

# Leadership 365

An All Inclusive Manual for Developing  
a Student Leadership Team

## Table of Contents

### Section One: Introducing Leadership 365

Introduction to Leadership 365.....	6
“An Open Letter to Potential Student Leaders” .....	8

### Section Two: Strategies for Developing a High-Performance Student Leadership Program

<i>Starting a Student Leadership Team</i> .....	12
Owners vs. Attendees .....	12
Developing a Plan for Student Leaders.....	14
Choosing the Right Students .....	16
The Application Process (includes sample application and student leader covenant).....	17
Introducing/Integrating Leadership Teams into Your Ministry .....	21
<i>Designing the Structure for Student Leadership Teams</i> .....	22
How to Develop Student Leaders.....	23
Structure for a Meeting .....	26
Types of Student Leadership Teams.....	26
Student Leadership During a Ministry Year (Calendar) .....	28
<i>Adult Roles in Student Leadership</i> .....	30
Communicating about Student Leadership to Parents, Church Leaders and Adult Volunteers .....	30

### Section Three: The Character and Heart of Leaders

#### *Semester One: Who Leaders Are*

1. Why Study Leadership?.....	35
2. Leadership Can Be Learned .....	42
3. Leadership Involves Being and Doing.....	48
4. Leaders Are Humble .....	55
5. Leaders Are Committed .....	60
6. Leaders Are Obedient .....	66
7. Leaders Are Courageous.....	71
8. Leaders Are Compassionate.....	76

### Section Four: The Tasks and Responsibilities of Leaders

#### *Semester Two: What Leaders Do*

1. Doing Flows out of Being .....	85
2. What are the Tasks of a Leader? .....	90
3. Having a Mission.....	96
4. Leading by Example .....	102
5. Leading through Teams .....	108

6. Practicing Team Focus..... 115  
7. Increasing Team Care ..... 121  
8. Inspiring Team Performance..... 127

**Section Five: Best Practices in Student Leadership**

Demystifying Leadership..... 136  
Debriefing Leadership Experiences..... 137  
Implementing the LeaderTrek Model ..... 138  
Evaluating Your Leadership Model ..... 140  
The Balanced Leadership Development Program ..... 142

# **Section One:**

**Introducing  
Leadership 365**

## Introduction

LeaderTrekks is challenging the local church to make leadership development a core of student ministry. After talking with youth pastors all over the country about what they need in order to develop student leaders, we saw a unique need for a year-round curriculum that trains student leaders. More than a special summer emphasis or weekend retreat, Leadership 365 prioritizes leadership in your student ministry all year long.

This resource provides two semesters of critical lessons in leadership development. In two semesters, your team will learn the essentials of who leaders are and what leaders do. Because we believe that leaders are made, not born, we are committed to teaching principles of leadership that can be learned.

## What Will Students Learn?

Semester One focuses on the reasons why studying leadership is important and centers on developing the character and attitudes of a leader. Students may be familiar with character traits like humility and compassion-but have they studied these traits in the context of leadership? Leaders lead from the heart. Before students will know what to do as a leader, they need to develop a foundation of godly character traits as they relate to leadership.

Semester Two focuses on the responsibilities and tasks of a leader. By studying concepts like navigating obstacles, charting a course and maintaining team focus, students will begin to acquire specific skills in the leadership arena. Through specific activities and initiatives, students will actually begin implementing these skills right away in a team setting.

## How Does It Work?

We have isolated a different facet of leadership each week and packaged it with illustrations and learning activities that communicate truth in a student-friendly way. As a bonus, Leadership 365 includes several helpful articles tailored for adults with helpful and specific insights into how to create, manage and effectively utilize a student leadership team.

Each lesson easily fits a 60-90 minute timeframe. Lesson features include:

- Introduction: introduces the goals of the lesson
- Going Public: an intriguing question to kick off your study that requires students to “go public” about their own personal experience with a certain truth
- Getting Focused: an illustration or quote to probe the topic
- Growing Deeper: scriptural study
- Summary: recap of the lesson in a student-friendly one-page sheet

God’s plan in building His Kingdom requires fully developed student leaders who are ready to assume real leadership roles. Leadership 365 provides exactly what you need to make this goal a reality in your student ministry week after week.

