

AmeriCorps *Front-line* *Supervisors'* Workshop

Participants' Notebook

National Crime
Prevention Council
Washington, D.C.

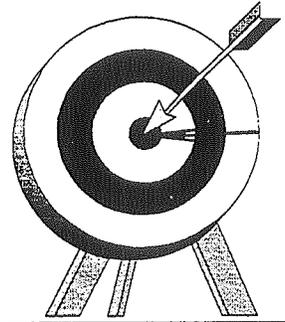


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Goals

for AmeriCorps Supervisors' Training



At the end of the training, supervisors will be able to:

- 1** Understand the AmeriCorps message and its usefulness in helping to build an esprit de corps among members, and use reflection techniques to enhance members' service learning.
- 2** Clarify the roles of an AmeriCorps supervisor and be aware of a variety of supervisory styles and their effectiveness in different situations.
- 3** Use more effective interpersonal communication skills in a variety of one-on-one and group situations with members and community partners.
- 4** Build more effective teams to facilitate and sustain a sense of community among members.
- 5** Recognize and appreciate the range of styles and values among AmeriCorps members and understand the implications of such differences for supervising and motivating members.
- 6** Identify strategies for helping members build confidence, assess their own skills, and take responsibility for themselves and their work.
- 7** Get things done through effective goal-setting, planning, prioritizing, scheduling and monitoring of tasks; adapt and use planning and organizational tools to better manage the workload and balance the roles of an AmeriCorps supervisors.
- 8** Develop an action plan for future learning and skill development.

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SESSION 1

WORKSHOP WELCOME

AMERICORPS & THE SERVICE ETHIC

OVERVIEW

The workshop begins! This first session provides participants and trainers with an opportunity to get acquainted and will lay the groundwork for the next three days. Since part of your role as an AmeriCorps supervisor is to build a sense of team and community among members and partners, we will begin to build a community here in the workshop. During the first half of the session, the whole group of participants and trainers will be together for introductions, an icebreaker, and a brief description of several aspects of the workshop design.

During the second half of the evening, we will begin to look at the larger context in which you work – the AmeriCorps program. AmeriCorps supervisors work in a variety of distinct project configurations and have equally distinctive interpretations of the four major goals of AmeriCorps. To lay a foundation for ourselves, we will review the overall AmeriCorps mission and message and give you an opportunity to begin sharing and examining your projects with peers. The activities begin with a viewing of an AmeriCorps video. Afterwards, a representative of the Corporation for National Service will lead us in a discussion of current issues, insights, and challenges relating to the AmeriCorps movement. Following the large group discussion, we will break into smaller groups to examine how your projects may address each of the AmeriCorps goal areas. At the end of the evening, we will ask you to complete a self-assessment of the skills AmeriCorps supervisors need to accomplish the AmeriCorps goals. The self-assessment will enable you to begin thinking about specific areas for skill development during this workshop and back home on your projects, and develop these as personal learning goals. This self-assessment is the first of many opportunities you'll have during the workshop to reflect and process what you are learning.

To take the fullest advantage of this workshop as an opportunity to develop your supervisory skills, we recommend that you actively participate in the sessions; network with your colleagues to identify resources for support and help in the future; and develop an action plan at the end of the workshop to serve as a guide for "continuous improvement" over the next few months.

