

Proposing a New Faculty-Led Program (FLP)

SELF-ASSESSMENT WORKSHEET

Thank you for your interest in developing a new FLP. While FLP programs are SJSU courses, directing an FLP is very different from teaching a traditional course on-campus. Program Leaders must successfully manage all details of traveling with a group of students: logistics, group dynamics, safety and security, back-up plans, and teaching. Being a Program Leader is a significant responsibility and requires faculty to be prepared to do whatever it takes to ensure the safety of students and success of the program.

This self-assessment focuses on the more technical, logistical and crisis management aspects of being a program leader. The purpose is to highlight important skills and introduce some scenarios that may occur. It is not necessary to be an expert at everything; it is necessary to identify where you may need additional help and that you are aware of the expectations for faculty choosing to run an FLP.

Use this worksheet to prepare for the online survey that is part of the application process.

Part 1—Skills Assessment

The purpose of this self-assessment is to highlight important skills that may be needed, and help you to identify skills that you may need to learn/strengthen or areas where you may need assistance. Your responses may not impede your ability to lead a program, but will advise the SAA staff of areas where we need to provide training to boost your skill set. It is important to decide in advance if this type of work is something to which you are committed. If, after completing the self-assessment, you have concerns and/or questions, please arrange an appointment with an SAA staff member by emailing spartansabroad@sjsu.edu to discuss those concerns.

Rate your level of competency in the spaces below—please base your assessment on actual experience.

(Scale: 0-5; 0 is no experience, 1 is low-level competence, 5 is high-level competence)

1. Willingness to work outside of typical “office hours” and be on-call 24/7 to assist students in crisis (e.g. personal issues, alcohol, drugs, mental health issue, etc.) _____
2. Communication skills _____
3. Ability to be flexible when faced with last minute changes and having to create alternative plans on the fly _____
4. Patience in frustrating situations _____
5. Ability to manage personal stress _____
6. Effectively managing stressed or exhausted students _____
7. Ability to make timely decisions _____
8. Experience arranging and managing travel logistics _____
9. Ability to keep detailed records of daily expenses and/or on-site incidents _____
10. Managing difficult group dynamics _____
11. Managing emergencies _____
12. Problem solving _____
13. Ability to effectively lead when personally exhausted_____

14. Ability to empathize and communicate with students who may have a different identity or background than you _____
15. Do you have any additional “special skills” that could be helpful in a traveling program? What are they?

Part 2: Questions for Reflection

1. Are you comfortable acting as a disciplinarian for students? Have you acted as a disciplinarian for students before?
2. How will you feel if students display animosity towards you because of rules you create and/or enforce? How important is it to you to be liked?
3. You will be in a foreign/new environment without your usual comforts and easy access to your regular support system. How/where will you seek support when you need it?
4. Are you comfortable with your ability to maintain an inclusive community and promote respect for the diverse identities that students may hold within the group? How will you react if students commit microaggressions or behave in an offensive manner towards their peers?

Part 3—Scenarios

Please write a brief description of how you would respond to the following scenarios. Identify each step you would take and in what order.

Scenario A

You are traveling with a group of 16 students. You are ill and would really prefer to stay in bed for the day. The tour company that was supposed to meet the group to drive them to a museum is over 30 minutes late. The group is starting to make noise about wanting to wander off to get a drink, buy a postcard, etc. You notice one small cluster of students surrounding one student who appears to be crying. What do you do? Please number your actions in the order in which you would do them.

Scenario B

The students in your group have had an evening on their own. You have gone out for a relaxing dinner and enjoyed a bit of a break. On your way back to the youth hostel, you come across a group of three students who seem quite agitated. They spot you and come running. They report that part of the group is in a bar, a fight has broken out and they do not know what to do. They report that one student is injured enough to require medical attention and the fight is still going on. What do you do? Please number your actions in the order in which you would do them.

Scenario C

The students in your group are just not clicking. You can sense and see the tension, but it is not clear exactly what it is about. You’ve just learned that your plans for today’s activity have fallen through and you must come up with an alternative immediately. Your own patience is being seriously challenged. What do you do? Please number your actions in the order in which you would do them.

Any Additional Support

If you would like support or assistance in further developing particular skills or increasing your knowledge in particular areas, please identify that here: