Introduction:

A central component of this course is your forty-hour service commitment at a local nonprofit organization. You will be expected to research and find a site on your own, but if you need help a representative from the Feinstein Community Service Center will be available as a resource. Regardless of how you choose your site you will need to develop, implement and evaluate a leadership project at/in conjunction with/in support of your site during this course. This is a major commitment of time, effort, energy and skills, culminating in a written project and presentation that will be submitted for class and given to the nonprofit organization with which you work. Remember that this is a tremendous opportunity to develop and demonstrate your leadership and professional skills, so treat your site work with tremendous professionalism. Be conscientious to fulfill your commitments there with diligence, energy and flexibility. Please demonstrate the utmost respect for the staff, clients/guests, neighbors and community leaders you meet through your work at the site. As is commonly the biggest challenge with leadership roles, taking the time to thoughtfully and proactively communicate with the people with which you will work may make all the difference in how successful you are the site and with your project.

Resources needed in building your project: (to be referred to in the project calendar)

Online materials: (free access) The community Tool Box by University of Kansas:
http://ctb.ku.edu/en/default.aspx
Lecture notes: made available and delivered by Dr. Stamm based on information from Dubrin text (see syllabus)

Guidelines for completing Site Leadership Project:

This project is designed to be completed throughout the course of the term. Each week there are specific things to be completed. While some of the work you will do with the project will parallel topics we lecture specifically about in class, some of the information for formatting the project is found in the resources above and will require you to research those details in order to be successful. Refer to the detailed instructions found on pages 2-6 of this document to determine what must be completed each week. This is an ongoing project that starts today and continues throughout the term, do not hesitate or delay, start now, and keep up the work! I will give you feedback on each part of the project as you submit it, providing ideas of how to improve or perhaps better meet the needs of the organization; so use that input to improve your project as you progress.
<table>
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<tr>
<th>Week of course</th>
<th>Course work related to SLP (previously stated on syllabus)</th>
<th>SLP progress and due dates (to be completed outside of class) **Items due are in bold print, steps to take to achieve are in regular print)</th>
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</table>
| Wk #1: 3/10-3/16 | **Reading Community Toolbox:** *(complete by Friday this week)*  
~Part B, Ch. 3, Sect. 2: Understanding and describing the community  
~Part B, Ch. 3, Sect. 1: Developing a plan for identifying local needs and resources  
~Part B Ch. 3, Sect. 4: Collecting information about the problem  
**Lecture notes:** Dr. Stamm  
**Meet** with Deidre Newbold in class Tuesday and Thursday | **Research non-profit community organizations** sheet provided by Dr. Stamm, create a prioritized list of top choice organizations: (see page 7 for a list)  
#1:  
#2:  
#3:  
#4:  
#5:  
**Apply advice given by Deirdre Newbold** in class to contacting chosen sites  
**Contact site supervisor (of top sites prioritized above) by phone, starting Tuesday,** taking into consideration that it may take a couple of days for that person to get back to you.  
**Prepare yourself to the conversation by planning responses for a discussion with the supervisor:**  
A. Why are you most interested working with that site?  
B. What areas of experience/interest/knowledge do you bring to the volunteer experience?  
C. What is your specific availability to work (days and times) during the week? (generally 5 hrs/week, weeks 2-9) (Even though most weeks you will be released from class to account for the community service time, you don’t need to actually complete your service during that time. Fit in the community service based on your calendar—and the calendar of the organization.)  
D. What mode of transportation will you use to get to and from the site?  
E. Address/location of the site? Where is the site in relation to where you live and do you have reliable transportation to get there?  
F. To whom will you report?  
G. Are there specific kinds of clothes you should wear to the site?  
H. Be prepared to bring the SLP assignment with you (or email it) and share it with your supervisor so they are aware of the requirements of your project.  
I. Read the CT sections specified. What kinds of questions will you ask once a site approves your volunteering?  
**Contact D. Newbold if you need help contacting site**  
**Obtain agreement for term-long work at one non-profit community site before week’s end and agree on visitation schedule for the rest of term w/supervisor.** |
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| Wk #2: 3/17-3/24 | ☑ Reading Community Toolbox: *(complete by Friday this week)*  
~Part B, Ch. 3, Sect. 5: How should I analyze a community problem?  
~Part F, Ch. 17, Sect 4: Analyzing root causes of problems  
☑ Lecture notes: Dr. Stamm needs and assets | ☑Service at Site:  
~volunteer at site (5+ hours)  
~Document hours on *SLP Volunteer Hours Log*, have supervisor sign off on those hours  
☑Gather information for SLP PART 1:  