OBJECTIVES

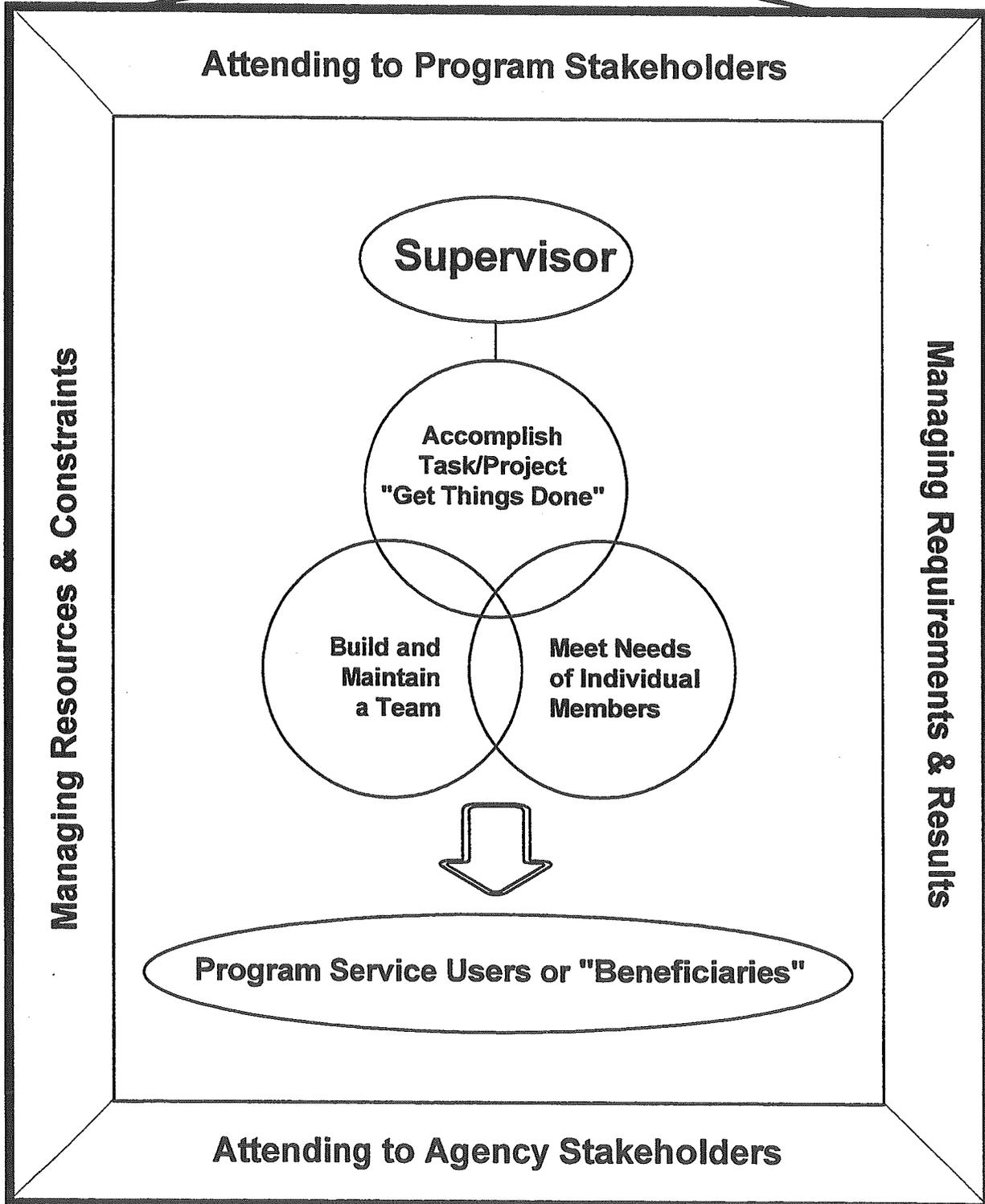
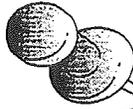
By the end of the session, you will be able to:

- ▶ Continue getting acquainted with other participants (especially those in your Home Groups) and with members of the training staff.
- ▶ Describe how your program's activities and accomplishments address the "big picture" of the overall AmeriCorps mission and goals.
- ▶ Assess your individual strengths and weaknesses as supervisors, and select one or two skills to focus on during the course of the workshop.

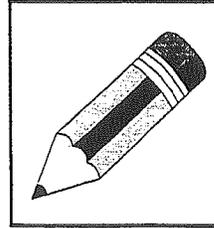
VENUE Large group community meeting.

AmeriCorps Supervision

The Big Picture



Self-Assessment



Introduction

The following self-assessment tool provides you with an opportunity to survey your skills as an AmeriCorps supervisor. The tool will help you identify areas you may already be strong in and those you may need to work on further.

Naturally, everyone's self-assessment will be quite different! And no one person will excel in all areas, so it's certainly not necessary for you to assess yourself highly in everything.

The assessment is an extensive – but not exhaustive – inventory of skills you may need, in varying degrees, in your position as an AmeriCorps supervisor. Please note that while some of the skills areas represented on the assessment will be looked at intensively during the workshop, others will only be touched on briefly, or not at all. We hope that the training coverage of certain skills areas will help you in your work, and we hope that as your tenure as an AmeriCorps supervisor increases (and even as you move onto supervisory positions beyond the Corps), you will find opportunities to address the areas we don't cover in this workshop. Skill attainment is a lifelong process. The following assessment will give you a snapshot of where you are today.