## Student Leader's Companion Guide

We have also included a companion guide for students. The Leadership 365 Student Guide includes session notes for each of the sixteen teaching lessons as well as a planning journal.

This planning journal will be a great resource for your students as you release them to lead. It answers the question of every willing student leader: "What do I do now?" By following the LeaderTrek's 5 Tasks of a Leader, your students will learn how to create a plan to see projects through to completion. This becomes a repeatable process that encourages student leaders to solve problems and complete tasks as a team. The journal includes sections on each of the 5 tasks:

**1. Determine the scope and goals of the project.** One of the greatest challenges of being a leader is seeing the future. Leaders must be able to set the boundaries of a project and determine goals to ensure the project will be completed with excellence.

**2. Calculate the people and resources needed to complete the project.** Leaders must put the right people in the right positions in order for a team to perform at maximum potential. Leaders must also provide the resources to complete projects whether that includes money, materials, or other necessities.

**3. Cast the vision.** A clearly communicated vision can change everything. If leaders are able to articulate their vision, no obstacle will stand in the way of their mission.

**4. Navigate the obstacles.** Leaders need to think about what is coming next and deal with problems before those issues sabotage a project. Leaders also need to deal with conflict between personalities and establish healthy environments.

**5. Evaluate the performance.** Leaders need to ask, "How can we do this better?" Consistent, honest evaluation is the leader's tool prompting growth in followers ensuring excellence in all that his or her team does.

By utilizing this simple system, you can enable your students to lead in new ways. Be sure to get the most out of Leadership 365 with these effective resources.

## An Open Letter to Potential Student Leaders:

*God's plan in building His Kingdom requires fully developed student leaders ready to assume real leadership roles right now. Students are not merely the "leaders of tomorrow." God wants to use student leaders like you today. God uses leaders to change the world, and students can have a measurable impact on the Kingdom wherever you are.*

*The pursuit of leadership is a lifelong endeavor. Each day new opportunities will arise for you to exercise leadership skills. As you gain knowledge and experience you will learn more about what it means to be a leader. Remember, the best leaders are learners.*

*Jesus warned us to count the cost before we begin anything. So, remember:*

**Leadership is about tough decisions.** *It's about making the best use of people and resources, setting good goals and evaluating the progress. The success of a leader can be measured by the decisions that he or she makes. These decisions are never easy, but always significant. Learning leadership principles, combined with real-life leadership experience, will help you make better leadership decisions.*

**Leadership requires you to act.** *When the chance comes to stand for the truth no matter the cost, true leaders are the first to rise to the challenge. True leaders are defined by godly character that allows them to meet whatever challenges they face.*

**Leadership means sacrifice.** *It is a sacrifice to take up the mantle of leadership. It is hard work. Leaders are exposed to criticism and rejection. It is much safer to remain on the sidelines, away from the scrutiny that leadership brings. Leadership may not make you popular, but it will make you strong.*

**Leadership requires taking risks.** *Some student leaders are worried about making mistakes. They are so focused on doing things right that they are unwilling to take a risk. To be a leader is to be a risk-taker with big dreams.*

**Leadership depends on goals.** *To be a big dreamer you need to set goals. Goals are a map to the life that God has always wanted you to have. Too many people go through life simply allowing things to happen to them and never fulfilling any of their dreams.*

*Our hope for you is that Leadership 365 will be a year you never forget in your pursuit of what it means to be a leader. By applying the principles you will learn this year, you can impact your world for God's Kingdom-now! Be prepared for difficult challenges and tough times, but know that the sacrifice is worth it. God has big plans for you. You need to be ready to lead.*

# **Section Three:**

## **The Character and Heart of Leaders**

## Lesson 1

# Why Study Leadership?

## Introduction:

Godly leadership changes people and organizations for the better. It's how God empowers His people to accomplish His goals. The local church is just now awakening to the importance of training people to be leaders in God's Kingdom. Do you consider leadership training to be of equal importance in a student ministry curriculum as other aspects of discipleship training? Talk with your students about this important question. Decide together how you will prioritize leadership in your student ministry.

