

## Changebuilders Leadership Pathway for the Community Engaged Graduate

Growth Area	Year 1 (40 or 100 hr min.) <i>Direct Community Engagement</i>	Year 2 (40 or 100 hr min.) <i>Coordination</i>	Year 3 (40 or 100 hr min.) <i>Team Leadership</i>	Year 4 (40 or 100 hr min.) <i>Walking Your Changebuilder Path</i>
<b>DISTINCT EXPERIENCES</b>  <i>“The Building Blocks Of Change”</i>	<p>Write a Vision Statement: <i>Looking Forward</i></p> <p><b>CO-CURRICULAR (examples):</b></p> <ul style="list-style-type: none"> <li>- Volunteer in a pantry or soup kitchen</li> <li>- One on one Tutoring and mentoring</li> <li>- Joining in National Days of Service and Alternate Spring Breaks</li> <li>- Joining in voter or policy action, eg, knocking on doors</li> </ul> <p><b>CURRICULAR (examples):</b></p> <p><b>1-2 Community Engaged Learning (CEL) courses and projects (examples):</b></p> <ul style="list-style-type: none"> <li>- Completing an afterschool tutoring module</li> <li>- Research-driven gathering of information or data on a community issue</li> <li>- Conducting mock trials in court</li> </ul> <p><b>OPTIONAL CURRICULAR:</b></p> <ul style="list-style-type: none"> <li>- Complete a required Civic Engagement (CE) FY course</li> </ul>	<p>Revisit Vision Statement: <i>Looking Back - Looking Forward</i></p> <p><b>CO-CURRICULAR (examples):</b></p> <ul style="list-style-type: none"> <li>- Coordinate Food Drive</li> <li>- Help coordinate National Days of Service and Alternate Spring Breaks</li> <li>- Help coordinate voter or policy action, eg, analyzing SM campaign effectiveness</li> </ul> <p><b>CURRICULAR (examples):</b></p> <p><b>1-2 Community Engaged Learning (CEL) courses and projects (examples):</b></p> <ul style="list-style-type: none"> <li>- Helping coordinate a tutoring group, eg, setting tutoring goals and assessing effectiveness</li> <li>- Research-driven data analysis effecting a community issue</li> <li>- Helping develop a PR campaign</li> </ul>	<p>Revisit Vision Statement: <i>Looking Back - Looking Forward</i></p> <p><b>CO-CURRICULAR (examples):</b></p> <ul style="list-style-type: none"> <li>- Lead a Food Drive</li> <li>- Help lead National Days of Service and Alternate Spring Breaks</li> <li>- Help lead voter or policy action, eg, build a SM campaign with goals</li> </ul> <p><b>CURRICULAR (examples):</b></p> <p><b>1 Community Engaged Learning (CEL) course and projects (examples):</b></p> <ul style="list-style-type: none"> <li>- Supervising tutors and setting benchmarks for effectiveness</li> <li>- Use of data to compile and present findings</li> <li>- Develop an independent course with a community engagement project focus</li> <li>- Establish a summer community engagement internship (5-8 hrs a week)</li> <li>- Develop a senior capstone experience “Leac” proposal</li> </ul>	<p>Revisit Vision Statement: <i>Looking Back - Looking Forward</i></p> <p><b>CO-CURRICULAR (examples):</b></p> <ul style="list-style-type: none"> <li>- Evaluate previous year’s leadership roles and set goals for current year, eg, research food pantry services, identify needs such as coat drives, build new NDS or ASB partnership opportunities</li> </ul> <p><b>CURRICULAR:</b></p> <ul style="list-style-type: none"> <li>- Complete capstone experience “Leac”</li> </ul> <p><b>OPTIONAL CURRICULAR:</b></p> <ul style="list-style-type: none"> <li>- Take a capstone Civic Engagement (CE) course</li> <li>- Take an independent course with a community engagement project focus</li> </ul>
