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## **The Role of Volunteer Leaders in Deepening the Efforts of a Communitywide Youth Asset-building Initiative**

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THE ROLE OF VOLUNTEER LEADERS IN DEEPENING THE EFFORTS  
OF A COMMUNITYWIDE YOUTH ASSET-BUILDING INITIATIVE

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Submitted in partial fulfillment of the  
requirement for the degree of  
Master of Arts in Leadership

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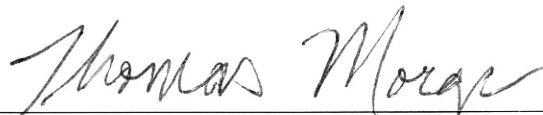
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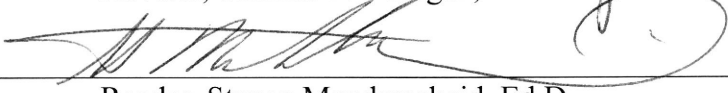
Karen Mariska Atkinson

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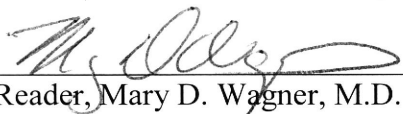
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Reader, Mary D. Wagner, M.D.

## **Dedication**

Starting a master's program in my mid-fifties demonstrates either my courage or stupidity. This challenge caused me to pause and consider the theory behind the practice of my own leadership and that of leaders around me. I understand that when I succeed it reflects the support around me.

I dedicate this thesis to:

My parents, Amby and Audrey Mariska, who gave me the gift of an undergraduate education. In particular, my mother would be proud of this achievement. She was a woman who valued schooling, was an avid reader, and had a thirst for knowledge. Because of the time in which she was born, the educational opportunities I take for granted were out of reach for her.

My sons, Drew and Michael, both of whom were in college when I started my Master's of Leadership studies. Drew and Michael you have been a great support by commiserating with me about school work and proofreading my papers. Thanks for being on my team.

My sister, Lynn Kjolsing, who me supported through this adventure. There was a certain weekend we went up north when I unexpectedly announced I had started graduate school. Thanks for your understanding as I spent the night reading my assigned textbook.

The many other family members and friends who similarly cheered me on. Thank you.

Children First's Executive Committee who agreed with me on the importance of this thesis project. The leadership and volunteers of this organizations are second-to-none in their unwavering commitment to our young people. And, that support spilled over to me.

Last, but most of all, I dedicate this to my husband Fred. After 25 years of marriage, I surprised him with my desire to return to school. You have been my greatest advocate as I traveled this journey. Thanks for your patience, your understanding, and your joy as I accomplished this goal.

## **Acknowledgements**

I would like to acknowledge Dr. Thomas Morgan for his role as my advisor and guide during the thesis process and my studies at Augsburg College. His sage advice was heeded as Tom reminded me to keep my claim front and center as I worked on this project and document.

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My gratitude goes to Dr. Mary Wagner, a physician and member of the Children First Executive Committee, who also served on the review committee. Dr. Wagner insured the integrity of this thesis as it applies to the mission and practice of Children First.

Thanks to Dr. Thomas Berkas who graciously provided his expertise as I completed this document and was stymied by APA style. Also, thanks to Nancy Tellett-Royce who provided a final proofing of this document.

I appreciate the volunteers who participated in this study and in particular, the six Super Champions who enthusiastically accepted the leadership role that was the basis for this project.

There is a special group of people, my MAL cohort, who also deserve recognition. It is your support and camaraderie that made this an enjoyable experience even through the challenges. The insights you brought to our coursework made it doubly rewarding.

**Inspiration**

The future is not a result of choices among alternative paths offered by the present,  
but a place that is created --  
created first in the mind and will, created next in activity.

The future is not some place we are going to,  
but one we are creating.

The paths to it are not found but created,  
and the activity of creating them,

changes both the maker and the destination. (Schaar, 1989, p. 321)

## Abstract

This paper examines, from a community-building perspective, the importance of engaging adults in a deliberate way to deepen asset-building efforts that will benefit the lives of young people. This was done through a leadership application project focused on volunteer adult leaders who connected, equipped and inspired small groups through discussions that deepen their understanding and actions in support of young people.

Areas of study include the role of community, volunteer leader attributes, and small group structures. In addition, the project included the development of a guided discussion curriculum for use by volunteer leaders. The paper includes a methodology with a timeline and concludes with a discussion about lessons learned and recommendations for the future of the pilot.

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## **Introduction**

Children can flourish when adults are invested in their healthy development. Young people need not only their parents, but also other adults in the community to be intentionally focused on their welfare. How does a city rally its citizens, schools, families and neighborhoods to help all children and teenagers thrive? And, specifically, how can adults be encouraged to engage in fostering the relationships, experiences and expectations that help youth succeed? Understanding how to involve volunteer leaders who engage adults to intentionally support young people will create a more vibrant community for people of all ages.

## **Developmental Assets**

Years of child development research focused on things that children were lacking in their lives. These practices look at risks and “fixing” young people so they can be contributing members of society. Beginning in the 1980s, Benson (2002) flipped the lens and focused on the positive attributes young people possess and what it would take to expand upon that positive base. This pioneering research became known as the 40 Developmental Assets. “The framework of developmental assets establishes a set of benchmarks for positive child and adolescent development, weaving together in a priori conceptual model, a taxonomy of developmental targets requiring both family and community engagement to ensure their acquisition” (pp. 125-126). Search Institute’s list of Assets includes a range of skills, relationships and experiences such as family support, caring adults, involvement in youth programs, school engagement, integrity, cultural competence, and personal power (Search Institute, 2015). A list of the Developmental

Assets is in Appendix A. The significant finding of this research is that as asset levels rise in young people, risk behaviors recede. When young people possess 30-40 of the assets, they tend to do better in school, volunteer in the community, and live a healthier lifestyle. They are also less likely to be involved in risk behaviors including binge drinking, chemical use, and early sexual experience (Benson, 1997; Benson et al., 1998; Scales, Benson, & Mannes, 2006). The problem is that, on average, American teens possess only about half of the Developmental Assets.

### **Children First**

Children First is about changing the behavior of adults toward young people. In 1992, St. Louis Park, Minnesota, became the first community in the nation to shift its paradigm around young people through this community-wide initiative based on the 40 Developmental Assets. A partnership among the business, city, education, faith, and health communities formed the initiative and more than two decades later continues to facilitate organizational efforts. “Children First unleashes community capacity by asking its members to be intentional about their actions and to use the common language of the forty developmental assets” (Atkinson, 2012, p. 462). A study of eight community asset building initiatives (Nakkula, Foster, Mannes, & Bolstrom, 2010) described the efforts of Children First’s work as centered on the promise of its young people. Rather than trying to fix them, the initiative focuses on helping young people fulfill that promise by focusing on relationships and experiences that help them thrive.

Children First is an initiative promoting a community-wide philosophy, not a program with specific interventions. Key components of Children First include: a

proactive focus on all young people, birth to 18 years, not just “troubled” youth; consideration of young people’s strengths rather than their problems; an invitation to all adults not just paid professionals to help develop solutions; a focus beyond programs to include relationship building wherever it happens in the community; the practice of claiming what I can do, rather than blaming others for what they aren’t doing; and, a movement from incidentally doing good things for kids, to intentionally building assets in young people (Ramsey, 2002).

“A community is the product of its choices” (Matthews, 2002, p. 22). Tocqueville and Reeve described this sentiment in the seminal book *Democracy in America* (1899), where Tocqueville described his experience visiting the United States as a Frenchman, being exposed to a structure where lay folks made local decisions. He coined this unique finding as “associations,” (p. 191), illustrating the small self-selected groups that acted together in decision making, problem solving, and solution implementation. He observed the process of being in association life as creating power in a person’s local community.

Tocqueville and Reeve in turn influenced McKnight’s (2013) work. He brought the concept of associations to his contemporary theory addressing the functions that effective neighborhoods can provide and cited that involvement in raising children was one of them. Too often families pay for professionals to rear children through purchased services. The overused adage “it takes a village to raise a child,” seems to be interpreted as it takes professionals’ services to raise a child. More and more families are transporting youth to and from structured lessons and activities. When children have issues, McKnight and Block contend it’s an adult not a youth problem (McKnight, 2013;

McKnight & Block, 2010b). Neighbors need to shore up their will and commitment to band together in raising young people. The focus needs to be building “the capacity of neighbors to be producers of well-being” (McKnight, 2013, p. 23).

In 2007, as a means of engaging many adults in the effort, Children First established an Asset Champions Network comprised of interested citizens of all types including both neighbors and paid professionals. This format trained “Asset Champions” about the importance of the Developmental Assets and had them consider ways to bring the research to life in the places they live, work, go to school and volunteer. The 2.5 hour training provided an overview of Children First and information about the 40 Developmental Assets, explaining their importance. During the training, volunteers had an opportunity to self-assess, laying plans on how to incorporate asset-building practices into their lives. Volunteer Asset Champions sign a commitment form (Appendix B) and “graduate” with a certificate and a group photo appears on the organization's Facebook page.

Asset Champions have opportunities to connect with each other through Champion Charges, informal gatherings held during lunch where volunteers can share what they are focused on, their successes, and where they need help. In addition, there are Speed Networking events, modeled after speed dating, a highly structured activity where Asset Champions connect one-on-one during timed intervals. Asset Champions have the choice whether to attend these and other Children First events. Currently 250 people are trained and charged with moving the Children First vision forward. The challenge is to keep this group engaged and inspired to spread the message and participate in their own

asset-building measures.

### **An Asset-building Story**

When Marie's teen daughter, Madalyn, was going through a tumultuous time, Marie frantically tried to help. However, her daughter made it clear she was not open to interventions from her mother. Marie remembered the 40 Developmental Assets and decided to rely on other caring adults in her daughter's life. She called Madalyn's orchestra teacher asking if he would consider assigning her a special piece to practice for the spring concert. Marie spoke to their youth pastor suggesting she invite Madalyn to participate in the upcoming service project. While conversing with the mom of Madalyn's best friend, Marie shared that she and her daughter were having a difficult time communicating. Could this woman take time to connect with Madalyn when she was at their house? Marie understood the power of the Developmental Assets and the importance of non-familial adults playing a role in the lives of young people. She was engaging these caring adults to champion her daughter while focusing on positive, affirming actions.

### **The Challenge**

St. Louis Park, Minnesota has more than 47,000 residents, 8,700 of them are under the age of 18 according to the United States Census Bureau (2014). Children First has embraced the opportunity to build assets in all the community's young people. Through the governance of the Executive Committee, there is a pipeline to the five founding partners and various sectors. However, for this to truly be a community-based initiative, one that reaches all youth, it can't be done through paid staff. Children First has

just one staff person and relies on the individuals and organizations in the community to bring the philosophy to life. This can be a daunting task and the current structure needed to be augmented.

A structural variation was called for, intending to address the assets and the proactive focus. Children First used a process similar to the appreciative inquiry approach as a means to assist in developing and fine-tuning the organization's structure with a continued commitment to accentuate the positive. "One tool available for conducting a thorough and honest self-evaluation is Appreciative Inquiry (AI), a strengths-based approach to organizational planning and assessment" (Fifolt & Lander, 2013, p. 19).

Children First is widely known and has more than 200 volunteers, however, the Executive Committee agreed the work needed to go more deeply than the current structure facilitated. Asset Champions needed to feel empowered and responsible for their role. To make a greater impact, it was necessary for these volunteers to be connected in a purposeful way to others who made a similar commitment. This was the aim of the current Children First pilot project: establishing small groups with volunteer leaders who have the skills and tools to deepen the reach in the community. These volunteer "Super Champion" leaders were charged with helping team members become connected with one another, better equipped to share the asset message, and further inspired to build assets in young people. The new structure was designed to tap into the passions and skills of volunteer leaders to harness the power of the whole.

### **Purpose**

I was drawn to this topic through my work, which involves inspiring a whole city to

embrace the concept of building assets in the community's young people resulting in their healthy development. It is a formidable charge as the only paid staff person for the Children First initiative. The purpose of this action leadership project was to more purposefully engage Children First volunteers, and in particular, six people who would fulfill a leadership role as Super Champions. This paper examines the role of these volunteer leaders whose efforts were designed to deepen the work of Children First. The paper discusses the role of volunteer leaders as conveners of teams of citizens in an effort to connect, inspire, and equip them to focus on the healthy development of young people.

### **Literature Review**

Through what was discovered in this literature review, Children First qualifies as a learning organization, utilizing a transformational process through which volunteer team leaders empower individuals to act on matters that are important to them. The literature review examines small group structures that support adults as they collaborate and connect on a common concern.

There are several models used in education and business that organize individuals into small groups to move an agenda forward. In some cases, the format is prescribed and the topic to be addressed is assigned. In others, an overarching theme is set based on group members' passions. This literature review also considers the role of a team's leader citing several skills that assist in facilitating successful groups. The ultimate endeavor of this review is to determine how to apply what others have learned to Children First's strategy. The focus is on literature about empowering volunteer leaders as they motivate a group of volunteers. In this case it will be applied to a practice that more deeply and



actively engages group members in building assets in young people.

### **Learning Organizations & U Theory**

Some assert that all organizations are learning organizations. DiBella, Gould, and Nevis (1995) conducted research that assists organizations in sharpening their learning skills. The academics define organizational learning “as the capacity or processes within an organization to maintain or improve performance based on experience” (p. 73). Senge (1990) describes five disciplines of learning organizations, which he summarizes as places where “people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together” (p. 3). Senge, Scharmer, Jaworski and Flowers (2004) expanded upon their work through the concept of the U Theory, later known as Theory U. The theory proposes that the best results are obtained when an individual is attentive and conscious of how he/she operates. This awareness helps one to be open to the creation of a new whole (Presencing Institute, 2015). It is based on the principle that organizations will go to where attention is placed. Theory U is a collective transformational process involving an open mind, heart and will, which requires those involved to follow the three movements of the U, left to right as illustrated in Figure 1.

The first movement depicts the need of leaders to spend time observing, suspending judgment and letting go. At the bottom of the U, leaders need to reflect, ask deep questions and allow the answers to reveal themselves. The pivotal question is “How can we become part of the story of the future rather than holding on to the story of the

past?” (Scharmer & Kaufer, 2013, p. 21). The third movement encourages acting on impulses, prototyping and rapidly gaining feedback. These insights are used to massage future action.

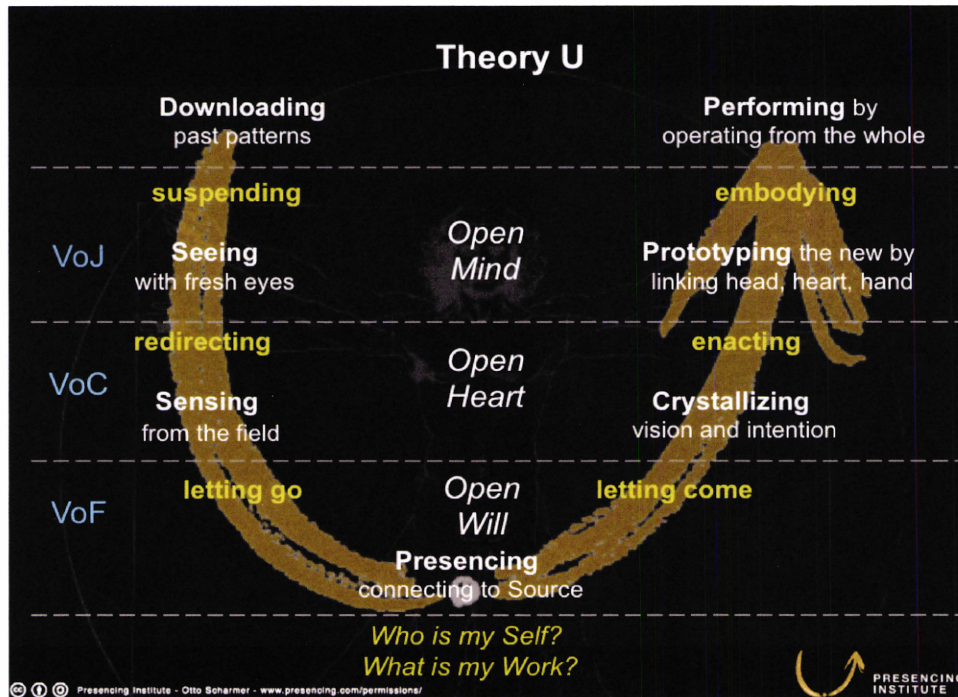


Figure 1

Children First was founded on such assumptions. In 1992, the St. Louis Park school superintendent was able to articulate the problems faced by children, families and therefore schools, however, when approached with funds to fix the situation, he admitted that if he knew what to do, he would have done it already. He didn't know how to proceed and asked the community to help determine what was best for the healthy development of its children. The courage to make this admission and expose his vulnerability was the impetus that launched the community's collective journey of

discovery. Children First's openness is a trademark of the initiative and is believed to be an important measure in its longevity (Ramsey, 2002).

During 1992 in St. Louis Park, the U Theory process occurred organically as community leaders came to terms with the need for change. They were willing to let the change occur, by being inclusive. Leaders understood the need to share power, encouraging citizens to have a voice in designing the future.

St. Louis Park crystallized its intent after connecting with Search Institute, and determined to use the proactive approach of the 40 Developmental Assets. While the assets provided a framework, leaders remained open to ideas from everyone. When residents asked how to get involved, the response prompted inclusion: We don't know, how *can* you get involved?

Prototyping, another component of the U Theory, began with continual adjustments and modifications. In order to emerge as a whole, mistakes would inevitably be made. As the U Theory process continued, Children First was adopted by individual organizations, and the collective partnership created a new whole.

As Mathews (2002) describes, some communities learn to "fail intelligently" (p. 47), using what is learned in the process to inform how to move forward. This mindset results in persistence and continued effort. Children First strives constantly to innovate, fortifying the initiative while addressing the changing needs of the community and its youth.

Three substantial changes relied on a process of collective transformation that mirrors the U Theory. The first was Children First's birth. The second change was the

creation of a dedicated cadre of volunteers dubbed “Asset Champions.” The third transformation is the subject of this thesis, the Super Champions Pilot.

### **Community action**

Children First became a call to action for the entire community. Harbour (2012) defined what St. Louis Park has done through Children First as a sociocultural change, “a new way of behaving or acting as community” (p. 95).

Kretzmann and McKnight’s (1996) work on Asset-Based Community Development considers the capacities, or assets, that communities can bring to bear on addressing issues. This is similar to how St. Louis Park is rallying around its youth.

Children First is embedded in the community. A wide range of volunteers from various sectors and individuals of diverse demographics are involved in the effort. This is the strength and the conundrum of Children First. With a large group, how does an initiative like Children First move its individual members to action? According to Block (2009), sizable groups need to break into smaller groups to help people connect, move forward and create transformation. He defines the balance between theory and practicality:

The challenge is to think broadly enough to have a theory and methodology that have the power to make a difference, and yet be simple and clear enough to be accessible to anyone who wants to make that difference. We need ideas from a variety of places and disciplines to deal with the complexity of community. Then, acting as if these ideas are true, we must translate them into embarrassingly simple and concrete acts. (p. 4)

In this move toward action, efforts build social capital, the networks and support needed to set activity in motion. Putnam, Feldstein and Cohen (2003) describe two types of social capital, both of which are needed to engage the full community. “Bonding” social capital connects similar people (p. 2), and “bridging” social capital brings together people of different backgrounds (p. 2). Putnam et al. contend that both are needed for community building efforts to succeed.

### **Small group models**

Several models exist to group people together to work toward common objectives. In particular, the fields of education and business have been innovators in ways to group employees into substructures producing better outcomes. The various models have nuances that dictate group constructs and how members meet their objectives.

Professional Learning Communities (PLCs) used in education are collaborative teams that share knowledge and use data to make decisions on what types of interventions to use. Although formed to be inclusive, the area of focus is dictated to PLCs by the school’s administration (DuFour, 2004). Within a school building, all staff members are assigned to a PLC, and all PLCs address a common concern making data driven decisions.

Craig (1995) introduced Knowledge Communities in the field of education, to describe how teachers gain an understanding of their professional knowledge contexts. The model addresses how people come together based on knowledge. Rather than data, Knowledge Communities focus on telling stories. The goal is to improve reflection.

Communities of Practice (CoP) emerged from the business sector bringing together people who have a similar passion and expertise for a common project (Wenger & Snyder, 2000). These individuals interact regularly to learn how to better their skills in a specific area (Seaman, 2008). Action Learning, (O'Neil & Marsick, 2014), another approach with origins in corporations, focuses on the act of working on a specified project as a way to learn. Participants in Action Learning groups “learn how to learn” from their actions.

### **Member's role**

Just as these groups' goals and means for convening vary, so do group members' roles. In PLCs, people are assigned to groups and everyone in a school is required to participate. This mandate may affect the member's authentic engagement (DuFour, 2004). One staff person leads the group discussion. In some instances, another person logs what was discussed online. These logs are open to those who weren't able to attend the meeting, (Hughes-Hassell, Brasfield, & Dupree, 2012). PLCs continue throughout the school year, adopting prescribed interventions that last for a predetermined length of time. St. Louis Park Public Schools Director of Curriculum and Instruction Kari Ross shared the district's PLC model. It focuses on a single topic for a six-week segment engaging a “plan, do, study, act” process (personal communication, October 23, 2014).

Other models are self-organized and select their own leaders. This is the case with Communities of Practice and Knowledge Communities (Seaman, 2008). CoPs' members can have varying levels of status, depending upon their expertise. Roles are emergent and develop informally. In the case of Knowledge Communities, all members are equal.

While roles are informal, all members accept tasks to work toward the final goal.

Participating in either of these communities is voluntary.

Action Learning groups are led by trained coaches who are not part of the group (O'Neil & Marsick, 2014). The coach's job is to create favorable learning conditions for group members. Reflection is an important aspect of the model and this is guided by thoughtful questions. At times, coaches allow groups to flounder, knowing that doing so provides a learning opportunity for members.

### **Leader's role**

The Super Champions, the volunteer leaders, are the linchpin of the proposed Super Champion Team process. There is a plethora of information about skills that assist leaders in small group processes. For the purpose of this study, four were selected. Skills that volunteer group leaders should possess include: building self-efficacy of participants, creating a sense of belonging, facilitating conversations, and leading reflection. In the process of ensuring these skills, leaders need to move to the third of Giddens' (1984) Levels of Consciousness. These volunteer leaders should have "discursive consciousness" (p. 7) in which they are clearly aware and able to account for the motives behind how they act as the group's leader.

Self-efficacy is an individual's belief that he or she has the capacity to execute the behaviors necessary to produce desired results. In a small group setting, leaders play a pivotal role to ensure group members have an efficacy expectation, which Bandura (1977) describes as possessing the conviction that individuals can achieve a desired outcome. Leaders can help team members build their abilities, encouraging individuals to

share and reinforce their message. By creating a safe climate where members are comfortable speaking up, people will be more willing to try new behaviors.

As individuals affiliate with a small group, the leader's role is to ensure that each person feels that he or she belongs. Block (2009) describes this perception of belonging as one where all voices are considered important. He asserts that belonging occurs after six conversations. To truly create a sense of belonging, individuals need to be part of formulating and carrying out the plan. According to Block (2009), "what gives power to communal possibility is the imagination and authorship of citizens led through a process of engagement. This is an organic and relational process. This is what creates a structure of belonging" (p. 79).

As facilitators, leaders must trust the group, be open to their ideas and opinions, and not set on a certain way to proceed (Killion & Simmons, 1992). While the leader's role as a facilitator may seem intuitive, they do need training in these techniques (p. 4). Facilitation skills start with seemingly rudimentary items such as how the room is configured and if food is offered. Attention to these details can help provide a hospitable environment where group members feel comfortable sharing. Facilitators are responsible for providing context for the session and overseeing the process of creating group norms. Leaders need to understand how to create a climate of trust where all insights are valued. Facilitators can encourage creativity and connections, guiding team members to expand knowledge into concrete actions. It is important that leaders set the context, but group members should take the lead in what is addressed (Gesell & Hopen, 2014).

Reflective practice is an important concept in adult learning, and is especially



common in experiential learning. Jordi (2011) asserts that the use of reflective practice in experiential learning has restricted its application to other types of learning situations. Reflection should actually be used more widely. Jordi cites nine elements in a re-conceptualized reflection framework. These include several concepts useful in a variety of learning situations including integrating the experience, making meaning, calling on awareness of the present, avoiding predictability and being “driven intrinsically by hope as we encounter the world” (p. 194).

### **Discussion**

To summarize, for Children First to move forward by more deeply engaging the community to build assets in young people, the organization’s 250 volunteers need to play a more purposeful role. These volunteers are ripe for such an opportunity, pre-qualified by their voluntary interest and action in being trained as Asset Champions. To ensure this occurs, volunteer leaders need to be identified and trained to lead a small group process. The above research looks at the means to take that commitment further by examining the leader’s role as small groups are established to promote intentional actions based on the 40 Developmental Assets. Group members have free will in determining how to approach the theme upon which they have gathered.

In reviewing several small group styles, all offer components of value to Children First but none can wholly be adopted for this application. This study differs from current research by exploring how to develop a robust, action-oriented structure led by adult volunteers and comprised of individuals from a wide variety of backgrounds and

sectors bound together by a common passion. The work described here considers the impact these adult leaders can have on shaping individual member's efforts for the betterment of the community's youth.

### **Methodology**

The method of more deeply engaging volunteers in making life better for young people is the Super Champion Pilot where volunteer leaders are the cornerstone of the process. The concept of the Super Champions model grew out of a directive by the organization's leadership, the Children First Executive Committee, to determine a refreshed strategy to meet the mission of the initiative. The Executive Committee is comprised of top community leaders including the police chief, city manager, a local bank chief executive officer and the school superintendent.

The Executive Committee understood the need to keep Children First fresh while more deeply engaging community volunteers. They determined that spreading this task among volunteer leaders would help sustain the initiative through a feeling collective ownership and responsibility for its continued success.

