4 First-Year Fellows (FYF) Program

In an age where community involvement and partnerships with civil society are increasingly being recognized as indispensable, there is clearly a growing potential for cooperative development and renewal worldwide.

-Kofi Annan

Program Goal

The program goal is to prepare participants to understand the importance of public policy and leadership for its intended population and to practice the skills and competencies they need to have as managers and as leaders. It is the first step they take to develop personal and professional practices to grow as leaders. This program is also important in cultivating interest in the Center's public policy minor and other co-curricular programs offered by the Center.

Program Prerequisites

There are three prerequisites for First-Year Fellows (FYF): successful completion of the Rockefeller Center's Introduction to Public Policy course; participation in D-LAB; and one introductory statistics course.

Program Participation

Like all the co-curricular offerings, this program values diversity. For instance, since the 2014–2015 cohort, we have attracted students who intend to major in 19 different fields, ranging from the humanities and arts to STEM. Though this data represents what students expect to study at Dartmouth, a retroactive analysis of FYF participants suggests that these students largely continued to pursue their intended majors. Table 4.1 outlines the top 10 intended majors for FYF participants. Since the summer of 2015, the five most popular (intended) majors for fellows were, in descending order: government, economics, history, computer science, and quantitative social science.

Table 4.1

Ten Most Popular Expected Majors for FYF Participants (2015–2020)

Intended Major	Number of Participants
Government	68
Economics	29
History	5
Computer Science	5
Quantitative Social Science	4
Geography	3
Environmental Studies	2
English	2
Middle Eastern Studies	1
Philosophy	1

FYF has served 81 female and 81 male participants since the spring of 2015. The effort to achieve gender balance is intentional and allows for robust discussions during the program.

The number of participants who completed FYF from 2015 to 2020 ranged from 22 to 26. There have been no dropouts since the program's inception except for one student. Evaluations suggest that the students find this program rigorous, relevant, and well organized. Students also report developing a strong sense of community as a result of participating in the program. Only a few international students participate in this program due to the visa and regulatory issues in the U.S. and the resulting inability of this program to place them in congressional or other organizations. Each year, the program is revised based on feedback received from participants and mentors.

Key Program Elements

- Prerequisites designed to give participants a strong foundation of industry-specific information and skills
- Opportunities for participants to practice the skills gained in Civic Skills Training (CST) prior to the start of their placements with mentors
- Committed mentors and organizations that will provide participants with engaging, meaningful internship placements and provide timely feedback
- Continued assessment and evaluation from multiple stakeholders, including program participants

Program Description

The First-Year Fellows Program was established in 2007 and is designed for students in the first year of their undergraduate experience. Each year, 20–25 students are selected for summer placement in a diverse range of policy fellowships in Washington, D.C. with Dartmouth alumni mentors. Some examples include fellowships in senate offices, think tanks, national and international NGOs, and media. The program aims to prepare participants for their first professional experience and reinforce their commitment to and interest in public policy.

FYF is an ideal stepping stone for students interested in developing their leadership skills and gaining early exposure to policy and government. During their fellowships, students gain valuable professional experience, live with their peers, and develop leadership, writing, and critical thinking skills. Fellowships, in any field, are especially valuable to students entering the workforce or holding an internship for the first time.

The prerequisites for FYF give all applicants the necessary background for entering a summer fellowship with an organization in Washington D.C. These serve as foundational learning experiences, even for those who do not get selected for a fellowship. If selected, they also complete the Civic Skills Training (CST) Program before their fellowship with alumni mentors in government, nonprofit institutions, and media.

The introductory policy course provides first-year participants with a combination of the necessary theoretical frameworks related to the public policy-making process prior to further studies and hands-on work in the field.

The Dartmouth Leadership Attitudes and Behaviors (D-LAB) Program highlighted in Chapter 3, engages first-year participants in critical thinking and reflection about their own leadership capacities and their respective communities; it requires that participants consider the ways in which they are impacted by and have the potential to impact their cultures and communities, both at Dartmouth and as leaders elsewhere.

Finally, the introductory statistics course gives students the opportunity to develop the increasingly critical data science skills in a content area of their interest (e.g., public policy, economics, government, mathematics, psychology, sociology, quantitative social science, geography, education) necessary to succeed in a policy fellowship.

Before their fellowships begin, students selected as First-Year Fellows attend four Civic Skills Training sessions on campus during the spring term and an additional five days of training in Washington, D.C. The training includes meetings and sessions around the city, including a visit to Dartmouth alumni serving in the U.S. Senate and House of Representatives. To broaden their network and to practice their networking skills, they participate in a Dartmouth Student and Alumni Reception in Washington, D.C. The curriculum builds cumulatively in order to provide a comprehensive and coherent picture of the public and nonprofit sectors. Training sessions include topics such as public speaking, networking, professional communication strategies, team building, advocacy writing, project management, and professionalism. Participants enjoy additional activities such as learning from young alumni about their experiences in the civic sphere and attending a dining experience that teaches participants about professional etiquette related to networking, lunches, and dinners. At the conclusion of the Civic Skills Training Program, Fellows begin their 8-week fellowships. Mentors and fellowship placement organizations commit to providing the students meaningful work, first-hand experiences in the policymaking process, and advice about potential career placement possibilities.

Key Leadership Competencies

These competencies are for the entire program, consisting of the curricular and co-curricular components which include D-LAB, CST, and Summer Fellowships. The program focuses on self-knowledge, communication skills, principled action, effective reasoning, and collaboration.

Possible Adaptations

Using these key elements, you could adapt FYF for participants who are entering the workforce in any field. Whether you are in a profit or nonprofit organization or institution, you could do the following:

- Develop an in-person or online course covering essential information and technical skills needed for an employee to excel at the job. You could also create handouts or reference lists for additional “good-to-know” information. You might then develop a series of sessions related to values, professionalism, and practical experiences for incoming employees.
- Create networking opportunities and emphasize their relevance to learning and fund-raising.
- Develop a mentoring program (in person or online) for new hires, with mentor participation from within or without the organization to aid in their transition to your workplace. Mentoring programs can also be developed for personnel moving into new positions.
- Have new hires participate in interactive sessions that explain your workplace culture, norms, and expectations.
- Develop or revise a framework for assessing and evaluating results.

You could adapt every aspect of this program or you could selectively adapt aspects depending on what practices you already have in place.

Important Note

A full description of D-LAB (a prerequisite for this program) is provided in Chapter 3. This chapter ends with the program officer’s reflection on CST and Summer Fellowships, with some brief thoughts about D-LAB. The following pages describe each of these two remaining components.

FYF: Civic Skills Training (CST)

Program Goal

To help participants learn about the public policy process, develop and practice communication, management, and leadership skills, gain professional experience, and live and work independently with their peers in Washington, D.C.

Program Prerequisites

Open only to First-Year Fellows who have completed Public Policy 5: Introduction to Public Policy; a social science statistical methods course; and the Dartmouth Leadership, Attitudes, and Behaviors Program (D-LAB).

Key Program Elements

- Alumni expertise and involvement
- Participants interested in Public Policy as a career
- Creation of a simulated workweek by intentionally setting training day times and assigning work during and between sessions
- Interactive innovative sessions and experiences centered around essential, industry-specific knowledge, technical skills, workplace culture, norms, and professionalism, with sessions incorporating needs identified by mentors
- Cohort-building to develop relationships and set the stage for a living learning team

Program Description

CST is a component of the First-Year Fellows (FYF) Program. The roots of this program can be traced back to when it was offered four times a year as a standalone program in Washington, D.C. for 12 to 15 students from all class years. It was designed to inform students about the structures and processes of the political world and provide them with technical skills necessary to excel in their internships and beyond. After evaluation and deliberation, it was determined that the program would need to be scaled down to once a year and offered only to participants selected for the First-Year Fellows Program. The program needed to become cost efficient and be built to address the maturity and experience of one student group instead of trying to be everything to everyone.

Participants selected as First-Year Fellows attend four on-campus training sessions during the spring term and an additional five days of training in Washington, D.C. before their fellowships begin. The on-campus sessions provide an opportunity for the selected students to get to know each other and build a sense of community.

In Washington D.C., the training includes meetings and sessions around the city, including a visit to Congressional offices in which alumni serve senators and members of the House of Representatives. The program also hosts a networking reception for alumni, friends of the program, and participants in Washington, D.C. The curriculum builds cumulatively in order to provide a comprehensive and coherent picture of the public and nonprofit sectors. It also creates an understanding of the relationship between for-profit and nonprofit institutions in the civic sphere.

Training sessions facilitated by Dartmouth alumni and the Center's staff include topics such as public speaking, networking, professional communication strategies, team building, advocacy writing, project management, professionalism, and research methods.

One of the many silver linings that has resulted from our exploration into virtual programming is the possibility of returning CST to its roots. For example, we are looking at creating a virtual conference-style program for internship preparation that would be offered to a larger group of students across campus. A virtual offering will be more cost efficient, and the flexible nature would allow us to meet different levels of maturity and experience.

Key Leadership Competencies

CST is the glue that binds curricular and co-curricular components of FYF. It is informed by public policy courses and D-LAB in preparation for Summer Fellowships. The competencies are: self-knowledge, communication skills, principled action, effective reasoning, and collaboration.

Possible Adaptations

While CST is especially tailored for participants interested in public policy, it can be adapted to any field of endeavor through the following adaptations:

- Create a program within your community. Select community members, local leaders, or alumni to conduct sessions you select.
- Use professional development funds to create a training. If you do not have funds allocated for this purpose, use resources such as TED Talks, webinars, and Coursera to learn about concepts included in this component of the program.
- Choose community members and your local office representatives to design a program that uses selected sessions or adopt the program design in its entirety.

Session 4.1 Orientation

Session Description

In this session, the facilitator will introduce participants to the Civic Skills Training (CST) Program. This session will provide a comprehensive overview of CST program expectations and then move on to focus on professionalism and professional dress in the workplace. These topics will be covered through a series of activities designed to maximize participant engagement and community building.

Learning Objectives

Participants will do the following:

- Define examples of appropriate dress for three experiences or occasions in their near future
- Describe at least three scenarios of professional behavior in CST and the workplace
- Identify two personal strengths for building living learning teams

Leadership Competencies Addressed

Collaboration

- Builds and maintains partnerships based on shared purpose; fosters a welcoming and inclusive environment

Management

- Identifies structure and culture of organization

Principled Action

- Identifies and commits to appropriate ethical framework

Intercultural Mindset

- Contextualizes social identities and experiences

Key Concepts and Definitions

Professionalism	The set of behaviors, standards, and practices that are acceptable norms within a profession.
Professional Dress	A dress code that is expected to be followed within a workplace or professional setting.
Living Learning Team	A group of individuals that identify common goals, understand team skills, and harness them for personal and professional growth.

