



# ELMP Leadership Reflection & Evidence Portfolio

Official Student Workbook, 2026–2027 Edition.

## ABSTRACT

The ELMP Leadership Reflection & Evidence Portfolio is the official student workbook of the Esquire Leadership & Mentoring Program (ELMP), designed to develop leadership, character, and a lifelong commitment to service. Through mentorship, experiential learning, guided reflection, community service, and interactive leadership activities, participants strengthen critical skills in communication, teamwork, civic engagement, college and career readiness, and personal responsibility. Rather than relying on traditional academic assessments, the portfolio documents leadership growth through reflection, goal setting, and real-world experiences. Serving as both a curriculum and a record of personal development, this workbook equips young men to become confident, ethical, and service-oriented leaders who positively impact their families, schools, and communities while embodying the ELMP mission of Developing Leaders. Building Character. Inspiring Service.

## Esquire Leadership and Mentoring Program

Ann Arbor, MI

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## **CHAPTER 1: Welcome to the ELMP Leadership Reflection & Evidence Portfolio**

### **Purpose**

The Esquire Leadership & Mentoring Program (ELMP) The Leadership Reflection & Evidence Portfolio was developed to provide a consistent, engaging, and meaningful leadership experience for every Esquire participating in the program. Rather than functioning as a traditional classroom workbook, this curriculum complements the relationships, discussions, service projects, and leadership experiences that define ELMP. Leadership is not developed through lectures alone. It is developed through experience, reflection, mentoring, and service. Every leadership activity in this curriculum is intentionally connected to ELMP's mission. It provides Esquires with opportunities to think critically, communicate effectively, serve their communities, and grow as young men of character. Because ELMP meets for only 4 hours each month, every activity has been intentionally designed to maximize engagement while preserving time for speakers, discussions, mentoring, and experiential learning.

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### **Our Mission**

The Esquire Leadership and Mentoring Program (ELMP) is committed to developing underserved young men academically, socially, personally, and professionally through mentorship, leadership development, educational enrichment, and service to others. ELMP empowers participants to achieve their fullest potential while preparing them to become responsible leaders in their schools, families, workplaces, and communities.

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### **Our Vision**

To cultivate a generation of confident, ethical, educated, and service-oriented leaders who positively impact their communities and inspire others through excellence, integrity, and lifelong learning.

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### **Our Leadership Philosophy**

ELMP believes leadership is learned through participation.

Young men become leaders by:

- Building meaningful relationships.
- Learning from positive role models.
- Understanding history and heritage.
- Serving their communities.
- Practicing leadership.
- Reflecting on their experiences.
- Applying lessons outside of ELMP.

Every Leadership Activity is designed around these principles.

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### **The ELMP Difference**

The ELMP Leadership Reflection & Evidence Portfolio is built around the program's actual rhythm.

Unlike traditional youth curricula, ELMP emphasizes:

- Brotherhood before instruction.
- Mentoring before evaluation.
- Leadership through experience.
- Reflection through conversation.
- Growth through service.
- Continuous connection to the ELMP Success Goals.

The curriculum supports the program; it never replaces it.

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### Program Flow

The ELMP year is intentionally divided into three phases.

#### Phase One - Building Brotherhood (October – December)

Purpose:

- Develop trust.
- Build relationships.
- Establish mentoring partnerships.
- Introduce program expectations.
- Develop cultural identity.
- Strengthen teamwork.
- Encourage Esquire's ownership of the program.

By the end of December, every Esquire should feel: **I belong here.**

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#### Phase Two - Developing Leaders (January – March)

Purpose:

- Increase leadership expectations.
- Develop communication.
- Expand college and career readiness.
- Strengthen decision-making.
- Improve professionalism.
- Practice leadership through service.

By the end of March, every Esquire should feel: **I am becoming a leader.**

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#### Phase Three - Leading with Purpose (April – June)

Purpose:

- Demonstrate leadership.
- Prepare for recognition.
- Celebrate accomplishments.
- Reflect on growth.
- Prepare for future success.

At the Student Recognition Dinner, every Esquire should feel: **I am ready for my next leadership opportunity.**

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### **History, Heritage & Cultural Identity Series**

Presented by

**Dr. Victor Okafor – Program Manager: History, Heritage & Cultural Identity Series**  
Professor of Africology & African American Studies  
Eastern Michigan University

Every Success Seminar begins by exploring history through the lens of leadership, resilience, service, and identity. Rather than presenting history as isolated events, each session encourages Esquires to connect historical lessons to modern leadership challenges and personal growth.

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### **Success Seminar**

- Guest speakers.
  - Leadership instruction.
  - Demonstrations.
  - Interactive discussion.
- 

### **Leadership in Action**

Hands-on application of the day's topic.

Examples include:

- Team problem-solving
  - Public speaking
  - Mock interviews
  - Budgeting exercises
  - Leadership scenarios
  - Planning activities
  - Community problem-solving
- 

### **Mentor Conversations**

The Rule of Three Mentoring Model provides dedicated time for Esquires and mentors to discuss the day's experiences, ask questions, set goals, and strengthen relationships.

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### **Leadership Reflection**

Esquires complete a brief Leadership Activity that documents what they learned and how they will apply it before the next meeting.

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### **Success Goal Record**

Every Success Seminar concludes by connecting the day's experiences to one or more ELMP Success Goals and documenting evidence of growth.

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### **Leadership Experiences**

Fourth Saturday meetings follow a different structure. The emphasis shifts from instruction to participation. Whether the experience involves community service, civic engagement, fundraising, college exploration, or brotherhood, the rhythm remains consistent.

- Purpose.
- Experience.
- Reflection.

### **Success Goal Record**

This ensures every event contributes to leadership development while allowing Esquires to remain fully engaged in the experience rather than spending excessive time completing written activities.

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### **Preparing for Chapter 2**

Leadership begins with knowing yourself. In the next Chapter, *Discovering the Leader Within*, you will explore your personal strengths, values, personality, and leadership potential. By understanding yourself first, you will build the foundation needed to lead others with confidence and integrity.

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## **CHAPTER 2: The ELMP Success Goals Framework (Developing Leaders Through Intentional Experiences)**

### **Why Success Goals Matter**

Every activity in the Esquire Leadership & Mentoring Program has a purpose. Whether an Esquire is participating in a Success Seminar, serving families through a community service project, attending a college visit, engaging in a social activity, or leading a fundraiser, each experience is intentionally designed to help him grow. The ELMP Success Goals provide a consistent way to recognize growth throughout the program year. Unlike traditional educational programs that evaluate students primarily through tests or grades, ELMP recognizes leadership development through participation, reflection, service, responsibility, and continuous

improvement. Success is measured by how Esquires apply what they learn to their daily lives. Every Leadership Activity within this curriculum is intentionally aligned to one or more Success Goals.

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## **The Five ELMP Success Goals**

### **Academic Performance - Definition**

Leadership begins with personal responsibility. Academic success requires discipline, preparation, perseverance, and a commitment to continuous learning. Throughout the program year, Esquires are encouraged to strengthen study habits, improve classroom performance, seek academic support when needed, and take ownership of their educational goals.

Examples include:

- Improving classroom performance
  - Completing assignments
  - Reading independently
  - Participating in academic enrichment
  - Exploring college opportunities
  - Career planning
  - Developing workplace skills
- 

### **Attendance & Participation - Definition**

Leadership requires showing up consistently. Regular attendance demonstrates commitment to personal growth, respect for others, and accountability to the ELMP Brotherhood. Participation extends beyond simply being present. Esquires are encouraged to contribute to discussions, volunteer for activities, ask thoughtful questions, support fellow Esquires, and fully engage in every program experience.

Examples include:

- Attending ELMP meetings
  - Participating in discussions
  - Volunteering during activities
  - Working with mentors
  - Completing Leadership Activities
  - Supporting fellow Esquires
- 

### **Leadership & Conduct - Definition**

Leadership is demonstrated through actions, not titles. ELMP encourages Esquires to develop integrity, responsibility, respect, initiative, and professionalism in every setting.

Leadership may be demonstrated by:

- Taking initiative
- Helping others

- Resolving conflicts respectfully
- Demonstrating professionalism
- Leading group activities
- Supporting younger Esquires
- Serving as Leadership Council officers

**College & Career Readiness - Definition**

Preparing for life beyond high school is a continuous process. Every Esquire should graduate from ELMP with a clear understanding of his educational and career options, professional expectations, and personal goals.

Activities supporting this goal include:

- College visits
- Career exploration
- Résumé development
- Interview preparation
- Financial literacy
- Professional communication
- Networking
- Leadership development

**Personal Growth & Reflection - Definition**

Leadership requires continuous self-improvement. Every ELMP experience encourages Esquires to reflect on their growth, evaluate their decisions, strengthen relationships, and identify opportunities for improvement.

Examples include:

- Leadership reflections
- Mentor conversations
- Goal setting
- Community service reflections
- Cultural awareness
- Personal responsibility
- Leadership commitments

**Success Goal Alignment**

One unique characteristic of ELMP is that every meeting contributes to student growth. Every event provides Success Goal opportunities.

ELMP Experience	Success Goals Commonly Addressed
Leadership Legacy Series	Academic Performance • Leadership & Conduct • Personal Growth
Success Seminar	Leadership & Conduct • College & Career Readiness • Personal Growth

<b>ELMP Experience</b>	<b>Success Goals Commonly Addressed</b>
Community Service	Leadership & Conduct • Attendance & Participation • Personal Growth
Social Activities	Attendance & Participation • Leadership & Conduct • Personal Growth
College Visits	Academic Performance • College & Career Readiness • Personal Growth
Career Exploration	College & Career Readiness • Academic Performance
Fundraisers	Leadership & Conduct • College & Career Readiness • Attendance & Participation
Leadership Council	Leadership & Conduct • Attendance & Participation • Personal Growth
Student Recognition Preparation	Personal Growth • Leadership & Conduct

### Leadership Growth Is Continuous

The ELMP Success Goals are not checkpoints that students complete once. They represent habits that are strengthened throughout the program year. An Esquire who consistently attends meetings, contributes positively to discussions, serves his community, works with his mentor, and demonstrates leadership may strengthen all five Success Goals during a single month. For this reason, leadership Activities are designed to help Esquires recognize how each experience contributes to their growth.

### The Success Goal Record

Every Leadership Activity concludes with a Success Goal Record. Rather than simply checking boxes, Esquires document meaningful evidence of growth.

Each record asks:

- Which Success Goal(s) did I strengthen today?
- What leadership behaviors did I demonstrate?
- What evidence can I provide?
- How will I continue developing this Success Goal before our next meeting?

This record serves as documentation for mentor conferences, program evaluations, Leadership Council development, EPRS recognition, and preparation for the Student Recognition Dinner.

### Preparing for Chapter 3

Now that you have explored your leadership potential, it is time to build meaningful relationships. In *The Power of Mentorship*, you will learn how mentors, peers, and trusted adults can guide your personal and leadership development while helping you overcome challenges and pursue your goals.

## **CHAPTER 3: The ELMP Leadership Activity Model (Building Leadership Through Experience)**

### The ELMP Difference

The Esquire Leadership & Mentoring Program is built on a simple belief: Young men learn leadership by experiencing leadership. Leadership is not developed by listening to lectures alone. It grows through meaningful conversations, positive role models, thoughtful reflection, community service, teamwork, and opportunities to practice leadership in real situations. For this reason, ELMP uses Leadership Activities instead of traditional classroom worksheets. Every activity is intentionally connected to the program's mission and designed to strengthen one or more ELMP Success Goals while supporting mentor relationships and personal growth. Leadership Activities are concise, engaging, and discussion-based so that the majority of each meeting is devoted to interaction, mentoring, and hands-on experiences.

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### **The ELMP Meeting Model**

Every Second Saturday Success Seminar follows the same rhythm, creating a familiar experience that helps Esquires focus on learning rather than adjusting to a different meeting format each month.

#### **Brotherhood & Opening (10–15 Minutes)**

The meeting begins by strengthening relationships and establishing a positive environment.

