

SERVICE-LEARNING MARKETING PROJECT GUIDELINES, LIMITATIONS, COMMITMENTS AND AGREEMENT

**Department of Marketing and Logistics
Craig School of Business
California State University, Fresno**

Marketing 100(S) is the introductory course in marketing required of all majors in the Craig School of Business at CSU, Fresno. The course has been designated as a service-learning class where students learn and develop basic marketing knowledge and skills by engaging in community SERVICE while relating that experience to classroom material (LEARNING). Marketing is an ideal business discipline for service-learning since most nonprofit organizations can use assistance in this area. Students learn by observing how marketing is utilized by a nonprofit and, at the same time, act as a valuable resource to enhance the marketing activities of the organization.

The Marketing Project can be completed by an individual student or a team typically made up of 3-5 students. However, should the project require a larger team, this can frequently be accommodated.

SERVICE DETAILS

- Each student, either as an individual or a team member, must commit to serving a minimum of 15 hours with a non-profit, not-for-profit, government agency (for simplicity, all will be referred to as community-base organization or CBO).
- During the Fall Semester the individual or team must begin no later than early September and complete the marketing project prior to the Thanksgiving holiday (instructors will provide the specific dates the first day of class).
- During the Spring Semester the individual or team must begin no later than early February and complete the marketing project by the end of April unless otherwise approved by individual instructors (instructors will provide specific dates the first day of class).
- With the approval of the course instructor and the community-based organization, the student/team will agree to a specific marketing project. The project must have a clearly defined purpose and outcome, and must relate to some aspect of marketing (see *Marketing-Related Activities on next page*).
- A member of the CBO staff must be available to assist and provide guidance. The team should be provided an overall orientation at the organization's base of operation, but portions of the actual work on the project may be performed away from the agency.

LESSONS LEARNED FROM PAST PROJECTS

- ❖ The project objectives need to be carefully planned and have specific outcomes that can be accomplished and measured in the allotted time.
- ❖ Communication between the agency, faculty, and students is extremely critical. Most of the unsuccessful projects have resulted from a lack of contact, communication, feedback, or responsiveness on the part of one of these parties. CBOs should designate one individual as a contact and mentor who can be flexible in their availability.
- ❖ Agencies are discouraged from attempting multiple projects during the same semester. Trying to work with several student teams or individuals on different projects at the same time is difficult to coordinate and the results are usually unsatisfactory for all parties. However, should the agency wish to engage two teams to work on the same project as a means of creating spirited and professional competition between the two, instructors would be supportive.

MARKETING PLAN CONTENT

The SERVICE-LEARNING PLAN AGREEMENT (see page five) must contain the following:

- 1. Description of the marketing project and the desired outcomes**
- 2. General guidelines as to the frequency with which students must be available.**
- 3. Description of any special skills student(s) must have (bi-lingual, computers, etc.)**
- 4. Description of the type of marketing activity students will be engaged in.**

MARKETING-RELATED ACTIVITIES

Marketing related activities can involve the organization's relationships with donors, the public, constituents, volunteers, or any other "publics" that impact the success of the agency. Some suggestions include, but are not limited to:

- Helping with fundraising: i.e., helping with event planning and helping the day of the event (NOTE: Students are not be used to directly solicit contributions without specific written approval from the instructor)
- Mini-research projects
- Creating a database
- Developing or updating a website
- Developing or updating promotional/informational materials (brochures, posters, etc.)
- Updating educational materials
- Working at "informational" events
- Helping with awareness building campaigns
- Updating volunteer or donor files
- Creating a newsletter

