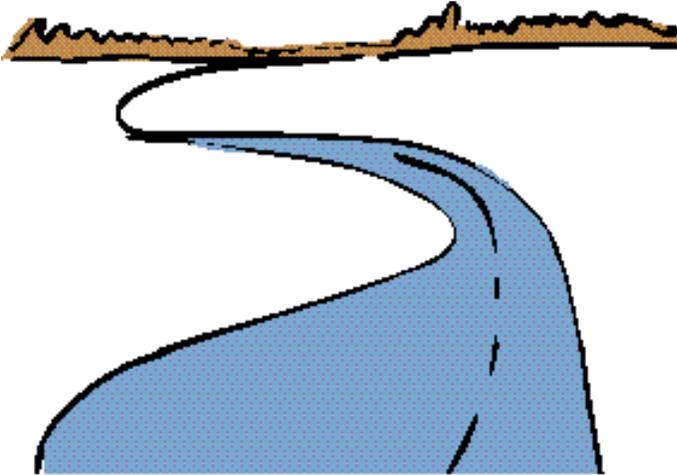# Bonner Program Handout
Student Development: Part 1

A Multi-Faceted Approach

The Bonner Program provides a multi-year intensive journey in which students develop through service, co-curricular, and curricular activities. Through this, students gain:

- Experience
- Skills
- Values
- Knowledge

The Five E's

Expertise
specialist

Example
site/project coordinator

Experience
regular volunteer

Exploration
occasional volunteer

Expectation
application process & orientation

Bonner Common Commitments

Civic Engagement: *Participate intentionally as a citizen in the democratic process, actively engaging in public policy and direct service.*

International Perspective: *Develop international understanding that enables students to participate successfully in a global society.*

Community Building: *Establish and sustain a vibrant community of place, personal relationships and common interests.*

Social Justice: *Advocate for fairness, impartiality and equality while addressing systemic social and environmental issues.*

Diversity: *Respect the many different dimensions of diversity in our public lives.*

Spiritual Exploration: *Explore personal beliefs while respecting the spiritual practices of others.*

Bonner Skills

Personal Skills

- Active listening
- Balance/boundaries
- Communication
- Decision making
- Organization
- Planning
- Time management
- Goal setting

Leadership Skills

- Conflict resolution
- Delegation
- Planning
- Public speaking
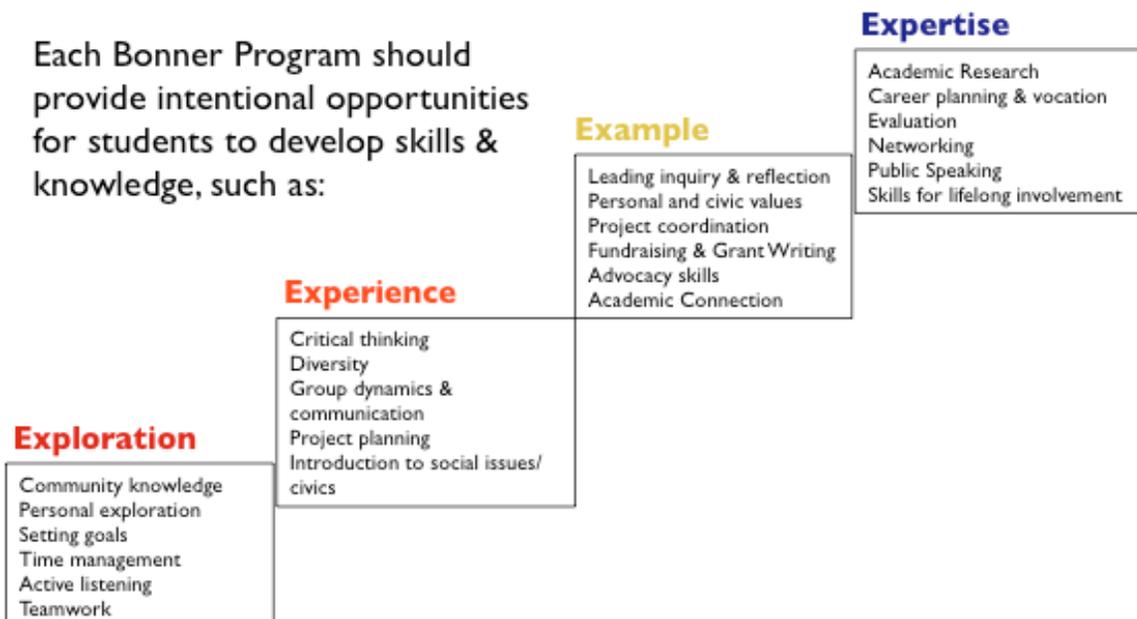- Running a meeting
- Teamwork
- Working with diverse groups