This portion includes:

- Roll Call led by the Esquire President or Vice President
- Welcome and announcements
- Recognition of accomplishments
- Brotherhood check-in or icebreaker
- Overview of the day's agenda

The purpose is to help every Esquire feel welcomed, valued, and prepared to participate.

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#### **(History, Heritage & Cultural Identity Series (15–20 Minutes)**

**Dr. Victor Okafor - Program Manager: History, Heritage & Cultural Identity Series**  
Professor of Africology & African American Studies  
Eastern Michigan University

Every Success Seminar begins with the Leadership Legacy Series. This recurring segment connects African and African American history to leadership, service, resilience, innovation, and community responsibility. Rather than presenting history as isolated events, each discussion encourages Esquires to consider:

- What leadership qualities were demonstrated?
- What obstacles were overcome?
- How does this history influence our communities today?
- How can these lessons shape my own leadership?

Following the presentation, Esquires complete a brief Leadership Activity and discuss the topic with their mentor group. The Leadership Legacy Series establishes the tone for every Success Seminar by reminding Esquires that leadership is rooted in identity, purpose, and service.

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#### **Success Seminar (35–45 Minutes)**

The Success Seminar introduces the month's leadership topic.

Topics may include:

- College & Career Readiness
- Financial Literacy
- Interview Success
- Professional Etiquette
- Prepared Minds, Calm Responses
- Artificial Intelligence & Future Careers
- Civic Engagement
- Communication
- Leadership Development

The seminar is designed to be highly interactive. Guest speakers, demonstrations, discussions, and practical examples are encouraged.

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### **Leadership in Action (20–25 Minutes)**

Following the seminar, Esquires immediately apply what they have learned through a Leadership Activity.

Activities may include:

- Leadership scenarios
- Team challenges
- Role-playing exercises
- Public speaking practice
- Problem-solving exercises
- Financial simulations
- Mock interviews
- Community planning activities

The objective is to move from learning to application, with mentors observing and supporting student growth.

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### **Rule of Three Mentor Conversations (15–20 Minutes)**

The Rule of Three Mentoring Model is one of the defining characteristics of ELMP. Every Success Seminar provides dedicated time for mentors and Esquires to discuss the day's learning. Mentors guide conversations that encourage reflection, accountability, and relationship building rather than simply reviewing answers.

Suggested discussion prompts include:

- What was your biggest takeaway today?
- What challenged your thinking?
- How can you apply today's lesson at school?
- How can you apply today's lesson at home?
- What leadership opportunity will you pursue before our next meeting?

Mentors are encouraged to listen more than they speak, creating space for Esquires to think critically and develop confidence.

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### **Leadership Reflection & Success Goal Record (10 Minutes)**

Every Success Seminar concludes with a Leadership Reflection.

Esquire's document:

- One lesson they learned
- One leadership skill they practiced
- One action they will take before the next meeting
- The ELMP Success Goal(s) they strengthened
- Evidence of growth

These reflections provide valuable information for mentor conferences, EPRS recognition, and preparation for the Student Recognition Dinner.

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### **The ELMP Leadership Experience Model**

Fourth Saturday meetings differ from Success Seminars. Rather than classroom instruction, Leadership Experiences emphasize participation.

Examples include:

- Community Service Projects
- College Visits
- Museum Experiences
- Fundraisers
- Social Activities
- Civic Engagement Events
- Leadership Council Projects

Leadership Experiences follow a simplified structure:

1. Purpose of Today's Experience
2. Participate Fully
3. Mentor Conversation
4. Leadership Reflection
5. Success Goal Record

Because the emphasis is on participation, Leadership Activities are intentionally brief and are typically completed before and after the experience.

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### **Leadership Activities by Developmental Level**

Although every Esquire participates in the same ELMP events, Leadership Activities are tailored to four developmental levels.

### **Junior Esquires (Ages 6–8)**

Activities emphasize:

- Discovery
- Curiosity
- Listening
- Teamwork
- Respect
- Drawing and guided responses

### **Junior Esquires (Ages 9–11)**

Activities emphasize:

- Responsibility
- Communication
- Goal setting
- Confidence
- Service
- Short written reflections

### **Esquires (Ages 12–14)**

Activities emphasize:

- Critical thinking
- Leadership scenarios
- Team collaboration
- Career exploration
- Personal responsibility

### **Esquires (Ages 15–17)**

Activities emphasize:

- College and career readiness
- Professional communication
- Civic leadership
- Financial literacy
- Mentoring younger Esquires
- Leadership planning

This progression allows every Esquire to experience the same program while engaging in activities appropriate to their developmental stage.

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## **Leadership Beyond ELMP**

Every meeting concludes with a Leadership Commitment. Rather than ending when the meeting adjourns, Esquires identify one leadership action they will complete before returning.

Examples include:

- Encourage a classmate.
- Thank a teacher or coach.
- Complete all assignments on time.
- Help at home without being asked.
- Research a college or career.
- Volunteer in the community.
- Practice a new leadership skill.
- Introduce yourself to someone new.

At the next meeting, mentors begin by asking Esquires to share how they fulfilled their commitment. This creates continuity, accountability, and reinforces that leadership is practiced every day.

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#### Preparing for Chapter 4

Leadership grows through relationships and teamwork. In the next Chapter, Building Trust and Working with Others, you will develop collaboration, communication, and teamwork skills that will help you become a dependable leader in school, your family, and your community.

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#### **CHAPTER 4: October - Building Trust and Working with Others**

**Theme:** Every Great Leader Begins by Building Relationships

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#### **Monthly Purpose**

October introduces Esquires and their families to the culture, expectations, and values of the Esquire Leadership & Mentoring Program. This month, the emphasis is intentionally placed on relationship-building rather than intensive leadership instruction. The objective is for every Esquire to feel welcomed, connected, and excited about returning.

Rather than asking,

*"What did we teach?"*

October asks,

**"Did every Esquire leave feeling like he belongs?"**

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#### **Monthly Success Goals**

Every October, activity intentionally strengthens:

- ✓ Attendance & Participation
- ✓ Leadership & Conduct
- ✓ Personal Growth & Reflection

Additional opportunities for Academic Performance and College & Career Readiness may naturally occur through discussions, but are not the primary focus during this phase.

## Meeting One

**ELMP Kickoff: Second Saturday - 2 Hours**

### Meeting Objectives

By the conclusion of today's meeting, every Esquire should:

- Understand the purpose of ELMP.
- Meet fellow Esquires.
- Meet mentors.
- Understand program expectations.
- Become familiar with the Success Goals.
- Feel welcomed.

### Materials

- Program Information Packet
- Leadership Activity Journals
- Name tags
- Pens
- Keynote speaker
- Icebreaker supplies (if needed)
- Parent information
- Attendance roster

### Meeting Agenda

Activity	Time
Registration	10 min
Welcome	10 min
Icebreaker/Keynote	15 min
Program Overview	20 min
Meet the Mentors	20 min

Activity	Time
Leadership Activities	30 min
Mentor Conversations	10 min
Closing	5 min

**Facilitator Notes**

- Today's objective is NOT to overwhelm students with information.
- Today's objective is relationships.
- Keep presentations short.
- Keep discussions interactive.
- Allow mentors to spend time getting to know their Esquires.
- Every Esquire should leave knowing the names of several fellow Esquires and feeling comfortable approaching his mentor.

**Leadership Activity**

**Junior Esquires (Ages 6–8)**

**Leadership Activity - My New ELMP Family**

Draw yourself in the center of the page.

Around your picture, draw:

Your mentor

A new friend

Something you hope to learn

Something you're excited about

Talk with your mentor.

What are three things that make you unique?

Draw or write them.

**Leadership Reflection**

Today I met

---

I felt



The thing I liked most was

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Success Goal Record

Attendance & Participation

Leadership & Conduct

Personal Growth

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**Junior Esquires (Ages 9–11)**

**Leadership Activity - Getting To Know My Brotherhood**

Interview another Esquire.

Name

Favorite subject

Favorite sport

Favorite hobby

Dream career

One interesting fact

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Introduce him to the group.

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Leadership Reflection

Today I learned

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Leadership Commitment

Before the next meeting, I will introduce myself to someone new at school.

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Success Goal Record

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**Esquires (Ages 12–14)**

**Leadership Activity - What Does Brotherhood Mean?**

Small-group discussion.

What makes someone trustworthy?

How do leaders build relationships?

How should Esquires support one another?

What does respect look like?

Record three ideas.

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Mentor Conversation

Which leadership quality do you already possess?

Which one needs work?

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Leadership Reflection

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Success Goal Record

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**Esquires (Ages 15–17)**

**Leadership Activity - The Leader I Want To Become**

Five words describing the leader I hope to become.

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The leadership qualities I admire most are

One habit I must improve

How will ELMP help me accomplish this?

Mentor Conversation

Discuss your leadership goals.

Leadership Reflection

Success Goal Record

**Leadership Commitment**

- Every Esquire
- Write one thing you will do before the Brotherhood Social.
- Examples
- Introduce yourself to another Esquire.
- Talk with your mentor.
- Read your Information Packet.
- Wear your ELMP shirt proudly.
- Help someone at school.

**Meeting Two**

**Brotherhood Social**

Fourth Saturday

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**Purpose**

- Relationships.
- Nothing more.
- Nothing less.
- No lectures.
- No presentations.
- Just Brotherhood.

The social event should create conversations that would never normally happen in a classroom.

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**Facilitator Notes**

- The objective is not simply to have fun.
  - The objective is to strengthen relationships.
  - Mentors should intentionally interact with every Esquire.
  - College Brothers should also engage with younger Esquires.
  - Encourage mixed-age conversations so newer participants connect with returning Esquires.
- 

**Before the Event**

Leadership Activity

Today I plan to:

- Meet someone new.
  - Talk with my mentor.
  - Encourage another Esquire.
  - Help someone today.
  - Show good sportsmanship.
- 

**After the Event**

Leadership Reflection

Name one Esquire you got to know better.

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What do you have in common?

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What made today enjoyable?

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How did today's activity strengthen our Brotherhood?

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Success Goal Record

Attendance & Participation

Leadership & Conduct

Personal Growth and Reflection

Evidence

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### October Mentor Reflection (Facilitator Use)

At the end of October, mentors complete a brief observation for each Esquire.

Questions include:

- Has the Esquire begun building positive relationships with peers?
- Does the Esquire participate willingly in activities?
- Has the Esquire connected with his mentor?
- Does the Esquire demonstrate respect toward others?
- Are there any concerns or strengths to note before November?

This reflection is not shared with students but helps mentors prepare for the next phase of the program.

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### Why is this Chapter important?

This Chapter establishes the tone for the entire curriculum. Rather than overwhelming new Esquires with information, it prioritizes belonging, trust, and mentor relationships—the foundation upon which the rest of the ELMP year is built. Every Leadership Activity is intentionally brief, interactive, and tied to the ELMP Success Goals so that students spend the majority of the meeting engaging with one another rather than completing paperwork. This sets the stage for November, when the program transitions from building brotherhood to connecting leadership, history, and service through the Leadership Legacy Series and the first official Success Seminar.

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### Preparing for Chapter 5

Great leaders make wise decisions and demonstrate strong character. In Character, Ethics, and Integrity, you will examine how values, honesty, responsibility, and ethical decision-making influence leadership and build trust with others.

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## **CHAPTER 5: November - Leadership Through History & Service**

**Monthly Theme:** Great Leaders Understand Their History and Serve Their Communities.

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### **Monthly Purpose**

November marks the official beginning of the ELMP instructional year. During October, Esquires established relationships with mentors and fellow participants and became familiar with the program's expectations and culture. November builds upon that foundation by introducing two defining characteristics of ELMP:

- Leadership begins with understanding our history.
- Leadership is demonstrated through service to others.

Throughout the month, Esquires will learn that leadership is more than holding a title. Leadership requires responsibility, compassion, teamwork, and a willingness to improve the communities around us. The Leadership Legacy Series, presented by Dr. Victor Okafor, serves as the gateway to every Success Seminar by helping Esquires connect historical lessons to modern leadership. Following the seminar, Esquires immediately put leadership into action through meaningful community service. This combination of learning and serving reflects the heart of the ELMP experience.

