

2006 Recruiting Packet



Table of Contents

2	Executive Summary
3	Mission
4	Recruiting and Assessment
5	Project Descriptions
6	Leadership Curriculum
7	Candidate Profile

1000 community leaders in 10 years

PROGRAM OVERVIEW

For **sixteen weeks**, participants work in teams of 3-4 to solve client business problems and build prototype web applications in the Microsoft .NET platform. Graduates have a basic knowledge of programming and fundamental IT skills (see page 6 for details). They are prepared to work in internships and entry-level positions for Fortune 1000 and mid-size businesses delivering information services; companies focusing on business to business and business to consumer e-commerce; and not-for-profit organizations. i.c.stars offers its graduates **five** years of continuing service in career counseling, placement services and continuing education.

i.c.stars is **NOT** traditional classroom based training.

KEY PROGRAM STATISTICS

total candidates considered per class	400
candidates accepted	10-12
assessment interviews length (hours)	12-20
average hours per week during 4 month program	60-90
total hours of project-based experience	1000
total graduates	80
graduation rate	87%
initial placement rate	92%
industry retention rate	71%
college attendance rate	43%
average wage increase	193%
stipend	\$600/mo

TARGET POPULATION

i.c.stars has targeted a particular population of young adults who are not being effectively served in Chicago. Young adults (18-27yr) without formal education are often disregarded because of their age but actually represent an untapped source for future economic and social leadership. These select few are not the "cream of the crop" in the traditional sense but are individuals who, through overcoming adversity, have developed the highest levels of **resilience, problem solving skills** and **motivation**. All of these characteristics are standard prerequisites for community leaders.

Target Positions and Certifications:

Developer - MCAD, iNet+
 Technical Support - A+
 Business Support - MOUS - specializing in MS Access

FOR MORE INFORMATION CONTACT

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MISSION: LEADERSHIP DEVELOPMENT

Individuals who gain social, financial, and intellectual capital have the network, wealth, and skills to be trusted community leaders capable of envisioning and building great inner-city communities.

The i.c.stars leadership development program invests heavily in a select group of individuals we believe have the aptitude and motivation to become such community leaders. Our services are designed to ultimately enable individuals to journey toward what Jim Collins calls "Level 5 Leadership".

Our current program focuses on the first 5 years of one's career and aims at developing "level 1 - highly capable individuals". This is accomplished through the 1,000 hour, 4 month training program, and 5 years of placement services, counseling, college guidance, and continuing education and training.

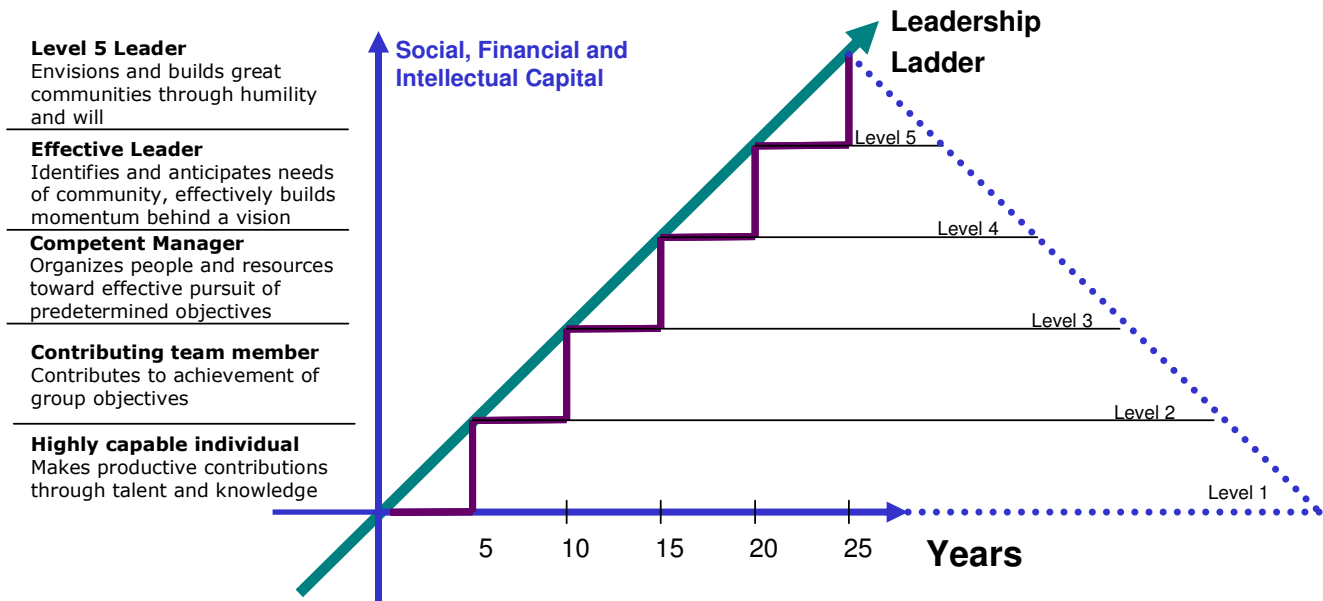
The i.c.stars program strives to prepare low income young adults for careers in technology who will become community leaders through gaining financial, intellectual and social capital:

Financial Capital – increasing earnings and wealth

Intellectual Capital – “being the go-to person” and pursuing lifelong learning

Social Capital – acting as role models, giving back to communities, and building an influential network

i.c.stars mission is to provide opportunities for inner-city young adults to harness the strength of technology for social and economic leadership. By integrating technology training and leadership development, i.c.stars is shaping the next generation of technology leaders.



i.c.stars Recruiting and Assessment Process

Community Organizations referring candidates

After School Matters
 Alternative schools network
 Alternatives
 Austin Career Center
 BDPA
 Bethel New Life
 Blacks in Technology
 Bronzeville Alternative High School
 Cabrini Connections
 CARA
 Carole Robinson center
 Centers for New Horizons
 CHAC
 Chicago commons
 City colleges
 Consuela York School
 Currie High School
 Dept of Human Services
 Employment Resource Center
 Erie House
 Future Teachers of Chicago
 Girls Summer Web Camp
 Goodwill Industries
 Harold Washington
 Hull House
 Illinois Caucus for Adolescent Health
 Introspect Youth Services
 Jobs for Youth
 Job Corps
 Juvenile Justice Transitional Fair
 Kennedy King College
 Lawndale Christian Development Corp
 LCCD
 Metropolitan Board
 MidSouth One Stop
 Orr High School
 Progressive Baptist Church
 Prologue
 Public Aid office
 Safer Foundation
 Shoretech
 Strive
 Time Dollar Tutoring
 Urban League
 Welfare to Work Partnership
 Women's Business Development Center
 Women's Self-Employment Project (WSEP)
 Wright College
 YMCA Training Alliance
 Youth Build
 Youth Community Technology Project
 Youth Service Project
 YWLCS

Recruiting

i.c.stars sources its candidates through 3 primary channels:

- community based organizations and schools
- direct advertising through newspapers and flyers
- word of mouth from alumni and relatives of alumni

Candidates call i.c.stars and go through an initial screen interview to assess basic fit with the program criteria. If the candidate is qualified, they are scheduled for an information session. Information sessions are held each week by alumni from the program and current interns. Candidates learn about the mission of the organization, types of skills taught, and the commitment required. Interested candidates request and complete an online application which covers a complete employment history, technology skills inventory, and essay questions to illicit motivation for a career in technology.

Qualified applicants are scheduled for the assessment process. Unqualified applicants are referred to partner community organizations to obtain necessary skills before applying to i.c.stars.

Assessment

i.c.stars assessment process has always focused on what has been called, "attitude and aptitude". The i.c.stars white paper on its assessment process is available upon request.

Attitude objectives

Attitude, or motivational objectives comprise the majority of the assessment. Specifically, we are looking at the following:

1. Achievement behaviors in a technical context
2. The motivational belief system of an applicant around technology
3. The cognitive process for the motivations held by an applicant

Aptitude objectives

The following aptitudes have been present in the strongest individuals in the i.c.stars program:

- Metaphorical skills – Metaphorical skills are present in conceptual thinkers. Musicians can often demonstrate this skill set
- Visualization skills – A great deal of programming and systems analysis requires a visual representation for comprehension
- Patience, Persistence, Pause for reflection – The ability to solve a category of problems called "search problems" often indicate the requisite levels of patience, persistence and reflective abilities sought

