

**Title: Future Leaders Orientation Project Description and Outcome**

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## **Future Leaders Orientation**

### **Overview**

Future Leaders Orientation is the flagship educational and professional orientation program of Global Bridge Educational Complex. In line with its aims and objectives, Global Bridge promotes knowledge-based freedom of choice, independent and informed decision-making in the realm of professional orientation through an intensive preparatory course to equip the participants-high school students- with the necessary skillset and knowledge to make a choice freely and in collaboration with their teachers and parents.

### **Significance**

The significant correlation between the freedom of choice on the one hand and happiness and life satisfaction on the other is self-evident. Our one-to-one interviews and informal surveys with educators and working professionals have reinforced our conviction in the necessity of preparing adolescents for making informed decisions concerning their future to boost their happiness, self-confidence and life-satisfaction as well as promote a new culture of parent-offspring relationships in which collaboration and well-advised decision-making takes precedence over direct control, coercion or persuasion.

### **Stages**

**The first stage** of the program was comprised of four lectures and two seminars. A total of five experts taught the course comprehensively addressing such issues as the job market of the 21st century, career prospects, economic well-being, personal growth and self-actualization, the importance of the freedom of choice in life-changing decisions, behavioral economics, financial circumstances and higher education, the skills of the future, challenges of the information age, bounded rationality etc. Each of the experts taught one lecture or seminar except for the project manager who taught two (See the complete list of the experts on the program page at <http://gb.am/>). All the lectures and seminars were interactive, student-centered, fostered discussion, self-reflection, peer-assessment and included program-specific activities and tasks.

**The second stage** of the program was a five-day intensive work experience placement at leading organizations under the supervision of senior staff. The work placement scheme was oriented towards hands-on learning, professional counselling and orientation. The scheme was meant to add a practical dimension to the program, teach networking and communication skills, help do collaborative research and/or perform work-related tasks, make formal inquiries and receive professional feedback and mentoring.

**The host organizations and institutions:** The Administration of the President of the Republic of Armenia (Legal Department), the Institute of Cardiology (supervisor: Professor, Chief Cardiologist of Yerevan Parunak Zelveyan), "EMPIRICA" Marketing and Sociological Research Company (supervisor: Founding Director Mariam Mkhitarian), Photography and photojournalism (supervisor: Narek Aleksanyan); Legal Sport LLC (supervisor:

Co-founder and football agent Khoren Kalashyan); Araks Cakes Pastery; Makinyan and Friends Law Firm (supervisor: Narine Amatuni); Ayvazyan and Partners Business Development and Management Company.

### **Project Management**

No financial means or monetary compensations have been used or made throughout the duration of the program. The project manager (Garik Poghosyan) bore the sole responsibility of reaching out to educators for the delivery of lectures and seminars as well as negotiating the terms- time-frame, scope, specializations, supervision-of individual work experience schemes through previous networking or establishing new partnerships.

### **Numbers and results**

Enrollees: **20**

Alumni: **14**

Dropouts (participation, continuous assessment): **6**

The number of students who discontinued their participation because their work placement scheme did not match their preferences or because they did not receive sufficient supervision: **0**

The number of students who received formal written feedback on the part of their supervisors as an accolade for their effective participation in the work placement scheme: **5**

The number of students who did supervised research and prepared a report: **2**

The percentage of students whose supervisors evaluated their participation in the second stage of the program in exclusively positive terms: **100**

### **Impact**

The project manager requested and received final and formal, point-based feedback from the participants and their parents regarding the effectiveness of the project (self-satisfaction and happiness, professional orientation, learning opportunities, positive interaction and networking, freedom of choice). The overall feedback has been definitively and exclusively positive and appreciative. For more information, see the *Testimonials* on the program page at <http://gb.am/>