

Studentlinc

Core
Leadership
Training



Character

MODULE 1.1
STUDENT LEADERSHIP TRAINING
A SIX SEASONS CURRICULUM
WWW.STUDENTLINC.NET

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ABOUT

The Six Seasons of the Student Leader Year Overview

SEASON: ANTICIPATION

LYF: Character
DIWO: Vision
MADM: Assessment
CC: Expectations
GOI: Recruitment

SEASON: IMPLEMENTATION

LYF: Personal Management
DIWO: Equipping
MADM: Preparation
CC: Effective Communication
GOI: Delegation

SEASON: FLUCTUATION

LYF: Balance
DIWO: Values
MADM: Problem Solving
CC: Relational Communication
GOI: Accountability

SEASON: EVALUATION

LYF: Priorities
DIWO: Focus On Strengths
MADM: Leading Change
CC: Listening
GOI: Momentum

SEASON: DEDICATION

LYF: Self-Discipline
DIWO: Excellence
MADM: Paying The Price
CC: Motivation
GOI: Teamwork

SEASON: SEPARATION

LYF: Finish Strong
DIWO: Legacy
MADM: Celebration
CC: Experience
GOI: Potential Leaders

*Student Leadership Backpack
LYF=Lead Yourself First
DIWO=Develop Influence With Others
MADM=Make A Difference Mindset
CC=Clear Communication
GOI=Getting Others Involved

The **STUDENTLINC CORE LEADERSHIP TRAINING MODULES** are concise and practical lessons designed to prepare students for leadership. Each module, 30 in all, focuses on a different leadership theme. These themes are based on the Six Seasons of the Student Leader Year Training Model. They incorporate the five leadership capacities in the Student Leader Backpack (see *the left margin*) to create a comprehensive student leadership development program.

HOW TO USE THESE MODULES:

The Core Leadership Training can be used in a variety of ways:

1. Work through each of the 30 themes as you follow the flow of the Six Seasons of the Student Leader Year.
2. Conduct a six lesson focus on one of the five leadership capacities.
3. Focus on one of the Six Seasons using the five lessons specific to that season.
4. As stand-alone lessons to address specific leadership themes pertinent to your group's situation.

You can use these Training Modules in a group setting with your student leaders or hand them out for individual study. Encourage your students to keep these training modules in a notebook to refer back to later. Older student leaders may want to use these modules as a discussion tool with younger student leaders in a mentorship situation.

TRAINING MODULE OVERVIEW:

A] An introduction to the student leadership theme. This brief paragraph explains why this theme is important for student leaders.

B] A concise teaching outline that explains the key aspects of each leadership theme. This outline can be used for student reading or in training sessions led by an advisor.

C] A practical case study that students can interact with. Each case study gives students a chance to reflect on real life situations. These situations will cause student leaders to think deeply about how they would properly implement the leadership theme in this specific context.

D] Practical application suggestions. Students can use these as quick action steps to put into practice immediately.

E] Journal questions are used for reflection by student leaders. It is helpful for students to keep a journal of their experience. These questions guide student's writing about their leadership journey and personal growth

F] The sidebars include quotations and teaching tips that enhance the leadership theme in each module.

The Core Leadership Training Modules provide an overarching training curriculum. You can use and re-use this material with each new student leadership group.

INTRODUCTION

Student Leadership and Character

"CHARACTER IS WHAT YOU ARE IN THE DARK."

AUTHOR UNKNOWN

THE ANTICIPATION SEASON
**THIS IS THE SEASON OF LOOKING
AHEAD. DECIDING TO APPLY,
PLANNING A CAMPAIGN, LOOKING
AHEAD TO WHAT ONE WILL ATTEMPT
TO CHANGE, MAINTAIN, AND
ACCOMPLISH THROUGHOUT THE
UPCOMING YEAR.**

If everything rises and falls on leadership, then everything in leadership is dependent upon the leader's character. Character is the foundation of successful leadership.

Every issue a person encounters, every difficulty one must overcome, every relationship a person builds will be impacted by the character of those involved. A person's character cannot be ignored. Some may attempt to sweep the issue of character under the rug. Those who do may argue what matters most is actions and results. But even actions and results are influenced by a person's character.

