

## Capacity Building Activity: Mingle & Match

Time	Steps	Resources/ Materials
45 minutes total	<p><b>Session set up:</b></p> <p>Prepare Capacity Building cards. Each set contains: 10 cards per set—five key terms, five definitions). If you have 30 people you will need 3 sets.</p> <p>Download and show the “Capacity Building – The Heart of VISTA” Power Point slides. This activity uses slides 3-7.</p>	
	<p>1. Ask participants to take a moment reflect on the concept of capacity building and identify words and ideas they associate with the concept. Popcorn out ideas and record them on the chart paper.</p>	Chart paper
	<p>2. Explain that participants will spend the next 20 minutes doing a Mingle &amp; Match activity to explore the concept of capacity building.</p>	
	<p>3. Distribute one card to each participant. Tell the group that some cards contain key terms and others contain the definitions of the key terms. Ask participants to mingle throughout the room to match their key term with its definition. Or, if the room is small or hard to move around in, they can do this at their tables.</p>	<p><b>Materials:</b></p> <p>Mingle &amp; Match card sets</p> <p><b>Visual Aid:</b></p> <p>Mingle &amp; Match Definitions</p>

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	<p><b>Note to Facilitator:</b></p> <p>There are five definitions and five key terms in each set of cards for the Mingle &amp; Match activity. The terms are: direct service, capacity building, transfer of knowledge, transfer of products, and transfer of relationships. (The definitions are provided on the “Mingle &amp; Match Definitions” visual aid and in the workbook.) We have provided you with three sets of cards.</p> <p>When handing out the cards, make sure you have an even number of key terms and definitions so that everyone has a match.</p> <p>If the group contains an odd number of supervisors, then you will have to participate for the matching portion of the activity. However, you should not participate in the discussion in Step 6.</p>	
	<p>4. After everyone has a card, ensure that each person found the correct match by asking one person to read the definition that he or she thinks goes with each term. Confirm that the match is correct and if someone is incorrectly matched, rearrange as needed.</p>	
	<p><b>Note to Facilitator:</b></p> <p>With regard to learning: The matching of terms and definitions in Steps 3 and 4 is not as important as the questions in Step 6 and the debrief discussion that follows.</p>	

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	<p>5. Display the following questions. Allow the pods 5–7 minutes to discuss the following questions:</p> <p>How does your key term support the sustainability of a VISTA project? (Examine this in general, not with regards to particular projects.)</p> <p>What activities build capacity in this area? Challenge the group to name at least five examples of how members build capacity.</p> <p>What activities lead to a transfer...</p> <ul style="list-style-type: none"> <li>• Of knowledge? (For example: creating a manual)</li> <li>• Of skills? (For example: a training program)</li> <li>• Of products? (For example: an up-to-date and organized file-sharing system)</li> <li>• Of relationships? (For example: a donor database with detailed notes)</li> </ul>	
	<p><b>Note to Facilitator:</b></p> <p>After giving instructions to the larger group, address the “Direct Service” pod and explain that their discussion is unique. They should respond to the following questions:</p> <ul style="list-style-type: none"> <li>• In terms of sustainability, when is direct service appropriate for a VISTA project? When is it inappropriate?</li> <li>• Can direct service benefit the sustainability of a VISTA project?</li> <li>• Can direct service be counterproductive for the sustainability of a VISTA project?</li> </ul> <p>Chart these three questions for the “Direct Service” pod prior to the session’s start.</p>	

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<p>Participants will have 5 minutes in groups; then up to 10 minutes to debrief as a large group</p>	<p>6. Ask pods to conclude their discussions. Next, ask each pod to quickly describe how its term supports the sustainability of a VISTA project (or, in the case of Direct Service, does NOT support it). Pod members should provide specific examples.</p> <p>Direct participants back to their individual notes from the beginning of this activity. Ask them how their own concepts have been reinforced, enhanced, or changed after participating in this activity.</p> <p>Use the “Direct Service Definition” and “Mingle &amp; Match Definitions” visual aids as needed. The “Mingle &amp; Match” visual aid can serve as a good way to wrap up the discussion.</p>	<p><b>Visual Aid:</b></p> <p>Direct Service Definition</p> <p><b>Workbook and Visual Aids:</b></p> <p>Mingle &amp; Match Definitions</p> <p>Capacity Building Definition</p>
	<p><b>Note to Facilitator:</b></p> <p><b>Mingle &amp; Match Definitions</b></p> <p><b>Direct Service:</b> The act of providing services to the identified recipients or clients of a program.</p> <p><b>Capacity Building:</b> Tasks and activities to create, expand, or strengthen an organization’s systems or processes.</p> <p><b>Transfer of Knowledge:</b> Information gained by the VISTA member during his/her term of service is passed along to other people in an organization in a deliberately designed way.</p> <p><b>Transfer of Products:</b> Deliverables created by the VISTA member during his/her term of service are passed along to other people in an organization in a deliberately designed way.</p> <p><b>Transfer of Relationships:</b> Professional contacts developed by the VISTA member during his/her term of service are passed along to other people in an organization in a deliberately designed way.</p>	