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### **Monthly Leadership Outcomes**

By the end of November, every Esquire should be able to:

- ✓ Explain why history matters to leadership.
  - ✓ Describe how service strengthens communities.
  - ✓ Demonstrate teamwork.
  - ✓ Identify leadership qualities they practiced while serving.
  - ✓ Reflect on how today's actions support the ELMP mission.
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### **Success Goals**

#### **Primary**

- ✓ Leadership & Conduct
- ✓ Attendance & Participation
- ✓ Personal Growth & Reflection

#### **Secondary**

- ✓ Academic Performance
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### **Meeting One**

#### **History, Heritage & Cultural Identity Series**

**Facilitator Purpose**

The purpose of today's discussion is not simply to teach history.

The purpose is to encourage Esquires to discover leadership lessons from history and apply those lessons to their own lives.

Mentors should avoid turning the discussion into a quiz.

Instead, ask: "What leadership lesson did you hear today?"

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**Leadership Activity**

**Learning From Today's Legacy**

**All Age Groups Complete a Version Appropriate to Their Developmental Level**

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**Junior Esquires (6–8)**

**Leadership Activity: A Leader I Learned About**

Today's leader was

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Draw something you remember from today's presentation.

(large drawing area)

The leader showed

- Courage
- Kindness
- Service
- Respect

I can be like this leader when I

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**Junior Esquires (9–11)**

**Leadership Qualities From History**

Today's presentation taught me

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One leadership quality I admired was

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I can demonstrate that quality this week by

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**Esquires (12–14)**

**History Shapes Leadership**

Today's presentation challenged me to think differently because

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What obstacle did today's leader overcome?

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How can I demonstrate similar perseverance?

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**Esquires (15–17)**

**Leadership Lessons That Matter Today**

Which leadership principle from today's presentation remains important today?

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How can young leaders apply that lesson within their schools and communities?

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How does understanding history strengthen leadership?

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**Mentor Conversation**

Discuss together.

- Why do leaders need to understand history?
  - How does our history influence our responsibility to serve others?
  - What leadership quality stood out most today?
- 

### Success Seminar

Today's seminar builds directly on the Leadership Legacy Series.

History teaches us why leadership matters.

The seminar teaches us how to become better leaders.

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### Leadership Activity - Leadership Through Service

Before today's service project

Why do communities need volunteers?

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How does serving others demonstrate leadership?

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One thing I hope to accomplish today is

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### Leadership Experience

#### Community Service

Students participate in the service activity.

Examples include:

- Family Essentials
  - Community Clean-Up
  - Food Pantry
  - Food Gatherers
  - Woodlawn Restoration
  - Future ELMP service opportunities
  - No paperwork during service.
  - Participation comes first.
-

## Leadership Reflection

Immediately after service.

What did we accomplish today?

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Who benefited from today's work?

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What leadership quality did you demonstrate?

- Responsibility
- Initiative
- Teamwork
- Compassion
- Communication
- Respect

Evidence

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## Leadership Beyond ELMP

Before our next meeting, I will continue serving by

- Helping at home
- Helping a classmate
- Volunteering
- Encouraging someone
- Picking up litter
- Helping a teacher

My commitment

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## Success Goal Record

Today's activities strengthened

- Academic Performance
- Attendance & Participation
- Leadership & Conduct
- College & Career Readiness
- Personal Growth & Reflection

Evidence of Growth

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Mentor Initials

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### Third Saturday (Thanksgiving Schedule)

Because of the Thanksgiving holiday, ELMP meets on the **third Saturday** rather than the fourth. The structure remains the same but is intentionally shorter.

- Leadership Legacy Series with Dr. Victor Okafor (15 minutes)
- Focused informational seminar (20–25 minutes)
- Community service project (60–75 minutes)
- Leadership Reflection and Success Goal Record (10–15 minutes)

The emphasis remains on participation and service, with minimal writing, so Esquires spend their time serving rather than completing paperwork.

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### Preparing for Chapter 6

Leadership becomes meaningful when it is demonstrated through action. In Goal Setting and Personal Accountability, you will learn how to establish meaningful goals, create action plans, manage your time effectively, and hold yourself accountable for achieving success.

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### **CHAPTER 6: December - Building Our Future Together**

**Monthly Theme - Strong Leaders Help Shape the Future.**

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### Monthly Purpose

By December, relationships have begun to develop among Esquires, mentors, and families. Trust has been established, and every Esquire has experienced what it means to belong to the ELMP Brotherhood. This month shifts from introducing the program to inviting Esquires to become active partners in shaping it. Leadership is not something that happens to an Esquire. Leadership is something an Esquire practices by contributing ideas, accepting responsibility, listening to others, and helping create positive experiences for everyone.

December is built around three principles:

- Every Esquire has a voice.
- Every Esquire has something valuable to contribute.
- Every Esquire can help shape the future of ELMP.

The month concludes with service and fellowship as we celebrate the relationships built during the first phase of the program year.

---

### Monthly Leadership Outcomes

By the end of December, every Esquire should be able to:

- ✓ Share ideas respectfully.
  - ✓ Listen to the perspectives of others.
  - ✓ Participate in planning discussions.
  - ✓ Demonstrate teamwork.
  - ✓ Reflect on personal growth during the first three months.
  - ✓ Strengthen relationships with mentors and fellow Esquires.
- 

### Primary Success Goals

- ✓ Leadership & Conduct
- ✓ Attendance & Participation
- ✓ Personal Growth & Reflection

Secondary

- ✓ College & Career Readiness
- 

### Meeting One

- Brotherhood Opening
  - Roll Call
  - Announcements
  - Brotherhood Check-In
  - Icebreaker
- 

### History, Heritage & Cultural Identity Series

**Dr. Victor Okafor - Program Manager: History, Heritage & Cultural Identity Series**  
Professor of Africology & African American Studies  
Eastern Michigan University

---

### My Leadership Activity

#### What Can History Teach Future Leaders?

(Each age group receives a developmentally appropriate version.)

The purpose remains the same:

History is not about remembering names.

History helps me become a better leader.

---

### Today's Success Seminar

### The Esquire Planning Summit

---

#### Facilitator Purpose

- This meeting is unlike any other Success Seminar.
- Today, adults spend more time listening than talking.
- Every Esquire should leave believing:

**My ideas matter.**

The purpose is to gather student input that will shape future ELMP programming.

---

### Leadership Activity - My Voice Matters

#### Junior Esquires (6–8)

Circle the activities you would enjoy.

- Sports
- Science
- Museums
- Community Service
- Reading
- Art
- Games
- College Visits

Draw one activity you hope ELMP does this year.

---

#### Junior Esquires (9–11)

Complete.

I would like to learn more about

---

One community service project I would enjoy is

---

One guest speaker I would like to meet is

---

---

**Esquires (12–14)**

Leadership Discussion

What leadership skills should ELMP help students develop?

Rank your top five seminar topics.

- Public Speaking
- Financial Literacy
- Interview Skills
- Leadership
- Community Service
- Entrepreneurship
- Mental Wellness
- Artificial Intelligence
- College Readiness
- Project Alpha
- Prepared Minds
- Communication
- Voting Advocacy

**Esquires (15–17)**

Leadership Planning Session

If I were helping plan ELMP, I would recommend

---

The greatest need facing young men today is

---

A community leader I would invite to speak is

---

A service project I would organize is

---

One change that would strengthen ELMP is

---

---

**Mentor Conversation**

Today's discussion centers on listening.

Mentors ask:

- What inspired your ideas?
- Why is this topic important to you?
- How would it help future Esquires?
- What leadership qualities are needed to make this happen?

**Leadership in Action**

- Small groups combine ideas.
- Each group develops one proposal to share with everyone.
- Students present.
- Mentors listen.
- Program staff collect recommendations.
- This activity teaches:
  - Consensus
  - Communication
  - Leadership
  - Listening
  - Problem-solving
  - Respect

**My Leadership Reflection**

Today I learned that leadership means

---

One idea I shared today was

---

One idea I heard that I liked was

---

One way I contributed today was

---

---

---

**Leadership Beyond ELMP**

Before January, I will

- Read
- Volunteer
- Help at home
- Practice leadership
- Improve my grades
- Thank someone who has helped me

My commitment

---

---

**Success Goal Record**

Today's activities strengthened

- Leadership & Conduct
- Attendance & Participation
- Personal Growth & Reflection

Evidence

---

---

**Third Saturday**

**Holiday Service Project**

Purpose

The holiday season reminds us that leadership is demonstrated through generosity, gratitude, and service. The emphasis today is not on completing tasks. The emphasis is on serving with compassion.

---

---

**Before We Serve**

Leadership Activity

Today, I hope our service helps

---

---

The leadership quality I want to demonstrate is

- Compassion
  - Teamwork
  - Responsibility
  - Initiative
  - Respect
  - Encouragement
- 

**During Service**

- No paperwork.
  - Participate.
  - Serve.
  - Work alongside mentors.
  - Encourage others.
  - Lead by example.
- 

**After Service**

**My Leadership Reflection**

Who benefited from today's work?

---

What moment will I remember most?

---

How did our Brotherhood become stronger today?

---

---

**Holiday Brotherhood Celebration**

- The service project transitions naturally into fellowship.
  - No lesson.
  - No presentation.
  - Just Brotherhood.
  - Mentors intentionally sit with Esquires.
  - Conversations happen naturally.
  - Students laugh.
  - Parents connect.
  - College Brothers interact with younger Esquires.
  - Relationships continue growing.
- 

**Monthly Leadership Milestone**

December marks the end of the first phase of ELMP.

Every Esquire completes one final reflection.

---

**Looking Back**

October taught me

November taught me

December taught me

The biggest way I have grown is

One mentor who helped me this semester is

One Esquire I have gotten to know better is

The leadership goal I have for January is

**Preparing for Chapter 7**

Once goals have been established, leaders must learn how to overcome obstacles while maintaining a positive mindset. In Resilience, Perseverance, and Growth Mindset, you will develop the habits needed to adapt, learn from setbacks, and continue moving forward despite challenges.

**CHAPTER 7: January - Developing Leaders**

**Monthly Theme - Leadership Begins With Personal Responsibility.**

---

**Monthly Purpose**

The first three months of ELMP were intentionally devoted to building relationships, developing trust, and creating a sense of brotherhood. Beginning in January, the focus shifts toward developing leadership skills through experiences that prepare Esquires for success in school, their communities, and life beyond high school. Leadership is more than influence. It begins with self-discipline, responsibility, preparation, and a willingness to grow. January introduces Esquires to a more active role in their own development. Success Seminars become more interactive, mentor conversations become more intentional, and Leadership Activities encourage Esquires to apply what they learn outside of ELMP.

---

### Monthly Leadership Outcomes

By the end of January, every Esquire should be able to:

- Explain why leadership begins with personal responsibility.
  - Identify one leadership habit they want to strengthen.
  - Apply ideas from the Success Seminar to real-life situations.
  - Demonstrate increased participation during mentor conversations.
  - Connect leadership to college, career, family, and community responsibilities.
- 

### Primary Success Goals

- ✓ Leadership & Conduct
- ✓ College & Career Readiness
- ✓ Personal Growth & Reflection

Secondary

- ✓ Attendance & Participation
- 

### Meeting One

#### Success Seminar

#### Brotherhood Opening (10 Minutes)

The meeting begins with a familiar rhythm.

- Roll Call
- Welcome
- Brotherhood Check-In
- Recognition of accomplishments
- Announcements

This consistency reinforces the culture established during the first phase of the program.

---

**Leadership Legacy Series (20 Minutes)**

**History, Heritage & Cultural Identity**

**Presented by Dr. Victor Okafor**

This month's discussion focuses on leadership during times of change.

Rather than asking Esquires to memorize historical facts, encourage them to identify leadership qualities demonstrated by individuals and communities during challenging moments.

**Leadership Activity - My Leadership Legacy**

**Junior Esquires (6–8)**

Today's history lesson taught me...

- Courage
- Kindness
- Respect
- Service

Draw a picture of a leader who inspires you.

---

**Junior Esquires (9–11)**

One leadership quality I learned today was:

---

I will demonstrate that quality by:

---

**Esquires (12–14)**

What challenge did today's historical leader face?