Process

Each recruit takes part in a 12-20 hour assessment process comprised of interviews and problems designed to assess the candidate against the high level objectives stated above. The following provides an overview of each step in the process:

- resiliency interview - support systems, self-awareness
- technical interview - curiosity, intuition for programming
- CBI interview - critical behaviors
- alumni interview - personal investment in social mission
- written assessment 1 - inductive reasoning
- written assessment 2 - leadership
- written assessment 3 - community motivation

Project Descriptions

United Stationers - Project 3

A Fortune 500 company in Chicago is seeking an application to maintain their inventory of 250 servers. The i.c.stars interns are reunited into one team of 10 for the final project. The team gathers requirements, interviews users, designs the architecture, website, and database, performs quality assurance testing and ultimately deployment into the client technical environment. The embedded business issues center around communication and conflicting stakeholder requirements. While the application and business need is real on the 3rd project, elements of the project are still "scripted" to ensure leadership learning objectives are achieved. The team must assimilate and negotiate requirements with 3 competing user groups - LAN, Application Development, and Database Administration. Each group is "scripted" to want something different and change their mind midway through the project.

i.c.stars interns play one of 6 different roles on the project including: project manager, GUI Developer, Business Logic Developer, Database Developer, Architecture/Quality Assurance, and Deployment. All of the team members contribute to the development of requirements and the design.

Skills developed on this project include:

- defining requirements
- scope negotiation
- conflict resolution
- n-tier object-oriented development
- database modeling
- application architecture design
- test planning and script writing
- deployment
- integration with intranet and existing coding standards
- iterative development methodology and management
- VB.NET, ASP.NET, DAAB, SQL SERVER 2000, VS.NET 2003, Visual SourceSafe

Matching Engine - Project 2

A Venture Capital firm has the intellectual property rights to a rule engine and is seeking to invest in a startup company to make use of the technology. The teams develop business ideas, create a working ASP.NET Web application that uses the actual technology, and develop business plans. The embedded business issues center around finance and competitive advantage. The client firm is comprised of some of Chicago's leading venture capitalists who review each team's plan in detail during a 2 hour "board meeting" with each group at the end of the project. Each team must defend their financial projections, market size estimation, and competitive advantage. The board meeting represents the most powerful single learning

moment in the i.c.stars curriculum, with real venture capitalists firing rapid questions out of turn and analyzing every assumption in painstaking detail.

i.c.stars interns play one of 3 different primary roles on the project including: project manager, c# business logic developer, and XML/XSL developer. All of the team members contribute to the development of their business plan and financial model.

Skills developed on this project include:

- business idea generation and brainstorming
- market research
- defining competitive advantage
- financial modeling
- cost estimation
- revenue estimation
- calculating ROI and Break-even
- structured programming
- C#, ASP.NET, XML, XSL, Rule Engines

Auction Website - Project 1

An auction house is looking to enter the online auction market through a partnership with US Marshalls to sell repossessed goods. The teams develop a working HTML prototype of an online auction, and a proposal to build the application which includes a cost estimate, workplan, and high level technology architecture. The embedded business issue centers around marketing and the brand dilution if a high end auction house began selling repossessed goods online. The issue boils over in a client meeting where a stakeholder from the "New York" office pays an unexpected visit and abruptly informs the client they can no longer use the brand for the venture. On the fly in this meeting, i.c.stars interns must resolve the conflict between their client and their client's boss. The ability to adapt and negotiate on the fly is tested in the unexpected scenario.

i.c.stars interns play one of 3 different roles on the project including: project manager, information architect, and web developer.

Skills developed on this project include:

- requirements gathering
- competition research
- low-fidelity prototyping
- website design and site mapping
- data flow diagramming
- flow charting business processes for order fulfillment
- project effort estimation
- project workplan
- technology architecture
- html, javascript, css
- Drupal, MySQL, PHP, Apache

Leadership Development Model

Leadership is about thriving in unstable environments and overcoming the inherent adversities where the greatest tool is the ability to detach and gain objectivity as a result of deep knowledge of oneself. Leaders learn to recognize their every action will be scrutinized, they recognize their actions are bigger than themselves, that every act represents a 1000 people like them, that they do not have the luxury to be mediocre.

