GLP HANDBOOK

Global Leadership Program

Your Guide to the Global Leadership Program

at UNCG

2018-2019
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Mission Statement
As globally engaged citizens, UNCG graduates will increasingly be working in international and
global contexts. Against the background of internationalization and globalization—the world as a
collection of interacting entities with distinct socio-political, financial, and cultural identities and as
an amalgam of planet-wide economies, technologies, and environments—they will need to
understand, adapt to, and practice concepts that could only have been imagined a few years ago.
Leadership, citizenship, and cross-cultural understanding have taken on new meanings and
become essential complements to the knowledge, skills, and dispositions of the successful citizen
in our twenty-first-century globalized world.

UNCG's Global Leadership Program (GLP) offers a trans-disciplinary co-curriculum that promotes
and recognizes international and global leadership, experience, and understanding. Open to all
degree-seeking, domestic and international undergraduate and graduate students at UNCG, the
GLP is relevant to students from any discipline, whether they are in the humanities, arts, natural or
social sciences, or in the professional schools, and it complements UNCG's ongoing commitment to
internationalization and the cultivation of knowledge, skills, and dispositions that attend to global
citizenship.

CORE CONCEPTS: Cultural understanding, experiential learning and skills training
embodied in the GLP will differentiate you as an individual prepared to assume a role as a global
citizen. Participation in the GLP involves:

- **5 Workshops**: *minimum 5, to include 2 “elective” workshops + 3 core (required) workshops:* Cross-Cultural Understanding, Leadership within a Global Context, and
  Beyond Borders: Becoming a Global Citizen;

- **Events**: Regular attendance and networking at events with an international or global
  focus—e.g., lectures, films, concerts, festivals, presentations: *minimum average of 2 per
  semester over the course of participation in the Program*;

- **Engagement**: Involvement in a range of international or global experiential
  opportunities at UNCG, in the community, and abroad: *minimum 30 points*;

- **Academic Reflections**: Thoughtful consideration of how GL- and GN-marked courses
  (or qualified academic experiences) completed to satisfy UNCG's General Education
  “global perspectives” requirement relate to leadership, international/global concerns,
  and personal, civic, academic, and/or professional goals: *4 courses (or qualified
  equivalent experiences) with a minimum grade of C- (when awarded)*;

- **E-Portfolio**: Presentation of an end-of-Program electronic portfolio serving as a record
  of the above achievements that can be shared with prospective employers, advanced
  academic degree programs, and others.

VALUE: The GLP adds value to your UNCG degree by providing:

- a framework for integrating study abroad and other internationally- or globally-focused
  experiences into personal, civic, academic, and/or professional growth;

- an enhanced experience of intercultural relationships and how to understand and engage
  appropriately with cultural difference and commonality;

- opportunities to develop leadership-skills within an international and global context;

- contexts to enhance global awareness and develop socially responsible citizenship;
interaction with distinguished scholars and inspiring professionals;
- a network of peers striving for personal, civic, academic, and/or professional development with an international and global focus.

Program Goals

*Global Leadership Program participants will gain new knowledge, skills, and dispositions that enhance their development as leaders and, as importantly, they will see themselves as engaged world citizens. Requirements of the program will develop an appreciation of the importance of intercultural understanding reinforced by having applied these principles in their own international experiences.*

By the end of the program, GLP graduates will be able to:
- explain leadership as it relates to their personal, civic, academic, and/or professional goals;
- articulate insights into their own responsibilities, assumptions, and biases as a global citizen;
- explain the stages of cross-cultural competence and their own progress in developing it;
- relate their experiences while a UNCG student participating in the GLP to the skills in leadership, global citizenship, and intercultural competence promoted by the program.

GLP Steering Committee

- Dr. Roberto E. Campo, Steering Committee Chair; Director, International & Global Studies Program; Professor of French: recampo@uncg.edu (preferred) or (336) 334-5557
- Dr. Cathy Hamilton, Director, Office of Leadership & Service Learning chhamilt@uncg.edu or (336) 256-0538
- Mr. Tommy Lambeth, Associate Professor, Department of Interior Architecture tom_lambeth@uncg.edu or (336) 334-5320
- Dr. Thomas Matyók, Head, Peace and Conflict Studies tgmatyok@uncg.edu or (336) 334-4781
- Dr. David Nelson, Professor, Music Theory david_nelson@uncg.edu or (336) 256-1229
- Dr. Penelope Pynes, Associate Provost for International Programs pjpynes@uncg.edu or (336) 334-5404
- Dr. Larry Taube, Associate Professor, Information Systems & Supply Chain Management ltaube@uncg.edu or (336) 334-4987
- Dr. Jonathan Tudge, Professor, Department of Human Development & Family Studies jrtudge@uncg.edu or (336) 223-6181

Enrollment

Enrollment Process

To enroll in the GLP, follow one of two simple steps:
1) Attend an Interest Session where you will learn about the GLP mission, Program opportunities, and how to meet its requirements. (You may also meet with a member of the GLP Steering Committee or the Program Coordinator to receive the same orientation.)

2) Register your interest by completing the online form on the GLP website: https://international.uncg.edu/glp/, or email the Program Coordinator at glp@uncg.edu. Your enrollment will be confirmed with an email, so please check your inbox regularly. This email will contain details of a Welcome Reception which you are invited to attend, typically held near the start of the semester. The Welcome Reception is a social function where you can network with fellow participants and with UNCG staff and faculty.

**Enrollment Conditions**

**You must complete the GLP before you graduate.** Your enrollment is valid for the period that you remain a degree-seeking student at UNCG.

**If you change majors,** you simply need to update your personal information by sending an email with your full name and any changes in your program and duration of study to ipgga4@uncg.edu.

**The GLP is available to undergraduate and graduate students.** If you start the Program as an undergraduate you are permitted to complete it as a graduate student provided you commence graduate study at UNCG immediately after your undergraduate degree.

