Student Toolkit

UC BERKELEY

Public
Service
Center

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Welcome & Introduction

Section at a Glance

Welcome and Toolkit Purpose
Overview of the Public Service Center

WELCOME & TOOLKIT PURPOSE

Dear Students,

Thank you for your commitment to taking collaborative action for social justice.

This toolkit will help you explore your pathway to service while developing the skills and knowledge needed to have a positive impact in the community.

The Public Service Center belongs to you and exists to support you in connecting your service journey to scholarship, careers, and personal development. There are many pathways to service including offering material assistance, engaging in activism, policy and politics, and engaged scholarship. We encourage you to refer to this toolkit regularly as different parts will speak to you at different points on your journey.

Whether you dedicate one semester or your entire time on campus to service, we encourage you to develop networks and coalitions with other students, community partners, and others who can support you in achieving your off-campus project's mission and goals. If you have committed to a student leadership role then you have a special responsibility for inspiring your peers and modeling how to create healthy community—both within your student group, and in the world.

We know that you take this responsibility seriously and hope that you consider the Center's core values as a basis for action that meets community need while disrupting oppressive dynamics. Our value of equity and social justice offers powerful principles by which to identify and transform the societal structures which we believe tend to privilege the powerful.

We hope that you take the time to explore the many resources available at the Public Service Center, including our service programs, website, workshops, and coaching from professional and student staff. We are eager collaborators grounded in the power and possibility of students taking action. And as educators we will continue to ask you to:

• Think expansively about what it means to be useful to the public good;
• Connect your service to your academic experience; and
• Reflect on and wrestle with big questions.

As Public Service Center professional staff, we are honored to work with you and look forward to serving together to create a more just and healthy world.

The UC Berkeley Public Service Center Staff

Mission

The UC Berkeley Public Service Center connects people through shared learning & collaborative action for social justice.

Values

The Center is guided by five core values that shape our approach to public service at UC Berkeley.

Experiential & Reflective Learning

We believe people learn best through hands-on learning coupled with intentional reflection. This "praxis" offers each of us -students, scholars and community members- an opportunity to explore social issues, grounded in our own communities, academic disciplines and personal experiences. Through this process we also learn about our own values and strengths, deepening our ability to take intentional action.

Collaboration & Commitment

We believe the challenges facing our communities are complex, and can only be addressed through long-term, sustainable relationships. Our work relies heavily on relationships with community partners, students, staff and faculty. These relationships take time to build and require continuous investment and renewal. We are committed to the process required for successful collaboration and seek to form mutually beneficial partnerships for long-term community impact.

Community Wisdom

We believe wisdom comes from lived experience and so community members can be some of our best teachers. We rely on our community partners' strategic wisdom to help us identify community assets and needs, and we value our community partners as co-educators who support student learning in ways the classroom cannot.

Student Agency

We believe in the power and possibility of students taking action. Students can use their privileged position to serve others and contribute to wider movements for social justice. We value student passions, talents, ideas and experiences and believe in their capacity to be successful change agents and leaders.

Equity & Social Justice

We believe societal structures tend to privilege the powerful. Without the intentional actions of individuals, the needs of those with fewer resources are overlooked. We believe that there are enough resources to meet the basic needs of all, and to enable each person to live a full life with dignity. UC Berkeley has a responsibility to promote the general welfare and to challenge inequitable policies and systems

In 2015-2016, we had...

155	Public Service Center Student Leaders
184	Community Partners
5,307	Student Participants
147,998	Service Hours

Our goal is that by participating in social change programs and projects through the Public Service Center, you will continue to develop your capacity to:

- Work with others to address pressing social challenges (Service)
- Form, maintain, and facilitate effective public service engagement groups (Relationships)
- Discover sense of self and purpose through meaningful service and action (Self)

These are the Core Student Learning Outcomes for the Public Service Center.
We see these outcomes as essential elements in your journey to becoming leaders in the community.

Throughout this toolkit you will see how the various "tools" provide an opportunity for you to develop in these areas. While there is no specific number of competencies to acquire, we encourage you to challenge yourself and take on opportunities that will allow you to develop in your leadership role so that you become well-rounded servant leaders in the community, at UC Berkeley, and beyond!

Part I: Taking Action in our Communities

"I have learned strategies that have allowed me to encompass individual needs in group settings. I believe having a skill like this is so essential." – Destiny Walker

"I have the Public Service Center to thank for teaching me how to love the struggle – to live for it." – Anthony Trochez

"It is very difficult to do this [service work] alone and that's why it's essential to have the community play the bigger role." – Waleed Salaheldin

"The most incredible part of my experience has been the stories. Each one of us, at some point, has sat down to meet veterans, construction workers, mothers, fathers – people who were happy, lost, struggling, learning, and living."– Kana Yoshida

UC BERKELEY

Public Service Center

Notes

Engaging in Service

Section at a Glance

Civic Engagement
Definitions of Service / Service Learning Triangle
Axis of Social Action

There is a growing body of scholarship around the service you will engage in this year as a student leader. In a higher education setting grounding your service in foundational definitions and models might be useful. There is no clear definition of what it means to be civically engaged. In fact, there is confusion around the rhetoric of engagement. What is the difference between public service, social action, civic engagement, community engagement, and civic education?

These terms are often used interchangeably. One useful definition of civic engagement comes from Thomas Ehrlich, who has written extensively on the issue. He writes, "Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes."

He goes on to write, "A morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate."

Civic engagement can take many forms – from volunteerism to organizational involvement to electoral participation. It can include efforts to directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy.

Meredith Minkler from UC Berkeley's School of Public Health writes, "Civic engagement places an emphasis on partnering with the community and taking actions that address their concerns." Public Service Center staff challenge students to view your commitment to others as "critical service-learning", or "Service 2.0". This form of service-learning infuses social justice into service-learning.

Volunteerism: The act of engaging in service that addresses immediate material needs, but does not necessarily address the conditions from which those needs emerge.

Community service: Action taken to meet the needs of others and to improve community welfare.

Grassroots community organizing: The process of building power that directly engages people impacted by a problem in defining the problems that they wish to address, the solutions they wish to pursue, and the methods they will use to accomplish their solutions.

Politics: A process by which groups of people make collective decisions, generally within civil governments, consisting of "social relations involving authority or power" and refers to the regulation of a political unit, and to the methods and tactics used to formulate and apply policy.

Community-Based Research: Research that is conducted as an equal partnership between traditionally trained "experts" and members of a community. "CBR" requires sharing power, resources, credit, and results, as well as a reciprocal appreciation of each partner's knowledge and skills at each stage of the project.

SERVICE-LEARNING

Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Use Part Three and Four of the toolkit to help you reflect and facilitate reflection.

Triangle of Quality Community Service

Direct Service

Without reflection & education
-is frustrating & leads to disillusionment
-can reinforce hurtful stereotypes
-can exploit the community
-can give a false sense of accomplishment
-can be a social problem band-aid

Quality Community Service

Reflection

Without education & direct service
-can feel artificial
-remains superficial and can't go beyond the surface
-provides no context for effective follow-up

Education

Without direct service & reflection
-can lead to cynicism & complacency
-can be impersonal and detached from the issues
-provides theory without real-world knowledge

AXIS OF SOCIAL ACTION

This tool is designed to help you identify the type of social action project you are leading.

- First reflect on WHY your group exists. Often this is found in your mission statement. After serving the community what will be different in that community? Are you providing direct material assistance? Trying to build leadership within the community? Make a mark on the x axis.

- Next answer HOW your group works in the community. Did you independently identify community problems and potential solutions? Was the community you are serving involved in this process? Make a mark on the y axis.

- Having charted the WHY and HOW, you should be able to locate your project or program within a quadrant that *roughly* identifies the "type" of social action project you are leading

> *Electoral politics without grassroots organizing is a politics without a base. Grassroots organizing without electoral politics can be a marginal politics. Electoral politics and grassroots organizing without public policy and program is a movement without a direction. All of those ingredients have to be put together.*
>
> *Senator Paul Wellstone*

Community Driven

work in community?

Service Learning		Grassroots Community Organizing or Community-Based Research
Provide direct material assistance		Build leadership and mobilize community

Why do we exist?

How do we

Volunteerism		Politics

No community input
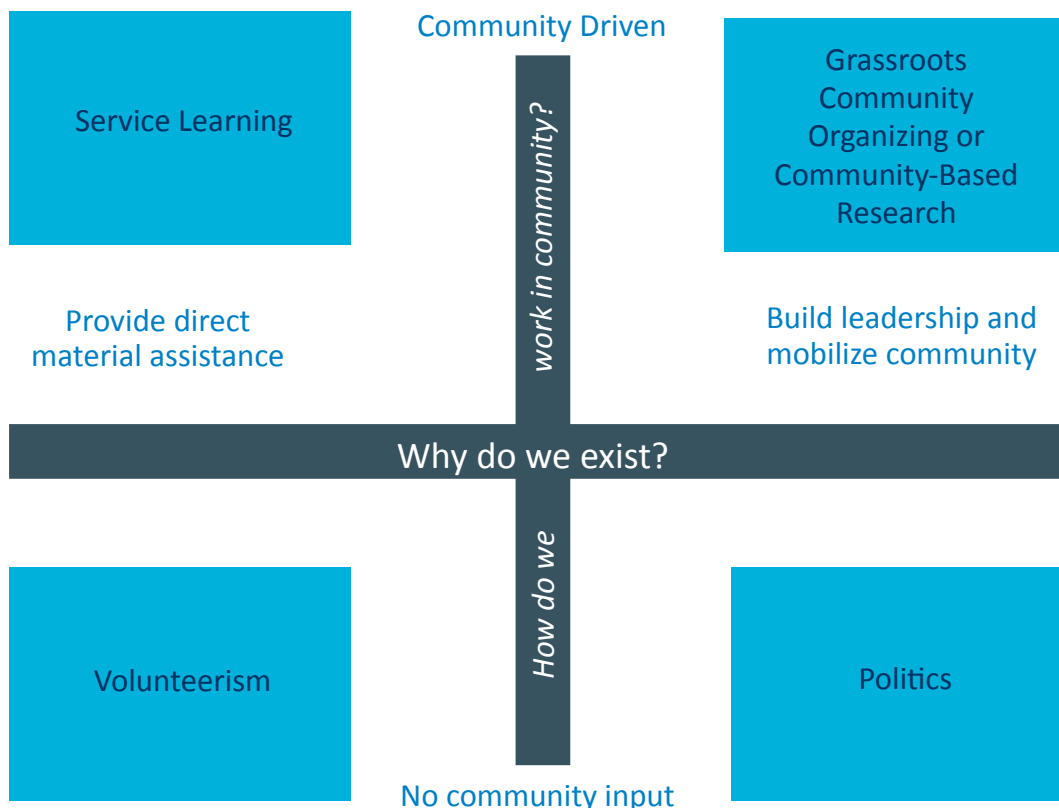
Engaging in Service

- What does this model say about movement building?
- Do you agree with how this model characterizes your program?
- How does your group currently describe the service it performs?
- What other forms of social action are not covered by this model?
- What assumptions does this model make?
- What other aspects of social action programs are equally/more important in how you think about your service?
- Are you working in collaboration/partnership/coalition with groups that take a different – or even opposite – approach?
- Is it possible for one organization to take multiple approaches? What might this look like?
- Are there current or past social movements that utilize/d all four approaches?
- How can you use this model to advance the mission of your organization?

AXIS OF SOCIAL ACTION

	VOLUNTEERISM	SERVICE-LEARNING	GRASSROOTS COMMUNITY ORGANIZING OR COMMUNITY-BASED RESEARCH	POLITICS
VALUES & PRINCIPLES	Alleviate suffering	Reform unjust conditions	Belief in people to provide own leadership and solutions	Representation Coalition building
PRACTICES	Community as recipient	Mutually beneficial/reciprocal	Community as co-creator	Govern
OUTCOMES	Assist clients	Develop student leaders	Develop citizens/actors through participation Build capacity of community leaders/orgs	Develop policy Implement legislation
GOALS OF ADVOCACY	More funding for services for those who need them	More institutional resources to advance S-L	Community empowerment Agency	Policy/legislation

Regardless of the type of social action your student organization is engaged in, the most important takeaway is that you are taking intentional action to change an unjust situation.

Nurturing Leadership
Among Your Peers

Section at a Glance

The Center's Approach to Leadership
Situational Leadership
Finding Your Voice

INTRODUCTION TO LEADERSHIP 101

With a service mindset and a focus on group action, a leader already has a lot going for her. In this section we will look at the interplay between healthy groups and healthy leadership before moving on to healthy communities. There are many leadership models; here you will find information on what has worked in the past based on past leader feedback.

THE CENTER'S APPROACH TO LEADERSHIP

Just as we will ask you throughout your leadership experience to articulate your values and guiding principles for taking action to build healthy communities, we feel it is important for us as a Center to be explicit with our approach to leadership. The following principles or guiding beliefs are wrapped up in our values, and hopefully is an example for how we are constantly striving to translate these values into practice-able principles. In our daily practice and in our view leadership is...

- Centered on students as leaders We seek to balance student leadership with the community wisdom that partners bring to our shared work. The Center supports students in finding your own practical definition of leadership. Leadership is a constantly evolving idea rooted in reflection, one that we will challenge you to define (and redefine) for self.

- Action-based and practical While leadership theory is important, and books, conferences, etc. are useful in understanding the principles of leadership, the Center offers opportunities for you to practice leadership skills in a hands on way.

- A group process that involves collaboration Leadership is a collective or group process that involves building strong organizations in order to build strong coalitions/movements. We root our idea of leadership in building strong relationships in order to move a group toward a shared goal or vision.

- A way of being Leadership is a journey or continuous process. We do not view leadership as a title or position; for this reason we see informal or nontraditional leadership as crucial to making social change.

- About producing change agents We promote servant leadership, leadership that cultivates leadership among a group and helps others to grow. This entails sharing leadership across titles, such as with your participants.

- Service-based The Center promotes leadership in order to work toward a more healthy/just community. We do not promote leadership for sake of leadership.

- Taking a long-term view We understand that we must sustain ourselves and our communities, and that we build on the prior service and leadership that come before us, standing on shoulders of our predecesors.

Nurturing Leadership

This leadership model suggests that the best leaders are able to adapt their supervisory styles to the needs of their group members. In this model, leaders provide only that which their members cannot (yet) provide for themselves. Supervisors should observe their group members and ask about their skill levels (called "competency" in the model) and their motivation ("commitment"). Supervisors should then determine the amount of direction and support the group member needs and adjust their leadership style accordingly.

Regardless of style, a leader makes certain that:
- Goals are set
- Progress is monitored
- Feedback is given

Styles vary by:
- Amount of direction the leader provides
- Amount of support the leader provides
- Amount of follower involvement in decision-making

Strong people don't need strong leaders.
Ella Baker

For each task, first ask your participants if they have done something like it before, and how comfortable they feel taking on the project piece you are assigning them.

Delegation Specifics
By delegating, you'll save yourself time and give your group members a chance to build new skills and try different types of work. When presenting a new project, provide directions and context or the reason for the job. Be clear about authority and what the group can do without needing to check in first. After delegating, you should let your group claim ownership and trust in their skills (if they do the work differently than you would have, ask yourself whether the differences matter or are maybe even good before providing constructive feedback.) Also, be clear about what you can and cannot delegate.

SCAFFOLDING
If a person has never done a particular task before, they need more direction than normal; generally they are enthusiastic and do not need support as they already are providing this for themselves.

COACHING
Coaching is a form of supervising that refers to supervision that is both higher than normal direction and support. If a supervisor is coaching and gives a group member a project, they provide details, a timeline, and background information, and they check-in regularly and make themselves available for questions and brainstorming.

SUPPORTING
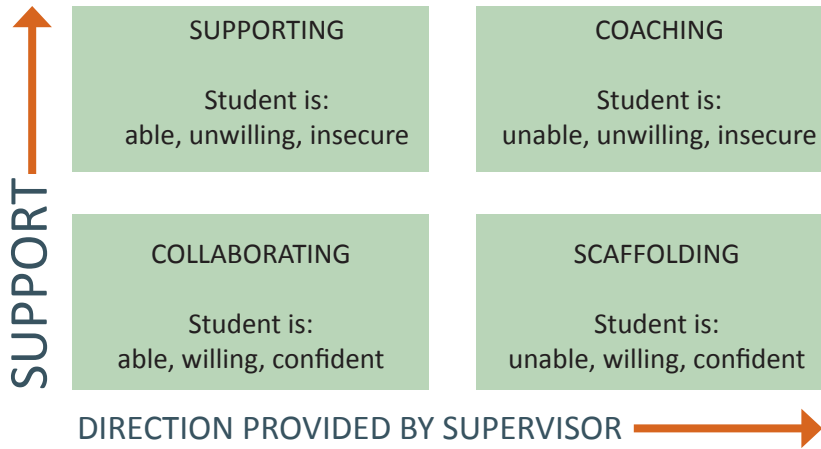Individual and groups familiar with a specific task do not need a lot of direction – they in fact know how to do what is being asked/delegated. Instead, they might still need higher than normal support as commitment might wane.

COLLABORATING
Leaders use this style effectively when the individual or group is supplying its own direction and support; as a leader you still observe and provide feedback.

Nurturing Leadership

If the group member needs…

SUPPORTING Student is: able, unwilling, insecure	COACHING Student is: unable, unwilling, insecure
COLLABORATING Student is: able, willing, confident	SCAFFOLDING Student is: unable, willing, confident

SUPPORT (vertical axis)

DIRECTION PROVIDED BY SUPERVISOR →

Direction:
provide structure, control, and close supervision

Support:
encourage them, listen to them, and facilitate their work

You can build the competence and commitment of group members by combining higher or lower directive and supportive behaviors to:

- Tell participants
- Show them
- Allow them to try
- Observe
- Give feedback
- Encourage

LEADING GROUPS USING SITUATIONAL LEADERSHIP

Many Public Service Center staff and programs use the Situational Leadership models in our work to build healthy communities. The 4 stages don't necessarily follow in this exact order, and not all groups go through them all. Some groups get stuck in a stage or dissolve before making it to all of them.

Long-functioning groups might cycle through the stages many times, or might suddenly find themselves at a new stage and surprised by their group dynamics. For example, a change in leadership may cause a performing team to revert to storming if the new leader challenges the existing team dynamics and norms. You can use this model to help you think of how you want to frame your teambuilders. (Also check out Part Three on Facilitating Meaning Making and Learning.)

Adapted from Situational Leadership Theory, Hersey and Blanchard

Forming
The group begins to identify common goals and values and explores how members will work together. Team members tend to act independently and focus more on their own interests than those of the group. The group can benefit from a lot of direction if a leader is in place to give it.

Storming
Conflict! At this stage, different ideas come up and the group struggles with priorities, process, or values. Members might compete for power and try to convince others that their ideas are the best. Some might become fixated on process and lose sight of larger goals; others might focus only on the mission and ignore questions about group process entirely. This stage can be really rough! But, storming can actually help a team define itself better. If team members operate with mutual respect and patience – with high support and direction or "coaching" from a leader – they can open up to each other and grapple with new perspectives.

Norming
Team members adjust their behavior to the goals, mission, and processes the group has decided on so that teamwork seems natural and fluid. The group tends to demonstrate strong trust and motivation, but can risk losing creativity if norming is so strong that members are afraid to raise new ideas or question the group.

Performing
At this level, the team is interdependent and motivated. Individual team members are competent, autonomous, and can operate without much supervision. Dissent is expected and allowed and there are methods in place to voice conflicting opinions. Realizing that not all groups need to last forever, Tuckman later added a fifth phase, adjourning (or mourning), which is when a group finds its work is no longer needed and dissolves.

Nurturing Leadership

Finding your voice means figuring out your life's purpose. You bring a unique set of experiences, knowledge, passions and skills to the world that no one else has. Finding your voice can help you live a fulfilling life and contribute to the world to your greatest capability. As a lifelong process, sometimes you will have a clear image of how your unique gifts fit into the picture; at other times, you won't. Lifecoach Ryan R Rigoli suggests that when this happens, that we find a way to live purposefully until our purpose is revealed. These next set of exercises will help you do that.

CLARIFYING YOUR VALUES

The first step in finding your voice is clarifying your values—the principles that are most important to you and should guide your actions big and small. Use the following exercise to help you start thinking about the values that are most important to you. Fill out the chart below or use a separate sheet of paper if you need more room.

An example and short word list are provided to help you get started. From this list of values (both work and personal), select the ten that are most important to you – as guides for how to behave, or as components of a valued way of life. Feel free to add any values of your own to this list.

Achievement	Efficiency	Intellectual status
Affection (love & caring)	Excitement	Democracy
Change and variety	Fast living Freedom	Location
Honesty	Cooperation	Money
Country	Ethical practice	Order, tranquility, stability
Job tranquility	Community	Conformity
Effectiveness	Leadership	Quality of what I take part in
Excellence	Meaningful work	Serenity
Commitment	Being around open	Expertise
Fame	& honest people	Public service
Sophistication	Physical challenge	Quality relationships
Growth	Recognition	Reputation
Helping society	Respect from others	Self respect
Influencing others	Status	Stability
Purity	Pleasure	Time freedom
Knowledge	Challenging problems	Wisdom
Loyalty	Inner harmony	Advancement & promotion
Integrity	Reciprocity	Privacy
Personal development (living	Having a family	Religion
up to my fullest potential)	Decisiveness	Security
Power and authority	Economic security	Involvement
Nature	Truth	Supervising others
Working alone	Adventure	Wealth
Arts	Close relationships	Work with others
Fast paced work	Friendships	Competence
Competition	Helping other people	Work under pressure
Creativity	Independence	Financial gain
Ecological awareness	Responsibility & accountability	Belonging

Once you have your 10 values, narrow it down to five. If you had to narrow this list down to 3, which would you pick? Why? Reflect on why it is important to you and what you do to show that it is important to you. Use the example below for help.

YOUR VALUES	WHY DO YOU VALUE THEM?	BEHAVIORS *HOW YOU SHOW IT*
Example: Family	Example: I grew up in a large close-knit family and really appreciate the relationships I have with them.	Example: Spend weekends at home, share things about my life, confide in them, call/email regularly.

