



# ASSET-BASED FRAMEWORK

## Asset-Based Growth Assessment Tool: A Guide For Corps Members

### ESTIMATED TIME REQUIRED



65 minutes

### OVERVIEW

This session introduces the asset-based framework to your service year corps members and provides instructions for completing the Asset-Based Growth Assessment Tool. During this session, your corps members will learn to identify and set goals to help them advance their personal and professional goals during their service year term.

This session should be facilitated before your service year corps members complete the pre-service assessment section of the A2: Resource: Asset-Based Growth Assessment Tool during onboarding.

### LEARNING OUTCOMES



By the end of this session, your corps members will be able to:

- Define asset and understand how to identify their own assets
- Identify their strengths, skills, and talents gained from education, personal, professional, and lived experience
- Understand the difference between external and internal motivation and develop strategies to leverage their support networks to achieve their personal and professional goals
- Understand goal setting and explore ways to set S.M.A.R.T. goals during their service year

### TRAINING SESSION RESOURCES

Before getting started with this training session, you should review the Preparation section below as well as familiarize yourself with this guide's Session Outline & Script. There are two options for presenting this session – you can utilize the recorded webinar or present the session directly to corps members. Both options can be conducted virtually or in-person.

- **Recorded Training Session:** [A2: Recorded Training Session: Asset-Based Growth Assessment Tool](#)
- **Downloadable Presentation:** [A2: Training Session: Asset-Based Growth Assessment Tool](#)

The downloadable presentation includes speaker notes for program staff who are facilitating this session directly to corps members, making it easy for staff to walk through the presentations efficiently and effectively.

## PREPARATION

### Trainer Expectations

Throughout this training session, trainers will be asked to facilitate the group through small group discussions and full group discussions. Some of the topics may feel challenging for your corps members to engage with, and they may not want to engage in conversations on these topics at first. Part of fostering a belonging environment is making the space equal with corps members and program staff. Therefore, we recommend you, as the facilitator, prepare responses to the questions posed to the corps members throughout the session as a strategy to help spark conversation if needed. Before beginning this session, review the Session Outline & Script below and ensure familiarity with the content to be prepared to facilitate activities and answer potential questions from corps members. You'll notice in the Session Outline there are resources linked to provide background on the subject matters included in this training.

	<b>TIME ESTIMATE</b>
	<b>LEARNING OUTCOMES</b>
	<b>VIRTUAL MODIFICATION</b>
	<b>ACTIVITY</b>
	<b>HELPFUL TIP</b>

### HELPFUL TIP



*For many younger populations, this may be their first experience assessing their existing strengths, skills, and talents. You will want to provide examples and discuss some of your personal strengths, skills, and talents to help them feel comfortable sharing their own assets.*

### Necessary Materials

- Distribute pen and paper for your service year corps members to take notes
- One printed copy for each corps member:
  - Asset-Based Growth Assessment Tool: [A2: Resource: Asset-Based Growth Assessment Tool](#)
  - Glossary: [A0: Resource: Glossary](#)

### Virtual Modifications



If you plan to facilitate the training session in a virtual environment, we recommend the following modifications:

- Use a whiteboard that can be displayed on camera or share your screen and work in a word or google document
- If you have group break out sessions, set up the groups in advance via your video conferencing software
- Don't forget to send an email with any necessary handouts in advance of your remote session
- We recommend using an electronic version of the A2: Resource: Asset-Based Growth Assessment Tool and ask your corps members to email their completed version to the facilitator or a designated staff member

## SESSION OUTLINE

The following outline walks you through what to expect throughout this session and how to prepare. Even if you are planning to utilize the recorded webinar version of this training, we recommend you still use this Session Outline to prepare for the session.

### I. A Year of Growth

You will introduce the idea that during their service year, corps members will have opportunities to grow personally and professionally and develop skills they will use in their future career.

### II. What are Assets?

You will introduce that an asset is a valuable quality, skill, experience, or capacity possessed by a person or group. It is a strength – something that makes you special.

### III. Asset-Based Growth Assessment Tool

You will define the three parts of the Asset-Based Growth Assessment Tool – Pre-Service Assessment, Tracking Growth, and Post-Service Assessment – and explain the purpose of this tool. You'll also help corps members identify their strengths and potential challenges, define what growth looks like for them, and then provide support as they move towards their goals.

- Pre-Service Assessment: Identifying Strengths, Skills, and Talents
- Identifying Potential Challenges
- Setting Goals (SMART Goals)

### IV. Next Steps

Your corps members will complete the Pre-Service Assessment section of the assessment at the end of this training.

