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# Coca-Cola Scholars Foundation Facilitator Handbook



2024

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# The Golden Rule:

*“Remember that the biggest thing they want to do is bond with each other. If you do that, you will succeed.”*

## Facilitator Mindset:

**Your task is to create enough safety for the group to take risks, learn, and connect. Do this by:**

- Being present and vulnerable – share personally to the extent that it serves the group
- Expressing a genuine interest in getting to know your entire unit
- Being curious to know more
- Attending to who has spoken and who has not by checking in and encouraging participation
- Interrupting and redirecting as needed
- Making sure no one is “left hanging” after an emotional/vulnerable share

## Core Tools:

- Yes, and...
- Confirm-Respond empathy technique
- Connect statements within the group
- Stay mindful of the group, don't get too sucked into an individual
- Notice what hasn't been shared yet: “What else?”
- Ask questions instead of making assumptions
- Appreciate

# Remember the 3 Key Aspects of Facilitating:

1. Mindset (above)
2. Core Tools (above)
3. Activity Logistics (covered in remaining pages)

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# Coca-Cola Scholars Foundation Leadership Development Institute Schedule

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## THURSDAY – DAY 1

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3:00 – 5:00 PM      **Facilitator Training & Orientation**

- Revisit LDI Core Framing
- Review Key Schedule Logistics
- Answer Facilitator Questions

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4:35 – 5:10 PM      *PART I: Self-Awareness (Michael only, no facilitation needed)*

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5:55 – 6:10 PM      *Group Photo (for Scholars only)*

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5:00 – 7:00 PM      **Mix & Mingle and Cocktail Reception**

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7:00 – 9:00 PM      **Banquet**

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# Coca-Cola Scholars Foundation Leadership Development Institute Schedule

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## FRIDAY - DAY 2

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7:45 – 8:00 AM	<b>Facilitator Huddle in Main Ballroom</b>
8:00 – 8:15 AM	<b>Unit Meet and Greet</b> <ul style="list-style-type: none"><li>▪ LDI Bracelets &amp; Unit Icebreakers.....pg. 5</li></ul>
8:15 – 8:40 AM	<b>Michael’s Welcome &amp; Check-in</b> <ul style="list-style-type: none"><li>▪ Reactions to last night?</li><li>▪ Continue with Self-Awareness</li></ul>
8:45 – 9:20 AM	<b>Continuing PART I: Self-Awareness</b> <ul style="list-style-type: none"><li>▪ Anonymous Notecard.....pg. 7</li></ul>
9:20 – 9:30 AM	<b>Break</b>
9:30– 11:45 AM	<b>PART II: Vision</b> <ul style="list-style-type: none"><li>▪ “Timeline of Me” Share Out.....pg. 9</li><li>▪ Vision Defined.....pg. 11</li></ul>
11:45 – 12:50 PM	<b>Facilitator Group Photo &amp; Lunch</b>
12:50 – 1:00 PM	<b>Load Buses for Civil Rights Museum</b>
1:45 – 4:15 PM	<b>PART III: Inspiration – Center for Civil &amp; Human Rights</b> <ul style="list-style-type: none"><li>▪ Inspiration Discussion.....pg. 15</li></ul>

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## LDI Bracelets & Unit Icebreaker

Remember:

- Yes, and...
- Take appropriate risks
- Show up fully, share openly
- Appreciate

*“Remember that the biggest thing they want to do is bond with each other. If you do that, you will succeed.”*

**Schedule:** 8:00 am – 8:15 am

**Desc:** At 8:00, Michael will briefly intro LDI, then will hand off to facilitators to pass out LDI bracelets & start getting to know your units by doing the activity below (facilitators participate):

### ***Icebreaker: Name-Gesture Circle***

Starting with a facilitator who explains the activity, members of the circle step in one-at-a-time, state their name, and make an improvised gesture before stepping back into their spot in the circle. After every three people who go, the introductions pause as the entire unit “typewriters” back to the very first person (facilitator who initiated), performing each name/gesture combination along the way. Once they’ve “typewritered” all the way back, the unit picks up with name/gesture introductions where they left off. Keep doing this in batches of three until the entire group has shared their name/gesture combination and the unit has “typewritered” from the last person all the way back to the first.


