- Do we have a diverse mix of skills and backgrounds represented in our volunteers?
- What skills or backgrounds are we missing?
- What language do we use to reach a targeted audience? What language do we use to reach a general, broad audience?
- How have we gone about recruitment in the past? Has this served our needs?

**EXPECTATIONS**

- Have a shared mission and vision. Volunteers are agents of the program's mission and vision. This happens by clearly and consistently communicating your mission and vision—in recruitment, training, on materials, and in conversation.

- Be clear about volunteer expectation from the start—always connecting back to your mission and vision. Expectations should be evident in recruitment, training, on written materials, during interviews, etc.

- Volunteers should understand why expectations and consequence for not meeting expectations are important.
  - For example: "If you fail to show up for the time you committed to twice without communicating this, you will be dismissed from the program. This is because we need to maintain trusting relationships with our community partner and constituents. If you do not show up you are letting down the constituent who has come to expect your presence. It also affects our integrity as a program."

*Management is doing things right; leadership is doing the right things.* - Peter Drucker

*For us, someone who is willing to step forward and help is much more courageous than someone who is merely fulfilling the role.* - Margaret J. Wheatley
**Volunteer Management**

**TRAINING AND PREPARATION**

Training volunteers is one of the most important aspects of running a program. Training and orientation are important times to instill the mission and purpose of your program. When volunteers understand your program’s purpose, vision, and guiding values, they are more likely to see the value of their individual contribution.

Volunteer training and orientation starts with your mission and purpose, with this continued thread woven throughout. Volunteers must first understand the purpose of their work, why they are doing what they are doing, the need they are fulfilling, and the values your organization uses to guide your service. After understanding your program’s purpose and mission, share how you execute this mission. Finally, share the logistics of your volunteer commitment—the what, when, and where.

Training and orientation are times to introduce volunteers to reflection, a benchmark of service learning. You might ask volunteers:

- *What values do you hold in importance? How did these values guide your decision to volunteer for this program?*
- *How do you see using your gifts and talents in fulfilling the mission of this program?*

Reflection at orientation and training allows volunteers to see that their commitment is much more than showing up; it also involves thinking critically about yourself and your experience.

**COMMUNICATION**

Communication between you and your volunteers should happen throughout the semester and go both ways. There should be time and space for volunteers to voice opinions, concerns, and feedback. You will get more commitment from your volunteers if they feel that their input is important to the program.

- Make giving feedback easy.
  - Allow time during group reflections for feedback. Note any information people give during reflections that is important to the success of your program.
  - Be accessible. Let volunteers know who to talk to and how to reach that person if they have an issue or concern.
  - Allow volunteers to provide feedback on your program. Evaluations are great ways to do this.
Volunteer Management

RECOGNITION

• Recognize your volunteer’s efforts-let them feel appreciated for their work.
• Celebrate service. Gather volunteers to:
  o share successes and stories,
  o share reflections and statements of community impact to show the importance of your volunteer’s efforts.
• Personalize recognition. Write a thank you, email, or recognize them verbally.

VOLUNTEER MANAGEMENT PLAN:

Looking at each of the categories: What are you doing well? What areas need improvement?

RECRUITMENT: Do you have the diverse mix of skills and backgrounds needed? Has the previous means of recruitment served your needs? If not, what needs to change?

EXPECTATIONS: How do your volunteers come to know what is expected of them? Do volunteers have a clear understanding of what their expectations are? How do you communicate if expectations are not being met?

TRAINING AND PREPARATION: How have you trained and oriented volunteers in the past and how successful has it been? Were there any issues that arose throughout the last year that could be addressed in training and orientation?

COMMUNICATION AND RECOGNITION: Do volunteers feel connected to your program? What does communication look like between you and your volunteers? How do you give feedback and recognize your volunteers?

The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant. Max DePree
The relationship with your community partner is essential to your program; without a community need and a connection to that need, your program would not exist. Open and frequent communication with your community partner is vital to your program running smoothly.

Contact should be made as soon as possible at the beginning of the year and continue to happen throughout the year on a regular basis. Sometimes this communication will serve as a “check in” to see if the needs of community partners and students are being met or if there are any other issues or concerns. There are also times through the year when you will need to talk to your community partner about specific things.