> **I start with the premise that the function of leadership is to produce more leaders, not more followers.**
>
> *Ralph Nader*

The UC Berkeley Public Service Center strives to create healthy communities both on and off campus; student leadership is at the heart of this vision. As part of our commitment to advising you in your development as a person and as a leader, PSC professional staff expect that you will engage in reflection so as to increase your self-awareness.

If this is your first leadership role, it might be useful to consider these competencies that participants stepping into a leadership position typically need to have in order to succeed:
- Articulate a vision for a "healthy community"
- Discern your role in creating social change aligned with your preferred leadership style
- Form and maintain healthy groups while cultivating leadership among your peers
- Understand root causes of social issues and explore solutions originating from the local community
- Facilitate reflection activities that provide greater context and/or challenge assumptions.
- Develop transferable skills e.g. relationship building, self-care, communication

As a step toward developing in these areas it might also be useful to consider the following skills and understanding:
- Articulate how you see change happening toward justice at individual, group and community levels
- Discern your role in creating social change aligned with your preferred leadership style and social identities
- Form and maintain healthy relationships while cultivating leadership among your peers and communities
- Collaborate with community to understand root causes of social injustices while exploring ways of change
- Facilitate reflection activities that provide greater context and challenge assumptions
- Develop transferable leadership skills e.g. time management, fundraising, goal setting/assessment

ACTUALIZATION PROCESS

Use the following exercise to help you start thinking about the values that are most important to you. Write down responses to the following steps. Read your responses. Rewrite as you become clearer on your project. Share with others what you are doing. Take feedback. Make adjustments if needed. Rewrite again. Act. Feedback. Adjust. Act again. Actualize.

Vision Title
> A short descriptive title for your vision.

Detailed Vision Story
> On a single sheet of paper, describe your current vision. Keep in mind that it is perfectly okay to now have a different vision than the one you originally declared in class.

Mission Statement
> A brief summary of what you are trying to accomplish.

Territory
> The "landscape" of people, problems, and projects your vision is embedded within. Why is it needed? Who else is doing it? How can you do it better?

Limiting Beliefs, Reframing, and Positive Self Affirmations
> Identify the limiting beliefs that slow down or stop you and reframe them into affirmations supporting your vision.

Goals
> List specific goals that must be met in order to attain your vision. (Could be one or several interdependent goals.) What resources do you need in terms of time, people, knowledge, money, and materials? What overall types of actions are required?

Planning
> Provide specific steps and timelines for attaining each goal.

Actualization
> Let all of the above "hit the road". Moving from thought to action. What actions did you already accomplish to actualize your vision? What actions are you undertaking at this time? What's ahead on your "to do list" for today, tomorrow, next week, next month, next year, etc.?

Observations and Adjustments
> Evaluate, reevaluate, and reevaluate again your ideas and/or process. What problems, complexities or issues are you running into? What modifications are, or have been, required of your plan? Where are you now?

Any Other Comments.
> For example, your personal experience with the vision project, your thoughts about doing this in the class context, or anything else.

Community Partnerships

Section at a Glance

Developing & Maintaining Strong Community Partnerships
Entering communities you are not a part of
Social Justice as a practice-able principle
Community Sourced News and Media

INTRODUCTION TO COMMUNITY PARTNERSHIPS: ONE TEAM'S PERSPECTIVE

Sarah Ducker, Katharine Hinman, Chika Kondo, and Danielle Ngo, past Student Directors of Alternative Breaks, share the following in their essay "Toward Critical Service-Learning: Alternative Breaks at UC Berkeley":

Each year, we are able to strengthen our program because we stand on the shoulders of the giants who have led it before us. Specifically, our 2012-2013 cohort read and discussed Tania D. Mitchell's "Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models" and subsequently, we have worked to grow in a direction that better embodies the critical approach to service-learning she describes…We believe that we cannot affect real social change if we do not understand the systems that perpetuate oppression, if we do not understand and work to redistribute power in the unjust hierarchies that support these systems, and if we do not build deep, authentic relationships within our own communities and with the community partners doing this important work every day…

Students must be challenged to realize, acknowledge, and take responsibility for the roles they play in perpetuating injustice. Arguably the most challenging aspect of social justice work, taking responsibility for one's privilege and role in systemic inequity is crucial to developing the understanding that one can play a role in dismantling those very systems…In order to create an environment for critical service-learning and for students to accept their roles in the system, there must first be a space that allows for education about difficult topics and acknowledgment of both the privileged and oppressed aspects of our identities…

In making these changes and working to further practice what Mitchell describes as a "social justice orientation," we have come to find that the most valuable parts of the Alternative Breaks experience for people at every level of participation is the opportunities we have for deep interaction and dialogue with community members and the authentic relationships we are able to build with them and amongst each other. These interactions offer a platform for idea and resource-sharing that cannot exist in transactional service experiences. Students consistently refer to these moments of interaction as the most impactful parts of their trips. As our program grows, we hope to deepen relationships with our community partners and allow even more space for dialogue and work truly focused on social change…

We are journeying to figure out how we can incorporate the invaluable lessons we have learned, lenses we have formed, and relationships we have built into living social justice-oriented lives beyond the scope of this program. Ideally, these questions are on the minds of everyone who comes into contact with these experiences.

DEVELOPING & MAINTAINING STRONG COMMUNITY PARTNERSHIPS

Your community partners are the experts in the community you are serving; they will be there long after you leave UC Berkeley. Their assets and needs should be at the center of your service efforts. Your relationship with them should be as valued as the participants in your organization. It is this partnership that offers the force and potential to make significant change in the community you are serving.

Collaboration with community partners is at the core of everything that we do. To help you think through how to seek community input and collaboration, we have adapted the Triangle of Quality Community Service with y/our partners in mind.

Triangle of quality community service: incorporating partners

Service Needs

Community Partner Input

Education & History

Reflection

On the service side, partners know best what the community needs and how to deliver it.

On the educational side, partners have wisdom of experience and knowledge not widely known or written down.

On the reflection side, partners have a wealth of knowledge and wisdom they can incorporate into reflection exercises; for instance, the community partner could provide some background into why community members have not initially been enthusiastic to welcome newcomers or the service being provided. They can also speak on the importance of the work you've done and the ways that it will impact the community.

Sometimes in the heat of battle, under pressure of great sacrifice and great commitment, true human relationships between individuals do develop, even if temporarily. It is a start. It is enough to prove it can be done.

Anne Braden

One goal as a leader of a campus-based student program is to maximize mutual benefits to campus and community. Be clear about what students can contribute to the improvement, expansion, maintenance and/or continuation of the agency or project – and vice versa. Here are some helpful tips to help get you started.

LEARN ABOUT YOUR COMMUNITY PARTNER

- Research and keep a file of news articles and websites about each of your partners. Learn their missions and history, including if they emerged from a social movement. Find common goals between students and community partners and respect their goals/needs.
- Visit your site at least twice/year. If you can't visit each site personally, you should at least know where the facility is and exactly what your students will do there.
- Ask questions. Take note of names of people you meet and talk with and ask what their role in the organization is. Ask about their path to service and what motivates them to serve. This is important for building relationships and maintaining good communication.

BE RESPECTFUL AND RESPONSIBLE

- You are a guest in their community and they will be there long after you leave UC Berkeley. At all times, be polite, considerate and give thanks even when you receive a "no," reach a disagreement, or have a negative experience.
- Take responsibility for your part in the partnership and make sure your community partner agrees with your role. If you and your group have decided to take on specific roles be sure that you carry them out effectively and efficiently. It is also good to set realistic timelines and give yourself roles that you are skilled in doing. Some partners may provide trainings or workshops for you and your members; however, it is always a good idea to come as prepared as possible to carry out the tasks since you are providing the service.
- Be prepared and organized. Be considerate with your time, planning and communication.
- Be respectful when conflicts arise, recognizing that the partner agency is probably under-resourced/staffed – that is why you are needed!

PRACTICE GOOD COMMUNICATION

- Exchange schedules. Let organizations know vacation and dates students will be gone on break. Learn your partner's schedule and availability.
- Use concise, clear, consistent communication with email and phone options. Recognize/learn the preferred method of communication and best person to speak with at the agency and adjust accordingly.
- Ask for feedback. Consistently ask partners for feedback on the quality of partnership relations. Provide partners with feedback and thank you's. Let them know the impact the relationship is having on you and your peers/program.
- Encourage agency partners to be co-educators. Invite community partners to speak at meetings, retreats, and events.
- Engage their expertise!

CREATE LONG-TERM, LASTING PARTNERSHIPS

The social problems you are tackling have taken decades to manifest and most likely are still persisting. Your partners are in this struggle for the long haul. Consider:

- Making a long-term (3 + years) commitment to an organization, and develop mutual commitments. Let them know what you are doing with participants to train/orient/prepare them for future projects.
- Keeping open the doors for other groups/opportunities. Even if a partnership won't work for your particular project, know that there may be partnerships in the future or with other Public Service Center programs.
- Recommend community partners to other groups. If it is fitting, let other Public Service Center groups know about the organization's work and their upcoming needs. Perhaps, they could partner too.
- Continued gratitude. Letting partners know the impact of working with them and mentioning that 'you look forward to future opportunities to partner' goes a long way in maintaining relationships.
- Celebrate success and their commitments.

Lastly, it's all about trust! Partnerships take time to build trust; and trust can be broken in an instant. It is crucial that relationships are treated with care because a single incident can destroy a relationship – not only for your group, but for the entire campus.

Community is about joining together with others, and serving a community that might be unlike your own means working across difference; a huge part of being able to co-create healthy communities is multicultural competence: having the skills, knowledge, and awareness to effectively engage in cultural difference.

Co-creating healthy communities involves understanding the convergence of multiple identities within 1) the individual, 2) within cultural groups, and 3) across cultural groups. Thus, it is essential to understand how different behaviors, values, and identities (race, class, gender, sexuality, ability, etc.) influence our perceptions and actions.

This is often true given the vast power/privilege differential that exists between "on-campus" and "off-campus." The Cultural Iceberg Model helps us think about how culture influences our relationships with others, which is especially important in a service context where power differences are often magnified.

CULTURAL ICEBERG MODEL

Edith Ng shares the following:

"In the picture, there are two icebergs. The wavy line is the water. Each iceberg represents a person or a group of people. Behaviors, which are ways people act and which we can see, are above the water line. So are acknowledged beliefs and articulated values. These are the beliefs and values that we demonstrate or talk about openly to others. These behaviors, beliefs, and values are conscious, may be easily changed and are usually taught to us directly by someone else, e.g., family member, relative, friend, etc. This is what we see.
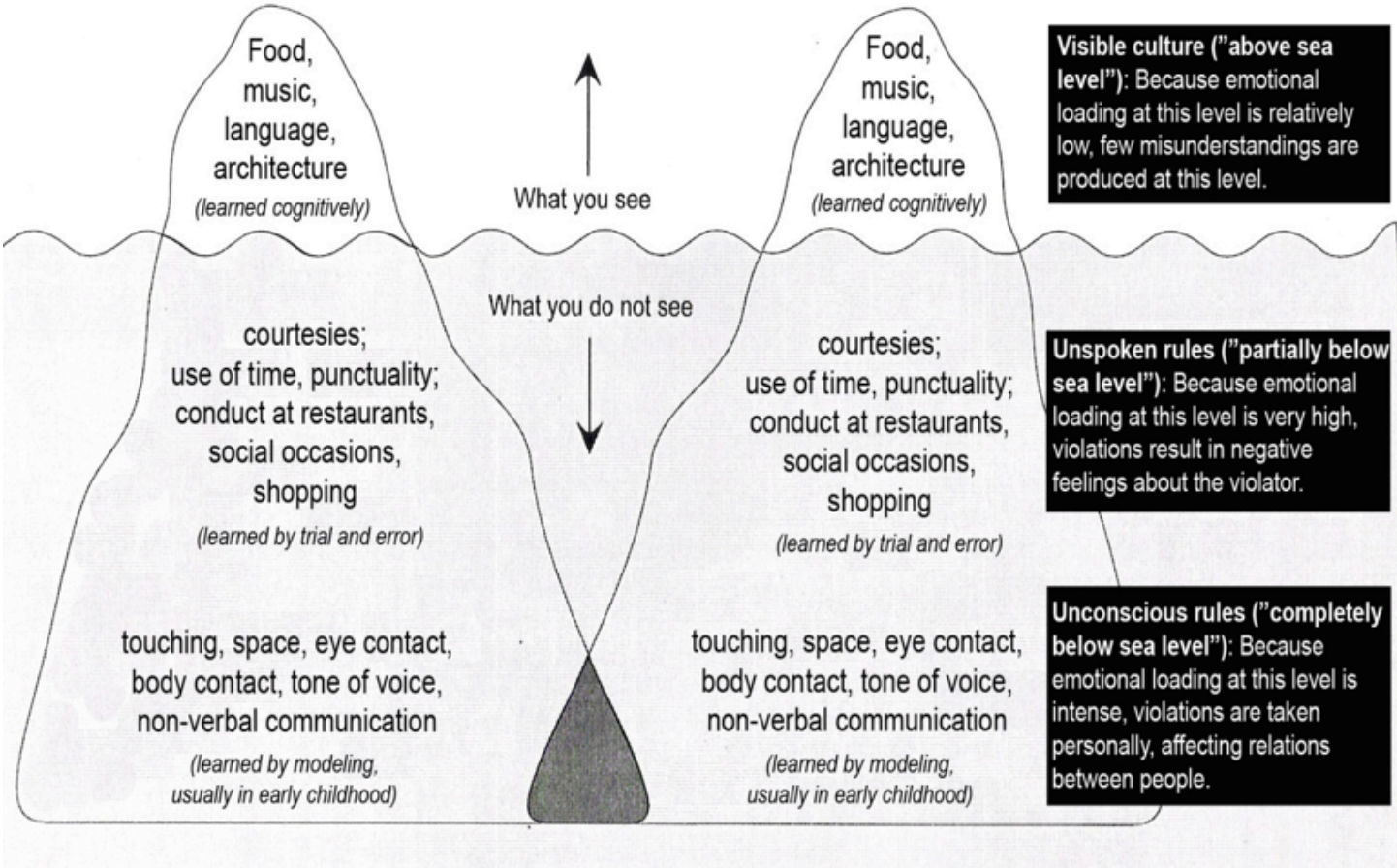
Below the water line is what we don't see which also includes beliefs, values, and thought patterns. However, these are unconscious, difficult to change and are things we learned even though they were never discussed.

Notice where the two icebergs collide; this is where a lot of conflict happens – between the parts of people which are below the surface and unconscious. They are difficult to deal with because we can't even see what's clashing: it's below the water line. We tend to focus on the behavior above the water line because we are unconscious of what's below the water line and it makes it difficult to resolve the conflict."

The goal in learning about diversity, cultures, others and yourself is to lower your own personal water line so that when your iceberg and someone else's iceberg run into each other, you have a better chance of seeing where the problem is. Lowering the water line means you become more conscious of your own motives, resentments, fears, beliefs, etc. Lowering the water line does not mean exposing yourself to others. If you lower the water line, you have choice. If you remain unconscious about your issues, you have no choice because you don't know. You can also lower the water line of someone else's iceberg by asking questions. Explore his/her feelings, intentions, assumptions, perceptions, etc.

- *Multicultural competence is something that we develop over time through continuous learning and curiosity.*

- *Being open-minded is more than an attitude, it is a skill-set. It is important to remember that just thinking of ourselves as "open-minded" is not enough.*

- *Our hope is that through your experiences, you will have many opportunities to develop what King & Baxter Magolda (2005) describe as "intercultural maturity" which includes a "complex understanding of cultural differences," a "capacity to accept and not feel threatened by cultural differences," and a "capacity to function interpedently with diverse others."*

CULTURAL ICEBERG MODEL

Food, music, language, architecture
(learned cognitively)

What you see

What you do not see

courtesies; use of time, punctuality; conduct at restaurants, social occasions, shopping
(learned by trial and error)

touching, space, eye contact, body contact, tone of voice, non-verbal communication
(learned by modeling, usually in early childhood)

Food, music, language, architecture
(learned cognitively)

courtesies; use of time, punctuality; conduct at restaurants, social occasions, shopping
(learned by trial and error)

touching, space, eye contact, body contact, tone of voice, non-verbal communication
(learned by modeling, usually in early childhood)

Visible culture ("above sea level"): Because emotional loading at this level is relatively low, few misunderstandings are produced at this level.

Unspoken rules ("partially below sea level"): Because emotional loading at this level is very high, violations result in negative feelings about the violator.

Unconscious rules ("completely below sea level"): Because emotional loading at this level is intense, violations are taken personally, affecting relations between people.

In a service context, first becoming comfortable with your own identity and culture and then challenging yourself to notice – but not judge – cultural differences with partners is paramount if the change envisioned in the community is authentic and not forced on the community – in which case the change will be short-lived if it ever comes to exist.

Community Partnerships

Social justice is a term used widely on the UC Berkeley campus. The Public Service Center values point to a useful definition of the concept that can be applied in your daily service. Like leadership, justice is both a process and a group pursuit: group reflection/dialogue is key to arriving at a reasonable working concept of social justice. In addition, one does not have to have a fully formed vision for a perfectly just world before taking action, but instead demands recognition and confrontation of any manifestly unjust situation.

The following story adapted from Amartya Sen illuminates different claims to justice.
Three children, Ami, Beth, and Carla, have made claims to a flute:
- Ami is the only child who knows how to play this particular instrument;
- Beth is so poor that she owns no other toy; and
- Carla has worked for months to make the flute.
In considering who is the "rightful" owner, we see that is not easy to brush aside claims on human fulfillment, removal of poverty, or, entitlement to enjoy the products of one's own labor.

Some questions that emerge from our Center's own value "Equity and Social Justice" include:
- Why is it that societal structures tend to privilege the powerful?
- How is it that without intentional actions of individuals, the needs of those with fewer resources are overlooked?
- Why does UC Berkeley have a special responsibility to promote the general welfare and to challenge inequitable policies and systems?

The Public Service Center gives priority to the removal of "manifest injustices", which we often recognize through disproportionality – while checking our assumptions about why such inequality exists and persists. As Sen writes in "The Idea of Justice", "Injustices relate, often enough, with hardy social divisions, linked with divisions of class, gender, rank, location, religion, community, and other established barriers."

These manifest injustices – seen through inequality of opportunities – are connected to power and oppression. John Gaventa writes of 3 forms of power that might be useful to consider:

1. A form of power that focuses on behavior: who prevails in decision-making?
2. Another form of power that takes into consideration the first form, and sees power as exercised towards the exclusion of certain participants and issues altogether
3. Another of power – inclusive of forms one and two – that shapes ways in which "potential issues are kept out of politics, alters political conceptions, and increases susceptibility of internalization of the values, beliefs, or rules of the game of the powerful."

At the same time the idea of social oppression advanced by Hardiman and Jackson sees when one group – whether conscious or not – exploits another social group for its own benefit. In this model, individuals, institutions, and the culture as a whole work on the conscious and unconscious levels to systematically reflect and produce inequities based on one's membership in a "targeted" social identity group.
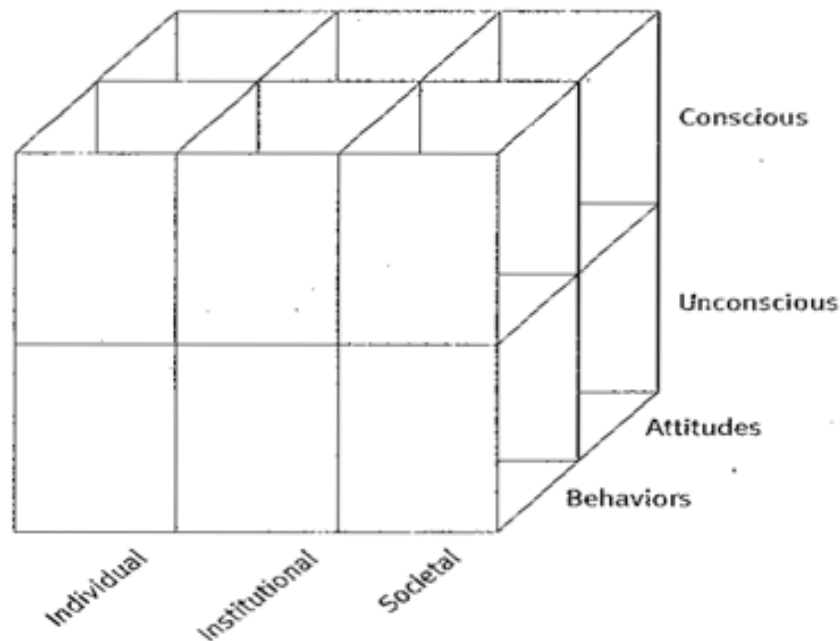
Marilyn Frye writes eloquently
Oppression is the experience of being caged in. Consider a birdcage. If you look very closely at just one wire, you cannot see the other wires. If your conception of what is before you is determined by this myopic focus, you could look at that one wire, up and down the length of it, and be unable to see why a bird would not just fly around the wire…it is only when you step back, stop looking at the wires one by one, microscopically, and take a macroscopic view of the whole cage, that you can see why the bird does not go anywhere; and then you will see it in a moment.

As students, what is your role in uncovering and disrupting this internal and external oppression? How does your service connect to this notion of systemic change? And how are we sure that our service is not simply reinforcing oppressive dependencies?

While we ourselves could be conveyers of oppression (unintentionally or not) the power of groups points to one way to recover from our individual blind spots. Group-based reflection and an open and safe atmosphere to question the process are key elements in social justice work.

Never forget that justice is what love looks like in public.

Cornell West

Community Partnerships

- Colorlines (www.colorlines.com) Colorlines is produced by a multiracial team of writers who cover stories from the perspective of community, rather than through the lens of power brokers. It is published by Race Forward, a national organization that advances racial justice through research, media and practice.

- New America Media (www.newamericamedia.org) New America Media is the country's first and largest national collaboration and advocate of 3,000 ethnic news organizations. Over 57 million ethnic adults connect to each other, to home countries and to America through 3,000+ ethnic media outlets, the fastest growing sector of American journalism.

- Presente (www.presente.org) Presente is the largest national Latino online organization advancing social justice with technology, media, and culture.