---

How did that leader respond?

---

How can you apply that lesson this month?

---

**Esquires (15–17)**

Describe one leadership principle from today's presentation that applies to your life today.

---

How can history influence your decisions as a student, leader, and community member?

---

---

**Monthly Success Seminar - Leadership Begins With Me**

The Success Seminar introduces the idea that effective leadership starts with daily habits.

Topics may include:

- Personal responsibility
- Time management
- Goal setting
- Decision-making
- Accountability

Facilitators should use discussion, examples, and practical application rather than extended lectures.

---

**Leadership Activity - My Leadership Habits**

Every Esquire identifies:

Three habits that help me succeed:

1. 

---
2. 

---
3. 

---

Three habits I want to improve:

1. 

---
2. 

---
3. 

---

One habit I will focus on before our next meeting:

---

---

**Leadership in Action**

Facilitators present a real-life leadership scenario appropriate to each age group.

Examples:

- Resolving conflict respectfully.
- Managing responsibilities.
- Balancing school and extracurricular activities.
- Helping a teammate.
- Responding to peer pressure.
- Leading a group project.

Students discuss possible responses before sharing with the larger group.

---

**Mentor Conversation**

Discussion prompts:

- What leadership habit would make the biggest difference in your life right now?
- What obstacles might prevent you from reaching your goal?
- How can your mentor support you?
- What will success look like before next month?

Mentors encourage Esquires to develop realistic action steps.

---

**My Leadership Reflection**

Today I discovered...

---

The leadership habit I will practice this month is...

---

One person who can encourage me is...

---

**Leadership Beyond ELMP**

Before our next meeting, I will:

- Complete all assignments on time.
- Help my family without being asked.
- Encourage another student.
- Read for personal growth.
- Practice good time management.
- Demonstrate respect every day.

My personal commitment:

---

---

**Success Goal Record**

Today's activities strengthened:

- Leadership & Conduct
- College & Career Readiness
- Personal Growth & Reflection

Evidence of Growth:

---

---

Mentor Initials: \_\_\_\_\_

---

---

**Meeting Two - Leadership Experience**

January's fourth Saturday may be a **community service project, a fundraising activity, a leadership experience, or a brotherhood event**, depending on the annual calendar.

The purpose is to apply the leadership habits introduced during the Success Seminar.

**Before the Experience**

**Leadership Activity - My Leadership Goal Today**

The leadership skill I want to practice is:

- Communication
- Responsibility
- Teamwork
- Initiative
- Problem Solving
- Encouragement

How will I demonstrate this today?

---

---

**After the Experience - My Leadership Reflection**

Describe one moment when you demonstrated leadership.

---

---

What did you learn about yourself?

---

How did today's experience help someone else?

---

---

### Preparing for Chapter 8

Effective leaders influence others through their words and actions. In Professionalism, Etiquette, and Personal Presentation, you will learn how first impressions, appearance, manners, respect, and professionalism contribute to leadership success in school, careers, and community life.

---

### **CHAPTER 8: February - Preparing for Future Success**

#### **Monthly Theme - Preparation Creates Opportunity**

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#### **Monthly Purpose**

Leadership is not simply about responding to opportunities; it is about preparing for them before they arrive. February focuses on helping Esquires understand that preparation today creates opportunities tomorrow. Whether preparing for a classroom presentation, applying for a job, interviewing for a scholarship, or planning for college, successful leaders invest in themselves long before they are asked to perform. This month emphasizes communication, professionalism, preparation, and confidence while continuing to strengthen relationships between mentors and Esquires.

---

#### **Monthly Leadership Outcomes**

By the end of February, every Esquire should be able to:

- Describe why preparation is an important leadership habit.
  - Demonstrate professional communication.
  - Improve confidence when speaking with others.
  - Recognize how preparation affects future opportunities.
  - Identify one personal area for continued growth.
- 

#### **Primary Success Goals**

- ✓ College & Career Readiness
- ✓ Leadership & Conduct
- ✓ Personal Growth & Reflection

Secondary

✓ Academic Performance

---

**Meeting One - Success Seminar**

**Brotherhood Opening (10 Minutes)**

- Roll Call
- Brotherhood Check-In
- Recognition of accomplishments
- Announcements

Mentors should begin by asking Esquires to share how they completed last month's leadership commitment. This reinforces accountability and helps connect one meeting to the next.

---

**History, Heritage & Cultural Identity Series (20 Minutes)**

**Presented by Dr. Victor Okafor**

This month's discussion highlights individuals whose preparation, education, and perseverance created opportunities to lead and serve.

Following the presentation, Esquires complete a brief Leadership Activity appropriate to their developmental level.

---

**Leadership Activity - My Leadership Legacy**

**Junior Esquires (6-8)**

Draw one thing today's leader practices to become successful.

What can you practice this week?

---

**Junior Esquires (9-11)**

Today's leader prepared by:

---

I can prepare by:

---

---

**Esquires (12-14)**

What leadership habit helped today's leaders succeed?

How can you develop that same habit?

---

### Esquires (15–17)

How did preparation influence today's leaders' success?

What preparation do you need to begin now for your future goals?

---

### Monthly Success Seminar

Rather than prescribing a fixed topic, February seminars should focus on one or more themes related to preparation and future success, such as:

- Interview Skills
- Resume Development
- Professional Communication
- Networking
- Public Speaking
- College Readiness
- Scholarship Preparation
- Career Exploration

The seminar topic may change from year to year, while the Leadership Activities remain applicable.

---

### Leadership Activity - Preparing for My Next Opportunity

Every Esquire completes an age-appropriate activity focused on preparation.

Examples include:

#### Junior Esquires (6–8)

- Practice introducing yourself.
- Share something you enjoy learning.
- Discuss why practicing matters.

#### Junior Esquires (9–11)

- Create a list of personal strengths.
- Identify one area to improve.
- Practice introducing yourself confidently.

#### Esquires (12–14)

- Reflect on a leadership experience.
- Practice answering common interview questions.
- Develop a short personal introduction.

### Esquires (15–17)

- Update a resume.
- Practice professional introductions.
- Complete a mock interview reflection.
- Review college, career, or scholarship preparation steps.

---

### Leadership in Action

Students participate in an interactive exercise to practice the skills from today's seminar.

Examples include:

- Mock interviews
- Public speaking activities
- Networking practice
- Team presentations
- Career conversations
- Peer feedback

The emphasis is on participation, confidence, and constructive feedback.

---

### My Mentor Conversation

Suggested prompts:

- What opportunity are you preparing for right now?
- What habits will help you be successful?
- What skills do you want to strengthen?
- How can your mentor support your preparation?

---

### My Leadership Reflection

Today I learned that preparation means...

---

One opportunity I want to be ready for is...

---

The next step I will take is...

---

---

**Leadership Beyond ELMP**

Before our next meeting, I will:

- Practice introducing myself.
- Read about a career that interests me.
- Ask a teacher for feedback.
- Improve one study habit.
- Practice speaking confidently.
- Continue working toward my goals.

My personal commitment:

---

---

**Success Goal Record**

Today's activities strengthened:

- College & Career Readiness
- Leadership & Conduct
- Personal Growth & Reflection

Evidence of Growth:

---

---

Mentor Initials: \_\_\_\_\_

---

**Meeting Two - Leadership Experience**

February's fourth Saturday continues connecting leadership with real-world experiences. Depending on the annual calendar, this experience may include:

- Community service
- Career exploration
- A social event
- A fundraising activity
- A college visit
- A leadership workshop

The Leadership Activity remains the same regardless of the event.

**Before the Experience - My Leadership Goal Today**

What leadership skill will I intentionally practice?

- Communication
- Respect
- Responsibility
- Teamwork
- Initiative
- Professionalism

How will I demonstrate it?

---

---

### After the Experience - My Leadership Reflection <sup>2</sup>

Describe one meaningful interaction you had today.

---

How did today's experience prepare you for future success?

---

What leadership behavior are you proud of?

---

---

### Preparing for Chapter 9

Professionalism opens doors, but leadership also requires confidence in working with others. In Leading Teams and Solving Problems, you will strengthen your ability to collaborate, resolve conflicts, make decisions, and guide groups toward common goals.

---

### CHAPTER 9: March - Leadership Through Action

**Monthly Theme - Leadership Is Measured by What We Do.**

---

### Monthly Purpose

By March, Esquires have established strong relationships with their mentors, developed leadership habits, and begun preparing for future opportunities. This month, challenges every Esquire to put those lessons into practice. Leadership is demonstrated through action. It is reflected in the way we serve others, communicate, solve problems, work as a team, and represent ourselves and the Esquire Leadership & Mentoring Program. March encourages Esquires to move beyond learning about leadership and begin actively demonstrating leadership in their schools, homes, communities, and within ELMP. This month's Success Seminar and Leadership Experience provide opportunities for Esquires to practice leadership and continue strengthening relationships with mentors and fellow Esquires.

---

## Monthly Leadership Outcomes

By the end of March, every Esquire should be able to:

- Demonstrate leadership through actions and decisions.
- Work effectively as part of a team.
- Show professionalism in different environments.
- Explain how service reflects leadership.
- Identify personal strengths that contribute to successful leadership.
- Recognize leadership opportunities in everyday life.

---

### Primary Success Goals

- ✓ Leadership & Conduct
- ✓ Personal Growth & Reflection
- ✓ Attendance & Participation

### Secondary

- ✓ College & Career Readiness

---

### Meeting One - Brotherhood Opening

**Time:** 10 Minutes

The Brotherhood Opening continues to reinforce the relationships developed throughout the program year.

Activities include:

- Roll Call
- Welcome
- Recognition of accomplishments
- Leadership Commitment follow-up
- Announcements

Mentors begin by asking Esquires:

**"Tell us about one leadership commitment you completed since our last meeting."**

This reinforces accountability while allowing Esquires to celebrate one another's accomplishments.

---

## History, Heritage & Cultural Identity Series

**Presented by**

**Dr. Victor Okafor – Program Manager: History, Heritage & Cultural Identity Series**  
Professor of Africology & African American Studies  
Eastern Michigan University

**Time:** 20 Minutes

**Facilitator Purpose**

Today's Leadership Legacy Series explores individuals who transformed their communities through service, courage, innovation, and perseverance.

The purpose is to help Esquires recognize that leadership creates positive change.

Rather than asking students to memorize historical information, facilitators encourage discussion around one central question:

**"What did this leader do that made a difference?"**

---

**Leadership Activity - My Leadership Legacy**

**Junior Esquires (6–8)**

Circle the leadership quality you saw today.

- Helpful
- Kind
- Brave
- Honest
- Respectful

Draw yourself helping someone.

(Drawing Space)

---

**Junior Esquires (9–11)**

Today's leader made a difference by

---

One thing I can do this month is

---

---

**Esquires (12–14)**

What challenge did today's leader face?

---

How did service strengthen that leader's community?

---

How can you demonstrate similar leadership?

---

### Esquires (15–17)

How did today's historical leader inspire others to act?

---

Describe one leadership lesson that applies to today's communities.

---

How can you become that kind of leader?

---

### Monthly Success Seminar

The March Success Seminar may focus on one or more topics that strengthen leadership through action.

Examples include:

- Professional Etiquette
- Project Alpha
- Leadership Communication
- Teamwork
- Civic Responsibility
- Conflict Resolution
- Responsible Decision-Making
- Financial Responsibility
- Community Leadership

The exact topic may change from year to year while maintaining the same leadership objectives.

---

### Leadership in Action

The seminar concludes with a practical leadership experience.

Examples include:

- Team challenge
- Leadership scenario
- Community problem-solving activity
- Group planning exercise
- Role-playing respectful communication
- Decision-making simulation

Facilitators encourage every Esquire to contribute while emphasizing collaboration rather than competition.

---

### My Mentor Conversation

Suggested discussion prompts:

- What leadership strength did you demonstrate today?
- What leadership skill do you still want to improve?
- How did today's activity challenge you?
- How can you apply today's lesson at school?
- How can you apply today's lesson at home?

---

### My Leadership Reflection

Today I demonstrated leadership by...