**If you are unable to continue GLP activities for a semester** (or more), please provide a brief explanation by contacting the Program Coordinator at glp@uncg.edu. A member of the GLP Steering Committee or the Program Coordinator will contact you about ways to meet your remaining obligations. If you study abroad, you will automatically remain enrolled until you resume active participation upon your return to UNCG. Workshops, events, or other experiences missed during this period should be made up as soon as possible.

**Should you decide to discontinue in the Program,** kindly send a message to that effect to glp@uncg.edu.

**The Intercultural Development Inventory (IDI)**

All enrolled GLP participants will be asked to complete the Intercultural Development Inventory (IDI) at the start and conclusion of their participation in the Program. The IDI is a survey that measures an individual's awareness of and sensitivity to cultural differences. It is a 50-question survey consisting of statements reflecting attitudes toward cultural difference. It takes 30-45 minutes to complete and is (usually) completed entirely online.

After the results are processed, the IDI generates an “**Individual Profile Report**” that describes your personal stage of intercultural sensitivity development, ranging from ethnocentrism (where one's own culture is experienced as central to reality) to ethno-relativism (in which one's own culture is experienced in the context of other cultures).
This report will be shared with you during a one-on-one debriefing session with an IDI Qualified Administrator, and the resulting discussion will provide the basis for your continuing efforts to develop cross-cultural competence, which will in turn serve as the basis for your reflection on your personal intercultural development journey presented in a confidential section of your electronic portfolio (e-Port) at the end of the Program. By undertaking the IDI as you enter and complete the Program, you will gain useful insight into your cross-cultural understanding and whether this changes as a result of participating in the Global Leadership Program. For more information on the IDI, please contact a GLP contact in the International Programs Center or the Program Coordinator at glp@uncg.edu.

NOTE: The results of your participation in the IDI will not be on your UNCG transcript or affect your UNCG studies. Before taking the IDI you will be given a Research Agreement to read, and if you agree, sign. This Agreement discloses more details about how we may use, store and publish the IDI results.

Workshops

Participating in “Workshop” (i.e., interactive workshops, seminars, round tables, or discussions) will introduce you to a range of international and global issues and provide you with a set of generic skills you can use in your personal, civic, academic, and/or professional life. You can expect to hear interesting presentations of a topic, participate in lively discussions and debates, take part in group activities, and undertake individual reflection on how the workshop relates to you. workshops typically last 1.5-3 hours.

Requirements

Participants must engage in 5 workshops to fulfill the requirements of the GLP. The 3 “CORE” workshops are compulsory for all; engagement in 2 “ELECTIVE” workshops of special interest to you and completed at any time during your enrollment in the Program will fulfill the requirement. Participants are welcome, indeed strongly encouraged, to attend additional elective workshop provided there is space for them to attend.

- You must pre-register to attend the workshop of your choice by emailing the Program Coordinator at glp@uncg.edu.
- Your attendance will be recorded by the workshop facilitator and/or Program Coordinator. Note: you are expected to remain for the entire session.
- If the above requirements are met, then your participation will be credited towards your progress in the Program.

Core Workshops

There are 3 “CORE” workshops that all participants must attend:

- Cross-Cultural Understanding
- Leadership within a Global Context
- Beyond Borders: Becoming a Global Citizen
It is recommended that you complete the “core” workshop at or near the start of your participation in the Program because they put the GLP into context, providing an excellent groundwork for appreciating the other workshops, activities, and experiences in which you will be engaged. The 3 cores are typically offered over 3 consecutive weeks in the spring semester.

**Elective Workshops**
Participants must engage in **2 “ELECTIVE” Workshops** over the course of their enrollment in the GLP. The schedule for each semester will be listed on the [GLP website](#) under “Upcoming Opportunities” and on the [GLP Canvas site](#).

**Workshop Attendance Form and Reflections**
Participants should complete a [GLP Workshop Participation Form](#) (downloadable from the GLP website) for each Workshop they attend. Besides the name and date of the workshop, the motive for attending, and the name of the workshop leader (with signature), **it is especially important to offer reflective comments on the experience. These forms and reflections will be submitted in the e-Portfolio at the end of the Program.** Tips on Reflective Writing are provided at the end of the Handbook.

**>> Your Next Steps...**
Select the workshop that interest you, check that you are able to attend at the scheduled dates and times, and **pre-register for each workshop** by emailing the Program Coordinator at glp@uncg.edu. We do not guarantee to offer every workshop each semester, and there will be limited places available in each session. If you cannot attend, cancel with us as soon as you can. This opens up a space in that workshop for someone else who can attend. **NOTE: As part of your leadership training, it is your responsibility to maintain an up-to-date and accurate record of your attendance at all GLP workshops.** You are encouraged to use the “GLP Tracking Sheet” located at the end of this handbook (and linked on the GLP website and the GLP Canvas site) for this purpose. You should also maintain a well organized folder (hardcopy and electronic) containing all relevant evidence of your participation (including handouts, notes and personal reflections, etc.). Your Tracking Sheet and evidence will be particularly useful as you prepare your GLP e-Portfolio, and you should share copies of it with GLP leaders any time you meet with them to discuss your progress.

**Lectures & Events**
Numerous lectures, film series, concerts, and special activities with an international and/or global focus take place on campus every semester and are routinely advertised on the [UNCG International Events Calendar](#) (linked at the IGS Program website), the [GLP website](#), and/or the [GLP Organization](#) site in Canvas. They provide an excellent opportunity for GLP participants to enhance their understanding of other countries, the world, and leadership skills of all types. Typically, these lectures and events will also afford networking opportunities where you can meet event leaders, other GLP participants, UNCG faculty, students with a particular interest in international and global issues, and members of the community.
Requirements
Attendance at these events is expected, as they are advantageous to the development of your awareness of wider issues outside the Workshops topics and your networking skills. Participants must attend an average of at least 2 lectures/events per semester for each year they are enrolled in the Program. To keep track of the events, you are encouraged to list them on the GLP Tracking Sheet, found on the GLP website.

