

# Student Voice in Action:

## A Guide for Senior Interns



### Senior Intern Oath of Duty 2011

I pledge to do my best to lead and serve my peers in the Bonner Program. I promise to inspire my peers to commit to their service and the Bonner Program. I will educate and empower my fellow Bonners to be the change. I, as Bonner Senior Intern, understand that my role is significant not only to my peers, but to the entire program.

# Letter from Bobby

I want to congratulate you on being selected as a Bonner Senior Intern!

This is a critical role in the success of most Bonner Programs. That's why we now organize a regular track at our national gatherings specifically to train and network our Bonner Senior Interns.

This is not an easy job. You'll be in a position of authority with classmates you're own age. You'll be a role model for incoming first year Bonners. And, you'll be asked to help keep the sophomores and juniors motivated and working hard to meet their responsibilities as Bonners.

You'll also be in a position to improve the program from the inside. The view often feels very different on the inside. Hopefully you'll gain an appreciation for the challenges and rewards experienced by the Bonner directors and coordinators across our network.

In fact, being a Bonner Senior Intern is the first step on the professional ladder for future Bonner Coordinators and Directors. Many of risen into that role since we first institutionalized this position. Others have gone on to leadership roles here at the Bonner Foundation or within organizations where they've served during the school year or summer.

Having been in a position to hire new Program Associates for the Bonner Foundation, it's clear that Bonner Senior Interns have the gained incredibly valuable training, experience, and perspective in their roles managing their respective Bonner Programs.

This meeting is the start of that journey. Make the most of it.

Get to know your fellow senior interns. Ask them about their programs. Compare notes. They will be your most valuable resource in the year ahead.

But, please also come find me and other Bonner Foundation staff to introduce yourself. Let us know what you hope to accomplish in the coming year. We want to hear your vision for a new and improved Bonner Program. We also want to hear what's working.

We think of ourselves as a member of each program's staff. So, get our email addresses and phone numbers. And, don't be shy about asking questions or just staying in touch once the school year begins.

Talk to you soon, I hope!

Bobby Hackett  
President





# Bonner Hallmarks

## Student Development Model

The “5 E’s” (pictured right) are a framework for Bonners’ ongoing growth as they develop, apply, and integrate service passions, career interests, leadership skills, and academic pursuits. Bonners move through stages of increasing responsibility, skill, and knowledge development that are put into practice through service.

The model is based on a standard four-year model in American universities. Each phase coordinates with an academic year, so:

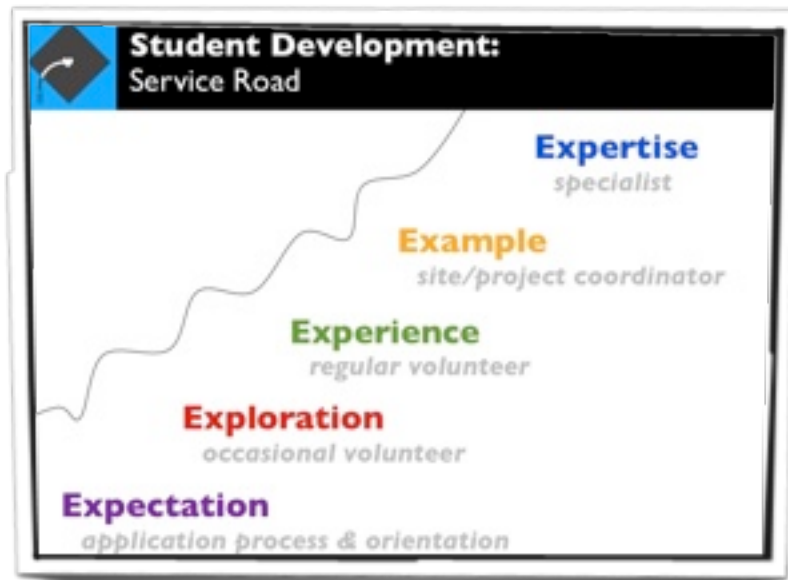
**Expectation** - the phase before entering university

**Exploration** - the first year

**Experience** - the second year

**Example** - the third year

**Expertise** - the fourth year



Bonners grow primarily through their service roles, described for each level in this graphic. As evidenced by the examples, the roles become more complex as the student moves through the developmental model.

## Common Commitments

The Common Commitments represent the range of interests and passions of Bonner students. The Bonner program aims to provide students with opportunities to engage in these key areas, whether it be through service, academics, or experiential learning. The Bonners are committed to:

**Diversity** - we respect and embrace the many dimensions of diversity

**Social Justice** - we advocate for fairness, impartiality, and equality while addressing systemic social and environmental issues

**International Perspective** - we develop international understanding that enables us to participate successfully in a global society

**Civic Engagement** - we participate intentionally as a citizen in the democratic process, actively engaging in public policy and direct service

**Community Building** - we establish and sustain a vibrant community of place, personal relationships, and common interests

**Spiritual Exploration** - we explore personal beliefs while respecting the spiritual beliefs of others

**don't know where you're headed, any road will take you there.**

**If you are an idealist, I don't know where you're headed but I am on my way.**

Being a part of the Bonner Program, will set you on a journey. You will choose where the journey leads, but along the way you will have the opportunity to participate in the following activities. Each opportunity builds on one another. Your job as senior interns is to develop these opportunities for your fellow members.