Staff clarified the intention of Executive Committee members through one-on-one meetings and compiled the information, which included a range of ideas.

During a strategic planning session, the Executive Committee utilized the Hedgehog Concept as their decision making tool. Developed by Collins; (2005), the Hedgehog Concept addresses three questions: What are you deeply passionate about? What can you be best in the world at? What drives your resource engine?

The goal of the Hedgehog Concept is not to be the best, but to develop an understanding of what an organization has the potential to be best at doing. In discovering the answer that meets the criteria of all three questions, leaders are pointed to that priority which should be the impetus for the organization's forward action. Collins describes this process as helping leaders achieve "piercing clarity" (p. 17). He states leaders should use "relentless discipline" (p. 17) to stay attentive to their purpose, passing on opportunities that do not fit the focus determined in this process.

In using this tool, the Executive Committee, unanimously and without hesitation, agreed the initiative needed to go "all in" with its focus on the Asset Champions. They set a goal of implementing a pilot with the intended result that Asset Champions become more deliberate taking their asset-building actions to a deeper level. Metaphorically, if Children First is a tree, the Asset Champions are the branches. The project's intent was not to grow more branches, but to deepen the roots so that asset building became even more pervasive in participants' lives. As the roots of Children First grew deeper, young people would reap the benefit.

A working committee of three volunteer Asset Champions, a graduate school intern and the Children First director developed a methodology for the pilot. An early step was to conduct focus groups to ascertain the desires and hopes of Children First volunteers. Focus groups also addressed what type of assistance they desired.

The Children First director scoured research, considering the information outlined here. The committee examined other models. Last, those involved considered past experiences, both successes and missteps. Doing so informed further aspirations but was

not a deterrent to taking in new ideas.

Members of the working committee also examined the format of Goodwill Ambassadors used by Park Nicollet Foundation. Goodwill Ambassadors lead fundraising efforts tying together Park Nicollet's many locations and departments. The Foundation trains volunteer employee leaders to keep the efforts of the organization front and center in employee's minds, with a goal of engaging them in fundraising. This format informed the Super Champions model about the importance of storytelling and the use of language to inspire a volunteer leader's ability to create a legacy. The model also demonstrated the importance of obtaining the buy-in of the volunteer's supervisor (personal communication, November 21, 2014).

The decision was made to call this innovation the Super Champion Pilot led by volunteer leaders called Super Champions who would facilitate teams of Asset Champions. Super Champions were trained Asset Champions who were elevated to this new leadership role. Six Super Champion Teams were established to allow for a variety of experiences that would provide greater learning about the process. One of the teams was comprised solely of school district employees as a means of discovering if the model would imbed asset building into a system. The other teams had representatives from a variety of sectors. These group compositions allowed testing of Putnam et al.'s (2003) two types of social capital: bridging capital in the five multi-sector groups and bonding capital in the school employee group.

### **Team Structure**

The structure for the Super Champions teams was a hybrid of the small group

examples. Similar to PLCs, they met for a designated amount of time and had an assigned leader. An online folder was created for the Super Champion pilot. Each team had its own file designed as a depository for meeting notes. The folder provided a library of information about Children First and the Assets. The folder also had tips for the Super Champions, including a facilitation guide. All involved in the pilot could access the folder including the ability to review other teams' files. This was done so teams could learn from one another with the potential for idea cross-fertilization.

Beyond focusing on the 40 Developmental Assets, groups had free will in determining how to go about their task of building assets. Ideally, as in Action Learning, team members learned by implementing asset-building ideas. The aim was that the group process would produce a powerful synergy as team members brainstormed, set goals, implemented strategies, and shared feedback.

### **Leaders: Super Champions**

The idea for creating the Super Champion Pilot was grounded in the importance of volunteer leaders, or the Super Champions. Their role was pivotal in carrying out this refreshed strategy aimed at increasing the engagement and deepening the commitment and actions of Asset Champions. Super Champions were a crucial component in eliciting more intentionality from Children First volunteers. With a staff of one, it is difficult to systematically and deeply connect with all who are part of the Asset Champions Network. This pilot was intended as a way to do that, and in turn, to develop greater sustainability for the organization.

**Selection.** Super Champions were selected from the pool of 250 trained Asset Champions. Several characteristics came into play. First, they were individuals who had stepped forward, showing an interest beyond their training. They had attended meetings sponsored by Children First or in some way had shown their commitment after the 2.5 hours of training. Second, the leaders represented a cross section of Asset Champions. Considerations included their career, age and race. Third, thought was given to their skill as a potential group leader and facilitator. Were they the type of person who could create a comfortable atmosphere for discussions? Were they at ease with a level of ambiguity, not knowing exactly what would happen?

The working committee agreed to have six groups, each comprised of six to eight people. All trained Asset Champions were invited to participate on a team. Five of the teams had multi-sector participants. The last group was comprised solely of school district employees, so the Super Champion was recruited from school personnel. This team was larger than the others with employees representing each of the district's schools and community centers.

After being identified, potential Super Champions received a personalized email with a description of the role (see Appendix C) and information about the project. Each received a follow-up phone call. Two of them said yes immediately. Two candidates said no after understanding the time commitment, which was estimated at 17 hours over four months. The other four agreed after hearing answers to several questions they had about the pilot. To the best of their knowledge, working committee members answered these questions, but also let potential leaders know that as a pilot, it was uncertain exactly how

things would unfold. Super Champions needed to be comfortable with a level of ambiguity as well as the opportunity to put their imprint on the project.

**Buy-in.** One Super Champion expressed honor in being selected for the role. Another shared publicly at a school board meeting that she would do whatever she could to support the cause because it's about our children (Rowe, 2015). If that feeling of honor and commitment wasn't inherent in all the Super Champions as they embarked on this journey, it was the intent of the working committee to make them feel this way.

Components were put into place in an effort to make Super Champions feel special. This was done with attention to the little things. They received branded portfolios (while members of their teams received branded notebooks). Care was taken to the food served at meetings. While it was not expensive, food was ordered from some of the best take-out restaurants in the community. The wrap-up meeting was held in a bank's boardroom, a place where most community members don't have the opportunity to meet.

The most unique tool to recognize them was a red cape. The Super Champions wore the capes at two meetings. They also were introduced draped in their capes on stage at Children First's annual Champions Breakfast, which draws 300 people including the community's elected officials. In gatherings that followed, people asked about the Super Champions with the red capes, or how they could get one of their own.

Children First aimed to publicize the Super Champions Project as a means to let the community and other Asset Champions know of this new directive as well as a way to thank Super Champions. The school board presentation about the pilot appeared on local cable television. The pilot was featured in Children First's newsletter. A photo of the

Super Champions (see Appendix D) in their capes appeared in the St. Louis Park *Sun-Sailor Newspaper* with a story about the launch.

The bank where one of the Super Champions worked highlighted him and his role as a Super Champion in their customer newsletter. A couple weeks later he was touched when a client sent him a handwritten note thanking him for stepping up to support young people. Accompanying the note was a donation to Children First.

**The launch.** Super Champions met as a group for the first time at the launch held during a dinner meeting in city hall's community room. Popular music with asset messages was playing as Super Champions arrived. They were greeted by committee members who presented them with red capes. An air of importance and fun permeated the room.

The purpose of the launch was to further inform Super Champions about the pilot, model how a session would run, and address facilitation skills. During the training, Super Champions received background on why and how the model was developed. The training agenda is attached in Appendix E.

An opening exercise asked Super Champions "Why do you care?" This was an opportunity to model a grounding exercise since it was the same icebreaker Super Champions would use at the first meeting with their teams. Responses included:

- I love children and believe that every child deserves to have someone care about them, make them feel worthy, lift them up and show them they matter. I believe every good thing starts with one step and I think Children First is the impetus that



will push people to think differently about their interactions with kids and take that first step.

- The values and work (of Children First) are very consistent with my personal and professional values...I believe in the work...walking the walk...if everyone said “no thanks” there’d be no one to do the work...I care: kids and families matter!
- I have an investment in the lives of kids---In honoring, appreciating and enjoying them. Lives are in riches...mine, theirs, (their) parents and (the) community.
- (I am here) because Karen asked, because I believe in Children First, because I want to be part of the solution...help make things better for our city’s kids. (I care) because I love kids and I want to help them thrive, because I was lucky enough to grow up in a family who cared about me and I know others aren’t so lucky. (I care) because Children First matters!
- Being a parent in the St. Louis Park area, and being from the Park, I emphasize a lot on my children being the best they can be and Children First’s ideology is a great way to develop young kids whether my own or others in the community.
- I care because children are our greatest asset. They will become future leaders, community members, parents, etc. The foundational support will last them a lifetime and will be passed down to generations to come.

The premise for team gatherings were based on three concepts: Connect, Equip, Inspire. Team meetings were designed so Super Champions could facilitate team members to connect with one another and help them determine ways to connect with those outside their groups about the assets. Super Champions helped equip team members

with the language about Children First and knowledge about the assets, so they felt comfortable speaking about and acting on that knowledge. Super Champions had a role in inspiring team members to act, whether individually or collectively. Opportunities to share ideas and stories, impart inspirational words, and reflect on what they learned were built into all sessions.

Super Champions were asked what fears they had going into the pilot. They responded: organizational pieces, technology, the time commitment, and a group of members who do not talk. One shared the concern of ensuring the pilot was worth team members' time.

When asked what they viewed as potential challenges in facilitating a team responses were: participants who are negative or who take over the conversation, the structured discussion doesn't fly, members aren't engaged, the ability to provide substance, and offering a combination of light and serious topics. Last was the logistical concern of scheduling, finding meeting times that worked for each group member.

The orientation was designed to address their projected challenges and fears. The group talk about their concerns, brainstorming how each could be addressed. Role-playing was used to demonstrate facilitation skills.

**The sessions.** The next step was for the Super Champions to host their initial meetings. They were responsible for setting the first meeting's time and location. Some met during the typical workday, one met right after work, another selected Sunday afternoon. The Sunday afternoon group later made the collective decision to switch to an evening time slot. For meeting sites, most met in a public location (city hall, fire station)

or their place of employment). One elected to host the first meeting in her home, but subsequent sessions were held at a church where many of the team members happened to have ties. The staff logged all meetings and participants into an online registration system, which automatically sent reminders two days prior to each session.

Following the advice of Block (2009) the structure called for Super Champion teams to meet six times, four 90-minute face-to-face sessions and two 40-minute online meetings. This provided a balance for the need for connection with a manageable expectation of volunteers' time. The virtual meetings were held via an online video conferencing application that offers free 40-minute meetings.

A six-session discussion guide (see Appendix F) was created to provide structure for Super Champions to lead sessions, while allowing enough open space for team members to discuss what was important to them. There was a consistent flow to all the meetings which included time for check in, inspirational pieces (a quote, video, story), reflection about what team members had done between meetings, a prompt designed to take asset building deeper, and an assignment. For example, one homework assignment was to do a simple asset building action. Table 1 below is an outline of the Super Champion team meeting agendas with intended goals.

<b>Table 1: Super Champion Pilot Meeting Structure &amp; Goals</b>			
Meeting	Activity	Summary	Goal
1 Face-to-face 90 mins.	Introductions, thank you, pilot premise, group norms, Exercise: Why do you care?	Get to know each other Create sense of community Talk about CF & assets Reflect on importance of CF	Connect Connect Equip Inspire
	Commitment: Talk to 3 people about Children First.		

2  Face-to-face 90 mins.	Reflection on sharing CF info. Share an asset action you have witnessed. Instruct use of online platform. What have team members said today that touched you?	Get to know each other Create sense of community Talk about reflection Review talking about CF & assets Comfort determining action Online platform training Closing question	Connect Connect Inspire Equip  Equip Equip Inspire
Commitment: Do one simple thing to build assets.			
3  Online 40 mins.	Recap on progress of efforts. What else are you thinking of doing?	Get to know each other Sense of community via online Reflect on experiences Review building asset experience Comfort determining asset actions Comfort using online platform	Connect Connect  Inspire Equip/Inspire  Equip  Equip
Commitment: One thing you can do because of the unique place you hold in the community.			
4  Face-to-face 90 mins.	What promise can you make to further asset building that inspires you? What doubts or reservations do you have? What connections are required?	Sense of community Learn/be inspired by others Further work on action strategy Make connections around asset-building	Connect Equip/Inspire Equip  Connect
Commitment: Work toward an asset-building effort that inspires you. Go as far with it as you feel comfortable.			
5  Online 40 mins.	Check in: Reflect on what happened.	Sense of community via online Learn/be inspired by others Further asset-building Make connections around assets Comfort using online platform	Connect  Equip/Inspire Equip Connect  Equip

	Commitment: What do we want our commitment to be between now & the last meeting? (The group determines.)		
6 Face-to-face 90 mins.	Assess progress. Summarize experience. Thank. Celebrate what each person brought to the team.	Sense of community Learn/be inspired by others Further asset-building effort Make connections around asset building Assess group progress Summarize experience Thank Celebrate!	Connect Equip/ Inspire Equip Connect  Equip Equip/Inspire Inspire Inspire

The working committee members' role transformed into becoming coaches who augmented the assistance the Children First director provided Super Champions. Each coach was assigned two Super Champions to proactively stay in touch with during the pilot. The Super Champions also knew they could call upon their coach if they needed help unpacking what happened with their teams, wanted to share their successes, or desired more support by having the coach attend a session.