## SESSION SCRIPT

The following script should be used for presenting this session directly to your corps members. It is recommended that you review this script before beginning the session. Italicized prompts are intended to be guidance for you as the trainer rather than part of the script you will communicate to your corps members.

### Slide #1

Hello, and welcome!

*Introduce yourself and ask your corps members to introduce themselves to the group.*

In this session we will provide instructions for utilizing the Asset-Based Growth Assessment Tool that you will be completing as part of the onboarding process for your service year program. In this session we will learn what an asset is and how to identify your own assets, strengths, skills, and talents gained from education, personal, professional, and lived experiences. You will also begin to understand the difference between external and internal motivation and develop strategies to leverage your support networks to achieve their personal and professional goals. Finally, you will learn about goal setting and explore ways to set S.M.A.R.T. goals during your service year.

### Slide #2

During your service year, you will have opportunities to grow personally and professionally and develop skills that you will use in your future career. But before we talk about growing and learning new skills, it is important to identify the strengths that you already possess. The Asset-Based Growth Assessment Tool will help you to identify your strengths and create a plan for your growth.

*Pause & prompt:* You may want to initiate some reactions from your corps members. So take a moment to ask your corps members what they envision for their service year and what they are hoping to gain and hone during the year.

### Slide #3:

First, let's define the word asset. An asset is a valuable quality, skill, experience, or capacity possessed by a person or group. It is a strength – something that makes you special.

Each corps member brings a unique combination of skills, abilities, interests, and experiences with them to a service year. Understanding who you are and what makes you special is essential for your personal growth and professional success, and will enable you to maximize your community impact both during and after your service year.

Sometimes it can be difficult to identify and describe your own assets. If someone asked you what valuable qualities, experiences, and capacities you possess, what would you say? You may think about the things that you have listed on your résumé – diplomas you have earned, jobs you've held, computer skills you've attained. But those things just scratch the surface of what makes you special. The Asset-Based Growth Assessment Tool will help you to explore various types of assets that make you who you are.

## Slide #4

The Asset-Based Growth Assessment Tool contains a three-part Pre-Service Assessment (which you will complete now), as well as tools for tracking growth throughout the year.

In the pre-service assessment, you will be asked to describe your “pre-existing” strengths, skills, and talents – the assets that you possessed before you started your service year – as well as potential challenges that may hinder your ability to use your assets. After you have identified your strengths and challenges, you will use the provided tools to set goals for your personal and professional growth.

The purpose of this tool is to help you define what growth looks like for you, and then provide support as you move towards your goals. There are no right or wrong answers!

Your responses will be shared and discussed with your supervisor so that they can help you to find opportunities to use your assets during the service year. They can also help to connect you to resources that may be helpful to your growth.

### HELPFUL TIP



*Corps members may be hesitant to share personal information with their supervisors and teammates if it is unclear who will see their responses and how the information will be used. It is important for you to explain why and how the Asset-Based Growth Assessment Tool will be used throughout the year.*

## Slide #5

Part 1 of the pre-service assessment focuses on identifying and “naming” your strengths, skills, and talents. You will be asked about your assets in these 5 areas: education, experience, skills, motivation, and support network.

Some of the questions will be familiar – like “What is the highest level of education you have attained?” while others may be new. For example, “What is something you have taught yourself?” or “What people, places, activities, and events have made you who you are today?” The purpose of these questions is to help you uncover assets that you may not have considered before.

Did you know that experience playing video games and team sports can be just as valuable as information you’ve learned from a textbook? You may be surprised by what you learn about yourself!

## Slide #6

In the “Education” section, you will be asked about both your formal and informal education experiences. Formal education is learning that results in a diploma, degree, certification, or certificate. For example, a high school diploma or college degree. Informal education, on the other hand, does not typically result in any kind of official degree or certification. It includes things you have taught yourself or learned through unofficial sources, like books, a neighbor, or the internet. For example, you may have taught yourself how to make a website by watching Youtube videos. List that in the informal education section!

### Slide #4

In the experience section, you will be asked to describe 3 types of experience. Professional experience like jobs, internships, and apprenticeships, as well as volunteer experience and lived experience. Lived experience is experience and knowledge gained through your everyday life. Even though you don't usually include this type of experience on your résumé, it may be where your most important learning has taken place. What people, places, activities, and events have made you who you are today?

As you evaluate your lived experience, think about different facets of your everyday life and consider what you have learned from your experiences at school, home, and in the community. What have you learned from participating in sports and other extracurricular activities? Are there specific challenges (for example, illness or loss) that have shaped you in significant ways?

