Advanced Leadership Academy
Curriculum Description

Program Overview and Goals

HOBY's Advanced Leadership Academy (ALA) is a program initially launched in 2013 for any high school junior or senior (ages 16-18 at the time of the program) from the U.S, Canada, and Mexico. Students are not required to have participated in other HOBY programming to be eligible to participate in the ALA.

Through the HOBY Advanced Leadership Academy, participants:
- Understand and develop themselves along the seven dimensions of the Social Change Model of Leadership (SCM) and how they work together to accomplish the eighth dimension, change;
- Use Gallup's Clifton StrengthsFinder ™ assessment to identify and understand their own strengths and capabilities;
- Create a project action plan to lead and implement a service project or social enterprise in their home communities within one year following the ALA;
- Meet new people and establish an ongoing network or peers, other leaders and social entrepreneurs; and
- Earn college credit from George Mason University.

Social Change Model of Leadership

In concert with HOBY's existing leadership programs, the ALA is based on the Social Change Model of Leadership Development (SCM), an approach that was developed by an ensemble of educators under the initial leadership of the Higher Education Research Institute (HERI). The SCM has two primary goals:

1. To enhance student learning and development; more specifically, to develop in each student greater:
   a. Self-knowledge: understanding one's talents, values, and interests, especially as these relate to the student's capacity to provide effective leadership.
   b. Leadership competence: the capacity to mobilize oneself and others to serve and work collaboratively.
2. To facilitate positive social change at the institution or in the community. That is, undertake actions that will help the institution/community to function more effectively and humanely.

   (as cited in Komives and Wagner, 2009, pg xiii).

This approach to leadership is built on several key assumptions:
- "Leadership" is concerned with effecting change on behalf of others and society.
- Leadership is collaborative.
- Leadership is a process rather than a position.
- Leadership should be value-based.
- All students (not just those who hold formal leadership positions) are potential leaders.
- Service is a powerful vehicle for developing students' leadership skills.

    (Komives and Wagner, 2009, pg xii).

The ALA curriculum draws from <u>Leadership for a Better World: Understanding the Social Change Model of Leadership Development</u> (LBW) a book written for students who seek to understand and demonstrate leadership to address social issues. All ALA participants and volunteers read and utilize LBW throughout the program.

ALA Day-by-Day

Both the HOBY State Leadership Seminar and World Leadership Congress curricula are based upon a developmental progression of the Social Change Model, starting with personal leadership moving to group/community leadership and concluding with societal and global leadership. The Advanced Leadership Academy emphasizes the individual as change agent with a project action plan to implement in order to put leadership theory into practice.

Day One: Understanding the World and Where It Needs Leaders
ALA participants will examine leadership for social change:
- Think critically about how they approach challenges and discover new ways to do so;
- Explore the state of the globe and determine where they can apply their strengths to improve it; and
- Begin building a community of social change makers within primary groups and the entire Academy class.

Day Two: Leading a Team in Transforming a Community
ALA participants will practice leadership through service-learning projects which:
- Explore different perspectives of citizenship and engagement;
- Understand social change and how it addresses the root causes of problems;
- Examine how common purpose and collaboration are necessary to leading others in service and social enterprise;
- Obtain ideas, tools and resources to initiate and complete successful projects in their home communities;
- Explore financial strategies necessary for success in personal and project finance; and
- Define an issue, its root causes, and establish a realistic project scope.

Day Three: Personal Leadership through Service-Learning
ALA participants will examine their own leadership capabilities and:
- Practice controversy with civility and understand how it strengthens communities;

- Learn how to maintain their commitments in the face of obstacles;
- Develop a deeper consciousness of self by discovering strengths and talents and integrate these into the action plan;
- Understand congruence or "walking the talk" by recognizing opportunities and tackling the challenges of carrying out a service project;
- Continue building on the project action plan by identifying stakeholders, engagement strategies, and strategies for gaining the commitment or approval of others for their project.

Days Four/Five: Leadership for a Better World Means Action
ALA participants will create a project action plan to lead a service project or social enterprise in their home community:
- Explore what it means to be a social change maker and how all of the dimensions of the Social Change Model are interconnected;
- Discuss and reflect on sustainable attitudes and behaviors a social change maker may use to remain healthy and effective;
- Complete the project action plan, adding milestones and timelines, and submit it as the final deliverable to earn one college credit;
- Celebrate and leave ALA inspired to return home as a social change maker;
- Practice gratitude by thanking those who have most impacted them.