---

One leadership quality I strengthened today was...

---

One way I will continue leading before our next meeting is...

---

---

### Leadership Beyond ELMP

Before our next meeting, I will:

- Help someone without being asked.
- Encourage another student.
- Volunteer in my community.
- Practice respectful communication.
- Lead by example.
- Complete a personal goal.

My leadership commitment:

---

---

### Success Goal Record

Today's Leadership Activities strengthened:

- Leadership & Conduct
- Attendance & Participation
- Personal Growth & Reflection

Evidence of Growth:

---

---

Mentor Initials: \_\_\_\_\_

---

### Meeting Two

#### Leadership Experience

The fourth Saturday Leadership Experience provides Esquires with another opportunity to demonstrate leadership through participation.

Examples include:

- Community service
- Food Gatherers
- Family Essentials
- Community clean-up
- Leadership project
- Fundraiser
- Brotherhood activity
- Community partnership event

The specific event may change annually, but the Leadership Activities remain focused on leadership in action.

---

### Before Today's Experience

#### My Leadership Goal

Today I will intentionally practice:

- Teamwork
- Responsibility
- Communication

- Respect
- Initiative
- Problem Solving

How will I demonstrate this today?

---

---

### After Today's Experience

#### My Leadership Reflection

Who benefited from today's experience?

---

Describe one moment when you demonstrated leadership.

---

How did today's experience strengthen our Brotherhood?

---

What leadership lesson will you carry into next month?

---

---

#### Monthly Leadership Milestone

At the conclusion of March, mentors review each Esquire's progress.

Discussion Questions:

- What leadership skill has grown the most since January?
- What accomplishment are you most proud of this month?
- How have you served others?
- What challenge do you want to focus on next month?
- Which Success Goal has shown the greatest improvement?

Mentors document observations and celebrate each Esquire's growth.

---

### Preparing for Chapter 10

Leadership is ultimately measured by service. In Leadership Through Service, you will discover how volunteering, community engagement, and servant leadership strengthen both your character and your ability to impact the lives of others positively.

---

## **CHAPTER 10: April - Leading With Purpose**

**Monthly Theme - Great Leaders Build Up Others.**

---

### **Monthly Purpose**

April marks the beginning of the final phase of the ELMP program year. By this point, Esquires have developed meaningful relationships with mentors, strengthened leadership habits, participated in community service, and demonstrated increasing confidence through seminars and Leadership Experiences. This month, challenge Esquires to move beyond personal growth and intentionally use their leadership to influence others positively. Leadership is demonstrated through service, encouragement, integrity, responsibility, and the willingness to help others succeed. April encourages every Esquire to recognize that leadership is not measured by titles or recognition, but by the positive impact they have on their families, schools, communities, and fellow Esquires.

---

### **Monthly Leadership Outcomes**

By the end of April, every Esquire should:

- Demonstrate servant leadership.
  - Encourage and support other Esquires.
  - Show increased initiative.
  - Reflect on personal leadership growth.
  - Prepare to finish the ELMP year with excellence.
  - Continue strengthening mentor relationships.
- 

### **Primary Success Goals**

- ✓ Leadership & Conduct
- ✓ Personal Growth & Reflection
- ✓ Attendance & Participation

### **Secondary**

- ✓ College & Career Readiness
- 

### **Meeting One - Brotherhood Opening**

#### **10 Minutes**

The Brotherhood Opening celebrates accomplishments while preparing Esquires for the final month of the program year.

Activities include:

- Roll Call
- Brotherhood Check-In
- Recognition of leadership commitments
- Program announcements
- Introduction of the day's objectives

Mentors ask:

**"Who helped you become a better leader this year?"**

This question begins shifting the focus from individual achievement to gratitude and community.

---

### **History, Heritage & Cultural Identity Series**

#### **Presented by**

**Dr. Victor Okafor – Program Manager: History, Heritage & Cultural Identity Series**  
Professor of Africology & African American Studies  
Eastern Michigan University

**20 Minutes**

#### **Facilitator Purpose**

This month's presentation highlights leaders who developed others, created lasting organizations, or left a legacy of service.

The emphasis is on one guiding question:

**"How do great leaders help others become leaders?"**

Following the presentation, Esquires complete a Leadership Activity appropriate for their age.

---

### **Leadership Activity - My Leadership Legacy**

#### **Junior Esquires (6–8)**

Draw someone who helps others.

How can you help someone this week?

---

---

#### **Junior Esquires (9–11)**

One leadership quality I admired today was

---

I will demonstrate that quality by

---

---

**Esquires (12–14)**

Describe one way today's leaders invest in other people.

---

How can you mentor or encourage someone younger?

---

---

**Esquires (15–17)**

What responsibility do experienced leaders have to develop future leaders?

---

How can you leave a positive legacy within ELMP before the Student Recognition Dinner?

---

---

**Monthly Success Seminar**

The April Success Seminar focuses on applying leadership through action and influence.

Suggested seminar themes include:

- Servant Leadership
- Ethical Decision-Making
- Team Leadership
- Community Engagement
- Preparing for Leadership Beyond ELMP
- Giving Back Through Mentorship
- Building a Personal Legacy

Facilitators should emphasize discussion, collaboration, and practical application.

---

**Leadership in Action**

Esquires participate in an activity that requires collaboration and shared leadership.

Examples include:

- Planning a community initiative.
- Solving a community challenge.
- Leading a team discussion.
- Designing a service project.
- Practicing peer mentoring.
- Presenting ideas to the group.

The goal is to create opportunities for Esquires to lead rather than participate.

---

### My Mentor Conversation

Discussion prompts:

- How has your definition of leadership changed this year?
- What leadership accomplishment makes you most proud?
- How have you influenced others?
- What leadership responsibility do you want to continue after ELMP?
- How can you continue growing over the summer?

---

### My Leadership Reflection

Today I realized leadership means...

One way I have grown this year is...

One person I want to encourage before the Student Recognition Dinner is...

---

### Leadership Beyond ELMP

Before our next meeting, I will:

- Encourage another Esquire.
- Thank a mentor.
- Help someone in my community.
- Complete a leadership commitment.
- Continue preparing for my future.

My commitment:

**Success Goal Record**

Today's activities strengthened:

- Leadership & Conduct
- Attendance & Participation
- Personal Growth & Reflection

Evidence of Growth:

\_\_\_\_\_

Mentor Initials: \_\_\_\_\_

**Meeting Two - Leadership Experience**

April's fourth Saturday may include:

- Community service
- Fundraising
- Leadership Council planning
- Community partnership event
- Civic engagement activity
- Brotherhood experience

The specific event may vary, but every experience emphasizes leadership through service and collaboration.

\_\_\_\_\_

**Before Today's Experience**

**My Leadership Goal**

Today I want to demonstrate:

- Initiative
- Respect
- Responsibility
- Teamwork
- Compassion
- Leadership

How will I demonstrate it?

\_\_\_\_\_

**After Today's Experience**

### **My Leadership Reflection**

Describe one way you positively influenced another person today.

---

What leadership quality did you strengthen?

---

How did today's experience prepare you for the Student Recognition Dinner?

---

### **Monthly Leadership Milestone**

At the end of April, mentors meet briefly with each Esquire to review the year.

Discussion questions:

- What leadership skill has grown the most?
- What accomplishment are you most proud of?
- Which Success Goal reflects your greatest growth?
- How have you influenced others?
- What leadership goal do you have for next year?

Mentors use this conversation to help prepare students for the reflection and celebration in May.

---

### **Preparing for Chapter 11**

Leadership is strengthened when we understand where we came from. In the next Chapter, History, Heritage, and Cultural Identity, you will explore the experiences, traditions, and leaders who have shaped our communities and discover how history can inspire your own leadership journey.

---

### **CHAPTER 11:**

#### **History, Heritage, and Cultural Identity**

#### **Understanding the Past to Lead the Future**

*"You cannot know where you are going until you understand where you have come from."*

---

### **Chapter Introduction**

Leadership is strengthened by understanding history. The experiences, sacrifices, achievements, and perseverance of those who came before us continue to shape today's leaders. The ELMP History, Heritage,

**and Cultural Identity Series** helps Esquires develop pride in their identity, appreciate the contributions of diverse communities, and understand how history influences the present. This Chapter encourages thoughtful reflection rather than memorization. It challenges you to consider how historical events, influential leaders, and cultural traditions can inspire your own leadership journey. By exploring history, you gain a deeper understanding of resilience, responsibility, civic engagement, and service, qualities that define effective leaders.

---

### ELMP Success Goals

Upon completion of this Chapter, I can:

- Demonstrate an understanding of historical leadership.
- Recognize the importance of cultural identity.
- Connect historical events to modern leadership.
- Develop critical thinking through historical analysis.
- Reflect on how history influences my personal values.

Mentor Initials: \_\_\_\_\_

Date: \_\_\_\_\_

---

### What Does Heritage Mean?

Heritage is more than where your family comes from.

Heritage includes:

- Traditions
- Values
- Stories
- Customs
- Languages
- Faith traditions
- Community history
- Family experiences

Our heritage influences how we see ourselves and the world around us.

---

### Reflection

What traditions are important in your family?

---

---

---

---

Who has taught you the most about your family's history?

---

---

---

What values have been passed down to you?

---

---

---

**Leadership Lessons from History**

History is filled with individuals who demonstrated courage, integrity, perseverance, and vision.

Choose three historical or contemporary leaders who inspire you.

**Leader** What did they accomplish? **Leadership trait** you admire

---

**Reflection**

Which leadership quality do you most want to develop?

---

---

---

**Understanding Historical Challenges**

Throughout history, communities have faced obstacles, including:

- Inequality
- Segregation
- Discrimination
- Poverty
- Lack of educational opportunities
- Limited voting rights
- Economic hardship

Despite these challenges, many leaders chose hope over despair and service over silence.

---

**Critical Thinking**

Choose one historical challenge and answer:

What caused this challenge?

---

How did leaders respond?

---

What lessons can today's leaders learn?

---

---

---

### History and Civic Responsibility

History reminds us that communities improve when people become involved.

Examples include:

- Voting
- Volunteering
- Community organizing
- Peaceful advocacy
- Education
- Public service
- Mentoring youth
- Supporting neighbors

### Reflection

How can you positively influence your community today?

---

---

---

### Exploring My Cultural Identity

Complete each prompt.

Three words that describe my family:

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- 

Three traditions I hope continue:

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
-

---

One lesson I hope to pass on to future generations:

---

---

---

**Museum, Cultural Site, or Heritage Experience Reflection**

Location Visited:

---

---

Date:

---

---

What did you learn?

---

---

What surprised you?

---

---

What historical figure or story inspired you?

---

---

How does this experience influence your leadership?

---

---

---

**ELMP Event Reflection**

If this Chapter accompanies an ELMP educational experience (museum visit, guest speaker, documentary, historical site, or cultural event), complete the following.

Event:

---

---

Guest Speaker/Presenter:

---

---

Most important lesson learned:

---

---

---

---

How can you apply this lesson?

---

---

**Family Interview Activity**

Interview a parent, grandparent, guardian, or trusted elder.

Ask:

What is one life lesson you hope I never forget?

Answer:

---

---

What challenge did you overcome growing up?

---

---

What advice would you give me about becoming a leader?

---

---

What family tradition should continue?

---

---

**Comparing Leaders**

Choose two leaders.

**Leadership Trait Leader A Leader B**

Courage

Integrity

Service

Vision

Communication

Perseverance

---

**Personal Leadership Connection**

Which leadership qualities do you already possess?

- Respect
- Honesty
- Responsibility
- Courage
- Kindness
- Service
- Dependability
- Self-Control
- Integrity
- Teamwork

Which three do you want to improve?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Vocabulary Builder**

Define each term in your own words.

Heritage

Culture

Identity

Leadership

Advocacy

Legacy



**Reflection Essay**

**Prompt:**

Explain how learning about history and heritage influences the kind of leader you want to become. Include examples from this Chapter, your family, and your own goals.

(Full-page lined writing space)

---

**Leadership Evidence**

Include:

- Museum admission ticket
- Event program
- Guest speaker notes
- Reflection worksheet
- Family interview
- Historical research
- Essay
- Photos (if permitted)
- Mentor discussion notes

---

**Mentor Discussion**

Discuss:

- What historical lesson had the greatest impact on you?
- Why is cultural identity important for leadership?
- How can history help prevent repeating mistakes?
- What kind of legacy do you hope to leave?

Mentor Notes

---

---

Mentor Signature

---

---

Date

**Chapter Completion Checklist**

## Required Components

- Completed Heritage Reflection
- Identified influential leaders
- Completed Historical Challenge Analysis
- Completed Civic Responsibility Reflection
- Completed Cultural Identity Activity
- Completed Museum/Event Reflection
- Conducted Family Interview
- Completed Leadership Comparison
- Defined Vocabulary
- Completed Reflection Essay
- Organized Leadership Evidence
- Participated in Mentor Discussion

Mentor Initials: \_\_\_\_\_

---

## Preparing for Chapter 12

Leadership requires more than knowledge; it requires the ability to communicate effectively with others. In Professional Communication and Public Speaking, you will develop the confidence to present ideas clearly, speak with purpose, listen actively, and communicate effectively as a leader in school, at work, and in your community.

---

## **CHAPTER 12: Professional Communication and Public Speaking - Finding Your Voice, Inspiring Others**

*"Leadership is not measured by how loudly you speak, but by how clearly others understand your vision."*

---

## Chapter Introduction

Every leader communicates. Whether leading a meeting, interviewing for a job, presenting in class, speaking at a community event, or simply having a conversation with a teammate, communication is one of the most important leadership skills you will ever develop. Great communicators do more than talk. They listen carefully, think critically, communicate respectfully, and adapt their message to different audiences. Effective communication builds trust, strengthens relationships, resolves conflict, and inspires action. Within the Esquire Leadership and Mentoring Program, every Esquire will have opportunities to practice speaking, lead discussions, introduce guests, present reflections, participate in mock interviews, and address audiences during program activities. This Chapter provides a structured opportunity to build those skills while documenting your growth throughout the program year.

---

## ELMP Success Goals

After completing this Chapter, I can:

- Communicate confidently in professional settings.
- Demonstrate active listening skills.
- Deliver organized presentations.
- Speak respectfully in group discussions.
- Receive and apply constructive feedback.
- Build confidence through repeated practice.

Mentor Initials: \_\_\_\_\_

Date: \_\_\_\_\_

### Why Communication Matters

Strong communication allows leaders to:

- Build trust
- Inspire others
- Solve problems
- Prevent misunderstandings
- Encourage teamwork
- Resolve conflict
- Represent organizations professionally
- Advocate for their communities

Communication is one of the first qualities people notice about a leader.

### Self-Assessment

Rate yourself honestly.

Statement	1	2	3	4	5
I speak clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I listen without interrupting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make eye contact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I stay calm when speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I organize my thoughts before speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask thoughtful questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I communicate respectfully with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### My Communication Goals

The communication skill I most want to improve is:

---

Why?

---

---

How will I improve?

---

---

### Active Listening

Listening is one of the most overlooked leadership skills.

Active listeners:

- Maintain eye contact.
- Avoid interrupting.
- Ask clarifying questions.
- Focus on understanding.
- Avoid distractions.
- Respect different viewpoints.

### Reflection

Describe a time when someone truly listened to you.

---

---

How did it make you feel?

---

---

### Public Speaking Fundamentals

Good speakers:

- Prepare
- Practice
- Speak clearly
- Maintain eye contact
- Control their pace

- Use confident body language
- Organize ideas logically
- Finish with purpose

---

### Presentation Planning Worksheet

Presentation Topic

---

Purpose

- Inform
- Inspire
- Teach
- Persuade

Audience

---

---

Opening

Write an engaging introduction.

---

---

---

Three Main Points

Point One

---

Point Two

---

Point Three

---

---

Conclusion

How will you end your presentation?

---

---

---

**Speech Preparation Checklist**

Before presenting, I:

- Practiced at least three times.
  - Timed my presentation.
  - Organized my notes.
  - Practiced speaking slowly.
  - Practiced making eye contact.
  - Practiced standing confidently.
  - Asked someone for feedback.
- 

**Presentation Evaluation**

Presentation Title

---

Presentation Date

---

Length

---

Audience

---

---

**Self-Evaluation**

Skill	Excellent	Good	Needs Practice
Eye Contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voice Volume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audience Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

---

**Mentor Feedback**

What went well?

---

---

Suggestions for improvement:

---

---

Mentor Initials

---

---

**Interview Communication**

Professional interviews require strong communication.

During interviews:

- Arrive early.
- Dress professionally.
- Offer a confident greeting.
- Listen carefully.
- Answer honestly.
- Provide examples.
- Ask thoughtful questions.
- Thank the interviewer.

**Mock Interview Reflection**

Interview Date

---

---

What questions challenged you?

---

---

What answer are you most proud of?

---

---

What will you improve before your next interview?

---

---

---

---

## Difficult Conversations

Leaders sometimes need to:

- Address conflict
- Deliver disappointing news
- Accept criticism
- Admit mistakes
- Resolve disagreements

---

## Reflection

Describe a difficult conversation you handled well—or wish you had handled differently.

If you could do it again, what would you change?

---

## Digital Communication

Professional communication also includes:

- Email
- Text messaging
- Video meetings
- Social media
- Group messaging

Before sending any message, ask yourself:

- Is it respectful?
- Is it accurate?
- Is it necessary?
- Is it professional?
- Would I be comfortable if a future employer saw it?

---

## Email Writing Exercise

Recipient

---

Purpose

---

Draft your professional email below.

---

---

---

---

**Leadership Communication Reflection**

Complete each sentence.

A leader communicates by...

---

Good listening means...

---

One speaking habit I need to improve is...

---

The communication skill I am most proud of is...

---

---

**Communication Growth Tracker**

**Practice Opportunity Date Confidence Before (1-5) Confidence After (1-5)**

- Group Discussion
- Presentation
- Interview
- Mentor Conversation
- Community Event
- Classroom Activity

---

**Leadership Evidence**

Include:

- Presentation outline
- Presentation slides (if applicable)
- Speech notes
- Mock interview evaluation
- Mentor feedback
- Communication reflection
- Email writing exercise
- Certificates (if applicable)

**Reflection Essay**

**Prompt:**

Describe how effective communication strengthens leadership. Explain how your confidence has changed during this Chapter and identify one communication skill you will continue developing throughout your life.

*(Full-page lined writing space.)*

**Mentor Discussion**

Discuss:

- Which communication skill improved the most?
- What public speaking challenge remains?
- Why is listening just as important as speaking?
- How will these skills help in college, careers, and community leadership?

Mentor Notes

Mentor Signature

Date

**Chapter Completion Checklist**

**Required Components**

- Completed Communication Self-Assessment
- Established Communication Goals
- Completed Active Listening Reflection

- Prepared Presentation Outline
- Delivered or Practiced a Presentation
- Completed Presentation Evaluation
- Participated in a Mock Interview
- Completed Difficult Conversation Reflection
- Completed Professional Email Exercise
- Completed Leadership Reflection
- Submitted Leadership Evidence
- Participated in Mentor Discussion

Mentor Initials: \_\_\_\_\_

---

### **ELMP Leadership Milestone**

By completing this Chapter, I have strengthened my ability to communicate as a leader in school, my family, my community, and future professional settings. I understand that communication is not only about speaking with confidence but also about listening with empathy, responding with respect, and representing myself and the Esquire Leadership and Mentoring Program with professionalism.

---

### **Preparing for Chapter 13**

Leadership also requires emotional intelligence, the ability to recognize, understand, and manage emotions while building healthy relationships with others. In Prepared Minds, Calm Responses: Emotional Intelligence and Resilience, you will develop practical skills to manage stress, respond to challenges, resolve conflict, and lead with confidence under pressure.

---

### **CHAPTER 13: Prepared Minds, Calm Responses - Emotional Intelligence, Resilience, and Leading Under Pressure**

*"Strong leaders are not those who never face adversity, but those who respond to adversity with wisdom, self-control, and courage."*

---

### **Chapter Introduction**

Leadership is tested during difficult moments—not when everything is going well, but when emotions are high, challenges arise, or unexpected situations occur. The ELMP Prepared Minds, Calm Responses curriculum equips Esquires with the emotional intelligence and resilience needed to navigate life's challenges with confidence. Emotional intelligence is the ability to recognize, understand, and manage your own emotions while understanding the emotions of others. Resilience is the ability to recover, adapt, and continue moving forward after setbacks. Developing these skills will help you become a stronger student, teammate, family member, employee, and leader. This Chapter provides opportunities to reflect on your emotions, practice healthy coping strategies, improve decision-making, and strengthen your ability to lead with composure under pressure.

---

## ELMP Success Goals

After completing this Chapter, I can:

- Recognize and manage my emotions.
- Demonstrate emotional intelligence in relationships.
- Respond to challenges with self-control.
- Practice healthy coping strategies.
- Resolve conflicts respectfully.
- Build resilience through reflection and perseverance.

Mentor Initials: \_\_\_\_\_

Date: \_\_\_\_\_

---

## What Is Emotional Intelligence?

Emotional intelligence (EQ) is the ability to:

- Recognize your emotions.
- Understand why you feel the way you do.
- Manage your reactions.
- Understand the emotions of others.
- Build healthy relationships.
- Make thoughtful decisions.

Leaders with strong emotional intelligence earn trust because they respond thoughtfully rather than reacting impulsively.

---

## Self-Assessment

Rate yourself honestly.

Statement	1	2	3	4	5
I recognize my emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I stay calm under pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I listen before responding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider how others feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recover after setbacks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make thoughtful decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I accept constructive feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

## Understanding My Emotions

Think about a recent situation where you experienced strong emotions.

What happened?

---

---

What emotion(s) did you experience?

- Happiness
- Excitement
- Frustration
- Anger
- Disappointment
- Fear
- Anxiety
- Sadness
- Pride
- Gratitude
- Other:

How did you respond?

---

---

Looking back, would you respond differently today?

---

---

### The Pause Principle

One of the most valuable leadership habits is learning to pause before reacting.

When faced with a difficult situation:

1. Pause.
2. Breathe.
3. Identify the problem.
4. Consider your options.
5. Think about the consequences.
6. Respond respectfully.

---

### Reflection

Describe a time when pausing before reacting would have improved the outcome.

---

---

---

---

### Stress and Resilience

Everyone experiences stress.

Healthy responses include:

- Talking to a trusted adult
- Physical exercise
- Prayer or meditation
- Journaling
- Listening to music
- Reading
- Deep breathing
- Taking a short break
- Spending time outdoors
- Creative hobbies

### My Healthy Coping Plan

When I feel overwhelmed, I will:

---

---

The adults I can talk to include:

---

---

---

### Decision-Making Model

When making important decisions, ask yourself:

- Is it legal?
- Is it respectful?
- Is it honest?
- Is it safe?
- Does it align with my values?
- How will this affect others?
- Will I be proud of this decision tomorrow?

---

**Scenario Reflection**

Describe a decision you had to make recently.

What was the situation?

---

What options did you consider?

---

What decision did you make?

---

What did you learn?

---

**Conflict Resolution**

Conflict is a normal part of life.

Leaders resolve conflict by:

- Listening carefully.
- Remaining respectful.
- Focusing on solutions.
- Accepting responsibility.
- Seeking compromise.
- Asking for help when necessary.

---

**Reflection**

Describe a disagreement you handled well.

---

What helped resolve the conflict?

---

---

**Building Resilience**

Resilient people:

- Learn from mistakes.
- Adapt to change.
- Stay hopeful.
- Continue working toward goals.
- Ask for help when needed.
- Encourage others.

---

**Reflection**

Describe a setback you overcame.

---

---

What strengths helped you recover?

---

---

How has that experience made you stronger?

---

---

**Encouraging Others**

Leadership includes helping others through difficult moments.

Complete the following:

Someone who encouraged me:

---

---

How did they help?

---

---

How can I encourage someone else this week?

---

---

**Gratitude and Perspective**

Practicing gratitude strengthens emotional resilience.

