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Abstract

Service-learning is an experiential pedagogy that encourages students to understand academic content through performing direct service at a community organization. While research supports the benefits of service-learning pedagogy for students, there are fewer articles or guidance to faculty on how to teach service-learning, especially to faculty who have no prior experience. As guided reflection is a central component to service-learning pedagogy, this article shares both professorial reflection on the author's learning trajectory as well as reflections ideas from the author's service-learning class geared towards incorporating a more reflection oriented methodology for students. Even in a class that is not service-learning based, these exercises might be incorporated into a class for the purposes of enhancing student learning.

Introduction

Service-learning can help business management faculty resolve a basic challenge to business education:[1] balancing academic rigor and practical relevance.[2] Thus, service-learning in business schools has received considerable attention in the last fifteen years.[3] In particular, the placement of undergraduate business students in a service capacity within an organizational setting when many of them lack substantive work or organizational experience can provide a suitable backdrop against which they can engage in more meaningful discussions of management and organizational theories. In addition to bridging theory and practice, the very nature of service-learning fundamentally highlights the Jesuit values of encouraging diverse perspectives, developing leadership in service, and pursuing social justice.

This trend has proven popular enough for top business management journals, the author's discipline, to publish special issues dedicated to service-learning in the last twenty years. In spite of this celebration of service-learning, however, much of this research focuses on conceptualizations of what service-learning is and what student learning outcomes can be achieved. In other words, there are many defenses of the benefits of service-learning.

In some cases, specific programs at a given academic institution are described. However, fewer articles offer practical pedagogical suggestions for service-learning faculty, particularly insights for faculty on how to prepare for a first time experience teaching service-learning. In particular, the importance of tying academic content together with the direct service experience through guided reflection, while straightforward in principle, can be more challenging to put into practice. Based on the author's experiences, this article offers practical pedagogical suggestions for increasing guided reflection in service-learning classes.

Brief Professorial Reflection on Teaching Service-Learning at the University of San Francisco School of Management

In service-learning, reflection is defined as the "intentional consideration of an experience in light of particular learning objectives."[4] When I was new to teaching service-learning, I quickly started to understand how guided reflection sits at the heart of this pedagogy. My evolving understanding reinforced that students needed to be guided through the process of thinking about their service experience in the context of the academic content of the class. As my understanding of the importance of reflection grew, I frequently

discovered that students recalled their past service experiences being devoid of reflection. Thus, I challenged myself to consider how I could help refine my students' understanding of service-learning pedagogy and impress upon them the importance of reflection.

When reflecting myself on the learning trajectory I desired for my students, I found the following three questions integral to guide their reflection, and thus their learning process: 1) What observations do you make at your organizations through your direct service? 2) How can these observations be described using concepts introduced in class? 3) What new understandings do you possess after considering your direct service in terms of our course content? I anticipated directing the students' reflections in this manner would facilitate them making connections between theory and practice. To this end, I included the following four reflection activities into my syllabus, two of which I believe are unique teaching innovations, to incorporate a more reflection oriented teaching methodology and assist the students in making these connections between course content and their direct service activities.

Incorporating a More Reflection Oriented Methodology for Students

First, I opted to assign three written, individual reflections that encourage students to consider their learning with respect to the major units in the course: service-learning, individuals in organizations, and work teams. In the first semester that I taught this class, I administered short, multiple-choice quizzes to assess my students' understanding of the core course concepts. Although quizzes, especially in a multiple choice format, would be a much more user-friendly approach for me as the professor, written reflections that specifically ask students to make connections between academic content and their service experiences are simply more consistent with service-learning pedagogy.

As an additional benefit for students, shifting to written reflections helps students hone their writing skills. Writing skills will serve our business students better at work than quiz taking abilities. Thus, taking this approach develops in them a more practical, real-world skill. (I have attached the prompts for these assignments as Appendices A, B, and C in the spirit of sharing pedagogical resources).

In addition to helping students make connections through these written reflections, this form of assessment also affords me far greater insights into both my students' learning as well as experiences in their service-learning projects. At best, quizzes might measure short-term retention of course concepts, and, if they are administered at the start of each meeting, might push students to arrive to class on time. However, they would not supply any data about students' deeper learning through the lens of their service experiences. Reflections, on the other hand, provide insights into the clarity of students' thinking. Thus, I can read about the learning that is occurring and intuit the students' excitement about making meaningful connections between theory and practice. On a personal level, I greatly enjoy reading the narratives of their learning (much more than grading multiple choice quizzes).

