

SESSION 1

CITIZENSHIP AND YOU

Purposes

- To give an overview of all of the sessions and to use a case study to bring the session content to life.
- To introduce the core concept that self-interest and self-knowledge are keys to effective civic service.
- To encourage members to reflect on their own personalities and on their current service in AmeriCorps using Holland's guide to personality types.

Session at a Glance

Min		Activities	Materials
25	1	Welcome, Setting the stage	Wall Chart
20	2	Purpose of these sessions	Outline (cut), Binders
25	3	Maria's Challenge	Handout A
30	4	Mr. Holland's Fit	Handout B, Handout C
10	5	Field Assignment #1, Checking the Fit	Handout D
10	6	The Learning Store: Evaluation	Handout E

Preparation for the Session

1. Write the session purposes on a wall chart.
2. Make one copy of the "Outline of Sessions" (attached) and cut it into strips – one session title and description per strip of paper. If your group size is close to 20, make two copies.
3. Copy and 3-hole punch Handouts A - E for all of the members.
4. Purchase enough three-ring binders and 3-hole paper for all of the members. Copy and insert "Introduction (including Purposes and Four Themes) pages 5 and 6 and "Training Objectives" pages 9-13.

Activity #1

Welcome, Set the Stage

25 minutes

STEPS

1. Welcome everyone to the training, "A Facilitator's Guide for By the People." Tell the members that this is the first of ten sessions.
2. Explain that the field assignments between sessions are an important feature of these sessions and that time spent on these assignments can be counted toward their service hours. Explain that they will discuss the field assignments in the sessions.
3. Review the purposes of the session using the prepared wall chart.
4. Ask members to read Training Objective #1 from their binders, and explain that in today's session, they will make progress towards meeting this objective.
5. Call for and respond to any questions.

Activity #2

Training Overview

20 minutes

Facilitator Note: This activity gives members a sense of the overall training design in an active and thoughtful way. Assure them that we aren't looking for "correct" answers: all answers are acceptable.

STEPS

Facilitator Note: If you have more than ten members, ask some people to pair up. If you have fewer than ten members, give someone more than one session title. If your group size is close to 20, prepare two sets of session titles and descriptions, and divide the large group in two.

1. Randomly pass out the prepared ten strips of paper on which the session titles and descriptions are written, page 27.
2. Tell the members to: "Read the session titles and descriptions you have been given and work together to arrange them in the sequence you think is best."
3. After the group has finished, ask one member to read aloud the sequence selected. If the group's sequence is different from the sequence in the training Guide, read aloud the outline you will be following and briefly discuss any differences.
4. Tell the group that you had them do this exercise so they would begin on their own to discover how the sessions might interrelate and to get acquainted with the content of these training sessions.
5. Close this activity by asking members to read the "Purposes of These Training Sessions" in their binders.
6. Ask: "Which sessions seem particularly interesting or exciting to you? Why?"

Activity #3

Maria's Challenge

25 minutes

Background Reading for the Facilitator:

*Facilitator Note: The following excerpt¹ gives you a framework for understanding why **self-knowledge** and **self-interest** are important in the context of civic service.*

Encouraging Civic Responsibility:

Before you can start tackling the serious problems confronting your communities and our country, you have to see yourself as part of the solution. Developing a strong sense of civic responsibility . . . means understanding who you are, what you have to contribute, your relationship to others, and your stake in an issue.

Who are you? What is important to you? Why did you choose to become an AmeriCorps member? Understanding who you are, what you want and how you are connected to others is called self-interest. You can't develop a deep sense of civic responsibility without it.

. . . . Most people think that self-interest is selfish and private, doing only what is good for you, which is the exact opposite of what you need to do to be a responsible citizen. Civic responsibility is associated with being selfless – doing something only for others. But what self-interest really means is doing what is good for you and for others at the same time.

. . . . Making the distinction between self-interest and selfishness allows people to tie their specific interests to the needs of the larger community and to larger problems and issues. The work of citizenship . . . calls for people to work for what they care about with passion and intensity . . . with others who also have their own self-interest. But first, each person has to figure out what that is.

STEPS

1. Make the transition from Activity #2 by explaining that this activity will address self-knowledge as a key to lifelong civic involvement. Tell the members that in this activity they will meet an imaginary character who begins to pursue community involvement.
2. Form small groups of three to four members.

¹ Taken from *By The People*, ed. Henry Boyte, The Center for Democracy and Citizenship, Minneapolis, MN 1998.

3. Distribute Handout A, page 30. Ask the members to read the case study and discuss the questions in their small groups. Tell the members that they have 20 minutes for the discussion.
4. Call the members back to the large group.
5. Close this activity by thanking members for their responses and summarizing the main points.