List five things you are grateful for today.

1. 

---

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Reflection**

How does gratitude influence your attitude?

---



---

**Emotional Growth Tracker**

Situation Emotion My Response What I Learned

---

**Leadership Evidence**

Include:

- Emotional Intelligence Self-Assessment
- Healthy Coping Plan
- Decision-Making Reflection
- Conflict Resolution Reflection
- Resilience Reflection
- Gratitude Exercise
- Mentor Discussion Notes
- Reflection Essay

**Reflection Essay**

**Prompt:**

Describe a challenge that tested your emotions and explain how emotional intelligence, resilience, and thoughtful decision-making helped—or could have helped—you respond more effectively. Explain how you will use these skills as a leader in your family, school, and community.

*(Full-page lined writing space.)*

**Mentor Discussion**

Discuss:

- What emotions are most difficult for you to manage?
- How has your understanding of emotional intelligence changed?

- What healthy coping strategy works best for you?
- How can emotional intelligence improve leadership?

Mentor Notes

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---

---

Mentor Signature

---

Date

---

---

### Chapter Completion Checklist

#### Required Components

- Completed Emotional Intelligence Self-Assessment
- Reflected on Emotional Responses
- Completed the Pause Principle Reflection
- Developed a Healthy Coping Plan
- Completed the Decision-Making Reflection
- Completed the Conflict Resolution Reflection
- Completed the Resilience Reflection
- Completed the Gratitude Exercise
- Completed the Emotional Growth Tracker
- Submitted Leadership Evidence
- Completed the Reflection Essay
- Participated in the Mentor Discussion

Mentor Initials: \_\_\_\_\_

---

#### ELMP Leadership Milestone

By completing this Chapter, I have strengthened my ability to recognize emotions, respond thoughtfully under pressure, resolve conflict respectfully, and persevere through challenges. I understand that emotionally intelligent leaders create environments where others feel respected, supported, and empowered to succeed.

---

#### Preparing for Chapter 14

Leadership grows through purpose and planning. In College, Career, and Life Readiness, you will begin developing a personal roadmap for your future by exploring career interests, educational pathways, financial responsibility, networking, and long-term goal setting. This Chapter connects directly to ELMP's College &

Career Readiness Success Goals and prepares you to transition confidently from high school to higher education, military service, entrepreneurship, or the workforce.

---

**CHAPTER 14: College, Career, and Life Readiness - Designing Your Future with Purpose**

*"Success is not an accident. It is the result of preparation, opportunity, discipline, and perseverance."*

---

**Chapter Introduction**

Every leader needs a vision for the future. While no one can predict exactly where life will lead, successful people prepare themselves to recognize opportunities, adapt to change, and continue learning throughout their lives. The ELMP College & Career Readiness curriculum is designed to help Esquires explore their interests, discover career pathways, build professional skills, and create a realistic plan for life after high school. Whether your future includes college, a skilled trade, military service, entrepreneurship, public service, or entering the workforce, thoughtful preparation increases your opportunities for success. This Chapter encourages you to think beyond graduation by developing practical plans, setting meaningful goals, and identifying the habits that will help you achieve them.

---

**ELMP Success Goals**

After completing this Chapter, I can:

- Explore careers that match my interests and strengths.
- Develop a personal education and career plan.
- Understand the importance of financial responsibility.
- Build professional habits for future success.
- Set realistic short-term and long-term goals.
- Demonstrate readiness for life after high school.

Mentor Initials: \_\_\_\_\_

Date: \_\_\_\_\_

---

**My Future Vision**

Imagine yourself ten years from today.

Where do you hope to be?

---

---

---

What kind of work would you like to do?

---

---

What impact do you hope to have on others?

---

---

### Discovering My Interests

Circle the areas that interest you.

- Business
- Engineering
- Healthcare
- Law
- Education
- Technology
- Skilled Trades
- Military Service
- Entrepreneurship
- Public Safety
- Government
- Nonprofit Leadership
- Finance
- Marketing
- Construction
- Transportation
- Arts
- Music
- Athletics
- Science
- Agriculture
- Hospitality
- Communications
- Other:

---

---

### My Strengths

What are your greatest strengths?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

How could these strengths help you in a future career?

---

---

---

**Career Exploration**

Career of Interest:

Why does this career interest you?

Education or training required:

Skills needed:

What excites you about this career?

**Career Research Activity**

Research someone currently working in a career that interests you.

Name:

Occupation:

What advice would you ask this professional?

What did you learn?

## Educational Pathways

There are many successful paths after high school.

Check all that interest you.

- Four-Year College
- Community College
- Skilled Trade Apprenticeship
- Technical School
- Military Service
- Entrepreneurship
- Workforce
- Undecided

### Reflection

Why does this pathway appeal to you?

---

---

---

### Goal Setting

#### My One-Year Goals

Academic Goal

---

---

Leadership Goal

---

---

Personal Goal

---

---

Service Goal

---

---

#### My Five-Year Goals

---

---

---

**My Ten-Year Vision**

---

---

---

---

---

**SMART Goal Worksheet**

Goal:

---

Specific:

---

Measurable:

---

Achievable:

---

Relevant:

---

Time-Bound:

---

**Financial Responsibility**

Leadership includes managing money wisely.

Circle the financial habits you already practice.

- Saving money
- Budgeting
- Comparing prices
- Avoiding unnecessary spending
- Setting savings goals
- Planning purchases
- Tracking expenses

**Reflection**

Why is financial responsibility important?

---

---

If you received \$500 today, how would you use it wisely?

---

---

---

**Resume Builder**

Name:

---

Career Interest:

---

Education

---

Volunteer Experience

---

Leadership Experience

---

Awards

---

Skills

---

---

**Networking**

Networking means building positive relationships with people who can encourage, mentor, or guide you.

People in my network include:

Mentor

---

Teacher

---



Coach

---

Family Member

---

Community Leader

---

Professional Contact

---

### Interview Reflection

After completing a mock interview or a real interview:

What question challenged you the most?

---

What answer made you proud?

---

What will you improve next time?

---

### Professional Habits Checklist

I consistently:

- Arrive on time.
- Meet deadlines.
- Dress appropriately.
- Treat others respectfully.
- Stay organized.
- Follow through on commitments.
- Ask questions when needed.
- Accept feedback professionally.
- Continue learning.

---

### Building My Personal Brand

People often describe me as:

---

---

How do I want to be remembered?

---

---

**Leadership Reflection**

Complete the following:

Success means...

---

The career I currently hope to pursue is...

---

The biggest obstacle I may face is...

---

I will overcome that obstacle by...

---

---

**My Action Plan**

Goal	First Step	Deadline	Completed
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

**Leadership Evidence**

Include:

- Career Research Worksheet
- SMART Goal Plan
- Resume Draft

- Career Interest Survey
  - College Visit Reflection (if applicable)
  - Career Fair Reflection (if applicable)
  - Mock Interview Evaluation
  - Financial Responsibility Activity
  - Reflection Essay
- 

### Reflection Essay

#### Prompt:

Describe the future you hope to create for yourself. Explain how your education, leadership experiences, service, mentors, and personal goals will help you achieve success. Identify the habits you must develop today to become the person you want to be tomorrow.

*(Full-page lined writing space.)*

---

---

---

### Mentor Discussion

Discuss:

- Which career pathway currently interests you most?
- What strengths will help you succeed?
- What habits should you begin developing now?
- What obstacles may arise, and how can you prepare for them?

Mentor Notes

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Mentor Signature

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Date

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### Chapter Completion Checklist

#### Required Components

- Completed Future Vision Reflection
- Completed Career Interest Assessment
- Researched a Career
- Selected an Educational Pathway

- Developed One-Year, Five-Year, and Ten-Year Goals
- Completed a SMART Goal Worksheet
- Completed the Financial Responsibility Reflection
- Drafted or Updated a Resume
- Identified a Professional Network
- Completed the Leadership Reflection
- Submitted Leadership Evidence
- Participated in the Mentor Discussion

Mentor Initials: \_\_\_\_\_

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### **ELMP Leadership Milestone**

By completing this Chapter, I have developed a clearer vision for my future and a practical plan to pursue it. I understand that success requires preparation, discipline, adaptability, and lifelong learning. I am committed to taking intentional steps toward my educational, career, and leadership goals while continuing to serve my family and community.

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### **Preparing for Chapter 15**

Leadership is strengthened when individuals understand how to influence positive change in their communities. In Voting Advocacy and Civic Engagement, you will explore your rights and responsibilities as a citizen, learn how local government impacts daily life, examine public policy issues, and discover meaningful ways to participate in civic life through ELMP's TZL Empower initiative. This Chapter reinforces the belief that informed, engaged citizens build stronger communities and prepares Esquires to become lifelong advocates for positive change.

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## **CHAPTER 15**

### **Voting Advocacy and Civic Engagement**

**Our Voice. Our Power. Our Future.**

*"Democracy is strongest when informed citizens choose to participate."*

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### **Chapter Introduction**

Leadership extends beyond schools, organizations, and workplaces. Effective leaders also understand how their communities function and recognize that civic participation is one of the most meaningful ways to create positive change. The Esquire Leadership and Mentoring Program's Voting Advocacy and Civic Engagement curriculum, delivered through TZL Empower, is designed to help Esquires become informed, engaged, and responsible citizens. Civic engagement is not about supporting a political party or candidate. Instead, it is about understanding how government works, respecting differing viewpoints, evaluating issues critically, and participating constructively in the democratic process.

Every community faces important decisions about education, public safety, transportation, housing, economic development, parks, environmental stewardship, and access to opportunity. These decisions affect individuals and families every day. By learning how local, state, and federal governments operate, and by understanding how citizens can participate respectfully and responsibly. Esquires develop the knowledge and confidence to become leaders who strengthen their communities. This Chapter encourages curiosity, respectful dialogue, community involvement, and lifelong civic responsibility.

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### ELMP Success Goals

After completing this Chapter, I can:

- Explain the importance of civic engagement.
- Describe how local government impacts daily life.
- Evaluate community issues using facts and respectful discussion.
- Participate responsibly in civic education activities.
- Demonstrate respect for diverse opinions.
- Develop a personal civic engagement plan.

Mentor Initials: \_\_\_\_\_

Date: \_\_\_\_\_

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### What Is Civic Engagement?

Civic engagement means contributing to the well-being of your community through informed participation.

Examples include:

- Voting when eligible.
- Learning about community issues.
- Attending public meetings.
- Volunteering.
- Participating in community improvement projects.
- Serving on advisory councils or youth boards.
- Contacting elected officials respectfully.
- Helping neighbors.
- Encouraging others to become informed citizens.

Leadership begins by becoming informed before becoming involved.

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### Reflection

What does being a good citizen mean to you?

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**Levels of Government**

Complete the chart.

Level	Primary Responsibilities	Examples
Local Government		
County Government		
State Government		
Federal Government		

**Reflection**

Which level of government most directly affects your daily life?

Why?

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**Community Issues**

Every community has opportunities for improvement.

Circle issues that matter to you.

- Education
- Public Safety
- Parks and Recreation
- Roads and Transportation
- Affordable Housing
- Employment
- Public Health
- Environmental Protection
- Youth Programs
- Community Beautification
- Food Security
- Mental Health Awareness
- Technology Access
- Other:

**Reflection**

Which issue is most important to you?

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Why?

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How could young people help improve this issue?

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**Respectful Dialogue**

Strong leaders can disagree respectfully.

Before responding to someone with a different opinion, ask yourself:

- Did I listen carefully?
- Do I understand their viewpoint?
- Am I responding respectfully?
- Am I using facts?
- Am I remaining open to learning?

**Reflection**

Describe a respectful conversation where people had different opinions.

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What made the conversation productive?

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**Community Leadership Activity**

Identify one challenge in your community.

Challenge:

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Possible causes:

---

Possible solutions:

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Who could help solve this problem?

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What role could you play?

**Learning About Elected Leaders**

Research one local elected official.

Name:

Position:

Primary responsibilities:

How does this position affect your community?

What question would you ask this leader?

**Civic Event Reflection**

If you attended a civic event, complete the following.

Event:

Date:

Location:

What did you learn?