After each unit is done, Michael will lead the next activity. If your unit finishes early, feel free to connect / mingle as you see fit (start weaving those connections!).

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## Scholar Learning Outcomes

1. Get to know the names and personalities of the scholars and facilitators in their unit

## LEADERSHIP DEVELOPMENT INSTITUTE SCHOLAR WORKBOOK



Atlanta, GA

## OUR LEADERSHIP VISION

To develop an influential community of socially-conscious and service-minded leaders, connected by Coca-Cola, who positively shape the world.

*We specifically do so by supporting, training, and encouraging our scholars to pursue ongoing development in an inside-out leadership philosophy backboneed by our four core leadership values:*

- I. **Self-Awareness** - we aim to both recognize and appropriately respond to our emotional and physiological states as we go through life.
- II. **Vision** - we are continuously committed to defining a compelling vision for ourselves and our work.
- III. **Inspiration** - we seek to move and inspire ourselves and those around us through our actions, words, and example.
- IV. **Empathy** - just as we are aware of ourselves, we strive to be aware of others' feelings and circumstances so that we can better understand, influence, and connect meaningfully with them.

## SELF-AWARENESS: FEELINGS

	Happy	Caring	Confident	High/Low Energy	Guilt or Shame	Apathetic	Fearful	Sad	Angry	Uncertain
<b>Mild</b> "A little bit" "slightly" "mildly"	Glad Grateful Pleased Content Satisfied	Appreciative Friendly Interested in Intrigued by Tender Understanding Warmly toward	Committed Competent Dedicated Determined Focused	Calm Chill Laid back Open Serene	Bashful Chagrined Embarrassed Hesitant Reluctant Sheepish	Disinterested Dull Flat	Cautious On edge Shy Tense Tentative Timid Uncomfortable Uneasy	Disappointed Down Gloom In a funk Lonely Low Somber Subdued Unhappy	Annoyed Bugged Frustrated Grouchy Irritated Milfed Raw Sullen	Bothered Confused Distracted Startled Surprised Undecided Unsettled Unsure
<b>Medium</b>	Cheerful Delighted In high spirits Jovial Light-hearted Merry Optimistic Playful	Admiring Affectionate Close to Compassionate Concern for Empathetic Loving Trusting Warm-hearted	Brave Hopeful Optimistic Proud Receptive Resilient	Awake Eager Excited Lazy Relaxed Tired Worn out	Apologetic Contrite Crummy Exposed GUILTY Regretful Remorseful Sorry	Alloof Bored Vacant Indifferent Unaffected	Afraid Alarmed Anxious Apprehensive Frightened Nervous Scared	Dejected Disconnected Discouraged Distressed Gloomy Hurt Insignificant Melancholy Upset	Aggravated Agitated Defensive Foggy Exasperated Indignant Mad Pissed off Resentful	Bewildered Blurry Blurred Lost Misunderstood Perplexed Puzzled Stuck
<b>Strong</b> "extremely" "really" "very" "super"	Amazed Ecstatic Elated Euphoric Exhilarated Overjoyed Thrilled	Adoring Crazy about Devoted Enamored Engrossed Fascinated Passionate Protective of Wild about Zealous	Inspired Daring Brash Bold	Energetic Enthusiastic Exhausted Fatigued Pumped up Weary	Ashamed Delinquent Disgraced Horrible Humiliated Inept Mortified Useless Worthless	Distressed Horrificed Intimidated Panicked Paralyzed Petrified Shocked Terrified	Awful Crushed Depressed Desolate Disoriented Grieved Hopeless Miserable	Bitter Disgusted Enraged Furious Irate Outraged Vengeful Vindictive	Baffled Confounded Overwhelmed Powerless Rattled Shocked Stumped Stunned Taken-aback	

## SELF-AWARENESS

**TWO GUIDING QUESTIONS:**

1. What is the voice in my head saying?
2. How do I feel right now?

**Your Mind As Your Best Friend**

*The voice in your head says:*

- "This is a gift and opportunity."
- "I got this."
- "Failure is part of growth, let's pick ourselves back up."
- "What a beautiful \_\_\_\_\_"
- "I wonder what's going on in their world to make them act that way?"
- "Be kind to yourself."
- "What can I learn from this for next time?"