<b>DEVELOPMENT OF IN-DEMAND SKILLS</b>  <i>“The Skills To Make Change”</i>	<ul style="list-style-type: none"> <li>- Demonstrate 1-2 completed and successful projects with tracked steps taken</li> </ul> <p><b>TRACK IN CMG AND/OR DIGITAL BADGE:</b></p> <ul style="list-style-type: none"> <li>- Discover differences of perspective, background, and opinion from students and campus and community leadership about the difficulties involved in making change in communities</li> <li>- Be aware of and improve listening, questioning, self-awareness through reflection, and knowledge of community</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate 1-2 completed and successful projects with tracked steps taken</li> </ul> <p><b>TRACK IN CMG, Vision Statement, and/or DIGITAL BADGE:</b></p> <ul style="list-style-type: none"> <li>- Understanding multiple perspectives from campus and community leadership about the difficulties involved in making change in communities</li> <li>- Develop a level of critical thinking, showing use of evidence and perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate 1-2 completed and successful projects with tracked steps taken</li> </ul> <p><b>TRACK IN CMG, Vision Statement and/or DIGITAL BADGE:</b></p> <ul style="list-style-type: none"> <li>- Communicating your own perspective on the difficulties involved in making change in communities</li> <li>- Actively show critical thinking – through deep review of multiple sources and opinions to develop a solution to a community challenge</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate 1-2 completed and successful projects, including the capstone “leac” with tracked steps taken</li> </ul> <p><b>TRACK IN CMG, Vision Statement, and/or DIGITAL BADGE:</b></p> <ul style="list-style-type: none"> <li>- Developing and communicating your own efforts to put in place the building blocks of change in communities</li> <li>- Show ability to solve complex problems</li> <li>- Carry out and evaluate a proposed solution to a community challenge</li> </ul>
<b>LEADERSHIP &amp; CAREER DEVELOPMENT</b>  <i>“Building a Mindset for Career and Society”</i>	<ul style="list-style-type: none"> <li>- Observe leadership in action</li> <li>- Act on direction from leaders</li> </ul> <p><b>TRACK IN CMG AND/OR DIGITAL BADGE:</b></p> <ul style="list-style-type: none"> <li>- Set goals and improve task organization, analysis, and reflection</li> <li>- Improve group discussion related to project completion</li> </ul> <p><b>OPTIONAL</b></p> <ul style="list-style-type: none"> <li>- Integrate civic engagement readings into CEL courses</li> </ul>	<ul style="list-style-type: none"> <li>- Show successful project coordination</li> <li>- Identify professionals advisory cohort</li> <li>- Reflection: individual, group, and peers</li> </ul> <p><b>TRACK IN CMG AND/OR DIGITAL BADGE:</b></p> <ul style="list-style-type: none"> <li>- Project-planning and running meetings</li> <li>- Showing timely and clear communication</li> <li>- Understanding the challenges of consensus-building and conflict resolution</li> </ul> <p><b>OPTIONAL</b></p> <ul style="list-style-type: none"> <li>- Integrate civic engagement readings into CEL courses</li> </ul>	<ul style="list-style-type: none"> <li>- Take on low risk leadership roles with established partners</li> <li>- Maintain Professional Advisory Cohort and involve them in capstone experience (leac) proposal</li> <li>- Reflection: individual, group, and peers</li> </ul> <p><b>TRACK IN CMG AND/OR DIGITAL BADGE:</b></p> <ul style="list-style-type: none"> <li>- Project management and delegating tasks</li> <li>- Project marketing and public speaking</li> <li>- Successfully navigating conflict and building consensus</li> </ul> <p><b>OPTIONAL</b></p> <ul style="list-style-type: none"> <li>Successfully go through civic transfer path</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate leadership capabilities on low risk projects with established partners</li> <li>- Present capstone experience “leac”</li> <li>- Reflection: individual, group, and peers</li> </ul> <p><b>TRACK IN CMG AND/OR DIGITAL BADGE:</b></p> <ul style="list-style-type: none"> <li>- Advocacy and public education</li> <li>- Communicating your own story as a Changebuilder, and inspiring others</li> <li>- Career networking and liaison with Professional Advisory Cohort on post-graduation plans</li> </ul>