**Beginning of Fall Semester**
- Setting up training, site orientation, and background checks. This contact should be made as soon as possible to ensure that your program starts in a timely manner.

**Continued Contact at Beginning of Fall Semester**
- Discuss your shared vision for the year.
- What can be improved or changed? What should stay the same?
- Go over important upcoming dates (training, on site orientation, start dates)
- Communicate what is needed from you and your community partner to make this happen, (someone to facilitate on-site orientation, background check forms)

**Mid Semester**
- Check in

**End of Fall Semester**
- Assessment of program: qualitative and quantitative statement from your community partner on the impact of your program.
- Are each party’s needs being met? How can you be helpful to each other?

**Beginning of Spring Semester**
- Communicate the schedule for the semester, (start date, breaks, and holidays).
- Ask if there are any improvements or changes that need to be made this semester.

**Mid Semester**
- Check in

**End of Year**
- Communicate last day
- Assess your program’s impact.
- Evaluate program, relationship, and each other’s needs.
- Communicate as much as possible about the next academic year.
Our programs use assessment to measure the impact of service. Assessment shows if programs are executing their mission by having the impact that they intend. Data from assessment informs future service in your programs by informing future directions.

Programs assess for two things: the impact that service has on volunteers and the impact that service has on the community. This assessment is done three ways: quantitative, qualitative, and observation.

**WHAT WE ASSESS**

<table>
<thead>
<tr>
<th>Impact on Volunteers</th>
<th>Impact on Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative</strong></td>
<td></td>
</tr>
<tr>
<td><strong>WHAT:</strong></td>
<td>CASQ: Civic Attitudes and Skills Questionnaire</td>
</tr>
<tr>
<td></td>
<td>Completed by sending a link to this electronic survey.</td>
</tr>
<tr>
<td><strong>WHEN:</strong></td>
<td>Beginning and end of year</td>
</tr>
<tr>
<td></td>
<td>Community partner’s view on how successful the program has been in achieving its objectives</td>
</tr>
<tr>
<td></td>
<td>Once a semester Qualitative and Quantitative can be combined and done at the same time</td>
</tr>
<tr>
<td></td>
<td>Observation &amp; reflection collected from volunteers</td>
</tr>
<tr>
<td></td>
<td>Done bi-weekly on an individual basis, at least 2 times a semester on a group basis</td>
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**QUANTITATIVE ASSESSMENT OF IMPACT ON VOLUNTEERS**

We have volunteers fill out the Civic Attitudes and Skills Questionnaire (CASQ) at the beginning and end of their service experience to gauge the impact that serving in your program has had on volunteers. The CASQ is made of 45 questions that students answer, self-evaluating their skills and personal attitudes regarding civic and social issues. A link to this survey will be given to you at the beginning of the year for you to pass on to your volunteers.
QUALITATIVE ASSESSMENT OF IMPACT ON VOLUNTEERS AND CONSTITUENTS

Each program assesses the qualitative impact of serving on its volunteers in different ways. Generally, this is done by asking volunteers to respond to reflective questions about how their volunteer experience has changed or impacted them. Collecting qualitative impact is done simultaneously with reflection and observation. Reflection questions are posed to get volunteers to think about how their experience as a volunteer has impacted them, and what impact they are having on the constituents they serve. This also functions to boost intentionality in serving.

EXAMPLES OF QUESTIONS THAT PROGRAMS ASK TO FULFILL QUALITATIVE IMPACT ON VOLUNTEERS, REFLECTION, AND OBSERVATION:

1. What behaviors are you observing (i.e. eating habits, physical activity, and sportsmanship)?
2. Next week, how do you plan to engage with the kids to help them move forward?
3. Did your involvement this week help the kids move closer to the goals described in our mission?
4. What impact are you having on the kids in TAG and how has your volunteer experience impacted you?

1. What behaviors am I observing?
2. What is your goal for next time and what is your specific plan to meet these goals?
3. What actions have you done that have benefitted the constituents so far?
4. What is your perceived impact on the constituents? What is the impact of the program on you?