Lecture/Event Attendance Form and Reflections
As evidence of your attendance at each lecture or event, complete the GLP Lecture/Event Attendance form, downloadable from the GLP website and GLP Canvas site. Be sure to provide the name and date of the lecture or event as well as the name and signature of the person presiding (whenever possible*). You are also encouraged to obtain copies of documents that may be associated with these lectures or events (e.g., flyers, programs, handouts, tickets, etc.). All evidence, but especially the Attendance form, must be converted (i.e., scanned) into an electronic format that can be included, along with other useful contextual information you may wish to supply, in your e-Portfolio at the end of the Program.

A principal part of the Lecture/Event Attendance form is the “Reflective comments” section. These comments will usually consist of a short statement (10-20 lines long) describing the nature of the attended lecture or event along with an account of why you selected it and, especially, how it relates to your personal, civic, academic, and/or professional life. Where appropriate, you should also discuss how the experience enhances your leadership skills. For more on how to write the reflections, see the Tips on Reflective Writing at the end of the Handbook. Like the Attendance form itself, this account must be included with the corresponding form in your GLP e-Portfolio.

* In the event you are unable to provide the name or signature of a presiding individual, other forms of evidence of attendance may be provided (e.g., event tickets, original event flyers or handouts, etc.). Questions related to these alternatives should be addressed to the Program Coordinator or a member of the GLP Steering Committee.

Schedule
Lectures and events will be held on campus (or locally) and usually in the late afternoon or evening. Please check the UNCG International Events Calendar linked off the IGS Program website, the GLP website, and/or GLP Canvas site for a comprehensive schedule of the opportunities for each semester. Participants will receive reminders of the most important occasions via email, as well. Should you have questions about which lectures or events are eligible for GLP credit or how to provide documentation, contact the Program Coordinator at glp@uncg.edu or a member of the GLP Steering Committee.

>> Your Next Steps...
Check the UNCG International Events Calendar, the GLP website, or the GLP Canvas site for a schedule of lectures and events and check that you are able to attend at the listed dates and times. Again, it is your responsibility to maintain a current and accurate record of your attendance at all international/global lectures and events by completing
the Lecture/Event Attendance form and maintaining a running list of them on the GLP Tracking Sheet, downloadable from the GLP website.

**Experiential Credit**

The Global Leadership Program awards points for academic, leadership, and cultural experiences with an international and/or global component such as studying abroad, undertaking an internship with an international/global significance, or immersing yourself in the local community as it connects to global concerns. By engaging in a range of experiences, you will gain a practical understanding of our global environment while developing as a person, a student, a member of your community, a future professional, and a global citizen.

**Requirements**

To fulfill the requirements of the GLP, participants must earn a minimum of 30 points of experiential credit. While there are no compulsory experiential activities, you should always seek those that most benefit you personally, civically, academically, and/or professionally.

**Credit Points**

The following point breakdown is intended only as a guide. Actual point values may vary depending on circumstances; and not all “experiences” worthy of credit have been represented in this list. A final assessment of points will be rendered by the GLP Steering Committee. Participants should keep a running record of all experiences by completing the GLP Tracking Sheet, downloadable from the GLP website.

**15 points**

- **At least one semester of study abroad, exchange, or internship** at a UNCG partner university or with another approved institution (including UNCG for international students pursuing a UNCG degree)
- **Glocal engagement** through volunteering with a local non-profit serving immigrants, refugees, or new populations for at least 1 year (minimum 200 hours)
- **Glocal engagement** through course work involving service to immigrants, refugees, or new populations for 1 academic year and at least 6 hours per week

**12 points**

- **UNCG faculty-led (or other) short-term program** of 3-6 weeks or more at an approved institution or venue in a “foreign” country and earning at least 6 sh of course credit
- **International- or global-related internship**, abroad or in the US, consisting of more than 160 hours of placement
- **Glocal engagement** through volunteering with a local non-profit serving immigrants, refugees, or new populations for at least 6 months (minimum 160 hours)
- **Principal responsibility** for the organization and presentation of an international conference or event
9 points

- **International- or global-related internship**, in the US or abroad (e.g., during study abroad), consisting of 120-160 hours of placement
- **Volunteer work performed during a study abroad experience** for 120-160 hours
- **Volunteer- or work-related experience abroad** (without accompanying academic program) for 120-160 hours (e.g., church-sponsored mission work)
- **Glocal engagement** through volunteering with a local non-profit serving immigrants, refugees, or new populations for 120-160 hours
- **Glocal engagement** through course work involving service to immigrants, refugees, or new populations for 1 academic semester and at least 6 hours per week
- **Service learning experience** of at least 60 hours and earning 6 sh of course credit
- **Successful completion of an academic service-learning class** in which the community-based learning component of the class is working with a culture unfamiliar to their own

6 points

- **UNCG faculty-led short-term study abroad program** of 1-2½ weeks and earning at least 3 sh of course credit
- **Other short-term program of 1-2½ weeks** at an approved institution or venue in a “foreign” country and earning at least 3 sh of course credit
- **Volunteer work performed during a study abroad experience** for 80-120 hours
- **Volunteer- or work-related experience abroad** (without accompanying academic program) for 80-120 hours
- **Glocal engagement** through volunteering with a local non-profit serving immigrants, refugees, or new populations for 80-120 hours
- **Service learning experience** of at least 25 hours and earning 3 sh of course credit
- **Delivering a paper, giving a poster presentation, or participating as a respondent** on a panel at an international symposium or conference held abroad or in the US
- **Serving on the executive committee or board** of an international student club or organization on campus for a minimum of one semester
- **International- or global-related internship**, abroad or in the US, consisting of 80-120 hours of placement
- **Work-related experience in the US** with an international organization for 80-120 hours

4 points

- **Volunteer work performed during a study abroad experience** for 40-80 hours
- **Volunteer- or work-related experience abroad** (without accompanying academic program) for 40-80 hours
- **Glocal engagement** through volunteering with a local non-profit serving immigrants, refugees, or new populations for 40-80 hours
- **Assisting substantively** in the organization and carrying out of an internationally or globally focused activity or event on campus*

- **Serving as a peer advisor for international students** on campus (as an International Student “PAL” Program) for at least one semester

2 points

- **Attendance** at an international/global symposium or conference in the US

- **Helping out** at a combination of international/global activities**

* "Assisting substantively" includes “helping out” (described below) and participating in planning meetings, contributing to activity/event promotion, identifying and communicating with activity/event speakers, introducing activity/event presenters, leading Q&A following presentations, etc. Participants may receive credit for **up to 2 separate activities or events for a maximum of 8 points** toward their experiential requirement. Proof of substantial assistance rendered is required.