*You feel:*

- Grateful
- Present
- Curious
- Excited
- Patient
- Compassionate
- Resilient
- Reassured
- Calm
- Productively stressed
- Motivated
- Connected
- Capable
- Powerful

**Your Mind As Your Worst Enemy**

*The voice in your head says:*

- "Agh, I'm such an idiot!"
- "What is wrong with you?"
- "What is wrong with me?"
- "There's no way you'll ever get this done."
- "If only I get X, then I'll be a success or worthy of Y."
- "Something will go wrong if I'm not careful."
- "I'm just not \_\_\_\_\_ enough to make this happen."

*You feel:*

- Shame
- Disconnected
- Unworthy
- Isolated
- Small
- Anxiety
- Self-Loathing
- Impatient
- Worried
- Lasting disappointment
- Inferior
- Stupid
- Defensive

► What is one fear, vulnerability, or detracting voice that gets in your way?

\_\_\_\_\_

► What is something you could say to yourself instead in those moments?

\_\_\_\_\_

## Anonymous Notecard Exercise

Remember:

- Safety emphasis
- Who hasn't spoken?
- Appreciate
- Connect the dots

*“Remember that the biggest thing they want to do is bond with each other. If you do that, you will succeed.”*

**Schedule:** 8:15 am – 9:30 am  
8:15 – 8:40 Michael welcomes back, continue with Self-Awareness  
**8:45 – 9:20 Anonymous Notecard Exercise**  
9:20 – 9:30 Break

**Desc:** At 8:40, Michael will ask that you combine your unit with a partner unit (for a total of 6 facilitators and 30 scholars) and hand out a notecard to each scholar and facilitator. Michael will then guide everyone through a reflective exercise (*see bottom right slide on page 6*) that examines the saboteurs we each grapple with internally. He'll then instruct everyone (**including facilitators**) to anonymously write on a notecard the answer to:

- *What is one fear, vulnerability, or detracting voice that gets in your way?*

Facilitators will collect notecards, then distribute them among the 6 of you to read aloud to your group of 30, **pausing** for a few seconds between each card. After all cards are read, pause for 30 seconds to let them all sink in, then return to original units for a 10-15 minute debrief conversation exploring:

- *Having just heard these vulnerabilities and insecurities, how do you feel? About yourself? About the person next to you? What do you find yourself thinking/noticing?*

**Facilitator Role:**

- Pass out pens and notecards, participate, collect, read aloud.
- **Facilitate debrief conversation. Tease out how we're connected through our vulnerability.**

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## Scholar Learning Outcomes

1. Improved mindfulness and emotional awareness
2. An understanding of what gets in their way as well as the connecting power of the vulnerability we all carry with us



## PEAKS AND VALLEYS

*As we march forward, it's helpful to understand where we've been. The big events in our lives often lead to choices about who we are or who we want to become. Sometimes these choices are conscious, other times they are subconscious. Regardless of where these choices occur, most of us are familiar with this notion and are well acquainted with phrases like "these things have made me who I am today." In the space below, we invite you to explore some of these moments from your life. What are your peaks? (your incredibly meaningful positive experiences)  
What are your valleys? (those difficult lowpoints that have left a lasting impression)*

PEAKS:

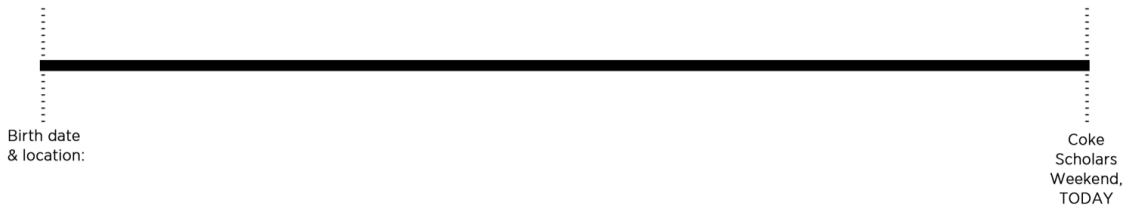
VALLEYS:

4



## TIMELINE OF ME

*Map the events you identified on the previous page onto the timeline below chronologically. Draw vertical lines upward from the timeline for your peaks, making the amplitude of the line proportional to how impactful an event seems to you (the bigger the impact of an event, the longer the line should be). Do the same downward for your valleys.*



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## Timeline of Me – Share Out

Remember:

- Safety emphasis
- Confirm-Respond
- Make sure no one is dropped
- Appreciate

*“Remember that the biggest thing they want to do is bond with each other. If you do that, you will succeed.”*

**Schedule:** 9:30 am – 10:25 am  
9:30 – 9:35 Introduction of Vision  
9:35 – 9:45 Peaks and Valleys – *see top slide on page 8*  
9:45 – 9:55 Timeline of Me – *see bottom slide on page 8*  
**9:55 – 10:25 Timeline of Me – Share Out**

**Desc:** Coming back from break, sit with **sub-units** of 5 (with 1 facilitator per sub-unit). Michael will guide everyone through the stages of completing Peaks and Valleys, and then Timeline of Me. Then during “Share Out”, go around your sub-unit with each scholar sharing one peak and one valley from his or her timeline. **Facilitators will share too.** With each event, sharer should try to answer:

- *How did this affect me then?*
- *How does it affect me today?*

**Facilitator Role:**

- Encourage acknowledgment after each share.
- Keep strict time (communicate clearly at the beginning). Use a soft timer at the **3.5 minute mark** to indicate that they should wrap up their share within a minute.
- Make sure every scholar feels acknowledged and heard.
- Share openly.

**Be Aware Of:**

- If the group is sitting in a “What do we possibly say?” silence after someone’s share, you need to be ready to come in with something. For example, “Thanks so much for sharing. I was really touched as you spoke, especially when you mentioned \_\_\_\_\_.” Remember, although this may seem like a speaking exercise, it’s predominately a listening exercise. How can you make each other feel heard and supported?

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## Scholar Learning Outcomes


- 1. A greater sense of who they are, where they’ve been, and what matters to them**



## THE STORY I TELL

*Transfer 2-4 Peaks or Valleys from the previous pages onto this page (try to pick at least one Peak and one Valley). For each, write a few sentences about the meaning you make out of that event. Try to notice and highlight the values you may hold as a result of the story you tell about that particular Peak or Valley.*


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## EXPLORING IDEAL CORE VALUES

1. Who are two people you really respect and admire? Describe what you admire about them.
  
  
  
  
2. If, at the end of your life, you had lived the way you most wanted, how would others describe you?
  
  
  
  
3. Over the course of your life and career, what do you hope you pursue? What do you hope you avoid?

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## CHOOSING CORE VALUES


*This table is aimed at helping you hone in on your core values - those qualities and characteristics you hold most dear. The 3 steps to fill it out:*

1. Complete the left side by writing down the value words you identified in your story on page 6.
2. Complete the right side by writing down the value words you identified in your responses on page 7.
3. Once you've filled out both sides of the chart, take a moment to reflect on which of these values mean the most to you. When you are ready, write the 3-6 values that represent who you want to be in the "My Chosen Values" box. Doing so represents the choice you always have to be who you want to be. The things in your past that have shaped you will only continue to shape you to the degree that you want them to and let them, and the ways you aspire to be are closer than you think. The first step is to choose to put the things you most value front and center.