1. What behaviors or skills have you as a volunteer observed in the students you are working with? Ask your teacher for additional input.
2. What are your teacher’s goals for the students you are working with?
3. How do you plan to help the student(s) achieve this goal? Ask your teacher for additional input.
4. How have you benefitted from this volunteer experience as a Study Buddy?

PLAN FOR ASSESSMENT OF IMPACT ON VOLUNTEERS, OBSERVATION, AND REFLECTION:

How did your program facilitate assessment in the previous year. What worked? What didn't?

How will your program address needed changes?

What impact, specifically, do you want your volunteers to have on constituents?

How do these questions need to be modified throughout the year to stay relevant?
The purpose of assessment is to see what impact you are having in the community and how this compares to the impact you set out to achieve. The questions that you develop for quantitative and qualitative assessment are based on the outcome that you hope your program has.

Assessment of community impact happens in three ways: quantitative, qualitative, and observation. Observation is done in conjunction with individual reflection. Frequency of observation varies by program but is generally biweekly. Quantitative and qualitative assessment of community impact happens at least once a semester by gathering a statement from your constituents or community partner.

This is an opportunity to ask anything else that you want to know about your program’s impact on the community. These questions can be coupled with evaluation questions.

**EXAMPLES:**

**Quantitative:**

Rate the impact that (program name) has had on (program objective). How did the study buddies volunteer(s) in your classroom impact student academic achievement?

1. They had a negative impact
2. They had no impact
3. They had little impact
4. They had some positive impact
5. They had a great positive impact

**Qualitative:**

Comments to support your rating. (placed after quantitative measures as seen above)

What impact has (program name) had on (program objective/indicator)?

What impact has your study buddies volunteer had on the student’s academic achievement?

What impact has Elders had on your wellbeing?

How did the time you spent with your volunteer impact you/your child/constituent?

**QUANTITATIVE AND QUALITATIVE ASSESSMENT PLAN:**

In thinking about your mission, what is your program’s objective? What outcomes do you hope to see in your constituents?
What specific question will ask to assess these outcomes in a qualitative and quantitative manner?

Depending on your program, you may be able to ask constituents directly, what impact your service has had on them, or you may need to ask your community partner. It is important to move responses to qualitative (open-ended questions) beyond simple answers like, “I have fun”, “or “I like it when you come”. What follow up prompts will you provide to volunteers to ask constituents?

Qualitative assessment and evaluation give you the opportunity to get feedback on your program. What other information would you like to know about your program and about your community impact? What areas need improvement?

How will you ask your community partner or constituent about these areas? What specific questions will you ask?
Reflection

Service-learning is a method under which students learn and develop through thoughtfully organized service that is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience.

American Association for Higher Education (AAHE): Series on Service-Learning in the Disciplines

The integration of reflection into our program differentiates us from organizations that facilitate only volunteer opportunities and ensures that we not only serve, but serve well.

We utilize reflection because:

• Reflection enables learning, personal growth, and depth of understanding. Volunteers come to know themselves better, to understand the value of their service, and the impact of their service in the community.

• Fostering a culture of reflection ensures that the benefit of volunteering goes beyond the time that is spent engaged in direct service. Through reflection, volunteers think critically about the community, their experience, and themselves, allowing volunteers to connect their service to personal experience outside of the volunteer site.

• Reflection challenges volunteers to reevaluate previously held assumptions, beliefs, values, and goals.

• Reflection creates intentionality in volunteers. Through consistent reflection, volunteers are patterned to think about how their work affects the constituent, and how it affects them personally. Volunteers evaluate how they serve and what they can do to serve more effectively.

• Reflection contributes to the ongoing evolution of the program by illuminating needed changes and highlighting successes.

• When done in a program, reflection can create a sense of group cohesion and ownership of the community impact.

We do not learn from experience, we learn from reflecting on experience.

John Dewey
Reflection

Programs facilitate reflection on three levels: *individual*, *group*, and *collective*.

**Individual Reflection** is done at least bi-monthly. These regular reflections serve to get volunteers thinking about their experience, noticing behaviors of constituents and self and how the two interact. This is done by asking volunteers to comment on things like their behavior, how it affected the situation, how they hope to impact the constituent, and how they plan to do so. These reflections drive volunteers to be intentional in their service.