**Follow up.** A second Super Champion training (see Appendix G) was held after each group had met once. This check-in session was again held in the evening at city hall and dinner was provided. During this gathering, Super Champions shared the successes and challenges they faced during their first team meetings. Most of the session was held online via the Zoom platform so that Super Champions learned how to access and conduct an online meeting.

So Super Champions weren't overwhelmed at the kick-off, they received the final five meeting agendas during this session. The meetings reinforced the "Connect, Equip, Inspire" theme and each activity spelled out which of the three components it was

intended to address. This was a reinforcement of “discursive consciousness” as described by Giddens (1984, p. 7), so Super Champions understood why each component was included in the meeting agendas.

**Wrap up.** Super Champions had one final session (see Appendix H) after all of the teams had completed their meetings. This wrap up was held in the boardroom at a local bank and lunch was served. While Super Champions were told that capes were “desired but not required,” they all wore their capes at the last meeting. An Asset Champion, who had not participated on a team in the pilot, volunteered to be present to document findings. The Super Champions themselves set the core of the agenda. Since they were the experts in how to lead a Super Champion team, they developed a list of things Children First should know as a result of the pilot. The topics they wanted to discuss included: what did and didn’t work; best practices for communicating with teams; outcomes; function of the coaches; training schedule; questions related to team make-up; use of technology; expectations; vision for the pilot; surprises; and hopes for the future.

The Children First staff person asked two wrap-up questions: 1. Knowing what you know now, what constitutes success for this pilot? And, 2. The end game is that young people develop more assets. Do you think that happened? As an expression of gratitude, each Super Champion received a kaleidoscope and a description of how, symbolically, what they had done was similar to the striking effects produced by this object.

### **Team members**

The opportunity to participate on a team was open to everyone who was a trained

Asset Champion and this was a means for them to follow through on the commitment form they signed during their Asset Champion training. Asset Champions received personal emails describing the project. Some confirmed immediately. Others received follow up calls from the Children First director. Once confirmed, they registered online to be part of a team. The vast majority of participants selected their team based on the meeting time that worked best for them. A handful of participants were recruited by Super Champions to specifically be a part of their teams.

In addition to the activities, team members were encouraged to take on a role to help the team run smoothly. This was designed to further make connections and promote team member ownership in the process. Roles included treat provider and note taker. Also, a team member volunteered to share an inspirational piece (poem, song, video) at each meeting.

During each session, an assignment was given for team members to do between meetings. For example, after the first session team members were directed to share information about the importance of Children First with three people. With each assignment, Super Champions guided team members to develop a greater comfort with the asset message and move forward in deepening their commitment to build assets.

### **Timeline & Budget**

While planning began a year earlier, the pilot project ran from February until June 2015. Table 2 outlines dates, tasks and responsibilities for the pilot. The project budget was \$46,000, which includes \$20,000 of in-kind support outlined in Appendix I.

<b>Table 2: Super Champions Pilot Timeline</b>		
<b>Date</b>	<b>Task</b>	<b>Responsibility</b>

Fall 2014	Groundwork generating ideas from constituents, researching literature and practices.	Staff, Executive Com., Intern
Fall 2014	Establishing a working committee (became coaches).	Staff, Executive Com., Working Com./Coaches
Dec. 2014	Secure Augsburg IRB approval	Staff
Dec. 2014	Recruit 6 Super Champions who are trained Asset Champions.	Coaches & Staff
Dec. 2014	Recruit team members.	Staff
Dec. 2014	Create & conduct pre-pilot survey. Collect consent forms.	Staff
January 29, 2015	Train 6 Super Champions on facilitation and small group process.	Coaches, Staff
February 2-May, 27, 2015	Launch pilot. Super Champions meet with team 6 times (twice online) and Coaches check in with them intermittently.	Staff, Coaches & Super Champions
June 2015	Post-survey of Super Champions & team members.	Staff
June 18, 2015	Wrap-up session with Super Champions	Super Champions, Coaches & Staff
Fall 2015	Pause, determine our increased understanding and make adjustments.	Coaches, Executive Committee, Staff
2016	Continue with updated Super Champions Program	Staff, new Super Champions & Teams

CF = Children First

### Measurement

Prior to the launch of the project, the necessary application was submitted to the Augsburg Institutional Review Board for expedited review and received approval number 2015-60-03. All participants who participated in the project received letters and signed consent forms that were approved by the review board.

Pre-pilot and post-pilot surveys utilizing an online survey platform, were developed to collect data and measure the role of the Super Champions and the changes in the behavior of team members during the course of the pilot. The surveys created for



the Super Champions focused on their role as a leader (see Appendix J). The surveys designed for team members (see Appendix K) addressed their commitment level to asset building and solicited feedback about participation in the project. All involved were asked to provide input on pilot components and the structure of Super Champion teams, thus leaving their mark on the future of the program.

Anecdotal information was collected during the course of the pilot through team meeting notes posted in the online files and during a wrap-up session with the Super Champions. This last meeting enabled Super Champions to share their insights and recommendations.

Forty-five people were involved in the pilot: six Super Champions and 39 team members. Forty-two team members completed consent forms, however, two of them were never able to make it to their team meetings (one due to personal conflicts, the other due to work demands). A third started with his team but due to both family and work commitments dropped out. The youngest participant was in her late 20s, and two participants were in their 80s. Other demographics are included in Tables 3, 4 and 5 below.

<b>Table 3: Parenthood</b>	Super Champions	Team members
Parents with youngest child 18 or younger	50%	45%
Parent with youngest child 19 or older	50%	19%
Not a parent	-	36%

<b>Table 4: Connection to Community*</b>	Super Champions	Team members
Work in St. Louis Park	50%	74%
Live in St. Louis Park	67%	55%
Volunteer in St. Louis Park	50%	55%

\*Survey respondents were asked to select all that apply.

<b>Table 5: Type of Organization/Role*</b>	Super Champions	Team members
Resident	33%	36%
Community volunteer	17%	33%
Non-profit organization	-	33%
School employee	17%	23%
Neighborhood	-	19%
School volunteer	-	17%
Congregation	-	14%
Business	67%	10%
Other responses: business, the city, civic organization, early childhood/child care, fire and police departments, health care, recreation/sports, senior citizen services, and youth serving agencies.		

\*Survey respondents were asked to select all that apply.

## Findings

The goal of the pilot was for Super Champions to lead a process where team members were **connected with** one another, **equipped** with the ability to share information about Children First and the 40 Developmental Assets, and were **inspired** to build assets in young people. The Super Champions pre- and post-surveys both had a 100% response rate. Forty-two team members completed the pre-pilot survey and 30 responded to the post-pilot survey.

Here is a summary of finding for each of the targeted behaviors.

### Connect

- After the pilot, 100% of the Super Champions felt comfortable providing hospitality to members of their teams. 100% of team members felt their Super Champion created a comfortable atmosphere for sharing.
- 100% of team members rated the face-to-face sessions as either effective or very effective.

- Bridging social capital was built through those involved in the multi-sector Super Champions Teams. 48% met a team member who they have since collaborated with or plan to collaborate with on asset building, and 52% plan to stay in touch with someone they met on their team. One team member said she “likes the diverse perspectives and experiences everyone brought.” Another “valued the expanding network and new friendships.” While bonding social capital was created through the team of school district employees, there was benefit for the opportunity to bridge with those from other sectors. One participant shared: “Everyone on my team works for the school district. As such, we had very similar experiences and contributions to the conversations. A friend of mine was on a team with people from different walks of life. She shared with me that they had rich and varied conversations because they all brought different experiences. I suggest having Asset Champions from different walks of life on every team.”

### **Equip**

- After the pilot, 64% of team members reported that they were better equipped to implement asset-building efforts, and, after the pilot, 76% of team members were more committed to asset building.
- Both before and after the pilot, 92% of participants were most likely to share information about Children First and the 40 Developmental Assets by simply talking to people. After the pilot, participants were more likely to access other tools including the Children First website and brochure.

- The number of team members reporting they felt comfortable sharing information about the 40 assets slightly increased. Those who “strongly agreed” remained about the same (49% and 46% respectively), those “agreed” increased (from 39% to 46%), and those who responded as feeling “neutral” decreased after the pilot (12% to 7%).
- 43% of participants planned to connect with someone outside of their team on asset-building efforts. One participant ran a brainstorming session within his/her leadership team, which resulted in an asset-building plan for children the organization serves.

### **Inspire**

- After the pilot, 84% of team members reported they found inspiration from others on their team.
- Pre-pilot, 63% strongly agreed and 34% agreed that they were inspired to build assets in young people. After the pilot, although the overall percentage was similar, the number who strongly agreed they were inspired shrunk to 48%, and those agreed they were inspired increased to 48%.
- Inspiration was spawned by: ideas generated among the team (76%); reflection process as part of the pilot (56%); taking time to consider how to build assets (52%); and, talking to those outside the team who got excited about asset building (40%).

### **Super Champions Insights**

Overall, Super Champions rated the experience positively and expressed pride in

their role. All felt inspired by the conversations and the connections made. The concept of the pilot generated energy, helping building cohesiveness and community among team members. Both the leaders and their team members ranked face-to-face sessions as being productive and inclusive.

Both Super Champions and team members cited their biggest obstacle as technology. In some cases, the technology was more of a hindrance than a help to moving the team's work forward. Super Champions named hosting meetings online as their biggest challenge. They felt their training in this regard was insufficient and considered the use of the online platform as an obstruction to engaging the teams. While one team member indicated she would not have committed to participating in the pilot had it not been for two sessions being online, most felt otherwise. Super Champions shared stories of team members scrambling to access the online meetings, even though Super Champions shared the information on how to do so prior to the sessions. Not only did these difficulties keep team members from attending sessions, but also one Super Champion felt her team members were less committed to attending online meetings. In her experience, it was easier for team members to be unavailable online unlike the in-person sessions where other team members would be expecting their physical presence.

The Super Champion from the school district appreciated the use of technology and declared her online meetings a success. School personnel, for the most part, found online meetings an efficient way to get people together and they use online file sharing for their jobs. This was the group that was most acquainted with one another prior to the

pilot and because they were from the same industry, had the most cohesive direction when considering how to build assets.

Super Champions from multi-sector teams who did not have experience with online file sharing cited their teams' frustrations. Some Super Champions worked around this by having note takers send their documents to another team member or Children First staff to post. One team shared their notes with one another by email. One Super Champion shared that her team decided not to use the online meeting platform at all. It was not because of fear of the technology, but because the group enjoyed meeting together and felt this would impact the intimacy of their meetings.

Team members felt the amount of sessions and number of people on a team was about right, however, Super Champions had a different opinion. They felt that since people on the teams had already been trained as Asset Champions, five was the right number of sessions. Some voiced that by the sixth meeting discussions seemed redundant.

When questioned by their teams, two Super Champions were unable to articulate the purpose of this pilot. One of the Super Champions, after expressing this concern with staff, was able to rectify this at the next meeting. The other Super Champion's team struggled with their role and looked for some unwritten agenda. What was the overarching goal of these discussions? Did Children First really want them to set a new direction for the initiative? They questioned the why behind posting meeting notes and using technology for meetings. By happenstance, this group was highly educated (three of six people had doctorates). They were data driven and focused on results to a survey

that St. Louis Park youth had participated in the previous year. Rather than looking to what they brought to the table, they looked to outside sources to help frame their discussion and actions.

When asked about next steps, several Super Champions shared their team members' desire to meet in the future, perhaps quarterly. One of the Super Champions was especially proud of the fact that his team had 100% attendance at all the meetings.

As Super Champions shared what they felt constituted success, they answered with the three concepts that the pilot was designed to address: connect, equip, inspire. Connections was the universal answer. The leaders stated this work moved the initiative forward and that Super Champion teams took St. Louis Park and Children First to a new level. One Super Champion summarized the important leadership role they had in helping the asset builders understand that what they do matters. The pilot was successful by "igniting someone to be excited and understand that they have impact."

Did St. Louis Park young people benefit from the intention of these groups? Super Champions believed that increased intentionality in using the assets is a benefit that pays off for children and teens. Team members gained an understanding that it is not an "add on" but part of what they already do, whether it's teaching, leading a Scout Troop or engaging with young people at the coffee shop. One leader described what was developed through these groups as what is "underneath and internal" and happens before acting on one's knowledge and intent.

At the end of the Super Champions orientation in January, those present described their feelings in one word: excited, inspired, rejuvenated, spectacular, pumped, deep,

powerful, promise, energized and vibrant. Five months later at the wrap-up session, again each present shared one word: gratitude, encouraged, completion, action, challenged, awareness, hopeful and engaged.

### **Action**

Becoming more comfortable with the philosophy of asset building doesn't mean much unless what is learned is put into action. Super Champions were able to help team members ascertain ways to incorporate asset building into their daily lives.