Values that have emerged based on how I tell my life story:	Values I hold or aspire to because of who I respect and the life I want to live:

**MY CHOSEN VALUES:**

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## MY VISION

In order for our core values to matter, they must be *lived*. For example, I may hold compassion as a value, but it is the art of *behaving compassionately* toward myself and others that makes me a powerful inside-out leader. When we live our values, they become our virtues - capable of shaping the world around us in deep and authentic ways. Let's take a step toward putting our values in action by writing out a draft personal vision statement:

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**C3PO Rule:** **Clear** - Make it specific, understandable, directive, and action-oriented. Create a clean map.  
**Compelling** - Does it move and inspire you? Can it pick you up when you're down?  
**Concise** - Is it written in as few words as are needed? No need for an 8 page manifesto.  
**Present** - Live it today. Put it in the present tense. Limit "I will..." or "One day..." wording.  
**Others** - Our actions affect others. The more we acknowledge that here, the greater our impact on others will be.

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## Vision Defined

Remember:

- Make sure no one is dropped
- Be curious to know more
- Connect statements within the group
- Appreciate

*“Remember that the biggest thing they want to do is bond with each other. If you do that, you will succeed.”*

**Schedule:** 10:30 am – 11:45 am  
10:30 – 10:35 Introduction  
10:35 – 10:55 Exploring Core Values – *see first three slides on page 10*  
**10:55 – 11:15 Core Values Sub-Unit Discussion**  
11:15 – 11:22 Vision Statement & C3PO Intro  
11:22 – 11:40 Vision Statement Draft – *see last slide on page 10*  
**11:40 – 11:45 Unit Close**

**Desc:** Michael will facilitate all transitions during this part of the schedule. The scholars will all reflect on their core values individually, and will then discuss their values in sub-units from 10:55 – 11:15. Kick things off by having each scholar share the values they ended up putting in their “My Chosen Values” box on page 8 of their workbooks along with their answer to:

- **“What’s one thing that stood out or surprised them as they did their values reflection?”**

After they all share, please facilitate an open conversation about their values and what everyone learned from the exercise until 11:15. Get curious!

As the Scholars work on their Vision Drafts from 11:22-11:40, feel free to spend a little time working on or updating your own if you’d like. Scholars are preparing these vision statements with plans to deliver them in front of the group **tomorrow (not today)**. If Scholars don’t finish their draft, they can use their free time to finalize before tomorrow.

Between 11:35-11:40, Michael will make announcement for you to transition to a close by circling up your entire unit, making a few of your own comments about leading from the Inside, and asking every Scholar to share in one sentence their answer to: **“What’s something that they learned today about themselves and/or leadership that they intend to carry with them?”** Aim to end by 11:45. When done, collect their Scholar Workbooks.

**Facilitator Role:**

- Invite everyone into the sub-unit discussions.
- **Be prepared to share some of your core values/where they come from if the opportunity arises organically.**
- Consider the following questions:
  - How do these values tie to the story you tell about your life?
  - Are there any new ones you want to focus on given where you want to go?

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## Scholar Learning Outcomes

1. A greater sense of who they are and who they want to become
2. A concrete and compelling vision statement

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# Facilitator Check-In Meeting

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## Facilitator Group Photo in the Ballroom at 11:45

**Time:** 11:45 AM – 12:50 PM - Check-In Lunch

### Goals:

- Prepare for afternoon at Center for Civil and Human Rights
- Give us a chance to support one another on any urgent topics
- Provide feedback that is actionable during rest of LDI
- Enjoy time together and recharge

### Our Plan:

- **Quick self-reflection:**
  - How's your facilitative mindset?
  - Are you using the facilitator tools outlined on page 2?
- **Discussion:**
  1. Quick round of highlights: what was great about this morning?
  2. What feedback do you have for us that we could realistically take action on in the next 24 hours to improve the LDI experience? (for scholars, for facilitators, logistically, etc.)
  3. Review afternoon agenda

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## Have We Met These Learning Outcomes?