**Group Reflection** is done at least twice a semester. Reflecting as a program provides the opportunity to see others’ perspectives on your program’s service and contribute to each other’s growth. Since volunteers are participating in individual reflection regularly, group reflection provides the opportunity to delve deeper. Reflections can consider: how perceptions have changed due to experience and how this groups’ service fits into the larger community context.

**Collective Reflection** serves to share perspectives across programs, understand the collective impact of the Gustavus service with the community, help program’s understand their unique role in serving the community, and build community across programs. Coordinator Council fulfills this role.

**Types of Reflection**

<table>
<thead>
<tr>
<th>Reflection Type</th>
<th>Self-Reflection</th>
<th>Critical Reflection</th>
<th>Critical Self Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occurs daily, often unconsciously. Happens frequently with little prompting.</td>
<td>Involves examining one’s own beliefs, attitudes, feelings, assumptions and actions.</td>
<td>Explores how your service fits into a broader context.</td>
<td>Looks at how previously held beliefs, attitudes, assumptions, and actions may have changed.</td>
</tr>
<tr>
<td><strong>Example Questions:</strong></td>
<td><strong>Example Questions:</strong></td>
<td><strong>Example Questions:</strong></td>
<td><strong>Example Questions:</strong></td>
</tr>
<tr>
<td>What behaviors did you observe in your constituent?</td>
<td>How has your volunteer experience informed your thoughts about your vocation or calling?</td>
<td>What needs are we fulfilling in the community that are not being met by local agencies or the government? Why are they not being met?</td>
<td>How has your perception of people with mental illness changed because of your service experience?</td>
</tr>
<tr>
<td>What is your goal in working with your constituent?</td>
<td>What was your impact on the constituent today?</td>
<td>What is our impact in the community?</td>
<td>What misconceptions does society have about our constituents? What have we seen/observed that is contrary to this?</td>
</tr>
<tr>
<td>What did you do today to work toward that goal?</td>
<td>In what ways are you trying to have an impact on our constituent? How have you been successful in making that happen?</td>
<td>How does local, state, federal policy affect the lives of our constituents?</td>
<td>What is the difference between what you state you believe and what your actions suggest you believe?</td>
</tr>
</tbody>
</table>
**CREATING A REFLECTION STRATEGY:**

Thinking about your reflection strategy from last year, what worked, what didn’t?

What changes need to be made based on these observations?

*Your individual reflections will occur alongside weekly or biweekly assessment questions.*

How do you plan to facilitate individual reflection? How will you collect it? How often? Who is responsible for carrying it out and collecting it?
Reflection

What do you want individual volunteers to reflect on regularly? What questions will you ask volunteers to get them thinking about this?

Group reflection is an opportunity to dig deeper with critical reflection and discuss your service in the broader context-local, state, country, etc.
What do you want your volunteers to reflect on as a group? What questions will you ask to get volunteers to talk about this?

How do you plan to facilitate group reflection? How will you collect it? How often? Who is responsible for carrying it out and collecting it?
SAMPLE QUESTIONS

Describe the people you met at the service site.
Name three things that stuck in your mind about the service experience.
Describe the atmosphere of the service site.
Describe some of your interactions.
What did the "body language" of the constituent tell you?
What brings people to the service site (both people seeking service and the volunteers)?
Describe what a typical day might be like for one of your constituents?
What was the best/worst/most challenging thing that happened?
Where do we go from here? What’s the next step?

Why do you serve?
How were you different when you left the service location compared to when you entered?
How are you similar/different to the others (others in your service group, seeking services, etc.)?
How did the constituent’s responses make you feel?
How did the services site make you feel? (compared to other identifiable places)
What have you learned about yourself?
How does this experience compare to others you’ve had?
Did you feel like a part of the community you were working in?
How do you define community?

Why do you think (activity described in previous questions) happened?
What is the difference between generosity, charity, justice, and social change?
What connections do you see between this experience and what you’ve learned in your classes?
What have you learned about a particular community or societal issue?
Do you think these people (or situations) are unique? Why or why not?
What public policies are involved and what are their implications? How can they be improved?
Who determines what’s best for the community?
How would you do things differently if you were in charge?
What can this group do to address the problems we have seen at the service site?
What could each participant do on their own?
How can your solutions apply to other situations in your life?