** “Helping out” includes ushering, assisting in event setup and/or cleanup, distributing event brochures and information, assisting with craft activities, working at an event information table, etc. Participants may receive credit for **up to 4 separate activities for a maximum of 8 points** toward their experiential requirement. Proof of help rendered is required.

**Conditions**

Points will only be credited for a particular experience one time. Any experience that falls into 2 point categories will be awarded the higher points only.

**Retroactive Points**

Participants with experiences completed **within one year** before beginning the Program, but while enrolled at UNCG in a recognized undergraduate or graduate degree program, may receive retroactive experiential points with approval from the GLP Steering Committee. Complete and submit the **Retroactive Experiential Credit Form** located on the GLP website. You may also contact the Program Coordinator at glp@uncg.edu for additional information.

**Recording Points**

Activities must be completed for participants to apply for credit. Where possible, participants should inquire whether an activity they plan to undertake is eligible for credit before they undertake the activity. Any doubts about the point value of your intended activity should be addressed before you begin that activity, so contact the Program Coordinator or a member of the GLP Steering Committee with any questions you may have.

Once you have completed an eligible activity, record it on the **GLP Tracking Sheet** and assemble all appropriate related documentation in a separate GLP documents folder (for use in the preparation of the e-Portfolio). You are also encouraged to share this record periodically with the Program Coordinator or a member of the GLP Steering Committee to confirm the status of your progress in the Program.
Petitioning for Points
Participants undertaking an international/global experience that is not covered by one of the points descriptions may petition for that activity to be credited towards the GLP. A petition should include a clear explanation of how the activity enhances global leadership. The GLP Steering Committee will review and rule on these petitions. It is at the discretion of the Steering Committee as to when and how regularly petitions will be considered.

Reflections
As for all aspects of your involvement in the GLP, it is important to reflect on the significance of your extra-curricular experiences. It is especially important that you relate these experiences to your personal, civic, academic, and/or professional life and in a way that will be useful as you project your dedication to global leadership to others, now and in the future. For convenience, it is recommended (but not required) that you complete a GLP Experiential Participation Form, located at the end of the Handbook, for this purpose. Otherwise, see the Tips on Reflective Writing, likewise located at the end of the Handbook. Reflection statements will also be included in your e-Portfolio, along with related documentation of what you have done, such as photos, event programs, and letters of recommendation.

>> Your Next Steps...
Consider any international/global experiential activities that you completed as a UNCG student since you entered the Program (or within one year of enrollment, in the case of retroactive credit) as contributing toward your GLP. As noted previously, it is your responsibility to maintain a current and accurate record of all experiential activities on the “GLP Tracking Sheet.”

Explore the wide array of opportunities available on and off campus (and abroad) that can contribute to your experiential requirements, and narrow these down to a list that interests you. Begin planning when you will undertake these activities. If you are looking for a particular experience, or need some ideas, take a look at some of the possibilities indicated below and on the suggestion list provided on the GLP website. You can also talk to the Program Coordinator or a member of the GLP Steering Committee about your interests and aspirations. To make an appointment, email the Program Coordinator at glp@uncg.edu.

Ideas for Experiential Credit
The following list contains opportunities available domestically and internationally that might contribute to your GLP Experiential Credit. Note: Not all of these suggestions are pre-approved for GLP credit.

The Program Coordinator and members of the GLP Steering Committee are available to speak with you about your interests and what relevant opportunities may be available on campus, in the community, and beyond, including overseas. The Coordinator and Committee keep track of events both locally and abroad that may be of interest to UNCG students, and they can direct you to more information in your field of interest.

Exchange & Study Abroad
- UNCG’s Student Exchange Program
Internships
● Abroad 'Internships' Directory
  o http://www.transitionsabroad.com/listings/work/internships/index.shtml
● Cross Cultural Solutions - Internship Abroad
  o https://www.crossculturalsolutions.org/
● Global Crossroad 'Internship Abroad' Program
  o https://www.globalcrossroad.com/internship_abroad.php
● Intern Abroad Directory
  o http://www.goabroad.com/intern-abroad
● Internships at UNCG
  o https://csc.uncg.edu/students/findinternship/
● United Nations Internships

Service Learning
● International Partnerships for Service-Learning
  o http://www.ipsl.org/

Volunteering
● Abroad 'Volunteering' Opportunities
  o http://www.transitionsabroad.com/listings/work/volunteer/index.shtml
● UNCG Leadership and Volunteer Program
  o https://olsl.uncg.edu/
● Volunteering & Development Abroad
  o Bridge Volunteers: http://www.bridgevolunteers.org/
  o CIEE 'Volunteer' Program: https://www.ciee.org/how/
  o Cross Cultural Solutions: https://www.crossculturalsolutions.org/
  o Global Crossroad 'Volunteer Abroad' Program: https://www.globalcrossroad.com/
  o i-to-i: http://www.i-to-i.com/
  o Projects Abroad: http://www.projects-abroad.org/
  o Transitions Abroad 'Volunteers' Program: http://www.transitionsabroad.com/
  o United Nations Volunteers: https://www.unv.org/
  o Volunteer Abroad Directory: http://www.goabroad.com/volunteer-abroad

Work Abroad
● CIEE 'Teach Abroad' Program
  o https://www.ciee.org/go-abroad/work/teach-english-abroad
● JET Program
  o http://jetprogramme.org/en/
● PeaceWork
  o http://www.peacework.org/home.php
● Transitions Abroad 'Work & Teach Abroad' Programs
  o http://www.transitionsabroad.com/listings/work/esl/index.shtml
● Travel & Teach
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Academic Experiences

