



# Preparing Tomorrow's Community Leaders Today

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Corporation for National Service  
National Fellowship Program  
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# Contents

Abstract		v
Executive Summary		vi
Introduction		1
Meeting the Goals		2
Providing Advance Leadership Training	3	
Building Capacity in the Field	8	
Collaborations and Partnerships	14	
Program Design		19
Diversity	19	
Creating a Community of Learners	20	
Curriculum Design and Development		26
The Fours Focus Competencies	33	
Facilitation and Project Planning	38	
Recommendations		40
Appendices		41

## **Corporation for National Service**

Created in 1993, the Corporation for National Service oversees three national service initiatives – AmeriCorps, which includes AmeriCorps\*VISTA, AmeriCorps\*National Civilian Community Corps, and hundreds of local and national nonprofits; Learn and Serve America, which provides models and assistance to help teachers integrate service and learning from kindergarten through college; and the National Senior Service Corps, which includes the Foster Grandparent Program, the Senior Companion Program, and the Retired and Senior Volunteer Program (RSVP).

### **National Service Fellowship Program**

The National Service Fellowship Program, launched by the Corporation for National Service in September 1997, involves a team of individual researchers who develop and promote models of quality service responsive to the needs of communities. The goal of the program is to strengthen national service through continuous learning, new models, strong networks, and professional growth.

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# **Abstract**

## **The Project**

Nicole Trimble designed, implemented, and evaluated a state-based leadership development program for national service participants. The leadership program was designed as a highly effective and cost-efficient model. The model is easily replicable and has the potential to reach thousands of service participants needing and wanting further leadership development training. The project consists of a full report of the program and a curriculum model. The curriculum model includes both a manual for trainers and a manual for participants.

## **The Findings**

Through focus groups, interviews and surveys Ms. Trimble evaluates the leadership development program she designed and implemented. The report profiles the experiences of the participants and their supervisors. The program and the curriculum were found to be a great resource to the Washington State Office, Washington State Commission, Washington's national service programs, and the national service leaders who were involved.

In addition to the report, the final product includes a seven-day leadership development curriculum designed for AmeriCorps members, VISTAs, Senior Corps volunteers, and Promise Fellows. The curriculum consists of a trainers' manual, participant workbook, and strategies and recommendations for implementation.

## **What It Means to You**

Ms. Trimble's work is a resource to those wishing to develop or improve a leadership development program. In addition to providing program directors a context for developing their own leadership development program, it offers ideas, resources, and a solid curriculum that can be easily implemented.

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# Executive Summary

*“The Washington Leader Corps was a great opportunity to see just how much can happen when talented, motivated, and diverse people unite around common goals. I found that I was continually inspired by the trainers, by my fellow participants, and by the growth I observed in myself within that short time.”*

- Rhean Souders, VISTA Leader

This National Service Fellowship project details a highly effective and cost-efficient program model and leadership training curriculum referred to as the “Leader Corps.”

The goals of the Leader Corps are:

- To create statewide, cross-stream collaborations;
- To build capacity in the field by preparing and empowering talented national service leaders to address critical needs in the field;
- To provide advanced leadership training to national service leaders with the interest and ability.

This product includes a full report of the Washington Leader Corps with recommendations for implementation. It also includes a seven-day curriculum with a manual for trainers and a manual for participants.

## **Program Model**

The Statewide Leader Corps is a competitive, cross-stream, statewide leadership development program model. It has been created to be a collaborative effort between State Commissions and CNS State Offices. These offices combine resources to provide outstanding leadership development training to exceptional AmeriCorps members, VISTAs, Promise Fellows, Senior Corps Volunteers and others involved in the national service field who have demonstrated leadership ability and a desire to gain new skills.

## **Curriculum and Training Model**

Assessing the needs of service leaders and their supervisors developed the Leader Corps curriculum. The program is designed as a two-part training. The first training is a four-day training to take place in the fall followed by a three-day training in the spring. The participants are given meaningful projects on which to work during the time in between the trainings.

The trainings are a series of large group presentations followed by a small group session that serves as a lab for the participants to practice the skills and concepts introduced in the large group. Participants are divided into small groups by geography at the beginning of the first training. This introduces them to the other participants serving near them. Later, they self-select into a project-based group for the mid-year project and follow-up training in the spring.

Outstanding trainers, provided through the National Service Leadership Institute, conduct the large group sessions. The small group facilitators are local service leaders who have participated in a CNS leadership development program in the past.

The curriculum has been carefully designed and tested. It engages the participants by using highly experiential learning techniques. The following four competencies are the focus of the Leader Corps curriculum:

- Collaboration and Teamwork – Service Leaders should: develop community networks and coalitions, build consensus by being enthusiastic and cooperative, apply the skills necessary to make a group function effectively, and work well with diverse ideas and individuals with different perspectives and needs.
- Motivation Coaching and Empowering – Service Leaders should: develop self-confidence in others, encourage others’ personal and professional growth, enable others to take responsibility for their own actions, validate others’ needs, and prepare others for action.
- Leadership, Vision and Community Creation – Service Leaders should: help create a work environment that allows members and others to be responsible for the creation of their own communities and be able to develop a vision and share the vision with others effectively.
- Verbal Communication and Public Presentations – Service Leaders should: listen effectively and facilitates an open exchange of ideas, and be able to make clear and convincing oral presentations to members, peers, community members, and the press.

## **Benefits to Stakeholders**

### State Commissions and State Offices

- Creates grass roots collaborations between streams-of-service;
- Provides leadership opportunities to service leaders who can deliver training to other members in the field;
- Provides service leaders an organized opportunity to work on an issue or project that will directly assist the Commission and State Office;
- Provides an opportunity for the Commission and State Office to collaborate and combine resources in a way that positively impacts the state’s service participants;
- Provides an organized, high quality, cost-effective training option directly related to members;
- Provides a framework to sustain an Inter-Corps Council;
- Develops the leadership skills of the future leaders in the state and service community.

### National Service Leadership Institute

- Provides an opportunity to deliver leadership development training to front-line service leaders;
- Provides the alumni of NSLI programs an opportunity to serve as trainers and facilitators to emerging leaders in their own communities and states;

- Provides the NSLI with an opportunity to offer a training program at the beginning of the service-leadership training continuum.

#### AmeriCorps Leaders Program

- Provides AmeriCorps Leaders an opportunity to improve their facilitation and training skills by serving as small group facilitators;
- Provides AmeriCorps Leaders an opportunity to network and work with members throughout the state;
- Provides a forum for AmeriCorps Leaders to present their ideas and initiatives to other service leaders across the state;
- Provides a framework to support a sustainable Inter-Corps Council.
- Provides a corps of exceptional service leaders from which the AmeriCorps Leaders Program can recruit.

#### Training and Technical Assistance

- Provides T&TA Officers an opportunity to present State Commissions and large programs with a high quality and cost – effective training option that requires minimal work.

#### CNS Management

- The program directly supports the strategic plan by involving all streams of service and increasing the number of members participating in leadership development programs.

## **Methodology and Findings**

Twenty-six service leaders participated in the Washington Leader Corps training. The training participants and their supervisors participated in the evaluation of the program and training. The leadership development program and training were evaluated through the use of focus groups, interviews, and surveys.

The following are several of the key findings of the research.

- Supervisors appreciate the Leader Corps because it provides leadership development training beyond what their programs can provide.
- Service leaders gained confidence in their leadership skills and abilities due to their participation in the Leader Corps.
- Both supervisors and service leaders believed that the training provided is transferable beyond the national service experience.
- Both supervisors and service leaders agree that the Leader Corps improved project planning, facilitation, public speaking, and training skills of the participants.
- Both supervisors and service leaders agree that the Leader Corps created collaborations and partnerships between national service programs in the state of Washington.

## **Recommendations**

Based on the research and findings of this fellowship, the following are recommendations. Although some of these recommendations rely on national policy, state and local stakeholders in the national service movement can implement most of them.

- Have a long-range vision of leadership development. Developing leadership in the community service field is imperative to the sustainability of the Corporation for National Service's programs. Our leaders are going to help strengthen our programs, but more importantly, strengthen our people who will be the future leaders of our communities and future decision makers of our nation.
- Use this model or a permutation of this model to greatly increase the number of highly trained leaders for a minimal investment. This model could train thousands of service leaders in a very cost-effective manner. It is much less expensive than most of CNS's other leadership initiatives.
- Design the leadership development program by building on existing talent and resources. The AmeriCorps Leaders Program staff is very well positioned to provide Training and Technical assistance to states and programs wishing to improve their leadership development. AmeriCorps Leaders Alumni working with the National Service Leadership Institute are positioned well to provide training to the states and programs requesting resources.
- Include leadership development for participants as an essential ingredient of successful programs in program guidance. Provide training and technical assistance resources to states and programs that wish to implement leadership development programs for service participants.

## Introduction

The face of leadership in our communities and our nation will be drastically changed because of the service opportunities being provided through the Corporation for National Service. People inspired to serve their communities through AmeriCorps, VISTA, Learn and Serve, and Senior Corps will be the future leaders of the communities they serve. It is in the best interest of the Corporation for National Service, its programs, the communities it serves, and our nation to provide these fledgling leaders with sustainable and tangible leadership skills that they can carry with them into the future.

The inspiration for developing a leadership training model that has the ability to reach hundreds, possibly thousands, of service leaders each year came from my own experiences and observations during my work with national service.

The training I received as an AmeriCorps Leader during the early days of the Corporation for National Service had a profound impact on my personal and professional life. The AmeriCorps Leaders experience solidified my commitment to service and provided me with invaluable skills. I use the transferable skills, inspiration, and connections I made through my AmeriCorps Leaders experience daily. I knew while participating as an AmeriCorps Leader that this valuable experience needed to reach more people. National service programs are change agents in the development of civic and community leadership in this country. Is there a better way to prepare the future leaders of our communities and our country than through national service?

My work as the director of a national AmeriCorps program and as an employee of the Corporation for National Service confirmed my belief in the imperative need for leadership training at the level of the service participant. Presently, many of the leadership training resources at the Corporation for National Service are allocated to train and improve the management of programs. The directors of national service programs need leadership training and are provided with a high quality, extremely comprehensive training through the National Service Leadership Institute. Just as the program managers need training, so do the program leaders. The sustainability of national service depends on it. It is in the best interest of the Corporation for National Service to provide leaders on the program level with high quality, leadership development training.

There is a lack of training resources available to AmeriCorps Team Leaders, VISTA Leaders, Senior Corps leaders, and other exceptional service participants. The participants are members who are extremely committed to service and their programs. They are usually fresh out of their first year of service and full of enthusiasm and idealism. Many of them are lacking the critical skills needed to lead a team or an organization although they have a year of experience serving as participants. There is a need for training that provides these leaders with facilitation, public speaking, team building, conflict resolution, and other necessary, yet highly teachable skills.

## Meeting the goals of the Statewide Leader Corps

The Washington Leader Corps was implemented in the state of Washington as a collaborative effort between the Washington State Commission and the CNS Washington State Office. The model was developed to be very cost-effective way to provide training to cross-stream service leaders. The two offices shared financial and administrative responsibility for the project. (See Budget Attachment 1) John Miller, CNS Washington State Director, describes the value by saying, “It has been a very valuable asset to the state of Washington and a very sound investment in term of the money we have spent on it. It has paid dividends well beyond what has been spent on it. It has been a bargain and an excellent experience.”

Bill Basl, the Executive Director of the Washington Commission for National and Community Service, as well as John Miller, were very supportive of the effort and had a vision of the positive impact it would have on the state. Bill expressed, “I have always thought members should share a portion of the leadership responsibilities associated with their service experience. Many members exhibit significant leadership qualities and others lead by example. All members have leadership potential and this program is but one way we can help further encourage their leadership development and put it into action. Having the Washington Leader Corps can expand the number of members in the state and promote the leadership development effort in Senior Corps as well as VISTA.” John Miller similarly reflected, “We have been doing leadership development with project supervisors and we felt the missing link was the members themselves who are working directly with the people in the communities. This is one important strategy for building leadership in communities and neighborhoods in order to sustain not only individual projects, but also national service as a concept and way to serve the community. So, we felt that it was important we get members – AmeriCorps, VISTA, and Senior Corps involved in the training as well. It was an effective long-term sustainability strategy for the projects and national service.”

The Washington Commission and State Office supported the implementation of the Washington Leader Corps with the following three goals in mind:

- Providing advanced leadership training to National Service Leaders with the interest and ability;
- To build capacity in the field; and
- To develop statewide, cross-stream collaborations.