CBO COMMITMENT AND GUIDELINES

- The CBO agrees that it will meet with assigned service-learning students in a timely manner and on a periodic basis for progress reviews. To ensure that required approvals and activities take place in a timely manner, it is expected that all parties will respond to telephone messages and e-mails within 48 hours, if not sooner. The number of meetings and meeting dates will be mutually agreed upon by both parties at the beginning of the semester.
- The CBO will provide the necessary business background and current operational information for the Fall Semester no later than the end of September and for the Spring Semester no later than mid-February to assist the student(s) in conducting a thorough and objective analysis of the current state of the business and, based on that analysis, develop a Marketing-Related Action Plan. This is to include organizational structure, financial statements, budgets, etc., when possible. (Please note: Without this information students will have a more difficult time producing a useful Marketing-Related Plan, which is important to the learning outcomes of this course and the service-learning project.
- The CBO agrees to guide this student's work and to submit a brief final evaluation of his/her achievement upon request.
- Agrees to discuss any concerns about the service learner's performance with him/her directly, the course instructor, or any other appropriate university personnel as necessary.
- Agrees to hold the California State University, Fresno, its employees and agents, free and harmless from any claims and causes of action resulting from our voluntary participation in this program. We also agree to provide general work site orientation, supervision and make every reasonable effort to provide a safe working environment. We understand that we are accepting the student as a volunteer, that we are not responsible for providing wages, but agree to assist California State University, Fresno by certifying that the student completed the minimum hours of community service required by the service learning course.
- The CBO shall be responsible for damages caused by the negligence of its directors, officers, agents, employees and duly authorized volunteers occurring in the performance of this agreement. California State University, Fresno shall be responsible for damages caused by the negligence of its directors, officers, employees and duly authorized volunteers occurring in the performance of this agreement. It is the intention of the community-based organization (CBO) and the University that the provision of this paragraph be interpreted to impose on each party responsibility

for the negligence of their respective directors, officers, employees and duly authorized volunteers. We also understand that the University provides no insurance coverage for this program (including Worker's Compensation Insurance). **If CBO does not provide Worker's Compensation, university will cover students while at the CBO, provided the student fills out an appropriate volunteer application with the university. Student MUST sign in at CBO each time they provide service for the coverage to be valid. Student is not permitted to drive a vehicle to perform duties for the CBO without written authorization from the university workers compensation specialist. NOTE: the university does not provide automobile liability coverage for students and students are not covered by Workers' Compensation while driving to and from their chosen site.**

(Note to the Site Supervisor and/or Faculty Member: If you are aware of specific and/or considerable risk factors being present at this agency or placement, you are requested to list them here).

- 1.
- 2.
- 3.

STUDENT COMMITMENT, GUIDELINES, AND LIMITATIONS - Students agree to abide by the following Guidelines and Limitations, and Commitments:

- ◆ **Ask for help from your CBO site supervisor or professor when in doubt**
- ◆ **Be punctual and responsible**
- ◆ **Call the site supervisor if you anticipate being late or absent:** Be mindful of your commitment; people are counting on you.
- ◆ **Respect the privacy of all clients:** If you are privy to confidential information with regard to the person(s) with whom you are working (i.e. organizational files, diagnostics, personal stories, etc.), it is vital that you treat it as privileged information. You should use pseudonyms in your course assignments if you are referring to clients or the people you work with at the service site.
- ◆ **Show respect for the CBO you work for:** Placement within community programs is an educational opportunity and a privilege. Keep in mind that not only are you serving the community, but the community is serving you by investing valuable resources in your learning. **Inappropriate behavior as defined by your organization's guidelines and operating procedures, can be grounds for reassignment or termination of your service-learning assignment.**
- ◆ **Be appropriate:** You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress neatly and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of California State University, Fresno's, ongoing Service-Learning Program.
- ◆ **Be flexible:** The level or intensity of activity at a service site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and producing positive outcomes for everyone involved.

STUDENT LIMITATIONS

- ◆ **DON'T** report to your CBO service site under the influence of drugs or alcohol.
- ◆ **DON'T** give or loan a client money or any other personal belongings.
- ◆ **DON'T** make promises or commitments to a client or agency you cannot keep.
- ◆ **DON'T** give a client or agency representative a ride in a personal vehicle.
- ◆ **DON'T** tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community-based organization representative.
- ◆ **DON'T** tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, ability, or ethnicity.
- ◆ **DON'T** engage in any type of business, other than that of the CBO where you serving, with clients during the term of your service.
- ◆ **DON'T** enter into personal relationships with a client or CBO personnel during the term of your service.

* If you feel that your rights have been or may be violated, or that any of the above stated limitations have been violated, please contact the site supervisor and/or instructor immediately.

