



GlobeMed Skill Guide:

Reflection, Visioning & Planning

Quicklinks: Skills found in this guide
<u>REFLECTION</u> Self-Processing Team Dynamics & Working Together Collective Action <u>VISIONING & PLANNING</u> Visioning Goal-Setting & Action Planning

Purpose:

This guide is meant to:

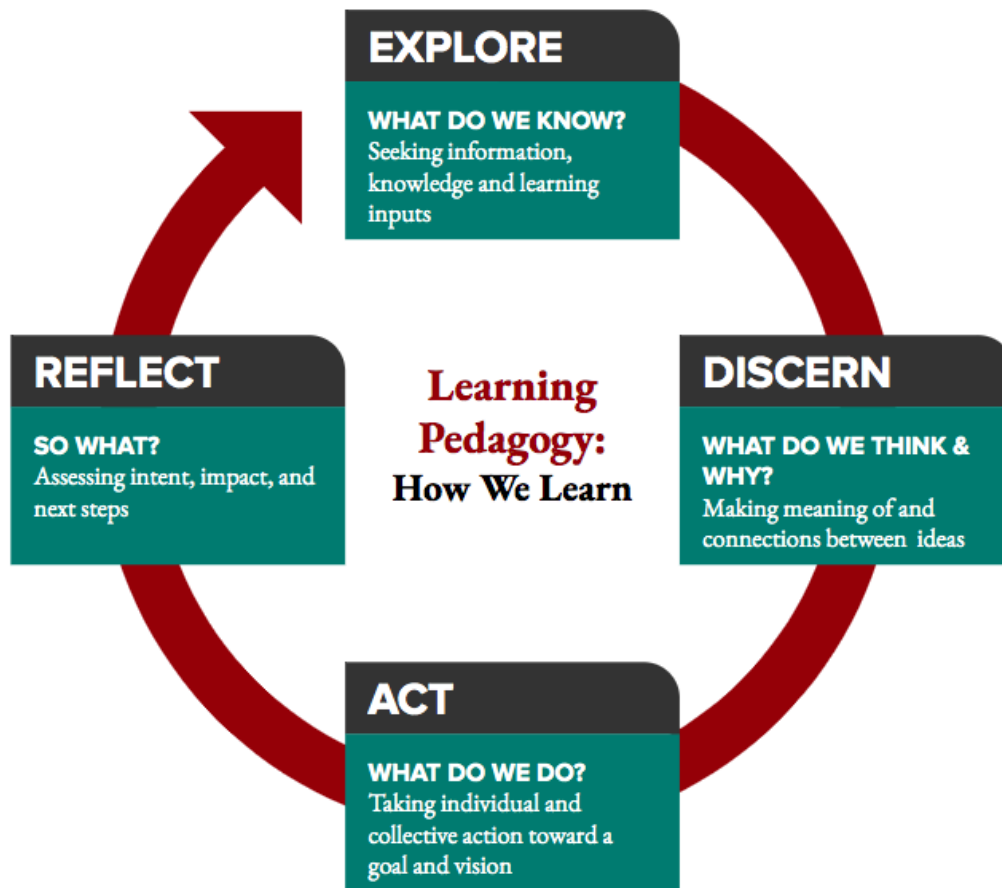
- (1) provide suggestions and tools for a strong reflection process to be applied to any GlobeMed experience (big or small!)
- (2) assist GlobeMedders in visioning and planning collective action goals

Examples of when to use this guide:

Anti-Oppressive Partnership	Peer Learning & Leading	Community & Movement
• GROW Teams: At the end of the each day during GROW • To plan activities and goals with your partner for the year	• To plan inclusive and engaging ghUs for the year • To frame a group discussion tackling a shared challenge • With fellow chapter members during general body meetings where creativity and energy are.	• After a session at Summit or a Hilltop • After hosting a virtual event with another chapter • When setting goals for local engagement for the semester

INTRODUCTION

GlobeMed’s “Learning Pedagogy” is the continual process of experiential learning (learning by doing!) that happens through GlobeMed activities-- whether it’s going on GROW, designing and running a campaign to raise funds for your partner, facilitating ghUs, or running an e-board retreat, this process of learning is embedded in all GlobeMed experiences. By providing intentional training, inputs and support in this process, [GlobeMed enhances the leadership development of our members](#). The role of “reflection” in our work is critical to progress toward anti-oppressive, equitable collective action and social justice impact. A multi-level approach to reflection (self-processing, team dynamic exploration, and collective action assessment) allows for meaningful growth and progress on our learning journeys.



Similarly, visioning and goal setting allow us to build on our learnings from past experiences in order to grow and progress our collective impact. It is critical to provide a process for visioning and planning that is influenced from the ground-up and not prescribed only by those in positions of power.