What a student leader accomplishes is important. How that person goes about accomplishing it is equally - if not more - important.

Student leaders are typically in the early stages of character development. Their character is the accumulation of choices they make. These choices create the moral and ethical measurement people use to determine if they are a person of good or bad character.

Student leaders must realize the choices they make today will have an influence on their character (and people's perceptions of their character) years later.

CHARACTER

Student leadership positions offer numerous opportunities for students to develop their character. Each of the following points provide a way for students to build a strong, personal foundation of high character for their leadership.

1. LIVE BY THE SAME STANDARDS THAT YOU HOLD EVERYONE ELSE TO.

Many aspire to leadership positions because they believe it gives them the right to live "above the law." That's a myth. As a person's level of leadership increases, she is held to a higher standard. An effective leader pushes her own rights aside as she takes on a greater amount of responsibility.

2. BE THE SAME PERSON IN PRIVATE THAT YOU ARE IN PUBLIC.

Leaders are often tempted to put on a public "face" - to appear a certain way to their followers that's different than who they really are. This is called being "two-faced." The best way to overcome this temptation is by being authentic. People want a leader who is REAL - one who is consistent in both public and private settings.

3. YOUR WORDS AND ACTIONS NEED TO AGREE.

People in leadership will often joke, "Do as I say, not as I do." This one relates to #1 but comes at it from a different angle. If a student leader instructs her followers to do their work with excellence, to be honest, to live in loyalty to the vision and cause of the organization, she must be willing to model that for them in her own life. A sermon is most effective when it's displayed in the life of the one giving it.

4. DON'T SHY AWAY FROM HARD WORK.

Leaders must be willing to get their hands dirty. Hard work, especially the sweat-blister-manual-labor kind, shows that a student leader is not "above" the most menial tasks. Hard work is an opportunity to get in and get it done with those whom a leader works with. It will inspire others to work hard. It lets people know that he will do what everyone else needs to do to accomplish the group's goals.

5. KEEP YOUR PROMISE.

Being trustworthy is a key component of good character. If a student leader makes a promise to someone - keep it, fulfill it, and follow through on it. Don't make a promise in the moment that can't be fulfilled in the future. It would be better to not have promised anything in the first place. Trust can be broken in an instant. It will take a long time to build it back up.

6. ASSOCIATE WITH OTHERS OF HIGH CHARACTER.

If you stick a poker into a blazing fire the poker will become red hot. The same is often true with those whom a student leader associates with. If she spends time with people of high character, she'll be more apt to develop her own character in positive directions. Plus, the character of those whom she associates with will reflect on her own character. People really do believe that "birds of a feather flock together."

7. FOLLOW THROUGH ON RESPONSIBILITIES.

This one is similar to #5 but more specifically addresses the tasks of a student leader's job. Whether he was elected or selected for his position, people gave him their trust believing he would do the job well. Make sure he always gives his best. It is not his job to do everything by himself (otherwise he wouldn't be a student leader), but the responsibility of getting things done lies with him. He must inspire follow-through in those he leads. Each day is an opportunity to be excellent.

8. DON'T PARTICIPATE IN BEHAVIOR THAT PUTS THE REST OF YOUR TEAM IN JEOPARDY.

People of character realize that their actions have an effect on everyone around them. Nothing happens in complete isolation. Members of a team understand that "my" actions effect "us." When a student leader acts in a way that undermines his character, it negatively impacts the credibility of the team.

9. MAINTAIN YOUR INTEGRITY AND MATURITY IN A DIFFICULT SITUATION.

Difficult situations are character building moments. A student leader's character will be tested when things get rough. If she can handle small situations with integrity and maturity, she will be much more prepared during larger periods of crisis. One of the best ways to determine the character of a student leader is to see how she responds to and handles difficulties.

10. CHOOSE TO PUT THE NEEDS OF OTHERS BEFORE YOUR OWN NEEDS.

A student leader with strong character is secure enough to put his own needs aside and help others in need. He doesn't have to always be first. In fact, he often finds ways to let others go ahead, get the praise, or reap the reward. His reward is found in helping other people be successful.

CASE STUDY

A REAL LIFE SITUATION

"CHARACTER IS SIMPLY HABIT LONG CONTINUED."