## In this lesson, students will:

- Decide how to make leadership training a priority for God's people
- Examine five reasons why leadership is important
- Study Nehemiah's leadership example

## Going Public:

Do you think an emphasis on student leadership training is as important as other aspects of discipleship? Why or why not?

*Note: You're looking for the most honest answer possible. Challenge students to "go public" with their fears and emotions as they relay their own personal experiences.*

## Expert Opinions:

"On the surface, the answer to why leadership is important to society is simple - without leadership there would be chaos."

*Robert Burke*

"Leadership is important because it's all about direction. True leaders help us move forward, as a person, as a community, as a nation." *Dan Kahl*

"Leadership is vital for healthy churches. Leadership is vital for the church to influence the society in which we live. Leadership is vital to encourage church growth. Leadership is vital to enable Christians to grow in ministry. Leadership is vital!" *The Teal Trust*

"As the leaders go, so goes the church." *Elmer L. Towns*

"If anyone wants to provide leadership in the church, good!" *1 Timothy 3:1 (The Message)*

## Getting Focused:

To introduce this lesson, read the following story to students about Ernest Shackleton's dangerous expedition to Antarctica.

The following ad ran in a London newspaper in 1913:

### ***Men Wanted for Hazardous Journey***

**Small wages. Bitter cold. Long months of complete darkness. Constant danger. Safe return doubtful. Honour and recognition in case of success. - Ernest Shackleton.**

In late 1914, Shackleton set sail for the Antarctic with a 28-man crew, many of whom had responded to this ad. His goal was to cross the entire Antarctic continent, in his mind the last great polar challenge. Only three days after leaving shore, the wooden ship *Endurance* met with floating chunks of ice and massive icebergs. Eventually the ice crushed the hull. The crew scrambled off the ship onto an ice floe. For the next five months, Shackleton kept the crew busy working on tasks, all the while living off of rationed food. Two unsuccessful attempts were made to haul the lifeboats to open water and soon they discovered the ice floe had begun to melt. This time, everyone scurried into the lifeboats and spent the next seven days shivering at sea. Shackleton stoically stood with tiller in hand (a long stick attached to the rutter) in an attempt to rally the crew's morale, even though he knew there was no hope of rescue.

Finally, he made a desperate decision when they reached deserted Elephant Island. He and five others left the island and sailed to the nearest whaling station at South Georgia Island-17 days across 800 miles through massive waves, powerful winds and even a hurricane using only primitive navigation instruments.

They made it to the island, but were devastated when they found that the whaling station was on the opposite side of the island. Tired, thirsty, hungry, frostbitten and their lifeboat destroyed, Shackleton's team traversed treacherous glaciers and steep mountains to reach help after a 36-hour journey. In a borrowed boat, Shackleton's team sailed back to Elephant Island unsure of what awaited them. As they approached the shore, Shackleton counted the figures in the distance. Amazingly, everyone survived the ordeal. A friend summed it up best. "When disaster strikes and all hope is gone, get down on your knees and pray for Shackleton."

*Ask:*

*How would you respond to this ad?*

*Robert Burke once claimed that there would be chaos without leadership. Why would there be chaos during this expedition across the Antarctic without leadership?*

*How did Shackleton display leadership? Try to list as many examples as possible.*

Possible answers include:

1. Kept crew busy
2. Rationed food
3. Attempted to reach safety
4. Encouraged morale by standing at the tiller
5. Reached dry land (Elephant Island/South Georgia Island)
6. Led rescue party
7. Demonstrated courage
8. Endured same hardships as followers

*Say something like:*

*It is important for us to study leadership because it has the potential to change people, organizations and impossible situations for the better. Does God care about leadership? Is it important for students to be leaders? The Bible seems to say so because it teaches us important lessons about what leaders do and what they are like. Leadership influences the society in which we live and the destinies of those around us. Without strong leaders influencing our lives, we would not become who we are meant to be, nor achieve what we are meant to achieve. Let's look at five specific reasons why leadership is important:*

1. **First, leadership is important because it causes change.** God uses leaders to change the world by changing the status quo.