1. Improved mindfulness and emotional awareness
2. An understanding of what gets in their way as well as the connecting power of the vulnerability we all carry with us
3. A greater sense of who they are, where they've been, and who they want to become
4. A concrete and compelling vision statement

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# Notes

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## Exploring the Center for Civil and Human Rights

*The mission of the Center of Civil and Human Rights is to inspire everyone to take the protection of everyone's human rights personally.*

**Inspiration = A stirring influence**

<i>Gallery (Floor)</i>	<i>Exhibit and Reflection Questions</i>	<i>Location</i>
<b>Voice to the Voiceless (Floor 1)</b>	<b>The Morehouse College MLK Collection</b> <ul style="list-style-type: none"> <li>• What kind of person was Dr. King? What about him was <i>inspiring</i>?</li> <li>• What pieces can you emulate in your own life?</li> </ul>	<i>Throughout the first floor</i>
<b>Rolls Down Like Water: The American Civil Rights Movement (Floor 2)</b>	<b>Lunch Counter</b> <ul style="list-style-type: none"> <li>• Can you be inspired from the negative as well as the positive? How does your response differ?</li> </ul>	<i>Half-way through Gallery (look for the replica lunch counter)</i>
	<b>Coca-Cola Takes a Stand</b> <ul style="list-style-type: none"> <li>• What is your responsibility to human rights as a global citizen?</li> </ul>	<i>¾ of the way through Gallery, panel on the right re: Atlanta</i>
	<b>On That Day (King Assassination)</b> <ul style="list-style-type: none"> <li>• Where does inspiration come from?</li> <li>• What might I do to lead inspiringly?</li> </ul>	<i>Near end of Gallery – go through the portal into darkened room with map on floor</i>
<b>The Spark of Conviction: The Global Human Rights Movement (Floor 3)</b>	<b>Who, Like Me, Is Threatened?</b> <ul style="list-style-type: none"> <li>• How might you feel inspired to change the way you view particular groups?</li> <li>• What specific actions will this lead to?</li> </ul>	<i>At Gallery entrance</i>
	<b>Everyday Items and Their Human Rights Story</b> <ul style="list-style-type: none"> <li>• In what ways can you alter your consumer habits and inspire those around you to do the same?</li> </ul>	<i>Toward rear of Gallery - polls with consumer items</i>

For Our Conversation:

1. What inspired you about what you just saw? (on the tour)
2. What do you see as the ingredients for creating inspiration?
3. As a Coke Scholar and as a leader, how might you incorporate those ingredients into how you inspire yourself and others?

# Inspiration Discussion

Remember:

- Connect statements within the group
- Empathetic inquiry
- Interrupting and redirecting as needed
- Be curious to know more

*“Remember that the biggest thing they want to do is bond with each other. If you do that, you will succeed.”*

**Schedule:** 1:45 pm – 4:15 pm  
1:45 – 2:10 Priming session in auditorium  
2:15 – 3:30 Tour of center  
**3:35 – 4:15 Inspiration Discussion in sub-units**

**Desc:** Michael will facilitate the priming session and you will join your unit on the tour of the center (*see exhibits and reflection questions in table on top of page 14*). To make corralling your unit easier during the tour, we will: bring your laminated unit numbers for you to hold in the air, signal floor switches using the GroupMe app, and **ask that you set up a 3:30 meeting point for your unit before starting the tour.**

The first few minutes of the Inspiration Discussion (roughly 3:35-3:45) will not require any active facilitation on your part—as they’ll predominately be spent with the Scholars in your **sub-unit** writing about the “For Our Conversation” reflection questions (*bottom of page 14*). At 3:45, you will lead an open-ended conversation with your **sub-unit** around those three “For Our Conversation” questions (reprinted here for easy reference):

1. *What inspired you about what you just saw on the tour?*
2. *What impact does that have on how you view the ingredients for creating inspiration?*
3. *As a Coke Scholar and as a leader, how might you incorporate those ingredients into your own leadership to continue to inspire yourself and others to great things?*

**Facilitator Role:**

- Lead the discussion—help the Scholars tease out themes and similarities as well as differences in their experience of the center and inspiration
- Share your own experience of the tour and with inspiration in general as helpful

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## Scholar Learning Outcomes

1. **What moves, touches, and inspires others?**
2. **Inspiration’s connection to influence**
3. **Connecting to real world examples of Inside-Out leadership**





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# Coca-Cola Scholars Foundation Leadership Development Institute Schedule