SKILL: REFLECTION

Step 1: Self Processing

WHY? Self-reflecting is a critical part of social justice work. Because our social positionality (identities, roles, experiences, etc.) is explicitly tied to how we interact with the world (and how the world interacts with us) because of systems of power, privilege and oppression, each of us hold both unique and shared experiences. It is important to spend time processing through your individual experiences so that you can maintain appropriate and healthy space for others in collective work.

For example, a student who is white may experience frustration due to the “white savior” complex assumptions and norms they may face on their GROW internship--a valid frustration, but if a group sharing space is the first time the student is reconciling that frustration, they may inadvertently dominate the conversation and alienate students with other experiences. By spending time individually reflecting, that student may choose to intentionally seek out an additional or different avenue for processing their frustration that does not disproportionately burden or alienate folks with different experiences.

HOW: *Best practice recommendation:* All members involved in the experience complete this step individually as a starting point before entering into any group reflections/sharing/processing space! Connect with your Chapter Coach if you want to dig deeper.

Consider
bringing in your
Coach!



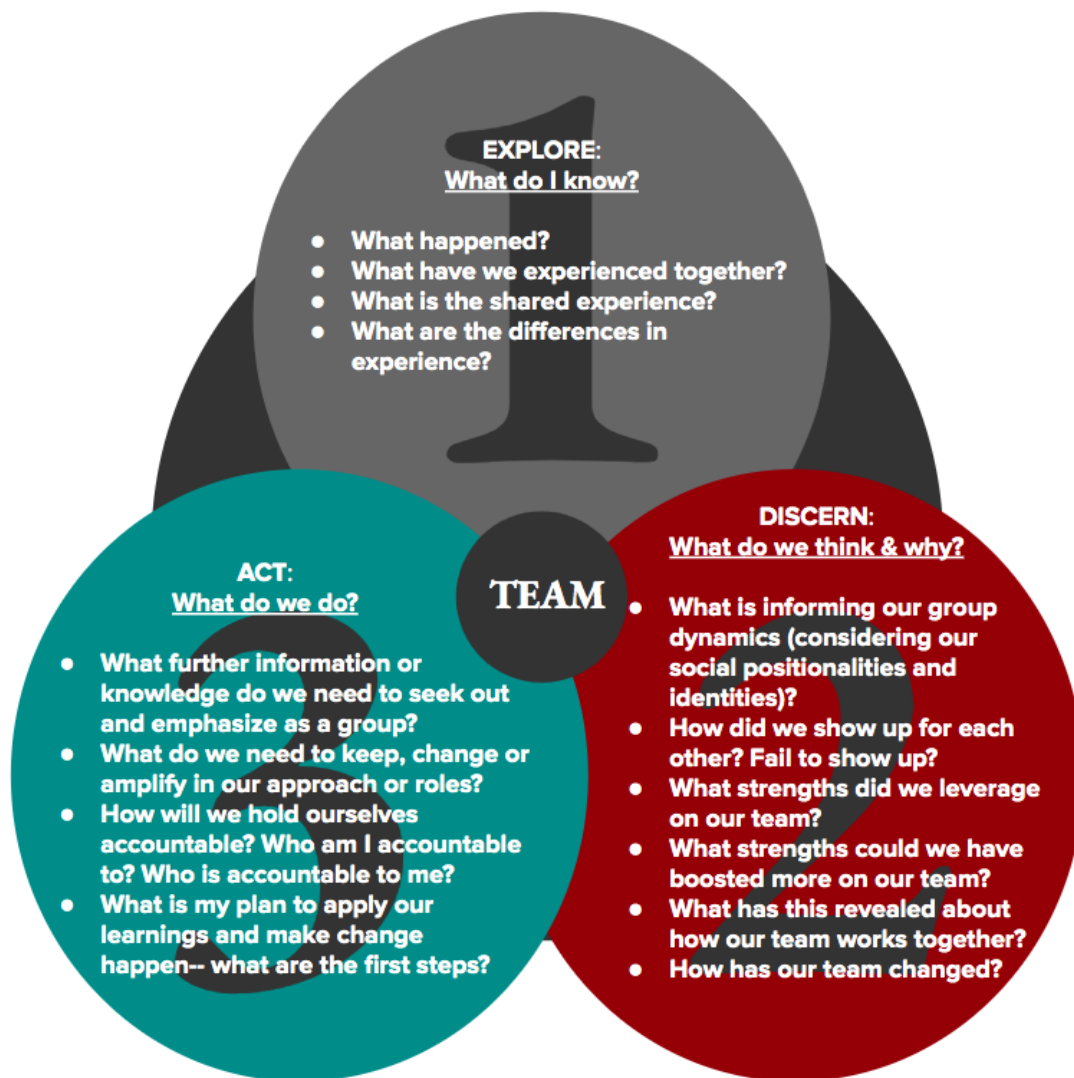
Step 2: Team Dynamics & Working With Each Other

WHY? In collective action work, it is just as important to examine how we are working together as it is to assess what we are accomplishing together-- are we cultivating inclusion and belonging for all social positionalities (identities, roles, experiences, etc.) through our actions and processes? In order to truly create more equitable and empowering systems, we must explicitly work on infusing our values in all ways that we work. It is critical that we reflect on our impact (not just intent)!