## Overview of Changebuilders Leadership Pathway for the Community Engaged Graduate

The pathway is explained in YEARS 1 through 4. The left column shows the Growth Areas:

- 1. Distinct Experiences**
- 2. Development of in-Demand Skills**
- 3. Leadership & Career Development**

The Distinct Experiences are broken into curricular, co-curricular, and optional. The curricular element of the *Changebuilder* experience depends on there being adequate community engaged (service) learning courses for each institution.

If Changebuilder Coordinators look at the evolution of experiences from Year 1 through Year 4, for example by reviewing at co-curricular examples, they will see that the level of responsibility grows from :

Direct Community Engagement --> Coordination --> Team Leadership --> Walking your *Changebuildes* Path

The Changebuilder Coordinators will also see that we need to track skills, leadership and career development through the Civic Minded Graduate (CMG) tool and Vision Statement, both on Givepulse. These are vital as pre- and post-tests for all *Changebuilder* students.

Areas of further enhancement in 2019-2021:

1. Professional Advisory Cohorts (PACs) are groups of individuals employed in the local area that are matched based on career interest with a small number of Changebuilder students. The role of the PAC is to guide and mentor the students in developing a better understanding of how their volunteer experiences are in actual fact developing 21<sup>st</sup> century, transferrable workplace skills. These students may become recruits to PACs businesses upon graduation, and will be helpful in developing professional networks for students.
2. "Leac" - the word, appears in Year 3 and Year 4 with mention of a Capstone Experience. The capstone experience is not something that the 2019-2020 cohort of Changebuilder Coordinators will be delivering but is important to include in our Pathway. Leac is the Gaelic work for a Capstone, and was used to describe the several ton stones placed on top of other foundation stones in ancient Celtic Ireland. The word Leac, as it relates to Changebuilders, is intended to show that all multi-year 100-hour cohort students will use their first 3 years (foundations) to build their final pre-professional capstone (Leac) experience in year 4; an experience that literally relies on the strength of their first 3 years experiences. For more, see [megalithicireland.com](http://megalithicireland.com) or <https://www.stonepages.com/ireland/poulnabrone.html> for some great examples of capstones.



**FIRST YEAR – Direct Community Engagement**  
**Changebuilders Leadership Pathway for the Community Engaged Graduate**



<b>DISTINCT EXPERIENCES</b> <i>“The Building Blocks Of Change”</i>	<b>DEVELOPMENT OF IN-DEMAND SKILLS</b> <i>“The Skills To Make Change”</i>	<b>LEADERSHIP &amp; CAREER DEVELOPMENT</b> <i>“Building a Mindset for Career and Society”</i>
<p>Write a Vision Statement: <b>Looking Forward</b></p> <p><b>CO-CURRICULAR (examples):</b></p> <ul style="list-style-type: none"> <li>- Volunteer in a pantry or soup kitchen</li> <li>- One on one Tutoring and mentoring</li> <li>- Joining in National Days of Service and Alternate Spring Breaks</li> <li>- Joining in voter or policy action, eg, knocking on doors</li> </ul> <p><b>CURRICULAR (examples):</b>  <b>1-2 Community Engaged Learning (CEL) courses and projects (examples):</b></p> <ul style="list-style-type: none"> <li>- Completing an afterschool tutoring module</li> <li>- Research-driven gathering of information or data on a community issue</li> <li>- Conducting mock trials in court</li> </ul> <p><b>OPTIONAL CURRICULAR:</b></p> <ul style="list-style-type: none"> <li>- Complete a required Civic Engagement (CE) FY course</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate 1-2 completed and successful projects with tracked steps taken</li> </ul> <p><b>TRACK IN CMG, VISION STATEMENT, AND/OR DIGITAL BADGE (optional):</b></p> <ul style="list-style-type: none"> <li>- Discover differences of perspective, background, and opinion from students and campus and community leadership about the difficulties involved in making change in communities</li> <li>- Be aware of and improve listening, question-asking, self-awareness through reflection, and knowledge of community</li> </ul>	<ul style="list-style-type: none"> <li>- Observe leadership in action</li> <li>- Act on direction from leaders</li> <li>- Use individual and group reflection (100hr cohort especially) to deepen self-awareness</li> </ul> <p><b>TRACK IN CMG AND/OR DIGITAL BADGE:</b></p> <ul style="list-style-type: none"> <li>- Set goals and improve task organization, analysis, and reflection</li> <li>- Improve group discussion related to project completion</li> </ul> <p><b>OPTIONAL</b></p> <ul style="list-style-type: none"> <li>- Integrate civic engagement readings into CEL courses</li> </ul>