The evaluation and research of this program has shown that the proposed goals were met. The evaluation took place through focus groups, interviews, surveys, and authentic assessment.

## Providing Advanced Leadership Training to National Service Leaders with the Interest and Ability

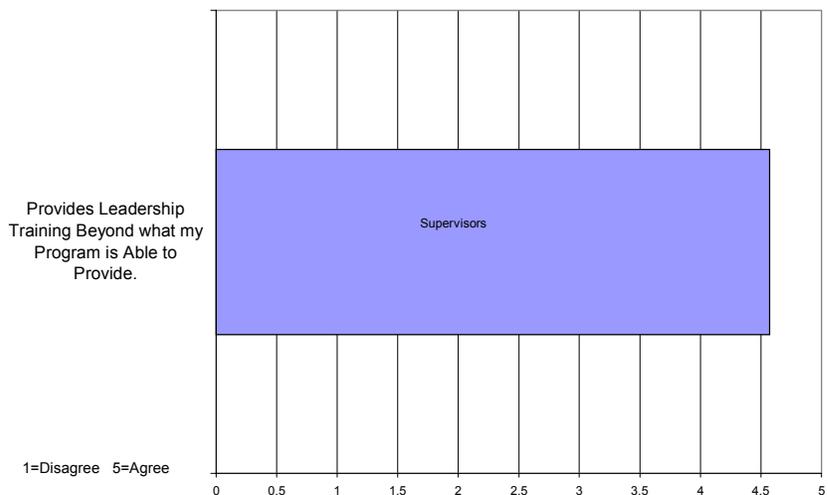
Presently, there is very little training available that has been designed with the specific needs of the service leader. AmeriCorps team leaders, second year AmeriCorps members and VISTAs, Service Learning leaders, and Senior Corps leaders are provided very little leadership training. In most cases, they are only provided training if their programs have the time and the resources to design and implement advanced training. Louise Verellen, a supervisor commented that, “The Washington Leader Corps elevates deserving members and provides a more unique and focused training than we are able to provide.”

This training resource is a very cost effective method of providing extra training to qualified and deserving service leaders. Many service participants desire advanced training to grow personally and professionally as service leaders. Previously, training was only provided to a select few who were able to participate in national programs. The Washington Leader Corps program and curriculum provides local service leaders with an opportunity to experience the advanced leadership training they need to perform their service.

An anonymous program director described the Washington Leader Corps as a resource to her program by saying, “The Washington Leader Corps was a great opportunity for an already wonderful AmeriCorps member to be given extra opportunities and motivation. It gave her the opportunity to stay challenged and engaged. It has helped her be an even better role model for the rest of the team.

Invaluable!” Another project director, Wendy Tanner of Community Youth Services echoed by saying, “The Washington Leader Corps reinforces our program and values. It gives additional practice and individualized attention to deserving members, develops confidence in our members, and develops their skills at a faster rate.”

Providing Advanced Training to National Service Leaders



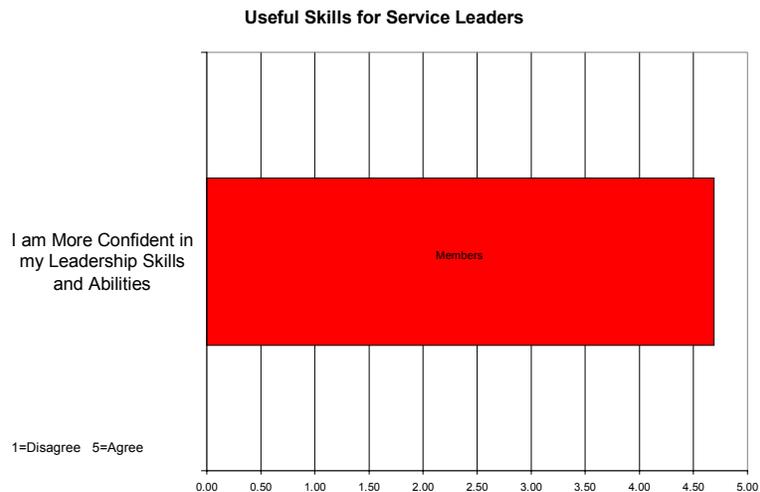
## Useful Skills for Service Leaders

There are specific skills that enhance a service leader’s effectiveness. Focus groups comprised of cross-stream project directors helped develop a list of the core competencies and skills necessary to be a successful service leader. The participants are introduced to skill development training through the Leader Corps curriculum. The curriculum was developed to address the core competencies that were developed and rated by project directors.

The participants are trained in the following four core competency areas: 1) Collaboration and Teamwork; 2) Leadership, Visions and Community Creation; 3) Motivation, Coaching, and Empowerment; 4) Verbal Communication and Public Presentation. Chris Anderson, a second year AmeriCorps member from Twisp, Washington reflected on what he learned by saying, “All of the skills we learned were applicable to what we do everyday. There wasn’t one part of the training that only certain people could benefit from. All of it can be used by everybody on a daily basis.”

Many service leaders and feel frustrated by their own lack of skills. They want to be better prepared to face the challenges presented to them by their positions. Rhean Souders, a VISTA Leader at the Blue Mountain Action Council in Walla Walla described her experience of gaining new skills by saying, “I feel like it strengthened our program a lot by having me go through the Leader

Corps training. I am much more of an asset to my site because of the skills I learned and the contacts I made at the Washington Leader Corps. It has really helped me to focus my energy. At the beginning of the year we weren’t sure what I was supposed to do. It has given me some projects to really focus on and skills to focus on developing. I just feel like I have more direction.”

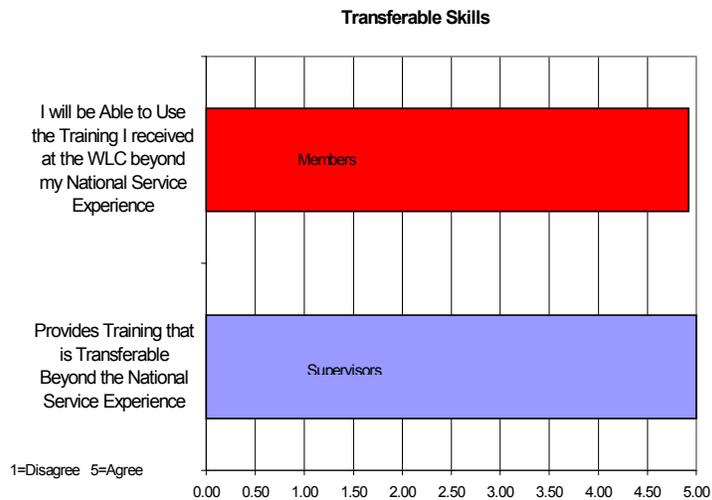


## Transferable skills to be leaders in public service

It has been proven through 35 years of VISTA and Peace Corps and six years of AmeriCorps that most service participants continue to serve both formally and informally long after their terms of service have been completed. The best members are often recruited to be staff members of national service programs. Many others join non-profit organizations, school systems, and other organizations that provide service and strengthen communities. According to Bill Basl, “The Washington Leader Corps is an effective way to infuse leadership responsibility among members within individual programs and help develop the next cadre of national service program supervisors.”

The belief that the participants are the future leadership of National Service programs and communities permeates the Washington Leader Corps curriculum. The goal is to prepare service leaders to be the future leaders of their communities. The skills the participants learned will be carried with them throughout their lives of public service. John Miller commented that,

“You can see the ripple effects of more and more members being trained. And as those members leave service they leave the legacy of other people who have been training. Additionally, the leaders themselves will become leaders in their communities no matter where they end up. They will be preaching the national service message long after they have been members themselves.”



The participants were asked, “How do you see the Washington Leader Corps being transferable to your life and career when you have completed your term of service?” Some of their responses are listed below supporting the transferability of the skills the participants learned and the visions they have of themselves as future service providers and leaders.

- “I would say that the opportunity that we are given in AmeriCorps and the Washington Leader Corps help us with skills that are almost impossible to find in other parts of life. It is a time when you have a chance to gain experience in things that people allow you to have opportunities and responsibilities that you would not get normally. I get to gain these presentation and administration skills that would take me a long time to build up to or I would already have to have them to get into another position. Here is a chance where they are saying this is how we are going to train you so you can do this right now and be marketable for whatever you are going to do next in life and learn to be good at it. It is in such a

comfortable, non-threatening environment that you can really learn. These are experiences and skills that people can get that they cannot get anywhere else. People need these skills even if you are not in a leadership position. Every part of your life there is going to be something that you need to have planning and organizational skills. Just running a household!” Debbie Thomas-Jones, Vancouver, WA

- “I plan on becoming more educated. I will use everything I have learned through the Washington Leader Corps to the fullest. I also hope to share my skills and knowledge with others so they may be successful.” Anonymous
- “I am going to be a teacher – a great teacher. Both my AmeriCorps and my Washington Leader Corps experiences have been highly educational and will benefit me as someone who is going to teach. I have learned how to work in the school setting as a person who leads by facilitating meetings, speaking publicly, helping others to learn, train people, and combine education with real life projects. I plan to utilize these things to create a curriculum that is based in service-learning. I will be using the skills I have learned to teach, and to train the community, parents, volunteers, and fellow teachers. These skills will assist me with my own learning as well as helping others learn.” Greg Garcia, Puyallup, WA
- “The skills I have developed through the Washington Leader Corps will definitely stay with me with whatever I do after this. I have found that I really enjoy facilitation and other aspects of servant leadership, so I plan to keep developing those skills and applying them to as many situations as I can.” Rhean Souders, Walla Walla, WA
- “What I learned at Washington Leader Corps will help me to encourage others to have service be a part of their lives, by giving me the skills and ability to reach people effectively.” Anonymous
- “I have plans to become a community organizer in low-income tenant communities which will involve a great deal of facilitation and empowering leadership.” Anonymous
- “The Washington Leader corps training is transferable in so many ways – mainly self-confidence and the awareness of my strengths and my ability to work on my not-so-strong points.” Anonymous
- “The Washington Leader Corps will surely be transferable in my life and career. The most important thing I gained was the motivation to improve myself so I can better serve others. I know the Washington Leader Corps has and will benefit my life of service to others.” Anonymous
- “My service will probably never end. I have learned to love serving others, facilitate, and work with diverse groups of people.” Anonymous

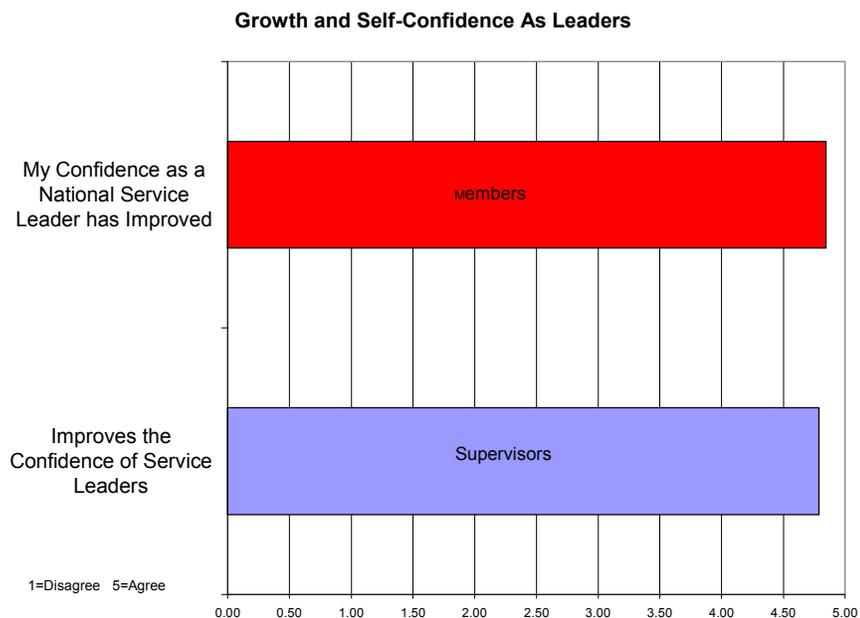
## Growth in self-confidence as leaders

The Washington Leader Corps participants blossomed during the training continuum. Many of the leaders attributed their growth to their expanded self-confidence. For example Denise Van Zant described her growth by reflecting, “I believe in myself more and I have gained more self-confidence. It has built my self-esteem up. Building my own self-confidence has helped me help other people. Maybe I always had it in me, but being involved with WLC did a lot for me and my perspective of myself. Maybe I had it in there, but I hadn’t tapped into it. The way I am presenting and carrying myself is different since the training. It has been a very empowering experience.”