- Hyphen (www.hyphenmagazine.com) Founded in 2002 by a group of Bay Area journalists, it is an Asian-American magazine published three times a year by a volunteer staff, with coverage that is decidedly to the left, feminist, and non-mainstream.

- San Francisco Bay View (www.sfbayview.com) Exciting, thought-provoking stories and commentary on the full range of Black trials and triumphs – covering the Black economy, politics, arts, education, history, current events, health, religion – and those of other communities.

- Mother Jones (www.motherjones.com) Mother Jones is a nonprofit news organization that specializes in investigative, political, and social justice reporting.

- The Nation (www.thenation.com) The Nation makes an earnest effort to bring to the discussion of political and social questions a really critical spirit, and to wage war upon the vices of violence, exaggeration, and misrepresentation by which so much of the political writing of the day is marred.

- Truthout (www.truth-out.org) Truthout sparks action by revealing systemic injustice and providing a platform for transformative ideas, through in-depth investigative reporting and critical analysis.

- KPFA: (www.kpfa.org) 94.1, KPFA is a community powered radio station that creates and curates a unique mix of music, informed public affairs, culture, and news. For over 65 years KPFA has investigated the contemporary intersections of class, race, distribution of wealth and it's affects on the citizens of our Northern and Central California coverage area.

- Films for Action (http://www.filmsforaction.org/) A community-powered learning library and alternative news center for people who want to change the world

- Media Resource Center (www.lib.berkeley.edu/MRC/) UC Berkeley's media center in Moffitt Library containing film and video, bibliographies, primary sources, online media, feature films, television and radio programs, and documentaries and performance works.

- Democracy Now! (www.democracynow.org) Democracy Now!, hosted by journalists Amy Goodman and Juan Gonzalez, hosts debates between people who substantially disagree, such as between the White House or the Pentagon spokespeople on the one hand, and grassroots activists on the other.

- Brave New Films: (www.bravenewfilms.org) Their mission is to champion social justice issues by using a model of media, education, and grassroots volunteer involvement that inspires, empowers, motivates and teaches civic participation and makes a difference.

Part II: Project Planning & Implementation

Public Service Center has provided me with an opportunity to contribute to the community around me. As students we tend to forget that the world does not revolve around Berkeley, and the Public Service Center does a great job at bridging the two communities.

Nestor Espinoza

Public Service Center taught me the importance of time management and balancing my extracurricular activities. As a former BUILD Director, it taught me the importance in foreseeing my responsibilities and the amount of time I would have to give to each.

Angelo Castro

Performing a variety of tasks while working at Public Service Centerhas improved my technical skills and time management. It is a satisfying feeling to cross off a completed task.

Katie Chen

UC BERKELEY

Public Service Center

Notes

Project Planning

INTRODUCTION TO PROJECT PLANNING

Ken Black writes about planning: "The most important key to a project's success may be planning...In a survey of engineers, the No.1 rated reason for project failure was 'the project was not adequately defined at the beginning'. The third most highly rated reason was 'a lack of clearly defined project goals and objectives'."

TOP 10 CHARACTERISTICS OF AN EFFECTIVE PROJECT MANAGER
1. Sets clear goals
2. Has good time management
3. Creates a clear work plan
4. Updates stakeholders
5. Is extremely specific
6. Documents every step of the process
7. Provides resources to those who need them to get the job done
8. Is decisive
9. Thinks through possible obstacles and how to mitigate them
10. Adapts when faced with obstacles that cannot be avoided

A development project, to be successful, must at the right time in the right place for the right people whom it is intended. Too often the view from above...fails to comprehend the historical, geographical, and social context of a project that may stand in the way of project objectives.

Ken Black

All your goals or outcomes should have a precise measurable statement of what your project intends to achieve during a specific time period (check out the evaluation section for ideas on how to do this well). An easy way to write a good goal is to make them SMART. You can use your SMART goals at the end of your project to evaluate your success! SMART goals are:

SMART Goals	Components
Specific Measurable Attainable Realistic Timely/Tangible	A description *what, who, when with whom, where, how* Desired result *What is the outcome's impact?* Evaluation measure Definition of success Description of who will benefit

EXAMPLE
Not a SMART Goal: The Building Blitz will build three homes and people will get along.

A SMART Goal: Sixty students and 32 community residents will participate in a Habitat for Humanity Building Blitz day on May 5, 2010. The day will result in the construction of three homes and an increase in communication between the residents and students. We will measure success by a log of completed homes and a survey of students and residents (90% of the students and residents will report that their involvement in the building blitz has increased the communication between both groups).

QUESTIONS TO GUIDE THE GOALSETTING PROCESS
1. Does the goal support the project vision and mission?
2. Does the goal describe what the project intends for participants to experience, know (cognitive), think (affective, attitudinal), or do (behavior, performance)?
3. Is the goal important/worthwhile?
4. Is the goal detailed and specific?
5. Is the goal measurable/identifiable?
6. Can you create activities that result in the desired goal?
7. Can the goal be used to make decisions on how to improve the program?

Example in Action:
Goals of Student Leaders in Service Orientation 2016
- Introduce students to the PSC, our values, our team, and our approach to service
- Introduce students to key perspectives/skills they will need as they engage in service and lead teams
- Introduce students to strategies that will help them work effectively in community and with each other
- Build community

S.M.A.R.T. GOALS
SMART Goals are: Specific, Measurable, Accountable, Realistic, and Time-Specific.

Organization/Project:				Year:
Vision:				
Mission:				

Goal #1:				
Connection/alignment to vision/mission:				
Action Steps to Achieve Goal	By Whom	By When	Data/ Artifacts Used to Track Progress	Status/Reflection

Goal #2:				
Connection/alignment to vision/mission:				
Action Steps to Achieve Goal	By Whom	By When	Data/ Artifacts Used to Track Progress	Status/Reflection

Backward planning helps us think about when we need to complete tasks in order to have a successful project. Start with when things need to be done and then work backward to see how much time you have for each step of the process.

In this stage of your project, you are attempting to take a big idea and break it down into smaller and smaller manageable parts. In the project management world, these smaller parts are called deliverables. They are the activities that you plan to ensure you meet your goal. Based on the SMART goal previously referenced, a deliverable could be "Register and confirm sixty students and 32 community residents for the Building Blitz."

You would break that deliverable into specific work tasks that take no longer than 1-2 hours to complete. List the deliverables that you must do in order to make the goal a reality. If it is too big, or has too many "to-dos" – break it into separate deliverables. From here:

- Think backwards from the deadline, due date or event date when analyzing what needs to get done. Break down each step of the project into tasks.
- Sort the tasks. Determine in what order they need to be completed, and record the deadline (or the "by when" date).
- Create a to-do list. Include how long each task will take, and set time limits for tasks.
- Check items off as they get completed.
- Delegate tasks, and ask for the help you need.

CREATING CLEAR WORK PLANS: AFFINITY ACTIVITY

One of the easiest ways to create a work plan for your deliverables is the affinity activity.

On a sticky-pad or on pieces of scrap paper - Write one word or phrase to identify a task that needs to happen.

Write one idea per sticky-note.
1. Brainstorm as many as you can identify.
2. Once you have completed your brainstorm, look for the themes by clustering the index cards into categories. Those clusters become your categorized work tasks organized into categories.
3. Arrange them in the order that they need to be completed. Sometimes it is also helpful to think about how long each task will take.

> A different world cannot be built by indifferent people.
> Horace Mann

DETAILED WORKPLANS – CHART IT OUT!
Below is an example of a spreadsheet header that you can use to document your work plan.

DELIVERABLE:

Category	Tasks	Supplies needed	Point person	Who needs to be involved?	Due date

BUDGETS & MONEY MANAGEMENT

Now that you have mapped out your event/project, including goals and a timeline, it's time to make a budget. You will find that planning ahead by outlining your goals and your budget will help you think through the scope of your project. If you have less time to plan an event, it is harder to be creative in seeking outside resources. By creating a budget, you can forecast where you can look for and seek in-kind donations. A good budget can also help you decide what you are actually able to do for your event.

TIPS FOR CREATING & MANAGING A BUDGET

- List all anticipated expenses including all project expenses (materials, equipment, transportation, etc.). If applying to a foundation you may be able to include expenses such as salaries and overhead (see below).
- List all anticipated sources of funding under "income" including grants, membership fees, in-kind donations, etc.
- To repeat: in-kind donations should be listed in the income section.
- Your totals for your income and expenses should match unless you are saving some of your income or planning to carry some forward. Your expenses should not be less than your income (you can still list "anticipated" grants under income.)
- Your budget – and the priorities for which you are seeking funding – should reflect what you outlined in the narrative or project description section of your application.
- Be specific about what the requested funding will provide for your project/group.
- Be realistic about actual costs. Greatly exaggerating costs, either above or below, does not reflect well on your overall application.
- Provide explanations for surplus or deficit in last year's and/or current year's budgets.

Once you have determined your expenses and budget, be sure to have all expenses clearly outlined as line items on an expense sheet. For instance, if you know that you will need to distribute 100 flyers to promote your event, there should be a line item on your expense sheet showing that exact expense. So, if you know that each flier will cost 5¢, your line items for those fliers should show that you're spending $5 for those fliers. If your group will be hosting several events that require fliers, you can include all flier costs on the same line item adding those costs together.

Below is a sample expense sheet from a community service project. The expense sheet will help you track all of your expenses as well as the sources of the item. You'll notice that every item needed to carry out the project is included, including the quantities, unit price, total expense (per item), and the source of the item (store, donation, etc.)

Note: some items can be donated, providing your group with needed materials without having to come out of pocket

Expenses (describe each expense associated with your organization)	Unit Price	Total Expense	Payment Source
Supplies (list all materials by event/program)			
10 boxes crayons for youth art projects	$2.00/box	$20	PSC
500 paper plates for final reception	$3/bag of 100	$15	Target
2 ink cartridges for annual printing	$25/cartridge	$50	Office Max
Postage	.39 each		
Alumni Donation Solicitation Mailing (200 people)		$78	ASUC or Post Office

Project Planning

Creating and sticking to a budget can save a lot of time when planning events or projects for your group. It's never too early to plan ahead! Always be sure to keep an accurate account of expenses going out and coming in—you don't want to put your group in the position of not having enough resources for any aspect of programming. It is also a good rule to plan for more rather than less. For instance, if you think you'll need to buy paint brushes for 15 people but may get additional volunteers, it would be a good estimate to buy 20 brushes.

Last but not least, be sure to save any left-over materials that you may be able to use on your next project. That can save you time and money in the long run.

USEFUL BUDGET DEFINITIONS WHEN APPLYING FOR FUNDING:

OVERHEAD OR INDIRECT COSTS
The ongoing administrative expenses of an organization which cannot be attributed to any specific activity but are still necessary. Examples include rent, heat, electricity, phone bills, etc.

Many funders have policies regarding the percentage of overhead that they will allow in a project budget. Some do not allow any overhead at all to be included, while others allow overhead to be a specific percentage of project costs or of salaries (for example 15% of the total amount requested for salaries).

BUDGET NARRATIVE OR BUDGET JUSTIFICATION
A written description included in a grant application, usually following a budget table, that explains each expense in detail.

501(C)(3)
A nonprofit tax designation from the IRS that many foundations/funders request as proof of applying organization's nonprofit status. All Student Initiated Community Project groups have 501(c)(3) status through the ASUC and you can request a letter that states your tax-deductible code. This code should be referenced in all thank you letters along with the total amount donated to you and the date on which it was given (donors need this info when they file their taxes in April.)

FUNDRAISING: IN-KIND DONATIONS

Where do funds come from to support community benefit programs? Usually from a blend of government funding, earned income or "fee for service" (especially in social enterprise organizations), but mainly from individuals! Some facts and figures from 2009:

Private Sector............ $360billion
Corporations........... $14billion
Foundations............ $38billion
Individuals............ $308billion

Fundraising is organizing by another name; all fundraising is about relationships! For example, why might alumni be interested in supporting your program?

- They want to see their work continue after they have left.
- They share the same values and interests.
- It is hard to turn down students.
- They know a little money will make a big difference.

Note that alumni can provide more then funding, including trainings, advising, support, access to other resources, in-kind donations, etc. The Public Service Center can help you track alumni and –if previous program leaders put energy into this tracking in past years – can provide you with lists of UC Berkeley alumni who served with your group.

In 2009
- 75 million households donated
- 86% of all money given was given by individuals
- 7/10 people give money away

Who are the individuals most likely to give to your service project?

Thanking your donors…in general
- Thank before you bank. Get a thank you card into the hands of donors before you deposit their check!
- Include inspiring reflections from past years in your thank you
- Ask donors if you can acknowledge them in future newsletters

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IN-KIND DONATIONS

Donations can come in many forms: food, money, services. Be creative about what you solicit! Ask businesses and individuals that are at least three blocks from campus, as many nearby businesses are asked a lot.
Remember donors typically give for the following reasons:
- It is hard to turn down students!
- Tax-deductions
- Good publicity
- They can get rid of items they no longer need.
- They are passionate about your cause or project.

TIPS FOR SOLICITING IN-KIND DONATIONS
- Start early; it often takes 2-3 months to arrange for donations, especially from corporations.
- Call the organization and get a contact name (manager, PR person, owner) and a correct mailing address.
- Try to talk to the contact person, introduce yourself, your position and what you are doing, try to mention why they might be interested in donating (publicity, etc.).
- Tell them you will send a formal letter explaining the program and the donation request in detail.
- If it feels appropriate and they sound interested, ask for a donation right then instead of offering to send a letter.
- Send a formal letter
- Send confirmation letter/make a reminder call
    "Hello, my name is _____ and I sent you a letter about a donation 1 week ago, have you had a chance to look at it yet?"
- Find out if they need any information from you (tax ID number, paperwork they need submitted, etc)
- Send a thank you letter! Include publicity materials, information about the program or event, how many people came, etc.

Remember:
- The biggest problem in fundraising isn't getting people to give, but to find the right people to ask.
- People give money because of relationships.
- Recognize your donors creatively!

You have established goals for your program or project – now, let's explore how the power of numbers can elevate your efforts to the next level. In your daily service, it is easy to become focused on the goals and tasks of your program or project. The Center challenges you to see beyond the immediacy of your organization, a hallmark of leaders serving within strong social movements. Connecting and collaborating with others that have similar interests or are doing similar service can often make your service much more effective.

TIPS IN WORKING IN COALITION

Determine the challenge, problem or issue that you want to address. Students often confront a range of problems and issues on and off campus that may seem overwhelming. Find out if there already is a coalition or student organization on campus doing the service you envision.

Determine what has been done in the past or what is being done presently to address the problem or issue. This may be the most important step in addressing concerns through coalition building. Understanding what has already been done to address the problem is imperative for the coalition to implement ideas and be effective.

Brainstorm possible solutions to the problem or concern. After brainstorming, develop a short list of ideas that you can easily share with other student organizations in gaining support for the coalition. Once the coalition is formed, the group can revise or develop further ideas.

Develop a list of "core" student leaders, community partners, faculty, and staff members that you think might be interested in addressing the problem or issue through a coalition; or, can potentially be powerful allies in doing so. This is an exercise in power mapping. Avoid choosing only groups that are in your immediate orbit...the power of coalitions is building bridges across different organizations!

Call the first meeting. Once most of the leaders have signed on, call the first meeting, and introduce yourself as the temporary facilitator. See Part 3 on Facilitation.

Conduct further outreach and come to agreement on goals (mission). When forming to address one issue, the efforts of the coalition must be focused on an action plan that will guide the group. The plan should include a purpose, goals, background of the problem or issue being addressed.

Create a plan of action. The finished action plan will act as a proposal as well as a guide for the coalition. Announce/Market the coalition; come to agreement on a project that is simple to get going (e.g. bring a speaker to campus) – one small success is best when trying to gain momentum...once you have had a small success, build on it.

Movement building practices are used by change agents to connect issues and resources. Some practices include:
- Coalition building
- Strengthening leadership within the community
- Supporting the issue regardless of the programs/projects

Time is often seen as something we just can't get our hands on. But time is not an object! It's a convention used to help us measure the duration of events and to coordinate or schedule life's happenings. Before jumping in to action, reflect on these things:

1. Everyone owns time. Time is not something that someone owns and distributes to you. This is your life and your time. Who makes decisions about your time? Do you take in to account other's opinions? Why or why not? What restrictions do you self-impose on your time?

2. Only one life to live. Most of us live only one life. What's important to you? What roles do you play in your life that are central to your enjoyment and fulfillment?

3. Diagnose before treatment. Determine your problem areas before trying to solve them. What are your biggest time wasters? Are you studying at night when you have more energy in the morning? Do you write things on your hand and then wash them off? (Get a planner!)

4. Saying "no" isn't wrong. You can't do everything! Stay true to your priorities. Think about what you will gain from saying no, instead of what you might lose or miss out on. There will always be too many opportunities.

5. Put the horse before the cart. Set aside time to plan your time! Use the matrix below to consider your responsibilities and spend the most time in the Quadrant of Sustainability. (Matrix adapted from Stephen Covey's First Things First book)

	Urgent	Not Urgent
IMPORTANT	**Quadrant of "Survival"**	**Quadrant of Sustainability**
	Program Crises	Pre-planning/Calendaring
	Health Emergencies	Risk Management
	Family Emergencies	Goal setting
	Unexpected problems	Self-Care
	Last-minute tasks for upcoming	Relaxation and rejuvenation activities
	All nighters	Community building
	Paying for food instead of using a Purchase Order	Reflection and journaling
		Maintaining friendships
		Budgeting
NOT IMPORTANT	**Quadrant of Delusions**	**Quadrant of "Escape"**
	Catching up with friends via text	Unnecessary perfectionism
	Some Listserve emails	Pointless text messages
	Some phone messages	Randomly trolling the web
	Organizing your closet	Some phone messages
	Checking Facebook occasionally	Reading friends of friends profiles on Facebook
	Spending more time on tasks than necessary	Daydreaming or criticizing without taking action
	TV watching	Counting your socks
	Sudoku during class	TV marathons

Recruitment & Selection

Section at a Glance

The Golden Keys to Recruitment
Marketing 101
Flyer Creation tips

INTRODUCTION TO RECRUITMENT & SELECTION

With program/project goals in place you now have a good sense of who you need to recruit. As a volunteer or participant or member of a program, your primary focus was "getting things done". With a firm understanding of your leadership style and approaches to service, as a leader it is just as important to be proactive in taking action.

Typically, as the Center views the most effective social change efforts as collective efforts, your first action will involve recruiting a group of volunteers or interns or community organizers – your participants or group membership. Who are your potential participants who have both the ability to make a positive impact in the community and the leadership potential you are looking to cultivate? Here are some nuts and bolts of taking action: where to go, who to talk with, and resources at your disposal as a Public Service Center student leader.

THE GOLDEN KEYS TO RECRUITMENT

Bring me the people! Why have programs if there aren't dedicated people to carry out your mission? The information below will help you find potential participants and then decide who makes a good fit for your program.

Develop a great program or organization to volunteer with. If the volunteer opportunity is not stellar, it won't be worth your time to recruit. People want to take part in amazing programs.

Set a SMART goal and create a timeline! How many people are you trying to recruit? What populations or groups do you want to target? Remember, more people aren't always better! Determine when your recruitment campaign starts and ends. Decide on your recruitment strategies based on how much time you have. Set dates for info sessions and other recruitment events/activities.

Prepare, Prepare, Prepare! Assemble your recruitment team and outline roles that each person will play. Make sure everyone in your program is spreading the same message. Develop necessary materials to implement your strategies.

Implement your plan. Now it's time for action. Follow up with your recruitment team and make sure everyone is active.

Evaluate your tactics. In surveys or on applications, ask your volunteers, "How did you hear about our program?" to determine what worked and what didn't work during your recruitment campaign. Alter your strategies for the future.

Elevator Pitch

Create and Hone Your Elevator Pitch

This is a 30-second to 1-minute "speech" that will grab someone's interest in your program.
- Speak from the heart
- Provide a statistic that is striking
- Seek to connect the values/principles of the program to their interests
- Learn to tell your story in a way that engages others!

Getting the word out on campus may seem daunting, but with these specific guidelines you will know the ins and outs of reaching a vast population of students. As with all other aspects of your leadership role, consider how you can create a cohesive marketing vision or a campaign, instead of unconnected strategies. Note that the following strategies are in order of most to least effective methods of reaching out to others!

WORD OF MOUTH!
Never underestimate the power of spreading the word one-on-one. Talk to your friends and raise awareness within your own community of peers, teachers, and others!

PRESENTATIONS/CLASSROOM ANNOUNCEMENTS
Using your elevator pitch and a quarter sheet handout, giving short presentations to classes on campus offers more information than a flyer and introduces your group to a large audience. This is a good way to target a specific audience is to make presentations in specific clubs or classes. (A listing of all registered student groups is online http://lead.berkeley.edu/orgs) Encourage existing group members to pass the word on to other groups they belong to. To present to a class, get the professor's permission before class begins.

SOCIAL MEDIA AND INTERNET
- Utilize Facebook, YouTube, Twitter, etc.
- Create a website! If you are a student group, check out the Open Computing Facility http://www.ocf.berkeley.edu/ on campus.
- A great way to keep in touch with present and past participants and quickly distribute information on any upcoming events or announcements.

Recruitment and Selection

EMAIL

- Have multiple people review drafts before distribution.
- Send out messages to individual students, student group leaders, and campus contacts
- Make sure to send recruitment emails to the Public Service Center at publicservice@berkeley.edu. The Public Service Center sends out a monthly enewsletter across campus. Be sure to include enews in the email subject line. We do not post full recruitment pitches/blurbs. You must have the announcement listed on another website that we can link to with a webpage and the words you want us to use for the link, e.g. "Mentor Middle School Youth."
- Draft an email to major advisors, requesting that they share your program/event information with students in their department. For a listing of major advisors in all departments, email http://ls-advise.berkeley.edu/major/contact.html

CALENDARS

Post your event on the UC Berkeley Campus Events Calendar! This calendar is online on UC Berkeley's main website. To add your event to the campuswide Public Service calendar

- Go to http://events.berkeley.edu
- Click on "Submit or edit an event" on the left side
- When entering your event, remember to select the "Public Service Calendar" as one of the calendars you want to be listed on.

