



# Georgia Tech's Oxford Study Abroad Program

## Reference Questionnaire Instructions

Dear Sir or Madam:

The person named on the following page of this form has applied for a position as a Group Leader on the Georgia Tech Oxford Study Abroad Program. Your honest appraisal of this applicant will assist us in determining if the applicant is suitable to participate in this role with our program.

The applicant must possess responsibility, flexibility, and a high level of integrity – he or she must be able to adapt to different cultures and a grueling schedule all while leading a group of 45+ college students through continental Europe.

Please make an objective assessment of the character and abilities of the applicant. Any additional comments which will help us determine the suitability of the applicant are appreciated. Your quick response is encouraged, as we are unable to proceed with the application without your reference. If you wish to share any reservations about the suitability of this applicant in private, please contact Margaret Wright, the program assistant, at 404-894-7475. (Your responses to this questionnaire will also be kept confidential.)

This Reference Questionnaire should be completed by a current employer, past employers, and/or coworkers or teammates (current or past). We cannot accept references from family members, relatives or friends.

Please return the complete Reference Questionnaire to the applicant in a sealed envelope as soon as possible .

### Description of the Oxford Program:

During the program, students travel by bus to 8-9 European cities for 5 weeks while taking 2 courses; each group consists of roughly 55 students. Accompanying these students are 2 Professors and **1 Group Leader**, and 1 logistical liaison. Students attend lectures, hear from guest lecturers and tour guides and make numerous visits to sites that contribute to the courses in which they are enrolled. Professors and Group Leaders accompany the students on all course-related excursions. Group Leaders are the on-site logistical experts for the travel portion of the program. Group Leaders are also the on-site liaisons with the following: OIE and Dean of Students (regarding student discipline). Group Leaders monitor and oversee issues regarding student health, safety and well-being. Group Leaders assist the faculty with logistical details regarding the academic portion of the program. The "Continental Portion" of the program is fast-paced, intense, and requires stamina and physical ability.



# Georgia Tech's Oxford Study Abroad Program

## Reference Questionnaire Page 1

Applicant's Name \_\_\_\_\_

To be completed by reference after reading the introduction. Because of the important responsibilities in a program involving students, your honest appraisal of the applicant is of the utmost importance. The information you provide is appreciated and will remain confidential.

Name of Reference: \_\_\_\_\_ Signature: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Department/Company: \_\_\_\_\_ Position/Title: \_\_\_\_\_

Please check the items for which you have sufficient knowledge about the applicant:

	Excellent	Very Good	Good	Fair	Not Applicable/ Unable to Answer
1. Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Work habits/organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adaptability/flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Relationship with co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Leadership abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ability to work in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ability to relate to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Ability to handle ambiguity & situational stress (ex: last-minute changes to schedule)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Perseverance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Understanding of appropriate boundaries with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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## Reference Questionnaire Page 2

Under each heading, check the phrase which most accurately describes the applicant:

1. Ability to direct and influence others:

- Exceptional leadership qualities
- Usually successful in leading others
- Unreliable leadership qualities

2. Ability to work and cooperate with others:

- Gets along exceptionally in groups—a team player
- Will cooperate in most circumstances
- Gives limited cooperation—better suited to solitary work

3. Ability to relate to and give guidance to students:

- Students naturally get along very well with applicant
- Students adequately participate
- Students often ignore instruction

4. Ability to follow through with job assignments:

- Completes tasks promptly, often does more than expected
- Completes assigned tasks at own pace
- Needs constant supervision to complete work

5. Ability to control emotions:

- Well balanced, good control
- Average ability to control emotions
- Frequently irritated, impatient, or depressed

6. How would you rate the applicant as a role model for students:

- Excellent
- Very Good
- Fair
- Poor

7. What is your relationship to this person?

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8. How long have you known this applicant?

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9. Does the applicant show signs of any behavior which you feel would cause a concern when working directly with students? Please explain:

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10. Please comment on the applicant's suitability for this program (Use separate piece of paper if necessary):

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Atlanta, GA 30332-0284

\*\*\*Campus mail code is 0284