Getting Things Done

AmeriCorps helps communities meet their educational, public safety, human or environmental needs through service. Programs serve as models for communities to apply as they continue problem-solving.

How would you rate your skills in the following areas?

	With Ease	Fairly Well	With Some Difficulty	With Great Difficulty
I can ...				
Plan a project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set measurable project goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement a project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate project development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modify project based on changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	With Ease	Fairly Well	With Some Difficulty	With Great Difficulty
I can ...				
Understand project cycles (beginning/middle/end tasks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjust work according to project cycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organize tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritize tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	With Ease	Fairly Well	With Some Difficulty	With Great Difficulty
I can ...				
Communicate tasks to member(s) orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate members to accomplish tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegate tasks appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor and support member(s) performance with delegated tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate member(s) performance on assigned projects/partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate tasks to member(s) in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write progress reports/memos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete paperwork effectively and efficiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Implementing
**The AmeriCorps Mission
 SELF-ASSESSMENT**

Strengthening Communities

AmeriCorps unites individuals from all different backgrounds -- and institutions of all different kinds -- in the common effort to improve our communities.

How would you rate your skills in the following areas?

I can ...

With Ease	Fairly Well	With Some Difficulty	With Great Difficulty
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educate communities and potential partners about AmeriCorps' mission

Educate communities and potential partners about my program

I can ...

With Ease	Fairly Well	With Some Difficulty	With Great Difficulty
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Conduct a needs assessment to determine community/partner needs

Develop a collaborative strategy to accomplish goals

Develop and manage a work plan in a team

I can ...

With Ease	Fairly Well	With Some Difficulty	With Great Difficulty
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Build trust/confidence between community residents and members

Recognize similar missions and see potential for partnership

Build coalitions among different groups

Respect diversity in working with partners to meet community needs

Organize a group to accomplish a common goal

I can ...

With Ease	Fairly Well	With Some Difficulty	With Great Difficulty
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Make presentations at community meetings

Work with committees and boards

Organize and facilitate meetings

Organize and facilitate training sessions

Prepare meeting agendas and minutes

Implementing
The AmeriCorps Mission
SELF-ASSESSMENT

Encouraging Responsibility

AmeriCorps encourages members to explore and exercise their responsibilities to their communities, their families, and themselves -- in their service experience and throughout their lives.

How would you rate your skills in the following areas?

	With Ease	Fairly Well	With Some Difficulty	With Great Difficulty
I can ...				
Convey the big picture of AmeriCorps and connect it with the work members are doing in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage member(s) participation in their own service or volunteer efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote the value of service and/or volunteering as an on-going life style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate debriefing and reflection activities with member(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can ...				
Build trust between myself and my member(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist member(s) in recognizing and utilizing their skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegate based on ability and skill development of individual(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide opportunities for and encourage member(s) to assume leadership roles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate member(s) to recognize and take on their responsibility as change agents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can ...				
Give developmental feedback to member(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give performance evaluation feedback to member(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Encouraging Responsibility (cont'd.)

I can ...	With Ease	Fairly Well	With Some Difficulty	With Great Difficulty
Listen to member(s) and identify the crux of the issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help member(s) move from a negative frame of reference toward a positive solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate problem solving one-on-one with members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist member(s) in personal difficulties and stress management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refer member(s) in crisis to other appropriate support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate team problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I can ...	With Ease	Fairly Well	With Some Difficulty	With Great Difficulty
Establish and maintain member(s) accountability for their own actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain professional boundaries in a personable way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Model professional behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I can ...	With Ease	Fairly Well	With Some Difficulty	With Great Difficulty
Encourage member(s) participation in their own service or volunteer efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote the value of service and/or volunteering as an on-going life style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Implementing
The AmeriCorps Mission
SELF-ASSESSMENT

Expanding Opportunities

AmeriCorps helps those who help America. Members receive awards to further their education or pay back their student loans, as well as invaluable job experience, specialized training and life skills.

How would you rate your skills in the following areas?