Second, I made it mandatory for each student to come to my office hours at least twice during the semester for in-person, oral reflections with the professor. The first of these is a group (maximum of five students); the second one is individual. The first reflection happens early in the semester (within the first three to four weeks) and is geared to build rapport among the students as well as capture their initial sentiments around the service activities in the class. The second reflection, the individual one, occurs later in the semester and focuses more on developing the students' abilities to articulate their service experiences using the vocabulary, theory, and frameworks of the class. Through these individual conversations with students, I am better able to ascertain the degree to which they are grasping the management and organizational theories of the class through the service experience. In addition, I am able to troubleshoot and problem solve with each student regarding team dynamics, individual

learning, and relationships with the community partner.

Clearly, meeting with each of my students individually throughout the semester can be intense, but the payoffs are well worth the investment of time and energy. Not only do I feel that this constitutes solid teaching practice by demonstrating compassion and caring for the students, this practice also facilitates discussions with students that usually cannot occur within the classroom context. As such, I am afforded far more insights into the personal lives of the students. Frequently, students will share their latest job search updates with me and seek advice on transitioning smoothly to life beyond college. While these meetings have their roots in one-on-one reflections aimed to bridge academic content with the direct service experience, they often very naturally segue way into personal conversations beyond the class that are consistent with *cura personalis,* the Jesuit ideal of care or education for the whole person. Although I don't deliberately pry into the personal lives of my students, to the extent that they volunteer information about themselves beyond the content of the class, I feel I have entry points to care for them as people. As such, over the past two years that I have included these mandatory one-on-one reflections, I feel that I have also had many more opportunities for *cura personalis*, consistent with Ignatian pedagogy and the Jesuit mission of the University of San Francisco.

At this point, I would like to share the third reflection that has been particularly valuable in my classes: mid-semester sharing. Truthfully, I stumbled upon mid-semester sharing quite accidentally a few years ago. One day during the first semester that I taught my service-learning class, we finished our designated material for the day earlier than anticipated and were left with about thirty minutes left in the class. Spontaneously, I asked a representative from each of the service-learning teams to speak to where they were in their projects, successes they had experienced, and challenges they were facing. I allowed enough time for the other teams to celebrate

each team's success but also to make suggestions on how to reframe challenges with a problem solving approach.

The success that resulted from that activity was completely unanticipated. First, virtually all teams had previously thought they were struggling through challenges unique to their own teams. Creating an open forum for this dialogue revealed that was far from the truth. Essentially, every team was coping with some variation of lack of direction from their community partners. However, the specific challenges were not identical, so there was space for peer-driven suggestions. I was particularly pleased with the manner in which people engaged in this activity to make suggestions for other teams, so few, if any, of the suggestions came from me as the professor. Furthermore, the suggestions also evidenced that the students were making independent connections to the course material. Without any prompting from me, the students integrated concepts from the class when making suggestions about how other teams should address their challenges. Collectively, they supported each other and mutually helped each other manage their expectations for their service experiences. In this way, a peer driven reflection evolved quite organically that had far-reaching effects for encouraging and motivating classmates through some of the difficulties of service-learning.

While the spontaneity of that first semester cannot be perfectly replicated, I have nonetheless implemented this mid-semester reflection as a regular activity in subsequent semesters. Not surprisingly, I have experienced similar degrees of success with it. I still only offer minimal guidance preferring instead to let the students drive the conversation. In most semesters, the students leave this reflection with a much more settled feeling. Whereas many of them previously felt that their teams were struggling in isolation, they complete this reflection with a stronger class-wide rapport through sharing their challenges with one another. At my institution, undergraduate matriculation has a mandatory service-learning requirement. As

such, there is often a fair amount of negative affect around service-learning. I have found that this reflection in particular helps to diffuse some of the angst that students feel. Whether your institution requires service-learning or not, I would warmly advocate other faculty facilitating a similar activity to allow the class as a whole to support each other by offering suggestions for working collectively through their challenges in the semester.

