# **Instructor Guide: AI For Leaders**

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1. [**Program Overview**](#_671j9ta7qo4v)
2. [**How to Adapt the Program**](#_v6vip0d5390i)
3. [**Key Links and Resources**](#_chpyqirtz30r)
4. [**Program Preparation Checklist**](#_vr6g3n7763xe)

## 1. Program Overview

**Program Overview:**

Leaders will gain fluency in AI, including how it works and its ethical implications, in order to identify opportunities to incorporate AI in their organization. The program is designed to:

* Enable leaders to understand the power and ethical considerations of AI.
* Identify and scope AI projects that add real business value to the organization.

The program is designed for an audience of “Translators and Domain Decision-Makers” (e.g., Product Managers / Owners, Business Managers / Strategists, Analysts, Subject Matter Experts).

**Learning Outcomes:**

* Articulate what AI is and the process by which AI is created, applied, and managed.
* Determine the projects or problems that would benefit the most from an AI solution.
* Proactively identify ethical, security, and privacy risks that may arise when integrating AI.
* Determine the key conditions needed for an AI project to be implemented successfully in your organization.

For more information on the program, review the [high-level design document](https://docs.google.com/presentation/d/1Q9n2B5ghnb97RUtRLRRFGloZlgeQ9M3NVFjMQh8rGtg/edit?usp=sharing).

**Pre-Work:**

There is no pre-work required for this program.

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## 2. How to Adapt the Program

| **Step 1:** | **Get familiar with the program.** Review this instructor guide, the [High-Level Design](https://docs.google.com/presentation/d/1Q9n2B5ghnb97RUtRLRRFGloZlgeQ9M3NVFjMQh8rGtg/edit?usp=sharing), the [program materials folder](https://drive.google.com/drive/folders/1h3hDVbHlO-6bqJ740XwtRruEeiouk3Tm?usp=sharing), and any documents provided by the CSM to get acquainted with the program and the client. |
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| **Step 2:** | **Make a copy of the** [**program deck**](https://docs.google.com/presentation/d/1XrbiWgnuVKmPc1YmmRKSLKuZfFVudRkigD9cMnlClLM/edit?usp=sharing) for your own use. Review the content, with special attention to the speaker notes and other instructor notes throughout. |
| **Step 3:** | Identify the **areas in the program that should be adapted**. Specific slides that need to be adapted are indicated with a yellow or green “Customize it!” marker. **Only adapt sections of the program with these markers.** Instructions for how to adapt a slide are located in the speaker notes. As available, the CSM will provide information from the client to guide the adaptations. |
| **Step 4:** | Teaching a **remote class**?   * Look in the speaker notes for “For remote classroom” guidance on how to adjust sections for a remote class. In particular, look for the guidance on how to adapt **exercises and discussions** for a remote classroom. * You may have to **adjust the program schedule** into smaller chunks (rather than two full days). See the “Remote Scheduling” notes below on how to adjust the schedule. * Optional: Incorporate [“how-to” slides](https://docs.google.com/presentation/d/1kiZL3VyLnj__AE9eRrlShDuWH5KzyxitIKiPoUjObD4/edit?usp=sharing) that explain to students how to use the remote classroom technology. * Reach out to the GA team for more guidance on teaching remote classes. |
| **Step 5:** | **Review the case studies included in the baseline** and swap in any case studies that are more relevant to the client’s industry and business model. |
| **Step 6:** | As needed, **localize the program deck** for where it will be delivered. Review the deck for spelling, examples, and cultural references that may not resonate with the audience, and make updates as needed. |
| **Step 7:** | **Share your adapted program deck** with the Co-Instructor and GA team. Set up time with the Co-Instructor to review the program materials and determine who will teach each section of the program. |
| **Step 8:** | **Make a copy of the** [**Run of Show**](https://docs.google.com/spreadsheets/d/1qm8b78nV9J41IDxXxrL31mVDl0y_QGU0kXakpDyJJTQ/edit?usp=sharing) for your own use. Ensure that the sections, timing, and notes align with the adaptations made to the program deck and update the “Slide #s” column as needed. |

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## 3. Key Links and Resources

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The [Program Materials folder](https://drive.google.com/drive/folders/1h3hDVbHlO-6bqJ740XwtRruEeiouk3Tm?usp=sharing) contains all the materials you’ll need to adapt and teach the program. **Make a copy of the documents in the folder before you start editing them.**

**Program Materials:**

| [**Program deck**](https://docs.google.com/presentation/d/1XrbiWgnuVKmPc1YmmRKSLKuZfFVudRkigD9cMnlClLM/edit?usp=sharing)**:** | * The complete deck for the program, including slides, speaker notes, and activity instructions. * Both days of the program are contained in one deck. * Note the “Customize it!” markers in the deck, indicating areas of the program to adapt for the client. Instructions on how to adapt the slide are in the speaker notes. * In the speaker notes, look for “For remote classroom” for specific areas that should be adjusted for a remote delivery. |
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| [**High-Level Program Design**](https://docs.google.com/presentation/d/1Q9n2B5ghnb97RUtRLRRFGloZlgeQ9M3NVFjMQh8rGtg/edit?usp=sharing)**:** | * Detailed overview of the program, program goals, and sections of the program. |
| [**Run of Show**](https://docs.google.com/spreadsheets/d/1qm8b78nV9J41IDxXxrL31mVDl0y_QGU0kXakpDyJJTQ/edit?usp=sharing)**:** | * Detailed timing and directions for the program. * Outlines what materials are needed for the program. |
| [**Participant Materials**](https://drive.google.com/drive/folders/1NtJlPaSY04O6FWouaw7c7p5gDLpy8QiB?usp=sharing)**:** | * Worksheets and other materials used by participants during the program. * Worksheets are provided in two formats:   + [Google Slides](https://docs.google.com/presentation/d/1XjYoPCC0UkeO0AWG6wlue7GnwP8Ji1faRQE_8FQXMQo/edit?usp=sharing).   + [Powerpoint](https://drive.google.com/file/d/1LL8aLnab_rYCm5hh85ErQb1m_D9nr_Ox/view?usp=sharing). |