For example, the e-board at a chapter that has less racial diversity than their campus recognizes they need to make it a priority to cultivate more belonging for non-white students in their chapter. In order to hold members more accountable to their words, the co-presidents decide to implement a process where they will privately let members know if they said something “harmful” after a chapter meeting. However, because they did not reflect with others about the currently existing dynamics of the chapter, they missed the mark by holding the power of constituting what “harm” means in the first place.

HOW: Best practice recommendation: After self-processing in Step 1, all members involved in the experience complete this step individually and then share back together. Talk through any conflict points and agree on your answers for circle #3. Bring your Chapter Coach in to facilitate or dig deeper if needed!

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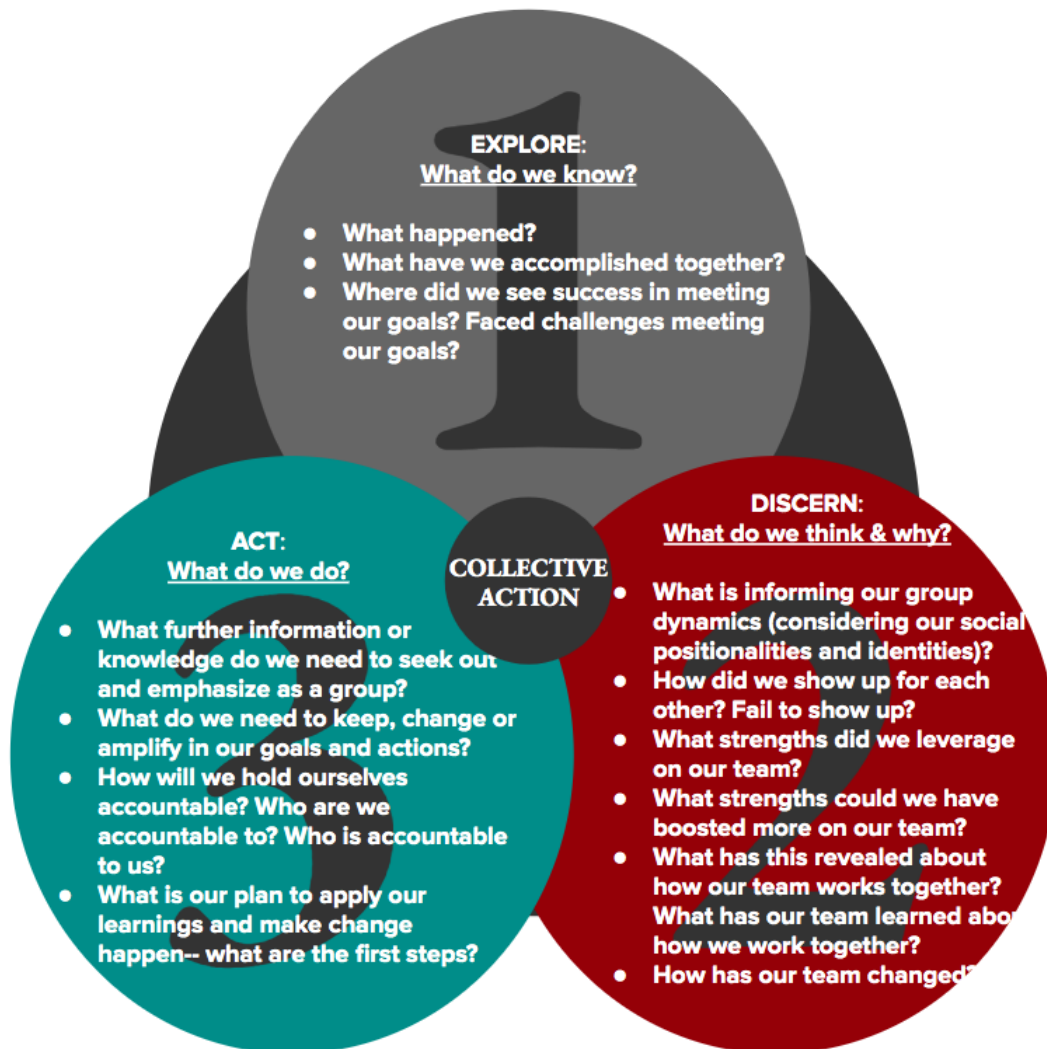
Step 3: Collective Action: Our Accomplishments & Learnings Together

WHY? Combined with the reflections on self and team dynamics, spending time meaningfully assessing our past accomplishments and shortcomings helps us grow and innovate in our collective action work. Looking at outcomes alone will not give us a deep, holistically view on our impact, so we must again explore, discern and act together in order to progress forward into meaningful action planning.