Supervisors often noticed the improved confidence and gave the participants the opportunity to try their new skills. Mandy Edwards, the Project Director at the Tonasket School District commented that, “One of my leaders became so self-confident and self-assured by what she learned at the Washington Leader Corps that she became a program director at another AmeriCorps program.” Another supervisor describes the Washington Leader Corps members in the following way: “First they enthusiastically volunteer to take part in a project. Then, they have the confidence because they have the right tools. They do not become “less shy,” they become “better prepared.” I have seen all of the Washington Leader Corps participants come back from the training transformed. They are more confident, knowledgeable, focused, willing, and grateful.”

Debbie Thomas-Jones, a VISTA Leader for the Washington Reading Corps in Vancouver used her new skills and confidence to develop resources for her program. She describes her growth and new confidence when describing an experience of partnership building with the private sector.

“One thing that I did was to connect with AT&T. They just bought the cable company in Vancouver so I have been working with them and they are going to help us do a family literacy evening. AT&T is sponsoring the event. So I have had to go and meet with the board three times and that has been something I could not have done a year ago. It still makes me nervous but I feel like I have been really successful and each time I get better at it.”



It is necessary to build the confidence and self-esteem of the service leaders so they will realize that they have the ability to become permanent agents of change in their communities. Heidi Maughan of Intermountain AmeriCorps in Chelan, Washington is on her way. “The Leader Corps opened my eyes to how many opportunities are out there in the world. There are so many other programs going on and with all of my new skills and inspiration I feel like I could go anywhere and do anything because I know I have the power within me.”

## Building Capacity in the Field

The second goal of the Washington Leader Corps program and curriculum is to build capacity in the field. This is done in two ways. First, participants are provided with skills that they can immediately apply and bring back to their programs and other programs in the state. For example, they are provided training in project planning, meeting facilitation, and training others. These skills improve the service field by providing well-planned projects, quality trainings and creative solutions to problems and challenges. John Miller describes building capacity in the field by saying, “As a State Director it is important to know that we have members who are out in the local communities who are able to provide skills and training to the people they are working with.”

Secondly, in addition to the applicable skills, project directors suggested that the participants be given specific projects that address critical needs in the state. Through Open Space Technology, participants are asked to identify critical needs in the state that they would be interested in addressing as a group. We called these groups “Action Teams.” The products developed by the Action Teams exceeded all expectations.

## Addressing critical needs in the state

Project Directors had many suggestions regarding increasing the leaders involvement in addressing national service needs in the state of Washington. During focus groups Debbie Driver, the Project Director of Earth Service Corps in Seattle, suggested “having them collaborate on a project with people and programs that they historically have not collaborated with.”

Another project director, Lesley Van Over of Intermountain AmeriCorps in Chelan, took the idea a step further by suggesting that “the leaders unite around working on a need that everyone can agree on like recruitment. Or you could ask them what they would like to work on. But we should give them projects to work on that help build and solidify our programs.”

The leaders were trained in basic leadership and project planning skills and then asked to meet the challenge presented to them by inviting them to participate in the “Action Teams.” The Action Teams took on real challenges the national service field was facing.

They worked diligently on their projects and their work greatly benefited the state. John Miller describes the outcome by saying, “I have been struck by the leaders’ enthusiasm and thirst for this type of experience. Their enthusiasm has been one of the main characteristics that have struck me along with their willingness to share their skills and information. They are so willing to help project supervisors and the national service field.”

A participant summed up the positive experience by expressing, “The work we have done is of great benefit to State Commissions and State Offices. The material we developed otherwise would not have been done this year. We are freshly trained, willing, and excited to help with real issues and projects.”

## **Action Teams**

One of the most unique aspects of the leadership training was that the participants were asked to use their new facilitation and project-planning skills to address critical needs in the state.

The Washington Commission for National and Community Service and the Washington State Office developed a short list of critical needs in the states that staff did not have the time nor capacity to address and through the techniques of Open Space Technology the Action Teams developed specific projects within the areas of:

- Recruitment;
- Public Image;
- Inter Corps Council.

In addition to products that positively impacted the service community in Washington, the participants enjoyed this part of the training and appreciated the opportunity to work on a real project. Many of them rated this portion of the curriculum most highly. The groups took the work very seriously and were honored that the State Commission Executive Director and the State Director took the time to talk to them about the critical needs of the state. They were greatly empowered by the opportunity to work on a project that improved the national service community in the state.

The action team concept empowers national service members and gives them ownership of national service in their communities. Many of them had never been asked about their opinions regarding the improvement of national service programs in the state. When they were asked, “What can be improved? And how can we improve it?” they rose to the challenge and took the improvements into their own hands by developing creative solutions to ongoing problems and unmet needs.

## Bringing resources to national service programs

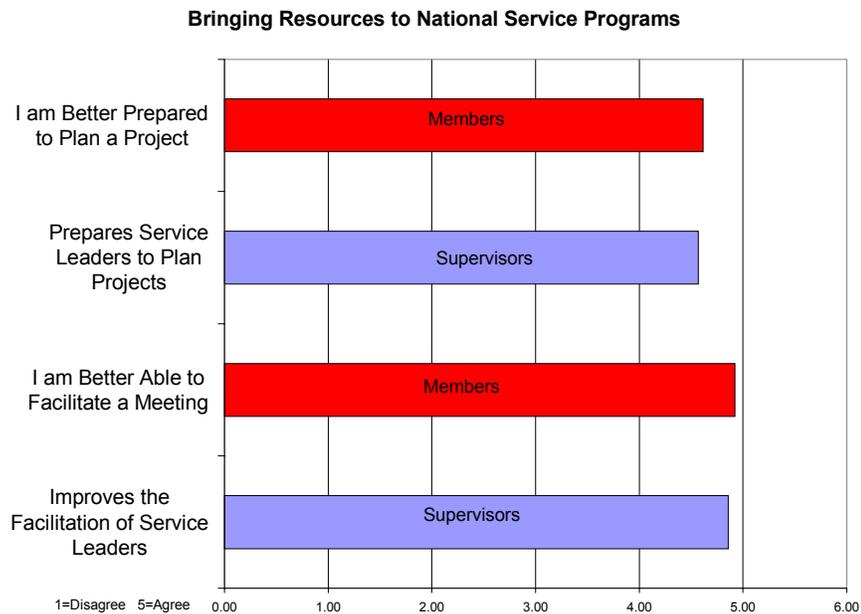
Participants are expected to bring their new skills and experiences back to their programs to strengthen national service. During focus groups Sarah Longino DeKalb, the Project Director of a Work First Program made a suggestion by saying, “It is important that you focus on tangible and practical skills that members can take away from the training. The most beneficial areas of the training are those that members come away with actual skills and activities that they can take back to the team. Give the members materials and support to bring everything back.”

Participants with new skills or sharpened skills in public speaking, project planning, meeting management, and group facilitation strengthen their programs by providing resources and assistance to program directors and members. Lesley Van Over of the Intermountain AmeriCorps Program commented that, “As a supervisor, I believe that the leaders brought back some of the most valuable things that have come to our team. The facilitation and leadership styles trainings were eye opening to people including the staff. It was given to them in such a way that they were able to present it very clearly.” Leslie Van Over

Participants were given specific implementation ideas. In the future, program directors will be fully informed of the training curriculum and asked to challenge the leaders by encouraging them to use their new skills for the improvement and enhancement of their programs. This came as an anonymous suggestion from a project director. “Supervisors should tap the training. It is a way for projects across the state to start talking a common language. If we all know the “Leadership Compass” and we facilitate our meetings the same way, or we all do Open Space

Technology we could create a common knowledge base, a common language, and a common culture.”

The following are responses to a survey of participants and their supervisors that asked, “Please describe the utilization or integration of the key curriculum components.”



- “We are a four county team. And I taught the facilitation model to our team. I took three counties and Greg took one. We developed the training over e-mail and delivered the same training to our teams. That helped with my public speaking. It also helped with MLK because we were coaching new members on how to develop service projects. We started planning in October and then at the Leader Corps we met and our relationships and new skills allowed us to use what we learned to plan this huge project that was awesome!” Brandi Dean, Community Youth Services
- “I was getting kind of frustrated with many of my teammates who weren’t getting enough done and I didn’t know how to approach that. Some of the tools I learned like developing the planning arrow or facilitating meetings has really been helping my members do their jobs better and it has helped me know how to help them. I really needed that.” Rhean Souders, Blue Mountain Action Council
- “It gives teams another resource, more information and somebody to go to who can provide more for your team to make it better and stronger.” Chris Anderson, Intermountain AmeriCorps
- “Our team leader came back from the training very excited about sharing his new facilitation skills. He gave a presentation and has facilitated many sessions and continues to coach his teammates when it is their turn to facilitate.” Anonymous Program Director
- The Washington Leader Corps participants trained their peers in facilitation skills; they facilitated meetings; and they designed trainings. I observed a positive change in meeting culture and procedure as the other members adopted their skills and attitudes. Leslie Van Over, Project Director, Intermountain AmeriCorps

# Providing training and technical assistance to national service programs

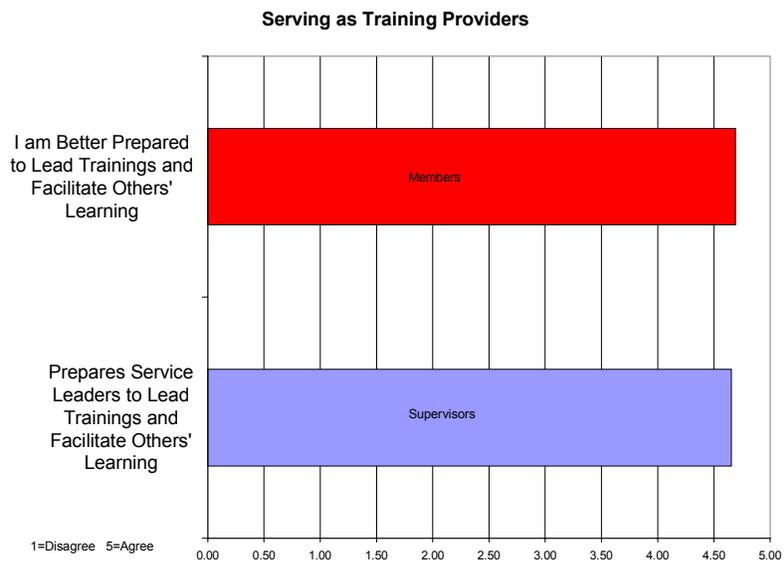
Training national service participants can be a difficult and costly task. The Washington Leader Corps participants were trained to be trainers and encouraged to be training resources for their own programs and other programs needing their expertise. Structured activities and replicable training components are placed throughout the curriculum. Project directors and supervisors specifically requested that the participants be prepared to share their new knowledge. For example, Jessica Vavrus of Community Youth Services said, “They should be given tangible skills that they can bring back to their teams. They should be experiencing the training for the rest of the team. One of the purposes of the training should be training the members to transfer what they have learned to their teams and the members they are working with.”

In addition to using “train the trainer” techniques, participants are given thorough training guides to assist them in conducting the trainings at their own sites. Almost all of the participants shared their new skills by formally conducting trainings on material in which they were trained through the Washington Leader Corps curriculum.

The leadership curriculum includes a component named “Facilitating Others Learning.” This component teaches participants the fundamentals of the learning cycle and prepares them to facilitate structured activities and teachable moments so the greatest amount of learning is achieved.

Adults often learn best from their peers. As Debbie Driver, Earth Service Corps Project Director says, “It is so much more powerful if the training comes from another member than if I get up there and teach it.”

The Leader Corps program and curriculum provides a cadre of members who are trained and willing to provide training to their peers at their own programs and other programs.



The Washington Leader Corps participants and their supervisors were asked to share how new knowledge and skills were shared. The following are some of their responses:

- “About two weeks after the Leader Corps I turned around and gave a two-hour mini-work shop on facilitation skills. I did what you modeled and taught them the skills you taught us. Many of them are now using the techniques and we are all

working together better and many of the members are using the facilitation methods in their schools. And I am trying to do a couple of team building activities each week with the high school kids in the leadership class I am teaching. Next week, I am doing the Lego activity about visionaries communicating their vision to the people they work with. I plan on using a lot of the activities you showed us.” Chris Anderson, AmeriCorps Member Intermountain AmeriCorps

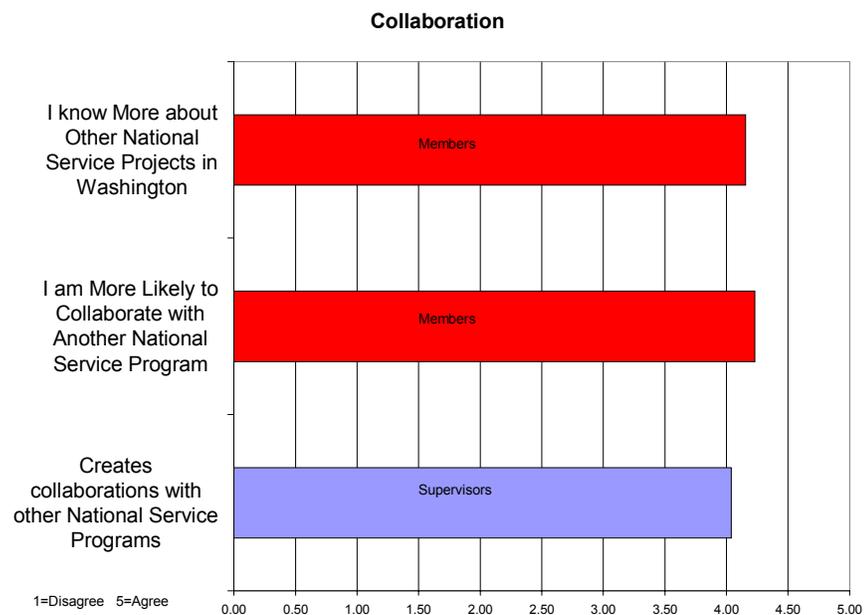
- “I was presented with the best modeling of teaching, training, and presenting that I have ever had. I now know how to set-up, plan, model, facilitate, aid others’ learning and integrate. I feel confident that I am an asset to my program by redesigning some of the training of my team. I am incorporating everything that was presented and that I learned through practicing.” Greg Garcia, AmeriCorps Member, Community Youth Services
- “I took the facilitation piece and the project planning arrow and used them as models for our members to do their service projects. They decided what community service project they wanted to do so they have some ownership and then I helped them if they needed resources. I presented a training on the Project Planning Arrow and helped each of them team-up and work on what they were going to do. Now, each of them turns in a project-planning arrow and we work with that to help them plan and implement their service project. It was really cool and exciting to see that it worked.” Debbie Thomas-Jones, VISTA Leader, Washington Reading Corps
- “The Washington Leader Corps participants are designing a diversity training for next year’s orientation.” Sarah Longino Dekalb, Project Supervisor, InterMountain AmeriCorps

## The Development of Statewide, Cross-Stream Collaborations

Many national service leaders work in a community of other national service members, but the experience of being connected with other leaders throughout the state proved to be a valuable experience for the participants. The experience of national service, especially in rural areas, is often very isolating. Many service leaders begin to question their commitment and passion.

Affinity and a shared passion for service with other leaders facing the similar challenges and experiences was the refueling that many of the participants needed. This experience of connection and sharing was cited as the most important component of the training experience for many of the participants.

Collaboration and relationship building were mindfully built into the curriculum through structured experiences and small group work. The small groups were designed as labs for the participants to experiment and discuss their new skills. The participants are



assigned small groups by geography within the state for the first four days of the training. They were encouraged to meet and work with participants from other programs. Brandi Dean of the Washington Leader Corps describes her experience of collaboration at the Washington Leader Corps training by saying, “I now know that there are more options and different AmeriCorps programs. I knew that RSVP was out there but I didn’t really know how to get a hold of them and I didn’t know all of the other AmeriCorps programs in the state. There is so much more out there than I even dreamed and now I know how to find it.”

The participants are encouraged to get to know their small group members well. Many of the small group members did not know one another before the training although their programs were located in the same county. The Washington Leader Corps experience inspired a great deal of collaboration between programs. For example, Mildred Smith, President of the Washington State RSVP Association shared, “Our collaborations with AmeriCorps and Learn and Serve were already established. However, I have witnessed increased joint efforts from our leaders since the Washington Leader Corps training. The

Washington Leader Corps has enhanced our leaders' self-confidence and motivation. Volunteerism has increased through the work of our leaders who now have a much greater understanding of the work of CNS and the other programs with whom they can network.”

Many of the leaders were surprised that their colleagues were experiencing many of the same challenges. The format of the training allowed participants to formally and informally seek advice and technical assistance from their peers. In addition, many of the participants posted their challenges to a listserv shared by the participants. Technical assistance and support were given during the entire program year to participants through the listserv and informal communication.

The benefits of collaboration can be summed up by a participant saying, “The best part of the Washington Leader Corps for me was making new friends who have the same passion for service as I do. It gives us a chance to network with other people. I met new people from other projects that could possibly lead to bigger projects and collaborations. Being part of such an awesome group of people has been inspiring.”

## Support

Many of the best service participants are challenged by a lack of support and technical assistance as they move into leadership roles. Many of them face a second year of service as a leader with very different challenges than they had experienced during their first year as service corps participants. Priscilla Brotherton, the Supervisor of the Whatcom County Washington Reading Corps, called on the Washington Leader Corps to motivate leaders by commenting that, “They need to be motivated. They are always helping others and being a sounding board. They need to be reminded of how to keep themselves going.” The support they received from one another and the training staff made that motivation possible. Another supervisor commented on the training expressing, “It was wonderful for our VISTA Leader to have access to a network of peers and to spend time at trainings on reflection.”

Many of the Washington Leader Corps participants found that one of the most meaningful parts of the Washington Leader Corps was the support they received from their peers. T.J. Barcelona, the VISTA Leader at Community Youth Services compared the connection to his days in the Navy. “There is a wonderful connection. I ran into Kate to other VISTA Leaders at the Leaders Forum in San Diego and there was an instant connection. There is a sense of team or fraternity. I am an ex-submarine sailor and I know that any submarine sailor I meet is a tested quantity and the other Leaders fall in that same category because we experienced such a thing together.”

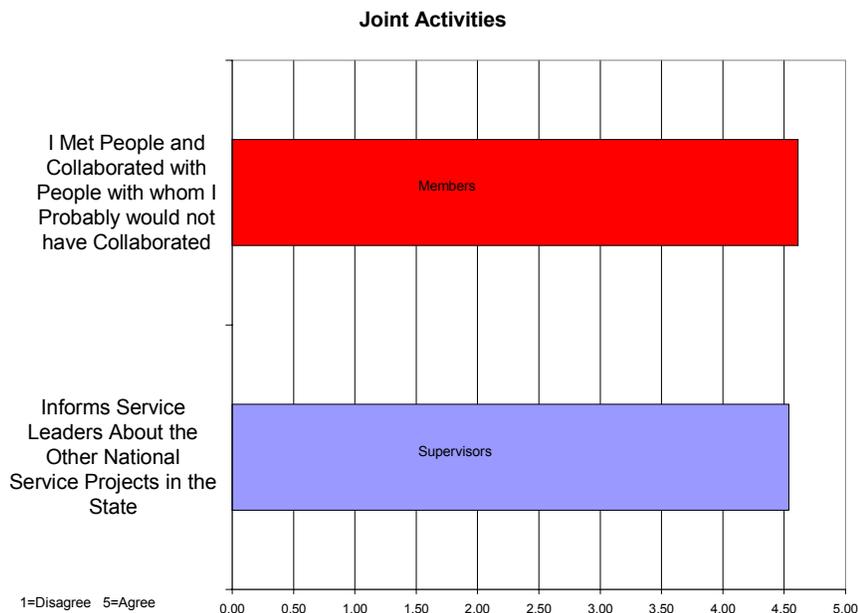
The connection the participants made through their passion for service and desire to improve their communities was very powerful. It motivated them to support one another to grow and excel personally and professionally. The trainings were strategically placed in November and March when the participants needed that extra motivation. Chris Anderson described it by saying, “It helped get me more motivated. You start off the year and you are pretty motivated with all of their great ideas and things don’t always work out the way you hoped. By November I couldn’t wait until Christmas break, but the training rejuvenated me a bit and got me refocused again. A lot of it came from the new skills that made everything a little easier. I was overlooking some things and getting some new ideas and approaches from the other participants and the trainers really made things a lot easier.”

## Joint activities

The Washington Leader Corps encouraged participants to collaborate with programs and people with whom they have not traditionally collaborated and reinforced current collaborative relationships.

Brandi Dean, a second year VISTA, describes some of her collaborative activities by saying, “In Lewis County there is RSVP, Reading Corps, and 3 AmeriCorps teams. So as a collaborative project we did a huge MLK day project. We had simultaneous projects going in Chehalis and Morton at the same time. We all worked together for an awesome day!” She then goes on to further describe collaboration through the sharing of information. “Many of us were doing projects for Dr. Suess’s Birthday and Read Across America so we compared our work and gave each other ideas. For example, my program got a grant last year from “Books for Kids” and we got over 12,000 books. I was able to share that information with other leaders and help them get books.” This type of sharing of information and ideas on the grassroots level is extremely valuable and was not regularly happening at the member level before this training.

Debbie Thomas-Jones explains another relationship that was created at the Washington Leader Corp and led to establishing joint activities between programs that are close in proximity, but don’t work together. “One of the other leaders is placed at Trout Lake, which is not too far from my program. She is in an environmental program. We have been working on putting our teams together to do something in their community. Even though I knew about the Northwest Service Academy in Trout Lake, if I had not had that connection with her I never would have pursued teaming with someone out there.”



## Shared value of service

Leslie Van Over, Director of the Intermountain AmeriCorps Program explained that, “The team leader needs to have a real basic and intrinsic understanding of and commitment to service. Then, they have to have a way of involving other people in that attitude. It is more attitude than skill that I am looking for in a leader. I would rather choose someone with the right attitude and then train them in the skills.”

Positive attitude is one of the curriculum’s areas of concentration. Participants were given the time to reflect upon and share their visions and values regarding service. Sharing their stories and beliefs strengthened the relationships among the participants because they held in common many values, beliefs, and visions regarding service. Rhean Souders shared, “It is also really important for me to meet with like-minded people. The Washington Leader Corps is a concentration of people who are actively interested in taking leadership roles in service. It was really important for me to network and get to know other service leaders and get energy from them.”

The public speaking portion of the training involved each participant sharing his or her answer to the question “Why do you do what you do?” Brandi Dean reflected on this experience by saying, “When you asked us the question “Why do you do what you do?” – that was amazing. We all got to sit and think – there is a reason why. That made everyone connect so much because most people had the same types of goals and reasons for doing service.” Denise Van Zant also reflected by saying, “The inspiration I gained from the other leaders was amazing. I could not believe how many common visions we had. It feels good to be part of that kind of team.”

The ripple effect was profound. Many of the leaders expressed that their renewed enthusiasm for service made them more effective when they returned to their service sites. One project director commented that, “I saw my Team Leader’s enthusiasm and motivation for AmeriCorps and national service grow with each meeting of the Washington Leader Corps.” The training team and staff also noticed this growth and change. By the end of the second training most of the participants had expressed their visions for themselves as future leaders in the service movement because of their commitment to the work of helping their communities thrive.

## Program Design

The Washington Leader Corps was designed as a competitive, cross-stream, statewide leadership development program model. It was created as a collaborative effort between the Washington State Commissions and Washington CNS State Office. These offices combined resources to provide outstanding leadership development training to AmeriCorps Team Leaders, VISTA Leaders, Promise Fellows, RSVP Leaders and others involved in the national service field that have demonstrated leadership ability and a desire to gain new skills.

This program design was created so it can be easily replicated and implemented by other states and national programs wishing to provide more leadership development to service participants with the interest and ability. This model can also be easily adapted to fit the needs of the program or state wishing to utilize it. (See Attachment 4 for Program Guidelines and Attachment 5 for a Sample Participant Application)

It was developed to provide participants with a comprehensive training that begins in the fall and concludes in the late spring. Between the fall and spring sessions, participants are given projects to work on in teams. The model provides participants with ample time to digest the new skills and material they are presented. It also provides them a safe time and space to practice their new skills. Rhean Souders described the model by saying, “At the end of the first session I felt more empowered and inspired than I could remember feeling in a long time. With the skills I had learned and the connections I had made I knew our team would accomplish great things. A close second to that feeling was reconvening and sharing those great things we had done.”

### Diversity: Streams of Service, Race, Gender, and Age

One of the goals of the Washington Leader Corps was to create a cadre of leaders that are diverse in stream of service, age, race, gender, and experience. Each program was invited to nominate one member, preferably a team leader or second year member, who demonstrated exemplary service and leadership.