Talking Points

- Self-interest is an important and positive aspect of public service.
- Members' self-interest plays an important part in their AmeriCorps service.
- The skills of listening, asking questions, managing conflict, solving problems, and planning, are service-related behaviors that members will develop and practice during these sessions.

Activity #4

Mr. Holland's Fit

30 minutes

Facilitator Note: This segment incorporates an interactive worksheet, a short discussion, and other information to prepare members for their field assignment. John Holland conducted research that suggests that we develop preferences for certain activities during our early years. He has identified six personality styles that he linked to work preferences. One of his ideas is that we are happiest and most productive when our personalities match, or fit, our work.

STEPS

1. Make the transition from Activity #3 by telling the group that in this activity they will look at their own self-knowledge in a new way.
2. Pass out Handout B, page 33, and give the members 10 minutes to complete it.
3. Once the members have completed the handout, stimulate a two- three minute discussion to help them reflect on their responses to the interactive worksheet. Use questions like:

Was the activity easy or hard? Why?

Did you have any interesting thoughts while you were working on it?

4. Pass out Handout C, page 36, and give the members 10 minutes to read and answer the questions.
5. Lead a large group discussion around Question #4 in the Handout, "How might you use Holland's types in choosing your service ideas in the future, whether as a paid professional or on a voluntary basis?"
6. Close the activity by thanking members for their responses and summarizing the main points.

Talking Points

- Unhappily, there is not always a good "fit" between someone's personality and the job that person is paid to do. Fortunately, there are many opportunities for people to find a great fit in civic or voluntary activities in their communities.
- If a member finds it hard to see a fit between his or her personality and civic service, these sessions can provide some ideas. For example, the panelists who will participate in Session 5 will probably have some interesting ideas.

Activity # 5

Field Assignment #1

Checking the Fit

10 minutes

STEPS

1. Make the transition to Activity #5 by pointing out that the field assignment is a way for the members to check with other people about some of the insights they had when they worked through the handouts in the last activity.
2. Pass out Handout D, Field Assignment #1, page 40 and ask the members to read it. Answer any questions.
3. Ask members to read the Introduction materials and Training Objectives from their binders in order to better understand these sessions.
4. Mention again that the field assignments are a very important part of these training sessions and that members should speak with their program director if they are having problems completing the assignments.

Activity #6

The Learning Store

10 minutes

Facilitator Note: This is a “reflection” activity that we will use throughout these sessions. It helps the members think back on material from the session and choose whatever they find most meaningful and important.

STEPS

1. Make the transition to “The Learning Store” by explaining that it is a kind of journal in which the members can record their reactions, insights, and opinions. Mention that many people find it useful to look back to see what they were thinking and feeling as these sessions progressed.
2. Distribute Handout E, page 41, and tell the members to complete it and turn it in before they leave. Let them know that you will read their responses and return them at the next session.

*Facilitator’s Note: Before the next session take note of any **common** themes or problems that need to be addressed. (Deal privately with **individual** problems or concerns.) Adjust later training sessions accordingly.*

When you get together for next month’s training session, remember to return “The Learning Store” to the members so they can include them in their binders.

SESSION 1

MATERIALS

Outline of Sessions	- 3 pages
Handout A, Maria's Challenge	- 3 pages
Handout B, Mr. Holland's Self Test	- 3 pages
Handout C, Mr. Holland's Fit	- 4 pages
Handout D, Checking the Fit	- 1 page
Handout E, The Learning Store	- 1 page

New Content: (a) Introduction to the Training Sessions. (b) Self-knowledge, self-interest and links to service. (c) Holland's Guide to Personality Types.

Field Assignment: Analyze the "fit" between personal characteristics and service.

Link to Previous Session: Discussion of the "fits" you found.

New Content: (a) Listening and questioning skills (b) Informational interviews.

(c) Reasons for an asset-based community inventory.

Field Assignment: Create a community inventory by doing informational interviews.

Link to Previous Session: Community inventory and benefits for your service. Lessons learned by doing the interviews.

New Content: (a) Self-history – links toward service. (b) Framework on citizenship – three aspects.

Field Assignment: Interview for different viewpoints.

Link to Previous Session: Challenges of seeking different viewpoints and lessons learned this way.

New Content: (a) Reasons to seek out differences. (b) Difficulties inherent in seeking and valuing differences. (c) Factors that create differences.

Field Assignment: Understand your approaches to time, activity, and human relationships.

Link to Previous Session: Checking approaches to activity, time, and human relationships.