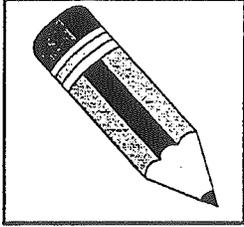
I can ...	With Ease	Fairly Well	With Some Difficulty	With Great Difficulty
Assist member(s) with questions about the use of educational awards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can ...	With Ease	Fairly Well	With Some Difficulty	With Great Difficulty
Assist member(s) in developing resumes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist member(s) in interviewing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist member(s) in their own job research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist member(s) in developing personal goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can ...	With Ease	Fairly Well	With Some Difficulty	With Great Difficulty
Use on-going service reflection to help member(s) discover their interests and skills leading to meaningful career options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counsel member(s) on career development goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify resources for job and educational opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refer appropriate member(s) to job and educational opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support/share professional networking with member(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impleme 9
The AmeriCorps Mission
SELF-ASSESSMENT

In the space provided below, please write down two goals you have for developing yourself further as an AmeriCorps supervisor.

Goal One:

Goal Two:



Situational Supervision Inventory:

Determining Your Preferred Supervisory Style

The paragraphs below describe situations involving AmeriCorps supervisors and members. Read each situation carefully, then select the alternative that most closely describes what you would do in each case. Don't be concerned with trying to pick a right answer; there is no one correct response to each question, only the response you feel most accurately reflects you. Select the alternative you would really use. Circle a, b, c, or d.

- 1 The new AmeriCorps members you are supervising seem to be performing their tasks well and working well as a team. Their need for direction and supervision is diminishing. What do you do?**
 - a. Stop directing and overseeing performance unless there is a problem.
 - b. Continue spending time getting to know them personally, but make sure they maintain performance levels.
 - c. Make sure things keep going well; continue to direct and oversee closely.
 - d. Begin to discuss new tasks of interest to them.

- 2 You assigned a task to Sara, specifying exactly how you wanted it done, and she deliberately ignored your directions. Sara did it her way. As a result, the project does not meet the community's needs. This is not the first problem you've had with Sara. What do you decide to do?**
 - a. Listen to Sara's side, but be sure the job gets done right.
 - b. Tell Sara to do it again the right way and closely supervise the job.
 - c. Tell her the community partners feel they were not helped and are considering ending the partnership, then let Sara handle it her way.
 - d. Discuss the problem and solutions to it.

- 3 The AmeriCorps members you supervise work well together and have completed a project early. The director okayed finding an interim project until the next designated project begins. Several members have mentioned projects they would like to be able to do. What action will you take?**
- a. Allow the team to decide on the new project.
 - b. Decide on new project, explain why you chose it, and invite questions.
 - c. Hold a meeting to get the members' ideas. Select a new project together that meets with your approval.
 - d. Send around a memo describing the project you have decided the team will implement.
- 4 You recruited Bill, a new AmeriCorps member. He is not performing at the level you had expected after one month's training. Bill is trying, but he seems to be a slow learner. What do you decide to do?**
- a. Clearly explain what needs to be done and oversee his work. Discuss why the procedures are important; support and encourage him.
 - b. Tell Bill that his training is over, and it's time for him to pull his own weight.
 - c. Review task procedures and supervise his work closely.
 - d. Inform Bill that his training is over and to feel free to come to you if he has any problems.
- 5 Yolanda has had an excellent performance record since she began her service five months ago. Recently you have noticed a drop in the quality and quantity of her work. She has a family problem. What do you do?**
- a. Tell her to get back on track and closely supervise her.
 - b. Discuss the problem with Yolanda. Help her realize that her personal problem is affecting her work. Discuss ways to improve the situation. Be supportive and encourage her.
 - c. Tell Yolanda you're aware of her productivity slip and that you're sure she'll work it out soon.
 - d. Discuss the problem and solution with Yolanda and supervise her closely.

6 Your AmeriCorps program has a strict no smoking policy while "on-the-clock." You stopped by to visit Lisa and saw her smoking -- wrong time/wrong place. She is a really strong member and has never been caught smoking before. What do you do about it?

- a. Ask her to put out her cigarette, then go on about what you were doing before.
- b. Discuss why she is smoking and what she intends to do about it.
- c. Give her a lecture about not smoking and check up on her in the future.
- d. Tell her to put out her cigarette, watch her do it, and tell her you will check on her in the future.

7 Your team usually works well together with little direction. Recently a conflict between Sabrina and Thomas has been causing problems. As a result, you take what action?