The final group of thirty participants was a very diverse group, especially in age. Many of the participants, young and old, commented that the intergenerational aspect of the training was one of their favorite parts. Brandi Dean, a younger member, commented, “I liked the intergenerational part of it. It was inspiring that people both younger and older than me had great ideas and nobody cared where they came from or how old they were. Age, race, sexual orientation... nothing was a barrier. It was amazing. I have never experienced that.”

T.J. Barcelona, a VISTA leader with Community Youth Services in Olympia is a retired Navy man and a former Peace Corps Volunteer. The following are his comments on the diversity of age he experienced at the Washington Leader Corps training. “I felt very comfortable and that was really nice. I know with Peace Corps that wasn’t the case. I was the oldest one in the group and the other Peace Corps Volunteers left my wife and I out a lot. I didn’t think of myself as old, but they did. That was one of the really nice things about the Washington Leader Corps. Age did not seem to be a barrier. The inclusion of the older people that were there who have experience is one of the things that I liked the most about this training. I never felt out of place because I was older.”

## Creating a Community of Learners and Teachers

The Washington Leader Corps was designed to be a supportive community of learners working together. The participants and training staff supported one another during the training and throughout the program year. The deep level of respect and commitment extended throughout the program year as participants supported each other through challenges and celebrated successes together.

## Self-selection and the competitive process

The Washington Leader Corps held a competitive application process. Each member was nominated by his or her peers and/or supervisor. Once nominated, each nominee had to complete a lengthy application and write an essay explaining why he or she wanted to participate in the Leader Corps and what they could offer the program. (See Attachment 5 for a Sample Participant Application) They all considered the nomination an honor and had to put significant time and energy into the application process.

This selection process created a cadre of leaders with a great deal of commitment to the improvement of their programs and themselves. Denise Van Zant described it by saying, “Everybody wanted to be there. You knew that you were there with people who chose to do this and want to do this. That creates phenomenal energy. “

T.J. Barcelona agreed by saying, “I think because we chose to become part of that group we had a common vision or a common goal in mind. I was certainly more open and felt that we could all take our common threads and weave them together nicely.”

Most of the participants had similar visions regarding service as a catalyst of change in their communities and were passionate about service. Rhean Souders said, “It has also been a powerful reminder of the importance of working with others who share the same vision - so much can get accomplished if the right people come together!”

## Community Creation

The self-selection and desire to improve their communities through service created an opportunity for the training staff to create a community of learners that trusted and respected one another very quickly. Within hours of introductions the participants were sharing their challenges and encouraging one another. The creation of a close-knit community was very important to the success of the program. The participants had to trust and depend on one another for the greatest learning to take place.

Participants said the following about the creation of a learning community at the Washington Leader Corps training:

- “We connected quickly at the Washington Leader Corps. The first day everybody was already together. It didn’t take months to become a team. That made it nice. That bonding and support is still happening. I still get phone calls and e-mails from everybody still and it is great because we will have those friendships now.” Brandi Dean, Community Youth Services
- “I found the rapid bonding fascinating. By the end of the week we were really close. You did a lot of wonderful work to create the bonding between us. That bonding helped drive the engine. We needed it to have such full participation. It was spurring us on to communicate and share more. I told people things that I never would have shared. It opened me up.” T.J. Barcelona, Washington Reading Corps
- “I liked the atmosphere of the whole thing. When I first got there I was a little unsure and did not know what to expect from it. Especially when I walked into the retreat center. I wondered will I be bored – there is no TV in my room – there is nothing in my room. But by the next day it was really comfortable to sit and talk with people. It took only a short time and I was able to talk to people easily and share ideas openly. Most of the time it takes a while to get to know people before you will share things, but it was really easy there. That was due to the atmosphere, which was really important.” Chris Anderson, Intermountain AmeriCorps

## Small Group/Large Group Format

The training curriculum was designed as a series of large group presentations followed by small group sessions that served as an experiential lab for the participants to practice the skills and concepts introduced in the larger group. This format gives participants the opportunity to be presented each core curriculum topic in ways that appeal to a number of different learning styles. It also gives participants an opportunity to interact with all of the other participants, yet get to know the members of their small groups very well.

Participants are divided into small groups by geography at the beginning of the first training. This introduces them to the other participants serving near them. Later, they self-select into a project-based group. The participants remain in the project-based groups for the mid-year project and follow-up training in the spring.

## Facilitators/Coaches

The lead facilitators were outstanding trainers provided by the National Service Leadership Institute. They conducted the large group sessions and coached the small group facilitators. The small group facilitators were local service leaders who had participated in a CNS leadership development program in the past. Bill Basl commented that, “The excellent quality of the training of the leaders was not only impressive to me, but was continually mentioned by participants as a highlight of the experience. The overall quality and commitment of the training staff who taught the Washington Leader Corps sessions was a strong factor in making this an overall quality experience.”

The small group facilitators served as coaches to the participants during the trainings and between the trainings while they are working on their projects. T.J. Barcelona describes the importance of the role of the small group facilitators by saying, “I think the advantage of having a coach is that it allows the team to benefit from the mistakes the coaches made in the past. That is what you are doing when you put somebody experienced in there. The coach is also necessary to keep the group focused. A lot of times teams tend to lose the focus and it is hard to get it back, especially when emotion and passion are involved.”

The small group facilitators represented a diversity of streams of service, experience, gender, and race. It was important for the small group facilitators to be experienced in national service as well as compassionate and knowledgeable in the areas in which the participants are challenged and facing growth. Both the small group and large group facilitators modeled positive behaviors and practices during the training. Sarah Longino-Dekalb, a former member and current supervisor served as a small group facilitator. She describe the importance of the modeling by explaining, “The trainers were modeling everything so well that even if they were not teaching about facilitation at the time – participants were learning about facilitation because of the way they were facilitating and presenting themselves.”

## Lab for learning

Participants were split into small groups by geography during the first three days of the training. This provides participants an opportunity to get acquainted and work with other service leaders who are placed at programs near their own. This first small group is used as a laboratory for learning and practicing the basic skills and core competencies presented as a foundation to the rest of the learning.

Participants are given the opportunity to learn and share about their leadership styles, speak publicly, facilitate, and share their visions in a small, safe and supportive environment. The small groups are comprised of roughly seven participants. This small number gives everybody an opportunity to speak, ask questions, and express their ideas. Participants receive a great deal of individual attention and personalized feedback. This mode was suggested and highly supported by supervisors. For example, Lesley Van Over suggested, “The program needs to include a lot of teambuilding among the leaders. I always find that when you get all of these wonderful creative thinkers in one room you can tap their expertise. Give them the opportunity to form relationships, and explore each other’s ideas. By this, they will come up with much more than you could have ever given them.”

Brandi Dean describes the experience of the small group by saying, “The best part was the small group and getting to know each other and bonding before we had to sit down and facilitate or speak in front of a room where we don’t know anybody. We could also learn and be comfortable and laugh if things didn’t work. And we weren’t mad at each other or uncomfortable. It was OK. It was amazing.”

## Action Team Projects

Through the use of Open Space Technology participants were asked to self-select into a group that will be working on a project to improve community service in Washington. Participants were coached and given direction to use their new skills to choose a reasonable piece of the project to work on between the November and the March training. The groups used their facilitation and group decision-making skills to create goals as to what they would like to accomplish. Then, they used the “Project Planning Arrow” to develop their approach to the project.

The last step of the process at the training was for the participants to develop and commit to an “Action Plan.” Each group presented their “Project Planning Arrow” and “Action Plan” to the larger group.

During the time between the fall and spring training the groups were to follow their action plan with the help of a coach. The outcomes exceeded all expectations. This was a very highly rated portion of the training. Rhean Souders’ following comments sum up the experience of many of the participants. “What really stands out for me as an important experience was when we broke out into teams and actually started working on

the real projects. It was a great way to synthesize all of the tools we had learned. That whole piece was the highlight of the entire experience.”

The following is a synopsis of the work of each of the Action Teams:

#### The InterCorps Council Action Team

The InterCorps Council was re-implemented in Washington State to serve as a clearinghouse for member ideas, resources, and concerns. As a project-planning group of the WA Leader Corps, 8 leaders worked collaboratively with the AmeriCorps Leader to further develop the ICC in Washington State. At the Washington Leader Corps, the leaders refined the vision and goals of the ICC for WA. Utilizing the project-planning arrow, the leaders identified objectives, tasks, and resources, which would ultimately lead to a successful project implementation.

After successfully reaching 50+ AmeriCorps members who were interested in participating in the ICC, there was one state wide ICC meeting held, during the meeting, the group was divided into three regional groups, where members addressed needs and concerns for members serving in their region of the state. Regional ICC groups met approximately once a month to address member issues, as well as to plan collaborative service projects, and develop relevant member resources.

### The Recruitment Action Team

The Recruitment Team worked together to assemble a list of career-oriented agencies across the state for programs to use in their recruitment efforts (e.g., a service program could speak to a local senior center to encourage retirees involvement in national service.) They also compiled packets of statewide recruitment materials, developed a cover letter, and distributed packets to every high school, college, and university in the state. The cover letter included a list of current national service members across the state that expressed interest in serving as contacts for schools in their area. This list of contacts served as a statewide speakers bureau and spoke at many high schools throughout the state informing teens about the option of national service after high school.

The Recruitment Team also developed a brochure template that any project site can customize to fit its programs. The template was distributed to each program on CD-ROM in MS Publisher and MS Word formats. A cover letter and a “read me” file to walk the user through the steps necessary to make changes to the template.

### The Public Image Action Team

The Public Image Action Team produced a Public Service Announcement, which was developed and will be produced in local communities through high school service-learning projects. They designed a prototype PSA script with details on how to produce a PSA at low cost and developed a Public Image "News Kit". The purpose of the "news kit" is not just to recruit, but to increase public knowledge, awareness, and general support of local, regional, state and national CNS programs.

## Curriculum Design and Development

The curriculum was developed by first assessing the existing leadership programs offered by the Corporation for National Service. The trainings offered by the National Service Leadership Institute (NSLI), the AmeriCorps Leaders Program, the Promise Fellows Program, and VISTA Leaders Program were reviewed to better understand what each of these programs offered and what could be learned from them. Many of the best components of the NSLI and the AmeriCorps Leaders Program were utilized as a foundation for the Washington Leader Corps curriculum.

The competencies developed by the AmeriCorps Leaders Program were edited to more closely reflect the work of local leaders and utilized to build the curriculum. The following are the 12 competencies utilized to build the curriculum and program:

### Change Management

- Effectively introduces the process of change to others.
- Manages the change process to ensure the desired outcomes are achieved.

### \* Collaboration and Teamwork

- Develops networks and coalitions by building consensus, having enthusiasm, and being cooperative.
- Is skilled at enabling a group function effectively.
- Works well with diverse ideas and individuals with different perspectives and ideas.

### Conflict Management

- Recognizes conflict in the early stages.
- Understands his or her own conflict style and issues.
- Is able to use multiple strategies for peaceful conflict resolution.

### Decision Making

- Is able to have good judgment under pressure and in times of opposition.
- Makes decisions based on adequate information.
- Can juggle making multiple decisions at one time.

### Diversity

- Manages and creates a culturally sensitive environment.
- Has an appreciation for cultural diversity.
- Is sensitive to diversity in cultural background, ethnicity, age, gender, race, sexual preference, and other individual differences.

### \* Leadership, Vision and Community Creation

- Helps create a work environment that allows others to be responsible for the creation of their own communities.
- Is able to develop a vision and share it with others effectively.

- Uses reflection for self-assessment, growth, and the evaluation of behavior and actions that may influence others.

#### \* Motivation, Coaching, and Empowerment

- Helps develop self-confidence in others.
- Encourages others personal and professional growth.
- Enables others to take responsibility for their own actions.
- Validates others needs.
- Prepares others for action.

#### Personal and Professional Goals and Development

- Has the ability to create a vision.
- Is able to set realistic goals and objectives when trying to obtain a vision.
- Is able to coach others in their personal and professional goal development.

#### Problem Solving

- Participates in problem-solving activities.
- Collects data in order to identify and analyze problems.
- Finds alternative yet appropriate solutions to complex problems.

#### Training and Facilitation

- Provides formal and informal training opportunities to peers and others.
- Facilitates learning and growth in others.

#### \* Verbal Communication and Public Presentations

- Listens effectively and facilitates the open exchange of ideas.
- Makes clear and convincing oral presentations to members, peers, community members, and the press.

#### Written Communication

- Is able to express simple and complex ideas in an organized manner.
- Is able to produce reports, publicity materials and other written documents.