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**Content Development Resources:**

| **Sourcing Examples** | * Use [these guidelines](https://generalassembly.atlassian.net/wiki/spaces/ID/pages/1245481403/Finding+Real-World+Examples+and+Case+Studies) as a reference when sourcing examples to ensure that they’re high quality and relevant to the program. |
| --- | --- |
| **Creating Exercises** | * Reference the [GA Activity Bank](https://docs.google.com/presentation/d/1udd9bXqNZ-N3pBUHZ3GwTlRJa6izrwraxRtmKl6-tyg/edit) to swap in any warm-up or debrief activities as needed. * Follow [these guidelines](https://generalassembly.atlassian.net/wiki/spaces/ID/pages/1264058528/Writing+Clear+Exercise+Instructions) to ensure that exercise instructions are clear and straightforward. |
| **Creating Inclusive Content** | * Review [these guidelines](https://generalassembly.atlassian.net/wiki/spaces/ID/pages/722436247/Creating+Inclusive+and+Globally+Relevant+Content) to ensure that the program aligns with GA’s standards around diversity and inclusion. |

**Design Resources:**

* Only use the colors provided in the theme in the baseline deck.
  + Choose colors by selecting the text or shape, navigating to the Google Slides toolbar, and choosing one of the 10 colors in the “Theme” section.
* Only use the slide templates provided in the baseline deck.
  + Choose slide templates by clicking “Layout” in the Google Slides toolbar and selecting the template that fits the slide content.
* Only use the font “Proxima Nova” in the normal, bold, or italics weights. The smallest font size should be size 14.
* If needed, add in images from [GA’s Brand Images library](https://drive.google.com/drive/u/1/folders/1AEwO3QihePiGmnrEefqf5MtrT_BYrJ1k). We recommend only using the subfolders titled “Class Art” or “Illustrations: X.”
* Use images from outside sources sparingly and only when necessary. If an image from an external source is added, be sure to cite the source on the slide.
* Review the [Google Slide Design Essentials](https://generalassembly.atlassian.net/wiki/spaces/ID/pages/737574942/Google+Slide+Design+The+Essentials) page for more tips on slide design.

**Remote Resources:**

If you’re teaching a remote class, you may have to **adjust the program schedule** into smaller chunks. We recommend adjusting the schedule as below. Note that these timing adjustments are also represented in the [Run of Show](https://docs.google.com/spreadsheets/d/1qm8b78nV9J41IDxXxrL31mVDl0y_QGU0kXakpDyJJTQ/edit?usp=sharing).

| **Session 1 (3.75 hours)** | **Session 2 (3.75 hours)** |
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| * The What, How, and Why of AI * Choosing AI Projects (Part 1) | * Choosing AI Projects (Part 2) * Responsible AI * AI in the Organization |

Review the [Remote Classroom Design Best Practices](https://docs.google.com/document/d/1qfLTbkeBsOFX0vb-yvSnM_u04LkpXr9uubjehJT67YU/edit?usp=sharing) document for more information on adapting activities to a remote setting.

Review the [Live Online: How-To Slides](https://docs.google.com/presentation/d/1kiZL3VyLnj__AE9eRrlShDuWH5KzyxitIKiPoUjObD4/edit?usp=sharing). If needed, you may incorporate them into the start of the program deck.

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## 4. Program Preparation Checklist

**Getting Started:**

* **Review all materials:** this instructor guide, the [High-Level Design](https://docs.google.com/presentation/d/1Q9n2B5ghnb97RUtRLRRFGloZlgeQ9M3NVFjMQh8rGtg/edit?usp=sharing), the [program deck](https://docs.google.com/presentation/d/1XrbiWgnuVKmPc1YmmRKSLKuZfFVudRkigD9cMnlClLM/edit?usp=sharing), and materials provided by the CSM to get acquainted with the program and the client.
* **Confirm what should be adapted.** Familiarize yourself with the slides you need to adapt, marked with a “Customize it!” badge.
* **What’s missing?** Is there any other information that would help you in adapting the program? Connect with your CSM early on to determine what additional info you need and how to get it.

**During Adaptation:**

* **Budget your time.** Slides with the yellow “Customize it!” badges are where you’ll spend the bulk of your adaptation time, whereas slides with the green badge will require less.
* **Lean on your GA team.** As you’re working on the adaptations, if you need more information about the client’s goals or context, work with your CSM to get those questions answered by the client.
* **Finishing touches.** Review the deck for spelling, examples, and cultural references that may not resonate with the audience, and make localization updates as needed.
* **Teaching remote?** Look for guidance on how to adapt certain sections in the speaker notes. If needed, adjust the program scheduling using the guidelines provided. Reach out to your GA team for more guidance on teaching remote.

**Before Delivery:**

* **Connect with your Co-Instructor** (if applicable). Share the adapted program deck with your co-instructor and determine who will teach each section of the program.
* Review the [Run of Show](https://docs.google.com/spreadsheets/d/1qm8b78nV9J41IDxXxrL31mVDl0y_QGU0kXakpDyJJTQ/edit?usp=sharing). Ensure that the sections, timing, and notes align with your adaptations to the program deck.