TABLING

- Publicize tabling dates/times on website/flyers
- Have "giveaways"
- Pick high-traffic areas other than Sproul.
- Student Groups currently registered with the Lead Center may maintain a table or other display materials at the Upper Sproul Plaza area; North Gate; Tolman Hall breezeway; and the area between Kroeber Hall and Bolt Law School buildings. The areas listed above are available on a daily first-come, first-served basis.
- Getting Your Bearings Week: specific information can be found at http://welcome.berkeley.edu/. To table at many of the events, you must be a registered student group or department on campus.
- Tabling in the Dining Commons Recognized student organizations can table in DCs. http://caldining.berkeley.edu/tabling_request.html.

Tabling Tips
Send a Clear and Consistent Message
Provide talking points for your tablers

How to Talk About The Public Service Center
Please refer to us as the "Public Service Center" (it's one whole name).

What is the Public Service Center?
We provide a number of services to students, staff, faculty, and student groups to help them make an impact in the community.

We're a volunteer center and a programming center in one. We do a number of volunteer placements (long-term, short-term, onetime, student group, and postgraduate) like a traditional volunteer center. We also manage programs and provide many workshops/trainings/resources for undergraduates, graduates, and faculty.

CAMPUS AND LOCAL PRESS

- Daily Cal: Reach a large student population by placing an ad in the Daily Cal. This option can be costly but if done well and timed well, it can be highly effective. Details and prices can be found at: http://advertise.dailycal.org/.
- KALX Radio: Make a Public Service Announcement on the campus radio station. It announces campus events every day at 1:15pm and 8:15pm. Submit who/what/where/when/why sound byte about your event to campus@kalx.berkeley.edu.
- Pitch a story about your program to local newspapers.

Application Tip
Use your application to collect participant information for program assessment purposes!

Flyers are an important way to advertise for events and recruitment around campus. Below is a guide to the basics of flyer creation. See *http://queerdarkenergy. com/2015/07/11/free-designvisualization-tools-for-activists/* for more design ideas.

NAME OF EVENT

Event description:

Tell people what's happening and why they should show up! Keep it short but make sure people know what to expect from your event.

Date:

Time:

Location:

Room number:

Contact information:
This should include an email address for people to ask questions, along with other ways to connect like social media.

Partners or sponsors:
Be sure to include any campus groups or departments that are supporting your event.

Peer-Led Programming

Section at a Glance
Program Orientation
Leading & Managing
Leadership Transition
Feedback & Performance Evaluation

INTRODUCTION TO PEER-LED PROGRAMMING

Students leading other students is at the heart of student agency and if done well holds great hope for advancing social justice. All that follows is based on sound program planning and recruitment of the right people for the right positions. Because of the nature of student-led programming with typically short-term leadership positions – especially in relation to the decades-long oppression you might be confronting – we hope you will be thinking about leadership transition from the moment you assume your role.

PROGRAM ORIENTATION

Orientation plays an important role in retaining the participants and volunteers you worked so hard to recruit. Through a formal orientation, you welcome the participants, communicate expectations, train and connect participants with the larger picture of their work with the group.

Familiarizing the volunteers with the organization and their role will equip them with the appropriate background and skills to work in your program. Also remember to communicate to the community agency any training the volunteer has received. It may also be a good idea to communicate to the community partner any skills that they (the agency) could provide to help your volunteer be that much more effective. Keep clear, consistent communication with the agency.

EFFECTIVE ELEMENTS OF AN ORIENTATION

Set goals beforehand; some might include:

- Introducing your organization and the leaders
- Introducing the community partner
- Making clear expectations of their role
- Training in necessary skills (if applicable)
- Having fun and getting to know one other!

WELCOME EVERYONE
- Include a team-building exercise and get-to-know-you opportunities
- Introduce Student Leaders/Agency Staff
- Explicitly state and discuss the mission statement of the student group and agency partner
- Give background and history of organizations
- Agree on expectations for one another: provide this in writing and verbally
- Share the timeline and/or work plan

GO OVER THE LOGISTIC ESSENTIALS
- Directions and method of transportation
- Discussion of safety precautions and steps
- Provide and collect all contacts, materials, resources needed to move forward
- Contact information for appropriate student leader or agency staff
- Host a tour of the service site

TRAIN AS NECESSARY FOR SPECIFIC SKILLS
- Open the floor for questions and answers or have breakout groups for questions/discussion
- Be respectful with participant time. Make good use of it, and start and end when you say you will
- Leave time for questions!

TIPS
- Don't overwhelm, inspire. Share stories and your passion for the program
- Make it fun! Move away from lecture style when possible. Use multimedia options / group participation.
- Connect participants to the larger context of their work
- Include other programs coordinated by the agency
- Talk about the social issue you are addressing and why it is important
- Involve past volunteers or student leaders, current agency clients, etc.

Peer-Led Programming

There are times when we use the terms "leading" and "managing" interchangeably for ease of use, but there are in fact differences between the two roles. Oftentimes it is not as simple as "Leaders do the right things, managers do things right." We hope you will sort through this terminology and come to some tentative conclusions by the end of the year. As a leader, it is clear you will manage several details in order to model a healthy community internally within your project, so that ultimately your group has a positive impact in the wider off-campus community.

It's important to set up a regular time to communicate, whether it is regular weekly meetings, or check-in phone calls. Also, clarify how staff should ask questions that come up in between regular meetings; should they email questions as they occur, stop by to ask, or save them for a check-in meeting? Be available to your participants and provide feedback as soon as possible especially as they are learning. If possible, provide time when participants can watch you or others working in similar roles so that they can learn by observing.

Let the new participants know how their performance will be formally evaluated and whether their evaluation is tied to an annual raise or disciplinary measures (and if your organization does not have a formal performance evaluation process, ask your supervisor about getting one started!) If possible, show them the evaluation tool you will use to assess their work, in order to outline what you consider important. Also, let participants know how their professional development goals will be tracked, and what resources are available to them for professional development.

RECOGNITION & RETENTION

Through recognizing volunteers' importance to the organization, you continue to affirm their connection to the mission and community at large. Participant recognition not only honors the individuals, but also encourages volunteer retention and commitment.

VOLUNTEER RECOGNITION
- Play by the "platinum rule": recognize each volunteer the way the volunteer prefers to be recognized, which takes communication. Ask why they choose to stay with your group?
- Recognition and appreciation must be authentic and not contrived to meet group goals.
- You can delegate recognition to others in the group as well. Do not feel that you have to do it all! Delegation can help with retaining other volunteers who are considering taking leadership roles.
- Also, take note that though the focus is on volunteers, recognizing all contributing members to your work is crucial. For example, all community partners, advisors, funders, etc.

NON-TRADITIONAL VOLUNTEER RECOGNITION
- Go on a family-like outing. Have volunteers, staff, board members, clients, families, friends, go on a picnic, to the zoo together, play softball, hike, etc. Having fun together becomes an unpretentious yet powerful way of celebrating all of us in a non-competitive atmosphere. It's more fun than fussiness, more party than pompousness.
- Don't reduce volunteer appreciation to one event- it should be ongoing. Daily informal, unforced appreciation, expressed in manifold ways: a smile, a "thank you," a challenging assignment, a respectful consultation, etc. No single event can substitute for regular, unstaged appreciation.

HOW TO RECOGNIZE THE CONTRIBUTIONS OF PARTICIPANTS
- Send a welcome letter and a small welcome gift.
- Publicize their names and work in the office, on web, in pamphlets, campus media outlets, etc.
- Send birthday and get well cards. Remember important events.
- Smile and take time to talk. Recognize personal concerns (e.g. Religious holidays, schooling, etc.)
- Include daily on-the-job praises and informal thank yous.
- When appropriate, introduce volunteers to staff and community partners.
- Good supervision and evaluation recognizes the volunteers' needs and contributions.
- Highlight a volunteer's work and interests at meetings
- Take the volunteer(s) out to lunch or a coffee break
- Promote by giving new title, responsibilities and encouraging them to pursue a leadership position.
- Praise the volunteer(s) to others
- End with a bang! Letters of thanks, note of all the accomplishments, and tons of fun!

WHERE TO RECOGNIZE
Organizations' website or newsletter | Hallway in building or the office | In the community on site or at shopping centers | Media outlets: online, radio, television, newspapers, etc.

As a leader, at some point you transitioned into your new leadership position. When you did, did you have a job description beforehand that reflected your actual responsibilities well? Did you meet with outgoing leaders who walked you through your responsibilities and a transition plan? Were you given all documents, files, paperwork and contacts that you needed and personally introduced by outgoing leaders to important contacts?

These are important elements of a leadership transition plan, which is crucial because student-led programs turn over their leadership almost every year! Here are some tips for preparing for a successful transition, so that your project does not lose momentum between leadership teams:

VISIONING
What types of leaders does your group need next? Where is your project headed? What would be the best qualities of the next leader? Remember that these are not necessarily the same qualities that you brought to the project!

PREPARATION
Choose your leaders long before you leave so you can train them in. Document everything that you do: Contacts, calendars, membership (including alumni so alumni development can happen in the future!). See Transition Check list for more ideas. Ask your group for support in thinking through the best leadership transition plan.

RECRUITMENT
Constantly be watching for who in your group might be a good leader in the future.

TRAINING, MENTORSHIP AND SHADOWING
What do your future leaders need to develop the skills and knowledge to successfully lead your group? How can you get them that training?

LETTING GO!
Once you leave your leadership position, be careful to be supportive of the next leaders without imposing your style or beliefs! Especially if you are the founder of the group, it is very likely that you will need to work on this step!

LEADERSHIP TRANSITION CHECK LIST
Job Descriptions
Create definitive job descriptions for new coordinators. Make sure all the expectations; duties, and responsibilities are clear.

Training Sessions
Be sure to give thorough and comprehensive training to new coordinators. New coordinators should feel confident about the training they receive. An experiential training session can be very helpful. Instead of simply telling coordinators what to do, show them and then let them try it for themselves!

Archival Binder (see below)
Compile a project archive to give an overall sense of your project structure and to include essential information and responsibilities for the successful implementation of your project's goals and activities. This information will serve as a check-off list for the coordinator and organization so that they do not have to "reinvent the wheel" each time an activity is organized. Examples of timelines, meeting minutes, letters, fliers, etc., are also helpful.

Contact Information
Provide a list of important contacts that the new coordinator can use as a resource. Contacts play an ongoing role in providing assistance and feedback when coordinators are planning activities.

Coordinator Recommendations
Provide inside tips. Talk to the new coordinators about what you wish you had known before you entered the position. On the basis of your experiences, let them know what worked well, what did not work, and what suggestions you have to improve the effectiveness of the organization.

Volunteer Recruitment, Management, & Training
It's critical to provide continuous training in order to constantly improve service programs. Keep a log of what has been working and what needs to be improved.

Peer-Led Programming

With the end of the typical program year taking place at the same time as the end of the academic year, it is often useful to package all end of year tasks to complete into one checklist that you can refer to:

- Attend a year-end advising session with Public Service Center staff.
- Submit a Final Reflection Paper or report by mid-May..
- Compile Annual Volunteer Data and email to Public Service Center staff by mid-May.
- Submit all timesheets with appropriate signatures.
- Complete an Exit Form
- Clean out your mailbox
- Save any appropriate documents on the Public Service Center server.
- Write thank you notes to donors and community partners.

TRANSITION CHECK LIST

PEOPLE
- Past lists of members and contact info with phone numbers and current emails
- Info for students interested in becoming members
- Alumni contact info
- Contact info for faculty/Public Service Center staff/ASUC staff etc. (specific people)
- Info for any community contacts
- Foundation/Donor Contacts
- Contacts for vendors

DOCUMENTATION
- Mission statement and goals
- Group history
- Strategic Plan
- Statistics
- Community Contacts
- Faculty Sponsor Information
- Public Service Center Information
- Funding Sources
- Calendar of Even
- Templates for old forms, letter, recruitment fliers, meeting agendas
- Financial documents: receipts, invoices, budgets from prior years
- Job descriptions for all positions
- Calendars/Timelines
- Past Public Service Center applications
- Public Service Center Mid Year and Final Reports
- Past ASUC applications
- ASUC signatory information from past semesters
- Website info: Login and passwords
- Listserv info: Login and passwords and addresses for all listservs associated with the group
- Member recruitment advice, e.g. contacts for major advisors, process for flyering in dorms, student group contacts for emailing recruitment messages etc.
- Fundraising information/strategies
- Any past foundation applications/donation appeals
- Newsletter

KEY ACTIVITIES, INITIATIVES, EVENTS
- Curriculum/worksheets/lesson plans
- Info on Decal registration if you sponsor one
- Info on arranging units if you offer them
- Info for any past vendors used (i.e. caterers, transportation services, printers, t-shirt shops etc.)
- Copies of event forms/permits filed with the Lead Center
- Descriptions of past events

RESOURCES
- Advice/knowledge of past leaders
- SWOT analyses of former leaders (Available in additional section)
- Reflections from past leaders
- Icebreakers/games
- Reflection Handbook or Volunteer Management Handbook
- Websites

FEEDBACK & PERFORMANCE EVALUATION

In order to harness the collective power of a group, you will have to create an atmosphere of feedback and know how to work through conflict. As a leader, it's your role to help participants learn about themselves, hear what they're good at, and identify areas they can develop. Many of us take our strengths for granted and aren't always aware of our weaknesses, so this type of feedback from a leader/supervisor can be a huge gift!

SEEING OURSELVES AS OTHERS SEE US - JOHARI WINDOW

Reflecting on who we are and what matters most to us is a big part of the "Cultivating a Healthy You" process. Another part of the process involves getting feedback from the outside world. How do others see us? Do they see something that we miss? Joseph Luft and Harry Ingham created a helpful conceptual model called "The Johari Window" which is named after the first names of its inventors. This model helps us reflect on what we notice about others and what others notice about us and why.
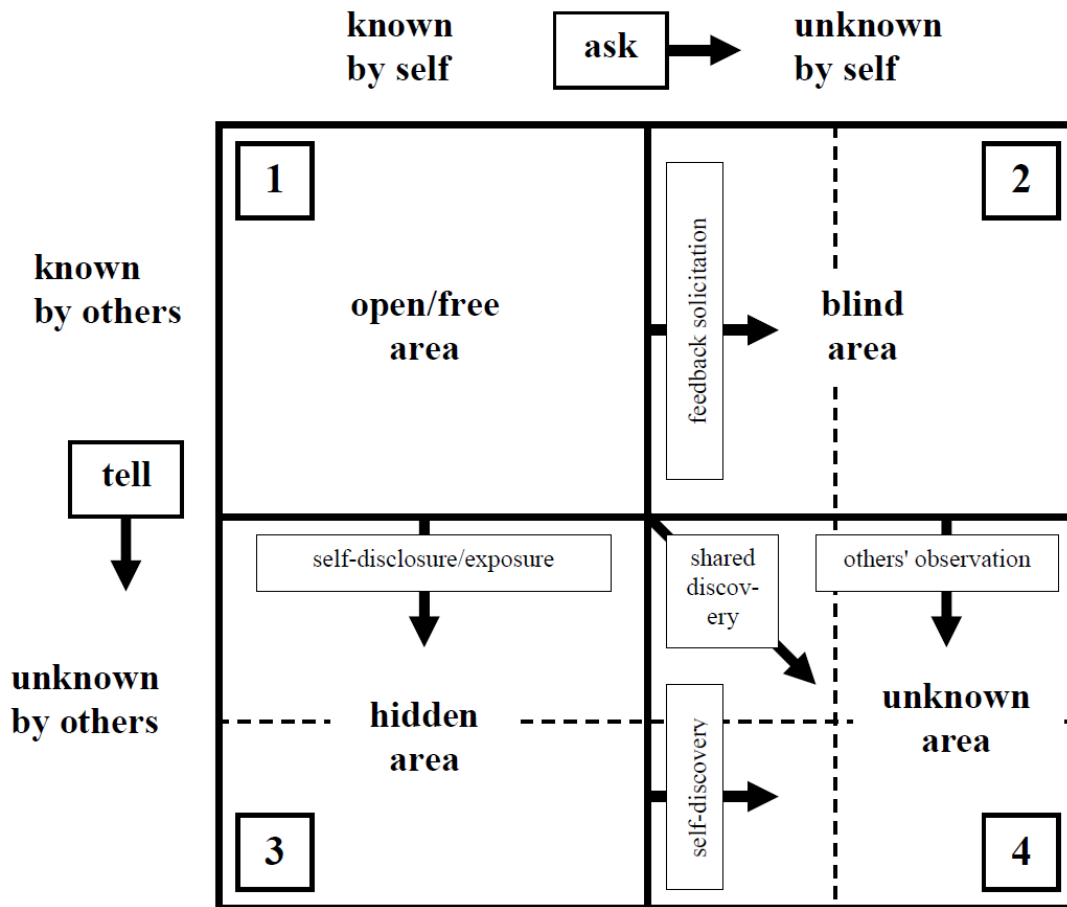
Each person has their own window. The "window" has four panes or quadrants, and two window "shades"; a change in any one quadrant will affect all other quadrants.

- The "Open" quadrant represents things that both I know about myself, and that you know about me. Open is the space where you have personal power; you have a voice, and there is authenticity and transparency between what is known to self and what is known to others.

- The "Blind" quadrant represents things that you know about me, but that I am unaware of.

- The "Hidden" quadrant represents things that I know about myself that you do not know. As soon as I disclose information to you, I am effectively pulling the window shade down, moving the information in my Hidden quadrant and enlarging the Open quadrant's area. What you share and what level of intensity you share are for you to decide. The point is to validate the Open pane by lessening the Hidden, as many people have feeling of pain within their hidden.

- The "Unknown" quadrant represents things that neither you nor I know about me. A novel situation can trigger new awareness and personal growth. The process of moving previously Unknown information into the Open quadrant, thus enlarging its area, has been likened to Maslow's concept of self-actualization.

In Johari Window, there are two "window shades"
One moving horizontally to hide or disclose who we are, what we think, and our life story.
One that moves vertically to take in feedback from others that we do not see ourselves.

It is up to each leader to raise or lower their window shade or move it left to right.

In Johari terms, two people attempt to communicate via the open quadrants; the smaller the first quadrant, the poorer the communication.

THE PROCESS OF ENLARGING THE OPEN: FEEDBACK AND SELF-DISCLOSURE

- Self-disclosure is being yourself; recognizing and owning your opinions, values and feelings; understanding that these are no more valid than anyone else's.
- Feedback is about getting to know other people's "map of the world" – their opinions, values experiences, expectations, etc.
- Effective relationships occur if there is a fair balance between self-disclosure and feedback.
- As we self-disclose, the Open extends into the Hidden
- As we gain feedback about how others perceive us, the Open extends into the Blind. A confidant can help expand the Open, and lessen the person's Blind (from self), by giving authentic feedback about how you influence the world around you and how you influence that person.
- Often by enlarging both these areas, the Open can extend into the Unknown. There is universal curiosity about the unknown area; but this is held in check by custom, social training, and by diverse fears.

QUESTIONS TO PONDER

- How big is your Open?
- Are effective leaders more open than ones who maintain huge Blind areas (unknown to self, yet known to others) and Hidden areas (known to self, but unknown to others)?
- How open are you to feedback that shrinks your Blind?
- How open are you to shrinking your Hidden by telling your life stories?
- How open are you to disclosing your views on issues to the public *(another way to shrink the Hidden)?*
- How effective are leaders who open the shades to reveal lots of Open character?
- What are the limits to Opening? Do you keep Blind and Hidden zones on purpose?
- What are applications to team development?

INTENT V. IMPACT: A TOOL FOR RECOGNIZING/COMMUNICATING OUR IMPACT

IMPACT MODEL

INTENTION → BEHAVIOR → IMPACT → UNINTENDED CONSEQUENCES / INTENDED CONSEQUENCES
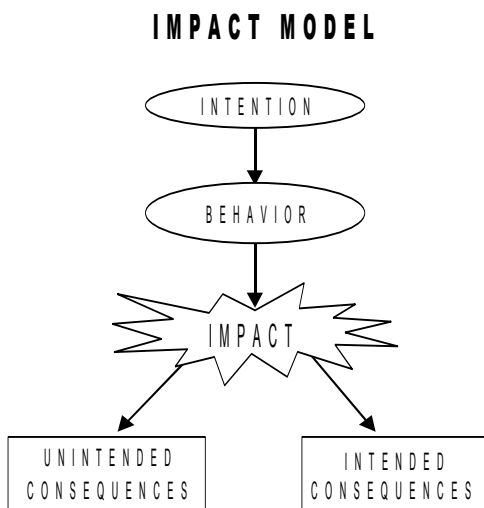
1. When we do or say something, there is always an impact.

2. Many times, we assume that the behavior has the intended consequence, the one we expected.

3. Sometimes, however, there is an unintended consequence; someone might be hurt or offended by our action. We may feel like saying, "I didn't mean it" or "I didn't intend for this to happen." It's totally natural to want to communicate our intent in the hopes that we will be understood. This response usually does not make the person feel any better.

4. Instead, try taking responsibility for the action and deal directly with the issue by saying, "I'm sorry that hurt you, I won't do it again" or "I apologize for doing this, what I can do to make it up to you."

5. Remember
1) it is ok to make a mistake
2) the important thing is to acknowledge the mistake
3) to learn from your mistake.

- What are obstacles to giving feedback - what keeps you from giving feedback?
- What are the costs to not giving/getting feedback?
- What are the benefits to not giving/getting feedback?

FEEDBACK CAN BE GOOD!

A lot of people fear feedback conversations, but remember your participants can learn as much about their strengths as they can about areas to improve. Don't forget to recognize their skills!

FEEDBACK SANDWICH

When giving constructive feedback, consider starting with something positive; sandwich your constructive feedback with an observation of what the student is doing well and something you hope they'll continue doing. Example: "You've shown great energy and enthusiasm this week. I've noticed, though, that you missed the last two report deadlines. Can you plan your time out so that you meet the next deadline while still keeping your positive energy that's been so motivating to the team?"

DON'T WAIT

If a student participant says or does something that is inappropriate, don't wait to let them know. Avoid providing feedback them in public, which could be embarrassing. As soon as possible, pull them aside and explain what they did and the effect it could have. The longer you wait the more likely one of you will forget about it.