Required Materials

- PowerPoint slides and appropriate technology (optional)
- Audio system for music and space for runway and dancing
- Flip charts and markers for each small group
- Various attire for runway volunteers

Session Outline

Session duration: 2 hours and 45 minutes

Time Required		Description
20 minutes	Introduction	Begin with an icebreaker of your choice that is designed to introduce participants past a superficial level. An example can be as follows: Ask participants to get into groups and each complete the sentence, *"You will know me if…."* Ask participants to share what they learned about each other.
35 minutes	Framing	Explain the purpose and overview of Civic Skills Training. It is designed as a crash course to the "civic sphere" and our place within it. It also provides the personal and professional skills necessary to excel in internships and the workplace. Discuss basic concepts related to teams and teamwork, which will be dealt with in greater detail later in the session. Explain how the purpose of the program is to promote a sense of lifelong learning. Discuss any logistics related to the program (travel, housing, etc.). Explain the constituent letter assignment, to be completed throughout the duration of the program. The assignment requires participants to write a letter to their member of Congress about an issue they care about and wish to see changed. Explain that there will be one checkpoint during the program where they will send in a draft for edits.
30 minutes	Activity 1	Divide participants into small groups. Ask participants to use flip charts to answer this prompt: *What does professionalism mean to your group, and what advice would you give to others to uphold high standards of professionalism?* Give participants five minutes to answer the question. Then give them another ten minutes to do a "gallery walk" to learn about the opinions of other participants. In a large group, ask participants what surprised them and discuss key concepts related to integrity, honesty, transparency, and the importance of these concepts for personal and professional leadership.
30 minutes	Dinner Break	Break for dinner. Ask participants to talk about where they grew up and any family details they feel comfortable sharing over dinner.

Time Required		Description
25 minutes	Activity 2	In a "runway show," instruct former participants or volunteers to dress in a variety of styles, each with different levels of formality. As they "walk down the runway," discuss with participants what occasion is appropriate for each dress style. Emphasize that work culture dictates dress code. Invite participants to reach out to their workplace supervisors to clarify their dress code if confused.
15 minutes	Discussion	Open the floor for participants to ask advice from CST alumni. Divide participants into groups and assign two former Fellows to each group. Ask them to discuss how professionalism showed up in their specific workplaces.
5 minutes	Activity 3	If your program has a mentorship/internship component, invite participants to reach out to their mentors/supervisors to introduce themselves and thank them for the opportunity. Emphasize the importance of gratitude. Help participants draft this introductory message.
5 minutes	Conclusion	Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants.

Reflection Questions

- What choices regarding professionalism will I realistically face during this summer?
- What parts of my workplace dress code am I still uncertain about?
- What are the strengths of my team members?
- What are the norms or behaviors we collectively adopt for our personal or professional growth together?
- What are the implications of these concepts for leadership and management?

Participant Reflection

The first CST session set the bar high for the entire program. Professionalism is about how you carry yourself, and this session showed me how we can control and improve our professionalism every day. The part about professional dress offered very practical advice and the activities were engaging not just because of the discussions, but also because it allowed me to hear from my fellow students about their perspectives. To this day, I apply the practical professionalism skills I learned during this session in my professional life, from the value of being on time (or rather, early!) to dressing professionally.

CST Summer 2018

Supplemental Resources

Clayton, L. (2019, April). *The true power of a good outfit* [Video]. TEDx Exeter. https://www.ted.com/talks/lucy_clayton_the_true_power_of_a_good_outfit

Dartmouth. (2011, August 2). *Anna Post: "Professionalism in the 21st century"* [Video]. YouTube. https://www.youtube.com/watch?v=YEV44sbAGOQ&ab_channel=Dartmouth

Romme, G. (2016). *The quest for professionalism: The case of management and entrepreneurship.* Oxford University Press. https://doi.org/10.1093/acprof:oso/9780198737735.001.0001

This session has been formatted and revised for consistency and clarity. The original session was facilitated by Sadhana Hall, reached at Sadhana.W.Hall@dartmouth.edu, and Ronald Shaiko, reached at Ronald.G.Shaiko@dartmouth.edu. Many sessions in the Civic Skills Training Program are now facilitated by alumni of the First-Year Fellows Program.

Session 4.2 Communication in the Workplace

Session Description

In this session, participants are provided with a comprehensive overview of workplace communication from the perspectives and experiences of their peers. This session will focus on two types of communication skills: *hard skills*, those that can easily be learned and acquired, and *soft skills*, those that are adapted from and unique to one's personality. They will also discuss three mediums of workplace communication: virtual (e.g., email, social media), phone (e.g., calls, voicemails), and in-person (e.g., meetings, "water-cooler" interactions). These topics will be covered through a comprehensive presentation, panel, and Q&A featuring Fellows from the Rockefeller Leadership Fellows Program with a diversity and depth of workplace experiences, as well as interactive scenarios and discussion facilitated in small groups by each panelist.

Leadership Competencies Addressed

Self-Knowledge
- Shows self-respect and respect for others

Effective Communication
- Influences others through writing, speaking, or artistic expression;
- Acknowledges and appropriately communicates in situations with divergent opinions and values

Management
- Identifies structure and culture of organization:
- Demonstrates effective and appropriate use of technology

Learning Objectives

Participants will do the following:
- Craft three messages based on common workplace scenarios
- Analyze customs of communication across academic, professional, and personal settings

Key Concepts and Definitions

Authenticity	The ability to communicate with and relate to other people in the workplace without compromising one's identity and/or personality, even in challenging situations.
Autonomy/ Independence	The ability to communicate with peers, colleagues, and superiors in the workplace without depending on approval and/or guidance from one's direct supervisor.

Required Materials

- PowerPoint slides and appropriate technology
- Choose five panelists for their ability to relate to participants. They should have 3–5 years of work experience.
- Participant's constituent letters
- Facilitator may use their creativity to create a "Do's and Don'ts" handout for common professional communication methods (virtual, phone, face-to-face).
- Facilitator may also create a workplace communication scenario handout.

Session Outline

Session duration: 2 hours and 20 minutes

Time Required		Description
10 minutes	Introduction	Introduce the session. Ask the Rockefeller Leadership Fellows panelists to introduce themselves and list their workplace experiences.
25 minutes	Framing	Panelists present slides outlining key takeaways from the two types of communication skills (i.e., hard and soft) and the three mediums of workplace communication (i.e., virtual, phone, in-person). Panelists conduct an interactive discussion of "do's and don'ts" of workplace communication and etiquette and answer frequently asked questions about workplace communication and etiquette. Ask participants if they have any more specific questions they would like answered.
60 minutes	Activity	Divide participants into smaller groups of four in which they will talk through three communication scenarios. Each group will be led by one of the panelists. They will oversee each group and challenge cliché responses. The first scenario will review the constituent letters participants wrote in the first session of the program. In pairs, each participant will give feedback. The second scenario will consist of an informal, vague request from a supervisor to do research. The third scenario will focus on asking for help in an internship position where they must consult with a supervisor, mentor, or other resource available. Small groups will discuss each scenario, craft a collective response, and share in the large group.

Time Required		Description
15 minutes	Reflection	In the large group, debrief the responses from the small groups. With participants, discuss the differences between professional and informal communication and why we do not always use professional communication. Encourage participants to share their own communication practices and why they prefer to communicate the way they do.
25 minutes	Discussion	Invite the panelists to sit at the front of the room to answer general questions about their internship experiences. These questions will not solely be limited to workplace communication but can be related to anything the participants are feeling particularly concerned about.
5 minutes	Conclusion	Reviewing key takeaways, emphasize the importance of intergenerational communication. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants and panelists.

Reflection Questions

- How does communication in the workplace differ from communication in personal and/or academic settings?
- How can I learn to communicate authentically while respectfully adhering to the customs of workplace communication?
- How should the way I communicate with my peers (e.g., fellow interns) compare to the way I communicate with my superiors (e.g., supervisors, mid-level managers, upper-level executives)?

Participant Reflection

Prior to this session, communicating with my superiors in the workplace was probably what I was most nervous about going into my summer internship. Breaking communication down into "hard skills" and "soft skills" and then into the "three mediums"—virtual, phone, and in-person—made the topic seem more digestible and easier to tackle. I also really appreciated getting to hear from young alumni about their own experiences communicating in the workplace, as it reminded me that even if I were to make a mistake, I could recover and go on to be successful in the office.

CST Summer 2018

Supplemental Resources

Coffelt, T. A., Grauman, D., & Smith, F. L. M. (2019). Employers' perspectives on workplace communication skills: The meaning of communication skills. *Business & Professional Communication Quarterly*, *82*(4), 418–439. https://doi.org/10.1177/2329490619851119

Keyton, J. (2017). Communication in organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, *4*(1), 501–526. https://doi.org/10.1146/annurev-orgpsych-032516-113341

Miller, K. I. (2007). Compassionate communication in the workplace: Exploring processes of noticing, connecting, and responding. *Journal of Applied Communication Research*, *35*(3), 223–245. https://doi.org/10.1080/00909880701434208

This session has been formatted and revised for consistency and clarity. Many sessions in the Civic Skills Training Program are facilitated by alumni. This session is now organized by fellows of the Rockefeller Leadership Fellows Program.

Session 4.3 Cohort-Building and Teamwork

Session Description

In this session, participants will engage in activities designed to help them understand the stages of a group's life, the advantages and possible pitfalls of group living, and potential solutions to problems that may arise. They will discuss the significance of community, then jointly design an agreement that will prevent many of the pitfalls they may experience as they live together as a cohort.

Learning Objectives

Participants will do the following:
- Identify their own living styles and describe their expectations
- Identify the five stages in a group's life
- Build a working community by designing an agreement to accommodate the various styles of its members

Leadership Competencies Addressed

Collaboration
- Acknowledges and listens to different voices when making decisions and taking action

Management
- Develops appropriate strategies for effective teamwork

Self-Knowledge
- Shows self-respect and respect for others

Principled Action
- Demonstrates personal responsibility
- Bases actions on thoughtful consideration of their impact and consequences

Key Concepts and Definitions

Tuckman Stages of Group Development: The stages are forming, storming, norming, performing, and adjourning. *Forming* is the stage when team members are still getting to know each other and may be anxious about beginning to work together. *Storming* is the phase where team members may face conflict in working with each other due to working styles, roles within the teams, or doubts surrounding overall objectives. After storming, *norming* comes next, where team members begin to resolve differences and appreciate each other's strengths. *Performing* is the stage where team members can work hard to achieve their mutual goal. Finally, *adjourning* is the last phase where teams that are not permanent may disband.