For example, a Chapter may raise \$20,000 for their partner organization in an academic year-- an impressive and lofty accomplishment as an outcome statistic alone! However, if in order to contribute to this overall goal, the e-board required a \$500 individual giving mandate, chapter membership became accessible to only those with privileged socioeconomic status. Examining this goal in the context of values is not optional. (See: “quantity over quality” in the [Characteristics of White Supremacy Culture](#)).

HOW: Best practice recommendation: After completing Steps 1 & 2, all members involved in the experience complete this step together as a team, reflecting on your accomplishments and learnings. Think intentionally about who to include in this step. Bring your Chapter Coach in to facilitate or dig deeper if needed!

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SKILL: VISIONING & PLANNING

Step 1. Visioning: Painting a Collective Picture

WHY? Having a solid picture of what “success” looks like for our vision allows us to make intentional, meaningful goals toward that success. Moreover, painting that picture *together* with all who are involved in the work creates a more complete, holistic and inclusive vision for action, and shifts power from a more traditional, top-down system where only the top “leaders” choose what is important on behalf of everyone.

HOW: Best practice recommendation: encourage all folks involved in the work to individually answer boxes (A) and (B) below. If it’s applicable for box (A), add in a time-bound qualifier, e.g., “What is the ideal state at the end of this year?” or “What is the ideal state 5 years from now?”) or a specific category (e.g., “Peer Learning & Leading”). Then, share back as a group to arrive at a collective picture of success and understanding of the current state. Brainstorm box (C) together.

(A) What is the ideal state (vision statement)? <i>Visualize and describe your vision of success.</i>	(B) What is the current state? <i>Name the current state, being as honest and factual as possible.</i>	(C) What barriers exist between the current state and ideal state? <i>Dig deep to root causes!</i>
[Example] All of our members are deeply connected and committed to our partner organization and community, even if they haven’t gone or GROW or spoken directly to the partner. All members can share the “partnership story” easily and with excitement!	[Example] Most of our general members do not have a personal connection or dedication to our partner organization. Many members can’t say what it is that our partner organization is doing or cares about. We have a really dedicated and strong GROW team each year.	[Example] Most GROW members are seniors so they don’t share back their experience after graduating.

VISION STATEMENT EXAMPLES:

GLOBEMED PROGRAM AREAS: VISION STATEMENTS	
ANTI-OPPRESSIVE PARTNERSHIP	<i>GlobeMed partnerships are one-to-one, longterm, and grounded in trust, relationships, and mutual-learning. They seek to understand and challenge traditionally oppressive roots and power structures within global health work and shift resources to grassroots communities.</i>
PEER LEARNING & LEADING	<i>GlobeMed spaces are the best peer-learning opportunities on campus that are grounded in social justice and uplift the diverse skills, perspectives, areas of study, and lived experiences of the participants.</i>
COMMUNITY & MOVEMENT	<i>GlobeMedders work collaboratively and allow their relationships and interconnectedness to fuel their work; they always bring energy, hope, heart, and a fierce commitment to justice and equity.</i>

Step 2. Goal Setting & Action Planning

WHY? Goals are a concrete way to assess “success” in a results-driven way. However, it is important to align your goals to a larger vision (see Step 1!) as well as center values of equity and inclusion. Additionally, outlining actionable first steps and accountability plans around those goals will help ensure progress toward the goal.

HOW: Considering your “reflection” on previous collective action as well as the “visioning” process above, create goals that will break down barriers between your current state and your ideal picture.

Best Practice recommendation: Format your goals using the [SMARTIE goal](#) framework. Make sure your goals are building on past successes and strengths, but also pushing you to innovate and grow!

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(A) What is your goal?	(B) Why is this goal important?	(C) Accountability Planning
		• Who is accountable to whom? Who is leading? Who is supporting? How do we hold each other accountable? • What skills/roles/resources are needed to accomplish this? • What is the breakdown of actions needed to accomplish this goal? • What is the timeline? • How will success be measured? How will you know when you have reached this goal? • Additional details/notes?

ADDITIONAL RESOURCES

Consider adding an explicit anti-racism lens to your reflection questions: [What characteristics of white supremacy culture am I / are we upholding](#) through our beliefs and actions?

CREDITS & THANK YOU

A huge thank you to [Northwestern University's Leadership Development & Community Engagement](#) for their Leadership Framework, resources, and support.