With Support From:





**SECOND YEAR – Coordination**  
**Changebuilders Leadership Pathway for the Community Engaged Graduate**



<p align="center"><b>DISTINCT EXPERIENCES</b></p> <p align="center"><i>“The Building Blocks Of Change”</i></p>	<p align="center"><b>DEVELOPMENT OF IN-DEMAND SKILLS</b></p> <p align="center"><i>“The Skills To Make Change”</i></p>	<p align="center"><b>LEADERSHIP &amp; CAREER DEVELOPMENT</b></p> <p align="center"><i>“Building a Mindset for Career and Society”</i></p>
<p>Revisit Vision Statement:  <b><i>Looking Back - Looking Forward</i></b></p> <p><b>CO-CURRICULAR (examples):</b></p> <ul style="list-style-type: none"> <li>- Coordinate Food Drive</li> <li>- Help coordinate National Days of Service and Alternate Spring Breaks</li> <li>- Help coordinate voter or policy action, eg, analyzing SM campaign effectiveness</li> </ul> <p><b>CURRICULAR (examples):</b>  <b>1-2 Community Engaged Learning (CEL) courses and projects (examples):</b></p> <ul style="list-style-type: none"> <li>- Helping coordinate a tutoring group, eg, setting tutoring goals and assessing effectiveness</li> <li>- Research-driven data analysis effecting a community issue</li> <li>- Helping develop a PR campaign</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate 1-2 completed and successful projects with tracked steps taken</li> </ul> <p><b>TRACK IN CMG, VISION STATEMENT, AND/OR DIGITAL BADGE:</b></p> <ul style="list-style-type: none"> <li>- Understanding multiple perspectives from campus and community leadership about the difficulties involved in making change in communities</li> <li>- Develop a level of critical thinking, showing some use of evidence and perspective-taking</li> </ul>	<ul style="list-style-type: none"> <li>- Show successful project coordination</li> <li>- Identify Professional Advisory Cohort</li> <li>- Use individual and group reflection (100hr cohort especially) to deepen self-awareness; Also: Peer mentoring of 1<sup>st</sup> year <i>Changebuilders</i></li> </ul> <p><b>TRACK IN CMG AND/OR DIGITAL BADGE:</b></p> <ul style="list-style-type: none"> <li>- Project-planning and running meetings</li> <li>- Showing timely and clear communication</li> <li>- Understanding the challenges of consensus-building and conflict resolution</li> </ul> <p><b>OPTIONAL</b></p> <ul style="list-style-type: none"> <li>- Integrate civic engagement readings into CEL courses</li> </ul>

**With Support From:**





**THIRD YEAR – Team Leadership**  
**Changebuilders Leadership Pathway for the Community Engaged Graduate**



DISTINCT EXPERIENCES <i>“The Building Blocks Of Change”</i>	DEVELOPMENT OF IN-DEMAND SKILLS <i>“The Skills To Make Change”</i>	LEADERSHIP & CAREER DEVELOPMENT <i>“Building a Mindset for Career and Society”</i>
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