PLUTARCH
GREEK BIOGRAPHER
(47-120 A.D.)

"CHARACTER CANNOT BE DEVELOPED IN EASE AND QUIET. ONLY THROUGH EXPERIENCE OF TRIAL AND SUFFERING CAN THE SOUL BE STRENGTHENED, VISION CLEARED, AMBITION INSPIRED, AND SUCCESS ACHIEVED."

HELEN KELLER
AMERICAN SOCIAL
ACTIVIST, PUBLIC
SPEAKER AND
AUTHOR (1880-1968)

John is a student leader who is working at the table selling passes for the upcoming year's activities. At the end of the day, the receipts are counted and something doesn't add up.

It appears there is exactly \$200 missing. When the other student leaders question John, he claims he has no idea where the missing money is. The leadership team huddles up to discuss the situation.

At this point they want to take John at his word. Unfortunately, John had promised to lead the clean up crew at the end of their last event two days ago. But everything was left out and the place was a mess. John had also failed to follow through on a couple of other responsibilities that were his. But John remained adamant that he wasn't a thief.

QUESTIONS:

- + How can John get his team to believe he didn't take the money?
- + How do the events from John's past effect the group's feelings in this situation?
- + What would you do to prove your innocence if you were John?
- + What can the team do if they have serious doubts about John's involvement in the lost money?
- + How does John's character effect the rest of the leadership team?

APPLY IT NOW

PRACTICAL STEPS TO TAKE IMMEDIATELY

“WATCH YOUR THOUGHTS,
FOR THEY BECOME WORDS.
WATCH YOUR WORDS, FOR
THEY BECOME ACTIONS.
WATCH YOUR ACTIONS,
FOR THEY BECOME HABITS.
WATCH YOUR HABITS,
FOR THEY BECOME
CHARACTER. WATCH
YOUR CHARACTER, FOR
IT BECOMES YOUR
DESTINY.”

AUTHOR UNKNOWN

"WHAT LIES BEHIND US
AND WHAT LIES BEFORE
US ARE SMALL MATTERS
COMPARED TO WHAT LIES
WITHIN US."

**RALPH WALDO EMERSON,
AMERICAN ESSAYIST,
PHILOSOPHER AND
POET (1803-1882)**

1. You get to make choices everyday. Those choices count. Consider how the choices you make today effect your character.
2. It's easy to make a promise, it's more difficult to keep one. Work at keeping your promises today.
3. Character is made in the small moments of our lives. Think about what kind of character your exhibited in the small things today.
4. There are no shortcuts to strong character. If you are tempted to try to cut corners in a certain area, determine the effect it will have on your character.
5. Ask yourself, "Is my current decision or action building or tearing down my character?"
6. Identify one person whom you believe exhibits good character and use them as a role model for your own life.

JOURNAL

REFLECTION QUESTIONS FOR YOU TO THINK ABOUT

1. Write a description of what you believe a person of good character looks like?
2. How do you measure up to the description you've written?
3. Imagine you are someone observing your life, following you around. What would that person say about your character?
4. Think about one area where you would like to grow and develop in your character. Make a list of three practical things you can do to improve that area.

STUDENTLINC

LEADERS ARE LEARNERS.

That's why there are so many resources that address leadership issues for the budding entrepreneur, the business leader, even the person who desires to simply lead him or herself. Studentlinc was created to specifically address the issues and the circumstances faced by student leaders - those young people who are engaged in the leadership laboratory within their school, youth group, civic organization, etc. Studentlinc is dedicated to taking the best of what's available in leadership literature and training and offer it within the context of the student leadership experience.

The best leaders are students - always learning...always growing. In fact, Studentlinc recognizes that there isn't much difference between leaders who strive to be the best students and students who are striving to be the best leaders. There's a lot to learn when one is leading others.

For more information about Studentlinc, please visit our website at

www.studentlinc.net

There you'll find

- organized links to specific articles
- downloadable tools that are reproducible for immediate use
- practical Ebooks that will help student leaders make the most of their experience
- opportunities to bring real, hands-on training to your group of student leaders

If you would like to contact us, send an email to studentlinc@gmail.com.



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