New Content: Panel Discussion. (a) Self-interest as a key to professional community service. (b) Expanded opportunities for life-long service. (c) Expanding the community inventory.

Field Assignment: Conduct informational interviews for finding the right community service for yourself.

Link to Previous Session: Lessons learned from the informational interviews.

New Content: (a) The nature of problems. (b) Three problem-analysis tools. (c) A framework for planning solutions.

Field Assignment: Analyze a problem associated with your AmeriCorps service.

Link to Previous Session: Lessons learned by analyzing a problem drawn from your service.

New Content: (a) Definition of conflict. (b) Five strategies for managing conflict. (c) Advantages and disadvantages of each strategy. (d) Practice using scenarios.

Field Assignment: Apply the "collaborative strategy" to a manageable conflict drawn from your AmeriCorps service.

Link to Previous Session: Discussion of lessons learned by applying a collaborative style of conflict management.

New Content: (a) The larger meaning of AmeriCorps' work. (b) Characteristics of empowerment and development. (c) Analysis of the links between empowerment and action.

Field Assignment: Evaluate your service.

Link to Previous Session: Evaluation of your service: accomplishments, skills, knowledge, and lessons learned, and the most important aspects.

New Content: (a) Group and individual reflection on AmeriCorps service. (b) Evaluation of service using evaluation tools and activities.

Field Assignment: Put it all together in a future action plan.

Links to Previous Session: Putting it all together.

New Content: (a) A life-long action plan of future civic activities. (b) Sharing resources to implement these plans. (c) Reflection on “likelihood of doing” as an indication of motivation.

Handout A

Maria's Challenge

Maria , the mother of a first grader, wanted her son to do well in school. After reading an article that children perform better scholastically when their parents are involved in school activities, Maria decided to join the school's Parent-Teacher Organization (PTO). Maria also hoped to make some friends in town.

At the first PTO meeting, Maria was shocked to hear about the many financial problems at the school. The PTO raised money for classroom supplies that Maria had assumed were covered under the school's normal budget. Right then Maria decided she would help. She knew that these supplies were necessary for the children's education.

Most of the money the PTO raised was from a "Fun Fair" each spring. The Fun Fair was a day filled with children's games, a tag sale, and other enjoyable events that brought the neighborhood together and raised thousands of dollars for school supplies.

Fun Fair Year 1

Maria had had a passion for books since her youth. So, when she thought about how to help with the Fair, she decided to volunteer for a few hours at the tag sale table at the section selling used books.

On the day of the Fair, Maria was disappointed to see the small selection of used books for sale. Maria noticed the high demand for the better books that sold out rather quickly.

Maria and her family had a great time at the Fair. Suzanne, the chairperson of the Fair, joined them for a while and Maria felt she was finally making friends and becoming part of the neighborhood.

Fun Fair Year 2

The next year, Maria and Suzanne decided that it would be a lot more productive if Maria ran a separate table to sell books. Although Maria had never organized anything before, Suzanne convinced her to run a meeting to get ideas for expanding the book table. During the meeting, parents chatted, laughed, and brainstormed

Handout A continued

ideas for increasing the amount and variety of material for sale at the table. Maria really enjoyed leading the meeting and looked forward to the Fair.

On the day of the Fair the book table was overflowing and a hub of activity. Other parents wanted to help at the table, and there was laughter and conversation as books were discussed and sold. Maria totally enjoyed her involvement in the Fair, especially the success of her table.

Fun Fair Year 3

At a PTO meeting early the next year, Suzanne, who had now been chairperson for three years, announced that she had just gotten a more demanding job. She said she really didn't want to run the Fair, but if they absolutely couldn't get anyone else, she would do it. No one else volunteered.

At the next PTO planning meeting, Maria noticed that Suzanne wasn't as warm toward her as she had been. The meeting seemed drawn out and dull. At the end of the meeting, Maria deliberately sat near Suzanne and asked her how she'd been doing.

Suzanne nearly burst out crying. She said she felt that the burden of the Fair always fell on her shoulders. Suzanne asked if Maria would take over the Fair, and although Maria felt sorry for Suzanne, organizing the Fair seemed too overwhelming. It felt very tense when they said good night.

The next day, Maria couldn't get her mind off the Fair and was saddened by what she saw as her deteriorating friendship with Suzanne. After discussing the situation with her cousin, Maria realized that she might be able to manage a small part of the Fair. Excited, she called Suzanne, and they came up with the idea that Maria could take charge of clean-up. Then they began to think of more ways to break down the chairperson's job. After a few phone calls, they had identified people to manage different parts of the Fair. For the first time in months, Suzanne was able to smile when she talked about the Fair.