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What surprised you?

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How did this event change your understanding of civic leadership?

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### Civic Action Plan

One issue I want to learn more about:

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One action I can take this year:

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---

One adult who can help me learn:

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One community organization I would like to explore:

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### Voting Timeline

Even if you are not yet old enough to vote, you can prepare by:

- Learning about elections.
  - Understanding the issues.
  - Following local news.
  - Discussing current events respectfully.
  - Registering to vote when eligible.
  - Encouraging informed civic participation.
- 

### Media Literacy

Leaders evaluate information carefully.

Before believing or sharing information, ask:

- Is the source credible?
- Is the information current?
- Are multiple reliable sources reporting the same facts?
- Is the information supported by evidence?
- Am I sharing this responsibly?

**Reflection**

Why is it important to verify information before sharing it?

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**Civic Leadership Journal**

Describe one community issue you learned about this month.

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How has your perspective changed?

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**Community Engagement Log**

**Activity Date Hours What I Learned**

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**Leadership Evidence**

Include:

- Civic Event Reflection
- Community Leadership Activity
- Local Government Research
- Civic Action Plan
- Community Engagement Log
- Current Events Reflection
- Mentor Discussion Notes
- Reflection Essay

**Reflection Essay**

**Prompt:**

Explain why civic engagement is an important part of leadership. Describe one issue facing your community, how informed citizens can help address it, and the role you hope to play in creating positive change while respecting different viewpoints.

*(Full-page lined writing space.)*

**Mentor Discussion**

Discuss:

- Why should leaders stay informed about community issues?
- How can respectful dialogue improve communities?
- Why is voting only one part of civic engagement?
- How can young people make a positive difference before they are old enough to vote?

Mentor Notes

\_\_\_\_\_

Mentor Signature

\_\_\_\_\_

Date

\_\_\_\_\_

**Chapter Completion Checklist**

**Required Components**

- Completed Civic Engagement Reflection
- Completed Government Structure Activity
- Identified a Community Issue
- Completed Respectful Dialogue Reflection
- Researched a Local Elected Official
- Completed a Civic Event Reflection
- Developed a Civic Action Plan
- Completed the Media Literacy Reflection
- Updated the Community Engagement Log
- Submitted Leadership Evidence
- Completed the Reflection Essay
- Participated in the Mentor Discussion

Mentor Initials: \_\_\_\_\_

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## ELMP Leadership Milestone

By completing this Chapter, I understand that leadership includes informed civic participation, respectful dialogue, and a commitment to improving my community. I recognize that every citizen has the opportunity to contribute positively through service, education, advocacy, and collaboration. I am prepared to become an engaged citizen who leads with integrity, respect, and responsibility.

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## ELMP Capstone Leadership Challenge

### Putting Civic Leadership into Action

Working individually or as part of an Esquire team, complete one civic engagement project approved by your mentor. Examples include:

- Attend a city council, township board, school board, or county commission meeting and prepare a reflection.
- Volunteer at a nonpartisan voter registration or civic education event.
- Organize a neighborhood beautification or community improvement project.
- Interview a local public servant about leadership and community service.
- Create a presentation that explains how local government affects everyday life.
- Develop a proposal to address a need identified in your community.

For your project, document:

- The community need: \_\_\_\_\_
  - Your leadership role: \_\_\_\_\_
  - Who benefited: \_\_\_\_\_
  - What you learned: \_\_\_\_\_
  - How this experience changed your view of leadership: \_\_\_\_\_
  - Evidence attached: Photos (if permitted), presentation, interview notes, letters, or event documentation.
- 

## Preparing for Chapter 16

The next Chapter brings together everything you have learned throughout the program year. In Leadership Legacy and the Esquire Capstone Portfolio, you will reflect on your growth across all ELMP Success Goals, organize evidence from the year, evaluate your development as a leader, and create a personal leadership vision that prepares you for graduation, continued service, and lifelong leadership. This capstone Chapter serves as the culmination of the entire ELMP Leadership Reflection & Evidence Portfolio and provides lasting documentation of your journey from participant to leader.

## **CHAPTER 16: Leadership Legacy and the Esquire Capstone Portfolio - Reflecting on the Leader I Have Become**

*"Leadership is not measured by titles earned, but by lives influenced, character demonstrated, and service rendered."*

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## Chapter Introduction

Over the course of this program year, you have participated in seminars, community service projects, leadership activities, social experiences, mentoring conversations, civic engagement opportunities, and personal reflection exercises. Every Chapter in this workbook has been designed to help you grow academically, personally, socially, emotionally, and professionally. This final Chapter is your opportunity to look back, celebrate your accomplishments, recognize areas of growth, and prepare for the next stage of your leadership journey. Leadership is not a destination; it is a lifelong commitment to learning, serving, and improving yourself and your community. The Leadership Legacy and Esquire Capstone Portfolio serve as the culminating record of your growth throughout the Esquire Leadership and Mentoring Program. It demonstrates not only what you accomplished, but also who you have become.

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### ELMP Success Goals

After completing this Chapter, I can:

- Reflect on my leadership growth.
- Evaluate my progress across all ELMP Success Goals.
- Organize evidence of my accomplishments.
- Develop a personal leadership philosophy.
- Create a plan for continued growth after ELMP.
- Leave a positive legacy for future Esquires.

Mentor Initials: \_\_\_\_\_

Date: \_\_\_\_\_

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### Looking Back

When I first joined ELMP, I was...

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Today, I am...

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The biggest change I see in myself is...

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### My Leadership Journey

Describe three moments during ELMP that had the greatest impact on you.

**Experience One**

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What did I learn?

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**Experience Two**

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What did I learn?

---

**Experience Three**

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What did I learn?

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**Growth Across the ELMP Success Goals**

Rate your growth during the program year.

Success Goal	Beginning of Year	End of Year
Academic Performance	1 2 3 4 5	1 2 3 4 5
Attendance & Participation	1 2 3 4 5	1 2 3 4 5
Leadership & Conduct	1 2 3 4 5	1 2 3 4 5
College & Career Readiness	1 2 3 4 5	1 2 3 4 5
Personal Growth & Reflection	1 2 3 4 5	1 2 3 4 5

**Leadership Timeline**

Create a timeline of your ELMP year.

Month	Leadership Experience	What I Learned
October		
November		

Month	Leadership Experience	What I Learned
December		
January		
February		
March		
April		
May		
June		

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### Leadership Portfolio Index

Check each item included in your final portfolio.

#### Personal Development

- Goal Setting Worksheets
- Reflection Essays
- Mentor Discussion Notes
- Personal Growth Activities
- Emotional Intelligence Activities

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#### Leadership

- Leadership Assessments
- Leadership Philosophy
- Leadership Action Plans
- Public Speaking Activities
- Leadership Reflection Logs

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#### Community Service

- Volunteer Hours
- Community Service Reflections
- Service Verification
- Event Documentation

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#### College & Career Readiness

- Resume
  - Career Research
  - Mock Interview
  - SMART Goals
  - Career Plan
-

**Civic Engagement**

- Civic Reflection
  - Community Action Plan
  - Government Research
  - Civic Event Reflection
- 

**History & Heritage**

- Museum Reflection
  - Family Interview
  - Heritage Reflection
  - Historical Research
- 

**My Leadership Philosophy**

Complete the following statements.

Leadership means...

A leader should always...

People deserve to be treated...

Service is important because...

I hope people remember me as someone who...

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**My Personal Leadership Mission Statement**

Write a personal leadership mission statement that describes the kind of leader you commit to becoming.

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**Letter to My Future Self**

Imagine opening this letter five years from now.

Dear Future Me,

**Letter to a Future Esquire**

Write a letter to an Esquire who will join ELMP next year.

What advice would you give?

**Mentor Reflection**

Mentor Name:

What leadership growth have you observed?

What strengths should this Esquire continue developing?

What advice would you offer moving forward?

Mentor Signature

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Date

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**Parent or Guardian Reflection**

(Optional)

What positive changes have you observed during your Esquire's participation in ELMP?

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Parent/Guardian Signature

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Date

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**Program Director Reflection**

The Program Director may use this section to document the Esquire's leadership growth, participation, accomplishments, and recommendations for future leadership opportunities.

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Program Director Signature

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Date

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**ELMP Leadership Evidence**

Include:

- Final Portfolio Index
- Leadership Timeline
- Mission Statement

- Letter to Future Self
  - Letter to Future Esquire
  - Mentor Reflection
  - Parent Reflection (Optional)
  - Program Director Reflection
  - Certificates Earned
  - Awards
  - Photographs (if permitted)
  - Additional Supporting Documentation
- 

**Final Reflection Essay**

**Prompt**

Reflect on your entire journey through the Esquire Leadership and Mentoring Program.

Describe:

- How have you grown as a leader?
- The most meaningful experience you had.
- The mentor or individual who influenced you the most.
- The challenges you overcame.
- The leadership skills you developed.
- How you plan to continue serving your family, school, fraternity, and community.
- The legacy you hope to leave.

*(Three full-lined pages should follow this prompt to encourage a comprehensive capstone reflection.)*

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**ELMP Leadership Commitment**

I understand that leadership is a lifelong journey. I commit to leading with integrity, serving others with humility, pursuing excellence in all I do, and using my gifts to strengthen my family, school, workplace, fraternity, and community.

I will strive to embody the principles of the Esquire Leadership and Mentoring Program by:

- Developing Leaders.
- Building Character.
- Inspiring Service.

I recognize that leadership is demonstrated through consistent actions, not occasional achievements.

Esquire Signature

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Date

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## Chapter Completion Checklist

### Required Components

- Completed Leadership Journey Reflection
- Completed ELMP Success Goal Assessment
- Created Leadership Timeline
- Organized Complete Leadership Portfolio
- Wrote Personal Leadership Philosophy
- Wrote Personal Leadership Mission Statement
- Completed Letter to Future Self
- Completed Letter to a Future Esquire
- Participated in Mentor Reflection
- Completed Final Reflection Essay
- Submitted Final Leadership Portfolio
- Completed ELMP Leadership Commitment

Mentor Initials: \_\_\_\_\_

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### ELMP Program Completion Certificate Verification

To complete the ELMP Leadership Reflection & Evidence Portfolio, the Esquire must:

- Complete all sixteen workbook Chapters.
  - Attend required Success Seminars and program activities.
  - Participate in community service experiences.
  - Complete mentor discussions.
  - Submit required portfolio evidence.
  - Complete all reflection essays.
  - Demonstrate satisfactory leadership growth.
  - Participate in the Student Recognition Dinner.
- 

### Program Director Certification

I certify that this Esquire has completed the requirements of the ELMP Leadership Reflection & Evidence Portfolio and has demonstrated meaningful growth in leadership, character, service, and personal development throughout the program year.

Program Director: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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## **Congratulations!**

You have reached the culmination of the ELMP Leadership Reflection & Evidence Portfolio. This portfolio is more than a workbook; it is a record of your journey, your growth, your service, and your commitment to becoming a leader of integrity and purpose. As you move forward, remember that graduation from ELMP is not the end of your leadership journey. It is the beginning of a lifelong commitment to learning, mentoring, serving, and creating opportunities for others.

Continue to lead with humility.  
Continue to build character.  
Continue to inspire service.

**Developing Leaders. Building Character. Inspiring Service.**

### **After Chapter 16 – Continuing Your Leadership Journey**

Although you have completed the ELMP Leadership Reflection & Evidence Portfolio, your leadership journey is just beginning. The habits you have developed, serving others, leading with integrity, communicating effectively, embracing lifelong learning, and engaging your community, will continue to shape your future. Whether you pursue higher education, a career, military service, entrepreneurship, or community leadership, remember that true leadership is measured not by titles but by the positive impact you make in the lives of others. Carry forward the ELMP mission to Develop Leaders. Build Character. Inspire Service.

*The development of this workbook was informed by contemporary research and best practices in social-emotional learning, youth leadership development, and mentoring. The author acknowledges the inspiration from educational leaders in the field of SEL, including Royce Kinniebrew, as they adapt these concepts to the unique mission, structure, and leadership model of the Esquire Leadership & Mentoring Program.*