<b>Expertise</b>	Senior Presentation of Service
	Senior Placement
	Third summer of Service

<b>Example</b>	International Service Projects
	Junior Placement

<b>Experience</b>	Second Summer of Service
	Recommitment Exercise
	Sophomore Service Exchange
	Trainings
	Sophomore Placement

<b>Exploration</b>	First Summer of Service
	First Year Service Trip
	Reflections
	Bonner Meetings
	First Year Service Placement
	Orientation

<b>Expectation</b>	Selection
	Recruitment/ Application

**The Service Road**

**your going, I reckon your as lost as anyone's ever been.**

**If you don't know where you've been and you don't know where**



# Recruitment

## Things to know:

- Seek students who show good citizenship, commitment to community service, and academic achievement, but who also demonstrate high financial need.
- Work to achieve gender balance and racial diversity in each new class of Bonners

## Best Practices

- Work closely with Admissions staff
- Have Bonners recruit at their high schools over break
- Host a preview day on campus
- Have fellow Bonners develop the recruitment materials
- Encourage high seniors at one of your service sites to apply

## Ideas for my Bonner Program

---

---

---

---

---

# Orientation



## Things to know:

- Orientation can set the tone for a new Bonner's experience in the program
- Allow time for the following content:
  - History, vision, mission, and expectations of Bonner Program
  - Community building
  - Intro to campus and community
  - Personal reflections

## Best Practices

- Hold before school starts
- Incorporate your Community Partners
- Use returning Bonners as Orientations Leaders
- Allow time for fun (bowling trips, etc...)
- Hold portions overnight in off campus

## Ideas for my Bonner Program

---

---

---

---

---



# Community Partners

## Things to know:

- Partnerships are mutually beneficial between partner and campus
- Partnerships are developmental for student leadership growth
- Communications is essential for development

## Best Practices

- Hold a Community Partner Orientation
- Limit your Community Partners to a few key sites
- Have site teams made up of Bonners and a Bonner who is site team leader
- The partnerships have different issue focuses (hunger, education, etc...)

## Ideas for my Bonner Program

---

---

---

---

---

# Academic Connections



## Things to know:

- Creates deeper partnerships and student knowledge
- There are different types suitable for different classes (academic service-learning, community based research, etc...)

## Best Practices

- Identify and recruit Faculty “Champions” who already incorporate service in their courses
- Create list of current courses that have thematic links to the community
- Meet with Faculty one-on-one to discuss your Bonner Program

## Ideas for my Bonner Program

---

---

---

---

---





# AmeriCorps

## Things to know:

- A National Service Initiative that provides Education Awards
- Not all service is eligible during your term, but it does not prevent you from participating in them as a citizen
- Some prohibited activities are international service, political advocacy, proselytization, etc...

## Best Practices

- Hold an AmeriCorps Orientation
- Know all prohibited activities
- Talk to your Director/Coordinator about if you have any specific questions about AmeriCorps
- Keep students excited about being in AmeriCorps

## Ideas for my Bonner Program

---

---

---

---

---

# BWBRS



## Things to know:

- Every Bonner uses BWBRS to create CLAs and log their service hours
- It can be used as a electronic portfolio to showcase your service and skill development
- It's easy to use if you uses it on a consistent basis

## Best Practices

- Hold a BWBRS training
- Encourage Bonners to log hours weekly
- Seniors Interns help with the management of service and training opportunities on BWBRS
- Senior Intern train new Bonners how to uses the system

## Ideas for my Bonner Program

---

---

---

---

---



# Serve 2.0



## Things to know:

- Serve 2.0 was designed help campus programs use social media tools to drive student service and civic engagement throughout the rest of their campus
- Here are a few examples and how they might be used in your Bonner Program



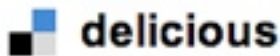
a website designed to help people stay connected, use it to recruit volunteers



a website that is easy to edit, use it for planning service projects and events



a website designed to host and share powerpoints presentations, use it to upload your presentations for trainings



a website designed to share your favorite websites, use it to share specific websites designed to create awareness about an issue



a website design to host and share videos, create videos on your program or issue awareness to get other students involved on campus



a website design to share messages to stay connected, tweet on upcoming activities, or to bring awareness to an issue you are passionate about it

**For more informations on Serve 2.0 and other tools,  
please visit <http://serve.pbworks.com/>**

## Ideas for my Bonner Program

---

---

---

---

---

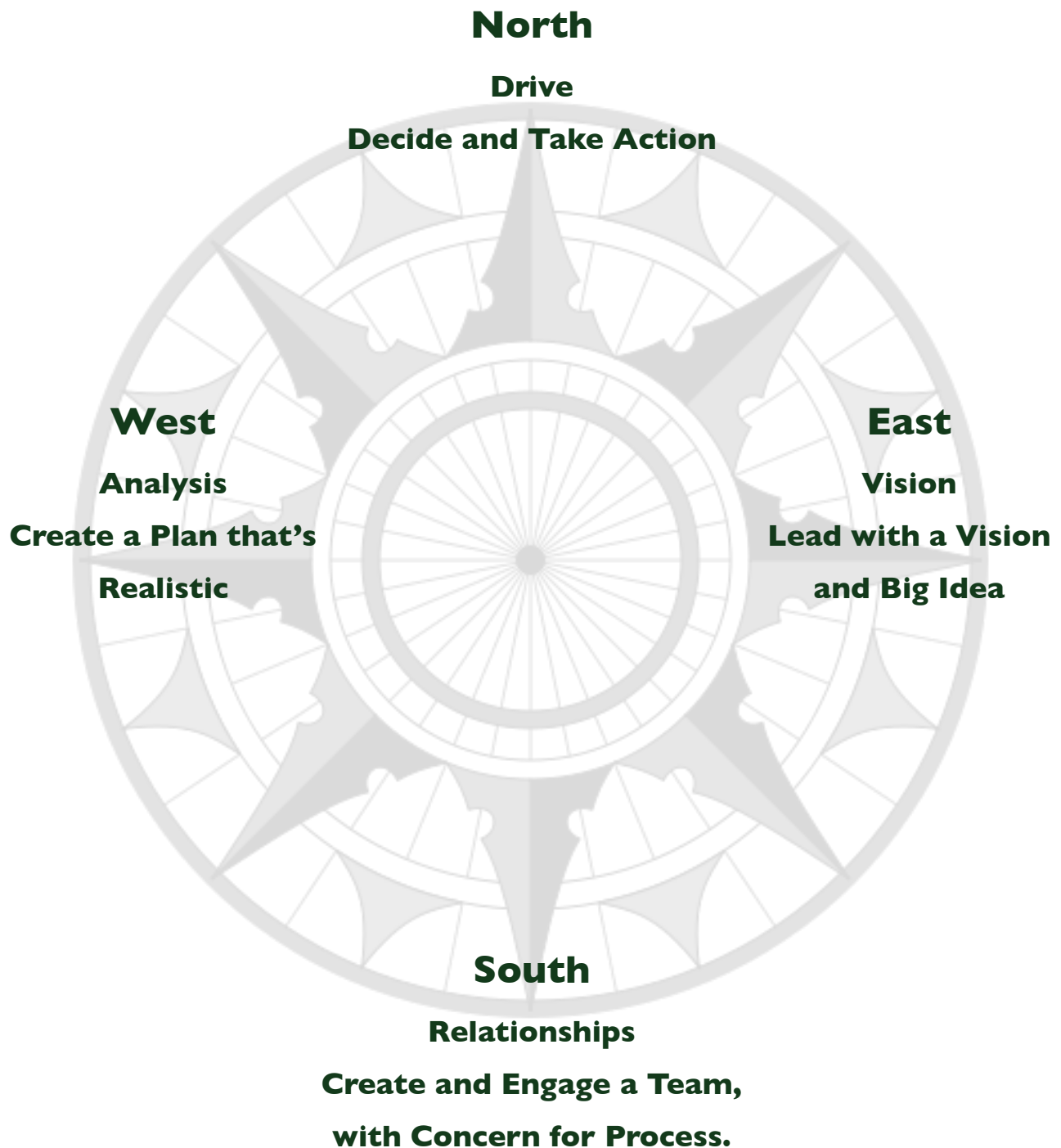
# Leadership Compass

**Read the following qualities of leaders.**

<p style="text-align: center;"><b>North</b></p> <ul style="list-style-type: none"> <li>• Assertive, active, decisive</li> <li>• Likes to determine course of events and be in control of professional relationship</li> <li>• Enjoys challenges presented by difficult situations and people</li> <li>• Thinks in terms of bottom line</li> <li>• Quick to act or decide; expresses urgency for others to take action</li> <li>• Perseveres, not stopped by hearing “no”, probes and presses to get at hidden resistances</li> <li>• Likes variety, novelty, new projects</li> <li>• Comfortable being in front</li> <li>• Values action-orientated phrases like “do it now”, “I’ll do it”, and “What’s the bottom line?”</li> </ul>	<p style="text-align: center;"><b>South</b></p> <ul style="list-style-type: none"> <li>• Understands how people need to receive information in order to act on it</li> <li>• Integrates others’ input in determining direction of what’s happening</li> <li>• Value-driven regarding aspects of professional life</li> <li>• Uses professional relationships to accomplish tasks, interaction is a primary way of getting things done</li> <li>• Supportive to colleagues and peers</li> <li>• Willingness to trust others’ statements at face-value</li> <li>• Feeling-based, trusts own emotions and intuitions, intuition regarded as truth</li> <li>• Receptive to others ideas, builds on ideas, team player; non-competitive</li> <li>• Able to focus on the present</li> <li>• Values words like “right” and “fair”</li> </ul>
<p style="text-align: center;"><b>East</b></p> <ul style="list-style-type: none"> <li>• Visionary who sees the big picture</li> <li>• Generative and creative thinker; able to think outside the box</li> <li>• Very idea-oriented; focuses on future thought</li> <li>• Makes decisions by standing in the future (insight/ imagination)</li> <li>• Insight into mission and purpose</li> <li>• Looks for overarching themes, ideas</li> <li>• Adept at and enjoys problem-solving</li> <li>• Likes to experiment, explore</li> <li>• Appreciates a lot of information</li> <li>• Values words like “option”, “possibility”, “imagine”</li> </ul>	<p style="text-align: center;"><b>West</b></p> <ul style="list-style-type: none"> <li>• Understands what information is needed to assist in decision-making</li> <li>• Seen as practical, dependable, and thorough in task situations</li> <li>• Provides planning and resources, is helpful to others in these ways and comes through for the team</li> <li>• Moves carefully and follows procedures and guidelines</li> <li>• Uses data analysis and logic to make decisions</li> <li>• Weighs all sides of an issue, balanced</li> <li>• Introspective, self-analytical, critical thinker</li> <li>• Skilled at finding fatal flaws in an idea or project</li> <li>• Maximizes existing resources- gets the most out of what has been done in the past</li> <li>• Values words like “objective” and “analysis”</li> </ul>

# Leadership Compass

Circle which one describes you the most.