*Ask:*

*Are you satisfied with the "status quo" among your peers? In your school? In your church? In your world?*

2. **Second, leadership is important because it gives people a common purpose.** People want to live for something greater than themselves. Leadership makes our biggest dreams possible when we work together to achieve it.

*Ask:*

*When was a time you worked as a team to achieve something you could not do by yourself? What did you learn?*

3. **Third, leadership is important because it provides organization.** Without leadership, there would be chaos. Social structures would not budge, countries would have weak political systems, schools would be ineffective and the church would never have grown past the original twelve disciples.

*Ask:*

*Someone has said, "Everything hinges on leadership." Do you agree or disagree? Explain.*

4. **Fourth, leadership is important because it enables people to realize their potential.** Leadership challenges us to grow and mature. It forces us to see a vision of who we are in Christ.

*Ask:*

*Do you feel that you have reached all of your potential in Christ? Why or why not?*

5. **Fifth, leadership is important because it enhances productivity.** The biggest leadership challenge is to persuade people to work together who don't necessarily want to cooperate.

*Ask:*

*What do you think of the following acronym for team: "Together Everyone Accomplishes More"?*

*Say something like:*

*It's interesting to note that the Bible uses personal examples to teach us successful principles of leadership. Instead of reading specific leadership principles, the Bible gives us a story about someone in leadership-and challenges us to learn from his or her life. The following glimpse into Nehemiah's leadership is one such example.*

### **Growing Deeper:**

Nehemiah was in charge of rebuilding the wall around the city of Jerusalem. Although they worked in the midst of their enemies, the city was vulnerable to attack and virtually defenseless without the wall. He organized the people into groups and assigned them to specific sections of the wall, including several areas identified as "gates."

Read the following passage from Nehemiah 3:14-16 and identify principles, practices and personal qualities that made Nehemiah an effective leader:

*14 The Dung Gate was repaired by Malkijah son of Recab, ruler of the district of Beth Hakkerem. He rebuilt it and put its doors and bolts and bars in place. 15 The Fountain Gate was repaired by Shallun son of Col-Hozeh, ruler of the district of Mizpah. He rebuilt it, roofing it over and putting its doors and bolts and bars in place. He also repaired the wall of the Pool of Siloam, by the King's Garden, as far as the steps going down from the City of David. 16 Beyond him, Nehemiah son of Azbuk, ruler of a half-district of Beth Zur, made repairs up to a point opposite the tombs of David, as far as the artificial pool and the House of the Heroes.*

**Ask:**  
*We know Nehemiah wrote this book in first-person and he was intimately acquainted with the people and every detail of their work. What does this teach you about his leadership?  
Why did he spend so much time on noting "who was where"?  
Why was it important for Nehemiah to assign a section to himself?  
Why was this task a God-sized challenge for Nehemiah?*

Help students summarize their answers in the following possible themes about Nehemiah's leadership:

1. Leaders **involve people** from every walk of life.
2. Leaders **know** the people they lead.
3. Leaders **set the example**.
4. Leaders take on **tough assignments**.

## ***"Explorers" Case Study Activity***

In this activity, students will analyze a situation and use their leadership skills to determine the best outcome.

### Instructions

Divide students into two teams. Pass out a copy of the chart below to each team. Explain that they will consider a case study of two leaders who raced to be the first to reach the South Pole in 1911. The chart gives the details of Expedition A, led by English explorer Robert Scott and Expedition B, led by Norwegian explorer Raold Amundsen. Instruct students to review the chart. Each team must unanimously choose which expedition to join and explain why.