GLP participants must reflect upon how GL- and GN-marked courses (or qualified academic experiences) completed to satisfy UNCG’s General Education “global perspectives” requirement relate to leadership, international/global concerns, and their personal, civic, academic, and/or professional goals. When UNCG courses are used (including up to two foreign language courses), participants must have earned a minimum grade of C-. When a “global perspectives” course is waived for a semester- (or summer-) long study abroad experience (maximum 2 course waivers for 2 qualified study abroad experiences), participants must identify the experience(s) and provide reflections of the sort described above. Courses emphasizing leadership in a “glocal” context are likewise appropriate. Sample courses (based on the “Global” and “Global/GN” options listed in the GEC Course Summary Table of the 2017-18 Undergraduate Bulletin) include:

- ARH 112
- ATY 213, 385
- CCI 205
- CHI 210, 220, 305, 313
- DCE 200
- ECO 100, 300
- ENG 110, 201, 202, 204, 208, 209
- FRE 222
- GEO 104, 105, 301, 306, 315, 340
- GER 216, 217, 218
- HEA 307
- HDF 390
- HIS 203, 208, 209, 215, 217, 218
- IAR 221, 222
- IGS 200, 213
- JNS 220, 230, 305, 306
- LLC 120, 130, 250
- MUS 343
- NUR 390
- PCS 309
- PSC 290, 391
- REL 218, 220, 221, 223, 225
- RUS 201, 306, 313
- SOC 202, 300, 344, 371

(Alternatives to GL/GN courses must receive clearance from the GLP office.)

Reflections

As for all other parts of the Program, participants will provide a reflection on each course submitted to fulfill this requirement. Again, it is important to relate learning acquired in these courses to Global Leadership Program objectives and to your own short-, medium-, and/or long-term personal, civic, academic, and/or professional goals (see also the Tips on Reflective Writing).
E-Portfolio Development

Why an E-Portfolio?
During your participation in the Global Leadership Program you will develop an electronic portfolio—“e-Portfolio” or “e-Port”—of your experiences and learning. Presentation of the e-Portfolio is a requirement for successful completion of the Program.

As a young professional you will find that “work” is a very different concept to you and today’s employers than to your parents and people from previous generations. Gone are the days when most people enjoyed a “job for life,” working in the same organization for 25 years or more. Today we live in a “knowledge economy.” In our postindustrial world, “knowledge” is at least as valued as “products” (i.e., the “recipe” is now at least as important as the “cake”), and this perspective is illustrated by what we perceive to hold value in our society: education, intellectual property, networks of people (human capital), technology, and communications (access to more information). The value of knowing how to do something is equal to, or greater than, that of producing it.

Likewise our world has become an “information society,” with increasing amounts of information flowing across a range of technologies and modes of communication. As individuals, we now use that information to empower ourselves and change the way we work—locally, nationally, or internationally, and virtually around-the-clock.

As individuals operating in this new and dynamic environment, we must increasingly consider ourselves as knowledge-rich and marketable entities. Instead of thinking of ourselves as pawns of our society or places of employment, we must proactively shape and direct our own development. It is the only way to gain knowledge important and interesting to us as individuals, and to differentiate ourselves as “assets” for the personal, civic, academic, and professional experiences we also pursue.

This new social and employment trend has resulted in varying definitions from scholars and researchers. Perhaps the most useful term for our purposes was coined by Professor Charles Handy who introduced the “portfolio worker” in the “The Age of Unreason.” For portfolio workers, says Handy, work takes place across a variety of projects, both social and economic, and “income” derives from a variety of sources, not just salaries. Already the “portfolio worker” has entered the mission statement of freelancers and business proprietors globally, but it has a meaning that can be applied to everyone.

So as participants in this new world you can also expect to be a “portfolio worker.” At any one time you might be engaging and working across a range of activities. Even now, as a student, you might also be a volunteer, an employee, an entrepreneur, a hobbyist, or even a parent.

As part of your participation in the Global Leadership Program, you will develop an actual electronically-based portfolio to document your GLP “journey.” It can be a website, a multipart Word document, a multimedia presentation: something that reflects your personal style, talents, and abilities while capturing the range of all you have gained as a Program participant. This portfolio will
be useful in applications for jobs and advanced academic degree programs, as well as for yourself, as a personalized record of your achievements.

Some characteristics of the “portfolio worker” you might like to capture in your portfolio are:

- Awareness of external environmental issues and trends that will affect your personal, civic, and/or career development—issues and trends like globalization, intercultural awareness, the movement towards knowledge-based work, etc.;

- Tools to operate in these new environments, consisting of both generic skills (e.g., creativity and initiative) and professional competencies (e.g., project management and business etiquette) as well as your abilities to manage your own learning and responses to these emerging environments; and

- Reflection on your own performance (e.g., understanding how to apply prior learning to new experiences, recognizing what future experiences are needed to grow and develop, setting goals, and applying what you reflect on to your advantage)—whether in marketing yourself as a professional, in gaining admission into prestigious advanced academic degree programs, or developing insights into your values and self-understanding.

Required Minimum Contents (in the order listed below)

A. Your résumé (contact UNCG’s Career Services Center for assistance).
B. A personal statement of your short-, medium-, and long-term personal, civic, academic, and/or professional goals.
C. Records of each of the 5 Workshops you attended with substantive reflections on their significance in your development as a global citizen and their application to your short- and long-term goals.
D. A full listing of the international/global lectures and events you attended while a GLP participant along with brief statements about the focus of each experience and reflections on their relevance to your interests and aspirations. (Note: Participants are encouraged to include scanned event publicity flyers, brochures, handouts, etc. as documentation and to enhance the overall presentation.)
E. A full listing of the various activities completed for experiential credit along with a reflection statement on their overall (or specific) significance in your personal, civic, academic, and/or professional life. A selection of photos and other “realia” collected during these experiences may be added to enhance your presentation.
F. A listing of the specific courses and/or experiences completed for academic experiences credit along with a brief reflection statement on each course’s or experience’s significance in relation to Global Leadership Program objectives and to your own short-, medium-, and/or long-term personal, civic, academic, and/or professional goals.
G. A statement about your IDI results and their relevance to your growth as a global citizen.
H. Any other documents pertinent to your participation in the Program: e.g., copies of speeches and presentations you have given, letters of recognition, certificates earned for meritorious accomplishments at work, in your studies, as a leader, in the world of sports, etc.
I. A copy of your Program-approved Tracking Sheet and other supporting documentation of participation (e.g., signed forms: Lecture/Event Attendance, GLP Workshop Participation, and GLP Experiential Participation).