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## SATURDAY - DAY 3

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7:45 – 8:00 AM      **Facilitator Huddle in Main Ballroom**

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8:00 – 8:10 AM      **Welcome & Check-in**  
▪ Today’s main focus is on the “Out”-side part of leadership

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8:10 – 10:00 AM      **PART IV: Empathy**  
▪ **Confirm-Respond Activity**.....pg. 19  
▪ **Top Card**.....pg. 21

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10:00 – 10:15 AM      **Break**

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10:15 – 11:45 AM      **Circling Back, Takeaways & Closing**  
▪ **Vision Statement Share**.....pg. 23  
▪ Thank yous  
▪ Put learning into action this afternoon

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11:45 AM – 1:00 PM      **Lunch**

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## EMPATHY IN ACTION: CONFIRM-RESPOND

When someone shares something with us that has an emotional element, many of us are tempted to quickly **respond** - often with advice, problem-solving, questions, or a story of our own. In doing so, we often miss our chance to connect empathetically and make the other person feel heard.

### CONFIRM-RESPOND:

Before responding next time, instead first try **confirming** what the other person is saying on both the content and emotion levels:

- "That sounds hard."
- "You got the new job? I'm happy for you, man!"
- "I feel so grateful hearing that."
- "Agh that makes me angry."

Once you confirm, take a second or two to pause. Odds are, the sharer will take it from there and continue speaking. If they don't, then you can **respond** more in depth. Ask them a question if you want to learn more. Share more about what their story or news brings up for you. Briefly tell your own story (careful not to hijack). Ask how you can help.

The key to practicing effective empathy is that the sharer actually feels heard and understood--thinking about confirming before responding can help get you there.

## Confirm-Respond Activity

Remember:

- Appreciate
- Empathetic inquiry
- Show up fully, share yourself
- Ask questions instead of making assumptions

*“Remember that the biggest thing they want to do is bond with each other. If you do that, you will succeed.”*

**Schedule:** 8:10 am – 9:00 am  
8:10 – 8:40 Empathy definition, Videos  
**8:40 – 9:00 Confirm-Respond Activity**

**Desc:** Michael will facilitate this activity for the whole room. Please participate with your unit. The activity will be you and the scholars practicing listening to each other empathetically and then giving each other feedback using a prompt that Michael provides.

**Facilitator Role:**  
- Participate fully.

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### Scholar Learning Outcomes

1. Heightened understanding of empathy and why it matters
2. How to use it to connect and to lead



## Top Card

Remember:

- Confirm-Respond
- Appreciate
- Connect the dots
- Make sure no one is dropped

*“Remember that the biggest thing they want to do is bond with each other. If you do that, you will succeed.”*

**Schedule:** 9:00 am – 10:00 am  
9:00 – 9:10 Transition and Intention-Setting  
**9:10 – 10:00 Top Card**  
10:00 – 10:15 Break

**Desc:** Michael will put Top Card guiding rules up on a slide. **Facilitators take it from there:** Sub-units will pass around a stack of cards with open-ended questions on them. Upon receiving the stack, a unit member or facilitator draws the top card and either:

- *Answers the question on the card*
- *Shares why they don't want to answer the question*
- *Answers a question previously drawn in the circle*

Group's goal is to listen openly and practice confirm-respond.

Try to get around the circle at least twice between 9:10-9:50, which gives ~3 minutes average for each share and sub-unit response. After 40 minutes (at 9:50), the whole unit comes together for 10 minutes to discuss:

- *What was it like to try to express empathy? In what ways did it lead to connection? What types of behaviors were particularly helpful? What was more difficult? How could you use these insights going forward?*

**Facilitator Role:**

- Create a welcoming and supportive sub-unit for sharing.
- Model confirm-respond as needed.
- Notice what types of risks others are taking.
- (Optional) At end, sub-unit can sign each other's cards if meaningful.