After students have explained which expedition they would choose, debrief with the following information:

In Scott's expedition, all of the men died. Amundsen, however, was successful. Some of the keys to his success include:

1. Experience: Amundsen spent two years preparing for this expedition.
2. Mission: He focused on one goal.
3. Motive: His mission was his motive instead of the media circus that surrounded Scott.
4. Staff: His team was small and professional.
5. Team Skills: He developed the specific skills needed to succeed.
6. Transport: He relied on simple modes of transportation.
7. Equipment: Custom-made and cutting edge. Their clothing, for example, was one piece and kept their head warmer; animal skins trapped body heat.

Factor	Expedition A	Expedition B
LEADER'S EXPERIENCE	41 years old 19 year naval career Promoted to lieutenant 3 years Antarctic experience	39 years old Former medical student Licensed ship captain 5 years in Arctic & Antarctic
MISSION	1) To reach the South Pole 2) To conduct scientific experiments	To reach the South Pole
MOTIVE	To advance naval career	To be the first to the South Pole
PLANNING	Six months Extensive research Focused on scientific research	Two years Hands-on field experience Systematic study of every detail
STAFF SELECTIONS	72 men, 33 dogs, 3 sleds; 19 ponies Large, diverse group Many academics and navy men Professional scientists Amateur polar travelers	19 men, 100 dogs; 4 sleds Small, mobile group Olympic skier; 4 navigators World-class dog driver Professional polar travelers
TEAM SKILLS	Diverse skills (naval, academic, scientific, and medical)	Dog sledding; Survival skills;
PRE-TRIP MEDIA	Under intense media scrutiny Departed with great fanfare	Kept plans secret Departed without any fanfare
TRANSPORT TO THE ANTARCTIC	Whaling ship Heavily loaded, 33 dogs (from Siberia) Motorized sleds Ponies pulled sleds Men pulled sleds (man-hauling)	Schooner Diesel engine Handled by crew of 6 100 Dogs (from Greenland) Dogs pulled lightweight sleds Men pulled on skis behind sled
EQUIPMENT	Purchased "over the counter" One innovation: motorized sleds	Custom-made Many innovations (lightweight sleds with easy access to supplies, and tents with floors)
CLOTHING	2-piece: canvas, separate hats	1-piece: animal skins and fur
PREPARATIONS IN THE ANTARCTIC	Arrived first Camped 87 miles further north Established 2 supply depots Separate officer/crew quarters Conducted required classes 3 trial runs to test man-hauling	Arrived 70 days later Camped 87 miles further south Established 7 supply depots Each man cared for 14-15 dogs Competitions with prizes Daily work schedule
ROUTE / TEAM	Same route as earlier attempt Left 5 days after Expedition B 12 explorers (6 for support) 6 constituted polar team	New route, never used before Left first for South Pole 5 explorers Same 5 constituted polar team
DECISIONS	Rigid adherence to naval discipline and chain of command	Open to ideas & delegated responsibility for decisions

*Ask students:*

*Did you choose the right expedition? Why or why not?*

*The two team's decision-making ability differed (see chart). How do you think this affected the outcome?*

*In what way is leadership in the church a matter of life or death, spiritually speaking?*

Close this lesson by praying for team focus as you begin this "expedition" into the heart of leadership. Call students by name and pray for each one to hear from God over the coming weeks and months regarding His plans and purposes.

## **Lesson Summary:**

Leadership is important because:

- It causes change.
- It gives a common purpose.
- It provides organization.
- It enables people to realize their potential.
- It enhances productivity.

From The Student Guide

Lesson One

Why Study Leadership?

**Introduction:**

Godly leadership changes people and organizations for the better. It's how God empowers His people to accomplish His goals.

**Going Public:**

Do you think an emphasis on student leadership training is as important as other aspects of discipleship? Why or why not?

**Getting Focused:**

Leadership is important because:

- 1.
- 2.
- 3.
- 4.
- 5.

**Growing Deeper:**

Nehemiah 3:14-16

Nehemiah's leadership shows us:

1. Leaders \_\_\_\_\_ from every walk of life.
2. Leaders \_\_\_\_\_ the people they lead.
3. Leaders \_\_\_\_\_.
4. Leaders take on \_\_\_\_\_.