The final reflection I would like to share is the end of the semester Board Meetings (see Appendix D). The original motivation for Board Meetings came from a desire to inject creativity into what would be students' end of the semester presentations. My reasoning led me to believe that most classes end with a final team presentation about work completed during the semester, and one more such presentation in our classes would not dramatically improve students' presentation skills. Was there another format that would extract the same information but challenge the students to think on their feet in a more dynamic, interactive format?

I derived inspiration from the section of Donald Trump's television show, "The Apprentice," in which executives from the Trump organization question the losing team in a boardroom meeting. From this part of the show, I considered the possibility of having one service-learning team question another in order to extract the learning that transpired throughout the semester without the shark tank or lion's den edge to it. What evolved was my version of Board Meetings to serve as the culminating oral component of the class.

To prepare the students for this alternate format, I instructed each team to consider as much learning as possible through the various lenses of the course content. This would serve as dual preparation to play either the team being questioned or "the Board." Each service-learning team would have one opportunity to play both roles once. Unlike the television show from which this idea evolved, our Board Meetings were not to be a competition either between teams or amongst team members. Rather, they were designed to be an alternative format to a formal presentation that would help the students articulate their learning in the context of the course material while simultaneously requiring them to think on their feet, a valuable business as well as real-world skill.

Depending on the number of students in the class, I elected to let each of the Board Meetings run for 30-45 minutes. During that time, there was an exchange between the two teams. When a service-learning team played the role of the team being questioned, they would need to think on their feet to respond to the Board's questions. The team being questioned would never receive a list of potential questions beforehand, so they would need to think on their feet and speak extemporaneously. Conversely, the team playing the Board would start the meeting, be responsible for eliciting information from the opposite team, and for controlling the flow of the Board Meeting.

In the spirit of increasing co-educator opportunities as well as increasing the need for people to think on their feet, I added an additional dimension to the meetings: I invited other groups of outside individuals to come watch the Board Meetings and reserved some time at the end for representatives from these different stakeholder groups to ask questions as well. These external stakeholders included the community partner, my management colleagues, and staff from the office that coordinates service-learning efforts across my university. In this way, there was another co-educator opportunity but also, this arrangement also fleshed out a fuller range of questions. As such, not only were there content related questions from the other students but also more around issues of social justice, service-learning pedagogy, and more advanced management and organizational behavior concepts. All in all, the questions, regardless of who posed them, contributed to the students tying their learning together at the end of the semester. Moreover, the Board Meetings brought all the stakeholders together at the end of the semester for a more inclusive culminating experience.

Two characteristics of this format quickly emerged providing evidence that Board Meetings were superior to a presentation in which the flow of communication was more uni-directional. First, the time passed quickly for the students participating in each Board Meeting regardless of which side they were playing. This has been the case every semester. If enjoyment and the quick passage of time have a positive relationship, this anecdotal evidence suggests that the students were enjoying this experience. In fact, many of them, both in that first semester as well as in subsequent semesters have commented that their Board Meetings finished too quickly and how they wished they could have had longer! Secondly, students in the audience often find themselves remaining more engaged because they are thinking through for themselves how they would answer the same questions. So even when students are not directly participating, they frequently comment that they are paying far closer attention than if the same information were being presented as a final presentation. For all of these reasons (keeping the format interactive and dynamic, encouraging students to think on their feet, gathering all the stakeholders for a culminating experience, and increased student enjoyment and engagement), I have deemed the Board Meetings to be a successful teaching innovation that increases the reflection orientation in my classes.

To conclude this section, any faculty member considering how to incorporate more reflection into what is likely an already packed syllabus will face tradeoffs because the integration of a greater reflection oriented methodology into a service-learning class requires deliberate choices on the part of the professor. These are the four suggestions that I offer for faculty to incorporate more reflection into a service-learning class that have not necessarily required making significant changes to the syllabus. With that said, we accept that reflection is central to service-learning pedagogy, and more opportunities for reflection in a service-learning class will benefit students. However, we also acknowledge that reflection should be guided. Simply telling students, "reflect on your experiences," might be inadequate. The next section details some specific topics for reflection beyond making connections between theory and practice.