# Leadership Compass

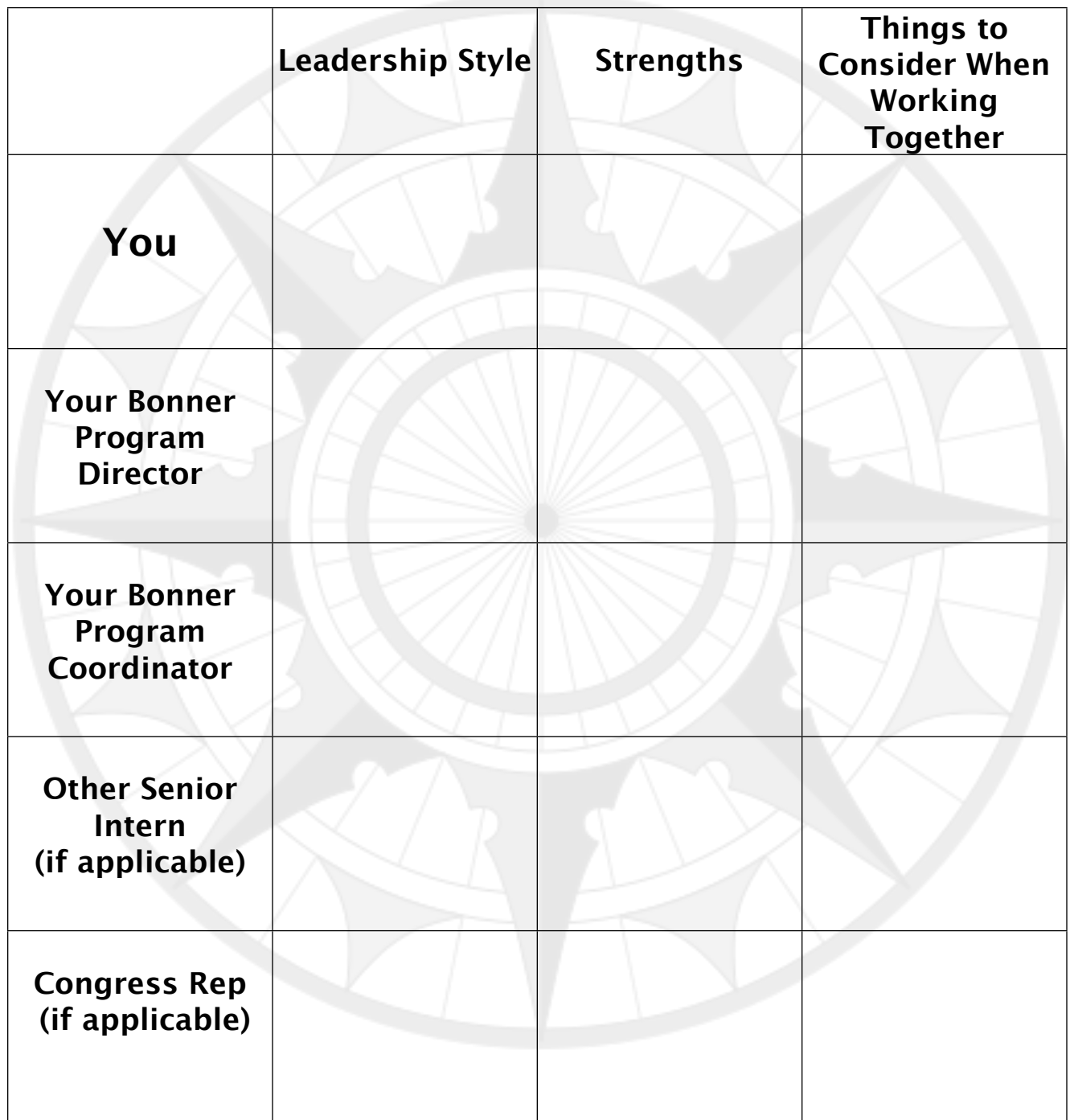
**Now that you know what type of leader that you are,  
here are some challenges you may face.**