### Slide #8

In the skills section, you will have an opportunity to describe both your technical and professional skills. Technical skills are industry-specific skills that you need to be able to do to excel in that industry. For example, an accountant needs to know how to use accounting software and a nurse needs to know how to check blood pressure. Professional skills are skills that are relevant in a variety of industries and jobs.

For example, being a good communicator or being a creative problem-solver are skills you can use whether you are a customer service representative, paralegal, nurse, or carpenter.

Sometimes it can be difficult to assess one's professional skills because they are less tangible than technical skills. However, they are just as important – if not more so! Professional skills like leadership, communication, and resilience are highly valued by employers and are easily transferable from one job to another.

### Slide #9

Next you will answer questions about your motivation. Have you ever considered that your interests, passions, and enthusiasm are assets? All of these things are internal motivators – they come from within you and contribute to your drive and sense of purpose. External motivators, on the other hand, come from outside of yourself. Examples of external motivation include financial obligations, parental expectations, and societal pressures.

#### HELPFUL TIP

*When thinking about assets, it is important to consider not only what someone has done, but what they want to do as well. Personal desire can be a powerful motivator.*

### Slide #10

Last, but not least, you will answer questions about your support network, the people in your life that help you to achieve your personal and professional goals. This can include both individuals (like a family member, friend, or mentor) and organizations (like religious institutions, community organizations, and government assistance programs).

You aren't expected to reach your goals alone. Everyone needs a support network. The most successful leaders are often those who have built strong support networks. It may take time to build a network, but it's worth the effort!

### Slide #11

Part 2 of the Asset-Based Growth Assessment Tool focuses on identifying potential challenges that may keep you from using and developing your assets this year. Some common challenges you may face include juggling multiple responsibilities, lacking confidence or skills in specific areas, or issues related to support network – either not having enough support or struggling with relationships you do have. Although you may not be able to eliminate some challenges completely, you can minimize their impact by planning ahead and taking advantage of the resources available to you. Sharing challenges with your supervisor will enable them to support you and connect you to the resources that you need.

#### HELPFUL TIP



*Sharing personal challenges may be difficult for some corps members. Make sure they know that sharing is always optional, and that you are interested in learning about them so that you can provide appropriate support.*

### Slide #12

Once you have identified your strengths and challenges, you will have the opportunity to create goals that will guide your personal and professional growth during the service year. As you are setting goals, consider not only new skills you would like to develop, but also how you can build on the strengths you already have. The reflection questions contained in the assessment will help you to think about how you can strengthen existing assets and develop new assets in five areas: Education, Experience, Skills, Motivation, and Support Network. Once you have answered the questions, you will create 5 “SMART” goals.

### Slide #13

When setting goals, it is important to make them as “SMART” as possible. SMART goals are specific, measurable, actionable, realistic, and timed.

Specific means the goal should be as detailed as possible. We're going to use this goal as an example: “I want to enroll in a 4-year college when I finish my service year.” If this person knew where they wanted to go to college, they could add those details here.

Actionable means there are clear action steps you can take towards accomplishing the goal. For example, if someone wants to enroll in college, they will need to take the ACT, complete the FAFSA, and apply to colleges.

Realistic means that it is possible to achieve the goal. This goal seems realistic, but it might not be if the person did not have a GED or high school diploma.

Timed means that the goal has an end date or deadline. You need to set a date for achieving the goal so you don't keep putting it off. Without an end date, this person might say, "I'll just wait and apply next year." Of course, you can always adjust the timeline you set for your goals if circumstances change and your original deadline no longer works.

When setting goals, also think about what additional training, support, or guidance you may need to reach your goals. You should never feel embarrassed about asking for support. In fact, asking for help when it's needed can be considered an asset.

### Slide #14

So that's it! Now you're ready to complete the pre-service assessment and begin your journey of personal and professional growth!

We'll take an hour now for you to complete the first three parts of your assessment. Once you complete it, you should plan to discuss your assets, strengths, and goals with your supervisor during your first check-in. Program staff are there to support you, but ultimately your growth belongs to you.

I encourage you to track your growth throughout the year using your journal and the Growth Progress Charts provided as part of this tool. At the end of the year, you'll complete a post-service assessment to see how far you've come. Good luck!

*Prompt corps members to take time to complete the pre-service parts of their Asset-Based Growth Assessment Tool. At the end of the hour, be sure to collect the assessments from corps members and be prepared to discuss them in your first individual check-in.*

#### HELPFUL TIP



*Program staff should feel free to use this time as planning time while corps members complete their assessments.*