

Table 4.1. Examples of Leadership Development Opportunities and Reflection through Student Service Areas, pp. 60-61

Guthrie, K. L., & Jones, T. B. (2012). Teaching and learning: Using experiential learning and reflection for leadership education. In K. L. Guthrie & L. Osteen (Eds.), *Developing Students Leadership Capacity, New Directions for Student Services, Issue 140*. Jossey-Bass.

<i>Learning Cycle Phase</i>	<i>Concrete Experience Learning by Encounter</i>	<i>Reflective Observation Learning by Reflecting</i>	<i>Abstract Conceptualization Learning by Thinking</i>	<i>Active Experimentation Learning by Doing</i>
	Activity: Attend a job/career fair	Activity: Complete electronic career development assessments/instruments	Activity: Discussion of pros and cons of a specific career choice	Activity: Serve as Mock Interviewer
Career Services	Reflection Question: Which potential career option appeals to me and why?	Reflection Question: Which potential career option appeals to me and why?	Reflection Question: Which potential career option appeals to me and why?	Reflection Question: How do my communication skills impact how others view me?
	Reflection Activity: One-on-one meeting with Career Advisor	Reflection Activity: Concept Map of Majors	Reflection Activity: Values Clarification	Reflection Activity: Three-part Journal
	Activity: Attend informational orientation of recreational facilities	Activity: Participate in ropes course	Activity: Attend lecture or presentation on outdoor education theories	Activity: Serve as Fitness Trainer or Group Exercise Class Leader
Campus Recreation	Reflection Question: How does fitness relate to my personal self-care?	Reflection Question: How do the activities today mirror leadership in practice?	Reflection Question: How do these theories relate to my leadership style?	Reflection Question: How can I best lead others toward better health?
	Reflection Activity: Meet with staff to develop fitness plan	Reflection Activity: Examples Discussion	Reflection Activity: Case Study Application	Reflection Activity: Self-Assessment

<i>Learning Cycle Phase</i>	<i>Concrete Experience Learning by Encounter</i>	<i>Reflective Observation Learning by Reflecting</i>	<i>Abstract Conceptualization Learning by Thinking</i>	<i>Active Experimentation Learning by Doing</i>
	Activity: Attend college success skills workshop (for example: time management or study skills)	Activity: Attend individual counseling session	Activity: Read mental health articles	Activity: Serve as Peer Counselor/Advocate
Counseling Services	Reflection Question: How can I improve my personal management to maximize my academic and personal performance?	Reflection Question: How can I work on my inner self to be fully present when working with others?	Reflection Question: How can I improve my knowledge in counseling to best serve others?	Reflection Question: What am I learning through this experience?
	Reflection Activity: One-Minute Paper	Reflection Activity: Personal Journal Writing	Reflection Activity: Vocabulary or Examples Writing	Reflection Activity: Weekly Dialogue with other Peer Counselors/Advocates
	Activity: Attend cultural festivals or other events not within students' identity groups	Activity: Small group discussion of social justice issue (e.g., sexism, racism, classism)	Activity: Attend lecture or presentation on multiculturalism or related subject	Activity: Serve as a Diversity Ambassador
Multicultural Affairs	Reflection Question: In what ways can I connect with classmates who identify with a different culture or religion than I do?	Reflection Question: How do my values align with social justice issues?	Reflection Question: What language can I use to educate others on multiculturalism?	Reflection Question: How can I enact social change as a diversity ambassador?
	Reflection Activity: One-Minute Paper	Reflection Activity: Values Clarification	Reflection Activity: One-Minute Paper or Small Group Discussion	Reflection Activity: Weekly Dialogue with Other Diversity Ambassadors