Reflection Guidance for Students

Beyond encouraging students to make links between the academic content presented in the class and their direct service experiences, I have found it valuable to encourage them to reflect upon the following characteristics of service-learning: 1) an assets-based approaches to service (rather than deficit or needs-based approaches), 2) multiple sources of learning that stem from the experiential nature of service-learning pedagogy, 3) tracking their interior movements, an Ignatian principle and practice, throughout the service experience as a means of stimulating reflection, and 4) extracting learning from every experience. Let us examine each of these briefly.

An assets-based or capacity-oriented approach

Frequently, individuals entering communities to perform service bring a needs-based approach. This perspective suggests a strong us vs. them dichotomy characterized by statements such as, "they have problems; we have solutions," "they don't have resources; we have resources," or "they have nothing; we have everything." Conversely, Kretzmann and McKnight advocate an assets-based approach to service-learning.[5] In contrast to the aforementioned needs-based approach, a capacity-oriented approach asks, "what does this community have?" As such, this perspective focuses on strengths and internal capacity, as oppose to deficiencies and problems. Taking this approach necessarily diverts the focus from being resource based to relationship based. Emphasizing relationships shifts the focus from supplying resources to becoming acquainted with stakeholders within the community and building up their capacity. This sets the stage for more sustained development that springs from within rather than passing along resources for, in the case of most service-

learning classes, a single semester. Thus, my students are consistently challenged to think about what communities and populations served **do** have and are encouraged to think about ways to build upon those pre-existing assets.

Multiple sources of learning that stem from the experiential nature of service-learning pedagogy

Fundamentally, the professor and the community partner serve as the students' co-educators in service-learning. While the breakdown of contact time is unlikely to be 50-50, the fact remains that the professor is not regarded as the sole source of knowledge or information in a service-learning class. By its very nature, service-learning is an experiential pedagogy, thus the learning comes by doing, or more accurately serving, at the community partner organization. Thus, the students are encouraged to avail themselves to every learning experience possible. I make a concerted effort to emphasize the expertise of every community partner as it relates to management and organizational dynamics. To support this approach, in my one-on-one reflections with my students, I specifically ask, "What have you learned in this class about management and organizations from someone, or something, other than me (the professor)?" Occasionally, students will have to spend some time thinking about this question. However, it ultimately points them in a direction of receiving information and learning from multiple sources.

Tracking interior movements throughout the service experience

Last year, while doing the Spiritual Exercises of St. Ignatius in the form of the 19th Annotation, my thinking around reflection was further refined. My spiritual director and I used *The Ignatian Adventure: Experiencing the Spiritual Exercises of Saint Ignatius in Daily Life* by Kevin O'Brien, S.J.[6] While reflection can be facilitated by external sources or experiences, students can make some of the most poignant connections internally. To encourage this independent process in the students, I teach briefly on interior

movements, as I learned about them through the 19th Annotation. O'Brien describes interior movements as "our feelings, emotions, desires, attractions, repulsions, or moods."[7] While St. Ignatius wrote on interior movements in the context of communication with God, they can also be used in a service-learning context to guide both reflection and learning. Recalling the definition of reflection, in service-learning we are deliberately trying to link academic content with the direct service experience. In other words, guided reflection in service-learning asks students to consider their service experiences and explain them in the context of the academic content of the class.

To help students track their interior movements, I ask them to recall critical points in the service. Guidance to facilitate them capturing these critical points might include:

- Recall a time that you experienced joy or satisfaction during your service activities.
- Recall a time that you felt dissatisfaction or frustration during your service activities.
- Recall an experience that changed your mind (for better or worse) about your community partner, the service they are asking you to perform, or the population they serve.

From this point, a secondary set of questions can help move the students beyond these critical incidents to points of greater learning:

- What do your impressions say about your personal beliefs and values?
- How do these contribute to your self-awareness and emotional intelligence?
- How do these shape your worldviews or broader perspectives?
- Would you approach similar situations in the future in a different manner? How?
- Was this exercise difficult for you? Can you explain why?
- What did you learn from this experience?

The ultimate goal is for students to make these connections independently. Clearly, there are other possibilities for questions to track internal movements to guide the reflection process. However, to get them

thinking along these lines, I have found these two sets of questions to be a legitimate starting point.