Professional Skills

- Budgeting
- Evaluation/research
- Event planning
- Fundraising
- Grant writing
- Marketing / public relations
- Mediation
- Networking
- Public education / advocacy
- Volunteer management

Bonner Knowledge Outcomes

- **Public Policy**: structure and roles of government, ways to be involved in shaping public policy, and analyzing the implications of governmental policies

- **Poverty**: roots and conditions of poverty, implications, and possible solutions

- **International perspective and issues**: distribution of wealth, health care, environmental concern

- **Issue-based knowledge**: connected to direct service areas, such as of homelessness or hunger or educatio

- **Place-based knowledge:** connected to the place where the student is serving, such as knowledge of local context, history, economics, politics, and issues

- **Diversity**: understanding of issues of race, class, gender, culture, identity and belonging, and so on

Intentional Developmental Opportunities

Each Bonner Program should provide intentional opportunities for students to develop skills & knowledge, such as:

Expertise
Academic Research
Career planning & vocation
Evaluation
Networking
Public Speaking
Skills for lifelong involvement

Example
Leading inquiry & reflection
Personal and civic values
Project coordination
Fundraising & Grant Writing
Advocacy skills
Academic Connection

Experience
Critical thinking
Diversity
Group dynamics & communication
Project planning
Introduction to social issues/ civics

Exploration
Community knowledge
Personal exploration
Setting goals
Time management
Active listening
Teamwork

Structure for Student Development

Student development is one of three areas for the Bonner Program, in tandem with Community Partnerships & Impact and Campus Culture & Infrastructure. Students learn and grow through their service placements and work with organizations. But to support this growth, the Bonner Program can also build in opportunities for learning. These happen primarily through:

1. **Bonner trainings and educational opportunities.** We recommend that programs use **Class Meetings** (e.g., first years, second years...) and build in training, reflection and enrichment in a developmental way.

2. Bonner activities, such as First Year Trip, Second Year Exchange, Retreats, and so on. We call these **Cornerstone Activities** or **Co-curricular Activities.**

3. Identifying relevant courses or opportunities to work with faculty on relevant projects, such as service-learning, community-based research, and public policy research. We call these academic connections or **Curricular Activities**.

4. Through **Student Leadership** roles, such as the Bonner Student Leadership Team, Bonner Congress, or Senior Internship.

5. All of this builds on the development students have through **Community Partnerships and Service Placements,** where Bonners learn by doing. In addition, partners offer training, supervision, and other educational opportunities.

Best Practices for Student Development Training

Intentional Class Meetings:

Looking at effective programs, we have identified some of the following best practices for training & enrichment:

Each class of students participates in two meetings per month (at least). Each student also participates in formal 1-to-1 advising once a semester.	Each meeting is part of a larger sequence of training & enrichment, in which students focus on particular skills and knowledge areas, in a developmental context

- Up to 20% of time in the program can be spent in training & enrichment. That's two hours in a 10-hour week.

- Meetings can include training, reflection, discussion of issues during service, problem solving, and tracking of work and learning.

- Your training plan should also show up in BWBRS. Make sure you code each training event according to class and mark its relationship to your developmental model.

Sample 'Roadmap' of Student Development

Your Bonner Program first should map out the path of skill and knowledge development over the course of the program. You can also use the **Roadmap Planning Tool** for this process.

Below is an example, from the **Sample Bonner Calendar.** In the chart below, the Common Commitments, knowledge outcomes, and skills are broken down over a four-year program.

