Designing the Crescent Leadership Experience

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Session Overview

- Crescent School Leadership Overview
- Empathy Interviewing Activity
- Identifying Needs and Insights Activity
- Storyboarding Ideas
- Lessons Learned
(Re)Designing Student Leadership:

What happens when we allow students to practice their leadership skills in the real world?

- GPP3O Leadership and Peer Support
  - Leading yourself
  - Leading others
  - Leading for change
Course (Re)Design

1. Experience: Community Engagement

2. Method: Design Thinking
Design thinking approach

1. Understand people affected by the problem [users]
2. Make sure you have clarity re: the problem and people’s needs

IMMERSION/INSIGHT GATHERING

3. Develop proposed solutions that meet the users’ needs
4. Get feedback on your solution(s) from users

IDEATION

5. Create testable prototypes of your solution(s)
6. Get feedback from users on the prototypes

IMPLEMENTATION
Design Thinking Stages

1. Immersion
   - Empathy
   - Insights
   - Brainstorming

2. Ideation
   - Storyboarding

3. Implementation
   - Prototype
   - Test
   - Iterate
The Social Change Model of Leadership

Group
Emphasis on collaboration & interaction between group & the individual.

Individual
Development of personal qualities, self-awareness, personal values.

Society
To bring about change for the common good.

(Komives et al. 2009)
Student Leadership Competencies

Knowledge

- Self-Awareness and Development
  - Self-Understanding
  - Personal Values
  - Personal Contributions
  - Scope of Competence
  - Receiving Feedback
  - Self-Development

- Group Dynamics
  - Organizational Behavior
  - Power Dynamics
  - Group Development
  - Creating Change

Ability

- Learning and Reasoning
  - Research
  - Other Perspectives
  - Reflection and Application
  - Systems Thinking
  - Analysis
  - Synthesis
  - Evaluation
  - Idea Generation
  - Problem Solving
  - Decision Making

- Personal Behavior
  - Initiative
  - Functioning Independently
  - Follow-Through
  - Responsibility for Personal Behavior
  - Ethics
  - Responding to Ambiguity
  - Responding to Change
  - Resiliency
  - Positive Attitude
  - Confidence
  - Excellence

- Strategic Planning
  - Mission
  - Vision
  - Goals
  - Plan
  - Organization

- Communication
  - Verbal Communication
  - Nonverbal Communication
  - Listening
  - Writing
  - Facilitation
  - Conflict Resolution
  - Advocating for a Point of View

- Interpersonal Interaction
  - Productive Relationships
  - Appropriate Interaction
  - Helping Others
  - Empathy
  - Mentoring
  - Motivation
  - Others' Contributions
  - Empowerment
  - Providing Feedback
  - Supervision
  - Collaboration

Your Challenge

Design the ideal report card

REPORT CARDS
- Math A+
- English A+
- Science B+
- History A-
- Attendance A
INTERVIEWING ACTIVITY
Empathy Interviewing

Ask your partner to share **stories** about their experience

- Tell me about your best experience....
- Tell me about your **worst** experience....

Explore by asking

- Tell me more
- Why?
INSIGHTS IDENTIFYING ACTIVITY
INSIGHTS

- Memorable quotes
- Surprises
- Observations
- Themes
- Emotions
- Behaviours
- Contradictions
- Workarounds/hacks
- Needs

The corner store only sells junk food, but it's quick and easy.

"The fruit at Max's store seems old."
“If I had asked people what they wanted, they would have said a faster horse.”

Henry Ford
Examples of universal needs

- acceptance
- acknowledgement
- admiration
- appreciation
- approval
- believed in
- capable
- cared about
- challenged
- clear (not confused)
- competent
- confident
- forgiven
- forgiving

- free
- fulfilled
- heard
- helped
- helpful
- important
- in control
- included
- listened to
- loved
- needed
- noticed
- powerful

- privacy
- productive / useful
- reassured
- recognized
- respected
- safe / secure
- supported
- treated fairly
- trusted
- to understand
- understood
- valued
- worthy

*Source: eqi.org*
Persona and Brainstorming Ideas

Persona: Senior Socializer Sean

WHO: Crescent grade 12 student, rugby player, actor, band member, and academically inclined student

SEAN’S STORY: I started at Crescent in grade 7. I’m very involved in the school and I love the many clubs & opportunities the school provides. I went to Senior’s Wish because all other volunteer opportunities were focused on children. I could communicate with seniors without a filter. I stopped volunteering b/c I had to commit to the play and there was no time for senior’s wish.

NEEDS: • Humour • Joy • Freedom • Entertainment • Flexibility • Need to be understood

Quotes: “I have a lot going on between university applications & the play”

“How might we...
Help Sean meet his need for flexibility in the Senior’s Wish program when he is very busy at school.”

“The seniors don’t hold back because they’ve been through so many things. They can have humour.”
STORYBOARDING ACTIVITY
## Getting Feedback

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<tr>
<th>+ What worked +</th>
<th>- What could be improved? -</th>
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<td>? Questions ?</td>
<td>!Ideas!</td>
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Prototyping

https://drive.google.com/open?id=1fd3CdZ1h4Ead2BKGPd_KObrQqOYE1G69
Highlights from Year One

- 125 students & faculty in the program
- Over 100 student-led conversations with community partners
- Over 20 innovative solutions imagined based on user needs
1. Experiential learning
“I soon found out that design thinking in a classroom with a teacher giving you a problem and working with people in the real world are two very different things.”

2. Recognizing community needs
“...we got to experience and be part of a different socioeconomic group in our society. Seeing firsthand how other less-privileged kids live in our society...I was able to interact with them and speak with them about their lives.”

3. Identifying and developing strengths (self and others)
“Learning from my past experiences I realized that I was never the most vocal member of my team. Knowing this, I decided to take on the role of communicator.”

“Spencer was very honest and straightforward. I could count on him to tell me the truth about how I was doing regardless if it’s bad news.”
4. Recognizing and overcoming challenges
“My favourite part of this project was encountering the ups and downs we faced. It not only brought us, as a group closer and allowing us to look back at the experiences, but it allowed me to see myself grow as a person and experience that with my friends.”

5. Personal growth through challenge
“It seemed as if our group was waiting for someone or something to happen and or to be carried through the process, but this was not the case. ...As a group, we recognized this situation half way through the developing process and came together to settle our confusion and bear down to do what we had to do.”

6. Taking ownership of problems
“It was not long before I realized that my lack of motivation and my group’s slow dynamic was actually our fault, rather than the course’s or the interviewee’s We were not taking ownership of the issue. We were simply lacking leadership.”

7. Time management
“Next time I will make sure that there is a plan with a set timeline, assigned tasks for each member of the group and I will ensure that there is reporting and accountability so that each step is carried out in accordance with the plan...it is very hard to coordinate activities between five group members and having a timeline means everyone is committed ahead of time.”
Lessons Learned

- Partners
- Communication
- Timing
- Common Pitfalls
Questions?
References