<b>North</b> <ul style="list-style-type: none"><li>• Can easily overlook process and comprehensive strategic planning when driven by need to act and decide</li><li>• Can get defensive, argue, try to “out-expert” others</li><li>• Can lose patience, pushes for decision before it’s time, avoids discussion</li><li>• Can be autocratic, want things their way, has difficulty being a team member</li><li>• Sees things in terms of black and white, not much tolerance for ambiguity</li><li>• May go beyond limits, get impulsive, disregard practical issues</li><li>• Not heedful of others’ feelings, may be perceived as cold</li><li>• Has trouble relinquishing control – finds it hard to delegate, “if you want something done right, do it yourself”</li></ul>	<b>South</b> <ul style="list-style-type: none"><li>• Can lose focus on goals when believes relationships or peoples’ needs are being compromised</li><li>• Has trouble saying no to requests</li><li>• Internalizes difficult and assumes blame</li><li>• Prone to disappointment when relationship is seen as secondary to task</li><li>• Difficulty confronting or handling anger (own or others’); may be manipulated by emotions</li><li>• Can over-compromise in order to avoid conflict</li><li>• Immersed in the present or now; loses track of time; may not take action or see long-range view</li><li>• Can become too focused on the process, at the expense of accomplishing goals</li></ul>
<b>East</b> <ul style="list-style-type: none"><li>• Can put too much emphasis on vision at the expense of action or details</li><li>• Can lose focus on tasks</li><li>• Poor follow through on projects, can develop a reputation for lack of dependability and attention to detail</li><li>• Not time-bound, may lose track of time</li><li>• Tends to be highly enthusiastic early on, tends to burn out in the long run</li><li>• May lose interests in projects that do not have a comprehensive vision</li><li>• May find self frustrated and overwhelmed when outcomes are not aligned with vision</li></ul>	<b>West</b> <ul style="list-style-type: none"><li>• Can be bogged down by information, doing analysis at the expense of moving forward</li><li>• Can be stubborn and entrenched in position</li><li>• Can be indecisive, collect unnecessary data, mired in details, (analysis paralysis)</li><li>• May appear cold, withdrawn, with respect to others’ working styles</li><li>• Tendency toward remaining on the sidelines, watchfulness, observation</li><li>• Can become distanced</li><li>• May be seen as insensitive to others emotions or resistant to change</li></ul>



# Leadership Compass

Now that you know about the different leadership styles and the challenges they need to overcome. Think about your other leaders and members in your Bonner Program, what are their leadership styles and how might your work with them?



	Leadership Style	Strengths	Things to Consider When Working Together
<b>You</b>			
<b>Your Bonner Program Director</b>			
<b>Your Bonner Program Coordinator</b>			
<b>Other Senior Intern (if applicable)</b>			
<b>Congress Rep (if applicable)</b>			

# Leadership Compass

**“Managing Up”:** *a term for describing how people can ‘manage’—that is ask for what they need, advocate to, and help organize—the people who manage them in order to create a more dynamic environment that ultimately best serves the people in communities.*

## Action Jackson (North)

- Find a common time for a meeting with Action. Catch him early in the day before things have piled up and your time gets bumped.
- Think about using email for short items that don’t need face-to-face time
- Always use an agenda, get it to him ahead of time and plan for short to the point meetings.
- Get him out of the office for important meetings and discussions where he can’t be distracted
- If Action likes email it can be a great tool for communication, flag issues, pose questions, lay out intended plans in text, and then follow up in person
- Find another person to use as your sounding board. Action won’t be very available for LONG sessions
- Present Action with the main, crucial points and what you need to get it done.
- Don’t take missed meetings, short answers etc. personally.
- Give written feedback.
- If you have Action’s confidence, often he would be happy to have you move forward without lengthy discussion. Give him updates, project your path and indicate the direction you are going unless you hear otherwise from him.

## Betty Blue Sky (East)

- Try to get a good assessment of the urgency or importance of an idea.
- If the idea is more urgent and Betty wants something done about it now - figure out what the main point is and you may be able to work that central idea into the current plan
- Set up time for follow up to bring ideas, questions, and reality check
- When faced with a new idea that contradicts the last one, restate the original plan and WHY it was selected.
- Get her to commit to dates and times and to write them down.
- Betty usually prefers human interaction.
- Work on a compromise. Don’t nag; provide concrete benchmarks that YOU will do to motivate them to get it done.
- Sometimes just say “no;” however, doing so immediately is not the best strategy.
- Stress commitments that were made in the past and work already completed
- Rearticulate work load;
- Take care of your own needs too; don’t run yourself ragged trying to implement every new idea.

## Susie So Nice (South)

- Offer or assume with a specific task
- Make a joint planning calendar
- Articulate your tasks and needs
- Connect tasks to your needs
- Face-to-Face meetings/personal contact
- Prioritize tasks
- Constant Review/Check-off/Affirmation
- Debrief and assess her situation and sympathize
- Review commitments and reassess
- What is feasible?
- What can I do to help?
- What can I take over entirely?
- Set Clear, Specific expectations, especially for the time that specific tasks are to be completed
- Check in and follow up on the plan
- More stroking up

## Peter Practical (West)

- Voice mail over the weekend to amend agenda
- Short memo on desk by 9am (bullet idea and build your case)
- Have details planned out
- Be prepared for his concerns and questions
- Bounce off trusted co-worker
- Give notice with e-mails
- Come prepared with policies and details
- Present organized presentation
- Project confidence and personal commitment
- Model “non-Peter” behavior (it’s okay to have opportunities for “ooh, ooh I forgot” on agendas)

# Working Together

In this part of the session, brainstorm the scenario you choose with your group. Develop a vision, a strategy for developing a team on campus, set one concrete action, and three steps to meet that action.

## **Scenario Synopsis:**

## **Vision:**

## **Strategy for Campus Team:**

## **Concrete Action:**

### **Three Steps**

- 1.
- 2.
- 3.