ASK, ASK, & ASK

If you have general constructive feedback (that's not time sensitive), ask your participant if they're open to it before sharing. Sometimes people like to know beforehand when to expect feedback, and if they're having a bad day, they might not want to hear it just then. Also, ask early on how they feel about constructive feedback and how they like to receive it (in a formal meeting, as it comes, etc.). Finally, ask for feedback yourself. You'll build trust with and will get a better sense of what they need from you if you ask them.

FOCUS ON BEHAVIOR & ITS IMPACT

When giving constructive feedback, try to limit yourself to pointing out specific behavior or language used by the employee and the resulting impact, not your broader assumptions. For example instead of saying, "Your bad attitude is getting in the way of our work," focus on the specifics, "I've noticed you have come late to work the last few days. It's impacted the team as we've had to pull staff from other areas to cover for you."

ASSUME GOOD INTENTIONS

Especially if it's the first time you've brought up a performance issue, be sensitive to your staff and check in about what might be going on. For example, in the case above, it'd be a good idea to end with "you're usually on time. Is something preventing you from getting to work?" Let the staff member know that if they have a personal issue, like a health or family problem, they do not need to tell you the specifics; in fact, their confidentiality is protected by labor laws, so they shouldn't reveal personal information and they should certainly never be asked to do so. They should, however, let you know if circumstances will require them to take leave, call in sick, or request an accommodation.

HOW TO GIVE BEHAVIORAL FEEDBACK

Trying to give feedback without making people feel defensive is often difficult. The potential for hurt feelings, bruise egos, and resentment is high. Add to that cultural differences between people and it seems like an almost impossible task. Behavioral feedback is a technique that may help to reduce some of these problems. There are many variations of behavioral feedback, but the main point is to focus the feedback on a person's behavior. Behavior is something you can see a person do or hear a person say. For example, "You are jingling the coins in your pocket and the noise makes it difficult for me to concentrate" vs. "You're so rude."

> *"I sent a letter to Dr. King asking him not to lead all the marches himself, but instead to develop leaders who could lead their own marches."*
>
> *Septima Clark*

> *"We can have democracy in this country or we can have great wealth concentrated in the hands of a few, but we cannot have both."*
>
> *Louis Brandeis*

WHEN GIVING BEHAVIORAL FEEDBACK SHARE:

Observations (not inferences):
Example:
"Your face just turned a bright shade of red." vs. "You must be angry."

Descriptions (not judgments):
Example:
"There were five errors on this report." vs. "Your work is so sloppy."

Options (not advice or analysis):
Example:
"I'd like you to follow the steps outline in the personnel manual when calling in sick." vs. "can you tell me why you don't call when you are out?"

Specific:
Example:
"There are five typos in this chart" vs. "I noticed a number of errors in your work today"

LANGUAGE TIPS IN GIVING FEEDBACK

WHEN YOU'D SAY	TRY THIS INSTEAD
I can't	I can
You are wrong	My understanding
I don't	I do
You have to	It would help if you
I never	Today...
You don't understand	Let me clarify
You can't	You can
I don't know	I'll find out
I have no idea	I know who can help

> *"Do not be daunted by the enormity of the world's grief. Do justly, now."*
>
> *Talmud*

Evaluation & Assessment

Section at a Glance
Measuring Impact & Improving Program Effectiveness
Impact VS. Satisfation

INTRODUCTION TO EVALUATION & ASSESSMENT

Reflecting on the quality and effectiveness of your program is essential for its success. For any service oriented program or project, one of the first questions you should ask is "What is the purpose of my program?" and "How effective are the program efforts in reaching this purpose?" These are just two of many questions you should ask yourself when running a program (check out SMART goals in Section 2). However, these two questions should be the driving force of how things are carried out within your program as they set the foundation for effectiveness.

The words "assessment" and "evaluation" are often used when we think about the effectiveness of our programs. In most cases, a survey is given to program participants (or service recipients) to determine how "good" the service was.

MEASURING IMPACT & IMPROVING PROGRAM EFFECTIVENESS

The goal of evaluation is learning: about your program, its effectiveness, and ways to make it better. There are 4 key questions to consider when evaluating your program:

What is the big picture?	• What are the main objectives of your program/project? • What impact are you hoping to have within a year?
Where does your program fit (into the community, school, etc.) that you are serving?	• Is there really a need for your program/project?
Is change evident?	• Is your program really making the difference it said that it would? • Is this change being measured correctly?
What is the way to make more change happen?	• Based on feedback and your assesments, what additional elements can you add in order to imporve your program?

IMPACT VS. SATISFACTION

When taking the time to assess your program, it is important not to determine the success of your program or project based on how "good" you, your group members feel. This "feel good" observation can lead to a false evaluation on the quality of your program and its work.

As stated by Melanie Moore Kubo with See Change Inc. program impact is "when you can prove that a statistically significant change was because of your program, and not other influences". See the chart for key differences that may help you determine if your program has had the impact desired.

Remember, having an impactful program isn't just about how you "feel" or what you may see, it's about showing the difference of before and after due to the presence of your program or project.

IMPACT

The presence of your program increased parent participation at the site by 60%

Due to your project in a certain community, the presence of graffiti and trash has decreased by 90% in the most targeted areas

Due to the presence of 75 volunteers, each person received one-on-one attention and showed greater reading proficiency by 30%

SATISFACTION/ IMMEDIATE OUTCOME

Teachers comment that there seems to be more parents around and they smile at you

At the end of the service project, all of the volunteers told you how great the day was and gave high marks on the volunteer evaluation— "great job", "I feel like I made a difference," etc.

During your programming hours, all of the kids are sitting with a tutor with a book open.

Tips for Measuring Your Impact
- Ask your community partner what the best indicators for success might be
- Utilize evaluation from previous years to improve your program this year
- Try to keep most evaluation measures the same year after year so you can do a multi-year analysis
- Many funders ask for proof that your program is effective – another reason to engage in evaluation!

Leadership is knowing the difference between the ideal and reality and service is making an effort toward closing the gap between those two differences.

Service is not about 'helping' others by doing what you think is best; it's about meeting the true needs of those expressed by those that you're serving in a sustainable way.

Service is not charity. It is a partnership and a recognition that all of our fates are intertwined, and that none of us can reach our full potential unless everyone is allowed the same opportunities to thrive. Leaders are those that help us recognize that fact.

The greatest leaders are those that inspire in us the ideal of self-sacrifice, who make us want to give of ourselves and push for a better reality, in other words, to serve.

I've come to the conclusion that service...is necessary for a balanced, fulfilled life.

Part III: Facilitating Meaning-Making & Learning

In my vision of a healthy community, the presence of social services and charity is minimal because the community is not in need of it; individuals have the tools to provide for themselves. Engaged people make healthy communities sustainable.
　　　　– Catherine Nicklen

It wasn't until the second day of the trip that I began to realize the most important thing I would learn from the break – the strength of a community.
　　　　– Alt Breaks Break Leader

Without this position, I'm certain that I would lack much of my current awareness about the issues surrounding the East Bay community.
　　　　– Janet Jin

UC BERKELEY

Public Service Center

Notes

Lesson & Training Planning

Section at a Glance
Experiential Learning
Creating an Agenda
Multiple intelligences - Knowing & Interacting with your Audience

INTRODUCTION TO LESSON & TRAINING PLANNING

Service is an educational learning experience for all parties involved, including your participants. Complementing the direct action with a facilitated educational and reflection component prepares your participants for service with new knowledge and skills and contextualizes their service experience, perhaps leading to a deeper commitment to the issues your program seeks to eradicate.

In general, when planning for leading a workshop or DECal class, you will want to create explicit learning goals. Consider creating a timeline for your yearlong program, and how you can integrate skill building into your calendar right before a particular skill might be needed. With specific goals it is much easier to plan activities that meet the needs of the group (see SMART goals in Part Two). After setting these goals, it is then important to consider who makes up your audience, and then, with this information, plan on how to meet the goals you have created.

FOUR STAGES OF KOLB'S EXPERIENTIAL LEARNING MODEL

Experiencing   Groups are presented with certain challenges in order to meet certain goals. A facilitator might ask "what happened?" or "what significant events took place during the activity?" during the debrief.
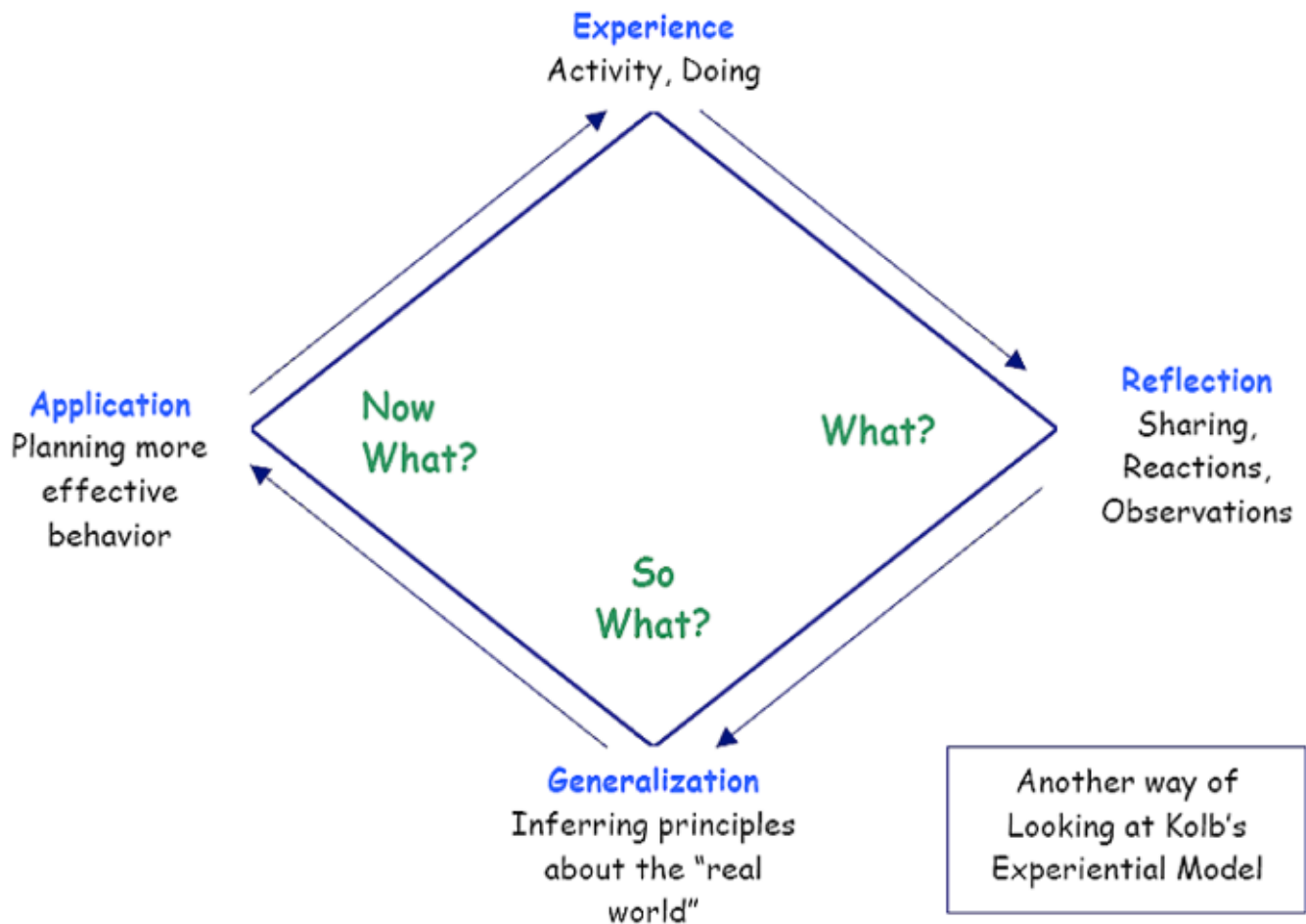
Reflecting After evaluating what significant events took place, it is important to reflect on the impact of the activity on the self. A facilitator might ask "So, what can we learn from this activity?" The group can learn from each other and develop group goals together. See the Facilitation section for more on reflection.

Generalizing   Once each member has had a chance to reflect on the activity, member should share how this one experience might have a transferable lesson to other areas of their lives.

Applying   Once the group has discussed what they have learned from the activity, it is important to apply their lessons to their natural, everyday world of work, school, etc. A facilitator might ask "What do we do with these valuable tools we have learned when we go back to classes tomorrow?"

> *Love cannot remain by itself – it has no meaning. Love has to be put into action and the action is service.*
>
>   *Mother Theresa*

Experience
Activity, Doing

Application
Planning more
effective
behavior

Now
What?

What?

Reflection
Sharing,
Reactions,
Observations

So
What?

Generalization
Inferring principles
about the "real
world"

Another way of
Looking at Kolb's
Experiential Model

LESSON & TRAINING PLANNING

The role of "trainer" in a workshop is much different than the role of "facilitator" in a DECal! This is most evident in how much content knowledge you need to have walking into the room: as a trainer, you should have a solid grounding in the content, while as a DECal facilitator you are drawing on the knowledge of participants. Regardless, the planning process looks the same and for each you should create (and save for future use) a Facilitator Guide using the following template.

CREATING AN AGENDA

See the Appendix for the Lesson Planning Form that mirrors what follows.

LEARNING GOALS
- Remember that less is more when it comes to goal setting. No more than 2-3 goals for a 90-minute workshop/class!
- For example, "After this class, students will…"
  - "…be able to identify/name/integrate/etc.…"
  - "…understand…"
  - "…know…"

- Connect these to the larger goals of your course (syllabus)/program
- Brainstorm 3-5 guiding questions for each goal to create activities and facilitate conversation
- It is important that you know your audience as you plan any workshop or class session.

MATERIALS AND CLASSROOM PREPARATION
- What will the location/room provide and what do you need to bring?
- Basic materials: markers (3 colors); tape; flipchart/blackboard and chalk; sign-in sheet; nametags if needed
- Keep a running list of materials – including hand-outs to be developed – as you plan activities to meet each learning goal
- What do you need to do so that when the students arrive the class tone is established, and you can start with high energy?
- Arrive 15-20 minutes before the session is scheduled to begin
- Room set-up – more to less interactive: circle, horseshoe, double horseshoe, theater seating (LEAST interactive!)
- Notes on blackboard/flipchart
- Perhaps consider playing music while participants enter room
- Are there "prizes" you can offer for correct answers/hold peoples' attention, like "Smarties" candy?
- Can people afford to bring a food item for a potluck?

ICEBREAKER/OPENING HOOK AND FRAMING
- The opening hook is what grabs your students. It tells them that it is worth their while to get engaged for the rest of the class.
- A good opener will give you momentum for the whole class.
- Choose something that will resonate with your group's age level and focus.
- Examples include a quotation or short anecdote
- Framing: note to class how this class/workshop connects to previous classes/meetings

Planning Tip
Overestimate time for each activity! Include time:
- At beginning for review of last session
- At end for evaluations/announcements
- Include which trainer/facilitator is leading which section

MAIN ACTIVITIES

- Refer to learning goals: how will this [activity, hand-out, reading, film clip] help you meet the goals you created?
- This is your chance to get funky and creative. Take risks.
- Consider how the process (dyads, small groups, etc.) can offer teachable moments, just as content can.
- Allow yourself to be flexible. What will challenge your students? What will excite them?
- Remember to be student-centered and address several learning styles (see next section).
- For DECals with on-going service, integrate a reflection activity on service provided approximately every other class.

CLOSING

- This is your opportunity to check and see if your students understood the lesson.
- How can they show you what they learned?
- For example, "One question I still have is…."
- Use this opportunity to frame upcoming/next class
- Will you see this group again?
  Depending on this, what additional resources do you provide them?

EVALUATION

- Conduct a "Plus/Delta" after each class to create a culture of feedback
- Take notes after your class – what would you change about this lesson plan to make it more effective, challenging and exciting?

The Stickiness of Ideas
There are six traits that make an idea "sticky"

- Simple
- Unexpected
- Concrete
- Credible
- Emotional, and/or
- Shared through story

MULTIPLE INTELLIGENCES

With experiential learning at the core of both service your participants are engaged in and your lesson planning, there is a well-developed framework to assist you with creating interactive workshops.

Multiple Intelligences is a learning theory that states people process information – and learn – differently. Some of us learn by interacting with others; reflecting on our own; through music; or moving our bodies.

Try to address at least three learning styles as indicated by the roots in the graphic at the right– but not every style – in each lesson:

INCORPORATING DIFFERENT LEARNING STYLES INTO YOUR TRAINING
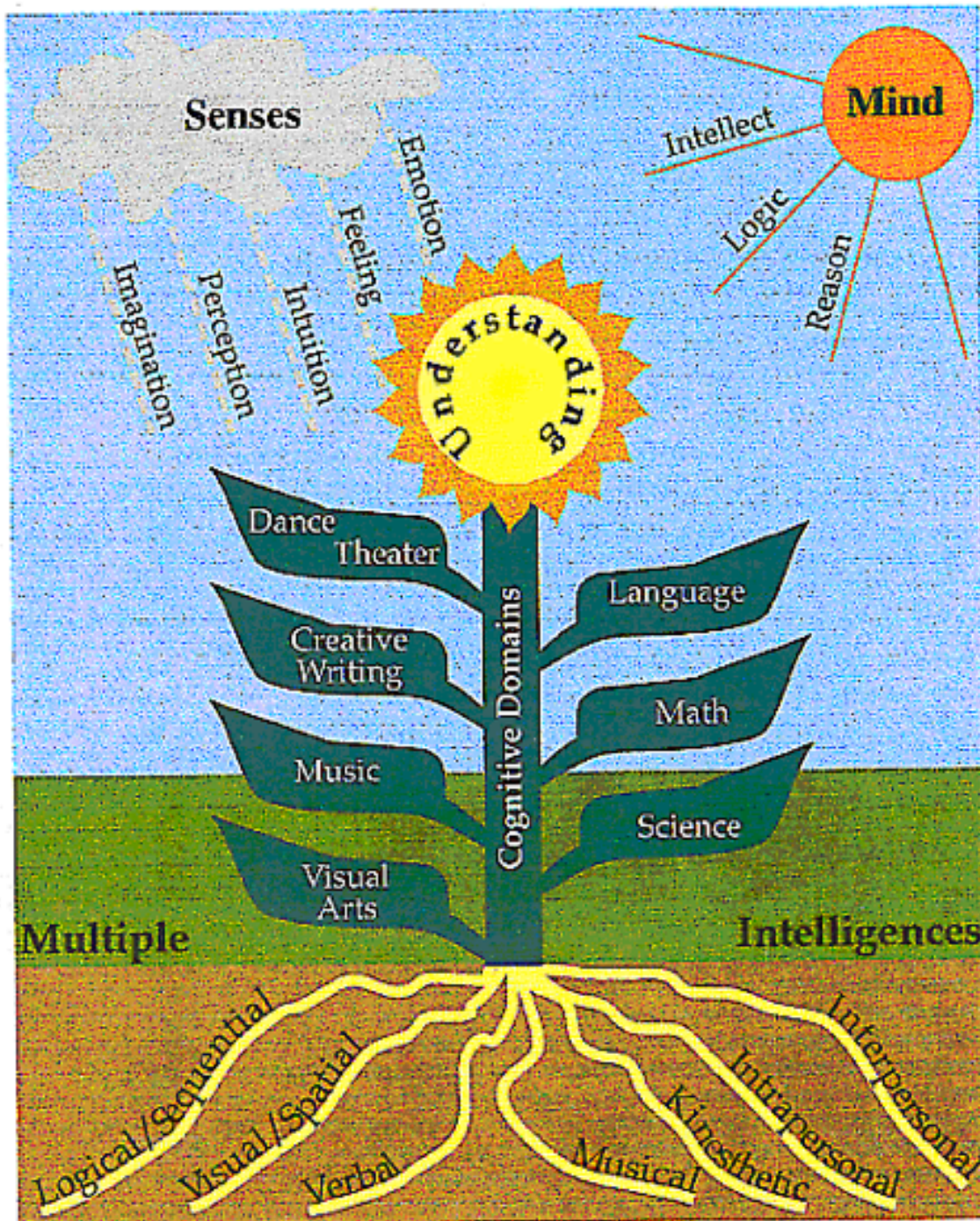
■ Note that the roots in the graphic represent the Multiple Intelligences

■ What are special challenges of incorporating the non-traditional Musical/Rhythmic, Bodily/Kinesthetic into workshops/classes for your peers?

■ How might certain styles honor multicultural ways of knowing and understanding?

■ For K-12 youth, how might over- emphasizing the traditional method of teaching reinforce educational inequities?

■ For a review of different learning styles, go to http://en.wikipedia.org/wiki/Learning_styles.

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Lesson & Training Planning

In leading a workshop/training or a DECal, it is important to know your "audience". This attention to your participants is part of the responsibility of being a leader and using an approach that places the emphasis on their learning and development. At each step of planning your workshop/lesson, who your audience is takes on special significance.

GENERAL QUESTIONS TO ASK
AS YOU PREPARE FOR ANY WORKSHOP/CLASS

- What brings your participants to your session?
- How big is your group?
- Is this an "intact" group that will meet several times over the course of the year, or a one-time event?
- What is their attention level? What time of day is the session happening? Is it near a meal time?
- What is their experience level with this topic?
- Do you want a lot of interaction or is the group too talkative?
- What skills, knowledge, or awareness will they be excited to use in the future as a result of the experience?
- What will be unique and interesting to them?

There are four areas people tend to focus on:
- Facts and figures
- The way the pieces of the workshop or class fit together
- Usefulness of the information presented in the future
- How they and everyone else fit in

Use Public Service Center Lesson/ Training Planning Form (see appendix)

Homework Assignments
Connect homework to an upcoming lesson or something you want people to practice doing. If you give homework, be sure to also give feedback!

