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# Planning International Service Programs

**WISE Conference – February 5,  
2016**

**Dr. Mary T. Gerardy**

**Associate VP for Campus Life and**

**Director of Global Engagement,**

**PHI**

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# Session Plan

**Share the history of international service programs at Wake Forest**

**Share the logistics and planning for international service programs at Wake Forest**

**Share the student preparation program with emphasis on cultural competency**

**Question and Answer period – New ideas??**

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**Jessica Davey ('95) with  
Mother Teresa**

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# Service Locations Since 1994

**India**

**Vietnam**

**Russia**

**Republic of Georgia**

**Rwanda**

**South Africa**

**Mexico**

**Brazil**

**Belize**

**Nicaragua**

**Honduras**

**Dominican Republic**

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# General Logistics

**We offer 4 trips per year – 2 at winter break and 2 after finals in May – Students travel for 2 weeks, although we have done longer summer trips**

**One returning student selected as trip leader**

**Faculty or staff advisor (student leader and faculty/staff advisor trips are paid by WFU)**

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# More Logistics

**Students selected in March/April for winter trips and in November/December for spring trips**

**Groups meet weekly the semester before they travel (Approx 10 sessions)**

**Students sign a trip contract (financial obligations, behavior)**

**Additional expectations are laid out  
EARLY**

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# Meetings

**For each session, we provide the following:**

**OBJECTIVES**

**DESIRED OUTCOMES**

**MATERIALS NEEDED**

**ADDITIONAL PREPARATION**

**INFORMATION**

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# Preparation Topics

**Fundraising**

**Health**

**Defining Service**

**Values and Worldviews**

**Culture Shock**

**Cultural Communication IES**

**Kolb's Cycle of Experiential Learning**

**Group Contract**

**Safety**

**Simple Phrases**

**Food**

**What is Culture?**



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# More Preparation

**Importance of Reflection**

**Paperwork and Packing**

**Re-Entry Shock**

**Interpreting Culture**

**Key Questions – What Do You Want to Know?**

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# Student Presentations

**Students create and present on topics of interest such as:**

**Food, Music, History, Politics, Religion,  
Key Events, or Other Topics of Interest to  
Them**

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# It Starts with the Application Process

**Application has 6 essay questions**

**Overall application cannot take more than  
3 pages (plus semester activities)**

**Applicants must include a list of planned  
campus activities and involvement for the  
semester prior to travel**

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# Application Questions

**List three adjectives that best describe you. We will assume that you are caring, outgoing, and dedicated, so tell us something more insightful. How will these traits contribute to the group experience?**

**What is your personal philosophy related to service and community engagement? What experiences have contributed to this point of view?**

**Why do you want to participate in this particular service trip?**

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## More Questions...

**Describe a time when you felt out of your comfort zone and how you dealt with the situation.**

**Feel free to share any other pertinent information or thoughts that you would like the selection committee to know.**

# Financial Issues

**Originally we expected students to engage in personal fundraising (\$2,800 -- \$4,200).**

**Student demographics have changed in the last 5-7 years. Sharp division between students who can pay entire amount and those who have difficulty coming up with \$100 - \$200.**

# More Fundraising

**Group fundraising activities – “magical thinking.”**

**Crowd-funding – Some students have used social media to raise funds**

**We provide some scholarships and there are additional funds for first generation students.**

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# TILT

TILT, created by a Wake Forest alumna, is a crowd-funding website.

Requires careful management.

Requires donor support and management.  
Alumni reach out was excellent.





# First Meetings

Icebreakers and get to know you exercises

Group discussion – Why are you here? Why are you excited?

Quiz time – Learning about the country where we will serve. Prizes.....





# Sample Quiz Questions

- **South Africa is the world's largest producer of what crop?**
- **Rice**
- **Sugar cane**
- **Bananas**
- **Macadamia nuts**



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# QUIZ

**Six countries border South Africa. Can you name them?**

**The first MBA program outside of the United States was started in South Africa in 1947. True or False?**

**South Africa is the only country in the world to have two Nobel Peace Prize winners who lived on the same street. True or False?**



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# Group Contract

Statements on Flip Chart Paper Around the Room

*The one thing I am most worried about is .....*

*The things that I want to learn most about before we depart include .....*

*I am most excited about .....*

## Group Contract #2

*Ideas for fundraising include.....*

*In order for our preparation to be successful,  
our group must.....*

*Things I expect from my fellow participants  
during our preparation semester are.....*

