**The Empowered Leader Experience**

**Master Schedule and Curriculum Plan**

Foundational Resource:

<https://www.forbes.com/sites/bernardmarr/2019/10/28/the-10-most-important-job-skills-every-company-will-be-looking-for-in-2020/#355792b067b6>

**10:00 am**

**Welcome and overview of the day**

**Facilitator A:**

Happy New Year and Welcome to the Empowered Leader Experience! We are so happy that you are here and excited about all that we will cover today and how you will have an opportunity to put much of what you will learn into practice tomorrow! The Empowered Leader is all about helping you to reach your full potential, becoming the best leader you can be!

At Chicago Scholars we define Leadership\* as the power to influence, which maximizes the efforts of others, towards the achievement of a shared goal or objective. [1]

Leadership has nothing to do with seniority or one’s position or title. It has nothing to do with personal attributes. The core elements are of this definition are:

* Leadership is rooted in social influence. Social influence Social influence occurs when a person's emotions, opinions or behaviors are affected by others intentionally or unintentionally.[2]
* Leadership requires other people. It’s not a journey accomplished alone it requires others to achieve your goal(s).
* It includes a goal. There’s no action without a desired outcome; there is a goal involved.

*Excerpt from Chicago Scholars Leadership Philosophy\**

**[Refer to slide]**

**10:20 am**

**Overview of the ARC of Optimal College Scholar Success**

**Facilitator B:**

The Arc of Optimal College Scholar Success serves as a roadmap, helping you to develop and leverage your leadership competencies to not only navigate and succeed in College and Career but also to meaningfully influence every personal and professional environment.

The Arc is a complementary navigational resource. This means that you will have an opportunity to explore and navigate resources on your respective campuses but more importantly begin to conceptualize how to capture the essence of each experience to be shared with peers, employers and other relevant stakeholders. All these experiences should be recorded within your personalized e-portfolio and guide your value proposition statement.

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**10:30 am**

**Creating your personalized e-portfolio (30 minutes)**

**Facilitator A:**

To encapsulate the day, as a critical point of their leadership journey – Scholars will create their own personalized e-portfolio. This opening will serve as a lead-in to a follow-up exercise toward the end of the day. The e-portfolio is one of several high impact educational experiences noted to foster student engagement and persistence. This exercise will give each Scholar a platform for which to continually build from as related to their leadership journey. A short informational overview of the Arc of Optimal College Scholar Success will headline this exercise. Information for this exercise will be adapted using this resource: <https://www.montclair.edu/media/montclairedu/oit/documentation/eportfolios/Google-Sites-ePortfolio-3-13-PF-Final.pdf>

Example: <https://learn.uwaterloo.ca/d2l/eP/presentations/presentation_preview_popup.d2l?presId=511582&pageId=838642&d2l_stateScopes=%7B1%3A%5B%27gridpagenum%27,%27search%27,%27pagenum%27%5D,2%3A%5B%27lcs%27%5D,3%3A%5B%27grid%27,%27pagesize%27,%27htmleditor%27,%27hpg%27%5D%7D&d2l_stateGroups=&d2l_statePageId=25&d2l_change=0&ou=6606>

*Facilitator should share an overview of the e-portfolio using the link embedded above. Additionally, the facilitator will share an example of an ideal e-portfolio and help Scholars start the process of creating their own.*

*Encourage Scholars that have not taken a laptop to do so.*

**[Refer to slide]**

**11:00 am**

**Break (10 minutes)**

Music plays during break.

**11:10 am**

**Leadership Competency Pre-Assessment (20 minutes)**

**Facilitator B:**

The Leadership Competency Pre-Assessment is a short homegrown assessment that will assess your current perceptions of your leadership capacity and potential. As we look to measure your growth and progress over time as related to each of the Chicago Scholars leadership competencies, please answer each question honestly. You will take a short post-assessment at the close of our time today, thus please don’t think too hard about your answers but share responses that come to most naturally come to mind.

*Administer virtual pre-assessment using laptops.*

**[Refer to slide]**

**11:30am**

**A picture from your own vantage point (30 minutes)**

**Facilitator A:**

Using selected images from: <https://www.theatlantic.com/technology/archive/2014/05/10-things-you-cant-unsee-and-what-that-says-about-your-brain/361335/>, this exercise will ask Scholars to look at several images and share their interpretation of what it is. There will typically be at least two perspectives on what each image represents. With these varying perspectives in mind, we will encourage Scholars to see, understand and appreciate diversity of perspective.

In pods, Scholars will review three separate images and engage in dialog. *Distribute one paper copy of each image to each pod.* Allow 3 minutes for discussion of each image, there will be 3. *Engage timer on slide deck.*

Immediately following pod discussions, facilitate large group discussion to ensure additional processing of the exercise, specifically highlighting the importance of appreciating difference of perspective. It will be particularly important to acknowledge that no perspective or answer is wrong. Additionally, highlighting the beauty of having team members with diverse perspectives is not only beneficial but critical to organizational success.

Print images for distribution

**[Refer to slide]**

**12:00pm**

**Lunch (30 minutes)**

**12:30pm**

**ENERGIZER!**

**Facilitator B:**

Evolution! Egg, Chicken, Dinosaur, Superhero!