How can your solutions apply other problem(s) of other groups?
How can society better deal with the problem?
How can society be more compassionate/informed/involved regarding this community?
In what ways did being different help/hinder the group?
If you were one of the constituents, what would you think of yourself?
How was your service contributed to your growth in any of these areas: civic responsibility, political consciousness, professional development, spiritual fulfillment, social understanding, and/or intellectual pursuit?
How did this experience challenge your assumptions and stereotypes?
Describe an internal or external conflict that has surfaced for you during your service. Explain the factors that contribute to it and how you might resolve or cope with the conflict. (CR and CSR)
Discuss a social problem that you have come in contact with during your service. What do you think are the root causes of this problem? Explain how your service may or may not contribute to its alleviation. (CR and CSR)
PLANNING REFLECTION

Planning reflection starts with determining what you want people to reflect on. In the beginning of the service experience reflection will focus more on the experience and self-reflection. As people become more comfortable and familiar with reflection, they will be more open and ready for critical reflection.

Once you have determined what you want your volunteers to reflect on, select questions that will stimulate this reflection, then choose a way to facilitate the questions that will be creative and engaging.

You should also consider where volunteers are at in their service experience. At the beginning of the semester reflection there should focus more on reflection and self-reflection. As time goes on push volunteers with question and activities that create critical reflection.

PICTURE CARDS

The CSL has decks of various pictures. People pick pictures that represent their responses to the any question you want to ask. Make sure that people elaborate on how the picture relates to their answer, if they don’t, ask follow up questions. (ex. don’t let them stop at “I picked a blue picture because I get sad sometimes”—ask them why or how they get sad, until they take it deeper). The pictures give people a means by which to explain their views in a different way.

Tip: Start with a question about where people are at, following it with a question about where they would like to be. This allows people to “center” and focus on their desired outlook. Examples of questions to ask:

- How do you feel right now? How would you like to feel?
- Where is our program at? Where would you like us to be?
- How has your week been going? How would you like your week to end?

After those questions, focus in on the questions you have relating to your program. Relate the questions to your group/topic.

Variations:

- Ask two questions together so people are choosing two pictures to represent their answers.
- Hand each person a random picture. They have to use this picture to answer the questions. (Don’t worry, they’ll find a way to make it work).
- Flip the pictures upside down and have people grab one at random.
- Have people choose a picture for the person to their left (or right, or two to the left, or across the table, etc.)
- Have people choose their own pictures, then tell them that they need to trade with someone else.
- Have them explain how their pictures don’t answer the question.
- Don’t let them use the same picture twice.
VALUES CARDS

The CSL has decks of values cards that include a number of values, (flexibility, security, balance, faith, and happiness to name a few). Have volunteers pick their top 3-5 personal values, by first sorting the cards into three piles or importance, yes, no, maybe. Then have volunteers discard the “no” pile, and go back through the “yes” and “maybe” pile to select their top values. Ask volunteers to share their top values. Relate these values to the volunteer experience by asking volunteers questions such as:

- How did these values lead you to volunteer with this program?
- How do you live these values in your volunteer service?
- What do these values look like in action? In your service, in your everyday life?
- How has your understanding of these values changed due to your experience with (program name)?

ART

Similar to the picture activity, you can have people “create” their response to a question, rather than select a picture that represents their response. Use play dough, tin foil, string, beads, and any of the various supplies in the coordinator office open to all programs. You can have people work individually or in pairs, to create something that represents their answer.

Hands activity

This is a good closure activity but it can be used at any point in the semester. Have people trace each of their hands. On one hand people write and/or draw what they "brought“ to the group. This could include skills, perspective, knowledge, ect. On the other hand, people write what they are taking away from the experience.

Tapestry

Using colored post it notes, have your volunteers write their responses to questions on the notes and post them on one large piece of paper. This allows your group to see the collective responses of the group. You can arrange the notes by theme.