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## Scholar Learning Outcomes

1. Heightened understanding of empathy and why it matters
2. How to use it to connect and to lead



## INSPIRE

*At first glance, inspiration can seem like a challenging concept to master. However, over the course of our time together this weekend, you've been able to tease out some of the building-blocks of inspiration. Take a moment to reflect on what inspires you so that you can leverage it going forward. Then, use that insight to share your vision statement draft with your unit. This is an opportunity to claim your space, to share what you stand for. Share it out proudly. We're excited to hear it!*

1. Given your unit's conversation about inspiration yesterday coupled with the inspiration tools listed below, what do you think will help you communicate more inspirationally?
2. Which of these mindsets, tools, or techniques would you like to try when you share your Vision Statement draft with your unit? (Feel free to use this as a space to outline or take notes on what you want to share.)
3. Update your Vision Statement on page 9 so that you are prepared to share it with your unit.

Authentic Inspiration Toolkit: 1. Story/Anecdote 2. Emotion 3. Pause 4. Heroic Neutral

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## Vision Statement Share

Remember:

- Appreciate
- Make sure no one is dropped
- Hold the group, don't get sucked in by one person
- Appreciate!

*“Remember that the biggest thing they want to do is bond with each other. If you do that, you will succeed.”*

**Schedule:** 10:15 am – 11:45 pm  
10:15 – 10:40 Michael introduces last segment  
10:40 – 10:50 Vision Statement Prep  
**10:50 – 11:20 Vision Statement Share**  
11:20 – 11:35 Takeaways and Closing  
11:35 – 11:45 Unit Celebration

**Desc:** Michael will give scholars time to update/hone Vision Statements from 10:40-10:50. At 10:50, each scholar will have 2-3 minutes to share their Vision Statement with the whole unit. Michael will prompt them to incorporate:

- *A story or anecdote*
- *Emotion*
- *Pausing for effect*
- *Heroic neutral posture*

At 11:20, Michael will transition Scholars into reflecting on the past few days. After he finishes, you'll have an opportunity to close and celebrate as a unit however you like. We recommend a standing circle with your unit where everyone shares their LDI learnings and appreciations in a few sentences—or whatever you think would be most fitting and meaningful for your group.

**Facilitator Role:**

- **Support and encourage** the rest of the unit to share their personal vision statements in an authentic and inspiring way.
- Notice things to appreciate about everyone's share.
- Keep time. We want all 15 scholars to have a chance to share in the allotted 30 minutes (set a soft timer for 2 mins/share).
- **If there is time at the end, be prepared to share your own vision statement.**
- This could be a very vulnerable exercise for some.
- For any who struggle, appreciate their effort and risk, and acknowledge the learning taking place.

\*\*We'll have another Facilitator support/hangout/feedback lunch from 11:45 – 1p.

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# Notes

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## Extra Activities (as needed)

Use these when you need to fill transition or down time with your unit. Please don't choose loud activities when other units are still working or are in conversation near by.

### ***Word at a Time Stories (quieter)***

In a circle, tell a story with your group in which each person contributes one word at a time. Stories should typically be told in the past tense and feature a protagonist. Note: you may need to cluster in closely for your whole unit to be able to hear the evolving story.

### ***Discussion Questions in Units or Subunits (quieter)***

- What are the top lessons from the facilitator about ...
  - Life?
  - Career?
  - Relationships?
  - Leadership?
  - College?
- What are the scholars most proud of thus far in life?
- What do the scholars wish there was more of in the world?
- What are the scholars curious to know about each other? The facilitator?

### ***(Plan in Advance) Top Card Yearbook-Style Activity on Saturday (final LDI day)***

An optional addition to the final day of LDI (Saturday) is to facilitate a yearbook-style signing of top cards in your subunit. If you wish to do so, here are the steps to follow:

- Step 1: During the debrief of the **top card activity** have the scholars look at all the top cards and have each choose their favorite card (perhaps the one that had the biggest impact on them or on group) and write their name on it; collect the cards and save for the end of the **vision statement share** that happens later in the morning
- Step 2: During the down time after the vision statement share and before Michael's "Takeaways & Closing" segment, sit in a circle with your subunit, pass out the top cards that the scholars wrote their names on and invite scholars to write a note on each person's respective card yearbook-style
- Step 3: Have each scholar take their now signed top card with them as a memento!