### **Reflection:**

*What was it like working with other leadership style?*

*How can you work better with the other styles?*

Work on Purpose:

Heart

Hustle

One action I will take this week towards achieving my hustle is: \_\_\_\_\_



# Create a Career that Matters

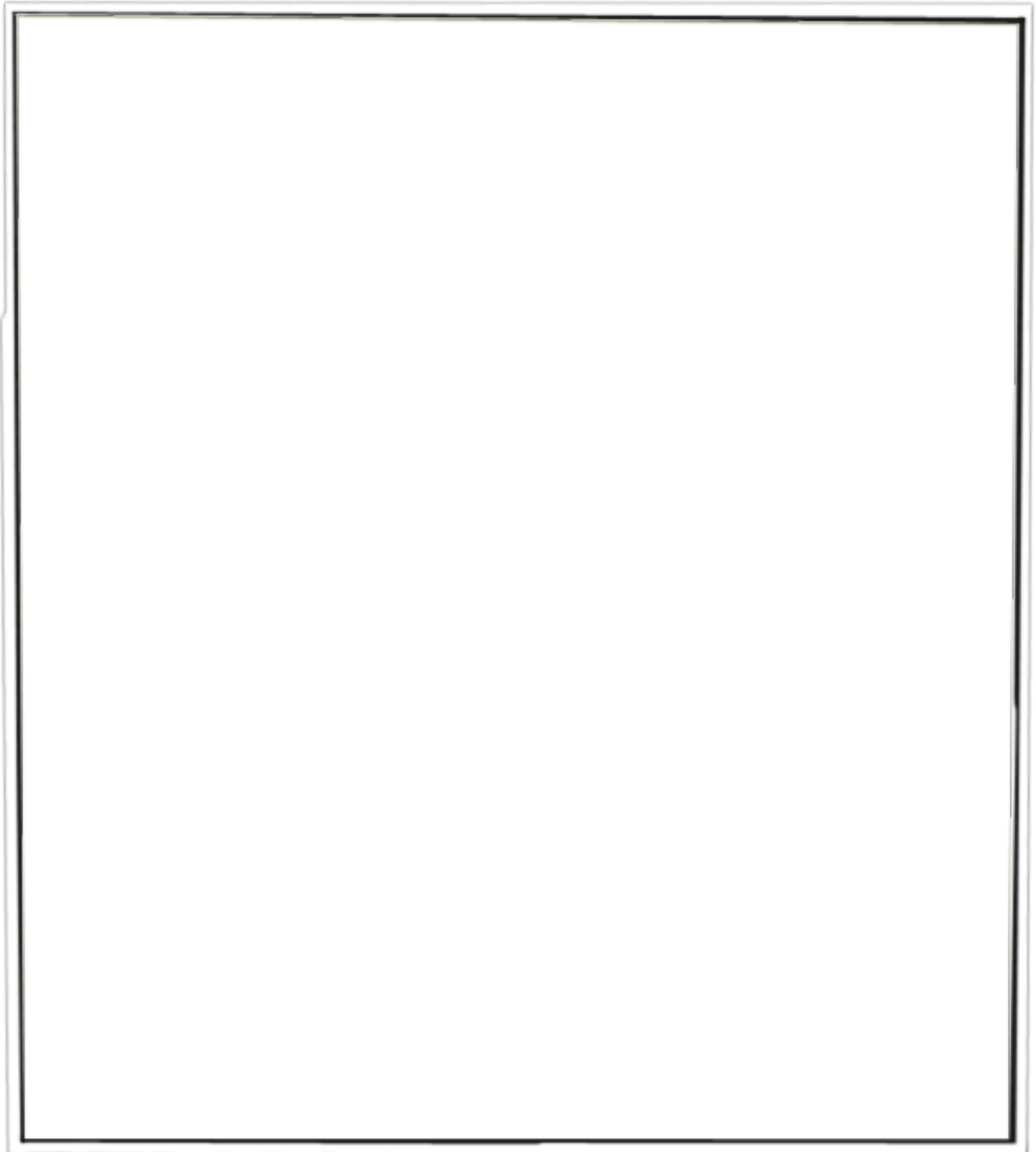


tle

Head

# WDYDWYD

**Why Do You Do What You Do?**

A large, empty rectangular box with a thin black border, intended for a response. The box is white and occupies the majority of the page below the title.

# Training Design Steps

All Bonner Meetings are important to building the identity and community among Bonner students on a campus. As Senior Bonner Intern, part of your responsibility will be to help design and facilitate these meetings. These meetings can be a great forum to build, celebrate, recognize, and deepen the Bonner campus community. They are often best when they combine a mix of business, training and enrichment, celebration, and reflection. These next few work sheets will help you design trainings for the upcoming year.

## Training Design Steps

### 1. What is your topic?

- a. Before you solidify your topic and focus, ask yourself, what can you teach?

### 2. Consider constraints or things that focus the topic

- a. Audience

*What is the experience level of participants?*

- b. Timing

*How long do you have? Is it a regular scheduled meeting or retreat?*

- c. Is experienced needed

*Is this something that can be experienced or simulated in a workshop setting or must it be complemented with actual work?*

### 3. Determine what are you intended goals or outcomes

What do you want your participants to take away from the training or workshop? What are the TAKE AWAYS?