Expectations: A clear articulation of behaviors that are acceptable and unacceptable. Group expectations will be in the form of a written agreement crafted by its members. It is a living document that changes as the group adapts to one another and develops norms, moving through the stages of group development.

Required Materials

- PowerPoint slides and appropriate technology (optional)
- Community Agreement template (optional)
- Paper and writing utensils for each group

Session Outline

Session duration: 2 hours

Time Required		Description
20 minutes	Introduction	Explain the connection between teamwork and living as a cohort. Describe some scenarios of sharing living spaces done right and some examples of it gone wrong. You may choose to use anecdotes from your personal experience. Ask participants to share some of their own experiences living with family or roommates and some of the conflicts that arose in those living situations. The purpose of this discussion is to illustrate why teamwork is important and applicable to living with others.
35 minutes	Discussion	Divide participants into their pre-assigned living arrangements. Ask participants to introduce themselves to one another: their internship, daily schedule, habits and preferences, things they do for fun, things they do when they are having a bad day, and core values. Encourage participants to add anything they feel is important. Someone in the group should take note of items that members feel strongly about, align with, or disagree with.
15 minutes	Framing	Explain that groups will craft their community agreement document based on the information they just shared. Their notes will serve as the framework for developing group expectations. Define expectations and the Tuckman Stages of Group Development. Explain that defining group expectations is crucial in moving through the storming, norming, and performing stages with success.
35 minutes	Activity	In the same groups, ask participants to write their community agreement. You may wish to develop a template for them to follow or encourage them to make it their own. Remind fellows to consider daily scenarios and unexpected events, as well as writing rules they want to have and norms they want to establish.

Time Required		Description
15 minutes	Conclusion	Ask each group to share one thing they realized that will be important to their success. Identify commonalities and differences between groups. Invite participants to ask questions about unclear situations they might have discussed. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants.

Reflection Questions

- What can I do to ensure a positive living arrangement for the summer?
- How can I help group members to do their parts in this endeavor?
- How can we all accommodate the changes and unexpected situations that will certainly arise?

Participant Reflection

This session was one of the most practical and helpful ones because it allowed us to be intentional about creating a healthy living environment in which we all felt comfortable. By being honest about each other, about our preferences, and about what's important to each of us, we were able to write a community agreement that helped us all get on the same page. By taking time to discuss these things honestly and respectfully, we were able to prevent any unnecessary conflict from arising! And it turns out, it actually worked!

CST Summer 2018

Supplemental Resources

Burke, R., & Barron, S. (2012). *Project management leadership: Building creative teams*. (2nd ed.). John Wiley & Sons, Incorporated. https://doi.org/10.1002/9781119207986

Edmondson, A. (2017). *How to turn a group of strangers into a team* [Video]. TED Salon Brightline. https://www.ted.com/talks/amy_edmondson_how_to_turn_a_group_of_strangers_into_a_team

Hedman, E., & Valo, M. (2015). Communication challenges facing management teams. *Leadership & Organization Development Journal*, *36*(8), 1012–1024. https://doi.org/10.1108/LODJ-04-2014-0074

This session has been formatted and revised for consistency and clarity. The original session in the Civic Skills Training Program was facilitated by Sadhana Hall, reached at sadhana.w.hall@dartmouth.edu.

Session 4.4 Leadership in D.C.

Session Description

In this session, participants will discuss professionalism and how to maintain a professional example in the workplace—in other words, the ways they lead themselves. The facilitator will start by describing the unique aspects of D.C. culture as they see them and what the Fellows should expect for their internships this summer. Participants will explore examples of exemplary behavior as well as things to avoid, then break up into smaller groups to consider what might be challenging about their work.

Learning Objectives

Participants will do the following:
- Identify what a professional introduction is and begin to form their own introductions
- List eight behaviors to avoid and eight behaviors to model
- Define what constitutes professional and unprofessional conduct

Leadership Competencies Addressed

Intercultural Mindset
- Understands, communicates with, and respectfully interacts with people across identities

Management
- Identifies structure and culture of organization

Self-Knowledge
- Understands social identities of self and others;
- Shows self-respect and respect for others

Principled Action
- Demonstrates personal responsibility

Key Concepts and Definitions

Professionalism	Presenting yourself to be effective and to make a positive impression based on workplace culture and expectations.
Conscientiousness	Being mindful of the interplay of context, culture, and how one's engagement impacts others.

Required Materials

- Flipcharts and markers for your own and small group use

Session Outline

Session duration: 1 hour 20 minutes

Time Required		Description
10 minutes	Introduction	Provide an in-depth overview of your background and discuss the ways you engage with the civic space in D.C. Model your own "elevator pitch" introduction and explain that in today's session, participants will begin to craft and practice their own professional introductions.
15 minutes	Activity	Ask four pre-selected participants to introduce themselves with an "elevator pitch." Give positive and constructive feedback for the rest of the group to take note.
25 minutes	Discussion	On a flip chart, generate 8–10 examples of "what not to do" and challenges to professionalism. An initial list could include the following: *items related to conduct*—for example, avoiding a sense of entitlement, navigating professional relationships, encountering off-putting individuals, and drinking at work events; *items related to performance*—for example, lack of responsiveness, overly informal communication, poor job performance, and giving or receiving feedback; and *items related to culture*—for example, dress code for all genders, expressing political views in the wrong setting or tone, ignoring the process or chain of command, intergenerational communication, ensuring you're included in a social situation even if you don't have the resources (e.g., time or money) to join.
20 minutes	Activity	Divide participants into three break-out groups to brainstorm their own challenges to professionalism. Ask them to consider the situations that might arise that would require them to be thoughtful and avoid some of the common mistakes mentioned in the earlier discussion. How should they handle them? Alternatively, each group may draft a "code of conduct" that would work for general best practices in their upcoming professional settings. After 15 minutes, bring the smaller groups together to share their thoughts.

Time Required		Description
10 minutes	Conclusion	Discuss the connections between professionalism and leadership, and the importance of understanding the unique things about every individual workplace culture. Ask participants to continue to reflect on how they can best lead themselves into and around professional settings. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants.

Reflection Questions

- How can I introduce myself with a strong and authentic personal introduction?
- How can I use these lessons to handle challenging workplace situations appropriately?

Supplemental Resources

Bakker, A. B., Demerouti, E., & ten Brummelhuis, L. L. (2012). Work engagement, performance, and active learning: The role of conscientiousness. *Journal of Vocational Behavior*, *80*(2), 555–564. https://doi.org/10.1016/j.jvb.2011.08.008

Glamrs. (2016, May 22). *How to introduce yourself effectively in professional situations—professional introduction* [Video]. YouTube. https://www.youtube.com/watch?v=7E1jOuAVlz4&ab_channel=Glamrs

Harris, K., Mike, A., Roberts, B. W., & Jackson, J. J. (2015). Conscientiousness. In J. D. Wright (Ed.), *International encyclopedia of the social & behavioral sciences* (2nd ed., pp. 658–665). Elsevier. https://doi.org/10.1016/B978-0-08-097086-8.25047-2

Participant Reflection

Going into my internship, I was obviously hoping to make the best impression possible, but I was worried about knowing exactly what to do and what to avoid being an ideal member of the office. This session was really useful in identifying some behaviors and qualities to try to model over the summer and keeping those lessons throughout the summer helped me shape my experience into one in which I made a real impact and formed lasting connections. Three years later, as I approach my first full-time position, I am revisiting the lessons I learned during this session, and I look forward to continuing to apply them.

CST Summer 2018

This session has been formatted and revised for consistency and clarity. This session in the Civic Skills Training Program is facilitated by program alumni.

Session 4.5 Advocacy Writing with Precision

Session Description

In this session, the facilitator will discuss the key components of advocacy writing: clear and simple writing, a target audience, an analysis of an issue or problem, and a recommendation for some position or solution. Whether for an audience internal or external to an organization, advocacy writers are attempting to convince the reader to agree with or adopt their proposal. This session will review the basic questions to establish a succinct approach. By the end of the session, participants will have provided feedback and suggestions to a peer and advanced lessons learned in the group.

Leadership Competencies Addressed

Intercultural Mindset
- Understands, communicates with, and respectfully interacts with people across identities

Effective Communication
- Clearly articulates ideas in a written and spoken form;
- Influences others through writing, speaking, or artistic expression

Effective Reasoning
- Integrates multiple types of information to effectively solve problems or address issues

Learning Objectives

Participants will do the following:
- Discuss the major questions to consider when approaching an advocacy writing project
- Draft a short, written piece advancing a solution, opinion, or idea for a specified audience
- Provide feedback on letters to the editor and tweet threads advancing a solution or position

Key Concepts and Definitions

Writing clearly	Writing in easy-to-understand language that accentuates and does not muddle your point, with the appropriate level of detail for the audience.
Advocacy	Working to convince others of an opinion, idea, solution, or approach.

Required Materials

- PowerPoint slides and appropriate technology
- A computer or appropriate writing materials

Pre-session Assignment:
- Choose a topic of interest and research 2–5 recent news stories, long-form articles, or academic papers about your topic.

Session Outline

Session duration: 1 hour and 20 minutes

Time Required		Description
5 minutes	Introduction	Introduce yourself and your background. Ask participants to introduce themselves and provide a very brief summary of the topic they chose to research for the session.
10 minutes	Framing	Review the definitions of *advocacy* and *precision*. Share the learning objectives and outline of the session. Explain that advocacy writing is all about what you are writing about, why you are writing, to whom you are writing, what you want to tell them, and in what form you are writing.
25 minutes	Discussion	Explain that they might consider asking these questions when approaching an issue that they want or need to write an advocacy piece on: *What is the problem or conflict? What is your position, opinion, or recommended solution? What is the supporting evidence or information that informed your chosen position or idea? What are other opposing or simply other ideas, solutions or positions?* First, one must determine the purpose of their writing. Explain that emphasizing the importance of the purpose is crucial and that this is best achieved through understanding the audience. Ask: *What do you know about them? What do they already know and think about this subject? Where are they hearing about this subject on the news? from their neighbors? elsewhere? How is it being characterized there? How would you like them to think about this subject? What do they know about you?* Review the different types of advocacy writing and the basics for each.
20 minutes	Activity 1	In the large group, share a few recent examples of advocacy writing. With participants, identify the audience, message, and supporting points or story. Ask participants to discuss their thoughts on the effectiveness of the argument for the chosen audience.

Time Required		Description
40 minutes	Activity 2	Divide participants into groups of two or three to share their research and provide peer feedback and suggestions based on their new understanding from the session. Each group should then decide which topic they want to advocate for based on their research. They will identify the position/solution, purpose, audience, message, and main points. Then, each group will draft their message in either the form of a tweet thread or a letter to the editor referencing a recent news story. The product cannot be longer than 200 words.
10 minutes	Conclusion	Ask participants to share their experience of the advocacy writing exercise: *What did they like about it? What do they find challenging? What are their key takeaways? What is the importance of being a good advocacy writer?* Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants.

Reflection Questions

As it relates to your topic or issue of choice, consider the following:

- What is the supporting evidence or information that informed your chosen position or idea?
- What are other ideas, solutions, or positions?
- What people would you like to convince about your idea and what might be the best form in which to reach them?

Participant Reflection

In this session, we examined real examples of writing in order to better understand how to improve upon our own writing, especially in professional settings. Paying particular attention to tone and understanding how it might be interpreted by others is a valuable skill that I have continued to work on since this session. Skills that I learned from the speaker to ensure that I am respectfully and purposefully conveying my message.

CST Summer 2020

Supplemental Resources

Cohen, D. S. (1977). Ensuring an effective instructor-taught writing and advocacy program: How to teach the teachers comments. *Journal of Legal Education*, *29*(4), 593–612.

National Consumer Voice for Quality Long-Term Care. (n.d). Crafting an effective advocacy message. *Advocacy Toolkit.* Retrieved November 27, 2020, from https://theconsumervoice.org/uploads/files/issues/Crafting_an_Effective_Advocacy_Message_han.pdf

TEDx Talks. (2015, December 11). *Demand to understand: How plain language makes life simpler | Deborah Bosley | TEDxCharlotte* [Video]. YouTube. https://www.youtube.com/watch?v=OXcLwlZOE1s&ab_channel=TEDxTalks

This session has been formatted and revised for consistency and clarity. The original session in the Civic Skills Training Program was facilitated by Matthew H. Davis, reached at matthew.davis.01@gmail.com.

Session 4.6 Fundamentals of Project Management

Session Description

In this session, the facilitator discusses the fundamentals of project management. Project management is the art and science of utilizing personal and team knowledge, skills, material, and financial resources to produce a unique product, service, or result in a finite period. This session will cover some key principles, techniques, and processes of project management that participants will be able to apply immediately in their internship placements. Participants will also begin to prepare a presentation they will give the next day.

Leadership Competencies Addressed

Self-Knowledge
- Continually explores and examines values and views

Collaboration
- Builds and maintains partnerships based on shared purpose;
- Facilitates collective action toward common goals

Principled Action
- Identifies and commits to appropriate ethical framework

Learning Objectives

Participants will do the following:
- Write two SMART objectives for their summer
- List at least seven skills of effective project managers
- Identify five factors to consider as project managers
- Practice developing a plan for a project
- Discuss how to develop a project during the eight-week fellowship placement

Key Concepts and Definitions

E-W-N-S working styles	"East" is the approach of looking at the bigger picture. "West" is the approach of looking at details. "North" is the action-oriented approach, and "South" is the feelings and process approach. There is a tendency to favor one working style in most people, but this is flexible depending on the situation.
SMART (specific, measurable, attainable, realistic, time-bound)	This is a framework commonly used for goal-setting.

Time management	What timeline are you going to use? Use a backwards-planning technique for time estimation. Begin with the end in mind. Use Gantt charts for identifying the task, person(s) responsible, and deadlines. Task sequencing and "critical path" strategies are useful for outlining one step to the next. These are all organizing principles for project management.
Budgeting	This is a process to estimate what the project is going to cost. It should be based on similar experiences and actual costs that will be incurred. It is important to monitor and evaluate the budget before, during, and after the project.
Monitoring and evaluation	What is going well? What problems can you anticipate and how will you address them? How will you measure success? Qualitatively and quantitatively? SWOT (strengths, weaknesses, opportunities, threats) analysis is a helpful tool for evaluation.

Required Materials

- PowerPoint slides and appropriate technology (optional)
- Loose paper and pens for each participant
- Flipchart and markers for each group
- Index cards

Session Outline

Session duration: 1 hour and 40 minutes

Time Required		Description
10 minutes	Introduction	Begin by taking a poll of the room: Ask participants if they know how to or have ever managed a project before. Most of them will likely raise their hand. Ask for some volunteers to define what project management, program management, and/or portfolio management are. Explain that though most people have done project management to some degree, there is much to know and learn about it. Define management as the ability to use knowledge and skills to effectively channel time, talent, and resources towards the achievement of an identified goal.

Time Required		Description
5 minutes	Activity 1	Ask participants to think about the organizational structure of the Rockefeller Center: Who runs programs and how are they run? Instruct participants to draw an organizational chart for the Center, including projects, programs, and portfolio management. The best chart wins!
25 minutes	Discussion	Explain that when we are responsible for a project, we need to understand our personal workstyle and the workstyle of others who will be participating in it. Discuss the E-W-N-S model of working styles. Read out the information for each style and ask participants to go and stand under the sign that best fits their work style. In their working style groups or during some personal reflection time, ask participants to answer these questions: *What are four adjectives that describe the strengths of this style? What are four adjectives that describe the limitations of this style? What style do you find most difficult to work with and why? What do people from the other "directions" or styles need to know about you so you can work together effectively? What do you value about the other three styles? What are the implications of this discussion for project management?*
20 minutes	Framing	Explain that when you do project planning and management, you begin with the end in mind. Define the key concepts and mention that these are all important tools for management. Give examples, verbally or visually, of these tools. For example, you may compare these two statements to illustrate SMART goals: *By December 2022, participants will be aware of the health status of NH citizens.* vs. *By December 15, 2022, at least 80% NH citizens 18–25 years old will be able to identify four symptoms of Diabetes Type II.* Provide a list of some of the services and tools you can't live without, such as Google apps, Google Chrome, Dropbox, Slack, Trello, and paper notebooks. Encourage participants to add to this list of resources with their own favorite tools.
10 minutes	Activity 2	Instruct participants to develop two SMART objectives for themselves based on what they have learned so far in CST. Ask them to share with the person next to them once they have finished.

Time Required		Description
20 minutes	Activity 3	Divide participants into teams of four or five. Read them the following prompt: *You have $15,000 for an audience of XXX (you decide). Please develop a project focused on a social cause that your group feels strongly about. You will present your project plan.* Encourage them to use any of the tools discussed in the session to develop this project and deliver a creative 10-minute presentation. Their presentation should include these project components: a goal, SMART objectives, qualitative and quantitative measures of success, a Gantt chart, problems they can anticipate and how they will address them, a budget including services and tools needed for the project, and anything else the team would like to highlight. Teams may begin planning this project and presentation during the session but will have to continue their work outside of the session time. Presentations will occur at a time that is appropriate in the program schedule. Allot time for participants to work in their teams. Inform the participants that visiting alumni will judge the presentations based on the proficiency of the project components and the presentation skills.
10 minutes	Conclusion	Provide an index card for each participant. On one side, ask them to write the program management skills that they possess and feel confident about. On the other, ask them to write the skills they want to work on. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants.

Reflection Questions

- What are my skills as a project manager? What do I need to focus on?
- How well do I use my critical thinking skills in outlining assumptions and becoming proactive about anticipating problems?
- How do I rate myself on my ability to plan, implement, monitor and evaluate a project?

Participant Reflection

The project management session was incredibly helpful. It might seem simple, but if you don't understand your organization's organizational structure, you can't be successful in it. The interactive activity of coming up with a project using concrete tools such as SMART objective and Gantt charts was very eye-opening because it taught me that even the most daunting task can be achieved by breaking it down into bits and using proven techniques to tackle the different parts. In fact, I still use these concepts in my class projects and internship experiences! It has allowed me to be more effective.

CST Summer 2018

Supplemental Resources

Audy, J. (2019, May). *Project management applied to life | Jorge Audy | TEDx Laçador* [Video]. TEDx Conferences. https://www.ted.com/talks/jorge_audy_o_gerenciamento_de_projetos_aplicado_a_vida

Carvalho, M. M., Patah, L. A., & de Souza Bido, D. (2015). Project management and its effects on project success: Cross-country and cross-industry comparisons. *International Journal of Project Management*, *33*(7), 1509–1522. https://doi.org/10.1016/j.ijproman.2015.04.004

Taylor, J. (2016, June 17). *A guide for setting SMART goals* [Video]. YouTube. https://www.youtube.com/watch?v=fY-1UGhBXLE&ab_channel=JamesTaylor

This session has been formatted and revised for consistency and clarity. The original session in the Civic Skills Training Program was facilitated by Sadhana Hall, reached at sadhana.w.hall@dartmouth.edu.

Session 4.7 Advanced Public Speaking—On Becoming Engaged and Engaging

Session Description

In this session, the facilitator covers advanced concepts of public speaking related to framing a concept or idea to persuade and provoke thought, rather than merely to debate the substantive merits of an argument.

Learning Objectives

Participants will do the following:
- Describe the four key concepts that serve as a basis for designing speeches
- Demonstrate at least three approaches to framing a message to engage and persuade the audience
- Give and receive feedback in peer presentations

Leadership Competencies Addressed

Self-Knowledge
- Demonstrates realistic understanding of one's abilities
- Shows self-respect and respect for others

Effective Communication
- Clearly articulates ideas in a written and spoken form
- Influences others through writing, speaking, or artistic expression

Key Concepts and Definitions

Presence	The ability to be completely in the moment and be flexible to handle the unexpected.
Reaching out	The ability to build relationships with others through empathy, listening, and authentic connection.
Expressiveness	The ability to express feelings and emotions appropriately by using all available means—words, body, face—to develop a congruent message.
Self-knowing	The ability to express yourself, to be authentic, and to reflect your values in our decisions and actions.

Required Materials

- PowerPoint slides and appropriate technology (optional)
- State Farm commercial "Jacked Up." This video is available on YouTube (https://youtu.be/k29ogXL_S2U).

- Handout 4.7.1 Developing a Message and Handout 4.7.2 Feedback Rubric printed for participants
- Index cards for each participant
- Writing utensils
- Assistants to record and time speeches

Session Outline

Session duration: 2 hours

Time Required		**Description**
10 minutes	Introduction	Introduce the main ideas that will be explored in this session. Ask participants to think about what ideas they would like to propose in persuasive public speech, what problems they would solve, and why the audience should care. Introduce some of the tools that orators use to frame their speeches: the way in which they present assertions, arguments, supporting evidence, data, and a narrative to achieve a particular end.
10 minutes	Framing	Introduce the "mechanics of public speaking": *message* (how clear is your message? why should the audience care?); *key points* (the essential-to-know, good-to-know, nice-to-know information in the presentation); understanding *audience needs* and how you can tailor the message to meet them; *intentional vocabulary*; *dialogue* vs. *debate*; and *integrity* (how your values play into the authenticity of a message).
5 minutes	Activity 1	Pass out the "Developing a Message" worksheet (Handout 4.7.1). Ask participants to write a clear message about a public policy issue they care about. It should focus on essential-to-know information either backed by data they know or a suggested credible source where one could receive this information.
10 minutes	Discussion	Present the State Farm Commercial, "Jacked Up." Ask participants what they observed about the differences in the characters. The key point of this exercise is to express that with body language and tone, the meaning of the same exact words can be changed. The key is to practice making message, tone (which expresses emotions), and body language congruent.

Time Required		Description
15 minutes	Activity 2	Ask participants to write down a common problem they experience or have seen others experience in public speaking on one side of an index card. Explain that participants will walk around the room, collecting solutions from other participants and offering solutions. On one side of the index card is the problem, on the other side, participants will write at least three solution suggestions from other participants. Ask participants to share the most helpful or most creative solutions to their problems. You may collect these cards and compile a list of solutions for common problems to return to participants or use as a helpful, collaborative resource.
60 minutes	Activity 3	Pass out and explain the Feedback Rubric (Handout 4.7.2) participants will be using for the next activity. Divide participants into three groups. Each participant will give a two-minute speech about a public policy issue they care about. They should end with a call to action: *Why should others care about this issue?* Ask session assistants to time and record each participant for their personal reflection later. Four group members will give oral feedback based on persuasiveness and rhetorical techniques: two positive and two constructive. The rest of the group will hand in their written feedback using the rubric. After each participant has given a speech and has had the opportunity to give oral feedback, end the activity with some examples of excellent feedback from the groups.
10 minutes	Conclusion	Reflect with participants about the session. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants.

Reflection Questions

- What are my strengths as a speaker?
- How deliberate am I in considering audience needs when speaking?
- How do I express myself authentically and with consideration of the needs of others?

Participant Reflection

I found this session to be really valuable because it addressed both speech content and speech delivery rather than considering either one in isolation. The portion of the lesson that centered around crafting a message helped to center the process for constructing the content of a speech, and then delivering our speeches and having them recorded (and being forced to watch them back) really aided in identifying the strengths and weaknesses of my own public speaking capabilities. While the activity was a bit nerve-wracking, it was comforting to be surrounded by a small group of my peers who were facing the same challenges.

CST Summer 2018

Supplemental Resources

Cuddy, A. (2012, June). *Your body language may shape who you are* [Video]. TED Conferences. https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are

McGrath, C. (2006). The ideal lobbyist: Personal characteristics of effective lobbyists. *Journal of Communication Management*, *10*(1), 67–79. http://dx.doi.org.dartmouth.idm.oclc.org/10.1108/13632540610646382

Phillips, D. J. (2018, September). *The 110 techniques of communication and public speaking* [Video]. TEDxZagreb. https://www.ted.com/talks/david_jp_phillips_the_110_techniques_of_communication_and_public_speaking

Rossette-Crake, F. (2020). 'The new oratory': Public speaking practice in the digital, neoliberal age. *Discourse Studies*, *22*(5), 571–589. https://doi.org/10.1177/1461445620916363

This session has been formatted and revised for consistency and clarity. The original session in the Civic Skills Training Program was facilitated by Sadhana Hall, reached at sadhana.w.hall@dartmouth.edu.

Developing a Message

Write a message about a public policy issue you care about for a two-minute presentation. It should have three main points. It should focus on essential-to-know information backed by data you know or at least citing the authentic source you would go to for this information.

Write your SMART Objective for a two-minute presentation:

Outline your Message (essential-to-know information, data and sources, and 3 main points)

Handout 4.7.2

Feedback Rubric

CIVIC SKILLS TRAINING
STUDENT PRESENTATION ASSESSMENT

Criteria for Assessment	1=Poor; 6=Outstanding					
Tone • *inflection, confidence*	1	2	3	4	5	6
Message • *clarity, organization, consistency*	1	2	3	4	5	6
Body Language • *eye contact, posture, absence of fidgeting/pacing*	1	2	3	4	5	6
Audience Engagement • *interaction with audience, openness to questions*	1	2	3	4	5	6
Notes:						

Session 4.8 What to Expect on the Hill

Session Description

In this session, the facilitator will provide an overview of the structure, key procedures, and players in Congress. By the end of the session, participants will have a firm understanding of these concepts from the Hill: the legislative process, constituent service, press and communications, and the role of congressional committees.

Learning Objectives

Participants will do the following:

- List the differences between the House of Representatives and the Senate
- Outline a day in the life of a Hill staffer
- Describe the legislative process, constituent service, press and communications, and the role of congressional committees

Leadership Competencies Addressed

Collaboration

- Acknowledges and listens to different voices when making decisions and taking action

Management

- Develops and implements a plan for goal attainment
- Develops appropriate strategies for capitalizing on human talent
- Identifies structure and culture of organization

Key Concepts and Definitions

Constituent	The people that members of Congress and Senators represent.
Constituent service	This is a general term for the service that an elected official provides to their constituents.
Press Shop and Communications	The press shop is the hub of public relations. They are responsible for building and maintaining lines of communication between Congress members, constituents, and the public.
House vs. Senate and the role of legislative staff	The House and Senate are separate but equal partners in the legislative process. While legislation cannot be enacted without the consent of both, each chamber has unique powers granted by the Constitution. The Senate ratifies treaties and approves presidential appointments while the House initiates revenue-raising bills. Legislative staff conduct legal research, handle communication and public relations, or handle administrative tasks.
Bipartisanship	The spirit of consensus-building between the parties in legislation and working together to serve the American people.

Legislative calendar	The legislative calendar is used to plan business during a legislative session. There are two legislative sessions in the year. At the end of the session, the calendar is cleared. Bills are often reintroduced in the second session if they are not passed in the first.
Committees and Subcommittees	The thousands of bills and resolutions handled by Congress are referred to Senate committees, which are further divided into subcommittees, depending on complexity or volume.
Legislative process	Bills drafted in Congress are introduced in either the House or Senate and are then sent to committees. Committees decide whether to further the bill and make edits, then vote to report the bill to the floor. On the floor, either chamber debates, then votes. Then the bill must pass through the same process in the other chamber. Finally, once issues are resolved, the President may veto or sign, and the bill becomes a law.
Role of lobbyists	Lobbyists try to influence legislation, regulation, or other government decisions, actions, or policies on behalf of a group or individual who hires them. They can be professionals hired on behalf of businesses and corporations, individuals, or nonprofit organizations.

Required Materials

- PowerPoint slides and appropriate technology (optional)

Session Outline

Session duration: 1 hour 40 minutes

Time Required		**Description**
10 minutes	Introduction	Introduce yourself and your role on the Hill. Ask participants to introduce themselves and to share their areas of interest. Share the learning objectives and the session outline.
20 minutes	Framing	Provide an overview of the structure of the Hill. Discuss the respective roles of the House and the Senate and the role of legislative staff. Define and explain committees and subcommittees, the press shop and communications, the legislative calendar, legislative process, constituent service, and the role of lobbyists.

Time Required		Description
55 minutes	Discussion	Discuss the climate in Washington today and the importance of bipartisanship as tensions rise and issues continue to get more and more polarized. Describe "a day in the life" on the Hill. Discuss staff delegations and receptions. Talk about the influence that you may have as an individual that leads in any role. Give D.C.-specific internship and career advice, like tips for networking, doing a good job on the first day, etc. Answer questions from participants.
15 minutes	Conclusion	Summarize the discussions from the session. Conclude your thoughts by talking about the role that every person must play in making the American democracy run smoothly and encourage participants to think about the big picture. Discuss the implications for leadership and our role in preserving and encouraging consensus, progress, and efficiency. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants.

Reflection Questions

- What issue areas am I the most interested in?
- Would I be a good fit for the legislative, press and communications, administrative, or committee staff?
- What are the pros and cons of working on the Hill?

Participant Reflection

No matter whether you're interning on the Hill or with any organization focused on public policy, a thorough understanding of how Congress operates is crucial to being effective at your job. I did my fellowship with a trade association, and on a daily basis I applied the things I learned about Congress from this session. Hearing from alumni with jobs on the Hill really got me thinking about my own career and inspired me to do something related to public policy. Their advice is very applicable because many of them have gone through CST themselves!

CST Summer 2018

Supplemental Resources

Grabowski, S. (2006). Acquainting yourself with the office. In N. Folk (Ed.), *Congressional intern handbook: A guide for interns and newcomers to Capitol Hill* (pp. 15–40). Congressional Management Foundation.

Macneil, N., & Baker, R. A. (2013). *American Senate: An insider's history*. Oxford University Press USA - OSO. http://ebookcentral.proquest.com/lib/dartmouth-ebooks/detail.action?docID=1179550

Martinez, D. (2009). Who does what, and where, in Washington. In *Washington internships: How to get them and use them to launch your public policy career* (pp. 7–36). University of Pennsylvania Press.

This session has been formatted and revised for consistency and clarity. This session in the Civic Skills Training Program is facilitated by alumni.

Session 4.9 Conducting High-Quality Research in the Workplace

Session Description

In this session, the facilitator will discuss the importance of high-quality research for sound policy making. In the workplace, participants may be asked to summarize and synthesize evidence on a particular topic to inform a policy decision. Given the enormous amount of information and resources available, it can be challenging to determine the most reliable resources for a given topic or to organize and present the evidence they gather in a way that highlights the most important aspects. This session will discuss strategies for conducting effective research, with an emphasis on techniques tailored to common research tasks in professional settings.

Leadership Competencies Addressed

Effective Reasoning
- Employs critical thinking in problem solving
- Employs creative thinking in problem solving
- Engages in inquiry, analysis, and follow-through
- Integrates multiple types of information to effectively solve problems or address issues

Effective Communication
- Clearly articulates ideas in a written and spoken form

Learning Objectives

Participants will do the following:
- Formulate research plans for different types of research projects
- Identify reputable research sources
- List three reasons that being meticulous is important in conducting research

Key Concepts and Definitions

Synthesis	Bringing together different sources, identifying the most important information, and developing a coherent argument.
Audience	Being aware of your audience means matching your research approach to the purpose for which it will be used.
Objectivity	Avoiding bias in choice of sources and interpretation of findings.

Required Materials

- PowerPoint slides and appropriate technology (optional)
- Excerpts from two different blogs on the same topic, for example, parental leave or wage inequality

Session Outline

Session duration: 1 hour and 35 minutes

Time Required		**Description**
15 minutes	Introduction	Introduce yourself and provide an overview of the session objectives. Discuss the role and expectations for research in the workplace; in public policy, research is fast-paced and focused on influencing decision-making. Define the key concepts.
10 minutes	Discussion	List and explain the main types of research projects: fact-finding and gathering of research, paragraph syntheses, "blogs," and research papers. Participants are more likely to encounter broader and succinct research projects in their fellowships, due to the nature of workplace research. Explain how each type of project is designed to most effectively use the appropriate research.
10 minutes	Activity 1	Divide participants into groups of four or five. Assign each group with a social problem and explain that the groups will spend 5 minutes evaluating it for a solution. Provide the following prompt for the activity: *Articulate the problem you're solving from the perspective of your target population: "As a ________, I want to________, so that I can ____________." Then dissect the previous statement and brainstorm solutions. Lastly, identify your stakeholder groups (sponsor, target population, collaborator, opposition).*
10 minutes	Discussion	Ask participants to share general thoughts about the previous activity. Ask them how framing the problem from the perspective of the target population shaped their discussion. Talk about understanding the landscape of a topic and how to ensure you are asking the right questions. Discuss ways to do this, like asking experts in the organization or by utilizing Google Scholar to conduct a quick literature review. A good strategy to follow is to write out the "so what," articulate and test assumptions, get feedback from colleagues, and prioritize the most important questions.

Time Required		**Description**
10 minutes	Activity 2	Within the same groups from Activity 1, ask participants to: summarize the 1–3 most influential sources of literature on the social problem that they are trying to solve and why they chose them; summarize the existing solutions for this problem; develop a prioritized list of research questions, along with their hypotheses for each; and identify potential primary sources that will help them answer the above questions.
10 minutes	Discussion	Ask participants to consider the pros and cons of some of the sources they identified. Choose volunteers to share their thoughts. Present on recognizing the quality of different sources. High-quality resources typically are non-partisan and non-political; end with ".org" or ".gov" or ".edu"; and have credible sources.
10 minutes	Activity 3	Present the "About" statement from the websites of three credible research sources that are concerned with the same social issue. For example, Citizens for Tax Justice, the Urban-Brookings Tax Policy Center, and the Tax Foundation. In small groups of three or four, ask participants to discuss the following questions: *What do you notice about these different research organizations? How would you feel about citing the organizations in different contexts? What are the strengths of these organizations from the narrative you have read about them?*
5 minutes	Discussion	Ask participants to share thoughts from their discussion. Present on best practices for collecting data and synthesizing sources. Discuss bias and how to recognize it, in your own research and in sources.
10 minutes	Activity 4	In the same groups from the previous exercise, ask participants to review two blogs you have selected on a particular topic and discuss these two questions: *To what extent does the blog accurately synthesize the original research? Can I identify any bias? What are alternative sources that might be helpful?*

Time Required		Description
5 minutes	Conclusion	Review the key takeaways from the session: Workplace research is fast-paced and focused on influencing decision-making; the people around you may be your biggest asset in research; invest the time to ask the right questions to focus your research; and always evaluate your sources to recognize bias. Answer any remaining questions from participants. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants.

Reflection Questions

- How do I ensure that the research I'm producing meets the need in my organization?
- How do I avoid bias, both as a producer and a consumer of research?

Supplemental Resources

Fiedler, S. (2014, July 18). *Navigating the research process with TED speaker Uri Alon | SciTech Connect*. Elsevier SciTech Connect. http://scitechconnect.elsevier.com/find-c/, http://scitechconnect.elsevier.com/find-c/

Pannucci, C. J., & Wilkins, E. G. (2010). Identifying and avoiding bias in research. *Plastic and Reconstructive Surgery*, *126*(2), 619–625. https://doi.org/10.1097/PRS.0b013e3181de24bc

TED. (2014, June 12). *Uri Alon: Why truly innovative science demands a leap into the unknown* [Video]. YouTube. https://www.youtube.com/watch?v=F1U26PLiXjM&feature=emb_logo&ab_channel=TED

University of Texas at Arlington, & University of Wollongong, Australia. (2020, November 16). *Subject and course guides: Research process :: Step by step: Evaluate sources*. University of Texas at Arlington Libraries. https://libguides.uta.edu/researchprocess/sources

Participant Reflection

Two pieces of advice really stuck out to me. One, ask questions from the beginning about the expectations, scope, and purpose of the research assignment. Good writing is so context dependent, and the research we produce can only be good insofar as it fulfills the need of the organization. Second, include your supervisor in the drafting process and ask questions to ensure what you have produced already is still meeting expectations. I want to try to draft outlines and other mini-stages of the assignment, which I can show and get feedback on.

CST Summer 2020

This session has been formatted and revised for consistency and clarity. The original session in the Civic Skills Training Program was facilitated by Mary Peng, reached at mpengottowa@gmail.com.

Session 4.10 The Art of Notetaking

Session Description

In this session, the facilitator will outline the skill set of notetaking. Using a mix of exploratory discussions and activities, the facilitator will introduce participants to the key steps of notetaking, as well as other tips and tricks for professional writing. This session points to the importance of notes as a reminder to oneself, a source, or even as a public record. The facilitator will also stress how good notetaking requires identifying a purpose, participating in the appropriate manner while taking notes, and compiling the information in a relatable way for the correct audience.

Leadership Competencies Addressed

Effective Reasoning
- Engages in inquiry, analysis, and follow-through

Effective Communication
- Clearly articulates ideas in a written and spoken form
- Exhibits effective listening skills

Learning Objectives

Participants will do the following:
- Identify and evaluate forums for notetaking and forms of notetaking for recording large amounts of new information quickly and accurately through exercises and discussion
- Practice taking notes for different situations and evaluate their notes, as well as the notes of a partner
- Discern general best practices of effective notetaking in different situations

Key Concepts and Definitions

Purpose	The end goal of an action and/or the on-going effect of an action.
Expectations	The baseline actions and efforts desired from you by your colleagues, superiors, and clients, as well as your own ideas and beliefs about a situation or project; understanding "the ask" from your supervisor and colleagues to avoid unnecessary rework.
Professionalism	Defined in the Merriam-Webster Dictionary as "the skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well." One can never be too professional.
Resilience	The ability to recognize an activity stressor, take a brief step away from the activity, remind yourself that you are capable of completing your task, and continue working on the activity with a positive and energetic attitude.

Required Materials

- PowerPoint slides and appropriate technology (optional)
- Audio (and optionally video) for 2-3 speech examples
- Paper and writing utensils
- Handout 4.10.1 The Art of Notetaking
- Any debate video, perhaps from C-SPAN or Youtube

Pre-session Assignment:

- Watch Prince Ea's "A Brand New Ending." This video is available to watch on YouTube (https://youtu.be/2e2mwoIXv8Q).

Session Outline

Session duration: 1 hour 30 minutes

Time Required		Description
20 minutes	Introduction	Play 2–3 short audio or video clips and ask participants to take thorough notes of what is said during each. Find a diversity of clips, for example one may be very wordy and another very fast or boring. Ask participants what these videos have in common. Highlight that these examples may resemble some of the meetings or events participants may be asked to attend and take notes at during internships; some will be more exciting than others, but each assignment will be equally important. Review the primary session objectives and agenda items. Pass out Handout 4.10.1.
15 minutes	Discussion	Give examples of the different forums for notetaking: in-person meetings, phone/video conferences, events, interviews, etc. Invite participant contributions when making this list. Discuss the different forms of notetaking (laptops/tablets, cell phones, voice recorder, pen and paper, etc.) and their pros and cons (speed, technical difficulties, efficiency, space, etc.). Ask participants to contribute to these lists.

Time Required		**Description**
15 minutes	Framing	Speak about best practices of effective notetaking: establishing the purpose of the event and the purpose of the notes (i.e., private consumption vs. public consumption); do homework and find context to be best prepared to take notes (i.e., what meetings have already taken place and what were the action items coming out of those meetings; is the topic a high/low-priority issue); note the title, date, location, participant names, number of participants, and, when necessary, mood in the room; collect handouts and scan after the meeting, event, etc.; focus on capturing the major points of the conversation (i.e., paraphrase); use abbreviations and/or graphics, whenever possible; when taking notes using a pen(cil) and notepad, use neat handwriting and do not waste time erasing; keep notes organized using a system that works for you (i.e., separate sections/notebook for different topics); identify questions and next steps from the meeting, event, etc.; if notes are for public consumption, prepare notes and get the proper approval for distribution. Ask participants to contribute to the list once you have finished.
15 minutes	Activity	Play the Debate video clip and ask participants to take thorough notes during the video.
20 minutes	Reflection	Ask participants to reflect independently for three minutes on the quality of their own notes and why they feel the way they do. Have participants exchange their notes with a partner and evaluate that partner's work independently for three minutes. Then, partners should discuss bright spots and areas of growth for four minutes. With the entire group, discuss which tools and strategies could make their notetaking more effective and how their notes compared to each other's in terms of content (i.e., did you and your partner capture the same or different ideas). Highlight the strategies discussed earlier in the presentation and emphasize the importance of working with other interns/colleagues to make sure that all major points are captured—teamwork can be another great strategy for taking effective notes. The bottom of the last page of Handout 4.10.1 lists the general reflection questions.
5 minutes	Conclusion	Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants.

Reflection Questions

- Do I understand the purpose of my notetaking assignment?
- Do I have the right tools to take effective notes?
- Have I done my homework to learn as much as I can about the session?
- Do I have a professional mentor or role model with whom I can check in, ask questions, receive feedback, and be honest about my struggles and concerns?
- How can I integrate what I learned today about effective notetaking into other areas of my life?

Supplemental Resources

Donohoo, J. (2010). Learning how to learn: Cornell notes as an example. *Journal of Adolescent & Adult Literacy*, *54*(3), 224–227.

Dyer, J. W., Riley, J., & Yekovich, F. R. (1979). An analysis of three study skills: Notetaking, summarizing, and rereading. *The Journal of Educational Research*, *73*(1), 3–7. https://doi.org/10.1080/00220671.1979.10885194

Fisher, D., & Frey, N. (2013a). Gradual release of responsibility instructional framework. *IRA E-Ssentials*. https://pdo.ascd.org/lmscourses/pd13oc005/media/formativeassessmentandccswithelaliteracymod_3-reading3.pdf

Fisher, D., & Frey, N. (2013b). *Better learning through structured teaching: A framework for the gradual release of responsibility* (2nd ed.). ASCD.