Month	Year 1	Year 2	Year 3	Year 4
Areas of knowledge & commitments	• Knowledge of self and ability for reflection • Knowledge of community • Exploration of diversity • Community building • Introduction to civic engagement	• Analysis of diversity • Knowledge of poverty • Understanding of place and ability to think critically around community • Introduction to forms of civic engagement	• Exploration of forms of civic engagement • International perspective • Critical thinking & systems analysis • Leadership skills and application through practice	• Exploration of Social justice • Vocation and career exploration/ preparation • Spiritual exploration • Connection to academic study (capstone/thesis)
Skills distribution	• Active listening • Communication • Goal setting • Organization • Reflection • Time management	• Balance/boundaries • Budgeting • Conflict resolution • Mediation • Planning • Teamwork	• Delegation • Event planning • Fundraising • Grant writing • Running a meeting • Volunteer management	• Decision making • Evaluation/ research • Marketing / public relations • Networking • Public education / advocacy • Public speaking
Service roles & placements	• Occasional volunteer, meaning role in short-term projects • Exploratory role, learning an issue or agency	• Regular volunteer, meaning a commitment to issue/agency • Expanded responsibility, such as with coordination, organization, research	• Project coordinator or leader role, including managing of project or volunteers • Expanded leadership, tapping many skills	• Planning team or specialist role, including individualized leadership on a project. • May include academic links, research, program design & more

Once you've determined the knowledge and skills you want to support in an intentional way, you then want to create a Training Calendar for each class. See the **Sample Bonner Calendar (next page).** You can also consult the listing of trainings by skill, Common Commitment, and recommended sequence.

Bonner Training: Sample Training Calendar

Month	Year 1	Year 2	Year 3	Year 4
August	• Orientation covering Bonner 101, community partner introductions, community/team buildling • Games, Games, Games Galore & Icebreakers • Identity Circles: A Personal Exploration of Diversity	• Back-to-school refresher • Setting Service Objectives (at higher level) • Introduction to Civic Engagement	• Back-to-school refresher including look at relevant courses for juniors • Learning Circle (class based)	• Back-to-school refresher including look at senior year capstone • BHAGs: Setting Big Hairy Audacious Goals
September	• Introduction to Effective Communication • Community Asset Mapping part 1	• Action Planning • Budgeting	• Leading Learning Circles: A Train-the-Trainers Approach • Bridging the Gap Between Service, Activism, and Politics	• Hearing the Call: Listening to Your Inner Voice • Vocation: Board of Directors
October	• Community Asset Mapping part 2 (involving partner) • Community Asset Mapping part 3 (involving campus assessment)	• Introduction to Effective Communication: Do You Hear Me? • Advocacy 101: Tools for Political Engagement	• Facilitation 202: More Techniques and Strategies • Get-Out-the-Vote	• Introduction to Spiritual Exploration • Evaluation
November	• Time Management: Managing by Calendar • Time Management: Managing by Calendar Follow Up (planners)	• Conflict Resolution: Steps for Handling Interpersonal Dynamics • Facilitation 101: Roles of Effective Facilitators	• Building Coalitions • Building Coalitions (part 2: application for campus project) or Grant Writing	• *Tuesdays with Morrie* Discussion • Personal Vision: Creating One
December	• Setting Service Objectives	• Group feedback session (modeling previous trainings)	• Vocation: "The Bridge Builder" poem and reflective discussion	• Personal Vision 2: Follow up and sharing & Building Shared Vision
December/ January	• Annual Retreat integrating: • Community building (move diversity workshops from other areas or add new ones) • Common commitments • Reflection & visioning • Most recommended: Cover Story, Four Corners (changing questions), River Stories/ Introduction to Community Building, Leadership Compass			