Collage

Have magazines and art materials available for people to create a collage that relates to the program. This can be done as one large group or with small groups that later share with the group. Volunteers can place pictures, paint, color, write quotes or words that represent the purpose of your collage. The collage can be general or specific. Examples of specific themes include: our impact in the community, how I have been impacted by the program this year, social issues that affect our program/program constituents or any reflective question you have chosen for your program.

VIDEO CLIPS OR NEWS STORIES

Use a newspaper article, blog post, or a short video clip from a TED talk, news story, or commentary that relates to your service that can be used to spark discussion.
Reflection Guide

MAPPING

Map issues that relate to your program on local, state, national level.

Start by putting your program or your constituents in the middle of a large piece of paper. Write an issue, a need, a challenge to your program or your constituents. Starting at the local level and branch out listing what contributes to this issue, need, or challenge on state, national, and global level.

GET PEOPLE MOVING

Two Circles

Have people stand in two circles. People are paired up with one person at a time. Ask questions and have each person share with their pair. Have the inner or outer circle rotate one position so they are paired with someone new to answer the next question. This allows people to speak one on one with each other and can be helpful for people who are not as comfortable sharing in a larger group.

Four Corners

This activity works best with a larger group of people. Have everyone start in the middle of the room. Ask or questions or make a statement that can be answered on a scale, (strongly disagree, agree, disagree, and strongly disagree). An example statement could be: “Kids get bad grades because they don’t try hard enough”, “Poverty is everyone’s problem”, or “advocacy is important to our program”. Have people move to the corner of the room marked or designated as the response they most align with. After people move to the corner, they should talk with others about why they choose that answer. Each group reports to the larger group about why they took the position they did. With each new phrase or question people move to the area of the room that is designated for their response

PASS THE HAT

This activity is helpful to those who feel uncomfortable sharing their opinion with a large group. People write their response to a question on a piece of paper and place it in a hat or bucket. The facilitator might ask “Why are so many students performing below their grade level?” Responses may range from “Some kids are lazy and don’t want to learn.” to “Learning English as a second language makes it harder to understand the teacher.” to “The education system is a vehicle of oppression.” Statements that are controversial but not likely to voiced publicly are more easily shared in this format.

Once all responses are placed in the hat, pass the hat around the group, having each person pick a response and read it out loud. The individual or the group can respond to the statement written.

GUIDED IMAGERY

Guided imagery can help volunteers connect with their assumptions and beliefs about the service experience. It can be helpful for volunteers to envision what live if like for the constituents they
serve. Have people get comfortable, and close their eyes if they wish. Read a narration guiding people through an experience. This could be: a day in the life of a constituent (elderly person with no close family, person with severe mental illness, or student who does not speak English) or the constituent’s perspective on the hour spent with volunteers. Have a discussion afterwards about what the experience was like. You can ask if there was anything surprising or thought provoking about this.

**QUOTES**

Quotes can be a useful way to initiate reflection because there is an ample supply of them, they are often brief yet inspiring, and they can sometimes be interpreted in multiple ways. Facilitators need not limit quotes to those that represent the popular view or the view supported by the group, but can offer a mixture of quotes that represent several viewpoints or one that has multiple interpretations. Participants should be challenged to consider the other meanings the quotes may have to different individuals. Participants can also be invited to share personal quotes, taken from their own journal entries or their other written work. Facilitators may want to make the reading of quotes a group activity by filling a hat with strips of paper containing different quotes. Each participant draws a strip of paper and reads the quote to him/herself. Participants take turns reading their quote out loud, explaining what they think it means, and discussing how it might pertain to the service project at hand.