Useful Resources for Developing Career-Focused Portfolios

- What is a Career Portfolio?
  - http://careercenter.missouristate.edu/students/Portfolios.htm
  - http://www.economist.com/node/14301346
  - https://www.livecareer.com/quintessential/portfolio-careers

- What goes in my Career Portfolio?
  - https://www.livecareer.com/quintessential/job-search-portfolios

For assistance with career advice, resume preparation, interview skills and job-hunting strategies, you are encouraged to visit UNCG’s Career Services Center, located in #1, EUC, or visit their website at http://csc.uncg.edu/

>> Your Next Steps...

While assembling your e-Portfolio, you are strongly encouraged to consult the Program Coordinator and/or member of the GLP Steering Committee for advice on content selection, formatting, and presentation. To ensure that the Steering Committee has adequate time to review the final product and report Program completion to the Registrar, “graduating” participants should submit an initial draft at least 6 weeks prior to the end of the semester (with the final version to be submitted at least 2 weeks before the semester ends). Instructions will then be provided regarding opportunities to share the e-Portfolio with other GLP participants and the campus at large.

Sample Completion Plan

Creating a plan for your participation in the GLP ensures that you leave enough time to complete all requirements before you graduate. Recognition that you have completed the Program will ONLY appear on your academic transcript if you meet ALL requirements before graduation.

The following plans are offered as SAMPLES ONLY—you are welcome and encouraged to participate in as many workshops, lectures, events, and experiential credit activities in a semester as you desire. Note: The Experiential Credit requirement is the one that needs to be planned most carefully to ensure you have time to meet it.

Most students with 3-5 year degrees would study abroad during their 2nd or 3rd year. Please see Student Exchange Program staff to discuss the best time for you to go on exchange.

4-Year Plan

<table>
<thead>
<tr>
<th>Semester</th>
<th>Workshops</th>
<th>Distinguished Speaker Series</th>
<th>Experiential Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Core</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Workshops</td>
<td>Distinguished Speaker Series</td>
<td>Experiential Credit</td>
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<td>----------</td>
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<td>--------------------</td>
</tr>
<tr>
<td>1</td>
<td>1 Core</td>
<td>2 Core</td>
<td>20 hours volunteering (towards 100hrs)</td>
</tr>
<tr>
<td>2</td>
<td>1 Core</td>
<td>1 Core</td>
<td>20 hours volunteering (towards 100hrs)</td>
</tr>
<tr>
<td>3</td>
<td>1 Core</td>
<td>1 Core</td>
<td>20 hours volunteering (towards 100hrs)</td>
</tr>
<tr>
<td>4</td>
<td>Absent on Exchange</td>
<td>Absent on Exchange</td>
<td>Semester on Exchange <strong>15 pts</strong></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td>Deliver paper at an international conference <strong>6 pts</strong></td>
</tr>
<tr>
<td>5</td>
<td>1 Elective</td>
<td>1 Elective</td>
<td>20 hours volunteering (towards 100hrs)</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>Serve as PAL for IPC <strong>4 pts</strong>&lt;br&gt;Last 25 hours volunteering (towards 100hrs) <strong>6 pts</strong></td>
</tr>
</tbody>
</table>

**3-Year Plan**

**2-Year Plan (you'll need to plan carefully)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Workshops</th>
<th>Distinguished Speaker Series</th>
<th>Experiential Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 Cores</td>
<td>2</td>
<td>25 hours volunteering (towards 100hrs)</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td>25 hours volunteering (towards 100hrs)</td>
</tr>
<tr>
<td>2</td>
<td>1 Core</td>
<td>1 Core</td>
<td>Serving on executive committee of an international student organization <strong>6 pts</strong></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td>140 hours International Internship <strong>9 pts</strong></td>
</tr>
<tr>
<td>3</td>
<td>1 Elective</td>
<td>1 Elective</td>
<td>25 hours volunteering (towards 100hrs)</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td>Last 25 hours volunteering (towards 100hrs) <strong>6 pts</strong></td>
</tr>
<tr>
<td>4</td>
<td>1 Elective</td>
<td>1 Elective</td>
<td>Successful completion of an academic service-learning class working with refugees <strong>9 pts</strong></td>
</tr>
</tbody>
</table>

**1-Year Plan (challenging, but not impossible)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Workshops</th>
<th>Distinguished Speaker Series</th>
<th>Experiential Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 Cores</td>
<td>1 Elective</td>
<td>Serving on executive committee of an international student organization for one semester <strong>6 pts</strong></td>
</tr>
</tbody>
</table>
The key is to get as many 4-6 point activities as possible so you meet the experiential credit requirement faster.

Remember: Participants with experiences completed within one year before beginning the Program (but while enrolled at UNCG in a recognized undergraduate or graduate degree program) may receive retroactive experiential points with approval from the GLP Steering Committee.

Your Next Steps...

A GLP Tracking Sheet is located at the back of this guide and is downloadable from the GLP website. Use it to keep a current and accurate record of all GLP-related activities. By doing so and carefully planning which activities you will undertake from semester to semester, you will succeed in remaining on track for completing the Program.

Completing the Program

As an integral part of your leadership development, you are responsible for keeping track of your progress in the Global Leadership Program. It is particularly important to keep good documentation of any activities completed for experiential credit. As you progress through the Program, we suggest that you meet periodically with the Program Coordinator or a member of the GLP Steering Committee to discuss your remaining requirements, including the e-Portfolio. These consultations are essential to confirm that you are indeed on track to complete all Program requirements.