STUDENT COMMITMENT

As a service-learning student, I:

- Will provide professional assistance to the CBO to develop a Marketing-Related Action Plan.
- Will meet regularly and professionally, as required, to provide progress reports and obtain necessary feedback from the organization during the development of the Marketing Plan.
- Will provide the CBO with a copy of the Marketing-Related Action Plan when completed.
- Will keep the information provided by the CBO confidential and use it only for the purpose of academic learning and the development of the Marketing-Related Action Plan for that organization.
- Agree to act in a responsible manner while representing California State University at the service learning placement site and abide by all rules and regulations that govern the site in which I am serving.
- Understand the connection between the service-learning course, and the service and learning objectives to be fulfilled at the service site.
- Have or will participate in an orientation and read the above stated guidelines and limitations and understand my role as a service-learning student in working with the community partner.
- Understand and acknowledge the risks involved with this service placement, and enter into this service-learning placement fully informed and aware.
- Agree to devote a total minimum of 15 hours during the semester in order to fulfill the service objectives described above.
- Agree to complete any forms, evaluations or other paperwork required by either the course instructor or the site supervisor.

DESIRED SERVICE LEARNING OBJECTIVES AND OUTCOMES

1. Increased awareness of community needs, involvement in the community and commitment to service. Students are often unaware of the needs of the community in which they live. This is particularly true of students who work full or part time while attempting to complete a college degree. By exposing the student to their own work site and through the reflections of other students, a greater degree of community awareness is created. In addition, one of the primary goals of service-learning is to instill a desire to serve the community. Even if students are aware of community needs, they are often reluctant to take the first step necessary to participate. However, once participation occurs, many individuals often develop a greater desire to provide service in the long run.
2. Awareness of opportunities for career development and employment in the nonprofit sector. The social sector provides a wide variety of potential employment opportunities for students studying marketing. An increasing number of nonprofit organizations are adopting common marketing practices and expanding their staffs to include marketing specialists. Most students entering business schools are totally unaware of this trend or these opportunities. In addition, through appropriate readings and discussions, students can be made aware of the role that community service can play in career development and advancement. Many companies today expect participation in community service and often look for service activities on potential employee resumes.
3. Better understanding of the basic principles of marketing. This is the learning half of service-learning. By having students work at a nonprofit or on an applied, community based project, the instructor can draw on those experiences to add relevance to textbook theory.
4. Greater sensitivity to diversity. Many community agencies deal with individuals from different cultures, social and educational backgrounds, and economic circumstances. As a result the service-learning assignment often provides marketing students with the challenge to effectively work with people who have a completely different outlook on life.
5. Personal benefits. In addition to subject knowledge and community awareness, students can potentially enhance leadership, teamwork, and communication skills. Depending on the work site, students can also become more aware of their own biases and feelings as a result of the service-learning assignment. Finally, the ability to assist others often results in a boost in the individual's self esteem. Many students do not realize just how valuable an asset they can be for a struggling community service agency.

MARKETING 100S SERVICE-LEARNING PLAN AGREEMENT

Name of non-profit organization: _____
 Address: _____
 Phone/E-Mail Address _____
 Name of key contact /SL Coordinator _____
 Phone/E-mail address _____

Please state below the details of the service-learning marketing-related project for which you wish to engage CSU, Fresno, Marketing 100S students.* Also provide the specific marketing-related objectives/projects the students will be engaged in and the expected outcomes they will produce for this project. Information about any specific skills required, as well as the dates and times students are expected to work, is also important.

**Please note that any change you wish to make to your marketing project after it has been accepted must be approved in writing by the course instructor*

Do you require an individual or a team of students? _____
 If a team, how many students will you require for the team? _____

Would you or someone from your organization wish to speak to the marketing classes to discuss your organization and the project you are seeking students to become involved with? YES ___ NO ___

In submitting this proposal we, the agency, students and instructor, agree to adhere to the SERVICE LEARNING MARKETING PROJECT GUIDELINES, LIMITATIONS, COMMITMENTS, AND AGREEMENT attached.

AGENCY SITE SUPERVISOR SIGNATURE: _____ **DATE:** _____

STUDENT(S)			
NAME	_____	SIGNATURE	_____
NAME	_____	SIGNATURE	_____
NAME	_____	SIGNATURE	_____
NAME	_____	SIGNATURE	_____
NAME	_____	SIGNATURE	_____
NAME	_____	SIGNATURE	_____
NAME	_____	SIGNATURE	_____

INSTRUCTOR APPROVAL _____