These twelve competencies were presented to focus groups comprised of cross-stream supervisors and program participants. The focus group participants were asked to individually rank the competencies in what they believed to be the order of importance for service leaders to possess. The following graphs express the results:



The top four competencies as rated by the program directors/supervisors were Collaboration and Teamwork; Motivation, Coaching and Empowering; Leadership, Vision, and Community Creation; and Verbal Communication and Public Presentations (are denoted by a \* above.) These four competencies were also ranked in the top five by the program participants. It was decided that these top rated competencies would be used to develop the curriculum because of their importance and because all of the other competencies could be integrated into them. The curriculum was developed in conjunction with Ben Nowell and Hayley Mortimer who were provided by the NSLI.

The curriculum was developed by assessing the knowledge, skills, and attitudes that were important under each of the four core competencies. Curriculum components were then developed and assigned to each core competency in conjunction with the desired knowledge, skills, and attitudes. The following charts illustrate the outcome of the process and were used to develop the scope and sequence of the curriculum and the training.

# Leadership, Vision, and Community Creation

<b>Knowledge</b>	<b>Skills</b>	<b>Attitude</b>	<b>Curriculum Pieces</b>
<p>I Know...</p> <ul style="list-style-type: none"> <li>• How to create and communicate an inspiring vision</li> <li>• How to have a vision for myself as a leader</li> <li>• How to foster an environment of openness and trust</li> <li>• How to be a model (walk the talk)</li> <li>• How to maintain a positive attitude</li> <li>• How to make decisions</li> <li>• How to set goals and milestones</li> </ul>	<p>I Can...</p> <ul style="list-style-type: none"> <li>• Communicate an effective vision.</li> <li>• Develop a vision</li> <li>• Safely and effectively give feedback</li> <li>• Have a disciplined approach to seizing opportunities for self-improvement</li> <li>• Create networks of supports</li> <li>• Help a group reach agreement on a decision</li> <li>• Plan a project</li> </ul>	<p>I Have...</p> <ul style="list-style-type: none"> <li>• The ability to effectively share an inspiring vision</li> <li>• The ability to develop a vision for myself</li> <li>• The discipline and practice of being in touch with attitudes and behaviors that effect my working environment</li> <li>• Openness to self discovery</li> <li>• The needed support to be successful and positive</li> <li>• The ability to facilitate a decision making process</li> <li>• Confidence when planning a project</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a personal vision through journaling</li> <li>• Creating a personal or group vision through collage</li> <li>• Guided Imagery/ Meditation</li> <li>• Small group facilitation with decision making</li> <li>• Project Planning Arrow</li> <li>• Vision Communication LEGO Exercise</li> </ul>

# Verbal Communication and Public Speaking

<b>Knowledge</b>	<b>Skills</b>	<b>Attitude</b>	<b>Curriculum Pieces</b>
<p>I Know...</p> <ul style="list-style-type: none"> <li>• How to give a clear convincing presentation to a group</li> <li>• How to listen well</li> <li>• How to deal with conflict</li> <li>• How to facilitate an open exchange of ideas</li> <li>• How to enlist others</li> </ul>	<p>I Can...</p> <ul style="list-style-type: none"> <li>• Tell a good story</li> <li>• Listen well during conflict and decision making</li> <li>• Facilitate discussions that involve conflict</li> <li>• Facilitate meetings by balancing voices</li> <li>• Give a good sound bite</li> </ul>	<p>I Have...</p> <ul style="list-style-type: none"> <li>• The confidence to be comfortable speaking in large and small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• “What do you do?” Party Mingle</li> <li>• Participants run openings and closings</li> <li>• Participants report out on progress</li> <li>• Public Speaking – Why do you do what you do?</li> <li>• Storytelling</li> <li>• Facilitation</li> </ul>

# Motivation, Coaching, and Empowerment

Knowledge	Skills	Attitude	Curriculum Pieces
<p>I Know...</p> <ul style="list-style-type: none"> <li>• How to develop self-confidence in others.</li> <li>• How to encourage personal and professional growth</li> <li>• How to enable others and prepare others for responsibility</li> <li>• How to Involve others in planning</li> <li>• How to allow others to make decisions</li> <li>• How to validate others</li> </ul>	<p>I Can...</p> <ul style="list-style-type: none"> <li>• Ask good questions, listen, and accept others where they are at</li> <li>• Think strategically and coach others to do so</li> <li>• Organize a fair process and guide a group towards a desired outcome.</li> <li>• Give feedback in an appropriate way and at an appropriate time</li> </ul>	<p>I Have...</p> <ul style="list-style-type: none"> <li>• The ability to make others feel good about what they are doing</li> <li>• The confidence to facilitate groups so that everyone feels empowered</li> <li>• The ability to coach people to be the best they can be without my ego involved</li> <li>• The confidence to give feedback/advice/direction to improve someone's performance. And the confidence to ask for feedback and will ask for feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Situational Leadership</li> <li>• Facilitation</li> <li>• Active Listening</li> <li>• The Feedback Cycle</li> <li>• Coaching</li> <li>• +/▲</li> <li>• Tinker Toy Vision Activity</li> <li>• Meltdown/Search and Rescue</li> <li>• Johari Window</li> </ul>

## Collaboration and Teamwork

<b>Knowledge</b>	<b>Skills</b>	<b>Attitude</b>	<b>Curriculum Pieces</b>
<p>I Know...</p> <ul style="list-style-type: none"> <li>• How to work well with diverse ideas and people</li> <li>• How to build consensus</li> <li>• How to identify different levels of decision making</li> <li>• My own strengths and weaknesses and can accept others' strengths and weaknesses</li> <li>• How I show-up in times of conflict.</li> </ul>	<p>I Can...</p> <ul style="list-style-type: none"> <li>• Identify my own strengths and challenges when it comes to different styles and people</li> <li>• Debrief an activity, project, or event for increased learning</li> <li>• Be culturally appropriate and sensitive</li> <li>• Increase my own understanding through someone else's lens</li> <li>• Understand the importance of win-win</li> <li>• Strategically work with others</li> <li>• Move people beyond conflict to be peak performers</li> </ul>	<p>I Have...</p> <ul style="list-style-type: none"> <li>• The ability to debrief a team process</li> <li>• Understanding of my own strengths and weaknesses when working in collaboration</li> <li>• Confidence in culturally diverse situations</li> <li>• No fear of my own culture of my own culture or the culture of others</li> <li>• No fear of conflict, but accept it and am able to get myself and the group to process it effectively</li> </ul>	<ul style="list-style-type: none"> <li>• The Learning Cycle – DIGA</li> <li>• Leadership Styles (Leadership Compass)</li> <li>• Diversity</li> <li>• Hollow squares</li> <li>• Balloon Castles</li> <li>• Win as Much as You Can</li> <li>• Barna</li> <li>• ORP</li> <li>• The Group Development Model/Team Accomplishment Model</li> <li>• Conflict Resolution</li> </ul>

## 4 Focus Competencies

Collaboration and Teamwork; Motivation, Coaching, and Empowerment; Leadership Vision and Community Creation were the leadership competencies used as the foundation of the curriculum. The following is feedback from the participants and their supervisors describing how the competencies were implemented at the project sites.

In addition to the four core competencies, there is feedback regarding facilitation and project planning. Facilitation and project planning were the two largest curriculum pieces because they integrated all four of the core competencies.

---

### Collaboration and Teamwork

#### Collaboration and Teamwork

- Develops networks and coalitions by building consensus, having enthusiasm, and being cooperative.
  - Is skilled at enabling a group function effectively.
  - Works well with diverse ideas and individuals with different perspectives and ideas.
- 

“All of the participants were either formal or informal leaders at their sites. They all shared the responsibility of maintaining a productive and cohesive team. They should bring cohesion for the entire team. The team leader needs to be able to connect with each person on the team – from the oldest to the youngest.” - Jessica Vavrus, Community Youth Services Director

Jessica’s sentiments were shared by many of the supervisors, so the curriculum was developed to model team building by creating a cohesive team at the training and informing participants of the elements of a strong team and the basic developmental cycle of teams. Participants were also introduced to simple leadership and work-style theories

A significant portion of the training included team-building exercises that the participants were encouraged to bring back to their teams. It also included advanced facilitation training that prepares the leaders to facilitate learning and growth in others by serving as trainers and facilitators of structured activities and teachable moments. The participants utilized many of the activities when they returned to their programs.

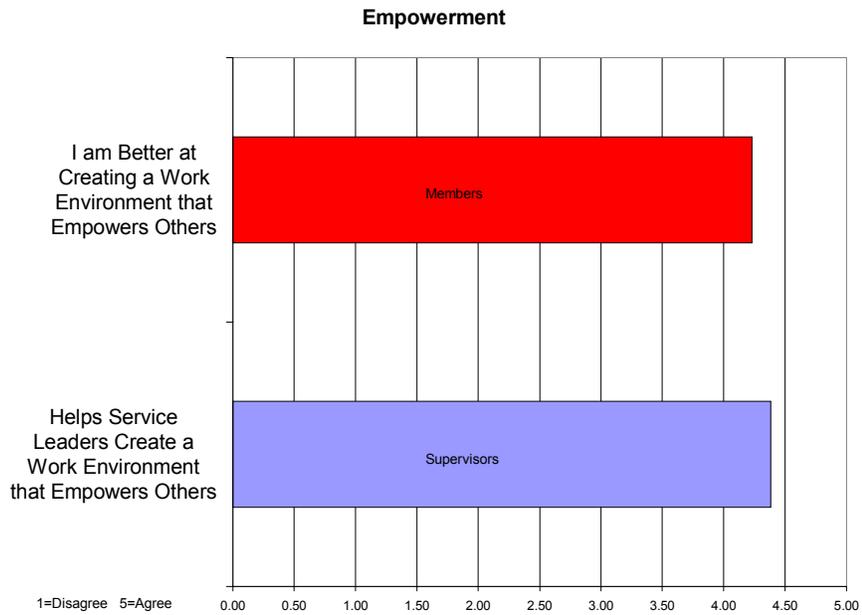
# Motivation, Coaching, and Empowerment

## Motivation, Coaching, and Empowerment

- Helps develop self-confidence in others.
  - Encourages others personal and professional growth.
  - Enables others to take responsibility for their own actions.
  - Validates others needs.
  - Prepares others for action.
- 

- “I try to motivate and coach in the way I handle our team. I try to encourage them to take the step forward and try to get them to mentor each other. My motivation is to get them to realize they can do it on their own. I try to coach them and praise them and do all of the things that it takes to motivate them. I try not to be the center person. I try to get other people to get up there to do it. My whole idea is to get them to do it and do it effectively so they feel comfortable.” T.J. Barcelona
- “I just did a Peace Jam. A Nobel Peace Prize laureate comes and speaks to a group of high school youth. One of the things they asked us to do was provide a service project for the youth because part of the Peace jam is a 3-hour service project in their community. I have a member who is a wonderful, giving person, but she has very little self-confidence and few organizational and planning skills. I asked her if she wanted to do the project and I offered her my help if she needed it. So we took her school and worked together to plan a curriculum do the youth could come to her school and work in small groups on the subject of peace with the 1<sup>st</sup> through 5<sup>th</sup> graders. They did a literacy book on peace and a discussion group. Then at the end of the day the Nobel laureate came and spoke to the elementary school kids. And this member - it was the first time in her entire life that she felt ownership and pride in something that she did and accomplished. That was a neat thing that I helped her through, but she did on her own.” Debbie Thomas-Jones
- “I have done a lot of networking with my fellow team members on getting them to believe that what they are doing is worthwhile. And I have set up some other service projects that have been real empowering like working with Senior Citizens and working with Head Start children.” Denise Van Zant
- “I am learning to step back and let others learn. As a second year member – you want to do it because you know how. It is hard not to jump in and do it all. My team leader last year used to say “I can’t help you” And now I know why. You want them to learn, but you know you could do it faster yourself. It is frustrating, but I am learning.” Brandi Dean

- “I have learned that being the leader means letting them develop their own ideas.”  
Heidi Maughn



# Leadership, Vision and Community Creation

## Leadership, Vision and Community Creation

- Helps create a work environment that allows others to be responsible for the creation of their own communities.
  - Is able to develop a vision and share it with others effectively.
  - Uses reflection for self-assessment, growth, and the evaluation of behavior and actions that may influence others.
- 