The Fair was a huge success. Maria's book table had expanded with many additional new donations from the Lions Club and some book vendors. Maria coordinated four different people in shifts to work the table as well as another eight for clean-up. At the end of the day, she was tired but realized she had truly done her best. Already she was thinking of new ideas for next year. She now had many neighborhood friends she could call on to help.

Handout A continued

At the PTO planning meeting Suzanne announced that she could not be the chairperson next year. After a round of applause for Suzanne, someone piped up that Maria would do a good job running the Fair next year. Maria said she would think about it and give her answer at the next meeting.

That whole month, especially while she was at work (which she found boring and repetitious), Maria found herself thinking about the Fair and wondering what it would be like to organize it. The idea scared her but at the same time also excited her.

At the next PTO meeting, Maria agreed to be the chairperson for the next Fair.

Discussion Questions for small groups:

1. At the beginning of the story, what was Maria's motivation or self-interest for becoming involved in the PTO and the Fair?
2. Do you think there are problems or conflicts when people volunteer or become involved in community service because of their own self-interest? Why or why not?
3. What are some of the differences between Maria's involvement Year 1 and her involvement Year 3? Were the skills she used different? If yes, how?
4. By the fourth year, what could have been Maria's motivation or interest for agreeing to become chairperson of the Fair?

Handout B

Mr. Holland's Self-Test²

Directions. Here are six sets of statements. Show how much you agree or disagree with each statement by circling the number that represents your level of agreement.

1 = Highly Disagree 5 = Highly Agree

INTERESTS - Group R

- | | |
|-----------|--|
| 1 2 3 4 5 | I like fixing and repairing things. |
| 1 2 3 4 5 | I like to be very fit. |
| 1 2 3 4 5 | I like making things with my hands. |
| 1 2 3 4 5 | I like doing things outdoors. |
| 1 2 3 4 5 | I like hard physical work. |
| 1 2 3 4 5 | I feel comfortable working with tools or machines. |

Add up the numbers: TOTAL for R =

INTERESTS - Group I

- | | |
|-----------|--|
| 1 2 3 4 5 | I like to understand things thoroughly. |
| 1 2 3 4 5 | I like exploring new ideas. |
| 1 2 3 4 5 | I enjoy working on problems. |
| 1 2 3 4 5 | I like asking questions. |
| 1 2 3 4 5 | I like learning about new things. |
| 1 2 3 4 5 | I like to work out my own answers to problems. |

Add up the numbers: TOTAL for I =

² Adapted from *Life Career Development*, by Jenifer Kid, External Publications, University of London, 1995.

Handout B continued

INTERESTS - Group A

- 1 2 3 4 5 I like seeing shows, plays and good films.
- 1 2 3 4 5 I like to be different.
- 1 2 3 4 5 I like to forget about everything else when I am being creative.
- 1 2 3 4 5 I like having beautiful and unusual things around me.
- 1 2 3 4 5 I like to use my imagination.
- 1 2 3 4 5 I like expressing myself on paper, through painting, music or by building things.

Add up the numbers: TOTAL for A =

INTERESTS - Group S

- 1 2 3 4 5 I like being with people.
- 1 2 3 4 5 I like to talk things through with people.
- 1 2 3 4 5 I like to pay attention to what people want.
- 1 2 3 4 5 I like helping people.
- 1 2 3 4 5 I like helping people to develop and learn things.
- 1 2 3 4 5 Who I'm with is more important than where I am.

Add up the numbers: TOTAL for S =

INTERESTS - Group E

- 1 2 3 4 5 I like trying to persuade and influence people.
- 1 2 3 4 5 I like using a great deal of energy and resilience.
- 1 2 3 4 5 I like people to do what I ask of them.
- 1 2 3 4 5 I like taking risks.
- 1 2 3 4 5 I like making decisions.
- 1 2 3 4 5 I like getting people organized and excited about a task.

Add up the numbers: TOTAL for E =

Handout B continued

INTERESTS - Group C

- 1 2 3 4 5 I like to be given clear directions.
- 1 2 3 4 5 I like getting the details right in my work.
- 1 2 3 4 5 I like clear structure and a regular routine.
- 1 2 3 4 5 I can be relied upon to do what I'm expected to do.
- 1 2 3 4 5 I like working with figures.
- 1 2 3 4 5 I like organizing projects, ideas and people down to the last detail.

Add up the numbers: TOTAL for C =

Scoring Directions:

In the first column, total your scores for each of the six letter: R I A S E C, then rank order your totals from the highest to the lowest scores.