January	• Vocation: "Dead Poet's Society" film clip • Service-Based Reflection: How It Supports Making Service Meaningful	• Four Corners: Building Appreciation for Diverse Ideas and Dialogue • Lobbying 101	• Citizenship: Rights, Responsibilities & Struggles or Introduction to Social Justice (similar) • Leadership Compass or Meyers-Briggs/ Work Style Inventory	• Finding Your Vocational Fit Worksheet • Resume Writing & Interviewing Skills
February	• Fishbowl Discussion: Defining Your Communities • Research related to First Year Trip	• Building a Personal Network • Resume writing workshop (Career Services)	• Power Mapping • Advocacy 201: Meeting with an Elective Representative	• Public Speaking • Preparation for Senior Presentations of Learning
March	• Groups Within Groups: Exploring Dimensions of Diversity • Gender 1: Building Gender Awareness	• Facilitation 201: An Intensive Introduction • Gender 2: Deepening Gender Awareness	• Building Career Networks • Exploring Non-Profit Careers	• Seeing Through Employers' Eyes: Group Resume Game • Senior Resume Review
April	• Racism: Deconstructing It • Fraying at the Edges: Stress Management 101	• Planning Effective Meetings • Ethnocentrism: Exploring & Tackling It	• Vocation: The Two Choices • Homophobia: Countering It	• Preparing a Leadership Transition • Want Ads:
May	• Tower of "Me"sa Spiritual & Personal Exploration	• Vocation: Guided Reflections for Recommitment	• Vocation: "So What do you do?" personal exploration exercise	• Submission of Senior Presentations of Learning • Last Words: a Reflection on My Life
June				
July				

Strategy for Student Development:

Use Your Team:

- Involve all Bonner staff in designing and implementing trainings & meetings.
- Involve the Senior Intern(s) in designing and implementing trainings & meetings.
- Where possible, assign each class to a staff member or intern.
- Your Congress Representatives can also help design and lead trainings & meetings.

Strategy for Student Development:

Build Campus-Wide Collaboration:

- Share the developmental model with others on campus.
- Formally involve other faculty and departments in contributing to your larger developmental goals (skills and knowledge focus areas).
- Think about various departments, such as:
    - Career Services
    - Student Life (more broadly)
    - Religious Life/Chaplain
    - Development
    - Multicultural Affairs
    - and so on
- Check out the handout "Building the Bonner Program While Building a Campus-Wide Approach" for more ideas.
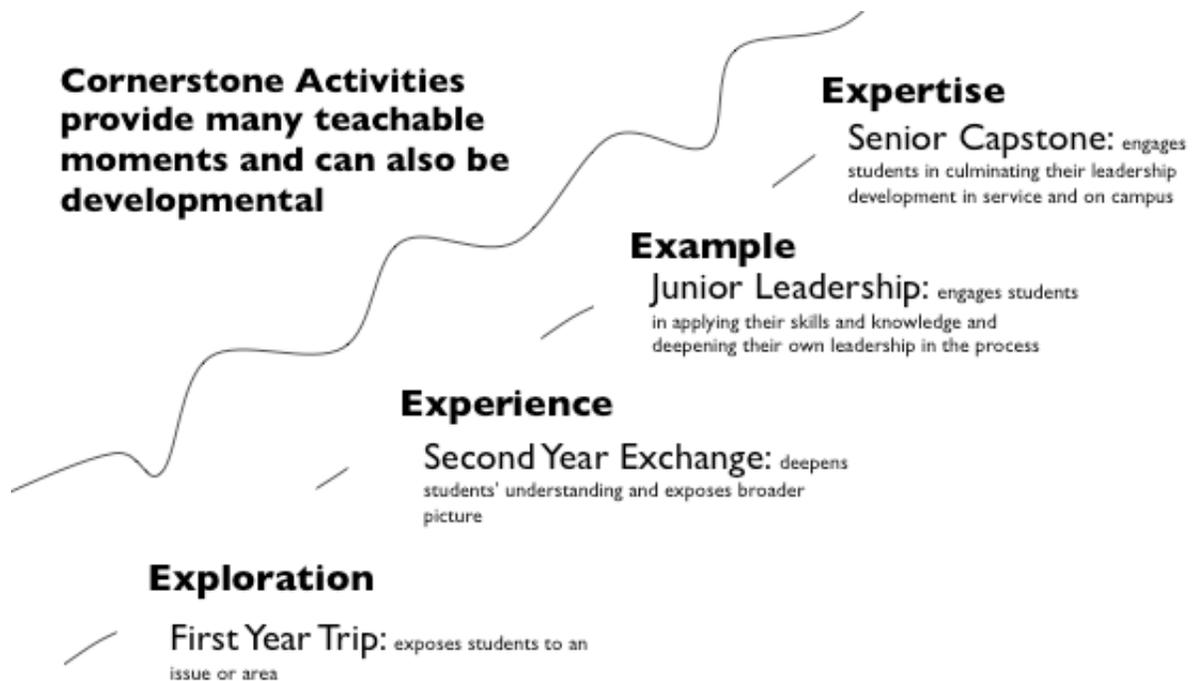
Key Tips for Successful Trainings/Meetings