According to one participant, "The word 'intentional' has become more important as a daily mantra. Positive and meaningful interactions take place when a person intentionally makes a point to show respect and care for all people including the youth we encourage on a daily basis." This process has also increased her comfort with interacting with teens now that her children are adults. "I have realized it doesn't take any special skill to extend myself in talking, complimenting, conversing with the teens that I encounter," she explained.

Many team members determined ways to incorporate the asset philosophy into their work. A pastor intends to weave the asset language into his efforts with an intergenerational group at church as well as train others in his congregations to be Asset Champions. A school district manager was shocked when she asked her staff how many were familiar with Children First and the assets, and few were. She thought "everyone" knew about it but acknowledged significant staff change since she last offered a training. She arranged to conduct a staff training prior to summer programming. A private school administrator is determining ways to embed assets into the curriculum. She also



considered how to share the message with parents. A firefighter who was trained as an Asset Champion in 2011, used this opportunity to embrace ways to move the asset message forward in the fire department. The Children First video was shown at one staff meeting, which was followed up by distribution of a printed piece about how anyone can build assets. Her Super Champion Team discussed Asset #8, giving young people useful roles in the community. This occurred in the months leading up to the annual Fire Department Open House. The firefighter connected with others in her Super Champion Team and recruited Boy Scouts to assist at the event.

Even with these team members who had been intentionally involved in discussions about St. Louis Park young people, there were comments about time as a deterrent to building assets. However, many examples arose that don't take extra time including:

- A parent posted a neighborhood list by the phone so her kids know whom to call for help, reinforcing Asset #10, safety.

- A youth worker attended the Children First Champions Breakfast and brought a young man with him. This annual event draws a cross section of the community and celebrates efforts to support young people. The intent was to reinforce in this teen, Asset #7, community values youth.

- One person plans to greet kids in the neighborhood, ask them questions and let them know that they are valued by building Asset #4, caring neighborhood.

- Another team discussed the importance of rituals and their ability to bring assets to the forefront.

- A team member described the intention to, “make sure every youth knows I care; by using a smile, their name, listening to them, or acknowledging them. The fear is being too busy to notice youth.”

Super Champions were able to lead team members through a process that helped them be more intentional about building assets and determine ways to include such actions in their daily activities.

### **Recommendations**

During the pilot, Super Champions kept asset building front and center in participants’ minds. Their success in establishing an environment to connect and energize team members about asset building with others was a key benefit of the pilot.

Participating on a team pushes Asset Champions to be more intentional about their own asset building as they are inspired and supported by their leaders. Many shared being more on task with asset building because they felt accountable to their Super Champions and other team members.

It is my recommendation that Super Champions Teams continue with some adaptations.

- The technology used was confusing since the tools were not on a common platform. Super Champions identified this at their follow-up session and through team members’ survey results. When possible, Super Champions found ways to work around the difficulties. Adding four technology components (Zoom for online meetings, SignUp Genius for meeting reminders, Survey Monkey for evaluation and Google Docs for meeting notes) was too much for many team

members, especially those who had not accessed them previously. Survey Monkey and SignUp Genius were the most accepted tools. The use of Zoom should be discouraged and Google Docs should be up to the team's discretion. If groups prefer, email can be used to share group meeting notes.

- Although team members' online survey responses indicated that six meetings is about right as recommended by Block (2009), Super Champions felt that only five were necessary. They also recommended that all meetings be conducted face-to-face. The advice of the Super Champions should be adopted.
- The recommendation of Super Champions at the follow-up session to offer an additional check-in session for them as they lead the groups should be implemented.
- Super Champions' role as facilitators (Killion & Simons, 1992) could be strengthened by adding an additional responsibility of having them connect with team members prior to the first meeting. This could be done by phone or email. Doing so would provide greater hospitality and comfort for team members when they arrived for the first meeting.
- Survey results showed that Super Champions were effective at getting people to consider their individual role in asset building. Further, their encouragement resulted in team members acting to spread the word either among individuals they knew and/or their organizations. Children First needs to reinforce this by checking in with Asset Champions after the pilot gathering stories to share through communications vehicles as a means of spurring on further efforts.

- As indicated by survey results, some longed for the opportunity to do a collective project with their group. One Super Champion shared that his group felt the teams were really about designing a project for Children First and took the initiative to develop a recommendation for such a project. This option should be better scripted for Super Champions, so teams have the means to further their own asset-building commitment.
- By far, the most common way people share information about Children First is simply by talking about it. Two Super Champions shared that their teams suggested having a list of assets printed on a small card that they could have readily available. Another Super Champion's team talked about the need for a printed piece that simplifies the asset message without the jargon. Children First should develop new, user-friendly tools to meet these requests.
- Communication of the purpose of the Super Champion Teams should be explicit so both Super Champions understand the purpose and are comfortable articulating it during sessions (Gesell & Hopen, 2014). This needs to be reinforced several times in different ways, spoken and in writing. During training, it should be made clear to Super Champions so they are able to lead their teams with discursive consciousness (Giddens, 1984). In addition, materials to recruit members of teams should also be clear in the project's purpose.
- As a result of background study for this pilot it became clear Asset Champions need to develop stronger self-efficacy in regard to their ability to build assets as a result of their initial training (Bandura, 1977). Currently Asset Champion training

is 2.5 hours, but it is recommended that the training be expanded to four hours. This would allow the opportunity for individuals to become more comfortable with the asset research and delve into their individual roles to incorporate asset building into various aspects of their lives. As trained Asset Champions join Super Champion teams, they will be better poised to move efforts forward.

### **Summary**

The Super Champion Pilot is a demonstration of the third time a Children First innovation epitomized the transformational process of the U Theory (Senge et al., 2004). Planning for the pilot, Children First leaders observed, suspended judgment, and let go of past assumptions. As insights were gathered, answers revealed themselves. Through the pilot the organization's efforts moved from prototyping, to applying the prototype. Through this experience, adjustments were made which resulted in embodying what was learned to the new whole. Super Champion Teams will be enhanced and launched in 2016 with adaptations made from wisdom garnered through the pilot.

Six volunteer leaders, or Super Champions, oversaw the process of engaging volunteers to further commit and take action on their asset building impulses. The intent is that these actions become repeated and second nature. Through a structured setting that allowed for open discussion, the Super Champions helped volunteer team members connect with one another, further their inspiration, and become better equipped to bring asset building alive among the youth in the community.

The biggest lesson learned was that, yes, volunteer leaders are willing and motivated to take asset building deeper in the St. Louis Park community. Utilizing a peer

structure, teams build accountability and are an effective means to move asset-building efforts forward. Both Super Champions and team members are proud of St. Louis Park's reputation as an amazing place for kids to grow up and want to be part of what makes it so.

There is a gain in commitment during the time that volunteer leaders work with team members as they participate in their groups, but does it have a long-lasting effect? Does it build as Asset Champions taste success with asset-building efforts? Or does it fade without regular check-in and support from a like-minded group? Further exploration needs to be done to determine how to ensure this experience has an ongoing and deepening effect among those involved.

The teams were not representative of the diversity of the St. Louis Park community, especially in regard to race, ethnicity, class, and socioeconomic status. Future teams should be more inclusive. To make this a reality, do adjustments need to be made to the structure to make it work and be welcoming for a wide range of individuals?

Leaders determined that establishing a working model that can be applied beyond the pilot project is imperative. Utilizing the skills of volunteer leaders to connect, equip and inspire volunteers is a vital priority to the sustainability of Children First as an organization. More importantly, it is critical to the healthy development of all the young people in St. Louis Park who are counting on the support of the community's adults.

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**Appendix List**

Appendix A: 40 Developmental Assets

Appendix B: Asset Champion Network Participation Commitment Form

Appendix C: Super Champions Job Description

Appendix D: Super Champions Photo

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Appendix I: Budget

Appendix J: Super Champions Pre- and Post-Pilot Survey

Appendix K: Team Members Pre- and Post-Pilot Survey

## Appendix A

<b>40 DEVELOPMENTAL ASSETS</b>	
<b>ASSET NAME</b>	<b>ASSET DEFINITION</b>
1. Family support	Family life provides high levels of love and support.
2. Positive family communication	Young person and his /her parent(s) communicate, positively, and young person is willing to seek parent(s)' advice & counsel.
3. Other adult relationships	Young person receives support from three or more non-parent adults.
4. Caring neighborhood	Young person experiences caring neighbors.
5. Caring school climate	School provides caring, encouraging environment.
6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.
7. Community values youth	Young person perceives that adults in the community value youth.
8. Youth as resources	Young people are given useful roles in the community.
9. Service to others	Young person serves in the community one hour or more per week.
10. Safety	Young person feels safe at home, school and in the neighborhood.
11. Family boundaries	Family has clear rules & consequences, & monitors the young person's whereabouts.
12. School boundaries	School provides clear rules and consequences.
13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.
14. Adult role models	Parent(s) and other adults model positive, responsible behavior.
15. Positive peer influence	Young person's best friends model responsible behavior.
16. High expectations	Both parent(s) and teachers encourage young person to do well.
17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. Youth programs	Young person spends three or more hours per week in sports, clubs or organizations at school and/or in community organizations.
19. Religious community	Young person spends one or more hours per week in activities in a religious institution.
20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.

<b>40 DEVELOPMENTAL ASSETS – page 2</b>		
<b>COMMITMENT TO LEARNING</b>	21. Achievement motivation 22. School engagement 23. Homework 24. Bonding to school 25. Reading for pleasure	Young person is motivated to do well in school. Young person is actively engaged in learning. Young person reports doing at least 1 hour of homework every school day. Young person cares about his or her school. Young person reads for pleasure three or more hours per week.
<b>POSITIVE VALUES</b>	26. Caring 27. Equality & social justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint	Young person places high values on helping other people. Young person places high value on promoting equality and reducing hunger and poverty. Young person acts on convictions and stands up for his or her beliefs. Young person tells the truth even when it is not easy. Young person accepts and takes personal responsibility. Young person believes that it is important to not be sexually active or to use alcohol or other drugs.
<b>SOCIAL COMPETENCIES</b>	32. Planning & decision making 33. Interpersonal competence 34. Cultural competence 35. Resistance skills 36. Peaceful conflict resolution	Young person knows how to plan ahead and make choices. Young person has empathy, sensitivity, and friendship skills. Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. Young person can resist negative peer pressure and dangerous situations. Young person seeks to resolve conflict non-violently.
<b>POSITIVE IDENTITY</b>	37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future	Young person feels he or she has control over "things that happen to me." Young person reports having a high self-esteem. Young person reports "my life has purpose." Young person is optimistic about his or her personal future.

## Appendix B



## Asset Champions Network Participation Commitment Form

### Asset Champion's role

- Attend Asset Champion training session.
- Participate in Children First meetings and events.
- Conduct at least one "training" for the organization you represent by showing the Children First video and/or sharing information about assets.
- Encourage your constituents to visit Children First online, [www.children-first.org](http://www.children-first.org) and on facebook: ChildrenFirstSLP. (Like us on facebook!)
- Help your organization identify how it is currently building assets.
- Possess a watchful eye – see opportunities to foster asset building into behaviors, conversations and systems in your organization.
- Help implement asset building into systems in your organization.
- Recognize and celebrate asset builders.
- Bring along a "champion in training" to be your successor.
- Includes youth where possible.

### Perk for organizations participating in the Network

- Listing on the Children First website with a link to their website.
- Receives a certificate stating participation.
- May participate in the Children First Ice Cream Social the third Sunday in May. (Have an exhibit table, scoop ice cream, help with event logistics.)

### Perks for Asset Champions

- Receives asset training and St. Louis Park data to share.
- Access to opportunities to network with a group of like-minded people at various events and meetings throughout the year.
- Receives a Children First pin. Wear it proudly.
- Satisfaction in knowing you're making a positive difference for our kids!!!

Asset Champion \_\_\_\_\_ Phone \_\_\_\_\_

Organization \_\_\_\_\_

Email \_\_\_\_\_ Website \_\_\_\_\_

I agree to participate in the Asset Champions Network as described above.

Signature \_\_\_\_\_

## Appendix C



### **Be a Children First Super Champion!** *Equip, Inspire, Network*

*Every large group meeting needs to use small groups to create connection and move the action forward.* - Peter Block, *Community: The Structure of Belonging*

**Children First Super Champions Summary:** Children First is about changing the behavior of adults toward young people. It's a communitywide initiative focused on the positive development of young people by building Search Institute's 40 Developmental Assets. Children First has an Asset Champions Network of 250 people trained and dedicated to this vision. This pilot project will extend their commitment through the development of six teams each led by a Super Champion. Super Champions facilitate meetings of team members in an effort to connect, equip and inspire members as they deepen their focus on building assets in youth. The role of Super Champions is to draw out the wisdom of members of the group. It is not the responsibility of Super Champions to have all the answers. These newly created teams will be powerful, unleashing capacity that will enable St. Louis Park young people to have access to the relationships, expectations and experiences necessary to help them thrive.