Sample Quotes:

“If we do not act, we shall surely be dragged down the long, dark and shameful corridors of time reserved for those who posses power without compassion, might without morality, and strength without sight.”
- Dr. Martin Luther King, Jr., Minister, Civil Rights Leader

“A different world cannot be built by indifferent people.”- Horace Mann, Philosopher

“I believe that the serving and being served are reciprocal and that one cannot really be one without the other.”
- Robert Greenleaf, Educator and Writer

“Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it’s the only thing that ever has.”- Margaret Mead, Anthropologist

“If you have come to help me you are wasting your time. But if you have come because your liberation is bout up with mine, then let us work together.”- An Aboriginal Australian woman

“WE are the leaders we have been waiting for!”- Sweet honey in the Rock, Musical Group

“We don’t see things as they are; we see things as we are.”- Cicero, Philosopher

“One of the oldest human needs is having someone to wonder where you are when you don’t come home at night.”- Margaret Mead, Anthropologist
“The relatively innocent desire to help is so thinly distinguished from wanting to be the helper. But the latter is capable of all sorts of distortions; wanting to be widely known as the helper, wanting to make some decisions for the helper, wanting to dictate, to paternalize, to manipulate.” - Robert Greenleaf, in Teacher as Servant

“When I help, I am aware of my strength and of others’ weaknesses...Fixing is a form of judgment. It implies something is broken and creates a distance, a disconnection. We can only serve that which we are profoundly connected to.” - Sam Daley-Haris, Director of Results

“That we needed homes, and you gave us Food Stamps. That we needed jobs, and you got us on the Welfare. That our families were sick and you gave us your used clothes. That we need our pride and dignity as human being and you gave us surplus beans.”
-- Si Hahn, in How People Get Power: Organizing Oppressed communities for Action

“Those of us who attempt to act and do things for others or for the world without deepening our own self-understanding, freedom, integrity, and capacity to love, will not have anything to give others. We will communicate to them nothing but the contagion of our own obsessions, our aggressivity, our ego-centered ambitions, our delusions about ends and means.” - Thomas Merton, Philosopher

“Most Americans have never seen the ignorance, degradation, hunger, sickness, and futility in which many other Americans live...They won’t become involved in economic or political change until something bring the seriousness of the situation home to them.” - Shirley Chisholm, six-term Congresswoman

“Unless you choose to do great things with it, it makes no difference how much you are rewarded, or how much power you have.” - Oprah Winfrey, Talk Show Host, Actor, Producer

“I change myself, I change the world.” - Gloria Anzaldua, Writer

“If I do not speak in a language that can be understood there is little chance for a dialogue.” - Bell Hooks, writer

“I don’t want to be someone who enters communities solely to get things done, I want to be part of a sustaining, connected, and interdependent set of communities.” - Peter Hocking, Brown University, in response to the motto of Corporation for National Service "Getting Things Done"

“The master’s tools will never dismantle the master’s house.” - Audre Lorde, Writer

“I’m looking for a time when women are changing the nature of power versus power changing the nature of women.” - Bella Abzug, Women’s Rights Leader

“Assume that in spite of the ways we have been divided, it is possible to reach through those divisions, to listen to each other well and to change habitual ways of acting which have kept us separated.” - Dr. Ricky Sherover-Marcuse, Diversity Trainer and Psychologist

“Each of us guards a gate of change that can only be unlocked from the inside. We cannot open the gate of another, either by argument or by emotional appeal.” - Marily Ferguson, Educator and Writer

“Education is not the filling of a pail but the lighting of a fire.” - William Butler Yeats

“Creativity requires the freedom to consider the "unthinkable alternatives," to doubt the worth of cherished practices.” - John Gardner, Leadership Writer
“We should seek a community of honest differences rather than a community of enforced consensus...” ~ Dr. Lloyd Komatsu, Carleton College Convocation Address, 1992

“I believe we should fight for the unrealistic, rather than defend the unacceptable.” ~ Bill Shore, Founder of Share our Strength, a hunger organization

“Everything has changed except for our way of thinking.” ~ Albert Einstein, Physicist

“All of our destinies are interviewed.” ~ Carrie Thornhill, Washington, DC community development advocate

ADD YOUR OWN:
End of Year Evaluation

This document will serve to carry over from year to year, important insights gained from the last year. Coordinator will fill out this form with their advisor and save it to their Google Drive or Drop box folder.

MISSION STATEMENT
Is your mission statement an accurate account of the service you provide to meet the community need? What changes, if any, need to be made?

VOLUNTEER MANAGEMENT

Recruitment
How successful was volunteer recruitment? What worked well? What needs to be changed? How should your program address these needed changes next year?

Training and Orientation
What worked well during your training and orientation process? What was covered that should stay? What was not covered that should be included?