# From Flipchart to Paper

*We agree to:*

*Work together, have fun, be flexible, get along, become a team, genuinely get to know each other, attend meetings regularly, maintain a good sense of humor, learn as much about South Africa as possible, remain enthusiastic, and stay committed.*

*I acknowledge, with my signature, that I will do my best to uphold the Mission of Good Hope Group Contract.*

# Second Group Contract

Creating In-Country Expectations:

*In order to stay effective as a group we must....*

*While in Vietnam, it is important that we are sensitive to.....*

*I want to make sure that we don't leave without.....*

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## Group Contract #2

*I'm hopeful that the group will learn.....*

*Something we need to settle before leaving is.....*

*Ways that I see our group growing during the trip include.....*



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# Third Group Contract

At the end of the trip:

*Ways that this trip has changed me include.....*

*Things that we should do when we return to increase awareness include.....*

*I am most proud of our group for.....*



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## Group Contract #3

*Things that I learned on this trip are.....*

*I hope to share this trip with others by.....*

*Ways our group grew on this trip include.....*

# Defining Service

Defining service activity:

People define service many different ways.

Represented on the handout are some examples of service. Study the list carefully. Place a “1” next to the action that most closely models your personal philosophy of service. Place a “2” next to the action that is the second closest to your philosophy of service. The example which is farthest from your own philosophy should be ranked “16.”

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# Service??

Providing dinner once a week at a homeless shelter

Joining the armed forces

Talking with a friend

Chaining yourself to an old tree as loggers enter the forest

Leaving your car at home and biking to work daily

Giving \$50 to the Red Cross

Choosing professional work that makes a difference

Writing a letter to congressional representative about finance reform

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# Service??

Developing a micro-lending project for low-income teens to start small businesses

Serving on a committee at a religious institution

Giving blood

Tutoring a migrant worker

Adopting an eight-year-old boy

Organizing your peers to work for affordable housing

Participating in a one-week meditation retreat

Voting

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# Service Categories

Activism/Advocacy

Direct Service

Lifestyle/Personal Gestures

Charity/Philanthropy

Religion/Spirituality

Citizenship

Vocation/Call

Social Entrepreneurship

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# Language Lessons

Create flashcards with English on one side and language that will be used in-country on the other.

Have students download apps to practice together.

Invite other students who are native speakers to teach simple words and key phrases.



# Brain Dump

Write down everything that you know about the country where you will serve in 5 minutes

Share with the group

Make a list of things that you would like to learn about the country where you will serve





# What is Culture?

For this aspect of student preparation, I use the Peace Corps *Culture Matters Workbook*, which is available FREE online. There is also a Facilitator's Guide.

# Trying to Understand Culture

*“Teachers’ frequent use of corporal punishment discourages students from actively participating in the classroom. Students are expected to sit rigidly in their seats and speak only when spoken to. Conditioned in this way, it’s not surprising they don’t feel free to speak out in the classroom; their shyness, however, should not be mistaken for lack of interest.”* Peace Corps Volunteer

Reading between the lines, the writer makes a number of assumptions about children, teachers, and the way that people learn. List as many of these assumptions as you can....

Imagine a culture where people do not share your beliefs, where in fact, people believe the opposite.....





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## More Interpretation.....

**A person comes to a meeting a half hour  
after the starting time**

***YOUR INTERPRETATION***

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# INTERPRETATION

How might the previous behavior be interpreted by someone from a culture where people always arrive 1/2 hour after the stated starting time?

By someone from a culture where meetings never start until at least an hour after the stated time?

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# Culture Fundamentals

Concept of Self:

*Collectivism vs Individualism*

The Conflict Between Personal and Social  
Obligations

*Particularism vs Universalism*

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# More Fundamentals

The Concept of Time

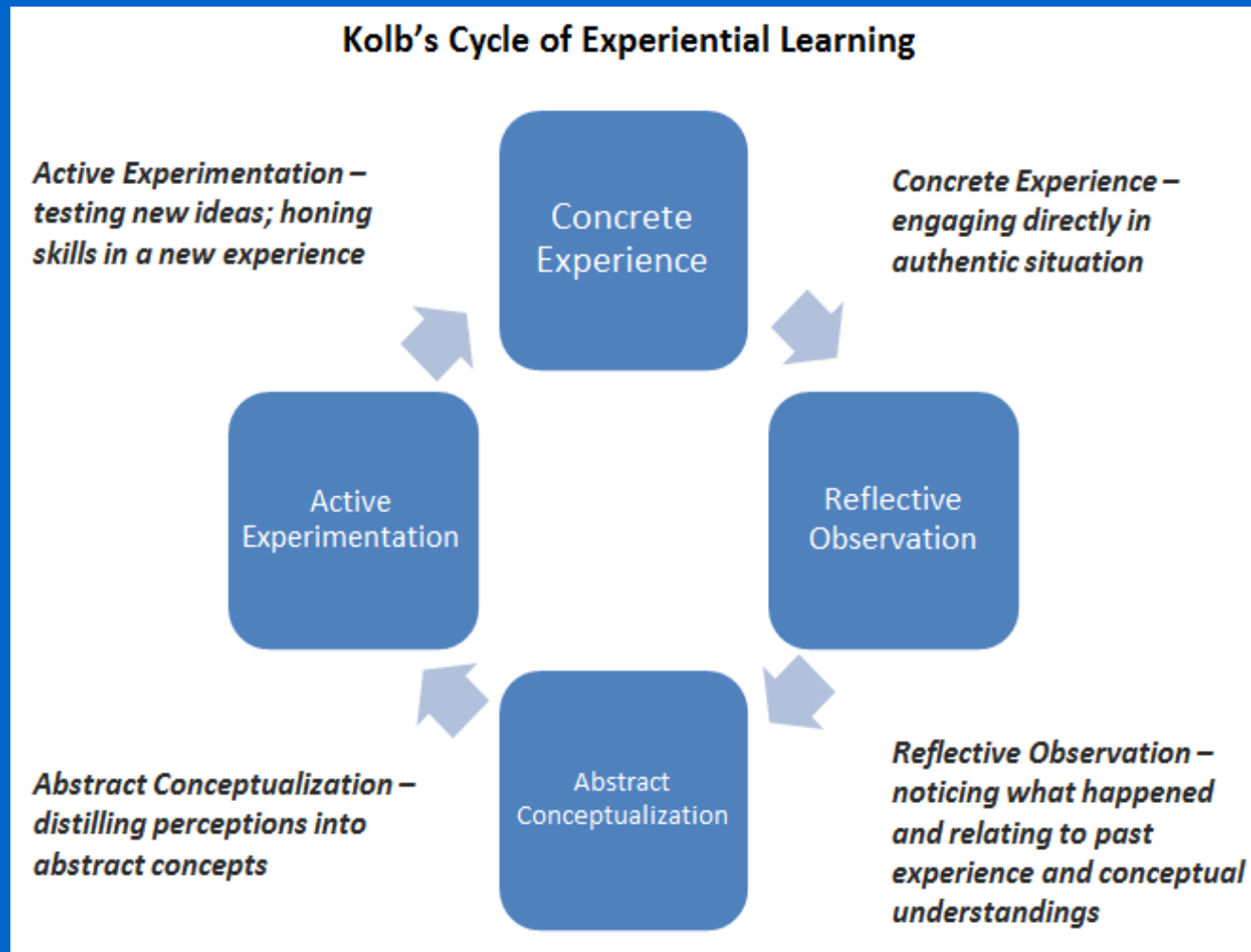
*Monochronic vs Polychronic*

Locus of Control

*Activism vs Fatalism*



# Kolb's Cycle



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# COOL REFLECTION

What?

So What?

Now What?

# What?

- **What happened in Vietnam today?**
- **What did I do at the site where I worked?**
- **What/Who did I see?**
- **What did I feel?**
- **What did I dislike about my work today?**
- **What was a great moment for me today?**
- **What skills do I bring to this work?**
- **What did I observe about the physical surroundings?**
- **What did I observe about my behavior and actions?**

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## So What?

- **Why do I serve?**
- **Why did I choose to come to Vietnam?**
- **What have I learned about life from this experience?**
- **What have I learned about myself (today and throughout the experience)?**
- **How is this service related to my career objectives?**

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## So What.....