TOTAL	Rank
R_____	_____
I_____	_____
A_____	_____
S_____	_____
E_____	_____
C_____	_____

The top two scores represent two of your major characteristics.

Handout C

Mr. Holland's Fit

Who are you? What is important to you? What do you like to do? What do you not like to do? Understanding who you are, what you want, and how you are connected to others is called "self-knowledge." It is easy to say we understand who we are. In reality, it is difficult for many people to accomplish. But we must try.

With self-knowledge, many things are possible. With respect to your AmeriCorps service and your post-AmeriCorps service plans, greater self-knowledge means that you will be better able to choose civic activities that are a right "fit" for you. You will be more likely to enter into those activities with interest, passion, and enjoyment. Doing what is good for **you** is one way to begin doing what is good for **others**, both now and when you have finished your AmeriCorps service.

Here is an example of a mission statement from a civic program found in almost every American community:

_____ is a program of service to youth. It is geared to provide an outlet of healthful activity and training under good leadership in an atmosphere of wholesome community participation. It establishes the value of teamwork and fairness.

If you were asked to join this program, would you? Maybe not. It might not interest you. Now, what if you were told that this program is a youth basketball program, and you really, really enjoy playing basketball. Might you join then?

If you said yes, this is the point. You and a basketball program are a good fit. You'll enjoy yourself; the kids will benefit; and everybody will be a winner.

You just completed a self-test (Handout B) developed by a university professor, named John Holland. Mr. Holland said that most people are a combination of two of the following six types: R = Realistic, I = Investigative, A = Artistic, S = Social, E = Enterprising, and C = Conventional. Find the top two scores from your self-test and read about them now.

Handout C continued

R = Realistic

- Likes to work with animals, tools, or machines; generally avoids social activities like teaching, healing, and informing others.
- Has good skills in working with tools, mechanical or electrical drawings, machines, or plants and animals.
- Values practical things you can see, touch, and use like plants, animals, tools, equipment, or machines.
- Sees self as practical, mechanical, and realistic.

I = Investigative

- Likes to study and solve math or science problems; generally avoids leading, selling, or persuading people.
- Is good at understanding and solving math and science problems.
- Values science.
- Sees self as precise, scientific, and intellectual.

A = Artistic

- Likes to do creative activities like art, drama, crafts, dance, music, or creative writing; generally avoids highly ordered and repetitive activities.
- Has good artistic abilities – in creative writing, drama, crafts, music, or art.
- Values the creative arts – like drama, music, sculpture, dance, and creative writing.
- Sees self as expressive, original, and independent.

S = Social

- Likes to do things to help people – like teaching, nursing, or giving first aid, providing information; generally avoids using machines, tools, or animals to achieve goals.
- Is good at teaching counseling, nursing, or giving information.
- Values helping people and solving social problems.
- Sees self as helpful, friendly, and trustworthy.

Handout C continued

E = Enterprising

- Likes to lead and persuade people, and to sell things and ideas; generally avoids activities that require careful observation and scientific, analytical thinking.
- Is good at leading people and selling ideas and things.
- Values success in politics, business, or leadership.
- Sees self as energetic, ambitious, and sociable.

C = Conventional

- Likes to work with numbers, records, or machines in a set, orderly way; generally avoids ambiguous, unstructured activities.
- Is good at working with written records and numbers in a systematic, orderly way.
- Values success in business or big organizations with lots of rules; sees self as orderly, and likes set plans.

Handout D
Field Assignment #1 (due at next session)
Checking the Fit

1. Find two people who know you well and ask them to read Holland's six types. Then ask them to select the two that they think most closely describes you. Make notes of their responses.

2. To what extent did these two people's responses confirm your original choices?

3. What else did you learn about yourself by asking these two people?

4. What impact might their responses have on your AmeriCorps service or your future service plans?

5. Ask your site supervisor, or the next best available person at your service site, to read your Holland types. Ask this person to comment on the fit between your types and the service you are currently engaged in. Focus on both strengths and weaknesses.

6. What can you do in your AmeriCorps service to maximize your strengths and minimize your weaknesses? Be specific.

Handout E

The Learning Store, Session 1

In order to help us better serve your learning needs, and to help you reinforce your own learning, please take a few minutes and thoughtfully answer the following questions about today's session. Please give the completed form to your facilitator. Thanks very much for your input.

Name:

1. Please list at least three things you learned or relearned today that you think will come in handy.
2. Was there anything you found less useful in today's session? If so, what was it?
3. What did you especially like about today's session?
4. What aspect(s) of this session could be changed to make it better in the future?