- **Engage students while learning;** make them interactive
- **Engage students in teaching; involve** them in design and facilitation
- **Mix types of learning:** visual, auditory, kinestestic; use role plays, small group work, case studies,
- **Make them relevant:** Use examples from what's happening in service, in your community, and in the world; use news clippings and film clips, TV and radio, popular culture

Here's an example (looking at the first-year plan on time management):

    1) Warm Up — using film clip and discussion 5 minutes
    2) Overview of managing by calendar—5 minutes
    3) Interactive introduction — 5 minutes
    4) Work through the basic steps—15 minutes, done by each student in pairs
    5) Small group activity/practice — 20 minutes, using a case study from an upcoming event
    6) **Follow up and Close** — 5 minutes

Also, think about how this meeting falls into a sequence, say over four meetings. In Meeting 1 you provide planners and handout the Stephen Covey article to review. In Meeting 2 you do the Training—Managing by Calendar (using module). In Meeting 3 you do Follow Up—including a discussion of how time is managed at students' sites. In Meeting 4, you collect students' Calendar Workplans.

Use the Cornerstone Activities

Cornerstone Activities provide many teachable moments and can also be developmental

Expertise

Senior Capstone: engages students in culminating their leadership development in service and on campus

Example

Junior Leadership: engages students in applying their skills and knowledge and deepening their own leadership in the process

Experience

Second Year Exchange: deepens students' understanding and exposes broader picture

Exploration

First Year Trip: exposes students to an issue or area

Think about how to these major activities and roles can reinforce the skills and knowledge areas you've articulated. See the **Bonner Network Wiki** for examples.

Self-Assessment and Evaluation

- **Developmental Model:** integrated and implemented throughout program; students engaged in the framework

- **Developmental Structure and Leadership:** developmental structure; student leadership positions; Bonner Program committees; site coordinators; other management positions

- **Management and Meeting Structure:** adequate frequency (from 15-20% of total hours, at a frequency of two meeting per month or more by class); comprehensive program of training, enrichment, and reflection

- **Orientation:** covers key elements of the program (campus and Bonner Program history, context, and frameworks), models key process points (student leadership, professionalism), and meets recommended requirements for time (at least one full day)

- **One-on-One Meetings:** two one-to-one meetings (one per semester) for each student; individualized advising and support for their development and performance

- **Student Reflection:** ongoing student reflection, including activities that help students to make connections between their service work and their academic study, research, the Common Commitments; good reflection practices; students in leadership roles

- **Common Commitments:** Common Commitments and deeper values of the college philosophy are integrated

Summary of Resources

- Sample Training Calendar (to get you started)

- Roadmap Planning Tool (to plan your own approach)

- "Building the Bonner Program While Building a Campus-Wide Approach" handout

- 60+ Training Modules (fully developed plans for trainings)

- Co-Curricular Implementation Guide (covers philosophy, Orientation, First Year Trip, Second Year Exchange, Class Meetings, and All Bonner Meetings)

- Advising Implementation Guide (covers 1-to-1 meeting, portfolios)

- Vocation Implementation Guide (covers strategies for integration career/vocation focus into trainings, advising, and cornerstone activities)

- Community Partners & Bonner Partners (engage as co-educators)

- Other schools, Bonner staff, and students: see examples on the Bonner Network Wiki