- **Did I make a difference? Why or why not?**
- **How does this service touch upon my own values?**
- **How does it relate to my personal history?**
- **What emotions and thoughts does it trigger in me?**

# Now What?

- **What will I do differently next time?**
- **What should society do about this issue?**
- **What am I going to do about this issue?**
- **How will this change the next week, month, or year of my life?**
- **What impact, if any, has this experience had on my life goals?**
- **What more needs to be done?**

# *The Integrative Processing Model*

## Examination of Cognitive Dissonance –

- **What, if anything, do I feel comfortable about in this situation?**
- **What disagreement is there between what you “should” do and what you “want” to do?**
- **What mismatch is there between what I “should” do and what I “must” do?**
- **What conflict is there between competing “shoulds” in the situation?**

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# IPMEL

**What difference is there between my personal view of the situation and the views offered by other theories, local people, or “experts?”**

**What conflict is there between what I “know” and what I “do?”**

**Can points of dissonance that I am experiencing be reconciled? If so, how? If not, why?**

**If this dissonance cannot be reconciled, how can I manage to live within it?**



# Articulating Learning

**What are the major lessons I can take from this experience?**

**What did I learn about myself?**

**What did I learn about others?**

**What did I learn about the world around me?**

**What knowledge, wisdom, and insights did I gain?**

**What skills did I acquire?**

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# Developing Plans of Action

**Where do I go from here?**

**What gaps do I recognize in my knowledge and/or skills related to this experience?**

**How will I fill these gaps?**

**How will I proceed with my work and my learning?**

**How might I modify my own approach, methods, or behavior as I encounter similar experiences in the future?**

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# The Intercultural Effectiveness Scale (IES)

## Online assessment

Evaluates competencies critical to effective interaction with people from other cultures than our own.

The focus is on Continuous Learning, Interpersonal Engagement, and Hardiness.

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# Developmental Model of Intercultural Sensitivity (DMIS)

Traveling with the right

**HEARTSET**

**SKILLSET**

**MINDSET**

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## Excellent Readings:

*“To Hell With Good Intentions”*

*“Why We Travel”*

*“A Place I’ve Never Been”*

*“Keep the Change (begging)”*

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## Reading.....

*“Travel Photography: A Discussion With a Pro About Ethics and Techniques”*

*“How to Photograph Responsibly While Traveling”*

*“The Shock of Arrival”*

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## INS 101 – 1 Credit

**Students may register for INS 101 (1 credit) for December 2015 service trips. This is a P/F option.**

### **Requirements:**

**Active participation in all pre-trip meetings, dinners (if applicable), reflection sessions, film discussions, or other activities.**

**15 – 20 minute presentation to the group on a topic assigned during our first or second weekly meeting.**

**IDI assessment pre-experience.**

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## INS 101 – 1 Credit...

**Active participation in all service activities.**

**Active participation in reflection sessions.**

**Consistent journaling before and during the service experience. You must turn in a journal in order to complete the requirements for this course.**

**A final reflection paper (3-5 pages) due by no later than Friday, March 4, 2016.**



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## INS 101 – 3 Credits

**Students may register for INS 101 (3 credit) for winter 2015-2016 service trips. This is a letter-graded course.**

**Requirements:**

**Active participation in pre-experience meetings.**

**Presentation to the group pre-departure.**

**IDI assessment pre-experience.**

**Reflection journal (to be collected in spring semester 2016).**

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## INS 101 – 3 Credits

**Active participation in all service and cultural activities.**

**Active participation in all reflection sessions.**

**Spring semester 3 minute digital story – “What is the most significant thing that I learned during or as a result of this experience?”**

**Read one book by a local author (from the country where you are serving) and write a 2 page paper about what you learned**

**Final 10 page paper – use one writing prompt**

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# Resources I Love

**The Miniature Earth on You Tube –  
Perspective taking and Privilege**

**Films from the countries where we serve:  
*City of Joy, Hotel Rwanda***

**Conversations with students from the  
previous year's trip**



# Resources

*Leaving Microsoft to Save the World – John Wood*

*The Blue Sweater – Jacqueline Novogratz*

*Not On Our Watch – Don Cheadle and John Prendergast*

*Toxic Charity – Robert Lupton*

*Charity Detox – Robert Lupton*

*A Dream So Big – Steve Peifer*

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Thank You

QUESTIONS?

[gerardym@wfu.edu](mailto:gerardym@wfu.edu)

(336) 391-7230