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
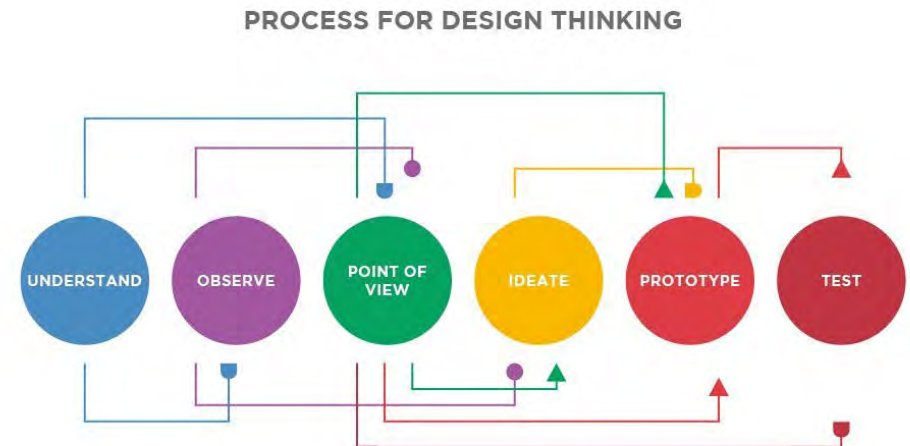 - Leading for change

Course (Re)Design

1. Experience: Community Engagement

2. Method: Design Thinking

PROCESS FOR 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

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

IDEATION

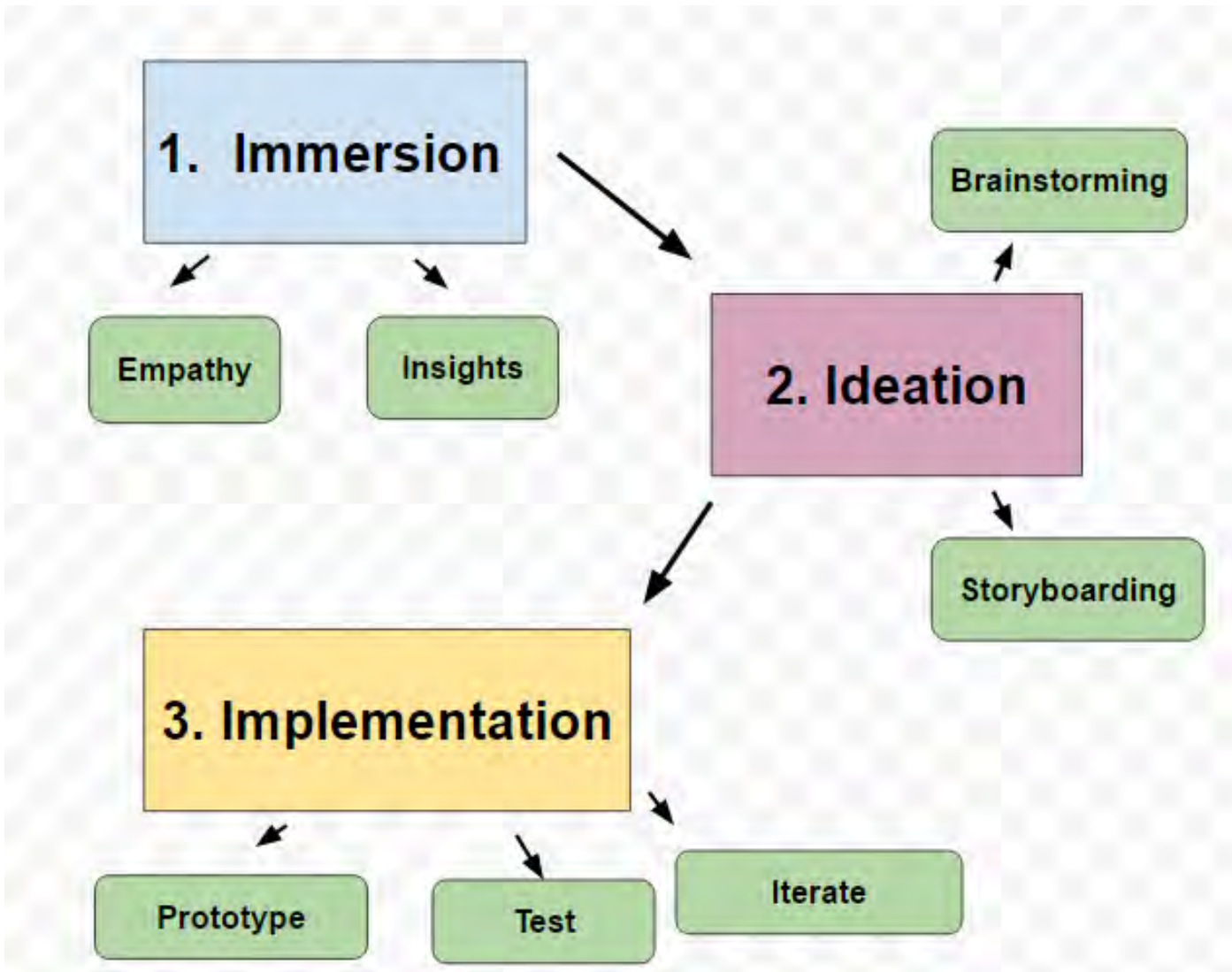
5. Create testable prototypes of your solution(s)
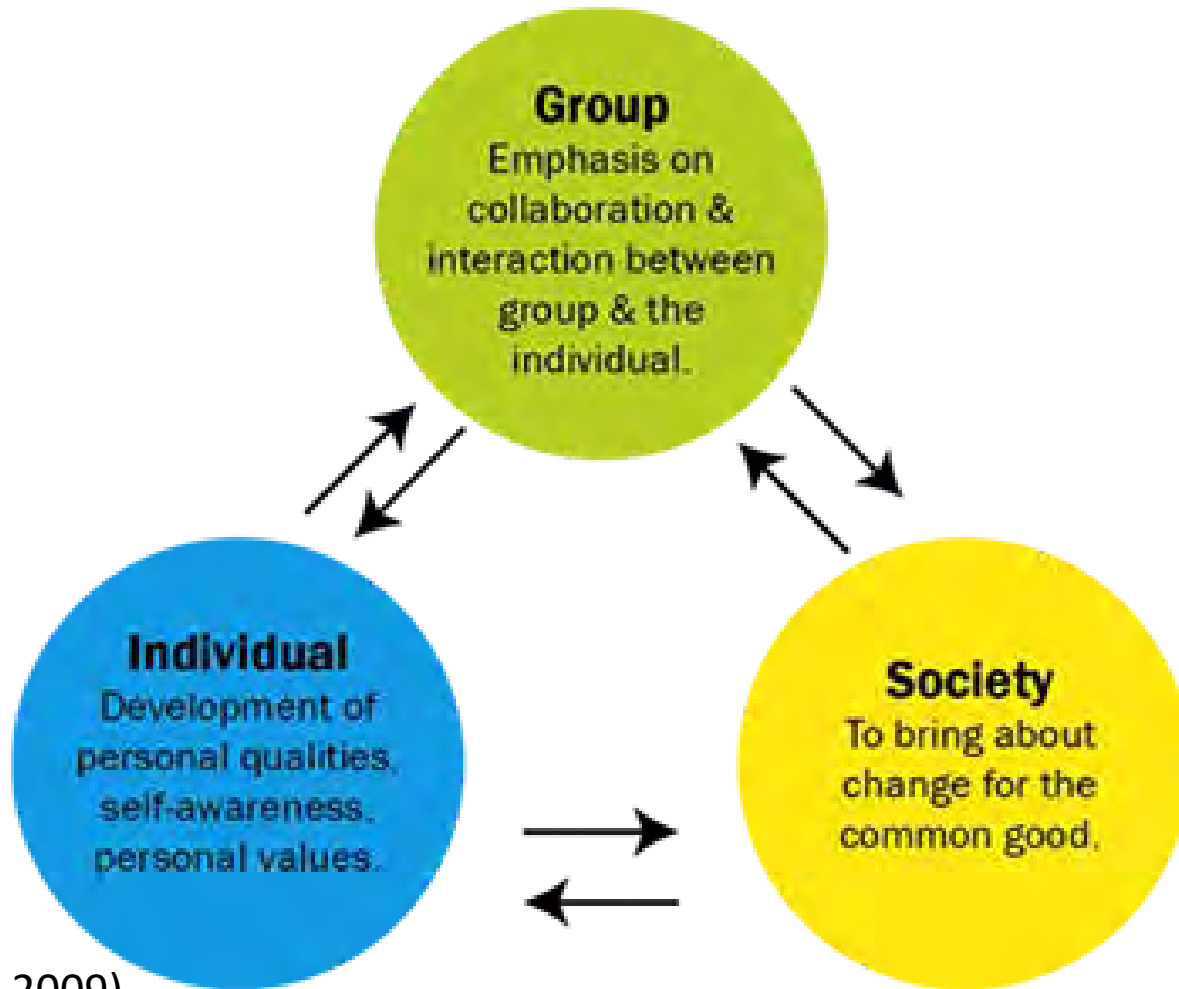6. Get feedback from users on the prototypes