Participant Reflection

Notetaking is something so seemingly simple yet so fundamentally important. I have been able to apply these skills in the workplace and it has been incredibly effective. It doesn't only save time when you're able to go back through your notes and find exactly what you need from that particular meeting you had yesterday, but it also shows your coworkers that you care. In fact, I've had multiple supervisors compliment me on my extensive notetaking. It has quite literally helped me make a good impression! This also led me to be more credible in the workplace.

CST Summer 2018

This session has been formatted and revised for consistency and clarity. The original session in the Civic Skills Training Program was facilitated by Ariel Murphy Bedford, reached at ariel@ambnational.org.

The Art of Notetaking

Notetaking Comparison Exercise

VERSION A

Date	Start	End
8/16/21		

Meeting	Agenda
Purpose of the Meeting	**A list of topics, presenters, and time allotment**
Prep: Leadership Trip Retreat	
Attendees	

Action Item Review

Were all items implemented as planned?

Action Plan (Tasks assigned during the meeting. The 3W-rule: What, Who, When)

Action Item	Delegated To	Deadline

Notes

- April
  - Project planning + milestones (review)
- Spring Leadership Retreat
  - Consultant (Emily H.)

Outcomes
- Clarity around roles + responsibilities
- Structures that help us move forward (discussion)
- Balance discussion + creation of work product
- Comprehensive plan for team
- Project management tool
    - Workstreams

STRENGTHS	AREAS OF GROWTH

VERSION B

<table>
<tr><th>Date</th><th>Start</th><th colspan="2">End</th></tr>
<tr><td>7/24/21</td><td>11:00 am</td><td colspan="2">11:30 am</td></tr>
<tr><td>Meeting</td><td colspan="3">Agenda</td></tr>
<tr><td>Purpose of the Meeting</td><td colspan="3">A list of topics, presenters, and time allotment</td></tr>
<tr><td>Data collection, monitoring, and allocations

Attendees
Hannah, Ariel, Sara, Jennifer, Dannielle & Nicole</td><td colspan="3">Data Tracker for Talent Office - update</td></tr>
<tr><td colspan="4">Action Item Review</td></tr>
<tr><td colspan="4">Were all items implemented as planned?
______
______
______</td></tr>
<tr><td colspan="4">Action Plan (Tasks assigned during the meeting. The 3W-rule: What, Who, When)</td></tr>
<tr><td colspan="2">Action Item</td><td>Delegated To</td><td>Deadline</td></tr>
<tr><td colspan="2">★ Clarify what data should be collected, when & how</td><td>JT</td><td>Next mtg</td></tr>
<tr><td colspan="2">★ Check w/ Rebecca/Litsy re: Her data collection efforts</td><td>AM</td><td>Next mtg</td></tr>
<tr><td colspan="2">★ Develop recs for platform decision
★ Mtg (30 min) wo Hannah to discuss</td><td>AM</td><td>Next mtg</td></tr>
<tr><td colspan="4">Notes</td></tr>
<tr><td colspan="4">Background:
- Meet 3 times/week
- Paint clear picture of numerical streams + TIF allocations
- Danielle leads w/ Jennifer + Nicole contributing
- See Google spreadsheet: “Talent Data Tracker”

Updates:
★ “Questions/Priorities” tab (Column C: Relevant Data)
★ Categorizing where data is coming from
○ Line 20 + up must be finalizes still
★ Focus on clarifying what should be collected, when and how, which impacts callout plans</td></tr>
</table>

- ★ Check w Litsy/Rebecca rec: additional data collection efforts on their end and see if consultation can happen (don't need to leep w every office)
  - FYI: Data team gives each office access
    - Low-coding queries that our team could access would be helpful (i.e. mse hive is fluid review)
- ★ Timeline/calendar re: what data collections are recorder + when
- ★ "Platform" tab
  - We need to select a platform (mse hive is fluid rev)
  - Must see recommendations budget, options, pros/cons
    - Historical data input capability in mse hive (+)
    - 30 min mtg w/ Sara to further discuss

STRENGTHS	AREAS OF GROWTH

Handout 4.10.1

Notetaking Template 1: Inspired by Uncommon Schools

Meeting: ______________________________ Date: _______________

Questions	Meeting Notes

Action Item	Owner	Deadline

Notetaking Template 2: The Cornell Notetaking System

Meeting: ____________________ Date: ______________________________

Key Points	Details

Summary

Handout 4.10.1

Notetaking Template 3: Inspired by Action Day Meeting & Action Notebook

Date	Start	End

Meeting	Agenda
Purpose of the Meeting	**A list of topics, presenters, and time allotment**
Attendees	

Action Item Review
Were all items implemented as planned?

Action Plan (Tasks assigned during the meeting. The 3W-rule: What, Who, When)		
Action Item	Delegated To	Deadline

Notes

Final Notetaking Exercise:
Take notes for the debate video clip you are about to watch.

Independent Reflection:
How strong are my notes and why?

Partner Reflection:
How strong are my partner's notes and why?

Whole Group Reflection:
What other tools/strategies could be used to make the notes more effective?

How do my notes compare to my partner's notes in terms of content?

General Reflection Questions to Keep in Mind:

- Do I understand the purpose of my notetaking assignment?
- Do I have the right tools to take effective notes?
- Have I done my homework to learn as much as I can about the session?
- Do I have a professional mentor or role model with whom I can check in, ask questions, receive feedback, and be honest about my struggles and concerns?
- How can I integrate what I learned today about effective notetaking into other areas of my life?

Session 4.11 Networking—Presenting Your Best Self

Session Description

In this session, the facilitator will guide participants toward a better understanding of networking and its purpose. The facilitator will also discuss the broader scope of social connections, the benefits of strong social connections in today's culture, and how confidence and authenticity in ourselves can increase connections. This session will incorporate role-plays of networking scenarios, as well as time for reflection and small group discussions on topics such as authenticity, confidence, and anxiety. The session will end with a mock networking experience in preparation for any event designed to highlight networking.

Leadership Competencies Addressed

Collaboration
- Fosters a welcoming and inclusive environment

Effective Communication
- Exhibits effective listening skills

Self-Knowledge
- Practices self-compassion, friendliness, ease with self, and vulnerability

Learning Objectives

Participants will do the following:
- Identify at least three people in their existing networks
- Describe at least three differences between inauthentic and authentic approaches to networking
- Explain at least three ways to build confidence in networking
- Practice networking methods through mock scenarios and a mock networking activity

Key Concepts and Definitions

Networking Interacting with other people to exchange information and develop contacts, especially to further one's career.

Authenticity Vulnerability that allows us to let go of the demands of perfection we place on ourselves and allows us to build trust and connection with other human beings.

Required Materials

- PowerPoint slides and appropriate technology (optional)

Pre-session Assignment:

- Ted Talk by Amy Cuddy, "Your Body Language Shapes Who You Are." This video is available on the TED website (www.ted.com).

Session Outline

Session duration: 1 hour and 25 minutes

Time Required		Description
15 minutes	Introduction	Introduce yourself to participants as you would if you were networking. Use this as an introduction to the session and some of the things that will be covered. Discuss networking with the following points in mind: Networking is about creating and nurturing sustainable two-way relationships; networking is not transactional; there are many opportunities and platforms for networking (events, email, social media, etc.); strong networks are based on commonalities and shared interests. Ask participants what their purpose is while they network.
25 minutes	Framing	Ask participants to think about their existing personal networks: Whom do they interact with regularly and every day? Whom do they interact with occasionally? These people include but are not limited to family, friends, coworkers, and peers. Ask participants to consider that the context of these relationships may be bigger than they seem now; someone could even be a potential bridge between people. Ask participants what organizations or people they really want to connect with and how they can take the proper steps. Discuss signs of confidence and the importance of playing to one's strengths as an introvert or extrovert. Cover the following concepts: vulnerability and being genuine allows us to build trust and connections with others; listening is the key to building relationships; body language can make you appear more confident, if not actually improve your confidence; strong body language is eye contact, a firm handshake, uncrossed arms, good posture, and a relaxed expression.

Time Required		Description
		Take a poll of the introverts in the room. Explain that though large events can be draining for them, they have specific strengths in networking, such as listening and a preference for one-on-one conversations. Ask all participants to think about how they can be their most authentic selves.
15 minutes	Activity 1	Pair up the participants and present these two scenarios for them to work through: Scenario 1. You want a job in a new field but don't know many professionals in that field. There is an upcoming networking event that would be a great opportunity to get your foot in the door, so you decide to attend. At the event, you meet someone who works at a company you've been interested in. What is your approach to networking with this individual? Scenario 2. You learn that a friend of a friend whom you've met once just launched a new project and you would really love to be a part of it. Your friend shares this individual's email with you and tells you to reach out. What do you write in your email?
10 minutes	Reflection	Ask participants to share their thoughts or concerns after roleplaying the scenarios. Open the floor for participants to ask you more specific questions about tips or approaches to networking.
15 minutes	Activity 2	Ask participants to network with each other, using the lessons from the session. Note: You can create further practice of this skill by setting up subsequent networking sessions, for example a reception for students and alumni, peers, and colleagues.
5 minutes	Conclusion	Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants.

Supplemental Resources

Menon, T. (2017, March). *The secret to great opportunities? The person you haven't met yet* [Video]. TEDxOhioStateUniversity. https://www.ted.com/talks/tanya_menon_the_secret_to_great_opportunities_the_person_you_haven_t_met_yet

TEDx Talks. (2018, February 15). *How to hack networking | David Burkus | TEDxUniversityofNevada* [Video]. YouTube. https://www.youtube.com/watch?v=xFrqZjIDE44&ab_channel=TEDxTalks

Weaver, A. C., & Morrison, B. B. (2008). Social networking. *Computer*, *41*(2), 97–100. https://doi.org/10.1109/MC.2008.61

Participant Reflection

Catherine told us that authenticity is having the vulnerability to let go of the pursuit of perfection. This means that when I show up as an intern, I should be honest and ask questions when I need help. By sharing myself without feeling like I need to be perfect, I will be able to build trust and more genuine connections with the people I will be working with this summer.

CST Summer 2020

This session has been formatted and revised for consistency and clarity. The original session in the Civic Skills Training Program was facilitated by Catherine Miller, reached at catherineannettemiller@gmail.com.