Deriving learning from every experience

In framing service-learning, I often tell my students that I want them to have meaningful learning experiences but not necessarily positive ones. While I earnestly set out to craft positive learning experiences for my students through starting early, the careful selection of community partners, and diligent shaping of service experiences, the fact of the matter is that students' experiences might be highly variable. However, I impress upon the students in every case that they can still learn from any experience they acquire.

I offer the following example to illustrate how this might be done: One of the most difficult situations that a team of my students faced involved a community partner who left the organization partway through the semester without ever informing the students. Through persistence, they were able to find someone else at the organization who was taking over that person's responsibilities. However, this new individual also made it quite clear that they had never signed up for service-learning students themselves and would not be able to devote a substantial amount of time to supervising my students. Feeling like they were a burden, my students now seemed worse off than if they had not lost their original community partner contact. However, the reality of their situation could not be changed, so they sought to make the best of it.

I helped direct them in linking their experiences to course concepts. Rather than default to making negative attributions that their new contact exemplified the opposite of most managerial ideals, we strove to derive learning from this experience and look deeper to imagine the underlying causes of the situation. Although we were not able to glean the specifics with any known degree of accuracy, we were able to deduce attributions at the organizational level to explain the current situation. In the end, the students came away with a meaningful learning

experience, albeit not the most positive one. At first glance, this situation could have looked unsalvageable. However, by transforming it into a meaningful learning experience, the students were able to come away with not only feelings of satisfaction but also sentiments of successfully overcoming adversity while they learned.

Professorial reflections

While a more reflection-oriented pedagogy is highly desirable for students, I have found that the reflection integrated into teaching service-learning also has immense benefits for the professor. I have elected to meet at least two times a semester with staff from the Leo T. McCarthy Center for Public Service and the Common Good as they coordinate service-learning efforts at my university to reflect on my own service-learning teaching. This practice allows me to tap into their resources and expertise to continue my education in this pedagogy and to continue enhancing my students' experiences.

In the same way that I encourage my students to consider certain questions to reflect on their learning, I use some of the following questions to further my own learning and track my own interior movements:

- What is different between the current semester and previous semesters? Are these situations better or worse? Why do they exist?
- Are the current approaches the most effective for facilitate students' learning? How might they be changed to be more effective? Are there new activities I could use in class to facilitate students' learning further?
- What new research on service-learning has been published recently that could be incorporated into the class for the benefit of the students?

The point here is not asking specific questions to guide reflection but, rather, to maintain a mindful perspective that enables me to think critically about improving the delivery of the

class and the quality of students' experiences. Working in conjunction with the McCarthy Center to continue developing myself is consistent with *kaizen*, or "continuous improvement," an important principle in management and organizations, which I also impress upon my students each semester. I know that these reflections have contributed to a stronger overall class than I would be delivering if I were not engaging in these reflections.

Beyond the Initial Experience Teaching Service-Learning

Up to this point, this reflection has primarily captured the experiences of my first year and some of the changes that I made from going from my first to my second year. As I have continued to teach service-learning, other changes have evolved to strengthen the delivery of the class, enhance students' experiences, and develop healthy, sustainable relationships with community partners. Clearly, however, these revelations were only possible after accumulating more experiences teaching service-learning and interacting with more students over multiple semesters, as well as more community partners.

As a faculty member continues to teach service-learning (particularly at a Jesuit institution), I would also advocate the following point: Use your imagination, which is an Ignatian practice, to discover ways to broaden the co-educator relationship between you and the community partner. There are several ways in which my community partners and I have furthered our co-educator relationships as we continue a model in which a single community partner supervises an entire class. (While that might be the norm for other classes at other institutions, it is not the norm for my department). Because community partners are working with entire classes, we have discussed ways in which they can use class time to direct both the students' service and their learning. In previous semesters, community partners would only visit my classes once in the beginning of the semester to introduce themselves, their organizations, and the service activities they

had developed for the students. However, both this semester and last semester, I have community partners making three additional visits to my classes to facilitate reflections about the service the students are performing. These are particularly valuable for the outside professional experience and social justice perspectives that the community partners can contribute to the students' learning. As such, there are a total of four class sessions this semester that I am giving over to community partners to facilitate, which I feel brings new meaning to the co-educator relationship. In addition, in both sections of my class they have taken the lead in placing students in teams for their projects as well as scheduling on-site orientations, rather than in-class, again to provide richer experiences for the students. Thus, their time in class really is reserved for facilitating reflections and bringing their perspectives to the students' learning.