ACT
CONNECT
COMMIT

Facilitation

Section at a Glance

Facilitation Basics
Facilitation Reflective Dialogue
Facilitating a Meeting

INTRODUCTION TO FACILITATION

As a facilitator – whether for a meeting, training, or class -- it is important to be clear about your role, as this defines the qualities of a good facilitator. At its root, to facilitate is to "make easier" or "help bring about". In our service and justice context, what does a facilitator "make easier"? A dialogue or conversation toward meeting defined goals.

FACILITATION BASICS

In our context, a good facilitator asks the right question at the right time, and:
- Role models participation and respect for different types of knowledge and experience
- Encourages the active participation of everyone
- Promotes an atmosphere of cooperation
- Motivates critical thinking and independent action
- Encourages participants to personalize experiences/knowledge and relate them to real life
- Debriefs and summarize activities/discussion
- Does their best to remain neutral, refrain from sharing personal opinions unless asked directly
- Asks questions that challenge assumptions and facilitate critical thinking and reflection
- Direct participants toward resources, making yourself available as a resource

Facilitating is a skill like any other; a strong facilitator can make a meeting successful by utilizing listening and questioning techniques that help to engage your audience. Here are some common listening techniques from successful facilitators; to create an engaging atmosphere, consider using the following techniques authentically and with your own skill set in mind:
- 7-second rule for responses. Wait 7 seconds (count to yourself) after asking a question. You will be surprised how many responses are offered when you reach 5 or 6!
- Use the subjunctive. Phrases like "It might be…" or "Perhaps…"acknowledge that you do not have all of the answers and that you are indicating your thinking is open to change.

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CREATING COURAGEOUS SPACE

One key to creating a safe space – which could very well lead to courageous space – is to establish group guidelines or "ways of being". Some sample guidelines are:

- Speak from your experience – use "I" statements
- Suspend judgment and personal agendas
- Respect different points of view
- Challenge your own assumptions
- Respect personal sharing
- Share airtime – pass the mic
- Do not stop listening
- Challenge by choice – it's okay to pass or choose not to speak
- We are all here to teach and learn

FACILITATING REFLECTIVE DIALOGUE

> *When the fabric of society becomes unwoven, the role of the University is to create weavers.*
>
> *Gordon Gee*

Many of the skills that we have covered in this chapter will help you facilitate dialogue. Reflective dialogue is the art of thinking in new ways together, and is a key practice in communicating across differences and building strong coalitions (see page 38). As a facilitator, your role is to remain neutral and withhold your personal opinions while you assist the group in developing and exploring ideas together. Your main responsibility as a facilitator is to be a "process expert" – someone who knows what elements, behaviors, and processes contribute to an effective group.

True dialogue is transformative and the goal is not to decide who is right. Given this, it is important to be sensitive to the group's needs. This requires attention to the group's interactions and processes. By closely observing the group, the facilitator can draw out participants who are quiet, politely cut off those who are dominating the dialogue, keep the group focused on their purpose, and judge when it's appropriate to take the dialogue deeper by monitoring the group's nonverbal reactions.

Secondly, the facilitator must create a safe space where participants feel comfortable challenging themselves. To further encourage this safe space, it is important that the facilitator listen emphatically and responds to the group without judgment. This allows the facilitator to assist the participants by asking questions that will develop new insights about thoughts, beliefs, and behaviors – a process that can sometimes be very challenging.

Finally, the facilitator must be able to structure the debriefing in a way that will benefit all members. This includes using silences appropriately, encouraging application of experiences to daily lives, and summarizing and clarifying points in the dialogue when appropriate. Also, it is the facilitator's responsibility to construct an effective opening and closing to the dialogue, providing the proper framework for the debriefing and allowing participants to understand how the dialogue should take form. Next is a chart with the key differences between debate and dialogue.

DIALOGUE AND DEBATE/DISCUSSION: AN INTRODUCTION

- Dialogue is collaborative: two or more sides work together toward common understanding.

- In dialogue, finding common ground is the goal.

- In dialogue, one listens to the other side(s) in order to understand, find meaning, and find agreement.

- Dialogue enlarges and possibly changes a participant's point of view.

- Dialogue reveals assumptions for reevaluation.

- Dialogue creates an open-minded attitude: an openness to being wrong and an openness to change.

- In dialogue, one submits one's best thinking, knowing that other peoples' reflections will help improve it rather than destroy it.

- Dialogue calls for temporarily suspending one's beliefs.

- In dialogue, one searches for strengths in the other positions.

- Dialogue involves a real concern for the other person and seeks to not alienate or offend.

- Dialogue assumes that many people have pieces of the answer and that together they can put them into a workable solution.

- Debate is oppositional: two sides oppose each other and attempt to prove each other wrong.

- In debate, winning is the goal.

- In debate, one listens to the other side in order to find flaws and to counter its arguments.

- Debate affirms a participant's own point of view.

- Debate defends assumptions as truth.

- Debate creates a closed-minded attitude, a determination to be right.

- In debate, one shows one's best thinking and defends it against challenge to show that it is right.

- Debate calls for investing wholeheartedly in one's beliefs.

- In debate, one searches for flaws and weaknesses in the other position.

- Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.

- Debate assumes that there is a right answer and that someone has it.

Facilitation

KEY COMPONENTS OF DIALOGUE

SUSPENSION OF JUDGMENT

Dialogue is not about establishing who is "right" or "wrong." It's about leading with curiosity and trying to hear other people's experiences and points of view. Because it's strongly based on personal experience, it requires careful introduction of external facts/knowledge. If they are brought into the discussion, it should be done in a way that lets participants respond personally to the facts presented.

- Suspending personal agendas
- Speaking from your experience
- Respecting different points of view

ACTIVE LISTENING

Different from debate, where we tend to "listen" while simultaneously composing our reply, dialogue requires a silencing of our internal response voice. This means being present in the moment. Dialogue also requires an openness to experiences that may feel very different from, even contrary, to our own. When getting into a listening space, it helps to remove all distractions, including all objects, tech devices etc., so that you aren't tempted to fiddle with something. Try to just look into the eyes of the person speaking.

- Respect personal sharing
- Share airtime, do not stop listening

INQUIRY AND REFLECTION

In dialogue, we reflect on our own process for coming to conclusions and slow it down, sorting our experiences from what we think about them. It's like freeing experience from protective shells of assumptions. We can look at the inner experience, and/or each layer of assumption. Each layer has information about our world views, and cultural lenses (& maybe, sometimes our privilege.)

- Challenge your own assumptions
- Challenge by choice
- We're all here to teach and learn

CHALLENGES IN CREATING HEALTHY REFLECTIVE DIALOGUE SPACE

UNEQUAL PARTICIPATION

Some people seem really engaged in the dialogue and others don't. As a facilitator, you have to decide: are some people less comfortable talking in a group setting? Or, is it about our process or group dynamic? Do some people not feel as safe talking about the topic? Are some people feeling silenced? Is the topic more personal to some members than others? Or, does the silence mean people are thinking deeply about an issue? Keep in mind: silence can be powerful.

TRIGGERING MOMENTS

In a dialogue, a comment might unintentionally spark intense emotion in a listener. For example, it could trigger a painful memory. Instead of blowing up or checking out, in a healthy dialogue, we'll acknowledge our emotion and talk about why we feel the way we do. It's also important to be sensitive to the fact that something we say could trigger someone else. It's on us to notice these moments, ask others about their feelings, and actively listen to their experience.

CHALLENGES IN CREATING HEALTHY REFLECTIVE DIALOGUE SPACE

PIGGY-BACKING

It can be common for dialogue participants to seek agreement and shared experiences instead of disagreement and different experiences (especially if the group is new and has not built up trust). Agreeing with others and being agreed with can feel good, like other people understand us. But, there are risks with unchecked agreement in dialogues. A pile-on of agreement can silence difference. Someone might decide they are an outlier and their experience isn't worth sharing. Superficial happy feelings can also sidetrack the group from deeper reflection that could uncover complexities.

SIDETRACKING/AVOIDING

Dialogues are frequently uncomfortable. With practice, we become better able to sit with discomfort and work through it. But, it's a lot easier to ease the tension with a quick topic change, or create different, seemingly "better" tension by shifting the focus of the dialogue to something else. Sometimes the focus might shift to agreement (see piggy-backing).

FORCING DIALOGUE INTO ACTION

Sometimes we'll try to force the dialogue group to model the world we want or serve as space for restitution. Of course, we should not reinforce inequitable power dynamics through our dialogue group (if we can help it). At the same time, we should keep in mind that we're having a dialogue to try to understand other perspectives and broaden our experience of the world. It's a reflective/learning space, not really a space for seeing "results." It's not the job of dialogue (or anyone in the group) to help someone else feel better or think differently. Any changing that might happen should be self-initiated on the individual level. If you're a do-er, it can be challenging to let go of your action-orientation.

GENERALIZING

It's very easy to think our experience of the world is universal. Part of what dialogue does is to help us make the strange familiar and realize that our familiar can be strange. To do this, we should be conscious of the limits of our experience, and careful not to imply universality or assume that others have had the same experience. A helpful strategy is to speak with "I" statements and avoid ascribing feelings/thoughts to other people. Instead, just ask them about their experience.

DISPUTING FEELINGS OR MASKING THOUGHTS AS FEELINGS

If someone shares their feelings about a difficult experience, it can be tempting to step into debate mode and challenge them. Remember, the point of dialogue is not to expose someone's feelings as "wrong." If they feel an emotion, they feel it (regardless of whether or not you would respond that way). If you don't understand, ask them questions. And, if you're tempted to challenge them, think about why you are having such a strong reaction to someone else's feelings. It can also be tempting to disguise facts, theories, or observations as feelings to make them seem more personal. For example, the statement "I feel educational inequities are not talked about on campus" is not really a feeling; it might be an observation.

SHOWCASING KNOWLEDGE

As college students, we're trained to demonstrate our knowledge in group settings. The dialogue isn't the space for that. This is not to say you should never introduce facts or outside knowledge; but, be aware of when you are doing it and sensitive to how it might influence the discussion and people's willingness to participate.

CLARIFY UPFRONT WHERE DIALOGUE FITS INTO YOUR PROCESS

As a group, check in about your process and where dialogue fits in. A dialogue is probably not a good match for coming to group consensus. A group might start a decision-making process with dialogue about a topic. In this case, be clear about when you are closing dialogue and moving to your group decision-making process of choice.

SET AND REVIEW GROUP DIALOGUE GUIDELINES

Set and review dialogue guidelines as a group, even if you've used the guidelines before. There may be things you want to change or add. And, if not, guidelines help everyone get into the mindset for dialogue.

BROADEN EXPERIENCE/IDEAS

Look to empower individuals in the group to share conflicting experiences/ideas. If someone shares an experience or opinion and others start to agree, avoid surface level consensus by opening it up to difference. Some prompts: Has anyone had a different experience? What are some other ways of seeing this issue?

ACKNOWLEDGE DIFFERENCE

Don't pave over difference. Acknowledge different experiences, values, and world views, i.e. We have different perspectives on X. Can we share more about these? Or can we hold this difference and move on to explore Y?

CLARIFY SOURCES

Try to use language that clearly distinguishes what you are thinking, feeling, and what you have personally experienced (as opposed to something you heard, read, learned in a class). Cite your source.

PAUSE TO CHECK IN ON PROCESS

If people aren't participating or seem triggered, it can be tempting to ignore the discomfort. It's best to spend time with it and try to understand it. Some prompts:

- Is anyone uncomfortable with the question, and if so, can you share what it's bringing up for you?
- I know this topic is sensitive. Is anyone willing to share your feelings about it?
- Another strategy is to put the discussion on hold:
- Is it ok if I pause us for a minute here just to check in about process?
- Is this working for folks?
- Is there anything we could do that would make it easier for us to share what we're thinking?

For process alternatives, consider asking participants if they want to pause and do an independent free-write or a pair-share. Also, try to figure out if the group lacks trust (in which case maybe you need more getting-to-know you time before you can have a dialogue) or if there is another dynamic/challenge happening.

Ever walked out of a meeting and felt "What a waste of my time!"? There is a skill to making meetings work; a good meeting often translates into your participants being willing to come back to the next one – and completing action items in between! Three main parts of a meeting are:

- Planning
- Facilitation and Participation
- Follow Through

The questions, "Where do we want to go?" and
"How can we get there?" are asked and answered before the meeting.

A group should check in regularly to voice how well it is meeting guidelines, and change or add any guidelines as needed.

Planning Agendas

Step 1: Identify the desired outcomes for the meeting.
Step 2: Create a sequence of events (a content and process agenda) that will help achieve the desired outcomes.
Step 3: Create your agenda   See the Appendix for a sample agenda.

- As a facilitator, pay attention to three areas: relationships, tasks, and process.
- Goals from these areas might include:
  - Building trust
  - Delegating projects (see below)
  - Updating the group on previous tasks and
  - Making decisions

- What type of meeting will help accomplish the outcomes? (problem-solving, planning, informational, etc.)
- To accomplish the meeting outcomes, who needs to attend the meeting (the entire group, people interested in the topic, one of two advisors, etc.)?

- Agenda = That which must be done
- Start with past meeting minutes and an update on action items from last meeting
- Depending on how "open" this meeting is, facilitator should put out a call for agenda items at least one week before meeting. This builds trust and ownership within group!
- How much time do we have for each item? Overall?
- It is too easy to talk about pressing and important items. Strong groups take on important and non-pressing items.
- Make room on the agenda for all types of items.
- How can the topic(s) effectively be introduced/ presented at the meeting?
- Who will present each topic?

FACILITATING A PARTICIPATORY METINGS

A successful meeting is everyone's responsibility, though there are things a facilitator can do to ease the group toward success. There should be an appointed facilitator. Also, have one person take notes or "scribe", capturing general points, questions, and action items – both in notes but also on flipchart if a large decision is needed
In addition to the general facilitation role, the facilitator of a meeting:

- Helps participants focus on a common process and the agreed upon agenda
- Tracks time
- Facilitates decision-making
- Follows through
- Takes action between the meetings – which is key!
- Keeps a running list during the meeting of action items, including who is responsible for each item
- At very end of a meeting, have each person note their action items and make sure they match with what scribe has written

Participant Roles

THE SCRIBE
- Create a visual record of the group's ideas (flip chart, post its, etc.) that publicly acknowledges the ideas expressed in the meeting and any decisions that are made.
- Provide a record during the meeting so that people can focus on the big picture and latecomers can catch up.
- Stay personally neutral about the content while recording.
- Transcribe flip chart notes.
- Send draft notes to meeting facilitator or all participants.

ALL PARTICIPANTS
- Contribute your best thinking on the subject at hand.
- Participate in the agreed on process and support the facilitator.
- Share the air – actively listen and make sure to not dominate the conversation.
- Stay open to everyone's ideas.

Tip
To build leadership capacity within your group consider rotating the roles of facilitator and scribe

FOLLOW THROUGH

CRITERIA FOR EFFECTIVE ACTION ITEMS
- Is specific to the problem, opportunity, or goal of the group or program
- Specifies actions to be taken
- Identifies the resources needed
- Assigns specific responsibility for implementing actions in the plan
- Contains specific, realistic time frames
- Outlines the monitoring and evaluation process (e.g. when the next-check-in or follow-up will be)

DELEGATION SPECIFICS
- Directions: Explain carefully the task or assignment you want undertaken
- Rationale: Provide reasons for the job and explain its importance
- Authority: Define the range of decision-making and responsibility that is allowed without the need for approval
- Deadlines: Agree on when the assignment will be completed
- Feedback: Ask for their understanding of the assignment, get responses
- Controls/Follow-up: Provide a schedule of milepost meetings for review, process and progress
- Support: Indicate that back-up and moral support is available to the volunteer, inform them you are available for questions

LISTENING TECHNIQUES FOR FACILITATORS

DRAWING PEOPLE OUT	MAKING SPACE	MIRRORING	PARAPHRASING
Why? Supports people to clarify/ refine their ideas	Why? Sends message: "If you would like to speak, here's a chance."	Why? High degree of reassurance	Why? Supports people to think out loud
Good for: when someone has difficulty clarifying or is vague	Makes space for: shy folks or those that are afraid of seeming rude and/or competitive	Fast trust-building	Fundamental listening skill to understand
How? Use along with paraphrasing speaker's comments	How? Reassurance: "No dumb questions; no wrong answers."	Establish neutrality rather than opinion	Calm/clarify; helps speaker understand if idea got across
Follow with open-ended, non-directive question Ex. So... Say more... How so.... What do you mean...	Observe quiet members; watch body language/facial expressions Direct questions at them: "It looks like you want to say something..."	Speeds up tempo of discussion (brainstorming) How? Exact words	How? Preface statement: "It sounds like you're saying...
		Repeat KEY words or phrases exactly	Summarize/use own words; make it a dialogue
	If participation is uneven, consider a structured go around to solicit everyone's voice	Keep tone of voice neutral/warm; no fake!	Closing: Look for reaction of speaker after paraphrase

Reflection

INTRODUCTION TO REFLECTION

Taking the time to reflect is essential in any service related field. Recall that reflection forms one side of the triangle of quality service, along with service and education. Reflection allows you to:

•Give meaning to the experience (was the goal accomplished, how did we do, how is community served by this, how is this part of a larger effort, etc.)

•Help understand the limitations and opportunities of the service site or community organization

•Relive tension and provide re-energizing

Reflection activities should push students to make specific connections between what they believe and what they have done. Through reflection, students make connections to real world situations, experience personal growth and development, connect to others, gain understanding, develop citizenship skills, share their reactions and feelings about the event, and learn.

We don't see things as they are, we see things as we are.

Cicero, Philosopher

WHAT IS REFLECTION?
Reflection is the process of thinking about our experiences and attributing meaning to them. It occurs naturally for all human beings and is the key to learning new things and increasing understanding. Reflection may include acknowledging and/or sharing of reactions, feelings, observations, and ideas about the service. Reflection can happen through writing, speaking, listing, reading, drawing, acting and other creative ways.

WHY REFLECT?
There is an old Chinese proverb that says, "Tell me and I will forget. Show me and I may remember. Involve me and I will understand." We do not learn from doing, we learn from thinking about what we do. Reflection is a crucial part of service because research shows that reflection has some positive impact on the attitudes of volunteers about service and the service activity. As shared in "Taking action in our Communities", service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. For more information, check out the Service Learning Triangle on page 12.

WHEN, WHERE, AND WITH WHOM TO REFLECT
Reflection typically happens after a service experience or activity. Ideally, the reflection time takes place immediately after the service activity, within a day if possible. Try to not have the reflection time when participants may be exhausted or not in the emotional space to do so, as both can take away from the ability to truly reflect and connect to the service experience.

For a lot of programs, reflection can happen before, during, and after the service experience. This allows the participant to become aware of their thoughts, feelings, and actions along the way. Continuous reflection is essential because it helps your participants stay connected to the service they are involved in. You do not have to "dive deep" with continuous reflection but it is good to make connections to the experience at hand.

Reflection can happen with your volunteers and, if you are comfortable with this, those you are serving.

Providing a time for reflection allows participants to take a step back and evaluate the meaning of their service work and experience.

Allowing a space for your community members to reflect may provide you and your volunteers with valuable insight into your service work. Those receiving the service can provide info on what the service project and experience means to them. They can also provide feedback and advice on ways that the project can improve.

PRINCIPLES OF GOOD REFLECTION PRACTICE

Continuous	Must be an ongoing part of the service involvement. Should include reflection before the experience, during the experience, and after the experience.
Connected	Links service to academic goals and intellectual development.
Challenging	Provides an opportunity to explore uncomfortable and unfamiliar feelings and ideas. Raises questions that may have difficult answers.
Contextualized	Reflection can occur in various forms. Activities selected correspond in a meaningful way to the service experiences.

Source of the table: Eyler, J., Giles, Jr., D.E., and Schmiede, A. (1996). A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections. Nashville, TN: Vanderbilt University.

In good service programs, reflection is well-organized, intentional, and continuous. It should happen before, during, and after the student's service experiences.

DESIGNING A REFLECTION ACTIVITY: TIPS FOR SUCCESS

An effective reflection activity should:

- Be relevant to the experience
- Be appropriate for the team (size of the group, ages, culture, etc.)
- Be directly linked and appropriate to the project or the experience
- Happen before, during, and as soon after the service experience as possible
- Be varied for different learning styles
- Allow people to participate according to their own comfort level
- Dispel stereotypes, address negative experiences, increase appreciation for the community, increase commitment to service

FACILITATING A REFLECTION ACTIVITY: TIPS FOR SUCCESS

Effective reflection activities should:

- Have an open-minded and flexible facilitator
- Have the ground rule "Be open and honest"
- Have the ground rule "Listen even if you disagree"
- Have the facilitator on the same physical level (whenever possible) as the participants
- Be suitable to the experience and the needs of the participants
- Occur when a good group dynamic has been fostered
- Be interactive
- Use silence; ask your questions and then wait
  (people need silence to reflect internally, some more than others)
- Encourage challenging issues
- Ensure that all participants have an equal opportunity to become involved
- Include the facilitator's reflections as well as the participants
- Vary so that when the same group is participating in multiple reflection activities, they are doing something different each time

For more information on facilitating reflection, check out Facilitation in the toolkit and the online resource Essential Guide to Reflection.

Reflection is an essential aspect of leadership.

Student Leader, 2007-08

REFLECTION ACTIVITIES

These activities last 30 seconds to 2 hours and can be adapted to reflect on your service experience, who you are as a leader, or your service program and its impact.

Posed question
Reflection does not require a product or a discussion. Gather the group, obtain silence, and ask a question (See following pages for ideas). Give a few more seconds of silence before asking for people to share their responses.
Posed sensation - Same as above, but ask participants to check in with some sensory stimuli (sound, smell, sight) and make a mental bookmark of the project with that observation.

One to Three words
Each person shares one to three words to describe the service activity or how they feel about the service activity.

Sweet reflection
Bring multi-colored candy such as M&Ms or Skittles. For each color, assign a question, such as: Yellow-something surprising you learned today; Green-something you wished for; Blue-something you felt sad about; Red-something you felt angry about; Orange-an action you'd like to take. Have everyone share it in a large group.

What's your message?
Ask participants to make a bumper sticker about their values, their experience serving the community, or to describe your group.

Letter to self
Have participants write a letter to themselves about their personal and career goals regarding the project, or feelings about the project or community. Place it in a sealed envelope, mail them back or hand out again to the team after six months and reflect.