Have Scholars stand and explain that they will choose a partner to start, and play 1 round of Rock Paper Scissors (rock, paper, scissors, shoot! And they will shoot on “shoot”). Everyone starts off as an egg, but as players win, they get to evolve from an egg to a chicken, from a chicken to a dinosaur, and from a dinosaur to a superhero. However, as they lose, they de-volve back down to an egg, and they can’t go lower than egg. Scholars will move around to play like creatures (I.e. dinosaurs will find other dinosaurs to play). Thus, as Scholars win and lose rounds, they’ll have to move around the room as their creature! Give examples of how to move like an egg, move like a chicken, move like a dinosaur, and move like a superhero. When time is up, Scholars are stuck as the creature they are in that moment. Ask a few Scholars how they feel, how it might’ve felt to fall from grace, how it might’ve felt to rise to the top. Talk about how journeys are not linear, and there will be ups and downs! You won’t always be a superhero; sometimes you’ll be an egg, and that’s okay.

**12:40pm**

**Case Study Exercises (1 hour)**

**Facilitator A:**

Using the case analysis worksheet and two separate case studies, Scholars will be positioned to in a group make challenging, but logical supervisory decisions. This exercise will require Scholars to navigate group process and further understand how to manage a task as a member of a working group. A brief informational presentation will be shared and selected case studies will be extracted from this resource: <https://downloads.hrdpressonline.com/files/3420080326141835.pdf>.

*Using slide deck, share brief Strategy for Analyzing Case Studies informational presentation. Ask for volunteers to assist in reading each of the seven steps beyond the introduction. Share multiple hard copies of each case study and two copies of the case study analysis worksheet with pods. At the close of pod discussions (40 minutes), ask each pod to share with the large group as related to their findings, decisions and thought process.*

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Print copies of and distribute Case Studies and Case Study Analysis Worksheets (Cason with Lift Team).

**1:40pm**

**Break (10 minutes)**

**1:50pm**

**Improving Communication (30 minutes)**

**Facilitator B:**

Divided into pairs, Scholars will sit back to back. Once sitting, each Scholar pair will be presented with a different image (7 different images in total) to describe to their partner. The partner must write down using a whiteboard and marker what they understand the image to be given the descriptions shared by their partner. At the close of time, pairs will be asked to compare images. A brief discussion will follow this exercise to highlight the importance of and challenges often associated with effective communication. Selected images will be extracted from this resource: <https://www.mcgill.ca/studentleaders/files/studentleaders/back-to-back_drawing_handout_-_mcgill_student_leaders.pdf>

*Ask Scholars to identify a partner and move chairs to face back to back. Facilitator A (and other volunteers present) should pass out pens and pads of paper to one member of each pair. From there, Facilitator B should share instructions about the activity with Facilitator A handing out 1 individual image per group immediately thereafter.*

**[Refer to slide]**

Set dry erase board and markers on pod tables during preceding break (Alexis with Lift Team).

**2:20pm**

**Break (10 minutes)**

**2:30pm**

**Creating an Executive Summary (1.25 hours)**

**Facilitator A:**

To help students begin to or further explore the art of effective communication, they will be asked to create an Executive Summary. Scholars will work together and be grouped based upon pre-identified academic and career interests. A brief informational overview will be shared, and template extracted from this resource: <https://www.smartsheet.com/write-executive-summary-examples>

*Facilitator A will share brief overview of the purpose, goals and value of an executive summary. Facilitator B will assist with disseminating topic areas for discussion. Ask Scholars to designate a recorder and complete the process using the Executive Summary template provided electronically.*

 **[Refer to slide]**

Share topics and summary template with pod recorder (Cason with Lift Team).

**3:45pm**

**Break (5 minutes)**

**3:50pm**

**Creating your personalized e-portfolio (45 minutes)**

**Facilitator A:**

To encapsulate the day, as a critical point of their leadership journey – Scholars will create their own personalized e-portfolio. The e-portfolio is one of several high impact educational experiences noted to foster student engagement and persistence. This exercise will give each Scholar a platform for which to continually build from as related to their leadership journey. A short informational overview of the Arc of Optimal College Scholar Success will headline this exercise. Information for this exercise will be adapted using this resource: <https://www.montclair.edu/media/montclairedu/oit/documentation/eportfolios/Google-Sites-ePortfolio-3-13-PF-Final.pdf>

*Facilitator A will ask Scholars to think about all that they have learned today and continue conceptualizing how best to capture within their personalized e-portfolio. Remind Scholar that this is only the beginning of the experience and that they should regularly update their e-portfolio and stay tuned for exciting updates as related to Leadership Development at Chicago Scholars and the Arc of Optimal College Scholar Success.*

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**4:35pm**

**Leadership Competency Post-Assessment (10 minutes)**

**Facilitator B:**

As a follow-up to the pre-assessment, a post-assessment will be used to measure short term growth having occurred subsequent to the full day experience.

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**4:45pm**

**Debrief**

**Facilitators A & B:**

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**5:00pm**

**End**