- a. Call Sabrina and Thomas together and make them realize how this conflict is affecting the team. Discuss how to resolve their differences. Plan to check back later to make sure the problem has been resolved.
- b. Let the group resolve the conflict.
- c. Have Sabrina and Thomas sit down and discuss their conflict and how to resolve it. Support their efforts to implement a solution.
- d. Tell Sabrina and Thomas how to resolve their conflict and closely supervise them.

8 Franklin usually does his share of the work with some encouragement and direction. However, he has migraine headaches occasionally and can't always pull his weight when this happens. His site supervisor has expressed concern about Franklin's work when this happens. What do you decide to do?

- a. Discuss the problem with Franklin and help him come up with ideas for maintaining his work; be supportive.
- b. Tell Franklin to do his share of the work and closely watch his output.
- c. Inform Franklin that the site has commented about his work when he has a migraine, and that he should talk to his site supervisor and team about it.
- d. Be supportive, but set minimum performance levels and ensure compliance.

- 9 Barbara, your most experienced and productive member, came to you with a detailed idea to improve the project proposed at the last meeting. She can do her present work while exploring her suggestion. You think it's an excellent idea; what do you do?**
- a. Set some goals together. Encourage and support her efforts.
 - b. Set up goals for Barbara. Be sure she agrees with them and sees you as being supportive of her efforts.
 - c. Tell Barbara to keep you informed and to come you if she needs any help.
 - d. Have Barbara check in with you frequently so that you can direct and supervise her activities.
- 10 Your boss asked you for a special report. Rosa -- a very capable worker who usually needs no direction or support -- has all the necessary skills to do the job. However, Rosa is reluctant because she has never done a report. What do you do?**
- a. Tell Rosa she has to do it. Give her direction and supervise her closely.
 - b. Describe the project to Rosa and let her do it her own way.
 - c. Describe the benefits to Rosa. Get her ideas on how to do it and check her progress.
 - d. Discuss possible ways of doing the job, and help her identify resources and support available to her. Be supportive; encourage Rosa.
- 11 Jean is getting so many good things done at her site, it's amazing. However, her monthly reports are constantly late and contain errors. You are puzzled because she does everything else with no direction or support. What do you decide to do?**
- a. Go over past reports, explaining exactly what is expected of her. Schedule a meeting so that you can review the next report with her.
 - b. Discuss the problem with Jean and ask her what can be done about it; be supportive.
 - c. Explain the importance of the report. Ask her what the problem is and tell her that you expect the next report to be on time and error free.
 - d. Remind Jean to get the next report in on time without errors.

12 Your members are very effective and like to participate in decision making. A consultant from the Corporation for National Service has spent time observing your project as part of a large-scale evaluation of the first year of AmeriCorps. The consultant briefs you on her observations and the recommendations for improvement she will be making to the Corporation. What do you do with the information?

- Explain the suggestions the consultant made and let the team decide whether and how to implement them.
- According to her recommendations, make the decisions regarding any change in implementing the program, then teach the team the new systems and closely supervise them.
- Explain the changes and the reasons they were recommended. Teach them the ideas and make sure the new procedures are followed. Answer questions.
- Explain the new ideas and get the team's input on ways to improve and implement them.