Yarn web
Stand in a circle with a ball of yarn. Ask a reflection question to the group. Have each person answer the question and then throw the ball to someone else. The yarn forms a web supported by the group. Discuss what the metaphor of a web could mean for your group.

Hoshim brainstorming
Ask participants a reflection question and have them list their answers, ideas, or opinions on "Post-it" notes. Have everyone place Post-It notes on the wall. Ask the group to walk-through and read all the notes. Lead a conversation about the responses.

Interview each other
Break the group into pairs or triplets and have them interview each other about their service experience, take notes, and summarize a couple of things to the group.

Inventory
Develop an inventory with the community being served regarding the problem you are addressing or the work you are doing. What are the resources, who are the leaders, what roles do certain organizations play, what relationships exist, what other work has been done, what are the challenges, what are potential action steps? etc.

Quotes exercise
Find service related quotes and put them on strips of paper. Put them in a hat and have everyone select a strip. Each person takes a turn in reading the quote out loud and explaining what they think it means, and how it might pertain to your service.

Reflection

PRE-SERVICE
- What do you expect to experience at the service site?
- What feelings do you have as you prepare for your service? Remember, feelings are emotions – happy, sad, nervous, scared, angry, excited, etc.
- What do you think is expected of you during this service experience?
- What do you expect to gain from this experience?
- What do you expect will be the impact of this activity on the service recipients?
- What do you think about the problem that you will address through this service activity?
- What do you think about the way the problem is currently being addressed?
- What do you think about the population being served by this activity?

DURING THE SERVICE
- Are you doing what you thought you would be doing? (If not, why?)
- Are your expectations about the activity being met?
- Are your expectations about the community organization being met?
- What is going right?
- What is not going right? How can it be fixed?
- Do you think service recipients are benefiting from this service?
- Do you think the activity is meaningful and worthwhile?
- Do you want to continue with the project or quit? Why?
- What are you contributing to the service site?

POST-SERVICE
- What did you learn from this experience?
- What did you learn about yourself? About others?
- Were your expectations about the service met?
- Was the community problem addressed through your service? If so, how?
- Were the goals and objectives of the project accomplished?
- How have your views about the problem changed?
- How have your views about the population you served changed?
- What do you think about the way those in positions to effect change are addressing this problem?
- What were the best and challenging parts of this service experience?
- Would you do this again? Why?
- What are the most important points you take with you from this experience?
- Do you think you will continue to be involved in service?
- How might the service recipients feel about the service work accomplished today?

CLOSURE & EVALUATION

As a challenging and meaningful meeting or workshop session draws to an end, participants may feel that their intended objectives have not been met, that questions have not all been answered, or that a plan of action has not been finalized. Nonetheless, the group needs to recognize that progress has been made and that the process must continue. It is the job of the facilitator to initiate this sense of resolution, and to invite feedback so that the process may foster growth as it continues. Suggestions for accomplishing this include:

- Request a closing statement from each participant about what they learned, what they plan to do next, etc.
- Review the session with the group; recognizing participants, contributions and the necessity of further reflection.
- Provide participants with resources, such as written material and upcoming events, to encourage their continued involvement.
- Request written and verbal evaluations so that participants may voice those concerns and ideas that have been left unsaid, and so that facilitators may understand the strengths and areas of growth of their skills.

Part IV: Self Care

Having 'check-ins' with each of my team members and advisors helped nurture a safe, healthy, and comfortable group. We grew closer to one another as a result and were able to embrace vulnerability in an organic unforced way.

Student Leader, Haas Leader Program

I like to think that from what I have learned from mentors… at the PSC is helping me fight cynicism daily on individual and broad scales within my communities. Since the beginning of my time as a Bonner Leader, I have worked with WEAP who is dedicated to eliminating poverty and whose team members are the most inspiring folks I've ever met. They taught me how important self-love, happiness, and hope as the foundations of sustainable social change and how only by supporting each other can we see real solutions.

Sara Golden

My role is that realizing no matter where I am in my life, I am still a part of a larger world. My growth is not just for myself, but for those who benefit from it.

Kari Miller

UC BERKELEY

Public
Service
Center

Notes

Self Care

INTRODUCTION TO BRINGING YOUR WHOLE SELF TO SERVICE

This chapter is meant to help you think more deeply about what self-care looks like and feels like for you. Taking care of ourselves is an essential component to sustaining ourselves for a lifetime of service. This chapter will help you think about what inspires you and keeps you going, how to see ourselves as others see us, and how to dig-deep and get re-inspired when things are tough.

RENEWAL

Renewal and self care are a key component to your overall wellbeing. When our lives get hectic, it is essential to have activities or "practices" that help us feel grounded. A practice is anything that makes you feel re-centered, rejuvenated, whole, and present. The next activities are small things that you can do to keep yourself well.

REJUVENATING ACTIVITIES & SPIRITUAL PRACTICES

A rejuvenating activity or spiritual practice is simply a habit that we do regularly that gives us energy and reminds us of what matters most.

Possible activities or practices:

- Reading, Writing
- Gardening, Art
- Walking, Cooking
- Music, Exercise
- Dance , Studying Sacred Texts
- Silence, Breathing
- Meditation, Prayer, Yoga

Reflect on your life as it is now and write down what comes to mind.
What fits into these categories now and what do you imagine for the future?

	ALONE	WITH FRIENDS	WITH FAMILY
Things you do regularly			
Things you do occasionally			
Things you are interested in exploring			

- How do these current activities enhance your life?
- What do you want more of in your life?

FEEDING THE BODY AND SOUL THAT SERVES

We can better serve others when we understand our emotional, spiritual and physical state. Take a few minutes to reflect on the emotions/physical states listed below. Fill in a square for each line on the continuum of emotions/physical state that reflects your feelings at this time:

Emotion/State		Opposite
Anxiety	■ ■ ■ ■ ■	Peace
Loneliness	■ ■ ■ ■ ■	Support
Despair	■ ■ ■ ■ ■	Hope
Guilt	■ ■ ■ ■ ■	Forgiveness
Anger/Hostility	■ ■ ■ ■ ■	Resolution
Grief	■ ■ ■ ■ ■	Consolation
Helplessness	■ ■ ■ ■ ■	Control
Misery	■ ■ ■ ■ ■	Joy
Tired	■ ■ ■ ■ ■	Rested
Sick	■ ■ ■ ■ ■	Healthy

One or more marks on the left side of the scale could indicate that you may need greater attention on your emotional, spiritual and physical well-being.

1. What is one way you can care for yourself today?
2. What is one way you can care for yourself this week?

MELTING AWAY YOUR BUSY DAY

Ask someone you know to read this meditation to you as you close your eyes and turn your awareness inward:

Sit very quietly for just a moment. PAUSE. Perhaps this is the first time in your day that you have been truly quiet. Take this time to be very still and silent. PAUSE. Let all of the stress or tension from your day melt away in each breath. Let all of the experiences that you had today, anything that is in your mind and distracting you from being totally present in this moment, melt away with each breath. PAUSE. All of the worries and excitements of your day are gone and you are right here...in this room...sitting quietly...with your focus completely on your own breath. PAUSE. Now, take a deep breath and let it out.............When you are ready, gently open your eyes.

A HEALTHY FUTURE - NEXT STEPS AFTER YOUR SERVICE

How do you translate all your amazing experiences as a student into promotable skills for the "real world"? Answer the following questions and complete the exercise to get started on your next step. These will help you clarify what you want, write your resume and cover letter, personal essay or application in a way that showcases your skills. They will also help you in future interviews!

Self Care

QUESTIONS TO CONSIDER BEFORE STARTING THE "NEXT STEP" SEARCH
- What do you want next?
- What is important to you? (What do you value?)
- What will add value to your life and career?
- What do you bring to the table?
- What do you want to learn?

TRANSLATING YOUR EXPERIENCE INTO SKILLS
For this activity, think of a specific role that you would like to translate to the "real world".
- Column A: Write down specific duties, activities, or tasks associated with the role
- Column B: What skills does each of these represent?
- Column C: How do these skills relate to the characteristics sought by the job, grad school, etc.?

A Duties, Activities, Tasks	B What SKILLS do these represent?	C Relationship to Next Step
(tutor at an elementary school)	(organization, communication, perseverance)	(write directly to the job or application posting)

Ain't nothin' to do but do it.
Maya Angelou

CLOSING

After spending time with the Public Service Center family, we hope that you deepen your ability to care for yourself and others and share your insights along the way. We wanted to give you a couple of helpful tools that have kept us going over the years so that you could try them out and see if they work for you. While this is just the beginning, it is also the long hard work of those who come before us and made it possible for all of us to be here together.

Thanks for joining the journey!

Public Service Center Staff

Appendix

Section at a Glance

Public Service Center Policies & Procedures
Risk Management
Sample Agenda
Lesson & Training Planning Form
Inspirations & Citations

PUBLIC SERVICE CENTER POLICIES & PROCEDURES

Welcome aboard! You are now a part of the Public Service Center staff, a vibrant team leading UC Berkeley's public service efforts. The following policies and procedures will be a helpful resource to help you transition and integrate into the Public Service Center office community.

MAKING THE PSC YOUR HOME: TAKE POSITIVITY & LEAVE POSITIVITY

The Public Service Center is meant to be a supportive and safe environment for all of our students to enjoy. Therefore, we encourage you to make the space your own by leaving positivity in whichever way feels right to you. (Example: you are more than welcome to decorate the office with social justice messages, or positive messages for your peers to engage with).

Respect for the space, the staff, and your peers is of the utmost importance when in the PSC space. Please be accountable to the space and others who are using it and will use it in the future.

OFFICE HOURS

Public Office Hours
Academic Year: 9am-5pm
Summer: 10am-4pm

Staff Office Hours
Many of the Public Service Center professional staff hold regular, weekly office hours.
Please contact them directly to find out the schedule.

Student Leader Office Hours
Make sure you are at your office hours. If you have to be late or miss scheduled work hours, please contact your direct supervisor as soon as you know that you can't be at work. Plan ahead for midterms, finals, etc.
If there is an assistant at the front desk, please let them know you are in for your office hours so they can direct students who come in.

Appendix: Policies & Procedures

Building Access

If you think you will need to work regularly in Eshleman during evenings/weekends, speak with professional staff about getting after hours access (which is generally reserved for student leaders of the Public Service Center). Once you have access, use your student ID card and the scanners to get in. Please note that periodically throughout the year Eshleman Hall is closed completely. Closures will be posted on the building doors.

General Guidelines

Feel free to bring in small groups and use the space to study after hours.
If you bring in friends, you are responsible for them for the entirety of the time they are in the Public Service Center.
Do not prop open the front door or the copy room door after hours.
Do not let individuals who do not have access into the center.
If someone outside the building has a friend inside, ask them to call their friend to let them in.
Be aware of surroundings and those in the center to ensure that the space is respected, safe, and supportive.
Clean up after yourself and leave the center clean and ready for the next day!

Closing

If you are the last person to leave the Public Service Center, please make sure the office door and the copy room door are completely shut.
Take the time to do a final clean-up so that the office is clean for the next day.
If you are using one of the PSC computers, remember to log off before you leave.

MEETING ROOMS & RESERVATION OF TABLES

Eshleman Meeting Rooms

To reserve these spaces you must be part of a Registered Student Organization (through the LEAD Center). Please refer to signatories for your organization for information about how to reserve rooms in Eshleman.

Reservation of PSC Tables

If you would like to reserve one of the open meeting spaces in the PSC, please talk to your PSC advisor or front desk program assistant.

Safety

The Public Service Center space is open to everyone during office hours. After hours, it is reserved for student leaders with after hours access and their guests.

If you are here after hours and a person who is not a Public Service Center student leader or a guest of a Public Service Center student leader, please notify the person of the Public Service Center guest policies if you feel comfortable speaking up. If you do not feel comfortable, or they refuse to leave/adhere to the policy, please contact the Eshleman concierge person on the 1st floor where someone will be stationed until 12am.

Because Eshleman is a public building during regular hours, and open 24/7 to students for much of the year, lots of different people come through who have varying levels of capacity, stress, and physical and mental health concerns. In the event that someone enters the PSC that is causing a disruption or acting erratic, please try to address the person yourself if you feel comfortable doing so. If you feel unable to do so and it is during regular office hours, please find a Public Service Center staff member for assistance. If it is after hours, or no PSC staff members are around, please contact the Eshleman concierge person on the 1st floor as noted above.

KITCHEN & WORKROOM

Food

Feel free to use the kitchenette, but make sure you clean up after yourself

All food garbage should be put in the compost in the copy room

Make sure you put your name and the date on your food if you use the fridge, so that there is no confusion and we can dispose of old food.

The top shelf of the fridge is for communal consumption. Feel free to take and leave food products there.

The fridge will be cleaned out weekly and all food that is not labeled will be thrown out.

Dishes

You are welcome to use the dishes in the cupboards. Please do not remove the dishes and utensils from the PSC and make sure to wash your dishes following use.

Don't leave any dirty dishes in the sink!

Cleaning, Recycling & Conservation

We are committed to reducing waste and conserving resources wherever possible. Please recycle all paper, cans and bottles in their respective bins.

Please reuse items when necessary and be creative about reducing waste in our office. (For example, feel free to bring in your own mug instead of using a new paper cup each day-it can be kept in the kitchen)

Please clean up after yourself and make sure that all of your belongings are picked up before you leave the PSC. Put trash in the bins in the copy room, wipe down the table/desk if you've spilled anything, and put away any materials that you took out. Everyone is responsible for 5 minutes of cleaning each day they work.

SUPPLIES AND MATERIALS

Printing

Printing should only be program related and requires a code.

Get your printing code for your program from any full-time staff member.

In our effort to save paper, when printing internal documents please print on recycled paper (blank paper that has already been printed on once), which is located next to the printer. Also, please add your used paper (unless it has creases or staples that might cause a jam) to the one-sided paper bin.

We encourage you to print two-sided documents on the printer whenever possible to avoid wasting paper

Only print in black and white. If you need to print in color, ask a staff member.

Do not use a thumb-drive to print.

DO NOT print personal documents such as essays, exams, lecture notes, articles, etc.

Copying

The copy machine is available for most duplication needs. All jobs must have a copier code in order to make copies. Get your copier code for your program from any full-time staff member.

Ø If you have a large order (200+ copies) or one requiring special processing, talk to your supervisor about submitting an order through Zee Zee Copy.

Appendix: Policies & Procedures

Computer - Software & Hardware
The general use computers are loaded with Microsoft Office and Internet Explorer. Do not install any other software on these machines. Multiple computers have InDesign, Photoshop, PageMaker, Dreamweaver and Publisher (ask staff for info). Do not save anything on the desktop.

Computer - Technical Support & Training
Should you have a computer-related problem that you cannot solve, please try troubleshooting 3 times yourself and then ask for help from staff if you truly can't solve the problem (generally a good practice to follow when trying to solve any problem!).
If you do not know how to use a program, talk to staff and we can give you a brief introduction and connect you with a training session at the campus computing centers.

Public Service Center Server
All files are stored on a central file server and can be accessed from any computer when you login with your Public Service Center login. This server is important as it helps us all to not reinvent documents that have already been created.
Save all program related files onto the server
Save all personal files to a flash drive or Google Docs, NOT the program folders or the desktop.

Professional Staff Computers
Please do not use staff computers unless you explicitly given permission.
If you are given permission, do not restart computers. Switch users instead.

Phone Use
Our phones are part of the campus phone network
To call another campus phone, dial the last five digits of the phone number(Ex. "642-5886" would be "2-5886")
To dial an off-campus number, press 9 (+1 for long distance) then the number you wish to call.
Please note: if you have unlimited minutes on your cell phone, we encourage you to make off-campus calls on your cell phone as every off-campus call costs Public Service Center additional funds, even if they are local.

Office Supplies
Most basic office supplies you will need are located in the cabinets in the copy room.
If you need an office supply that we do not have – or if you need all of what we have on hand – please tell your advisor/supervisor or work with the office manager to get it.
Checking out Supplies
If you are checking out any electronics such as laptops, projectors, or adapters, be sure to check in with a staff member at least one day prior to usage[u3] . Availability is not guaranteed.

Tabling Materials
Tabling for the office may be assigned throughout the year. If you would like to table for your student group, please utilize the LEAD Center's table/chair check out on Upper Sproul.

If you are tabling for an event that is not on Upper Sproul, check out the PSC table and chairs at the front desk. Please note: student groups that are not led by Student Directors may not borrow our table or chairs.

MARKETING & PUBLICITY

Self-Designated Marketing
All self-designed marketing materials need to be approved by your advisor before being distributed. Be sure to include "UC Berkeley Public Service Center" on all marketing materials. If your group is sponsored by ASUC, please also include this in your materials.

Guidelines for Posting to the Public Service Center Calendar
If you have any questions about posting events to the Public Service Center calendar or Facebook page, please email us at publicservice@berkeley.edu. Postings should meet at least one of the following objectives:

> Align with PSC values
> Provide an opportunity for the university and community to engage in reciprocal partnership.
> Promote leadership through service.
> Foster social justice or civic engagement.
> Expose the campus community to public service careers, fields, research.
> Provide a space for dialogue about social issues, community engagement, and social justice.
> Raise awareness about a particular community or an injustice in society.
> Foster the skill-building for ethical and sustainable change-making.
> Celebrate a community change effort.
> Connect different populations in meaningful ways.
> Tell the story of public service on campus.

PURCHASING & REIMBURSEMENT

Purchases
You should plan four weeks ahead on all purchases so staff will have time to order/buy the items in time for use.

Reimbursements
Do not make any Public Service Center related purchases without seeking prior approval from your supervisor. Receipts should be submitted to your supervisor. Please try to see if there is any way you can solicit in-kind donations. (This is a great fundraising skill to learn!)

Travel Advances
Work with your advisor to arrange for travel advances as far ahead of time as possible, but at least six weeks before you will need your travel advance.

Appendix: Policies & Procedures

Person with Mobility Impairment Accommodation Request

If an accommodation request is made by someone with mobility impairment the organizer should inquire what level of mobility the student has, such as an ability to climb stairs, and then plan accommodations for that student accordingly. The organizer should make the student aware of any access barriers to sites or activities. Additionally inquire if they need any accommodation for eating such as a straw to drink and bite size food. Ask if they have any additional accommodation requests or concerns.

Person with Vision Impairment Accommodation Request

If an accommodation request is made by someone who is blind or has a visual impairment ask what format they prefer their written material either Braille, electronically, or in a larger font size. If Braille is necessary contact Disability Access Services (http://access.berkeley.edu). If the student is visually impaired ask them if they require assistance and if so possibly assign an organizer to be their guide for the day. When food is served ask the student if they need assistance in getting a plate. Ask if they have any additional accommodation requests or concerns.

Person with a Deaf or Hearing Impairment Accommodation Request

If an accommodation request is made by someone who is deaf or has a hearing impairment, ask if they require a sign language interpreter or captioning. If a sign language interpreter or captioner is requested, contact Disability Access Services. Ensure that the student is receiving the same information as the other students by providing information in writing and/or a sign language interpreter. Ask if they have any additional accommodation requests or concerns.

Please consider the following tips as we are all sharing a space with each other:

Noise and Distraction

Be respectful of the volume of your voice. Try to keep an appropriate noise level to allow others to work and concentrate.
Encourage a community within the center. Build connections with peers in the center and make the center feel like home.
Use headphones when watching videos or listening to music
Please put cell phones on silent or vibrate
Do not use speaker phone feature in open plan – use an Eshleman conference room for conversations requiring a speaker phone

Environment

Be sure to clean up after yourself and guests. Pick up trash, wash dishes, be responsible about food left in the fridge.
Keep common spaces clean and tidy
Be mindful of strong odors including cologne and perfume
Please make use of the compost bins in the copy room for food waste
Keep program materials in your designated storage space
Be aware of your personal belongings – lock them in a cabinet or drawer or ask someone you know to watch them when you leave your spot
Be respectful of your neighbors – please try not to come to work when ill

Risk Management

Section at a Glance

Dimensions of Risk Management
Safe Programs as Just Programs
Managing Risk vs Healthy Risk Taking
Documents to Keep on File for Staff & Participants/Volunteers

INTRODUCTION TO RISK MANAGEMENT

Risk Management and creating and maintaining a healthy group is everyone's responsibility. The Center believes in the power of groups and the need for those working for social change to see the value of collective efforts. As a student leader it is up to you to assist the group in running safe and strong programs, which means offering useful feedback and understanding your own leadership style, while cultivating leadership of your peers within the group.

Most groups engaged in service consist of people from different backgrounds and life experiences. Even though your groups may have a common purpose, it is good to recognize and respect the differences that can and do exist. This section focuses on some of the elements important to ensuring that your group is "healthy": productive, effective, and inclusive to not just each other but the community that you are serving.

The degree to which you can successfully build healthy communities off-campus with your partners is equal to the degree of health and well-being within your group. This idea of a "parallel process" encourages you to put energy and time into building group cohesion and a service mindset within your group in order to build and maintain a healthy community.

DIMENSIONS OF RISK MANAGEMENT

Creating a space so that healthy risks can be taken by your participants in part involves placing physical risk management into a social justice context.

This section is to be used as a resource for you and your group to develop and/or maintain a healthy group. Successful leaders are able to think holistically about and form healthy groups.

Appendix: Risk Management

Two Key Principles of Risk Management:

1. Being safe, talking about safety and doing all you can to be safe in all dimensions.
2. Documenting everything you do so that if an accident happens then volunteers and the program are safe from a lawsuit.

Accidents always happen; you cannot prevent everything. What is important is that you did everything you possibly could to run a safe program. Documentation will show that you did it.

- As a leader, one of the important things you should do is ensure the physical and emotional safety of all participants in your project. Only by running safe programs for your participants can you make transformational shifts – within your participants, within your group, and between campus and community.

- It is important to note that when many people think of running safe programs, some make assumptions about what communities are "safe" or "unsafe". Different communities are safer for different people – for some people being on campus is much more unsafe than others. It is important to be paying attention to safety at all times and taking action quickly to minimize risk. It's a community's responsibility to make everyone safe, so it is important to actively engage participants in creating these dynamics.