- Head – intellectual, cognitive, knowledge, concepts, ideas
- Heart – feelings, attitudes, experiences, intangible things
- Hands – handouts, materials, things to keep and refer to later

### 4. Create programming activities and ideas

### 5. Structure activities into a workshop flow

Common flows to think about Beginning, Middle, and End

- Beginnings- include introductions, establish credibility, and set tone
- Middles- build on intended outcomes, introduce concepts,
- Ends- bring activities at close, restate and share learning

### 6. Write a full Training Guide

You will want to write a full trainer guide to communicate all your hard work. You can use it during the training to facilitate the trainings and other will be able to use it as resource for their own trainings.

***See the Training Guide Template on the next page!***

The Foundation a lot of resources for planning and leading meetings, Make sure to check them out on the Bonner Foundation Wiki, <http://bonnernetnetwork.pbworks.com/Bonner-Training-Modules>. We have also included a template guide for planning meetings and trainings. Using this template is a great way to plan and keep record of your meetings and clearly communicate to your other facilitators their roles.

# Trainer Guide Template

**Overview:** Brief summary description (covering purpose, touching on type of activity, though not in detail since that is covered below in “How to Do”)3-7 sentences

**Category:** labels that describe what skills and knowledge areas the session addresses (e.g., diversity, project management, team building, leadership skills)

**Focus or Goals of this Guide:**

List 3-5 goals that describe the intended goals or outcomes for the session. These statements should give both the presenters and participants a clear idea of what the “take aways” of the workshop are — in terms of learning.

- Example: participants will learn ways to encourage Bonners to have more international perspective

**Materials:**

- Bullet list of materials

**Brief Outline:**

Brief summary statement (describing the activities) aimed at the user/trainer/facilitator. The main purpose of this section is to give the facilitator an ideas about the main structure and emphasis of the training. This should be followed by outline of suggested steps or summary description of contents.

The outline has the following parts (modify to cover number):

- |             |                          |
|-------------|--------------------------|
| 1) Activity | suggested time x minutes |
| 2) Activity | suggested time x minutes |

**Your Plan**

**Part 1) Activity Title**

Suggested time:

Describe what you are going to do (You may note script)

**Part 2) Activity Title**

Suggested time:

Describe what you are going to do (You may note script)

**Followed by Handouts**

It's best to put your handouts at the end of the trainer guide, so that they do not get lost in the shuffle of emails or binders. Try to establish and use a consistent “look and feel” for all handouts. That is, use the same fonts, typefaces, margins, graphical consistency, etc.



# Helping Others Find their Hustle

## Training Guide for Reflection

Using Echoing Green's book, *Work on Purpose*, design a reflection based on the section of the book assigned to your group as well as the choose reflection activities.

**Topic:**

**Goals of Reflection:**

- 
- 
- 

**Materials:**

**Activities:**

**Brief Outline:**

***Ideas from the Reflection Showcase:***

# Reflections

**Reflection** is the process by which participants mentally and emotionally synthesize direct service and the learning components (orientation, education and training) and have a chance to think clearly about what you are doing and about the experience you are having

## **Basic Principles about Reflection-The Four C's:**

### **Continuous**

- Reflection should be an ongoing part of the service performed
- This allows participants to continue seeing the world in new ways
- This fosters a commitment to long-term reflective action and a growing awareness that may lead to more complex service, activism, and social change efforts

### **Connected**

- Reflection should be connected to the other quality components: orientation, training and education
- Used to illustrate (connect) theories to real life
- Fosters more effective service and more effective learning

### **Challenging**

- Individuals ask and answer questions or statements which may be unfamiliar or uncomfortable
- This forces participants to think in new ways and question their perceptions of events and issues

### **Contextualized**

- Reflection is a purposeful way to connect thought and action
- Reflection activities should be appropriate for the setting (level of formality)

**Reflection typically have an interactive component to help the participant experience the 4C's.**

Here are examples of some activities to use when designing reflections:

- **Reading**  
*Using articles or books as a foundation for discussion or journaling*
- **Group and Personal Journals**
- **Artistic Reflection**  
*Community Mural, Song Lyrics, Poetry Round Robin, Service-Learning Theatre, etc*
- **Discussions-** *formal or informal*

## **Simple Reflection Activities:**

**Yarn Toss:** Use a ball of yarn that is passed as people “weave a web” of their reflections

**Post-Its:** Have people post questions they encounter in their minds as they process observations; then sort through and group questions, and use them for discussion

**Ball Game:** Use a ball or token to move discussion around, combining with provocative questions

# Facilitation Tips

Facilitation reflections can be tricky because difficult emotions can emerge through the process. It is important to maintain professional and create a safe space for participants to be honest about their experiences. The follow tips will help when facilitating you reflections:

## Basic Tips for Facilitators

- Establish Group Norms (such as with the roles)
- Watch the Time
- Validate Everyone's Opinions
- Be Challenging
- Be Neutral

## Behaviors for Facilitators to Avoid:

- ☒ Downplaying people's ideas
- ☒ Pushing personal agendas and opinions as the "right" answer or opinion about an experience
- ☒ Dominating the group or doing all the talking
- ☒ Saying umm, ahhh
- ☒ Reading from a manuscript
- ☒ Telling inappropriate or offensive stories
- ☒ Allowing people to bully others in the group into adopting their point of view
- ☒ Taking a stance with one section of the group
- ☒ Telling to much about your personal experiences and life: keep a healthy balance- you are seen as the leader in the room
- ☒ Assuming the demographics, opinions, or perspectives of your group

*Think about some of the trainings and reflections you have experienced. What are some qualities of the facilitator that made the experience good or bad?*

---

---

---

---

---

---

---

---

# Elective Workshops

Throughout SLI, there are five elective workshops. Use this worksheet and your conference booklet to select the workshop you would like to attend. Remember to attend Echoing Green's Workshop: Work on Purpose: Create a Career that Matters in workshop block one or two.