FYF: Summer Fellowships

Key Program Elements

- Methodical mentor selection based on these criteria: Do they have a substantive project? Are they developmentally focused? Do they have time to meet with a participant?
- Completion of a fellowship with at least one concrete technical skill they can demonstrate
- Understanding of workplace culture, industry, and professionalism
- Participants establish a network of professionals

Program Description

The FYF Summer Fellowships, the fourth component of the First-Year Fellows Program, ties together participant experience with prerequisite courses, D-LAB, and Civic Skills Training through an eight- to ten-week fellowship in the public policy arena with Dartmouth alumni mentors in Washington, D.C. Fellows gain valuable professional experience and early exposure to policy and government, live with their peers, and develop leadership, writing, and critical thinking skills during the fellowships. Since program inception, participants in this program have been placed in government, nonprofit, and media organizations.

Placements and mentors are selected by the Rockefeller Center using a two-pronged approach. In the first approach, we look to see if there are alumni in organizations in which we would like to place our Fellows. In the other, we look to see if there are alumni we know in the D.C. area who would make great mentors. We then establish contact and determine their interest in participating in the program by meeting them in person or through a video conference. This gives us a sense of their engagement and investment in participants. During this conversation, we gauge their interest in participating in the program as a mentor and their ability to offer a fellowship. If they are willing and able to host a fellow, we move on to the confirmation form (Handout 4.1).

Full completion and the return of the confirmation form by a given time serve as the official confirmation for the mentor. The placement is then added to the list of potential mentors for a given year. In rare cases, we have a great placement at an organization, but the alumnus/alumna who served as a mentor previously does not work there anymore. In such cases, we pair the fellow with a supervisor within the organization and an alumnus mentor outside of the organization who works in a similar field. All mentors must be willing to invest time and energy in their Fellows to make this a developmental experience.

We use the mentor confirmation form as a discussion guide with mentors and to gather all necessary information in one place. One of the hallmarks of a fellowship is an eight-week project assigned and selected by their mentor. The project needs to be substantive and have some contribution to the mission of the organization. Mentors outline the project in their confirmation form, provide a description of what they are looking for in a Fellow, provide information about specific organizational requirements, and include other additional information such as dress code and institution-specific needs. This provides us with clarity about mentor expectations for Fellows who will be placed with them and helps the mentors to visually assess the commitment.

Fellows live together in D.C. in apartment-style housing. This opportunity to live together while learning together provides them with an established support network in what might otherwise be an entirely new experience.

Three weeks into the program we do a mid-term check-in. We fly down to D.C. and meet with each Fellow to learn about the progress they are making in their fellowship and what they are learning. We also give them an opportunity to develop strategies to address challenges they are facing.

At the end of the program, Fellows and mentors fill out surveys evaluating their experience. They are asked to reflect on different aspects of their experiences in the program and to assess their likelihood to recommend the placement to another Fellow next year or their likelihood to return as a mentor.

Four weeks after the program concludes, we gather Fellows to do a debrief on their experience. During this time, we come together and reflect on all the learning that has taken place, share stories, and explore learning opportunities that are on the horizon for these students.

As you will imagine, this year was different because of COVID-19. However, it gave us opportunities to expand the program to 26 Fellows. Twenty-six mentors (some returning and some new) willingly and enthusiastically worked with us to offer remote placements. Being remote in 2020 and 2021 provided us the opportunity to host a variety of different style check-ins throughout the weeks of the program.

First-Year Fellows Program Mentor Confirmation Form

Fellowship Dates	
Organization	
Physical Address	
City, State Zip	
Phone Number	
Mentor	
Position	
Email	
Phone	
Bio	
Daily Supervisor (if different from mentor)	
Position	
Email	
Phone	
Intern Coordinator (point of contact if Rocky needs to coordinate directly)	
Position	
Email	
Phone	
Host Organization Description / Website	
Description of the fellowship responsibilities/tasks	
Description of the office environment	

Desired skills and qualities (e.g., second language, coding skills)	
Specific organization requirements (e.g., U.S. citizenship, pre-approval required by HR)	
Internal host organization's approval process requirements (e.g., online application)	
Office dress code	

FYF Program Officer Reflection

by Hannah Andritsakis

I joined the Rockefeller Center in January 2020 eager to continue cultivating the next generation of leaders equipped with skills to excel amid 21st century demands. As someone interested in neuroscience, social emotional learning, and instructional scaffolding as they relate to leadership development, I was immediately captivated by the First-Year Fellows Program with its intentional framework, relevant learning objectives, and seemingly boundless opportunities.

The First-Year Fellows Program consists of prerequisites and 20–26 fellowships. This program seeks to build a strong foundation of public policy, leadership, and work experience for its participants. There are both curricular and co-curricular components.

The first curricular component includes an introduction to the public policy course and a statistical methods course. These help participants develop industry-specific building blocks.

The three mandatory co-curricular components are Dartmouth Leadership Attitudes and Behaviors (D-LAB), Civic Skills Training (CST), and Summer Fellowships. In D-LAB, participants engage in crucial conversations about beliefs, values, and differing perspectives. In CST, participants develop and practice the skills necessary to excel in their internships and beyond. In their fellowships, participants put all their learning into action by engaging in a policy fellowship under the mentorship of a Dartmouth alum.

I believe that to develop as leaders, we need to hold ourselves accountable for building our internal and external self-awareness by practicing reflection and dialogue. However, I think taking time to connect with our thoughts to become intimate with our values and then to articulate them requires intentional effort. I find engaging in this work can feel daunting if we aren't disciplined because we have a world of distractions at our fingertips. While acclimating to the Center, I witnessed the facilitator training and the six sessions of D-LAB unfold. I was also given the opportunity to lead the facilitator debrief. I observed how D-LAB helped students to carve out that intentional time. They worked together to build a practice that is still imprinted in the minds of alumni. The following quote from a participant in the D-LAB program in the winter of 2020 summarizes participant learning in this program: "The program's meticulously designed and thoughtfully facilitated sessions helped me better define my values and connect them to the academic and extracurricular opportunities I chose to pursue throughout the remainder of my college experience."

In late March, the First Year Fellows staff members at the Rockefeller Center made the decision to offer remote fellowships and CST in response to the COVID-19 pandemic. Together, they took on the challenge of preparing students to work in a remote office setting in unprecedented times. Already inspired by online learning and the Community of Inquiry (CoI) Model referenced in Chapter 8 of this book, I found myself excited by the prospect of transferring and translating the purposeful design of these programs into our new virtual world.

As we navigated, the change questions naturally surfaced. How would a remote fellowship compare to an in-person one? Would they feel lonely? What additional skills or information do Fellows need to know to be successful remote workers? As a result, the modality and some of the CST content had to change. An adaptation of CST materialized that consisted of both synchronous and asynchronous components. It was during this process that I appreciated how imperative it was to have a system that documented the "what" and the "why" behind a program. To that end, the session proposal forms that you see adapted throughout this book are essential, and even more so in helping us turn CST virtual. The proposal form (see Handout 2.5 in Chapter 2) gave us all a clear picture of what sessions took place and why. Even though I had never seen a CST session in person, I could extrapolate this information because of these documents. They helped to guide our decisions about session delivery and content so we could make strategic changes to the program that do not sacrifice learning outcomes. Our content highlighted best-practices for remote work, hard and soft skills students needed for their fellowship experience, and student reflections of their remote learning habits—all of which were used to inform the ways in which their individual needs could be related to their remote fellowship placements.

Then in mid-June, the fellowships began and at the end of eight weeks, each student had learned at least one transferrable hard skill that they could identify with pride. However, what intrigued me more was the learning they did that went beyond a bullet point on their resume.

For instance, one day in early July my phone rang, and it was a student calling to seek some advice. She was completing her workplace tasks faster than they were being assigned to her. Could she ask for more work? Would that be rude? Should they be taking her longer? Her supervisor was busy, and she did not want to be a burden. We talked through some strategies that she could use when she talked to her supervisor next. Armed with confidence and a few possible solutions to this problem, she met with her supervisor. She came out of that meeting with an action plan to increase her workplace contribution and visibly track her tasks. She learned how to advocate for herself.

In mid-July I checked in with another student who was having regular one-on-ones with her mentor. She told me how, during their second meeting, her mentor stopped shortly to explain that she should come prepared to guide these meetings with her updates and questions. She was completely puzzled by this. She assumed that because the mentor was in a position of power, they should always be leading meetings. She learned about workplace culture.

It was in these moments I recognized students were still having transformative learning experiences despite the program's remote nature. The final mentor and Fellow evaluations reaffirmed this thought. If you are looking to adapt the fellowship portion of this program, it would be crucial to have developmentally focused and willing mentors who are providing real work opportunities and engagement. I have been told being a mentor is rewarding, but it is undoubtedly additional work. A committed mentor makes all the difference in the participant's experience.

During our final debrief in September, a peculiar feeling overtook me as I hovered over the end-meeting icon for the last time. I felt both heavy and light, the way I normally feel when I finish working with students in person. Sad to see them go, but grateful for the time we shared. It was then that I realized I felt like I knew them in person. As these thoughts rattled in my brain, a participant wrote in the chat something along the lines of "I feel like this was in person." They felt it too! This led me to question what defines a quality relationship. Does merely being in person truly mean a better-quality relationship? After this experience, I don't think so. I think it's the effort and mindset you and the other party approach the relationship with that is most important, not the modality of that relationship.

If you want to adopt a program such as FYF, practicing participant-centered design is essential. At the heart of all the Rockefeller programs is the student voice. Hearing the phrase "What do the students think?" is not uncommon. That is why D-LAB is facilitated by students in student spaces. It's why when adapting CST, we checked in with our students using surveys at several points throughout the planning and implementation process. This provided them the opportunity to offer feedback on our content or delivery. It's why we do a mid-term check-in and debrief during the fellowships. As a result, the program is more relevant to our participants and they feel invested in the success because we included them in the process.

Having to quickly adapt these programs in turbulent times made me realize how much I value being a part of an organizational culture with a commitment to trust and authentic conversations. The timeline to produce this program was tight, and I had a background in developing online orientations and trainings from my previous work experience. There were several instances in which I was tasked with making decisions quickly, such as determining in what platform this or that program would live. This level of trust in my abilities not only helped to enhance the program but it also helped me feel like my experience was valued. This trust encouraged me to continue to go above and beyond in my role for our students and team. In addition, throughout this process I was able to engage in genuine discussions with my colleagues about our successes, challenges, strengths, and weakness. They were reflective and mission driven in nature. These exchanges enhanced our collaboration by helping us to divide up tasks and set personal growth goals. Without this culture, I believe our adaptations would not have been as strong or successful.