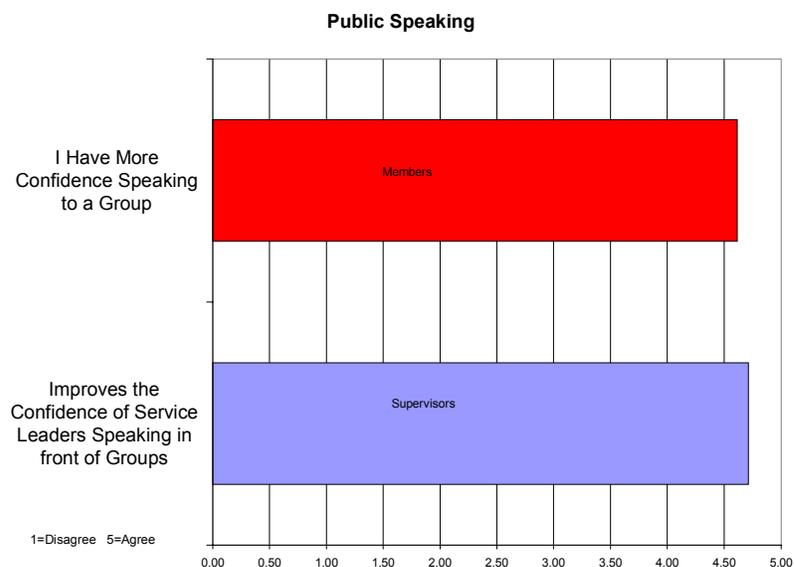
- “Along with personal and professional goals and development it is important that they be able to take a vision and implement it. It is great that they not only see something out there they want to do, but they have gone ahead and tackled it.”  
Tory Christenson, Regional Youth Service Corps Program Director
- “One thing that I did pretty soon after the training was meet with my supervisor and let her know that I thought a neat opportunity for our members would be to individually or in a team of two – design their own service project from beginning to end. I also coordinate all of the trainings. I also really began taking the research for and coordinating seriously. I got references from people who have had trainers before and got trainers encountered to fill the training space. I began to recognize that our members and I need good trainers and training.” Debbie Thomas Jones
- “We just got a first year member and we are going to be having a new member join us in a week. I am just making sure that they are comfortable with what they are doing. I want to make sure they feel like they are getting what they wanted out of doing AmeriCorps. I feel like I am able to help people get comfortable in their positions pretty quickly, by answering question and just being there for them.” Chris Anderson
- “A sense of balance and pace is needed. I think a lot of people who rise to the top are extremely ambitious and they get too exhausted to be effective.” Priscilla Brotherton, Campus Compact Program Director

# Verbal Communication and Public Presentations

## Verbal Communication and Public Presentations

- Listens effectively and facilitates the open exchange of ideas.
  - Makes clear and convincing oral presentations to members, peers, community members, and the press.
- 

- “I am not afraid to get in from of people now. Getting up in front of our team was always scary, but now that I did the Leader Corps I am getting up in front of people and talking and it doesn’t even phase me.” Brandi Dean
- “I felt fairly comfortable speaking in front of people before, but I gained a lot more confidence from the training.” Chris Anderson
- “My leader has gained more confidence and has pushed her boundaries since the Washington leader Corps training. For example, she facilitated a two-hour training for 90 AmeriCorps members!” Jessica Vavrus, Project Director
- “It was clear that my leader’s experience with the Washington Leader Corps increased her confidence and public speaking skills. She has sought opportunities to be the spokesperson for our team.” Many Edwards, Project Director



- “I have seen increased confidence and clarity of the message being delivered by those that attended the Leader Corps.” Mildred Smith, President of the Washington State RSVP Association
- “I have become a more effective public speaker because of this training. I am more confident now that I know what I am doing when I stand up in front of a group.” Jesse Winter
- “I spoke at a large event for Washington Reading Corps and I attend a lot of meetings where I need to speak for our program. I am definitely more assertive and confident when I speak.” Debbie Thomas-Jones

## Facilitation

- “I know that one really big part of the skills that I learned was facilitation. That was the most helpful part of the training for me. That was one of the biggest thing that I was lacking – feeling confident in facilitating a group of people. So I think I immediately came back to start leading our team meetings. We meet every Friday so I get a lot of practice.” Debbie Thomas Jones
- “I ran a VISTA meeting and trained VISTAs and led them through a brainstorming session that helped them decide what they wanted to be trained on in future meetings. We used that facilitation process that we were taught and that went over really well and we have a list of our future training topics that were developed by the VISTAs.” Rhean Souders
- “Team members and I just got through planning our Martin Luther King Day celebration. It was everything from brainstorming ideas to getting to a final product. I ended up facilitating a couple of meetings that we had. I used the facilitation and brainstorming method we learned to come up with ideas and make sure everybody was getting their say and knew what going on. Everybody’s opinions and ideas were heard and were clear. I think that really helped it be a successful MLK Day.” Chris Anderson
- “The facilitation piece where you and Ben did a mock and then we took it back and played it through was really helpful. I think it was really helpful to go through it. It really helped to practice in the small teams after a few days when we were more comfortable with each other. Trying it out with people who you are comfortable with is important. It is the best way to build yourself up. That is another reason I am getting better with my team. I am more comfortable.” Debbie Thomas-Jones

- “Our leaders’ facilitation skills have improved a great deal. They are now much better prepared to conduct meetings and lead groups to consensus.” Mildred Smith, President of the Washington State RSVP Association
- “The facilitation training was incredibly valuable to me. I have facilitated several team meetings and the skills I have learned have made me feel very confident.” Denise Van Zant

## Project Planning

- “I used the Project Planning Arrow to plan my whole MLK Day activity. The tool helped me get the bulk of it planned in a day. We used that arrow and Action Plan and it went off really well. The proof is the front-page article in our newspaper about our project. I was really excited.” Rhean Souders
- “I saw my AmeriCorps member finally truly understand and appreciate the Project Planning Arrow. She was then able to facilitate other AmeriCorps members to use it for planning for service projects.” Anonymous Project Director
- “Maybe a week after WLC one of my VISTAs told me that her principal wanted her to build a new program and she didn’t know where to start. She is a visionary type of person, but not an organizing person so I knew my strengths could help her. She needed help on how to get out there and actually do it. I sat down with her and the other AmeriCorps Members and the principal and went through the Project Planning Arrow. We worked through defining the vision and then defined the resources, obstacles and planning steps. We then wrote down an action plan with tasks and steps. Then they actually did it and it is up and running. That was really cool because we got input from the school and community and they all seem very happy with how it went together.” Rhean Souders
- “I use the Project Planning arrow to help me meet personal goals as well as team goals. I have found it to be a great problem-solving tool.” Alexis Knoepker

## I. Recommendations

Developing, implementing, and researching the Washington Leader Corps reinforced my belief that more leadership development programs need to be provided to service participants who are in positions of leadership and desire more training. It is my recommendation that the Corporation for National Service make the training resources available to states and programs wishing to provide more leadership development to their leaders.

In addition, I recommend:

- Have a long-range vision of leadership development. Developing leadership in the community service field is imperative to the sustainability of the Corporation for National Service's programs. Our leaders are going to help strengthen our programs, but more importantly, strengthen our people who will be the future leaders of our communities and future decision makers of our nation.
- Use this model or a permutation of this model to greatly increase the number of highly trained leaders for a minimal investment. This model could train thousands of service leaders in a very cost-effective manner. It is much less expensive than most of CNS's other leadership initiatives.
- Design the leadership development program by building on existing talent and resources. The AmeriCorps Leaders Program staff is very well positioned to provide Training and Technical assistance to states and programs wishing to improve their leadership development. AmeriCorps Leaders Alumni working with the National Service Leadership Institute are positioned well to provide training to the states and programs requesting resources.
- Include leadership development for participants as an essential ingredient of successful programs in program guidance. Provide training and technical assistance resources to states and programs that wish to implement leadership development programs for service participants.

# Attachment 1

## Leader Corps Approximate Budget

### T&TA Provider Costs

Training Services of 2 Trainers for 8 days	7,088
Technical Assistance - 1 Trainer 2 days	886
Trainer Travel	2000
<b>Total</b>	<b>9,974</b>

### Commission Fixed Costs

Small Group Facilitator Travel	1200
Supplies, Materials, and Snacks	1000
<b>Total</b>	<b>2200</b>

### Commission Variable Costs

Participant Lodging and Food	440
Printing	15
Income from \$150 recommended fee	-150
	<b>305 Approximate Variable Cost per Participant</b>

### Cost per Participant (Based on 35 Participants)

Per Participant Cost to Commissions  
\$370

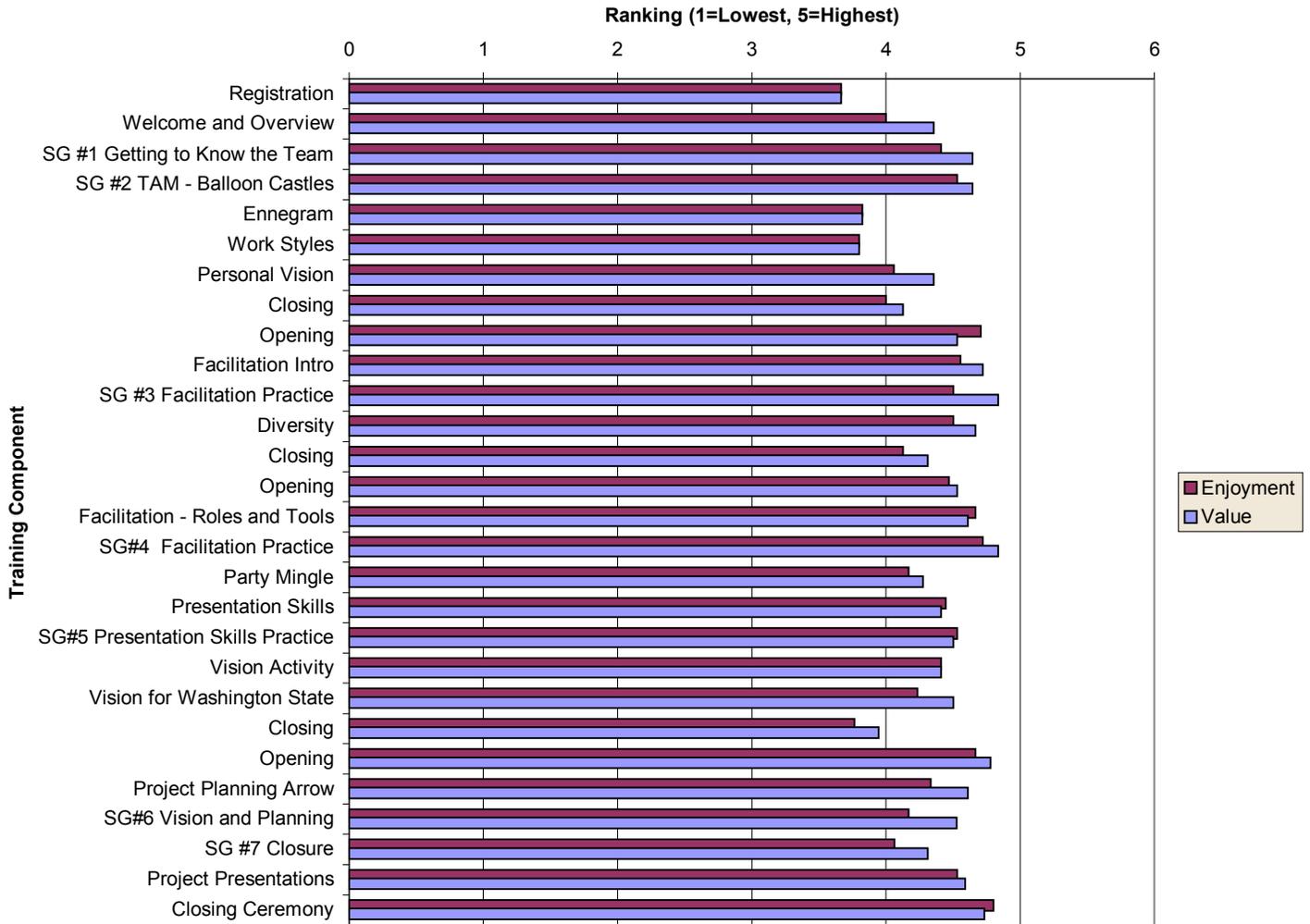
Per Participant Cost to Training Provider  
\$285