The Double Helix of Being and Doing

Currently, all HOBY alumni are asked to complete at least 100 hours of community service following their experiences at a Community Leadership Workshop (CLeW), State Leadership Seminar or the World Leadership Congress. ALA participants are distinguished by going beyond completing just hours and, demonstrating and practicing their leadership through organizing and leading a service project or launching a social enterprise in their home community.

The ALA Curriculum consists of two interwoven groupings of learning objectives. Broadly, the objectives are (1) to develop skills and deliverables necessary to execute a project action plan, and (2) to grow the students, called Project Managers (PM) at the ALA, towards self-actualization along the dimensions of the 8 C's of the Social Change Model of Leadership. The first grouping of objectives advances the development of the external project and the second, advances the internal work that is required of leaders. Each of these two objectives informs the growth and development of the other as program sessions alternate between them. After ALA, the act of doing the external project continues to grow the "being" of each PM, or how they exhibit leadership, and the "being," likewise, improves the doing. In this way, the internal learning is outwardly exhibited not only by the results of the executed project but also by how the project is led.

Participants have the opportunity to learn from others who are taking action in their own home communities, both past ALA alums and community leaders. In a concurrent workshop structure, participants choose among sessions that focus on current events that impact nearly every community and most young people.

The ALA curriculum guides students, step-by-step, through the stages of action planning and project management. Throughout the ALA, the plan is developed in stages with adult project

coaches and other key ALA volunteers providing feedback during each session of project planning. Following the ALA, the project coaches serve as e-mentors to ALA alumni as they implement their plans back home.

Gallup Clifton StrengthsFinder Assessment™

For decades, the Clifton StrengthsFinder™ Assessment has helped people excel. From top business executives and managers to salespeople, nurses, teachers, students, pastors, and others, more than 10 million people have realized the benefits of leading with their strengths. The creator of the Clifton StrengthsFinder™, former Gallup chairman Dr. Donald O. Clifton (1924-2003), was named the Father of Strengths-Based Psychology by the American Psychological Association.

Strengths are the unique combination of talents, knowledge, and skills that every person possesses. People use these innate traits and abilities in their daily lives to complete their work, to relate with others, and to achieve their goals. But most people don't know what their strengths are or have the opportunity to use them to their advantage. People who do focus on their strengths are more productive, both individually and in teams. And they are more likely to say they have an excellent quality of life.

This web-based instrument, Clifton StrengthsFinder™, explains how students can harness their own talents. The results do not determine whether a student should or should not pursue a specific direction, but rather understanding one's own strengths are helpful in general. The ALA program reinforces the belief that students can apply an entrepreneurial spirit to the successful pursuit of leadership for social change, higher education or in any career of their choice.

As part of the ALA's curriculum, participants will complete the Clifton StrengthsFinder™ and will be trained in how to read and understand the results. This information will be critical to helping students create a project action plan that draws upon their own individual strengths and engage other resources that can supplement their areas for growth.

Post-ALA Support

Leadership development and support do not end when the ALA program concludes and participants return home. HOBY provides an online social network, group video calls and chats as set up by Project Coaches with their groups, and as-needed one-on-one individual support to ALA alumni as they implement their projects back home.

Every ALA alumnus and volunteer is invited to join the HOBY ALA Facebook group, a social network in which project resources are shared, project progress is reported and the overall sense of community is continued.

The project coaches will also conduct monthly check-ins with each member of their ALA group. As the adult most familiar with their project action plan, they can provide suggestions, advice and encouragement to complete their plan.

Evaluation and College Credit

The George Mason University course, *Special Topics in Leadership* is a "Pass/Fail" course and students are evaluated based on their experiential learning opportunities throughout the ALA. Project Coaches (conference faculty) will monitor their active participation in simulations, contributions to discussions and demonstration of leadership and critical thinking skills in group and individual settings. Students will receive feedback on their progress throughout the conference. At the conclusion of the ALA, students submit their final project action plan for evaluation. One college credit (unit) from George Mason University is awarded for successful completion of the ALA.

Post-ALA, Project Coaches track project progress monthly and students submit monthly progress or milestone reports as they work on their project. ALA participants are asked to enter their hours into HOBY's Leaders for Service (L4S) system. Once the project is completed students submit their final Project Completion Report and request to earn an additional two college credits. Students must follow the timeline and due dates initially provided at the ALA and pay the required tuition.

See also http://admissions.gmu.edu/youthLeaders/default.asp.

References

Komives, S. R., & Wagner, W. (2009). Leadership for a better world: Understanding the social change model of leadership development. New York: Jossey-Bass.

Wagner, W., Ostick, D. T., Komives, S. R. & Associates. (2010). Leadership for a better world: Instructor manual. A publication of the National Clearinghouse for Leadership Programs. San Francisco, CA: Jossey-Bass.

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