Conclusion

While teaching service-learning has been a substantial amount of work, it has also proved to be immensely rewarding. Watching students develop the capacity to articulate the connections they are making between the academic content and their direct service activities offers rich gratification. For all of the hours that I have spent establishing partnerships and discussing service activities with community partners, I would not trade in the direct experience that service-learning offers my students to see management and organizational theories as they manifest in the workplace. In fact, I have reached a point at which I would be reluctant to teach undergraduate management in a non-service-learning format. The context that it provides for undergraduates who might possess limited work experience or understanding of organizations proves priceless to enhance their learning.

My hopes in writing this article are that it might be inspiring and motivating for faculty engaged in teaching service learning and, particularly, for those who are just starting to teach service-learning. While I had access to a faculty development seminar, colleagues

experienced in this pedagogy, and other teaching resources as I started to teach service-learning, I recognize that not all faculty will have these resources immediately at their disposal. I hope that this article might provide some inspiration for such faculty.

It goes without saying that we could all teach a full class in our given subjects without including service-learning content or activities. Thus, in addition to forcing tradeoffs, service-learning requires a certain degree of vulnerability as well as sacrifice on the part of the faculty member as we relinquish a fair amount of autonomy and control over our classes and, thus, our students' learning experiences. As I conclude this piece, I would like to exhort all service-learning faculty to continue forging ahead with this pedagogy for the simple reason that it holds unparalleled benefits for students, the most important stakeholders in this arrangement. I hope that my suggestions are actionable and yield positive returns for anyone who implements them. HJE

Notes

[1] Earl F. Cheit, "Business Schools and Their Critics," *California Management Review,* 27 (1985): 43-62.

[2] Paul C. Godfrey, Louise M. Illes and Gregory R. Berry, "Creating Breadth in Business Education through Service-Learning," *Academy of Management Learning & Education,* 4 (2005): 309-323.

[3] Patrick L. Yorio and Feifei Ye, "A Meta-Analysis on the Effects of Service-Learning on the Social, Personal, and Cognitive Outcomes of Learning," *Academy of Management Learning & Education*, 11 (2012): 9-27.

[4] Julie A. Hatcher and Robert G. Bringle, "Reflection: Bridging the Gap between Service and Learning," *College Teaching* 45, no. 4 (1997): 153.

[5] John Kretzmann and John P. McKnight, "Assets-Based Community Development," *National Civic Review* 4 (1996): 23-29.

[6] Kevin O'Brien, *The Ignatian Adventure: Experiencing the Spiritual Exercises of Saint Ignatius in Daily Life* (Chicago: Loyola Press, 2011).

[7] Ibid., 76.

Appendix A

Kevin D. Lo, Ph.D.
BUS 304
Management and Organizational Dynamics
Reflection 1-Service Learning

For your first Reflection, you are to write on service-learning. There are few concrete prescriptions for content. Questions you **might** want to consider include, but are not limited to:

- What did I know about service-learning (as a pedagogy) before this class?
- What service experiences did I have before this class? Were they service-learning as we now understand it?
- What have I learned about service-learning through this unit? (Make references to specific readings)
- Have there been any surprises (unexpected revelations) about service-learning?
- What are my (hopes, anxieties, concerns) about the service-learning project?
- What skills and aptitudes do I hope to develop through the service-learning project?
- How will I contribute to this service-learning experience to optimize it for myself?

There are no "right" or "correct" answers to this assignment. Various themes will be salient to different individuals. Your emotions and attitudes at the outset of your projects will also differ.

My hopes are that you are somewhat exhaustive in your coverage of the themes that resonate with you and that you write in **clear, proper English**. Beyond that, I would like this to be a process of self-discovery that helps you reflect on service-learning as we culminate this unit and commence the projects.

Due: Monday, September 9 at the <u>start</u> of class to the Assignment "drop" on Canvas.

