"DIFFERENT CONTEXTS, DIFFERENT COMMUNITY SERVICE LEARNING"

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The business school that thinks and lives in the future
INVOLVED LEARNING:

Learning situations that involve the combination of an experiential learning and a community involvement strategy.

- **Experiential learning (Kolb)**
- **Community Involvement**
  - Community service
  - Service learning
  - Living labs
  - Hubs
  - Outdoor learning
- **Strategy**
  - Third party / learning institute
  - Community service at secondary and high schools
  - Service learning programs at Universities
  - Corporate volunteering through companies
  - Sociale activation / Full engagement organized by governmental welfare agencies
  - Gap Year Volunteering / Voluntourism by travel agencies
  - Active aging volunteerism by retirement organizations

Experiential learning exists when a personally responsible participant cognitively, affectively, and behaviorally processes knowledge, skills, and/or attitudes in a learning situation characterized by a high level of active involvement (Hoover and Whitehead 1975, p. 25).
## INVOLVED LEARNING

- *(panned) leaning experience*

<table>
<thead>
<tr>
<th></th>
<th>Other determined</th>
<th>Self determined</th>
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<tbody>
<tr>
<td>‘emergent ’ learning</td>
<td>Community service (university based, counting hours)</td>
<td>General experiences / volunteering (student life, community volunteering, gap year etc)</td>
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<tr>
<td>(not reflective)</td>
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<tr>
<td>‘deliberate’ learning</td>
<td>Service learning (university based, assessing learning)</td>
<td>External programs (DoE, Tax-advice, Solve, Enactus, etc)</td>
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<tr>
<td>(reflective)</td>
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## SERVICE LEARNING VS LEARNING THROUGH VOLUNTEERING

<table>
<thead>
<tr>
<th>Service learning</th>
<th>Learning through volunteering</th>
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</thead>
<tbody>
<tr>
<td>In a group</td>
<td>Individually</td>
</tr>
<tr>
<td>University and community member have a significant role</td>
<td>Community member (NPO) has a significant role</td>
</tr>
<tr>
<td>Independent study and self-evaluation</td>
<td>Intensive supervision</td>
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<tr>
<td>Strong partnership</td>
<td>Loose partnership</td>
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<tr>
<td>Needs assessment by students</td>
<td>Needs assessment by community member</td>
</tr>
<tr>
<td>Empowerment of the community and the learning of the students from a need-perspective (services may be created)</td>
<td>Empowerment of the community while producing service</td>
</tr>
<tr>
<td>Empowerment (social pedagogy)</td>
<td>Change and charity</td>
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</table>
WHAT IS NOT?

- Service learning ≠ community service
- Service learning ≠ (social) internships

WHAT ARE THE BENEFITS OF OR MOTIVATION TO USE INVOLVED LEARNING PROGRAMS

Individuals
– Signal: *You should take me, because I can do more than those who did not participate in involved learning programs*
– Personal development: *knowledge, people, experiences*

• Civil society organizations (Roza et al., forthcoming)
  – Legitimize
  – Raise awareness of the organization and the issue
  – Attract more and different types of volunteers
  – Attract different types of other (monetary) resources

• Educational institutions / governments / companies (*third party model*) Haski-Leventhal et al, 2010
  – To develop skills
    • Hard AND soft skills
  – Raise awareness
  – Product innovation
  – Enhancement of the bottom line
  – Social inclusion (immigrants, unemployed)
**INVOLVED LEARNING: CREATING A RICH CONTEXT**

**Positive youth (student) development versus Youth (student) at risk**

<table>
<thead>
<tr>
<th>Five &amp; Sixth Cs of PYD</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>Positive view of one’s actions in domain specific areas including social, academic, cognitive, and vocational. Social competence pertains to interpersonal skills (e.g., conflict resolution). Cognitive competence pertains to cognitive abilities (e.g., decision making). School grades, attendance, and test scores are part of academic competence. Vocational competence involves work habits and career choice explorations.</td>
</tr>
<tr>
<td>Confidence</td>
<td>An internal sense of overall positive self-worth and self-efficacy; one's global self-regard, as opposed to domain specific beliefs.</td>
</tr>
<tr>
<td>Connection</td>
<td>Positive bonds with people and institutions that are reflected in bidirectional exchanges between the individual and peers, family, school, and community in which both parties contribute to the relationship.</td>
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<tr>
<td>Character</td>
<td>Respect for societal and cultural rules, possession of standards for correct behaviors, a sense of right and wrong (morality), and integrity.</td>
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<tr>
<td>Caring</td>
<td>A sense of sympathy and empathy for others.</td>
</tr>
<tr>
<td>Contribution</td>
<td>When these Five Cs are present in a young person, there emerges a Sixth C, contribution. That is, a young person enacts behaviors indicative of the Five Cs by contributing positively to self, family, community, and, ultimately, civil society.</td>
</tr>
</tbody>
</table>

**The Five and Sixth Cs of PYD**

(*Lerner, 2004; Lerner et. al., 2005; Roth & Brooks-Gunn, 2003*)
WHAT UNIVERSITIES CAN DO FOR COMMUNITY AND REACH STUDENT CONTEXTS

http://info.umkc.edu/communiversity/
VOLUNTEERING AS AN INSTRUMENT IN VARIOUS EMPLOYMENT STAGES

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DR. DEBBIE HASKI-LEVENTHAL
PROF. DR. LUCAS MEIJS
OUR STARTING POINT; COMBINING TWO EMERGING FIELDS

• Third party involvement in volunteering is trending, including companies organizing volunteer activities (Haski-leventhal et al., 2009)
  – Mostly implemented practice within Corporate Social Responsibility in W-Europe and N-America (Pajo and Lee, 2011)

• Rise of instrumental (strategic) approach to volunteering
  – Service learning; educational purposes
  – Governmental programs; decrease of welfare support
  – Companies: organizational benefits
CORPORATE INVOLVEMENT IN VOLUNTEERING

• Broad view on potential corporate involvement in volunteering:

“companies’ responsiveness to and involvement in volunteering ranging from formally recognizing volunteering by prospective employees and to actively facilitate or organizing volunteer opportunities for their current employees”.

– It includes involvement in volunteering:
  • In which the company takes active interest in volunteering before employment
  • During the employment (as most CSR articles talk about)
  • As part of a larger internal CSR agenda that support employees in the transition into retirement or other work
DOES “ONE SIZE” FITS ALL EMPLOYEES?

- Employees go through several stages within their employment at one company
- 4 / 5 stages
<table>
<thead>
<tr>
<th>Nominee (prospect)</th>
<th>Newcomer (bachelor)</th>
<th>Established (master)</th>
<th>Transiting other work (job hunter)</th>
<th>Transiting retirement (alumni?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attracting high potentials</td>
<td>Organizational Socialization</td>
<td>Retention through employee engagement, org. commitment &amp; identification, value congruence (P-O fit)</td>
<td>Favorable reputation among ex employees (spillover to communities)</td>
<td>Supporting employees in finding meaningful and purposeful retirement</td>
</tr>
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<td>Selecting proper employees (P-O Fit)</td>
<td>Professional networking, teambuilding</td>
<td>Teambuilding and professional networking, but to a lesser extent</td>
<td>Employability through external networking, developing skills, creating opportunities and career orientation</td>
<td>Serious leisure, active aging</td>
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<tr>
<td>Professional work-related skill</td>
<td>Employee development (professional but</td>
<td></td>
<td></td>
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<tr>
<td>development</td>
<td>also personal)</td>
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