- The most useful tool is common sense. Try to prevent accidents. If something you are about to do seems risky or unsafe, then don't do it. If you notice a hazard when you're working on site, report it or try to fix it, and try to keep your community partners safely away from it. Just use your best judgment and be intelligently cautious. When you take any of these actions, be sure to document what you did.

- If you prepare in advance so that neither you nor any of your community partners suffer any injury or harm while you serve and document everything that you do to ensure safety, you can also avoid the possibility that someone might sue you or the University in connection with your community service work.

These tensions often indicate a cutting edge to give attention to, rather than try to do away with.

In "Managing Risk" let's first note two glaring inherent tensions when it comes to social justice projects/programs:

- "Managing risk" v. "healthy risk taking"…here we are focused on minimizing risks and at the same time we ask each of you as student leaders to take a "healthy risk" this year. The two need not be mutually exclusive.

- While we are talking here today about running safe programs, we also need to punctuate that the very idea of "what it means to be safe" varies depending on our own backgrounds, identities, experiences. Risk Management itself can be a topic of reflection and growth.

DOCUMENTS TO KEEP ON FILE FOR STAFF AND PARTICIPANTS/VOLUNTEERS

Risk management is not just about completing forms; it is about taking the time to provide a context for the risks your group will encounter, to reflect on those risks, and to document these conversations and the practices you have in place to minimize the physical risk so you can maximize the personal risk-taking.

At the same time, it is important to document everything you do to manage risk, since this written documentation can help protect you in the event of an accident. Your program files should include a "personnel file" that includes all of the following completed forms, which you should keep on file for 3 years before shredding:

- Waiver of Liability
- Emergency Medical Information
- Media Release
- Safety Report
- Travel Insurance *(if your service project takes your group outside the State of California)*

All forms can be found at http://publicservice.berkeley.edu/experiential-learning

WAIVER OF LIABILITY
This form helps to shield you from a lawsuit by a client who has been injured. This does happen, and community volunteers just like you have been held liable for injuries incurred by the people they are helping, even where they were acting reasonably. However, as you might expect, it will not protect you if you do something illegal or if you intentionally try to harm someone or cause damage. The waiver should be signed by all volunteers. In addition, if your program is responsible for the clients you are serving then they need to also sign it (and their parent or guardian, as applicable). For example, if your student group is bringing a group of youth to campus then they each need to sign the waiver but if you are providing tutoring in a school classroom then they do not.

Participants must sign a waiver form at least once a year, and waivers should be kept in program files for at least three years after the activity ends. To download the current form, go to the link above, then to "Forms", and click on "Waiver". If you need a Spanish version, go to the Risk Services site and select the Spanish version of the Elective/Volunteer Activities Waiver.

When you complete the form, be sure to do the following:
1. Write your name (or your client's name, as applicable) at the top.
2. Make sure the "campus" box says "Berkeley."
3. Fill in the box in the first paragraph as follows:
- If the form is for you: "all activities relating to Public Service Center and [Name of your volunteer/service group within the Public Service Center] during the academic year of 2016-2017." If you give a wide range of dates, then you only have to have participants fill out the form once during the year.
- If the form is for your partner: "all activities relating to [brief description of services you are providing] provided by [Name of your volunteer/service group within the Public Service Center] and any of its members (all of whom shall be considered "agents" of the Regents of the University of California for purposes of this Agreement) during the academic year of 2016-17 and summer 2017"
4. Have your participant sign in the two spots designated for signature.
5. Please note: do not change the font of the form or any of the pre-printed text. If you do, it's possible that the form will not be enforceable.

Appendix: Risk Management

EMERGENCY MEDICAL INFORMATION
Each participant should complete this form that includes insurance information, allergies, and emergency contact information. A copy of each medical form should be with team leaders at all service projects in case an accident happens; you can store original forms at the Public Service Center.

MEDIA RELEASE
Once completed, this form will allow you to use photos/video/recordings you take at your site on websites, marketing materials, etc.

SAFETY REPORT
This form contains:
1. A written description of any hazards or unsafe conditions discovered at a program site.
2. A written description of any accident that occurs at a program site.

TRAVEL INSURANCE
If your service project takes your group outside the State of California, you need to complete a University-sponsored Travel Insurance form for each participant. The university offers free travel insurance for all volunteers.

In addition, it is good practice to keep documentation of the following actions that you have taken to ensure safety:
- Site Visit Form: You should do a site visit with your community partner at least once a year. Learn from them what they think might be safety issues and document every possibility. Let this visit inform your risk management plans.
- A list of everyone you select to join your group, along with a description of their relevant experience (this can be as simple as keeping any application form that they may have filled out and a description of your selection process).
- A schedule of all training offered to staff and volunteers, with a list of the attendees at each training session.
- For anyone who will be driving, copies of written proof of insurance and a valid driver's license.
- A list of all staff and volunteers that have received training in First Aid and CPR.
- For programs with children under 18: confirmation that each staff member and volunteer has been fingerprinted to screen for a criminal record, if required by your community partner. (Note: Some school districts also require that everyone working in their schools be given a TB test.)
- A sign-in/sign-out log that tracks where all participants (volunteers and community partners) are during all of your program hours.
- A set of written safety policies, specific to your project, signed by all staff and volunteers.

Please remember to contact your Public Service Center advisor immediately if you have any questions, or if an accident happens or something occurs to affect participants' overall safety. Store completed forms as digital copies on the server.

SAMPLE MEETING AGENDA

Project Meeting
Date

Check-in

Past Action Items
- ■
- ■
- ■
- ■

Quick Items
- ■
- ■
- ■

Pressing and Important
- ■
- ■
- ■
- ■

Mid-term (2-3 weeks)
- ■
- ■
- ■

Long-term
- ■
- ■
- ■

Action Items
- ■
- ■
- ■
- ■
- ■

Minutes by:
Next Facilitator
Next Meeting date:

Appendix: Learning & Training Form

Date: _____

Topic: _____

Presenter: _____

I.   Agenda

II.   Learning Goals (Consider Audience)

III.   Materials and Classroom Preparation

IV.   Icebreaker/Opening Hook and Framing

V.   Main Activities Using Multiple Intelligences

VI.   Closing

VII.   Homework Assignment (if DECal)

VIII.   Lesson Evaluation

INSPIRATIONS & CITATIONS

Special thanks to those who came before and inspired this toolkit, including the students, staff and community partners who worked directly with The Public Service Center. You are just as much a part of our success as current staff. Unless cited the material contained in this toolkit has been generated internally by Public Service Center staff.

INSPIRATIONS & CITATIONS: INTRODUCTION & ENGAGING IN SERVICE

This section is inspired in part by the work and thinking of Paul Wellstone, Randy Stoecker, Howard Zinn, Campus Outreach Opportunity League (COOL), Thomas Erlich, Paulo Freire, Marshall Ganz, Tania Mitchell, Jo Freeman and Meredith Minkler. Specifically, information was adapted from the following resources or quoted directly:

- Triangle of Quality Service-Learning by Campus Outreach Opportunity League (COOL)
- Critical service-learning is pioneered by Tania Mitchell at Stanford University.
- Civic Responsibility and Higher Education, edited by Thomas Ehrlich, Oryx Press, 2000.
- "Civic and Academic Engagement in the Multiversity", Meredith Minkler, http://cshe.berkeley.edu/publications/docs/SymposiumReport.1.06.pdf
- Grassroots community organizing definition from Beckwith, Stoecker, and McNeely, 1997, quoted in http://www.creativenarrations.net/thesis/chaptertwo.pdf

Additional Resources
- America's Civic Health Index by National Conference on Citizenship 2009 CIRCLE, Tufts University
- Saguaro Seminar, Harvard University
- Wingspread Declaration on the Civic Responsibilities of Research Universities, http://www.compact.org/wp-content/uploads/2009/04/wingspread_declaration.pdf
- The Greenleaf Center for Servant-Leadership, http://greenleaf.org/ Jo Freeman, "The Tyranny of Structurelessness"
- Social Change Model of Leadership Group Values http://www.socialchangemodel.org
- and http://publicservice.berkeley.edu/resource/social-change-model-leadership

Appendix: Inspirations, Citations, & Resources

INSPIRATIONS & CITATIONS: NURTURING LEADERSHIP AMONG YOUR PEERS

This section is inspired in part by the work and thinking of Minh Dang, Tim Slover, Jim Kouzes and Barry Posner, Lea Williams, Ron Heifetz, Robert Kegan and Lisa Lahey, and many many others. Specifically, information was adapted from the following resources or quoted directly:

- Situational Leadership Theory, Hersey and Blanchard.
- Finding your voice quote by Lifecoach Ryan R Rigoli
- Iceberg model, Beyond Culture by Edward T. Hall, 1976.
- Intent vs. Impact graphic, Berkeley Regents Book
- Amartya Sen, The Idea of Justice, 2009
- John Gaventa, Power and Powerlessness, 1982
- Oppression Model (graphic) from "Conceptual Foundations for Social Justice Courses"by Hardiman and Jackson, http://www.library.wisc.edu/edvrc/docs/public/pdfs/SEEDReadings/ConceptualFondations.pdf
- Marilyn Frye, "Oppression", http://www.terry.uga.edu/~dawndba/4500Oppression.html

Additional Resources
- The Medicine Wheel: Earth Astrology. Sun Bear and Waburn. Simon and Schuster, 1980.
- The Medicine Way: A Shamanic Path to Self-Mastery by Kenneth Meadows. Element, 1991.
- The Personality Compass by Diane Turner and Thelma Greco, 1998.
- Poor Peoples News Network, http://www.poormagazine.org/
- Tania D. Mitchell, "Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models"
- Maslow's Hierarchy of Needs graphic, http://www.adam-mcfarland.net/wp-content/uploads/2009/08/800px-maslows_hierarchy_of_needssvg.png
- Forming-Storming-Norming-Performing, Bruce Tuckman, "Developmental sequence in small groups", Psychological bulletin, 63, 384-399, 1965.

INSPIRATIONS & CITATIONS: COMMUNITY PARTNERSHIPS

This section is inspired in part by the work and thinking of Paulo Freire, Myra Bergman Ramos, Edith Ng, and many many others. Specifically, information was adapted from the following resources or quoted directly:

- The material on asset mapping is adapted from Tom Borrup, "What's revolutionary about valuing assets as a strategy in cultural work?", 2005, link removed from website
- Asset Based Community Development, Building Communities from the Inside Out by John P. Kretzmann and John L. McKnight. ACTA Publications, 1993.
- Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race by Frances E. Kendall
- Edith Ng excerpt taken from Staff Diversity Facilitator Training with permission from Edith Ng.

Additional Resources:
- Pedagogy of the Oppressed, Paulo Freire
- "Principles of Community Engagement", 2nd Edition (NIH publication) at http://www.atsdr.cdc.gov/communityengagement/pce_principles_intro.html
- Multicultural Competence in Student Affairs, Pope, Reynolds, & Mueller, 2004
- Salsa, Soul, and Spirit: Leadership for a Multicultural Age by Juana Bordas
- Privilege, Power, and Difference by Allan G. Johnson

INSPIRATIONS & CITATIONS: PROJECT PLANNING

This section is inspired in part by the work and thinking of Cheryl Allen, Ingrid Chapman, Molly McClure, Tim Thomas, Challenging White Supremacy Workshop, and many many others. Specifically, information was adapted from the following resources or quoted directly:

- Ken Black, PM Network, November 1996
- SMART goals adapted from November 1981 issue of Management Review by George T. Doran

INSPIRATIONS & CITATIONS: PEER-LED PROGRAMMING

This section is inspired in part by the work and thinking of Stephanie Johnson and many many others. Specifically, information was adapted from the following resources or quoted directly:

- Worksheet is created from the book, Becoming a Resonant Leader, by Annie McKee, Richard E. Boyatzis and Fran Johnston, pgs. 139-143.
- Recognition source: Volunteer Centre of Kitchener-Waterloo, http://www.volunteerkw.ca/
- Addressing conflict adapted from Crucial Confrontations, by Kerry Patterson, Joseph Grenny, Ron McMillan and Al Switzler

INSPIRATIONS & CITATIONS: EVALUATION & ASSESSMENT

This section is inspired in part by the work and thinking of Mark Lucia and many many others. Specifically, information was adapted from the following resources or quoted directly:

- Definitions of assessment and evaluation in Assessment Practice in Student Affairs: An Applications Manual by John H. Schuh and M. Lee Upcraft
- "Assessment is a process by which information is obtained relative to some known objective or goal", by Adprima Education Information for New and Future Teachers, http://www.adprima.com/
- Quote on "combining the two you can go into your program or project with an understanding gained from knowing how the people perceive and react to the project [providing you with] the worth of [your] project" by Selman
- PACS Training Guide
- Assessment, Evaluation, Testing and Grading, Craig L. Scanlan, EdD, RRT
- PowerPoint Presentation from Melanie Moore Kubo, See Change Inc.

Appendix: Inspirations, Citations, & Resources

INSPIRATIONS & CITATIONS: FACILITATION

This section is inspired in part by the work and thinking of Myles Horton, Tim Eberle, Jerry Shatto, Mike Donnelly, The Gender Equity Resource Center at UC Berkeley and many many others. Specifically, information was adapted from the following resources or quoted directly:

- Know your audience adapted from "Listen Up. Know your Audience Brown", P. (2006). Retrieved from http://www.nytimes.com/2006/09/02/business/02offline.html
- Stickiness of Ideas, Made to Stick, Heath and Heath, 2007.
- Dialogue and Debate table: Adapted from a paper prepared by Shelley Berman, which was based on discussions of the Dialogue Group of the Boston Chapter of Educators for Social Responsibility (ESR).
- Listening techniques for facilitators adapted from Facilitator's Guide to Participatory Decision-Making Kaner, Lind; Toldi, Fisk,and Berger, Jossey-Bass: San Francisco, 2007.
- Teambuilders adapted by University of Maryland

Additional Resources
- Starting a DECal: http://www.decal.org/start-a-course/resources-forms/
- Professional Staff DECal support: http://slc.berkeley.edu/ucftr/
- CDAD: http://criticaldialogues.berkeley.edu/
- Ladder of Inference, Peter Senge and The Fifth Discipline and http://publicservice.berkeley.edu/resource/ladder-inference
- The Gender Equity Resource Center (GenEq) has a great checklist on "Brave Space": A community space where different points on a journey of learning and growing are acknowledged. Strive to make your group meetings a Brave Space "where all members of the Cal community are welcome, and where people with different life experiences and ideas are encouraged to learn from one another."

INSPIRATIONS & CITATIONS: REFLECTION

This section is inspired in part by the work and thinking of Marshall Welch, Ethnic Studies Departments and Women's Studies Departments across the country and many many others. Specifically, information was adapted from the following resources or quoted directly:

- Source of the table "Principles of Good Reflection Practice", Eyler, Giles, Schmiede, 1996, http://steans.depaul.edu/faculty/docs/principlesOfReflection.pdf
- A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections, edited by Eyler and Giles. Nashville, TN: Vanderbilt University.
- Reflection prompts: from Fran Peavey, "Strategic Questioning Manual", http://www.thechangeagency.org/_dbase_upl/strat_questioning_man.pdf
- Reflection pre-during-post rom the Center for Community-based Education, http://ccbe.wayne.edu/service-learning-reflection.php
- Cowstails & Cobras, p. 65, 1977.

INSPIRATIONS & CITATIONS: SELF CARE

This section is inspired in part by the work and thinking of the Shinnyo-en Foundation, Destiny Arts, past presenters at Soul Food for the Activist and many many others. Specifically, information was adapted from the following resources or quoted directly:

- Rejuvenating activities and spiritual practices provided by Stone Circles http://www.stonecircles.org/
- Melting Away Your Busy Day, provided by Destiny Arts Center, http://www.destinyarts.org/

Additional Resources
- UC Berkeley Career Center, http://career.berkeley.edu
- Jobs & Internships Guide: https://career.berkeley.edu/Guide/Guide.stm
- Idealist: www.idealist.org
- Craigslist: www.craigslist.org
- Stanford Social Innovation Review – Ask the Expert: www.ssireview.org/expert
- Foundation Center job listings: www.foundationcenter.org/pnd/jobs/
- Career Builder: nonprofit.careerbuilder.com
- San Francisco Diversity: www.sanfranciscodiversity.com
- YNPN Job Board (on old website) http://208.106.176.241/careercenter/
- Public Interest Programs
    - CompassPoint: www.compasspoint.org
    - Center for Community Benefit Organizations: www.cbocenter.org
    - Center for Excellence in Nonprofits: www.cen.org
    - Interaction Institute: www.interactioninstitute.org
    - On the Move: www.onthemovebayarea.org
    - Rockwood Leadership Program: www.rockwoodfund.org
    - Listing of graduate school programs at Gradschools.com: www.gradschools.com
    - National Association of Schools of Public Affairs and Administration: www.naspaa. org
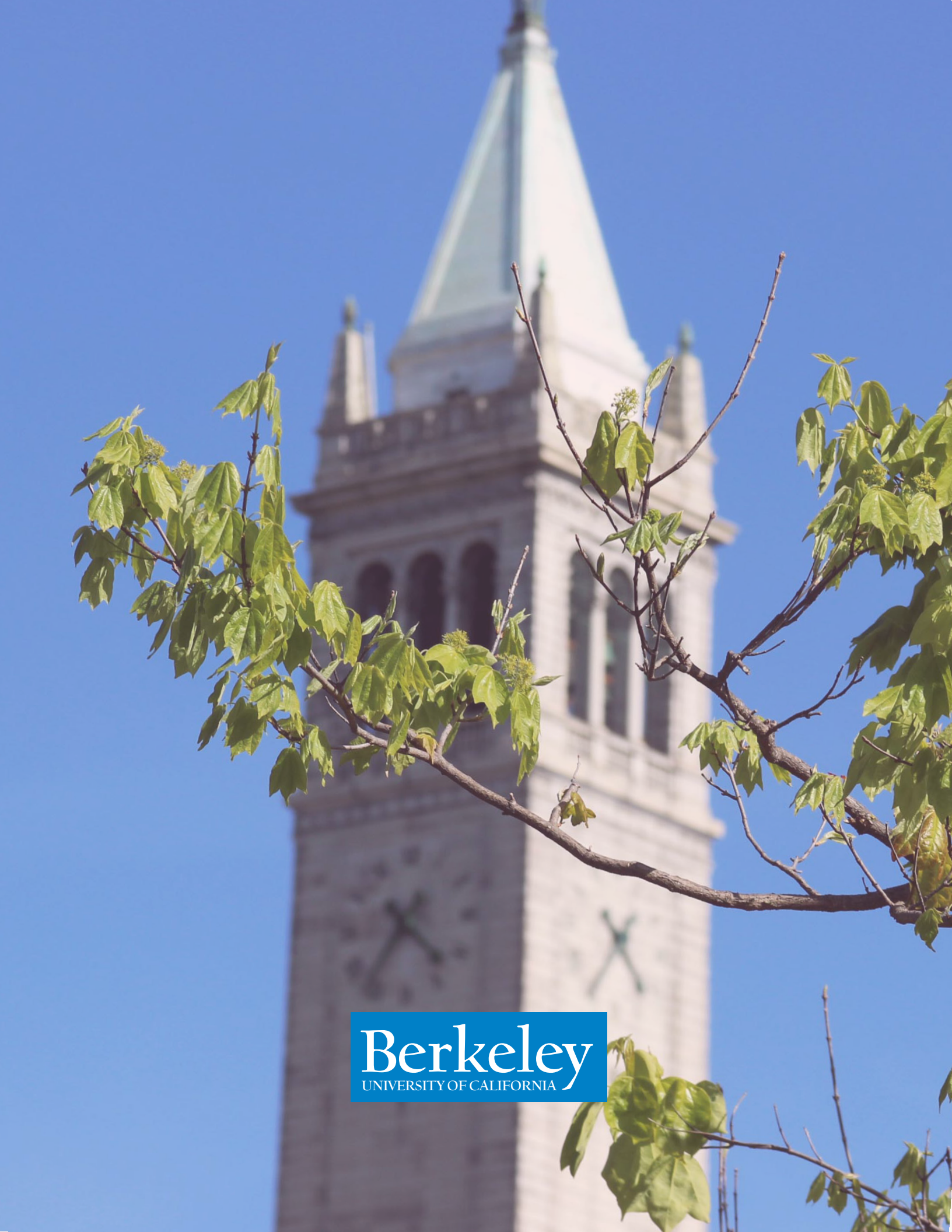
INSPIRATIONS & CITATIONS: APPENDIX

Specifically, information was adapted from the following resources or quoted directly:

- Public Policy Institute of California (PPIC), http://www.ppic.org/content/pubs/jtf/jtf_povertyjtf.pdf
- The Womens Economic Agenda Project, http://weap.org/uploads/CApovertyFS.pdf, "The Hard Facts"
- http://www.berkeleydailyplanet.com/issue/2010-06-22/article/35650?headline=Economic-Bizarro-World, citing Struggling to Make Ends Meet in the Bay Area, a 2009 Financial Self-Sufficiency Report by United Way
- http://www.berkeleydailyplanet.com/issue/2011-01-26/article/37189?headline=Food-Bank-Finds-More-Hunger-in-Alameda-County
- http://povertynewsblog.blogspot.com/2008/08/from-inside-bay-area-58-different.html
- KidsData, http://www.kidsdata.org/data/topic/info/why.aspx?cat=38, http://www.kidsdata.org/data/ map/child_poverty20.aspx?tf=49&layer=counties&center=-119.3115234375,37.247821201554274&zoom=5&mapType=terrain&regionlvl=counties
- http://www.census.gov/compendia/databooks/2010/tables/cc_C-02.pdf

Additional Resources
- "California Poverty Rate Rises In 2010 For Fourth Year In A Row", latimes.com, http://www.latimes.com/business/la-fi-poverty-california-20110914,0,3586254,full.story
- "The Last Word - Death by Poverty", http://thelastword.msnbc.msn.com/_news/2011/09/13/7747640-death-by-poverty
- Map by Alameda County Health Status Report 2006, http://www.acphd.org/AXBYCZ/Admin/DataReports/00_chsr2006-final.pdf. Areas concentrated around the UC Berkeley campus in the eastern part of Berkeley appear as high poverty, but residents are predominantly students.

Notes