

International Impact Forum

MGT 4192 | Summer 2026

Course offered as part of the Leadership for Social Good Study Abroad Program

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Office Hours: After class or by appointment

Course Overview

This is a discussion-based course. Social sector leaders will join our class as guest speakers, and we will engage with organizations through site visits in Prague, Vienna, and Budapest. Speaker sessions will be followed by class debriefs where we reflect on organizational impact, wrestle with real-world challenges, and imagine possibilities for meaningful change. Along the way, students will explore what makes work in the social sector not only impactful, but deeply meaningful and what it looks like to live and work with purpose.

In addition to engaging with leaders and organizations, students will participate in a guided vocational exploration focused on mapping influences and sense of vocation. Through reflection, conversation, and creative work, students will explore their values, motivations, and emerging sense of purpose while considering their place in the social sector. The course invites students not only to recognize meaning in the work of others, but to actively cultivate a sense of purpose in their own lives and future paths. This journey will culminate in a creative project that brings together course experiences and personal insight.

Learning Goals

This course operates on the premise that every individual possesses a unique reservoir of expertise, talents, insights, and experiences, all of which can be used to foster a safe, enriching, and purposeful learning environment. With a commitment to supporting all students, the overarching objectives of this course are:

Develop Key Competencies

- **Awareness:** Expand your capacity to embrace and contribute to a diverse range of perspectives, viewpoints, and possibilities, cultivating a broader understanding of the world around you.
- **Critical Thinking:** Hone your ability to delve into complex situations, evaluate diverse opinions, and discern thoughtful actions, empowering you to navigate challenges with discernment and insight.
- **Cultural Literacy:** Enhance your comprehension of various cultures, enabling you to engage more authentically and fluently with the diverse tapestry of societies you encounter.

- **Contemplation:** Foster an ethos of honest introspection and humble inquiry, active listening and continual learning as you navigate your personal and academic journey.
- **Vocational Awareness:** Develop a deeper understanding of your values, motivations, strengths, and potential pathways for contributing to the social sector.

Deliverables

Reflective Journal Entries

Students will complete written reflections based on selected chapters from *The Meaning of Your Life*. Each student must choose **four chapters** from the following options: **Chapters 3, 4, 6, 7, 8, and 9**. The four chapter journal entries will be submitted together as **one written assignment**.

For each selected chapter, students will respond to a **minimum of three reflection questions**. Each response should be **at least 200 words**.

Responses should engage key ideas from the text and connect them to personal experiences, course discussions, guest speakers, and site visits. Students are encouraged to reflect on how Brooks's ideas relate to their own values, sense of meaning, future goals, and understanding of fulfillment.

Aligned Competencies:

- **Contemplation:** structured reflection and self-inquiry
- **Vocational Awareness:** connecting values, meaning, and purpose to future pathways
- **Awareness:** engaging diverse perspectives on meaning, fulfillment, and intrinsic motivation

Assignment Requirements:

- Choose **4 chapters** from Chapters **3, 4, 6, 7, 8, and 9**
- Answer **at least 3 questions per selected chapter**
- Write a **minimum of 200 words per question**
- Connect responses to the book, personal experience, course discussions, guest speakers, and/or site visits
- Submit typed responses in a clear, organized format

Speaker Write-up

Students will submit 4 short write-ups (200–250 words each), submitted as one document, on guest speaker presentations. Each write-up should answer the following questions:

- How did the talk enhance your understanding of the nonprofit/social enterprise sector?
- How did this presentation topic relate to the concept(s) discussed in any of the courses in this program, or to your previous experiences working with social sector organizations?

Aligned Competencies:

- **Awareness** (learning directly from practitioner perspectives)
- **Critical Thinking** (analyzing real-world leadership insights)
- **Vocational Awareness** (connecting lived career paths to personal aspirations)
- **Cultural Literacy** (understanding leadership within diverse social contexts)

Vocational Exploration & AI Game Project Workshop and Final Presentation

Students will participate in a structured workshop to kick off an ongoing reflection process focused on understanding their identity, motivations, and use this as a starting point for considering their potential role in the social sector.

Using notes and reflections from the workshop, reading books, and class debriefs students will design and present a conceptual game using AI tools that integrate and represent:

- Your values and motivations
- Trade-offs and constraints
- External pressures/challenges (e.g., money, expectations)
- Possible life and career paths
- Your definition of success
- The hierarchy of meaning in work (figure 4, page 166 of “The Meaning of your Life”).

Core Question: “What kind of life am I trying to build and what stands in the way?”

Details and due dates for assignments are posted on the Canvas course page.

Grading

- **Class participation:** 30 points
- **Reflective narratives:** 30 points
- **Game design and presentation:** 20 points
- **Speaker write-ups:** 20 points

Note: being on time throughout the program (for class, for trips, for site visits, submitting deliverables) is crucial, and I advise you to plan on being 5 minutes early rather than being late. Every time you are late you are inconveniencing the entire group. If you are late on more than three occasions you will incur a one letter grade penalty for this course.

- **A:** 90 – 100 points
- **B:** 80 – 89.99 points
- **C:** 70 – 79.99 points
- **D:** 60 – 69.99 points
- **F:** Below 59.99 points

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Responsible Use of AI Tools

Students may use AI tools (e.g., ChatGPT) to support learning activities such as brainstorming ideas, clarifying concepts, conducting preliminary research, and improving grammar or organization. However, AI tools may not be used to generate full or partial written assignments that are submitted for credit as original work.

Any use of AI tools must be clearly disclosed. Students should include a brief statement describing how the tool was used (e.g., "ChatGPT was used to help outline ideas"). Failure to provide appropriate disclosure may be considered a violation of academic integrity policies.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404) 894-2563 or <http://disabilityservices.gatech.edu/> as soon as possible to make an appointment to discuss your special needs and obtain an accommodations letter. Please also e-mail me as soon as possible to set up a time to discuss your learning needs.