IMPLEMENTATION

The Social Change Model of Leadership

(Komives et al. 2009)

Student Leadership Competencies

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

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

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

Knowledge
Ability
Value
Behavior

Civic Responsibility
Diversity
Others' Circumstances
Inclusion
Social Justice
Social Responsibility
Service

Strategic Planning
Mission
Vision
Goals
Plan
Organization

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

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

Seemiller, C. (2013). The student leadership competencies guidebook: Designing intentional leadership learning and development. San Francisco: Jossey-Bass.

Your Challenge

Design the ideal report card

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

NEED FINDING

"If I had asked people what they wanted, they would have said a faster horse."

Henry Ford

Examples of universal needs

acceptance	free	privacy
acknowledgement	fulfilled	productive / useful
admiration	heard	reassured
appreciation	helped	recognized
approval	helpful	respected
believed in	important	safe / secure
capable	in control	supported
cared about	included	treated fairly
challenged	listened to	trusted
clear (not confused)	loved	to understand
competent	needed	understood
confident	noticed	valued
forgiven	powerful	worthy
forgiving		*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"

"The seniors don't hold back because they've been through so many things. They can have humour"

HOW MIGHT WE... Help Sean meet his need for flexibility in the Senior's Wish program when he is very busy at school
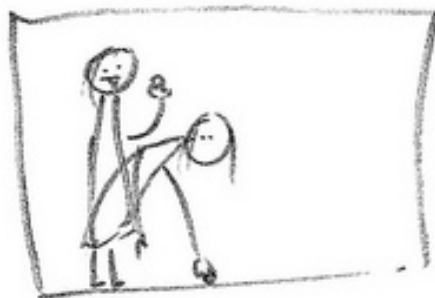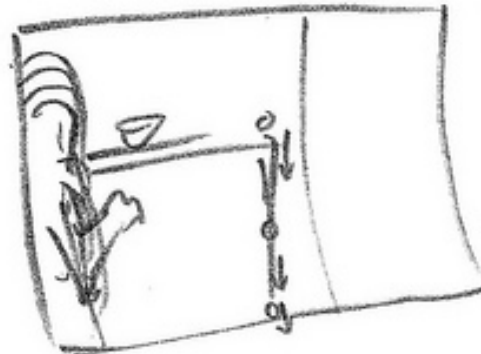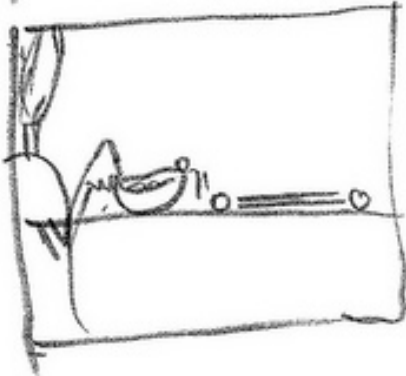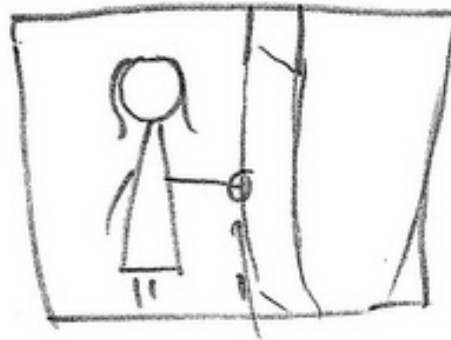
STORYBOARDING ACTIVITY

3 Sec.
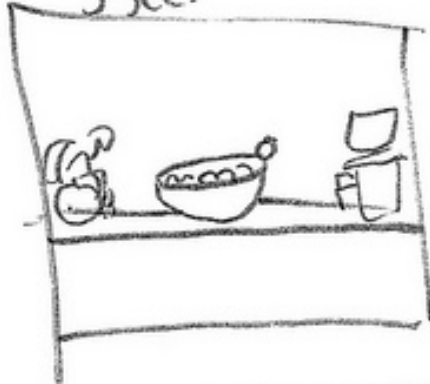
Getting Feedback

+ What worked +	- What could be improved?-
? Questions ?	!Ideas!

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

Student Reflections: 7 Themes

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

- Komives, Susan R., Wendy Wagner, et al. 2009. *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*. San Francisco: Jossey-Bass.

- Seemiller, Corey. 2013. *The Student Leadership Competencies Guidebook*. San Francisco: Jossey-Bass.