#### **Description of Super Champion: Equip, Inspire, Connect**

- Asset Champions develop expertise in facilitating groups, motivating members to move forward on asset-building efforts.
- Convene a group of 6-8 Asset Champions recruited for this pilot.
- Connect: Build a sense of belonging among team members.
- Inspire: Empower team members to move forward individually or cooperatively.
- Equip: Lead conversations and reflective practice to help Asset Champions set and achieve goals.
- Tentative Timeline - Attend the following trainings and meetings:
  - January: Kick off training for Super Champions & convene team
  - February: Training & coaching session for Super Champions
  - February - May: Convene teams
  - June: Follow-up session for Super Champions

#### **Benefits**

- Super Champions develop leadership skills focused on facilitation and group process.
- Skills developed are applicable to other settings, i.e., work or volunteer activities.
- Acquire working knowledge of online meeting platform.
- Cultivate relationships with a team of individuals from a variety of backgrounds while focused on a common goal.
- Provide impact on how this project looks moving forward.
- Your efforts will positively benefit the lives of St. Louis Park young people!

Appendix D  
Super Champions





## Appendix E

### Children First Super Champions Kick-Off Agenda

Monday, February 2, 5:30 – 8:00 p.m.

St. Louis Park City Hall Community Room – First floor

- Online pre-pilot survey sent to Super Champions prior to kick off.

**Set up:** Tables organized in a rectangle so people can see each other. Name tags by door. Music playing as people arrive. Kid-decorated placemats. Flipchart & markers. Dinner will be provided. Computer/Power Point. Asset posters in room.

**Packet for each Super Champion:** Portfolio, nametags & markers, notebooks for team members, asset lists, agendas and materials for each session. House Rules poster, calendar, contact list of Super Champions/Committee, source for online notes.

**Arrival:** Committee at door welcoming wearing red capes & bestowing Super Champions with red capes.

**Dinner:** Informal conversation during dinner  
(If they haven't yet completed survey, time will be allowed to do so. Complete before the meeting starts.)

#### Welcome & Introductions:

Housekeeping: restrooms/silent phones

*(Let them know that during this evening we are walking them through many of the elements of the first meeting agenda.)*

Self-Introduction: Name, affiliation with community, and answer the question: What motivated you to accept this invitation to lead a Super Champion Team?

**Thank You:** Give them notebooks as a gift. Thank them for their leadership.

Karen's business card is in your notebook, as is the card of your "coach."

- Carol: Gay & Paula
- Bridget: Andrea & Freida
- Karoline: Lambert & Tim

**Inspiration:** John Schaar quote: Read John Schaar quote. *(They have quote in their notebooks.)*

Each time you meet, someone in your group should provide a source of inspiration -a quote, a song, a story, a photo or anything that draws inspiration. You can use this quote for your first meeting.

#### Participant Activity: "Why You Care" Stories

- What would you say if someone asked why you cared enough to become an Asset Champion?
- What moves you-really moves you- about Children First and the 40 Assets? How would you talk about that with other people?
- Share with 4 people (see attached instructions)

- Debrief. *(If the 40 assets don't come out in these descriptions, bring them out.)*
- Talk about how they can facilitate this exercise with their groups.

### **From Caring to Action:** Origin of the Super Champions - *(PowerPoint)*

Thank you for volunteering to be a leader and move this forward. You are helping build longevity and a legacy that will help our kids and build a stronger community. 6 Super Champions + 40 Asset Champions is a powerful multiplier.

#### Structure and Organization of Groups:

- History of idea: “All in” with Asset Champions!
- What groups do
- Formation of groups
- Meeting format: Calendar - walk through focus of 6 meetings

### **Premise for these team gatherings**

Let team members know that during sessions, the goal is that you will **connect** with each other, be **equipped** to talk about Children First and the assets, and be **inspired** to act on that knowledge by determining how to further your efforts in sharing information with others and encouraging them to build assets and/or building assets yourself. This pilot is based on the following premise:

- Small group is the unit of transformation. We have 250 Asset Champions, but we believe we need small groups like our team to move Children First forward. *(Connect/Inspire)*
- “Association Life” is important. When people come together voluntarily, good things happen. *(Connect)*
- Language is transformative. The positive focus of the assets moves us toward the future we seek. *(Inspire)*
- The wisdom is in this room. As a group, we will learn from each other about how to talk about and implement asset building. *(Equip)*
- Everything counts! There is no pre-determined project for you as an Asset Champion. *(Equip)*
- We can make a real difference. Sustainable changes in community occur locally on a small scale, happen slowly, and are initiated at the grassroots level. *(Inspire)*
- Leadership role: Leaders don't have to know everything, rather facilitate bringing out the brilliance of others. *(Connect/Inspire)*

### **Break**

#### **How to Work with your Group**

- What are your fears or concerns do you have in facilitating a group?
- What challenges have you faced in the past?

*(These will be documented on flipchart.)*

We will role-play how to handle groups. Bridget and Karen will play the roles below. Carole will ask the group for suggestions on how to address these scenarios. *(Points we will make sure to cover.)*

- One person talks too much
- Everything said is negative
- Take the group off track
- Point out what others should do

- Someone is a know-it-all
- Look to facilitator for the answer
- Too quiet, no one talks

#### Tips on building community

- Have everyone speak early in meeting.
- Hospitality
- Make it easy to participate
- Room set up
- Establishing House Rules

#### Facilitation skills

- Guide and draw out wisdom
- Seeking additional information – others who can help with info
- Ask open-ended questions

#### Possible Group Outcomes – *What are your hopes for your pilot? What outcomes?*

- Pair & Share– Share with group.  
(Our ideas: Tie into systems to share asset info. Everyone on teams do something big or small, neither is “better.” Create a buzz. Interconnection. Members develop skills and build relationships. These meetings create a life beyond the pilot.)

#### Resources

- First meeting agenda: (We ran through most of it in this meeting, except the commitment to talk to 3 people.)
- Notebooks for Team Members & Super Champions for self-reflection. Begin meetings with notebook sharing.
- Resources for Super Champion leaders – Google docs has a place for your group to post meeting notes. It also includes a folder of information about Children First and the assets and links to the video.
- Questions, comments, ideas?

#### Next Steps

- First meeting – groups set ----*People are signing up online now.*
- Set next meeting date for Super Champion check-in session.

#### Close: One word about the Super Champion Pilot.

*(We will document and ask same question at wrap-up meeting.)*

#### Wrap-Up Message & Thank You!

## Appendix F

### Super Champion Pilot Six-Session Discussion Guide

Connect, Equip, Inspire

#### Meeting #1

Face-to-face session, 90 minutes – Approximate times for each activity indicated.

Tools: Notebooks, list of assets, name tags, markers, house rules poster.

#### *Connect (C), Inspire (I), Equip (E)*

Goals:

- Get to know each other (C)
- Begin to create a sense of community (C)
- Comfortable talking about Children First & Assets (E)
- Reflect on importance of Children First (I)

Agenda

1. **Welcome** – welcome each person individually as they enter the room. (5 mins.)
2. **Name tags** – Provide a nametag & have them decorate it. They should bring their nametag to every meeting. (5 mins.)
3. **Self-introductions** - Name, how affiliated to St. Louis Park. Why did you accept the invitation to join our Super Champion Team? (10 mins.)
4. **Thank you** – We appreciate you making this commitment. Present with a gift, the Children First notebook. Please feel free to use this during the meeting to jot down notes or remind yourself of things you think of during our discussion.
5. **Premise for these team gatherings – Connect, Equip, Inspire** (10 mins.)  
During our sessions, the goal is that you will connect with each other, be equipped to talk about Children First & the assets and be inspired to act on that knowledge.

The pilot is based on the following premise:

- Small group is the unit of transformation. We have 250 Asset Champions, but we believe we need small groups like our team to move Children First forward in the community. (Connect/Inspire)
- “Association Life” is important. When people come together voluntarily, good things happen. (Connect)
- Language is transformative. The positive focus of the assets moves us toward the future we seek. (Inspire)
- Wisdom is in this room. As a group, we will learn from each other about how to talk about and implement asset building. (Equip)

- Everything counts! There is no pre-determined action or project for you as an Asset Champion. (Equip)
- We can make a real difference. Sustainable changes in community occur locally on a small scale, happen slowly, and are initiated the at the grassroots level. (Inspire)

This is a pilot and our input will be important, so keep notes. We will help mold how Super Champion Teams look in the future. You will be asked for input on how to strengthen this concept.

6. **Housekeeping** - We need the following: (10 mins.)
  - Future meetings: Set your meeting dates and locations. Face-to-face meetings are 90 minutes. Online meetings are 40 minutes. Logistically, it may be easiest to have a member of your team host the meeting. However, if you need help staff can help identify space.
  - Let them know that you will share the online technology details with them at the next session.
  - Select a Scribe to take notes and post online. (One person or rotate?)
  - Someone provide treats for next meeting.
  - Meeting reminders will be sent by Signup genius.
7. **House Rules** - Set rules for group (5 mins.)  
To make sure we are comfortable working as a group, I recommend that we adopt these house rules. (Have people take turns reading them aloud.) Is there anything else you would like to add to the list?
8. **Inspiration** - We'd like to start each meeting with some kind of inspiration – a poem, a song, a story, a piece of art (5 mins.)  
During this meeting you can start with the John Schaar quote.  
Ask someone to volunteer to be responsible for the inspiration piece for your next meeting.
9. **Exercise** - Why do you care? (Handout attached - 20 mins.)  
Share with 4 people in the room why you care about Children First.  
Come together as a group, talk about how that went.
10. **Resources** - There are online resources in Google Docs file: Children First brochure, asset lists, Children First website, Video, Facebook page.
11. **Commitment** - between now and our next meeting. (10 mins)
  - Talk to 3 people outside of our team about Children First. Explain to them what Children First is and the importance of the assets.
  - To help them confirm their commitment, first, have team members write in their notebooks the names of the 3 people they will talk to. After a few minutes, have them share with the person next to them who they will talk to, who that person is, why they want to tell that person about Children First.
  - Throughout the course of this pilot, use your notebook to write down any reflections you have between our meetings. This may include how it went talking to people

about Children First, any questions they had you could not answer, etc. It could also include any asset-building experiences or activities you witnessed.

12. **Closing** ---Have each person say one word to describe how you feel at the close of this gathering. Have scribe document these. (5 mins.)  
Remind of next meeting date. Bring your notebook and nametag.

Thank again for participating.

### **Inspirational Quote** **Meeting #1**

“The future is not a result of choices among alternative paths offered by the present, but a place that is created -- created first in the mind and will, created next in activity.

The future is not some place we are going to,  
but one we are creating.

The paths to it are not found, but created,  
and the activity of creating them,  
changes both the maker and the destination.”

John Schaar

---

## **Meeting #1**

### **Exercise**

#### **Why Do You Care?**

Asset Champions spread the word about Children First and why it is important. When they know what to say, they'll talk about Children First more readily with their family, friends, neighbors, and colleagues.

To do this, Asset Champions don't need to memorize the 40 Developmental Assets or be able to recite the mission statement. They just need to articulate why they care. Once they've voiced this, they'll never forget it. And nothing is more powerful than a statement of one's own personal commitment.

In addition to finding their own passion and the words to describe it, those who participate in this exercise will come to know each other better, increasing their sense of community and camaraderie.

#### **Why do this exercise?**

Storytelling is at the heart of a community initiative and people need to be encouraged to tell their stories and the story of Children First.

#### **Time Required**

15-20 minutes

#### **Materials**

Timer, pen, paper

- - - - -

#### **Facilitating the Exercise**

1. Ask Asset Champions to think about the following questions:
  - What would you say if someone asked why you cared enough to become an Asset Champion?
  - What moves you-really moves you- about Children First and the 40 Assets? How would you talk about that with other people?

Tell them they will soon share their responses with 4 other people in the room. Give them a few minutes to make notes.

2. When they've finished writing, describe the exercise as follows:
 

“When I say begin, please stand up and find a partner. Then take about 30 seconds each to tell your stories. When I call time, move on to another person. We will do this 4 times.”

3. After four rounds, ask everyone to be seated. Debrief the exercise using some combination of the following questions.
  - What was the experience like?
  - What were your colleagues saying?
  - Was this exercise easy or difficult? Why?
  - Did you learn from others?
  - Did you find that your language changed with each new partner? If so, how?
  - Were you surprised by anything you said, or heard?
4. After the debriefing, summarize key points. For example, you might comment on how easy people found it to talk about why they care. Or, you might note that many mentioned the power of a particular aspect of Children First. Or, you might just comment on the energy in the room and how their enthusiasm is contagious.
5. Conclude the exercise by asking the group for their thoughts about how they will apply these ideas to their efforts as an Asset Champion.

*Adapted from Why Do You Care? From Gail Perry, Fired Up Fundraising.*

### **Super Champion Team**

Connect, Equip, Inspire

### **Meeting #2**

Face-to-face, 90 minutes

#### ***Connect (C), Inspire (I), Equip (E)***

#### Goals:

- Further get to know each other (C)
- Create a sense of community (C)
- Talk about reflection (I)
- Review talking about Children First & Assets (E)
- Comfort determining asset actions (E)
- Trained in online platform (E)
- Closing question (I)

***Encourage people to bring their laptop, iPad or smart phone to this meeting.***

#### Agenda

1. **Welcome** – welcome each person individually as they enter the room.