~Meet with and interview site supervisor and interview  
~Email your site supervisor the *Student Work Log* and *Site Supervisor Student Evaluation Form* (or the entire packet)  
~Get tour of facility, ask for organization’s literature pieces if you’ve not already done this.  
~Meet with community staff, clients as needed for developing introduction for Part I. Ask critical questions  
~Conduct additional research about organization if you don’t already have enough.  
W ☑ rite SLP PART 1 draft one:  
~Write *Introduction*: focus on CT readings up to this point in order to guide you in what to include. Generally this is an analytical overview of the community site:  
~5 to 10 pages, 1.5 spaced, MLA format  
~Describes mission, history, population served, demographics, staffing, funding, etc.  
~Apply the sociological perspective to the organization. In one or two paragraphs define the perspective you’ve chosen (structural functionalist or conflict theory) and then use several explanations from what you’ve learned about the community organization to justify your choice. (week one lecture)  
~Identify and justify the leadership style(s) you’ve identified in your site supervisor. Again, use a few paragraphs to define the style you’ve identified and then give numerous examples of why/how you chose this/these styles. (week two lecture)  
~This introduction will be a portion of Part I that will be submitted 3/27 (see syllabus)  
☑Email to Dr. Stamm by Tues 3/18/2014:  
~Name of site that has agreed to work with you  
~Name of site supervisor  
~Site supervisor contact info including telephone, email and physical address  
~If needed meet with Dr. Stamm in her office Thursday for help/advice. Contact her for appointment in advance. |
| Wk #3: 3/24-3/30 | Reading Community Toolbox: (complete by Friday this week)  
~Part D, Ch. 8, Sect. 3: Creating objectives  
~Part D, Ch. 8, Sect 4: Developing successful strategies  
~Part D, Ch. 8, Sect 5: Developing an action plan  
~Part F, Ch. 19, Sect 3: Identifying strategies and tactics for reducing community health  
Lecture notes: Dr. Stamm Options for change—overview | Service at Site:  
~volunteer at site (5+ hours)  
~Document hours on SLP Volunteer Hours Log, have supervisor sign off on those hours  
Gather more information for SLP PART 1:  
~Meet with and interview site supervisor. Get background and ask a variety of questions that apply to: “Do you have a particular problem or project they need help developing?”  
~Meet with community staff, clients as needed for needs assessment and asset mapping  
Continue writing SLP PART 1 draft one:  
~Write initial Needs and Assets summary (see CT readings for guide)  
Develop an initial Problem Description (see CT readings for guide) based on what you found out from your time on site this week.  
Submit: last week’s work on Introduction and submit to turnitin.com 3/27 10am (see syllabus for details) This see week two for items to be included in this portion of part I:  
~overview of community organization, including:  
~mission  
~history  
~population served  
~demographics  
~staffing  
~funding (how are they financially supported in their efforts?)  
~sociological perspective of the organization.  
~Identify and justify the leadership style(s) of your site supervisor.  
(In preparation for the second half of SLP Part I that will be submitted on 4/10) Brainstorm a rough draft of a Program Overview that may address the problem discussed in this week. You may want to have several versions of the idea in case the supervisor doesn’t feel the first proposal is adequate/appropriate. You will present this to your supervisor week four, so brainstorming the rough draft will help you prepare for that discussion.  
~If needed meet with Dr. Stamm in her office Thursday for help/advice. Contact her for appointment in advance. |
| **Wk #4:** 3/31-4/6 | ☐ Reading Community Toolbox: *(complete by Friday this week)*  
~chapter 4: Empowering individuals  
~chapter 6: Empowering through building progressive organizations  
~chapter 15: Mobilizing individuals and groups  
*Read CT:*  
~Part B, Ch.5, Sect. 1: Strategies for community change and improvement  
~Part F, Ch. 19, Sect. 1: Designing community interventions  
~Part F, Ch. 19, Sect. 4: Adapting community interventions for different cultures  
☐ Lecture notes: Dr. Stamm: Options for change—the nonprofit organization | ☐ Service at Site:  
~volunteer at site (5+ hours)  
~Document hours on *SLP Volunteer Hours Log*, have supervisor sign off on those hours  
☐ Gather more information for SLP PART 1:  
~Meet with and interview site supervisor and propose a verbal “program overview” that may address the problem discussed in week three. You may want to have several versions of the idea in case the supervisor doesn’t feel the first proposal is adequate/appropriate. Don’t be afraid to ask the supervisor how s/he might tweak your program overview to be more suitable.  
~Meet with community staff, clients as needed for continued needs assessment and asset mapping  
☐ Write/refine SLP PART 1 draft one to be resubmitted 4/10  
~Apply refinements recommended by Dr. Stamm as a result of 3/27 submission  
~Write/Refine Needs and Assets summary based on what you brainstormed 3/30 and shared with site supervisor 4/6 (see CT readings for guide) for next week’s submission  
~Write/Refine Problem Description (see CT readings for guide) developed last week in preparation for next week’s submission  
~Develop a Program/Project Overview based on your discussion with site supervisor (see CT readings for guide)  