When you think you have met all requirements, please advise the Program Coordinator. If you are due to graduate within three months of completing the GLP, it is imperative that you notify the Coordinator so arrangements can be made to have the Program listed on your academic transcript.

We will also invite you to attend a Program Completion Ceremony. This celebration is typically held once a year, in conjunction with the Phi Beta Delta Induction Ceremony held in April. There, you will be congratulated on your achievements, receive a certificate acknowledging your fulfillment of all Program requirements, and have an opportunity to share your e-Portfolio with family, friends, and the UNCG community.

Reminder: Your successful completion of the Global Leadership Program will also be recorded on your UNCG transcript when you graduate.

Contact Information
Program Coordinator: Non-urgent and general inquiries may be emailed to the Program Coordinator at glp@uncg.edu. Participants needing more immediate assistance are advised to contact the Administrative Coordinator for the International and Global Studies Program, Ms. Yvonne Matlosz, via email at ylimatlos@uncg.edu or by phone at (336) 334-5560 (M-F, 10-4). More specific inquiries and Program advising may be directed to the Chair of the GLP Steering Committee, Dr. Roberto Campo, at recampo@uncg.edu. Participants desiring an in-person meeting with any of the above are asked to schedule an appointment.

GLP-Related Websites: Participants are encouraged to visit the websites below for additional information on international-, global-, and leadership-related matters.

- **Global Leadership Program**
  - [https://international.uncg.edu/glp/](https://international.uncg.edu/glp/)
- **International and Global Studies**
  - [https://igs.uncg.edu/](https://igs.uncg.edu/)
- **Lloyd International Honors College**
  - [http://honorscollege.uncg.edu/](http://honorscollege.uncg.edu/)
- **Office of Leadership & Service-Learning**
  - [https://olsl.uncg.edu/](https://olsl.uncg.edu/)
- **Career Services Center**
  - [http://csc.uncg.edu/](http://csc.uncg.edu/)

Worksheets, Reflection Tips, and Forms

<table>
<thead>
<tr>
<th>My Global Leadership Goals</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experiences</strong></td>
<td>I need to do some research on this</td>
<td>I need to ask UNCG about this</td>
<td>I need to know how it relates to me</td>
<td>I'd like to do this again</td>
</tr>
</tbody>
</table>


### GLP Tracking Sheet

Track your progress in the Global Leadership Program (GLP). GLP takes an average of two years to complete. 30 points must be accumulated before graduation from the program.

<table>
<thead>
<tr>
<th>Study at an overseas university</th>
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</thead>
<tbody>
<tr>
<td>Attend an international event</td>
</tr>
<tr>
<td>Do a short course of interest</td>
</tr>
<tr>
<td>Learn a new language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>I need to learn what this is</th>
<th>I need to learn how to do this</th>
<th>I need to do this better</th>
<th>I need real-world practice</th>
<th>I'm already competent</th>
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</thead>
<tbody>
<tr>
<td>Leadership</td>
<td></td>
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<tr>
<td>Cross-Cultural Communication</td>
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<tr>
<td>Group Work</td>
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<tr>
<td>Critical Thinking</td>
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<td>Professional Writing</td>
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<td>Professional Presentations</td>
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<tr>
<td>Initiative &amp; Entrepreneurship</td>
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</table>

<table>
<thead>
<tr>
<th>Awareness</th>
<th>I need to learn what this is</th>
<th>I need to learn more about it</th>
<th>I need to know how it relates to me</th>
<th>I could use some different perspectives</th>
<th>I understand this &amp; how it relates to me</th>
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<tbody>
<tr>
<td>Global Citizenship</td>
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<tr>
<td>Other Cultures</td>
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<td>Other Religions</td>
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<td>Politics in America and Abroad</td>
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<td>International Law &amp; Human Rights</td>
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<td>Globalization</td>
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<tr>
<td>Required Workshops/Events</td>
<td>Title</td>
<td>Date Attended</td>
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<td>---------------------------</td>
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<tr>
<td>workshop 1</td>
<td>Cross-Cultural Understanding</td>
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<tr>
<td>workshop 2</td>
<td>Leadership Within a Global Context</td>
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<tr>
<td>workshop 3</td>
<td>Beyond Borders: Becoming a Global Citizen</td>
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<tr>
<td>workshop 4 (Elective)</td>
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<tr>
<td>workshop 5 (Elective)</td>
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**International/global lectures and events**

Students must attend an average of two events/lectures per semester while enrolled in the program. EXAMPLE* 2 years = 8 lectures/events

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**E-Portfolio presentation** includes completion of an e-Portfolio (electronic portfolio) documenting records of participation in the above, statement of results for the IDI results, a résumé and a personal goals statement. See pages 16-17 of the GLP Handbook for more details

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<table>
<thead>
<tr>
<th>Experiential Activity (*See samples)</th>
<th>Title</th>
<th>Points Approved</th>
<th>Dates Attended</th>
</tr>
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<tbody>
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**Contact** ipgga4@uncg.edu with questions or to make an appointment

---

I understand that I am required to keep track of my progress through the program so I can document my status at any point during the term.

X ______________________________________________________________ (signature of student)
Tips on Reflective Writing

When preparing reflections to accompany the account of experiences listed above, GLP participants should follow one (1) of the two models for reflective writing presented below.

OPTION 1

The first option is based on the “DEAL” model introduced by S. L. Ash and P. H. Clayton in *Learning through Critical Reflection* (2009). Try to address the listed elements as recommended.

The DEAL Model for Critical Reflection – Describe, Examine, and Articulate Learning
(The ability to use critical reflection to examine your experiences and to act on the resulting learnings)

**DESCRIBE** your experience(s) in EACH of the following regards:

➢ Where was I?
➢ Who else was there?
➢ When did this experience take place
➢ What was said?
➢ What did I/others do?
➢ Why were we there?