Communication
What worked well in communication with your volunteers? What needs to change? How will you address this?
ASSessment

In considering the questions you asked volunteers to answer throughout the semester what worked? What needs to change? Consider: frequency, method of collection, questions asked, return rates, and depth of answers.

In considering your end of semester assessment of community impact by your community partner, what worked, what didn’t? Consider: Did the questions you ask give you the information you wanted to know, return rates, and depth of answers.

REFlection

Individual—similar to the assessment question above. Any additional comments?

Group

What worked well? What needs to be changed? Were volunteers engaged? Did the questions asked get the desired results? Were there any logistical issues that arose that you didn’t anticipate? What tools or resources did you use?
An executive summary details your service program and the impact your service has had on the community for one academic year.

This summary serves the following purposes:

• A means to track progress and changes in programs year to year and ensure that your program is evolving.
• A way to share the work you have done with your current and future volunteers and coordinators, your community partner, and the Gustavus community.
• Execution of the Center for Servant Leaderships’ commitment to excellence in professional programming.
• A statement to submit to the President’s Higher Education Community Service Honor Roll in fall semester.

Your executive summary includes:

• Explanation of your program and the service provided including:
  o Mission statement
  o Who benefits from the service (constituents, volunteers, etc.)
  o Parties from Gustavus involved in the service (students, faculty, etc.)
  o Description of the program’s impact on the constituents and volunteers with evidence to support this (assessment data)
• Program practices or supports that were found to be particularly helpful or effective
• Frequency of service (how often and for what part of the year)
• Collaborations with community agencies
• Supports from government agencies (Federal Work study or other government programs.)
• Yearly statistics (number of volunteers, volunteers hours, individuals served). This will be put into your summary by CSL staff after completion of your summary.

Taken from the President’s Higher Education Community Service Honor Roll
EXAMPLE:

BPLP

The mission of the Big Partner/Little Partner program is to build community by having the leaders of today mentor the leaders of tomorrow through a one-on-one relationship (MISSION). Programming for BP/LP pairs each student volunteer with a local Saint Peter youth through a comprehensive application, selection (including interviews), and matching process (PARTIES THAT ENGAGE IN SERVICE). Students volunteer from September through May for 1 to 2 hours a week for each student/youth partnership. Additionally, the program features once a month large group gatherings and activities (FREQUENCY OF SERVICE). Staff advising from the Center for Servant Leadership help student coordinators develop 3-5 year strategic plans, and support a robust student coordinator structure that includes a lead coordinator, events coordinators, communication coordinator, parent coordinator, and a public relations coordinator - each with specific job descriptions and responsibilities. Additionally, the Center provides grant writing support, departmental funding for background checks, weekly advisor meetings and office space (PARTIES FROM GUSTAVUS INVOLVED IN THE SERVICE). Integrated program trainings and orientations that have been especially successful have addressed program expectations, mentoring activities, role playing, mentoring goal development, and mandated reporting (PROGRAM PRACTICES OR SUPPORTS THAT WERE FOUND TO BE PARTICULARLY HELPFUL OR EFFECTIVE). Beneficiaries from the service reciprocally include local youth and families, as well as student volunteers and the community as a whole (PARTIES THAT ENGAGE IN SERVICE). Assessment data from 2011-2012 indicated that 88% of student volunteers had a positive learning experience from the program, and 90% of participating families indicated constructive outcomes and support in areas of decreased tendencies among their children in anti-social behavior, improved academic achievement, constructive family behaviors, and positive peer relationships (EVIDENCE OF PROGRAM’S BENEFIT). Student coordinators receive Federal Work Study money in support of their leadership for the program (SUPPORT FROM GOVERNMENT AGENCIES). Supportive community collaborations include United Way grant support, the Lyons Club, and the Student Athlete Advisory Board (COLLABORATIONS WITH COMMUNITY AGENCIES).

Number of Participating Students: 156 (Gustavus students) and 156 little partners, roughly 121 families (some have multiple kids in the program)

Total estimated hours: 4309.5
Participating staff: 2
Service hours: 180
Estimated number of individuals served: 600 (includes families, little partners, and volunteers)