~Start SLP Part II: Develop an initial Action Plan (see CT readings parts G and H for guide), based on your discussion with site supervisor  
~If needed meet with Dr. Stamm in her office Thursday for help/advice. Contact her for appointment in advance.  |
| **Wk #5:** 4/7-4/13 | ☐ Reading Community Toolbox: *(complete by Friday this week)*  
~Part J: Evaluating the initiative (this is a big session, so be sure to take time to read through it)  
☐ Lecture notes: Dr. Stamm: Options for change—Empowerment and mobilization | Service at Site:  
~volunteer at site (5+ hours)  
~Document hours on *SLP Volunteer Hours Log*, have supervisor sign off on those hours  
~Finalize Action Plan with supervisor and begin implementation if possible  
☐ Complete final draft of SLP PART 1 (based on professor/supervisor feedback) and submit 4/10 via turnitin.com 10am (see syllabus for details). Part I in its entirety should follow MLA format and include:  
~Cover page  
~Introduction  
~Connect sociological perspective to site  
~Identify leadership style(s)  
~Needs Assessment  
~Program Overview  
~Program Description  
~Works Cited  
~If needed meet with Dr. Stamm in her office Thursday for help/advice. Contact her for appointment in advance.  
~Begin writing SLP Part II |
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| Wk #6: 4/14-4/20 | **Reading Community Toolbox:** (complete by Friday this week)  
~Part I, Ch. 30, Sect. 7: Developing a plan for advocacy | **Items due are in bold print, steps to take to achieve are in regular print**  
~Service at Site:  
~volunteer at site (5+ hours)  
~Document hours on SLP Volunteer Hours Log, have supervisor sign off on those hours  
~Discuss any refinements to Action Plan with supervisor if needed  
~Continue conducting program implementation of Action Plan  
~Refine SLP Part 2 which will be due 4/24 and should include:  
~Refinements to Program Overview (if any have occurred)  
~Refinements to Program Description (if any have occurred)  
~Action Plan final draft  
~Begin developing SLP Part III: Evaluation Plan (see CT readings)  
~If needed meet with Dr. Stamm in her office Thursday for help/advice. Contact her for appointment in advance. |
| Wk #7: 4/21-4/27 | **Reading Community Toolbox:** (complete by Friday this week)  
~Part L: Generating, managing and sustaining financial resources  
~Part M: Social marketing and institutionalization of the initiative  
~Lecture notes: Dr. Stamm: Options for Change—advocacy | ~Service at Site:  
~volunteer at site (5+ hours)  
~Document hours on SLP Volunteer Hours Log, have supervisor sign off on those hours  
~Refine Evaluation Plan, prepare for evaluation at site next week (Part of SLP Part 3)  
~Submit SLP Part 2 to turnitin.com including MLA format and: (including feedback from Dr. Stamm)  
~Cover Page  
~Finalized Program Overview  
~Finalized Program Description  
~Finalized Action Plan  
~Works Cited if applicable  
~If needed meet with Dr. Stamm in her office Thursday for help/advice. Contact her for appointment in advance. |
| Wk #8: 4/28-5/4 | **Lecture notes: Dr. Stamm: Options for change—social entrepreneurship** | ~Service at Site:  
~volunteer at site (5+ hours)  
~Document hours on SLP Volunteer Hours Log, have supervisor sign off on those hours  
~Continue refining SLP Part 3:  
~Implement Evaluation Plan, collect data at site  
~Develop Future Recommendations as a result of Evaluation Plan implementation (see CT readings)  
~If needed meet with Dr. Stamm in her office Thursday for help/advice. Contact her for appointment in advance. |
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| Wk #9: 5/5-5/11 | ☐ **Lecture notes:** Dr. Stamm: Options for change---working through the for-profit sector, corporate social responsibility | ☐ **Service at Site:**  
~volunteer at site (5+ hours)  
~Document hours on *SLP Volunteer Hours Log*, have supervisor sign off on those hours  
☐ **Bring Closure to your relationship with site:**  
~Wrap up details with *Action Plan* and/or *Evaluation*  
~Discuss initial *Future Recommendations* ideas with supervisor, staff (see CT readings)  
~Arrange with supervisor when copy of final draft of project will be delivered to supervisor, thank supervisor and staff for collaboration and opportunity  
~Remind supervisor of May 12, 2014 submission deadline to Dr. Stamm for *Student Evaluation Form* and JWU *Student Work Log*  
☐ **Refine Part 3** for submission 5/12 to *turnitin.com*  
~If needed meet with Dr. Stamm in her office Thursday for help/advice. Contact her for appointment in advance. |
| Wk #10: 5/12-5/15 | ☒ **In-class presentations, JHW 406 5/7 and 5/9** | ☒ **No site visit required if forty hour requirement has been met and documented AND program has been:**  
~Action Plan has been fully implemented  
~Evaluation of Action Plan has been conducted  
~Future Recommendations have been finalized  
~Deliver Final draft of project to supervisor  
~Confirm Supervisor’s submission of student evaluation via email  
☑ **Final version of SLP due via turnitin.com 5/12 10am and should include:**  
~Cover page  
~Table of contents  
~Part 1: already finalized and graded  
~Part 2: already finalized and graded  
~Part 3: Finalized version, including:  
~*Evaluation of Action Plan*  
~*Future Recommendations* based on outcome of Evaluation  
~Conclusion: a written reflection of your experience at site |
Take some time to research these sites prior to Deirdre Newbold’s visit to our class (during the week of break we have between terms). Some will have websites, others won’t, but at least you’ll have an idea of what ones might be options for you. You may also choose a site local to Providence if you’ve worked at that nonprofit organization in the past.

• Rank-order your top five sites. Find the contact information for the supervisors at each site.
• Your goal should be to pick a site that really interests you because it will make you passionate about helping.
• Make contact with and secure one site within the first week of class. Set an appointment to meet with the site supervisor week two.

Nonprofit organizations to choose from: See attached documents:

• Feinstein Community Center Handout (found on SOC2040 course site on ulearn)
• Volunteer Opportunities Winter/Spring 2014 (found on SOC2040 course site on ulearn)
• Search online at: www.serverhodeisland.org
Please keep a running log of the JWU student’s work on site each week. The student should:

- be spending a minimum of five hours on site per week for eight weeks in order to ensure regular, continued development of Site Leadership Project as well as implementation.
- pre-schedule site visit dates and times with the site supervisor by the end of week one. This schedule should include visits and times for the entire eight week period and the student must honor that schedule so the supervisor/site constituents can schedule time to work with the student.
- be seeking regular, quality engagement with the site supervisor/constituents as s/he collaborates to develop a project that is useful to the site.
- be simultaneously submit portions of the project to his/her professor throughout the term, meeting deadlines and receiving feedback.
- implement feedback from his/her JWU professor and site supervisor/constituents in order to create a useful and meaningful project.

(Print or Type)
Name of JWU student:___________________________________________________________

Name of Site:__________________________________________________________________

Name of Supervisor:_____________________________________________________________

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<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Hrs completed</th>
<th>Signature of Supervisor</th>
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I confirm that the above information is complete and correct.

Signature of Site Supervisor:_____________________________________________________

Please sign and return by May 12, 2014.

- Company email: send to cstamm@jwu.edu or
- US Mail: Sealed in a company envelope to: Johnson & Wales University, School of Arts & Sciences, Attn: Dr. Christine Stamm, 8 Abbott Park Place, Providence, RI 02903

If you have any questions please feel free to contact Dr. Christine Stamm at 401-598-4367 or via email
Dear Site Supervisor:

We appreciate your work with our student in SOC2040! Please take a moment and fill out the following form in order to communicate the quality of the student’s work, their reliability, and professionalism throughout the project this term. The student is expected to provide you with an electronic copy of the project no later than May 12, 2014, so that you are able to continue using it or modify it as your organization’s needs grow and possibly change in the future.