2. **Nametags** – Are people wearing their nametags?
3. **Self-introductions** - Name & share what your super power is.
4. **Thank you** - for coming back and making this commitment to our kids. I am excited to hear about how your discussions went. First we need to address housekeeping.
5. **Housekeeping** - (cover items that aren't set yet)
 

Meeting location: Confirm that the next meeting is online & that you will talk about the online platform later in this meeting.

  - Scribe - take notes and post online
  - No treats are needed until our 3<sup>rd</sup> meeting: who would be willing to bring them?
  - Meeting reminders will be sent via Signup Genius. You may have received some notices. Staff will put us all into the system so we will receive reminders two days before our meeting.
  - Who is willing to provide an inspiration piece for our next meeting, which will be held online?
6. **Inspiration** - Person who volunteered to bring the inspiration piece can share this now.
7. **Reflection** - How did your discussions about Children First go? Was it easy? Was it difficult? Did you include information about the assets? Did you use any Children First resources like the video? Do you need tips on how to be more comfortable sharing information about the assets and Children First? If so, what tips does the group have? If people have difficulty coming up with the words, have the group role play this. Have them turn to the person next to them and share what they would say. Then have other person share. Then come back to the full group and share key points.
8. **Resources** – There are many available resources in the online file including links to the Children First website, video and Children First facebook page. There is also the Children First flier, survey results and the “Support Card” brochure.
9. **This session's question** - Let's talk about building assets. For some people it may seem mysterious, but even the simplest action can have a positive impact. Please share with the person next to you a couple asset-building actions you have seen or experienced. Then have people share with the group.
10. **Online platform** - Zoom. Does everyone have access to a computer with a camera or an iPad or smart phone? Provide instructions about how to log in to meetings have people try it. Explain:
 

I have gone through training, and it is not difficult. Having said that, I ask that you be patient if we run into some glitches as I have not run a meeting with Zoom before. Let's confirm meeting date and time.
11. **Commitment** - between now and our next meeting.
 

Determine one simple thing you will do to further asset building. It could be something you will do directly with/for young people, or it could be a way to further spread the asset message. Please write in your notebook one simple thing you plan to do.
12. **Reflection** - Again, use your notebook to write down any reflections you have between our meetings. This may include the thing you did to further asset building, how it went, how people reacted, how you felt about it. Your reflection could also include any asset-building experiences or activities you witnessed.
13. **Closing** - What have others in this room said that have touched you?

## Super Champion Team

Connect, Equip, Inspire

### Meeting #3

Online, 40 minutes

#### *Connect (C), Inspire (I), Equip (E)*

#### Goals:

- Further get to know each other (C)
- Create a sense of community via online tool(C)
- Reflect on experiences (I)
- Review asset building experiences (E, I)
- Comfort determining asset actions (E)
- Comfort using online platform (E)

#### Agenda

1. **Welcome** – welcome each person on Zoom.
2. **Self-introductions** - Name, and one word that describes how you feel.
3. **Thank you** - for joining our group via this online platform.
4. **Housekeeping:**
  - Meeting location: Confirm next meeting location & time.
  - Scribe: take notes and post online.
  - Treats: Remind the person who volunteered to bring treats for the next meeting.
  - Who is willing to provide an inspiration piece for our next meeting?
5. **Inspiration** - Person who volunteered to bring the inspiration piece can share this now.
6. **Reflection/Check In** - Because we are online and the meeting is short, we will focus on doing a check in. My role is to move things along since we only have a total of 40 minutes. How did your one simple asset building action go? (See who comes forward first. Call on group members if necessary.)
7. **Commitment** - between now and our next meeting.  
Expand on what you have done. Is there a place that you can make a difference because of your unique standing in our community? (Super Champions: Share a personal example: I am a Girl Scout leader, I belong to X congregation, I live in X neighborhood). Write in your notebook something you can do to move asset building forward in that place. (Encourage team members not to get overwhelmed but to move forward with simple steps.)  
Again, use your notebook to write down any reflections you have between our meetings. This may include the thing you did to further asset building, how it went, how people reacted, how you felt about it. Your reflection could also include any asset-building experiences or activities you witnessed.
8. **Closing** - Reminder about the next meeting time/date. Check the Google docs folder to see our notes as well as those of other teams.

## Super Champion Team

Connect, Equip, Inspire

### Meeting #4

Face-to-face, 90 minutes

#### *Connect (C), Inspire (I), Equip (E)*

#### Goals:

- Sense of community (C)
- Learn/be inspired by others (E/I)
- Further their asset-building strategies (E)
- Make connections around asset building (C)
- Closing question (E)

#### Agenda

1. **Welcome** – Welcome each person individually as they enter the room.
2. **Name tags** – Make sure people are wearing their name tags
3. **Self-introductions** - Name your favorite of the 40 Assets & why.
4. **Thank you** - for taking time to be with us tonight. You all play an important part in making this group succeed and appreciate your presence and commitment to this effort.
5. **Meeting location** - Confirm next date, time & location.
  - Scribe takes notes and post online.
  - No treats are needed until our 6<sup>th</sup> meeting: who would be willing to bring them?
  - Who is willing to provide an inspiration piece for our next meeting, which will be held online?
6. **Inspiration** - Person who volunteered to bring the inspiration piece can share this now.
7. **Check In** - I would appreciate your feedback with the Zoom technology. How did people like meeting on line? Was it easy to access? (Limit discussion if need be.) If you have further comments on this, please jot them down in your notebook. At the end of the pilot, you will be asked to complete a survey. This will be a good place to capture your comments on using Zoom for this purpose.
8. **Reflection** - How did your asset-building efforts go? By this time, people should feel comfortable sharing to the whole group. If they seem reluctant, you can have them talk to the person next to them.
9. **This session's question** - We are at the halfway point of the Super Champions Pilot. At this point, I would like you to consider, what promise you can make that will move asset building forward AND inspires you? Think about this for a few minutes. Jot down your thoughts in your notebook. Now, answer a second question: Are there any doubts or reservations that you have? (Give them time to write in their notebooks.) Have them share with the person next to them. Then, have them share with the group. (Remember Super Champions, as people share doubts or reservations, you do not have to respond or “fix” it for them. Your role, and the role of the group, is to respectfully listen. )
10. **Commitment** - between now and our next meeting

Work toward the asset-building effort that will inspire you. Go as far with it as you feel comfortable...that may be writing down action steps, it may be talking to one other person about it or it may be moving forward on it. Again, use your notebook to write down any reflections you have between our meetings. This may include the thing you did to further asset building, how it went, how people reacted, how you felt about it. Your reflection could also include any asset-building experiences or activities you witnessed.

11. **Closing** - As we talked today did you think about one person (or a group of young people) who you would like to focus your asset-building efforts on? If so, write the name in your notebook and share that person's name out loud with us.
12. **Reminder** - next meeting is online.

## Super Champion Team

Connect, Equip, Inspire

### Meeting #5

Online, 40 minutes

#### *Connect (C), Inspire (I), Equip (E)*

#### Goals:

- Create a sense of community via online tool (C)
- Learn/be inspired by others (E/I)
- Further asset-building strategies they find inspiring (I)
- Make connections around asset building (C)
- Comfort using online platform (E)

#### Agenda

1. **Welcome** – Welcome each person on Zoom.
2. **Self-introductions** - Name and BRIEFLY share the most enjoyable thing you've done since we last met.
3. **Thank you** - for joining our group via this online platform.
4. **Housekeeping** -  
Meeting location: Confirm next meeting location & time for last team meeting.  
Scribe: take notes and post online  
Treats: Remind the person who volunteered to bring treats for the next meeting  
Who is willing to provide an inspiration piece for our next meeting?
5. **Inspiration** - Person who volunteered to bring the inspiration piece can share this now.
6. **Reflection** - Because we are online and the meeting is short, we will focus on doing a check in. My role is to move things along since we only have 40 minutes.
  - What did you do to move the asset building effort along, the one that inspires you?  
Do you need any help in your efforts? If so, who can help you---someone in this group or a colleague where you work or volunteer? See who comes forward first.  
Call on group members if necessary.

7. **Commitment** - What do we want our commitment to be between now and our last meeting? Let the group decide, or if it is hard to reach consensus, have each person write their own commitment in their notebook.
8. **Closing** - I have really enjoyed working with you amazing group of asset builders. Can we close with one word that describes our group?
9. **Reminder:** Next meeting date, time, location.

## Super Champion Team

Connect, Equip, Inspire

### Meeting #6

Face-to-face, 90 minutes

#### *Connect (C), Inspire (I), Equip (E)*

#### Goals:

- Sense of community (C)
- Learn/be inspired by others (E/I)
- Further their asset-building strategies (E)
- Make connections around asset building (C)
- Assess the group's progress (E)
- Summarize the experience (E/I)
- Thank (I)
- Celebrate! (C/I)

#### Agenda

1. **Welcome** – Welcome each person individually as they enter the room.
2. **Self-introductions** - Name & one thing that you value as being part of this group.
3. **Thank you** - for being here tonight. This is the last session during our pilot. I would like to thank each and every one of you for helping shape this effort. Each of you has shared your own gifts which has been inspiring to me.
4. **Confirm** - who is taking the notes & posting to Google docs.
5. **Inspiration**- Person who volunteered to bring the inspiration piece can share this now.
6. **Zoom** - Any comments about the Zoom technology? (*Don't spend a lot of time on this but remind them if they have further comments on this, please jot them down in their notebooks.*) You will be emailed a survey about the pilot. This will be a good place to capture your comments on using Zoom for this purpose.
7. **Check in** - What commitment did you make, and how did you do moving forward on it? (If you feel like this will take too much time, move on to next question.)
8. **Reflection** - At this point I would like you to think. Think about a story that has happened to you on this journey as a member of the Super Champion Team. Think about what happened, who was involved, did it address asset building, and what impact did it have? Share with the group.

9. **Commitment** – We don't have any more meetings, but I am curious to know how you envision this will affect you going forward. My question is, how will St. Louis Park be a different place as a result of your participation in this Super Champion Team?
- (During the Reflection & Commitment, if people have an interest in meeting further, they are welcome to. You are not required to continue as the Super Champion for the group. They can continue meeting, or if this pilot has been successful, they can continue with another Super Champion Team.)
10. **Celebration activity** - Each person puts a notecard on his or her back. Have everyone walk about the room and write a word or two each team members' notecards. The words should address: What gifts did they bring to the group? What do you appreciate about them?
- When this is done, allow some quiet time for people to read what is on their cards. This can be a very powerful exercise because we don't always truly understand the impact we make on others in a group. You can decide whether you want people to talk about this or simply absorb the powerful impact they made on the team.
11. **Closing** - Let's each share a word or two about participating on this team. Anything that comes to mind.

Craft some closing comments. They may include:

- Gratitude to team members for participating.
- How honored you were to be their Super Champion.
- The important role they made in strengthening Children First.
- Most importantly, the positive impact their efforts make on the life of our young people.

THANKS TO ALL OF YOU!

## Appendix G



**Super Champions Check-In Meeting**  
**February 26, 2015, 5:30 – 7:00 p.m.**  
**St. Louis Park City Hall**

1. Welcome & Dinner
2. Champions Breakfast – You will be highlighted on stage.  
All wear capes. Comments by Freida & Andrea.
3. Upcoming meetings for your groups
4. Use of Zoom – online meeting platform  
*(We will conduct the rest of the meeting using Zoom.)*
5. How are meetings going?
6. Logistic elements
  - SignUp Genius reminders
  - Google docs
  - Email list/phone numbers
  - Notebooks
  - Inspiration
  - Food
  - Other
7. Other comments
8. Do we need to check in again as a group?
9. Thank you!!!

## Appendix H



### Wrap-Up Session

Super Champions

June 18, 2015, 11:30 a.m. – 1:15 p.m.

Citizens Independent Bank

#### I. **Welcome, Introductions & Lunch**

Icebreaker: What you like about summer.

#### II. **Next Steps**

- Survey results - 16 of 39 surveys received so far.
- Executive Committee planning session: Mon. June 22
- Thesis
- Roll out in fall?

III. **You set the agenda** - What would you like to discuss, share, and reflect upon as we bring closure to the pilot? What should Children First know about the pilot?

#### IV. **What I want to know** (if not covered above)

- Knowing what you know now, what constitutes success?
- The end game – Did/will our young people benefit?

#### V. **Closing** - One Word to describe how you feel.

**Gift of a kaleidoscope** - As the viewer looks in one end, light enters the other end creating a colorful pattern due to the reflection of the mirrors.

Comprised of: cylinder, loose, colorful object, mirrors – uses the principle of reflection. Meanings: Beautiful, that which is seen, form, shape, to look, to examine, hence, observation of beautiful forms.

#### **Read Peter Block quote**

The challenge is to think broadly enough to have a theory and methodology that have the power to make a difference, and yet to simple and clear enough to be accessible to anyone who wants to make that difference. We need ideas from a wide variety of places and disciplines to deal with the complexity of community. Then, acting as if these ideas are true, we must translate them into embarrassingly simple and concrete acts.