**EXAMINE**: Discuss your experience through each of the following lenses, answering at LEAST ONE QUESTION in EACH area.

Examine experience from the perspective of Personal Growth

(A) How did this experience make me feel? How did I handle my emotional reactions? Do I believe I should have felt differently than I did?

(B) What assumptions or expectations did I bring to the situation (including my assumptions about other persons involved) and how did they affect my actions? To what extent did they prove true? If they did not prove true, why was there a discrepancy?

(C) How have past experiences influenced the manner in which I acted or responded to this situation? Am I comfortable with the influence past experiences has on me?

(D) Why did I, or did I not, experience difficulty working/interacting with other people? What might I do differently next time to minimize such difficulties?

(E) What personal skills did I draw on in handling this situation? What personal skills would I like to have had in order to have handled it better and how might I develop them?

(F) How did this situation reveal my own attitudes or biases, toward other people, toward the organization in question, etc.? Do I need to make any changes?
Examine experience from the perspective of **Civic Learning**

(G) What **roles** did each person / group / organization involved in the situation play and why? What alternative roles could each have played?

(H) Did I **reinforce** or **challenge** an assumption or social system by the way I acted? How does this experience highlight the relationship between larger systems?

(I) What **agendas** did I and others bring to the situation? Are these agendas appropriate? Are they shared? How are these agendas related to larger social or cultural issues?

(J) What **privilege** did I/others bring to this situation? What are the sources of such privilege? How am I, or others, disempowered by lack of privilege?

(K) How did **leadership** emerge in this situation, on my part and/or on the part of others?

(L) What was I/ we attempting to accomplish? What is in the interest of the **common good** in this situation? In what ways is the **individual good** (mine or that of other people) linked to and/or contrary to the common good? What tradeoffs between them are involved?

(M) What **changes** does this experience suggest are needed: within my group, within the organization, within our society more generally? How can these changes be accomplished: with individual action or collective action / working within the system or challenging the system?

Examine experience from the perspective of **Academic Enhancement**

(N) How was I able to apply a skill, perspective or concept related to my UNCG studies?

(O) How does this experience enhance my knowledge of a specific reading, theory or concept?

(P) How is my prior understanding of a concept reinforced or challenged?

**ARTICULATE LEARNING** from your experience(s) in **EACH** of the following regards:

- What did I learn?
- How, specifically did I learn it?
- Why does this learning matter?
- In what ways will I use this learning: what goals shall I set for myself in light of what I’ve learned?

________________________

**OPTION 2**

The second option is adapted from the “**What? So What? Now What?”** model for developmental reflection presented by Terry Borton (1970). The model has received multiple adaptations since that time, including a formulation by **John Driscoll** (1994, 2000, 2007) and McCauley, DeRue, Yost and Taylor, in **Experience-Driven Leader Development** (2013). Again, try to address the listed elements as recommended.

**Reflecting on Specific Experiences: What?**

**Part I:** Overview of “big picture” – what have I done since the last reflection session?
Part II: Hone in on 2 or 3 key experiences to focus the reflection on - What were the most significant or reflection-worthy experiences?

- Where was I?
- Who else was there?
- When did this experience take place?
- What was said?
- What did I/others do?
- Why were we there?

Reflecting on Specific Experiences: So What?

- How did this experience make me feel (positively and/or negatively)? How did I handle my emotional reactions? Do I believe I should have felt differently than I did?
- What assumptions or expectations did I bring to the situation (including my assumptions about other persons involved) and how did they affect my actions? To what extent did they prove true? If they did not prove true, why was there a discrepancy?
- How have past experiences influenced the manner in which I acted or responded to this situation? Am I comfortable with the influence past experiences has on me?
- What personal strengths / weaknesses of mine did the situation reveal? In what ways did they affect the situation, positively and negatively? What might I do to build on strengths/ overcome weaknesses?
- Why did I, or did I not, experience difficulty working/interacting with other people? What might I do differently next time to minimize such difficulties?
- What personal skills did I draw on in handling this situation? What personal skills would I like to have had in order to have handled it better and how might I develop them?
- How did this situation reveal my own attitudes or biases, toward other people, toward the organization in question, etc.? Do I need to make any changes?
- Did I reinforce or challenge an assumption or social system by the way I acted? How does this experience highlight the relationship between and larger systems?
- What privilege did I/others bring to this situation? What are the sources of such privilege? How am I, or others, disempowered by lack of privilege?

Reflecting on Specific Experiences: Now What?

- What changes does this experience suggest are needed: within my group, within the organization, within our society more generally? How can these changes be accomplished: with individual action or collective action/working within the system or challenging the system / etc.?
- How does this experience help me to better understand my vision, mission, and goals? What does it reveal to me about the relationship between the organization involved and those it serves? What does it suggest about how this relationship might be improved?
- In what ways will I use this learning, what goals shall I set in accordance with what I have learned in order to improve myself and / or the quality of my learning and / or the quality of my future?
GLP Workshop Participation Form

Student Name ___________________________ Student ID# ___________________________

Name of workshop ___________________________ Date ___________________________

Motive For Attending ___________________________

Leader of workshop ___________________________ Signature ___________________________ Date ___________________________

Reflective Comments: See Tips on Reflective Writing (Handbook, pp. 23-28)
GLP Lecture/Event Attendance Form

Student Name ___________________________ Student ID# ___________________________

Name of Lecture/Event ___________________________ Date ___________________________

Reason For Attending ______________________________________________________________

Leader of Lecture/Event Signature Date

Reflective Comments: See Tips on Reflective Writing (Handbook, pp. 23-28)
GLP Experiential Participation Form

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<th>Student Name</th>
<th>Student ID#</th>
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<table>
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<tr>
<th>Name of Activity</th>
<th>Date</th>
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<table>
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<tr>
<th>Nature of Participation</th>
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<table>
<thead>
<tr>
<th>Leader of Activity</th>
<th>Signature</th>
<th>Date</th>
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</table>

Reflective Comments: See **Tips on Reflective Writing** (Handbook, pp. 23-28)