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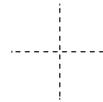
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	<p>7. Show the “Capacity-Building Goal” and “Capacity-Building Process” visual aids to wrap up this section. Explain that these slides are shared with VISTAs at PSO. The two definitions work together. The first one focuses on what projects accomplish in communities (outcomes). The second one describes the tasks and activities a VISTA conducts during his or her service to achieve the project goals (outputs).</p>	<p><b>Visual Aids:</b> Capacity-Building Goal</p> <p>Capacity-Building Process</p>
	<p><b>Note to Facilitator:</b></p> <p>If additional examples are needed use the following talking points.</p> <p><b>Transfer of knowledge:</b></p> <p>Possible examples include how to create a database, how to implement the developed training, how to update information on a brochure template, or how to make a presentation to potential volunteers.</p> <p><b>Transfer of products:</b></p> <p>A possible example is transferring products they have developed, such as a volunteer database, training curriculum, marketing flyer template, or “sustainability binder” (an organized folder of products that will help sustain the work of VISTA).</p> <p>VISTAs should ensure that any products they develop can be effectively used by others, both now and in the future.</p> <p><b>Transfer of relationships:</b></p> <p>A possible example is systematically passing along the relationships and contact information they’ve developed with community leaders, volunteers, and partnering organizations.</p>	
	<p>8. Mention that many organizations have a great need to provide direct service to clients. It can be tempting to utilize a VISTA this way, but the need will continue after the VISTA has left the placement. The VISTA year of service is designed to build capacity.</p>	

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	<p><b>Note to Facilitator:</b></p> <p>If confusion about when VISTAs can participate in direct service remains, or if the pod does not provide an example of how direct service can benefit a VISTA, read the following anecdote:</p> <p>There once was a VISTA member who had a VAD focused on fund development at a domestic violence shelter. She felt very unsuccessful after a couple of months and did not feel compelled to complete her service. She felt like she was not making a difference. Instead, she wanted to contribute in a position where she could be “effective.”</p> <p>Her supervisor realized that the VISTA had been unsuccessful at raising funds for the shelter because she did not have an understanding of the issues or a passion about the people she served. The supervisor redesigned the VISTA’s VAD to include a few hours a week on the crisis phone line so she could be in touch with the issues of the shelter and the women being served. This direct service was part of her ongoing training and development.</p> <p>Doing a limited amount of direct service activities via the crisis phone line made the VISTA much more effective as a fundraiser and much happier overall.</p> <p>The role of the supervisor is to be a gatekeeper of direct service, making sure it is used only to enhance the VISTA’s service—not to replace the VISTA’s service.</p>	
	<p>9. Show the community empowerment visual aid. If needed, here are examples of how the community can be involved in the activities of the VISTAs:</p> <ul style="list-style-type: none"> <li>• Engaging and talking to community members during a needs assessment</li> <li>• Recruiting community members to be volunteers and to sit on the board of the organization</li> <li>• Engaging community members in fundraising activity and events</li> <li>• Getting feedback from the community around the impact and success of the VISTA project</li> </ul>	<p><b>Visual Aid:</b> Community Empowerment Definition</p>

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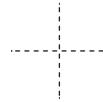
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**Direct Service**

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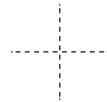


**Direct Service**

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**Transfer of Products**

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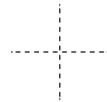


**Transfer of Products**

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**Transfer of Knowledge**

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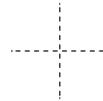


**Transfer of Knowledge**

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**Transfer of Relationships**

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