**Thank you for making this possible for St. Louis Park and our kids!**



## Appendix I

**Super Champions Project Budget****Revenue:**

Grants/donations	26,000.00
In-kind support	
Super Champions (6 people x 16 hrs. x \$24.31)	2333.76
Coaches (3 people x 12 hrs. x \$24.31)	875.16
Team members (39 x 12 hrs. x \$24.31)	11,377.08
Meetings Rooms (26 x \$200)	<u>5,200.00</u>
<b>Total Revenue:</b>	<b>\$45,786.00</b>

**Expenses:**

Salary/Benefits	25,000.00
Supplies	473.16
Printing & Copying	120.00
Food	251.84
In-kind Expenses	
Volunteers	14,586.00
Meeting Rooms	<u>5,200.00</u>
<b>Total Expense:</b>	<b>\$45,631.00</b>

## Appendix J

<b>Super Champions Pre- and Post-Pilot Survey Results</b>		
	<b>Pre-Pilot</b>	<b>Post-Pilot</b>
<b>Number of responses:</b>	6	6
<b>Organization/Role:</b> (check all that apply)		
Business	67%	40%
Civic organization	-	20%
Community volunteer	17%	20%
Neighborhood	-	20%
Non-profit	-	20%
Resident	33%	20%
School employee	17%	-
School volunteer	-	20%
<b>This is where I:</b> (check all that apply)		
Live	50%	50%
Work	67%	67%
Volunteer	50%	50%
Interact with kids daily (not my own kids)	50%	50%
<b>The following describes me:</b>		
My youngest is age 18 or younger.	50%	50%
My youngest is age 19 or older.	50%	50%
I do not have children.	-	-
<b>On average, I have contact with young people who are NOT members of my family:</b>		
Every day	50%	50%
Several times a week	50%	50%
About once a week	-	-
Once or twice a month	-	-
Hardly ever	-	-
<b>I am comfortable sharing information about Children First with others.</b>		
Strongly agree	33%	67%
Agree	50%	17%
Neutral	17%	17%
Disagree	-	-
Strongly disagree	-	-

<b>These are the tools I use to share information about Children First.</b> (Check all that apply.)		
Children First brochure	-	50%
Children First video	-	33%
Support Card (brochure)	-	-
Children First website	33%	50%
Children First facebook page	17%	33%
I simply talk to people	100%	100%
I don't share information about Children First.	-	-
<b>I am comfortable sharing information about the 40 Developmental Assets.</b>		
Strongly agree	33%	67%
Agree	33%	17%
Neutral	33%	17%
Disagree	-	-
Strongly disagree	-	-
<b>These are the tools I use to share information about the 40 Developmental Assets.</b> (Check all that apply.)		
Children First brochure	-	17%
Children First video	-	-
Support Card (brochure)	-	17%
Children First website	17%	50%
Children First facebook page	33%	33%
List of the 40 Developmental Assets	33%	50%
Power Point about 40 Developmental Assets	-	-
I simply talk to people	100%	83%
I don't share information about the 40 Assets	-	-
<b>As an Asset Champion, I am inspired to act on opportunities to build assets in young people.</b>		
Strongly agree	67%	60%
Agree	17%	20%
Neutral	17%	20%
Disagree	-	-
Strongly disagree	-	-
<b>If you were inspired (post-pilot), what caused this inspiration?</b>		
Ideas generated by the team		83%
Taking time to consider how to build assets		50%
Talking to those outside my team about assets		33%
Reflection as part of the pilot		33%

Deeper understanding of the assets		17%
<b>If you are inspired to build assets in young people, please share a story of something you have done.</b>		
	4 responses	6 responses
<b>Currently (pre-pilot) do you connect with others to build assets in young people?</b>		
Yes	50%	
No	50%	
<b>As a result of leading the Super Champion Pilot, I:</b>		
Met a team member that I have collaborated with or will collaborate with on asset-building efforts.		83%
Connected with someone OUTSIDE of my team on asset-building efforts.		50%
Plan to stay in touch with a team member I didn't know before the pilot.		83%
<b>My work as an Asset Champion has</b>		
reinforced...	67%	50%
increased...	33%	50%
transformed...	-	-
<b>the importance I feel about promoting positive youth development.</b>		
<b>I am comfortable facilitating a team of people.</b>		
Strongly agree	50%	67%
Agree	50%	33%
Neutral	-	-
Disagree	-	-
Strongly disagree	-	-
<b>I have the ability to extend hospitality so that members feel comfortable and valued.</b>		
Strong agree	50%	100%
Agree	33%	-
Neutral	17%	-
Disagree	-	-
Strongly disagree	-	-
<b>I am comfortable empowering a team of people to determine ways to build assets in young people.</b>		

Strongly agree	33%	40%			
Agree	67%	40%			
Neutral	-	20%			
Disagree	-	-			
Strongly disagree	-	-			
<b>I have the ability to lead activities to help people reflect on their experiences.</b>					
Strongly agree	67%	50%			
Agree	33%	50%			
Neutral	-	-			
Disagree	-	-			
Strongly disagree	-	-			
<b>Please rate the support you received as a Super Champion.</b>					
	Excellent	Good	Fair	Poor	
Training	50%	33%	17%	-	
Support from my coach	-	83%	17%	-	
Support for online meeting platform	67%	-	33%	-	
Support from staff	83%	17%	-	-	
Support from team members	50%	50%	-	-	
<b>It was estimated that being a Super Champion would be a 17-hour commitment. How many hours do you estimate you spent:</b>					
Less than 17 hours			-		
17 hours			33%		
More than 17 hours			67%		
<b>Please rate these components of the pilot.</b>					
	Very effective	Effective	Neutral	Ineffective	Not effective at all
Face-to-face sessions	100%	-	-	-	-
Online sessions	17%	17%	33%	33%	-
Reflection activities	17%	67%	17%	-	-
Inspirational piece	50%	33%	-	17%	-
<b>Group size &amp; frequency</b>					
	Too few	Enough	Too many		
Number of meetings	-	100%	-		
Number of people on a team	-	100%	-		
<b>Online Tools</b>					
	Very Important	Important	Neutral	Not Important	Never accessed
Access to my team's notes	17%	33%	33%	17%	-

via Google Docs					
Access to other teams' notes via Google Docs	33%	-	67%	-	-
SignUp Genius for meeting reminders	50%	33%	17%	-	-
Zoom for online meetings	33%	17%	17%	17%	-
<b>Please share any comments on how to strengthen the Super Champion Team format.</b>				6 responses	
<b>Thorough my activity as a Super Champion I have:</b>					
Developed my leadership skills					83%
Found inspiration from others					100%
Developed my facilitation skills					83%
Acted on ideas developed out of my team's discussion					50%
Become better equipped to implement asset-building efforts					67%
Collaborated with someone else on asset building					50%
Increased my commitment to asset building					100%
Developed my skills using online technology					50%
Made a positive impact on youth in my community					67%
<b>What was your greatest accomplishment as a Super Champion facilitating a team?</b>					
Friendships/relationships/bonding – 3 responses					
100% meeting attendance by team members					
Active, intentional asset building					
Sharing enthusiasm and inspiration					
Listening and hearing perspectives					
<b>What was your greatest challenge as a Super Champion facilitating a team?</b>					
Meeting time logistics – getting everyone together – 2 responses					
Unclear expectations					
First meeting's low attendance					
Negative members					
<b>Any additional comments:</b>					
Great experience – 3 responses					
Keep it going					
Get rid of Zoom (online meetings)					
Need more training after sessions begin					

## Appendix K

<b>Team Members Pre- and Post-Survey Results</b>		
	Pre-Pilot	Post-Pilot
<b>Number of responses:</b>	42/42	30/39
<b>Organization/Role: (check all that apply)</b>		
	# of people	
Business	3	3
City	3	1
Civic organization	3	1
Community volunteer	14	6
Congregation	4	3
Early childhood/child care	3	4
Fire department	2	1
Health care	2	2
Neighborhood	7	5
Non-profit	10	4
Police	2	2
Recreation/sports	2	1
Resident	15	8
School employee	8	5
School volunteer	6	4
Senior citizen services	1	2
Youth serving agency	3	4
<b>This is where I: (check all that apply)</b>		
Live	55%	41%
Work	74%	66%
Volunteer	55%	34%
Interact with kids daily (not my own kids)		
<b>The following describes me:</b>		
My youngest is age 18 or younger.	45%	34%
My youngest is age 19 or older.	19%	34%
I do not have children.	36%	31%
<b>On average, I have contact with young people who are NOT members of my family:</b>		
Every day.	38%	48%
Several times a week.	43%	21%
About once a week.	12%	21%

Once or twice a month.	5%	3%
Hardly ever.	2%	7%
<b>I am comfortable sharing information about Children First with others.</b>		
Strongly agree	64%	57%
Agree	33%	43%
Neutral	2%	-
Disagree	-	-
Strongly disagree	-	-
<b>These are the tools I use to share information about Children First. (Check all that apply.)</b>		
Children First brochure	17%	39%
Children First video	7%	4%
Support Card (brochure)	5%	7%
Children First website	40%	57%
Children First facebook page	29%	25%
I simply talk to people	93%	93%
I don't share information about Children First.	2%	-
<b>I am comfortable sharing information about the 40 Developmental Assets.</b>		
Strongly agree	49%	46%
Agree	39%	46%
Neutral	12%	7%
Disagree	-	-
Strongly disagree	-	-
<b>These are the tools I use to share information about the 40 Developmental Assets. (Check all that apply.)</b>		
Children First brochure	17%	25%
Children First video	7%	4%
Support Card (brochure)	5%	7%
Children First website	43%	64%
Children First facebook page	21%	11%
List of the 40 Developmental Assets	40%	54%
Power Point about 40 Developmental Assets	-	-
I simply talk to people	83%	82%
I don't share information about the 40 Assets	2%	-



<b>Currently (pre-pilot) do you connect with others to build assets in young people?</b>		
Yes	70%	
No	30%	
<b>As an Asset Champion, I am inspired to act on opportunities to build assets in young people.</b>		
Strongly agree	63%	43%
Agree	34%	54%
Neutral	2%	4%
Disagree	-	-
Strongly disagree	-	-
<b>If you are inspired to build assets in young people, please share a story of something you have done.</b>	18 responses	9 responses
<b>If you were inspired (post-pilot), what caused this inspiration?</b>		
Skilled facilitation of Super Champion		36%
Ideas generated by the team		79%
A deeper understanding of the assets		32%
Taking time to consider how to build assets		50%
Talking to those outside my team about assets		39%
Reflection as part of the pilot		54%
<b>My work as an Asset Champion has</b>		
reinforced...	63%	74%
increased...	32%	22%
transformed...	5%	4%
<b>the importance I feel about promoting positive youth development.</b>		
<b>I felt welcome by members of my team.</b>		
Strongly agree		86%
Agree		14%
Neutral		-
Disagree		-
Strongly disagree		-
<b>I felt comfortable sharing my thoughts with members of my team.</b>		
Strongly agree		79%

Agree		21%			
Neutral		-			
Disagree		-			
Strongly disagree		-			
<b>I felt members of my team valued my input.</b>					
Strongly agree		75%			
Agree		25%			
Neutral		-			
Disagree		-			
Strongly disagree		-			
<b>Through my involvement, I:</b>					
Met a team member that I have collaborated with or will collaborate with on asset-building efforts.		48%			
Will collaborate with someone OUTSIDE of my team on asset-building efforts.		43%			
Plan to stay in touch with a team member I didn't know before the pilot.		52%			
<b>My Super Champion Leader was effective at:</b>					
Helping individuals feel they belonged to the team		81%			
Creating a comfortable environment for sharing		100%			
Drawing out wisdom from team members		63%			
Valuing contributions of team members		81%			
Empowering team members to determine how to build assets		63%			
Leading reflection activities		78%			
Using online meeting technology		30%			
None of the above		-			
<b>How many meetings did you attend?</b>					
Six		15%			
Five		30%			
Four		44%			
Three		11%			
<b>Please share your rate these components of the pilot.</b>					
	Very effective	Effective	Neutral	In-effective	Not at all effective
Face-to-face sessions	64%	36%	-	-	-

Online sessions	4%	26%	22%	22%	26%
Inspirational piece	7%	61%	25%	4%	4%
Reflection activity	11%	57%	29%	-	4%
		Too few	Enough	Too many	
<b>Number of meetings</b>	-	94%		4%	
<b>Number of people on a team</b>	-	100%		-	
<b>Online Tools:</b>	Very Important	Important	Neutral	Not Important	Never accessed
Notes from my team's notes via Google Docs	-	37%	19%	11%	33%
Notes from other teams' notes via Google Docs	-	22%	22%	19%	37%
SignUp Genius for meeting reminders	22%	44%	26%	7%	-
Zoom for online meetings	7%	22%	22%	33%	15%
<b>Please share any comments on how to strengthen the Super Champion Team format.</b>				15 responses	
<b>Thorough my activity as a Super Champion I have:</b>					
Found Inspiration from others					86%
Developed my facilitation skills					43%
Become better equipped to implement asset-building efforts					64%
Collaborated with someone else on asset building					14%
Increased my commitment to asset building					71%
Developed my skills using online technology					4%
Made a positive impact on youth in my community					43%
<b>Recommendations about follow up or next steps for your involvement on a Super Champion Team:</b>					
12 responses					
<b>Share any additional comments you have about your experience as a team member.</b>					
8 responses					