**Lesson Summary:**

Leadership is important because:

- It causes \_\_\_\_\_.
- It gives a \_\_\_\_\_ purpose.
- It provides \_\_\_\_\_.
- It enables people to realize their \_\_\_\_\_.
- It \_\_\_\_\_.

# **Section Five:**

## **Best Practices in Student Leadership**

## The Balanced Leadership Development Program

What's the first thing that comes to your mind when you hear "student leadership"? Many think, "Another meeting with students" and the rest think, "Put the students in charge." Actually both are right—a good student leadership program has both training and experience tied together as key components. The problem is that we often go with one or the other.

To have an effective leadership development program, you need to focus on the two sides of leadership development (see lesson Leadership Involves Being and Doing in this resource). You must have solid leadership training for students, and you need to give students real leadership experience where they play active leadership roles. When these two sides of leadership development are in balance, you have a solid student leadership development program. When you concentrate on only one aspect, you get a program that is out of balance.

### *How do you balance the training with experience?*

Let's look at a case study - youth pastor Bob wants his student leadership team to run this year's winter retreat. For the last several years, he has taken care of all the details including the games and the spiritual content of the weekend. He realizes this retreat is a perfect opportunity for his student leaders to step up and breathe some new life into an old activity.

The retreat is over a long weekend in February due to parent/teacher conferences. The church has a long-standing relationship with a camp that is close to a ski resort. Pastor Bob sits down with his team in late October to give them the challenge of coming up with the winter retreat program.

Bob already has a good leadership experience line-up in the retreat itself. Now he needs to add some pre-experience training to make the leadership development effective. When he lays out the challenge for students to lead the retreat, he requires students to commit to several training lessons. Students are all in.

At the first training session, students are excited because they think they are going to be dreaming up new games and deciding how much time they get to ski. However, Bob has some different ideas. He first starts with a dream session on "how we want to be different after the retreat." Students are puzzled - what does this discussion have to do with being the leaders of the retreat? "Everything," Bob explains. Leaders of retreats don't just think about what is going to happen; they think about how people are going to grow spiritually. We don't go on retreats to ski but to retreat and focus on lives on God. Bob goes on to explain that by deciding what outcome we want, we are able to pick activities that help us reach those goals. Now that the students are thinking differently; they start a white board session on the spiritual needs of fellow students. This first training session ends differently. Students are transformed from thinking about activities to thinking about how the activities can help them minister to other students.

At the second training session, students are focused on spiritual outcomes for the retreat and start to plan activities that will attract students and help them reach their goals. Bob wants to use this training session to teach his student leaders about strategic planning. He knows their first thoughts are to choose activities, and the last thing on their minds is what it will take to accomplish them. So, as activities are chosen, Bob asks students to make lists of all needed material and equipment for each activity. He also asks the students to assign one member of the team to be the leader of the activity. As the second training session comes to an end, Bob hears students say things like, "Man, a lot goes into this—who did this before?" Bob thinks to himself, "I love student leadership."

At the third training session, Bob knows he still has lots to cover and wants to make sure his student leaders get the most out of the experience. In the coming weeks, his student leaders will make the announcement in youth group about the winter retreat. He has decided to focus this training on helping students cast the vision for the event to fellow students. Bob understands that announcing the time, place and cost will only excite a few students, so he asks his student leaders for help. "Why are we having this event and how will you describe it to your friends?"

After a short but productive discussion, Bob asks one student to stand up in front of the team and give a practice announcement. With much excitement, the student stands up and tells the group about all the cool things that are going to happen on the retreat but never mentions the potential of the retreat to have an impact on student's spiritual lives. Bob asks the team if the student hit all the bases. They quickly realize how hard it is to communicate what is in their hearts as opposed to just what is in their heads. Bob breaks the team into groups of two to work on casting the vision for the retreat.

The student leaders have learned a lot-the process wasn't actually what they thought it would be but they have learned a ton about how leaders operate. Through this process they set the goals for the retreat, strategically plan for all the events and prepare to cast a vision to fellow students.