**Workshop #1:**

Day:

Time:

Place:

Biggest Take Away:

**Workshop #2:**

Day:

Time:

Place:

Biggest Take Away:

**Workshop #3:**

Day:

Time:

Place:

Biggest Take Away:

**Workshop #4:**

Day:

Time:

Place:

Biggest Take Away:

**Workshop #5:**

Day:

Time:

Place:


Biggest Take Away:



# Putting Goals into Action

## What is an objective?

An objective is a precise measurable statement of what your program intends to achieve during a specific time period toward your desired outcome.



S – specific  
M – measurable  
A – attainable  
R – realistic  
T – time-bound

### The basic components of an objective are:

1. Description of the activity or service to be provided (e.g. tutoring)
2. Expected result of the activity or service (e.g. increased reading level)
3. Tool to measure the impact of the provided service or the quality of the provided product (e.g. pre/post reading level test).
4. Standard of success the project hopes to meet (e.g. average increase of at least one reading level)
5. Number of service recipients or individuals whom benefit (e.g. 25 middle-school youth).

## Why are objectives important?

Objectives are important because they are the measurable factors by which the success or failure of one's efforts, a project or a program is decided. Furthermore, strategies are developed with specific roles and responsibilities are developed based on the objectives.

<b>Non-SMART Objective</b>	The Building Blitz will build three homes and people will get along.
<b>SMART Objective</b>	Sixty students and thirty- two community residents will participate in a Habitat for Humanity Building Blitz day on May 5, 2000. The day will result in the students in the construction of three homes and increase communication between the residents and students. We will measure success by a log of completed homes and a survey of students and residents

# Goals

## **Programmatic Goals:**

Spend time thinking about your campus program. What are three goals that you would like to accomplish while you are senior intern for your program?

1.

2.

3.

## **Personal Goals:**

Spend time thinking about where you are now in your life. What are three goals that you would like to accomplish by Summer 2012?

1.

2.

3.

# Reflections

From Essential Spirituality by Roger Walsh, M.D.,PhD.

What is really important in your life?

What really matters?

What would you be better off doing more of?

What would you be better off doing less of?

Of all the things that you have done, what makes you most happy?

Of all thing things you have done, what makes you most satisfied?

What is the most valuable thing you have learned?

What is the best thing you have done to help other people?

What are your most satisfying relationships like?

# Notes

Every thing is always impossible before it works.

-Albert Schweitzer

# Notes

You can't use up creativity. The more you use, the more you have.

-Maya Angelou



# Staying in Touch

**It's important for us to stay in-touch throughout the year!**

Make sure to get the names and email address of other Senior Interns!

Also, don't forget to visit the Bonner Intern Wiki for the latest resources:

<http://bonnernetnetwork.pbworks.com/w/page/13113076/Bonner-Interns>

May brooks and trees and singing hills, Join in the chorus too,  
And every gentle wind that blows, Send happiness to you.  
~Irish Blessing

# Planning Calendar

Planning by calendar is a great way to help manage your projects and keep track of your progress. Once your goals are in place, set an completions date. The completion date will help you gauge when actions steps toward your goal should be completed ultimately reaching your end goal.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>JUNE '11</b>			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>JULY '11</b>					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	31	<b>AUGUST '11</b>			

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>SEPTEMBER '11</b>				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>OCTOBER '11</b>						1
2	3	4	5	6	7 Bonner Congress	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	NOVEMBER '11		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
DECEMBER '11				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	<b>JANUARY '12</b>			

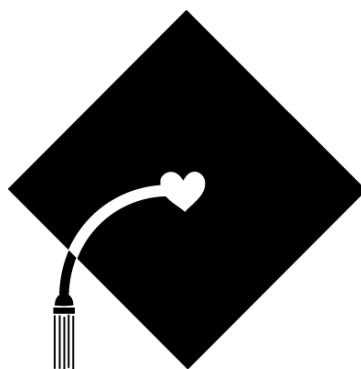
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	<b>FEBRUARY '12</b>		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>MARCH '12</b>				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	<b>APRIL '12</b>				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>MAY '12</b>		1	2	3	4	5
		6	7	8	9	10
		11	12	13	14	15
		16	17	18	19	20
		21	22	23	24	25
26	27	28	29	30	31	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<b>JUNE '12</b>				1	2
3				4	5	6
7				8	9	10
11				12	13	14
15				16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



**This guide was designed to set you on your journey as a Senior Intern!**

**Use it, write in it, dream in it, and share it!**

**This guide is dedicated to Jessica Terry Bergman, Betsy Dunn William, Julie Lawson, and Ari Hoy. Four influential women in my life who guided me on my journey through the Bonner Program and beyond.**

**-Annie Pasqua**

**Bonner Senior Intern '05-'06, Lees-McRae College  
Bonner Director, Rider University  
apasqua@rider.edu**