5% of final grade

Appendix B

Kevin D. Lo, Ph.D.
BUS 304
Management and Organizational Dynamics
Reflection 2-Early Team Processes

For your second Reflection, you are to write on your early SL team processes (which may include communication, power, and conflict). Questions you **might** want to consider include:

- At which theoretical stage of group/team development is your team currently?
- Are there any hindrances to your team process? How do you intend to address them?
- What observations do you make about yourself and/or specific individuals with respect to the Six Colored Hats framework?
- Describe the communication within your team. Are there components of your team's communication that need to be adjusted for heightened effectiveness and efficiency?
- Where are power and influence residing early in your team process? Do you have any inclinations to change where they are situated?
- Has your team encountered any conflict? How has this been resolved?

Use theory to analyze your teams. A reflection devoid of any theory will not receive an A regardless of quality of writing. Provide critical commentary, even if your team process is proceeding smoothly. As each team is unique, members of various teams will bring different issues to the forefront of their reflections. **I want to know your thoughts on your team processes**. Do not write about teams generically.

Review the comments you received on your first reflection. Structure your reflections and compose in clear, proper English. Please feel at liberty to communicate to me in confidence about your early team processes. I'm not interested in excessive whining, nor do I expect harsh indictments of your teammates, especially at the early stages. However, bringing potential problems to my attention might help mitigate them further into your projects.

Due: Monday, Oct. 7 at the start of class to the Assignment "drop" on Blackboard

Suggested Length: One and a half to two pages (do not exceed two and a half pages)

5% of final grade

Appendix C

Kevin D. Lo, Ph.D.
BUS 304
Management and Organizational Dynamics
Reflection 3-Individual Level Differences

For your third, and final, Reflection, you are to write on individual level differences **within your SL teams**, including your own emotions, attitudes, and stress, perception, motivation, and decision making. (Please note that the focus here is on your teams. Your community partners will be the focus of the final Treasure Hunt). As with the previous two reflections, there are few concrete prescriptions for content. Questions you <u>might</u> want to consider include:

- What differences have arisen within your SL teams as a result of culture, personalities, and values? How have you and your teammates navigated these differences?
- What have you learned about your own personal values as a result of this SL team experience?
- Comment on your emotions and attitudes towards your SL team. Have these changed throughout the semester? If so, can you identify a critical incident at which your emotions/attitudes changed?
- How have your emotions/attitudes towards teamwork changed as a result of this SL experience?
- Are you aware of any perceptual differences or perceptual shifts throughout your service-learning?
- Track your motivation throughout the SL component of the class. What shifts have you noticed? To what can you ascribe these shifts in motivation?
- Describe your team's decision-making process. Was it effective? Would you have done anything differently?
- What would you have done differently if you had to work on this project with this same team again?

Review the comments you received on your first two reflections. Seek help from each other and the Writing Center if necessary. Structure your reflections and compose in clear, proper English. Remember that the purpose of reflection in service-learning is to bridge theory (academic content) with practice (direct service). Please do not submit a reflection devoid of theory. That is a report, not a reflection.

Due: Monday, November 18 at the start of class to the Assignment "drop" on Canvas

Length: One and a half to two pages (do not exceed two and a half pages)

5% of final grade

Appendix D: Description of Board Meetings

In your service-learning teams, you will talk about your service-learning experiences for this past semester emphasizing what you have learned in the context of our class material. The presentation will necessarily vary as a function of the Board's questions (see section below). However, the same content should emerge as would in a more traditional style presentation. Teams should emphasize their projects (both original conceptions as well as what materialized), learning derived from the service to your community partner (remember they are co-educators in this process), and both team-level and personal learning. One topic I wish for all teams to avoid is the nature of the community partner organization and what they do. Topics around which I suggest you tread carefully include: what went wrong because of specific people either at your community partner organizations or on your service-learning teams. Candid self-admission of negligence is one matter; finger pointing and blame are another. Remember, every incident in your projects this semester can be taking as a learning point.

Each team, regardless of the format imposed by the Board, should emphasize what they have learned through the completion of their service-learning project. In doing so, my hope is that this format will be fun and engaging.

Board

The Board's role is to elicit information from the presenting team about their project. Accomplishing this may take a myriad of formats. Frequent patterns of eliciting this information are chronological documentation of your service-learning team's experience or a thematic exploration of this experience based on topics from the class.

The most effective boards will help the presenting team merge their experiences with theories and frameworks presented in class.

When on either a presenting team or the Board, every individual must make a meaningful contribution. Failure to do so, regardless of the role your team is in, will result in a failing grade for the entire team presentation.