The i.c.stars Leadership Development Model has three main goals:

- 1) *to equip individuals with the behaviors, values and attitudes that will enable them to be more effective in serving their communities, clients and employers*
- 2) *to encourage leaders to apply what they have learned to problems or issues affecting the success of their work*
- 3) *to provide leadership expertise so that individuals develop ownership, passion and confidence, including the ability to assist others to develop leadership.*

The model is achieved through a focus on 3 primary skills:

- **gift giving and receiving** - the central skill to the i.c.stars leadership curriculum is the ability to identify the needs of others and oneself. The ability to give and receive gifts is central to building the trusting relationships necessary to be an effective leader. Gift giving and receiving is practiced every day during the "high tea" ritual through introducing teammates, and is reinforced in repeated business contexts where the opportunity "add value" arises.
- **communication** - as the key to strong leadership, communication skills are developed throughout the entire training program. Client meetings and workshops provide a context for public speaking, learning to adapt communication style for different audiences, recognize non-verbal communication, send non-verbal cues to teammates, clarifying expectations, storytelling, facilitation, brainstorming, recognizing cultural cues, and resolving conflicts.
- **metacognition** - reflective awareness of one's thought process and those of others enables leaders to "act on their feet" and remain objective in the face of emotionally charged situations. The resiliency aptitude screened for in the i.c.stars assessment process ensures interns have the necessary foundation to develop Metacognitive skills.

"We look at a number of sourcing opportunities, and I.C. Stars is one of those organizations that provide diamonds in the rough, entry-level talent for our organization,"... "Managers say [hires like i.c.stars] bring energy and enthusiasm. They're more prepared for company life." – Andy Baker, Human Resources Director, Allstate

The i.c.stars core leadership curriculum includes 25 workshops and lectures designed to build emotional intelligence and a reflective awareness of social contexts, including:

- Learning styles
- Management styles
- Empathetic listening
- Risk mitigation
- Managing your objectivity
- Non-verbal communication
- Business Networking
- Cultural Competency and Diversity
- Long term planning and visioning

The i.c.stars just-in-time leadership curriculum includes over 300 workshops, job aids, and models designed to be delivered at the point of need, i.e. just after someone or some team has experienced a failure in the simulated project environment and consequently has enough context for the instruction to be effective.

Examples include:

- Negotiating scope
- Defending your client
- Analyzing motives
- Managing your locus of control
- Managing expectations
- Project planning and delegating
- Facilitating a meeting
- Issue resolution
- Mentoring

The i.c.stars leadership curriculum has been recognized by employers as the primary differentiator for i.c.stars graduates. The leadership skills gained during i.c.stars enable our graduates to perform better on the job as they are more experienced and skilled at working on technology teams than other individuals without formal leadership training.

Candidate Profile

If you possess **all of the requirements** and **any of the indicators** of success below, please attend one of the weekly information sessions – every Monday:
6:00pm at 212 W. Superior - 5th floor.

They should register to attend the information session by visiting www.icstars.org/bootup or by calling 312.640.3855

REQUIREMENTS:

1. Is this candidate between the ages of 18-27?
2. Is this candidate a GED recipient or High School graduate?
3. Is the candidate available 9am-8pm Monday through Saturday for four continuous months?
4. Is this candidate able to uphold a 0 absences 0 tardiness policy?
5. Is this candidate Off the College Track? Is this candidate looking for alternatives to College because completing College is not an option?
6. Has this candidate maintained employment for 6months to 1yr at any point?
7. Is the candidate a Chicago resident*?
*Some Exceptions Apply

INDICATORS FOR SUCCESS:

8. Is this candidate a young parent, or do they take care of and provide for relatives?
9. Has this candidate recently completed their GED?
10. Is this candidate motivated to drive social change in Chicago's communities?
11. Is this candidate actively involved in the community and/or church as a volunteer?
12. Does the candidate want a professional career in Technology?
13. Do you see this candidate as either a Business person, a Leader, or a Technology person? Our screening process is looking for individuals strong in at least one of those areas.
14. Does this candidate enjoy teaching others?
15. Does this candidate speak English as a second language?
16. Is the candidate a musician, graphic, or visual artist?
17. Can this candidate read and compose music?

FOR MORE INFORMATION CONTACT

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