YOUR WORKING-DAY EMOTION CHECKLIST

9:00 AM <input type="checkbox"/> PURE GRUMPINESS	9:05 AM <input type="checkbox"/> CAFFEINE JOLT-D-RAMA	9:29 AM <input type="checkbox"/> EARLY-MORNING STUPEFACTION	9:45 AM <input type="checkbox"/> SPLITTING HEADACHE #1	10:09 AM <input type="checkbox"/> MOMENTARY PANIC ATTACK	10:31 AM <input type="checkbox"/> CAFFEINE OVERDOSE	10:37 AM <input type="checkbox"/> PERVERTED DAYDREAMS	10:42 AM <input type="checkbox"/> MID-MORNING NUMBNESS
10:52 AM <input type="checkbox"/> SUDDEN FIT OF HOSTILITY	11:03 AM <input type="checkbox"/> LINGERING SULKINESS	11:09 AM <input type="checkbox"/> PRETENDING TO WORK	11:33 AM <input type="checkbox"/> REBUFFED FLIRTATION WITH CO-WORKER	11:35 AM <input type="checkbox"/> TEMPORARY DEMENTIA	11:57 AM <input type="checkbox"/> "HEAD IN A VISE" FEELING	12:00 PM <input type="checkbox"/> JOYLESS LUNCH-EATING	12:09 PM <input type="checkbox"/> MIRTHLESS JOKE-TELLING
12:23 PM <input type="checkbox"/> BELCHING DISCREPANT	12:35 PM <input type="checkbox"/> SUDDEN AWARENESS OF OTHER EMPLOYEES	12:47 PM <input type="checkbox"/> WAVES OF NAUSEA	1:00 PM <input type="checkbox"/> RESENTMENT OF OTHERS	1:19 PM <input type="checkbox"/> EARLY AFTER-NOON CATATONIA	1:25 PM <input type="checkbox"/> SPLITTING HEADACHE #2	1:42 PM <input type="checkbox"/> GRAWLING OF THE BOWELS	1:52 PM <input type="checkbox"/> THAT "NO WAY OUT" FEELING
2:06 PM <input type="checkbox"/> STRANGE TRANCE-LIKE STAFFE	2:30 PM <input type="checkbox"/> URGE TO MURDER BOSS	2:44 PM <input type="checkbox"/> FEELING RUDY AT THE COPY MAKING	2:55 PM <input type="checkbox"/> WHINING TO THE PERSON NEXT TO YOU	2:59 PM <input type="checkbox"/> UNREALISTIC PLANS TO QUIT THIS Lousy JOB	3:09 PM <input type="checkbox"/> MID-AFTER-NOON TORPOR	3:14 PM <input type="checkbox"/> EVEN MORE PERVERTED DAYDREAMS	3:36 PM <input type="checkbox"/> EMOTIONAL DEADNESS
3:47 PM <input type="checkbox"/> WATCHING THE CLOCK	3:59 PM <input type="checkbox"/> WORRYING ABOUT SECURITY	4:01 PM <input type="checkbox"/> SPLITTING HEADACHE #3	4:09 PM <input type="checkbox"/> FEAR OF GETTING FIRED	4:25 PM <input type="checkbox"/> LOTTERY FANTASIES	4:33 PM <input type="checkbox"/> CONFIRMING TV TONIGHT	4:59 PM <input type="checkbox"/> UNCOUNTABLE HAPPINESS	5:00 PM <input type="checkbox"/> TEMPORARILY FEELINESS

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GREENING

A few words about reflection...

Since service learning is a vital part of AmeriCorps programs, we have built in additional reflection time at the end of most sessions to underscore the importance of reflection in helping people learn from experience. The trainers will provide direction and materials for your structured reflection in one of three forms:

Artistic Image

Reflection Questions

Hmmmm... Reflection Sheet

In addition to providing a personal check-in, the reflection activity will also help later on, in Session 8, when you develop an action plan. As a final benefit of the reflection exercises, you may also use them with your members.



Journal Reflection

Artistic Image



Session 1 - AmeriCorps and the Service Ethic

Create a symbol representing the partnership between AmeriCorps, your community, your program, and yourself.

Journal Reflection

Hmmmmmm.....Reflection Sheet



Session 1 - AmeriCorps and the Service Ethic

For me...

Community is:

Vertical line for writing.

Community is not:

Service is:

Vertical line for writing.

Service is not:

SESSION 2

ORIENTATION TO HOME GROUPS

OVERVIEW

As we explained during Session 1, we will divide into "Home Groups." Home Groups are made up of 15 to 20 participants who will work together on a regular basis throughout the workshop. In the Home Group setting, you will have greater opportunity to learn from one another, reflect on your learnings, and practice new skills with a core learning group. This morning, you'll begin to get acquainted with the people in your Home Group, review the workshop schedule, and discuss your expectations for the workshop. We will develop group norms and agree on ways to achieve a high level of comfort and participation among all present (participants as well as trainers) to get the most out of the workshop.

All of you come to this workshop possessing considerable knowledge and skills. We acknowledge and hope to build on your experience through sharing and peer learning. There are always differences in skill and experience levels among workshop participants. We hope that those of you who are more experienced will share your knowledge with your colleagues who are less experienced.

OBJECTIVES

By the end of the session, you will be able to:

- ▶ Relate your own expectations for learning and networking to the goals and activities scheduled in this workshop.
- ▶ Agree upon an established set of group norms to follow during the workshop.

VENUE Home Groups