### Total Cost (Based on 35 Participants)

22,849

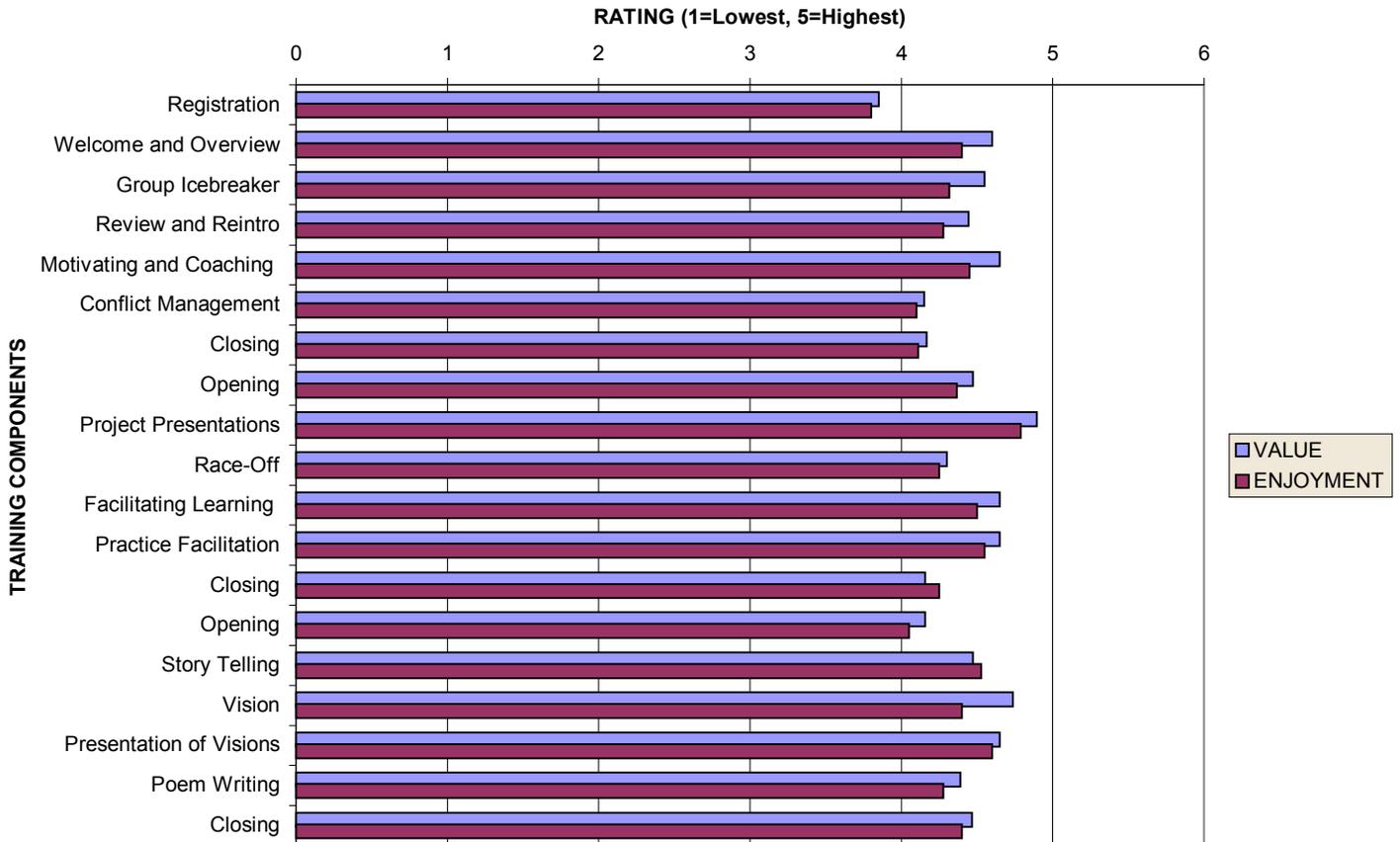
# Attachment 2

## November Training Evaluation



# Attachment 3

## MARCH TRAINING EVALUATION



# Attachment 4

## Program Application Guidelines Developed in conjunction with the Northwest Regional Educational Laboratory

### 1999-2000 PROGRAM DESCRIPTION AND GUIDELINES



## WASHINGTON LEADERS CORPS

National Service Leadership Development

### WASHINGTON LEADERS CORPS

The Washington Leaders Corps is a leadership development program for a selected group of Washington State national service participants. From all streams of service, they receive specialized training and skill development in a variety of areas including facilitation and team building. Washington Leader Corps Members serve as ambassadors for national service in their communities and across the state of Washington.

The Washington Leader Corps is sponsored by the Washington Commission for National and Community Service, the Washington Corporation State Office, the Corporation for National Service and the Northwest Regional Educational Laboratory.

### HISTORY AND BACKGROUND

The Washington Leaders Corps was piloted in 1998-1999 as the country's first statewide leadership corps for those in national service. Twenty-six participants formed a strong team and developed and contributed leadership to their program sites and within the Leaders Corps. Many Washington Leaders Corps participants developed and implemented collaborative Martin Luther King Jr. Day service projects. Other leaders designed and managed site-specific programs to support its unique national service goals.

Leaders Corps participants, program directors and other national service representatives from across the nation have recognized this as a valuable and innovative leadership model. Plans are underway to replicate the project in several other states.

### NOMINATION AND SELECTION PROCESS

#### NOMINATIONS

Senior Service Corps, AmeriCorps, AmeriCorps VISTA and Learn and Serve leaders and members may be nominated for the Washington Leaders Corps. Nominees must be in their second year of national service, but are not required to be team leaders.

Each Washington national service program may nominate **one** member. The nominee selection process shall be determined at each individual site. The specific procedure utilized should be outlined in the program director's letter of recommendation.

## **SELECTION CRITERIA**

A panel of distinguished national service judges will select a maximum of 35 members or volunteers for the 1999-2000 Washington Leaders Corps. It will use criteria that include level of experience, demonstrated initiative, leadership potential, and experience with diverse populations. The goal is to build a team that reflects the communities it serves and represents all streams of service and geographic areas in Washington.

Exceptional applicants will demonstrate:

- A strong history of service and volunteerism
- Proven leadership skills and experiences
- A commitment to working with a diverse team of participants
- Enthusiasm for improving leadership and other skills
- Solid communication skills
- A desire to serve as an ambassador for national service
- The ability to balance Washington Leaders Corps and regular national service duties

## **BENEFITS AND RESPONSIBILITIES**

### **TRAINING AND OTHER BENEFITS**

In the words of one 1998-1999 Washington Leaders Corps participant, "The training was awesome! There was nothing I would change! It was amazing!"

Washington Leaders Corps members have the opportunity to develop their leadership skills in three areas of understanding: the individual, the Corps, and the community. Training topics include service project planning, conflict resolution, facilitation, communication, diversity, and public speaking.

Participants exchange ideas and learn from their national service peers and technical assistants in a structured learning environment. Lasting friendships and teams that cross age, gender, geographic and ethnic differences are developed. Participants also serve as national service ambassadors representing national service throughout the state.

### **PARTICIPANT RESPONSIBILITIES**

Full participation in two Washington Leader Corps training sessions is required, and regional service planning and activities are encouraged. Participants are expected to coordinate Leaders Corps obligations with their supervisors and accommodate regular service activities. WLC training and activities will be in addition to regular national service responsibilities.

PROGRAM RESPONSIBILITIES

➤ Participant Release time

- I. Programs are asked to release participants from regular service for Washington Leaders Corps training and events. Leaders Corps members will advise supervisors of the WLC training and event schedule and plan appropriately to avoid potential regular service duties conflict.

➤ Program Costs

- Programs will be asked to provide a \$100 training and facility contribution upon selection of their nominee. Limited scholarships are available.
- Programs will need to provide round trip transportation for two training sessions in Issaquah, Washington on November 15 - 19, 1999 and March 27 - 31, 2000.

➤ Service Credit

- II. Programs will retain the discretion to credit related WLC service hours, including travel time, as appropriate. Washington Leaders Corps staff will provide training hour documentation following each session.

APPLICATION PACKETS MUST BE RECEIVED BY FRIDAY, OCTOBER 22, 1999

Mail or Fax to:

Community and Education Volunteer Services Center  
Northwest Regional Educational Laboratory  
101 SW Main, Suite 500  
Portland, Oregon 97204  
FAX: (503) 275-0133



AmeriCorps Network NW  
Community and Education Volunteer Services Center  
Northwest Regional Educational Laboratory  
101 SW Main, Suite 500  
Portland, OR 97204

# Attachment 5

## Program Application

Developed in conjunction with the Northwest Regional Educational Laboratory

1999-2000 APPLICATION



**WASHINGTON LEADERS CORPS**  
National Service Leadership Development

### I. PERSONAL INFORMATION

Name \_\_\_\_\_

CURRENT

PERMANENT (IF DIFFERENT)

Street Address \_\_\_\_\_

City and State \_\_\_\_\_

Zip Code \_\_\_\_\_

Day Phone \_\_\_\_\_

Evening Phone \_\_\_\_\_

E-Mail \_\_\_\_\_

- \*Ethnic Background** (optional)
- Hispanic
  - White/Non-Hispanic
  - African American
  - American Indian/Alaskan Native
  - Asian American/Pacific Islander
  - Other

\*The selection committee would like to involve a diverse group of participants in the Washington Leaders Corps program.

### II. NATIONAL AND COMMUNITY SERVICE BACKGROUND

Please share information about your current full time service program.

Stream:

- AVISTA     AmeriCorps     Senior Service Corps     Learn and Serve

Organization: \_\_\_\_\_

Position: \_\_\_\_\_

Dates of Service: \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

Continue on the back.

NATIONAL AND COMMUNITY SERVICE BACKGROUND (CONTINUED)

Please share information about your previous full time service program .

Stream :

A \*VISTA     AmeriCorps     Senior Service Corps     Learn and Serve

Organization: \_\_\_\_\_

In

Position: \_\_\_\_\_

Dates of Service: \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

### III. PERSONAL STATEMENTS

Respond to the following on a separate piece of paper.

1. Describe your national service experience, including specific roles and responsibilities and experiences that have influenced you. How could you be an "ambassador for national service" in your community?
2. It is not easy to define a term like leadership, as it takes on different meanings for different people and situations. Please discuss your vision of what it means to be a leader and how participation in the Leaders Corps will help you move national service forward in Washington.
3. The Washington Leaders Corps is a cross-stream project that will ask you to work with diverse national service participants in a team setting. What contributions will you bring to this team? What background and skills do you have in collaboration and team work?

### IV. VOLUNTEER AND WORK EXPERIENCE

Attach a current resume or volunteer and work experience summary. Be sure to include the following information:

- Organization/employer name
- Your title and role
- Responsibilities and activities
- Service or employment dates

### V. REFERENCE FORMS AND LETTERS OF RECOMMENDATION

Select two references, including

1. Your current national service program supervisor
2. A current or former national service project peer

Each should complete a reference form and a letter of recommendation. Supervisors should outline the reason for the nomination and how the Washington Leaders Corps Program would benefit from your participation. Forms and letters should be returned to you in a sealed envelope and returned with your application packet.



**WASHINGTON LEADERS CORPS**  
National Service Leadership Development

**SUPERVISOR REFERENCE FORM**

After reading the description of the Washington Leaders Corps Service Leadership Development Program, please consider why you are making this nomination. Selection criteria include experience, demonstrated initiative, leadership potential, and experience with diverse populations. Exceptional applicants will demonstrate:

- A strong history of service and volunteerism
- Proven leadership skills and experiences
- A commitment to working with a diverse team of participants
- Enthusiasm for improving leadership and other skills
- Solid communication skills
- A desire to serve as an ambassador for national service

Describe, in a recommendation letter, how this candidate meets these criteria. Please also describe the nomination process that your program used to select this candidate.

Name of Nominee: \_\_\_\_\_

Stream of Service:

A\*VISTA     AmeriCorps     Senior Service Corps     Learn and Serve

Your Name: \_\_\_\_\_

Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

How long you have known the applicant: \_\_\_\_\_



**WASHINGTON LEADERS CORPS**  
National Service Leadership Development

**PEER REFERENCE FORM**

The Washington Leaders Corps is a leadership development program for national service participants in Washington. Selected participants from all streams of service receive specialized training and skill development in a variety of areas including facilitation and team building. Washington Leaders Corps members serve as ambassadors for national service in their communities and across the state. Candidates should demonstrate a strong belief in national service, initiative, proven leadership skills, experience with cultural diversity, and maturity. In a letter of recommendation, describe how you feel this nominee meets these criteria.

Name of Nominee: \_\_\_\_\_

Stream of Service:

A\*VISTA     AmeriCorps     Senior Service Corps     Learn and Serve

Your Name: \_\_\_\_\_ Job Role: \_\_\_\_\_

Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

How long you have known the applicant: \_\_\_\_\_

Please enclose this form with a reference letter in a sealed envelope and return to nominee.