Name of Student:______________________________________________________________

Name of Nonprofit Site/Organization:___________________________________________

How would you rate the leadership project the student completed for your site? Please circle or highlight one:

- 90-100 outstanding
- 80-89 very good
- 70-79 good
- 60-69 good potential, not completely executed
- 50-59 project lacked thought, execution

Comments:__________________________________________________________________

___________________________________________________________________________

In what ways did the student work to create a project that met the specific needs of your site?________________________________________________________________

___________________________________________________________________________

How will you use the leadership project at your site in the future?___________________

___________________________________________________________________________

From your perspective, what was most beneficial about the student’s service and/or project?______________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
Please specify if there was an area of the student’s professionalism or work quality that could have improved during this period of community service:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What specific leadership skills did the student demonstrate on site?
Examples, check all that apply:
☐ Showed Integrity: consistent, honest, ethical, accepted responsibility, forthright, uncompromising, principled
☐ Fostered Teamwork: Fair, respectful, supportive, goal oriented, open-minded, collaborative
☐ Developed Others: Clear, concise, supportive, helpful, accessible, responsive
☐ Inspired Others: Warm, positive, affirmative, enthusiastic, appreciative, fair, dynamic, consistent
☐ Demonstrates vision and guides others towards accomplishment: Accountable, decisive, committed, motivating, focused, timely, unambiguous, persevering
☐ Appropriately Handled Both Positive and Negative Change: Receptive, optimistic, perceptive, informative, proactive, self-motivated, constructive, professional

Comments:_____________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Do you have any other comments about the student’s service and/or project? __________
______________________________________________________________________________
______________________________________________________________________________

Signature ___________________________ Title ___________________________ Date ________________

Thank you for your feedback!

Please return this form, along with the Student Work Log, by May 12, 2014

- Company email: send to cstamm@jwu.edu or
- US Mail: Sealed in a company envelope to: Johnson & Wales University, School of Arts & Sciences, Attn: Dr. Christine Stamm, 8 Abbott Park Place, Providence, RI 02903

If you have any questions please feel free to contact Dr. Christine Stamm at 401-598-4367 or via email
SOC2040 SLP In-Class Presentation Rubric
(for student reference only, no action needed by site supervisor)

Student Presenter: __________________________________________________________
Rater Name: _______________________________________________________________
Start time: _______________  End time: _______________

The schedule is as follows:
~Presentation 5 mins.  ~Q&A 5 mins.  ~break down presentation/set up next 5 mins.

Rate the student in each of the six areas:
1: Not prepared, clearly “winging it”
2: Some preparation but lacked many details
3: Good preparation, only a few details missing
4: very good preparation, engaging
5: Excellent preparation, highly engaging

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<tr>
<th>Grading Criteria</th>
<th>Grade (1-5)</th>
<th>% of Presentation grade</th>
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</thead>
<tbody>
<tr>
<td><strong>Presentation Part I:</strong> Student provided a clear description of the NPCO, where it was located, clients served, and an analysis of needs.</td>
<td></td>
<td>Content: 20%</td>
</tr>
<tr>
<td><strong>Presentation Part II:</strong> Student smoothly transitioned into talking about the needs of the organization, relating them to the action plan, and then explained the action plan thoroughly.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Presentation Part III:</strong> Student created an evaluation tool that created excellent data they could use to support or modify the action plan for future use within the organization. Implications of the data were clearly explained.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual guide:</strong> Student created a neat, professional visual tool that built my understanding of the topic</td>
<td></td>
<td>Visual: 20%</td>
</tr>
<tr>
<td><strong>Handout:</strong> Student provided a handout that was neat and organized, enabling the audience members to follow along easily.</td>
<td></td>
<td>Handout: 20%</td>
</tr>
<tr>
<td><strong>Public presentation skills:</strong> Presenter was fully prepared and showed confidence in presenting the topic.</td>
<td></td>
<td>Presentation/Leadership: 30%</td>
</tr>
<tr>
<td><strong>Student's leadership traits:</strong> As the presenter at the front of the room the student was clearly the expert on the NPCO and led the audience through the presentation in a confident manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Moderation of class conversation/Answering of questions:</strong> Student encouraged class participation, responded accurately and/or moderated conversation that made the topic engaging to those in attendance.</td>
<td></td>
<td>Moderation: 10%</td>
</tr>
</tbody>
</table>

Recommended final grade: ______________________ (0-100)

Additional comments on back: