

THE LEADERSHIP COURSE

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PACK

The Leadership Course

Hello!

My name is Chris and I created this Leadership Course.

I'm incredibly privileged that you have chosen to use the resource pack for your work in schools. I hope this pack informs and equips you for teaching and educating young people. The purpose of the Leadership Course is to teach young people what leadership is, and how they can be leaders that impact their world.

This pack is developed from the teaching I received on a leadership course, and my journey of leadership.

The material isn't specifically focused on Spiritual leadership, but rather the principles and fundamentals of leadership. It is a seven week course, which follows the pattern of the half term system in most schools. See below the outline of the course.

Introduction to Leadership
The Core of a Leader
The Character of a Leader
People Skills
Leading a Team | Team Building
Event Management
Communication

This course is designed to be flexible. There are two options for the course layout:

A | You teach the first two sessions, giving you 5 weeks of project time for the students to complete the task in (see The Task Guidance Sheet on page 59 for more information.)

B | You teach all 7 sessions, and not do the task.

Dependant on your situation, you might feel it is better to change the layout of the course and by all means do so.

This pack contains all teaching notes, student worksheets for each subject, and the task sheets for **Option A**. It also includes guidance notes, which link into each session. These give tips from my teaching experiences, and some guidance through the session and the course.

Thank you again for choosing to use this course, and enjoy!



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Recommendation for Users

I would recommend that you have a good amount of experience in Leadership, as this will make your teaching authentic.

I would recommend that you are comfortable with public communication. This will also be a good growth experience for you if you are growing as a communicator.

I would recommend you liaise with the relevant member of staff (if in a school setting) or overseeing Leader (if in a Church or another setting). Doing so will mean they understand what you are teaching and the flow of the course.

This pack is designed to be flexible. Make it work for your setting. Photocopy whatever you need and always have spare copies for students who get moved into your class.

See at the end of this pack how to put together the Student Pack.

Enjoy teaching!

Leadership in the Community

Lesson 1: Introduction to Leadership

Course Outline:

- Introduction to Leadership
- The Core of a Leader
- The Character of a Leader
- People Skills
- Leading a Team
- Growing as a Leader
- Communication

Anything in **Bold** is for the students to write on their worksheets.

Teaching (35 mins)

Introduction: What is Leadership?

1st Workshop: What is Leadership?

(5 minutes) *Students need to get into groups of 5-8 (or work as a table) and discuss the question "What is Leadership?"*

Leadership is key to society not just existing but moving forward and developing as people, groups and nations. There are leaders in every life setting: From leaders of the European Union, to leaders in Tesco's, from Generals in the military to leaders of the Church. Leaders are everywhere and are vital to the community!

Leadership is not a job - a leader is a type of person.

You might be in a position of Leadership in a job, but that doesn't make you a leader. True leaders are people who choose to be different to others and their lifestyle and choices prove this. Leaders think differently, behave differently, speak differently; everything about them is different because they choose to be above or higher than the norm. This isn't to say that they are selfish or arrogant, rather they see what needs to be done, and they do it. They see the direction that something needs to go in, and they journey in that direction, and then take people with them on that journey.

You can identify a leader by their **influence and their character**.

2nd Workshop: Identifying the Leaders?

(5 minutes) *Students need to get into groups of 5-8 (or work as a table) and come up with a list of 3 Leaders they know, and 3 reasons for each of those leaders, why they would be classed as a leader.*

Class discussion: What do you recognise about all of these leaders?

There are 2 recognised types of Leaders: Autocratic & Democratic Leaders.

Autocratic Leaders are very controlling and commanding leaders. They give orders and expect people to follow them. They don't take into much consideration people's opinions or thoughts, and if you could label them, they're "bossy" You wouldn't like to follow this type of leader would you! But would you agree that in some instances, for example an emergency, this style of leadership is needed?

Democratic leaders are much more open to people's opinions and thoughts in decision making, they're more inclusive, and it's more of a democracy in a team setting. Would you like to follow this leader? Would you agree however that the leader will have to make decisions, even if there are mixed feelings about it?

Task: Complete the Leadership Test

Final words:

-You are now leaders. You decide what sort of leader you'll be through what you put into it.

It's your call. No one else will decide for you - you now need to make decisions yourself. You're the leaders, you're the boss. The book stops with you.

- **The first person to lead is yourself**

Now you've thought through what makes a leader, now you need to apply it to yourself. It's one thing leading other people, but before all of that, you need to lead yourself. Tell yourself what to do. Make yourself do the things that need to be done. This is also called Self-motivation, but a better way of putting it is Self-Leadership.

-Some people have the character of a leader **naturally**, some people don't have any; but every leader is always on a journey of **developing their character and becoming greater leaders.**

- It's those leaders that **change society** and ultimately change the world. **You** can be one of those great leaders.

INTRODUCTION TO LEADERSHIP - GUIDANCE NOTES

In this session the main aim is to communicate the fact that being a leader isn't a job, it's a type of person. At the beginning of the lesson, most students think that leadership is a job, and they'll answer the first question (what is leadership) with answers like

“being the boss” “telling people what to do” “make the rules”

As the students go through the lesson, they'll begin to understand that there are things that a leader does but that doesn't make them a leader. Leadership is about themselves as a person.

Some things to watch out for:

Repeat the phrases and words the students need to write in the blanks. They'll miss it if not prompted. Make sure you don't forget them too! As you saw on the first page, anything in bold on your teaching notes is for them to write in the blanks.

Make sure you are communicating clearly what they need to do in the workshops. Students often don't understand the task unless it's communicated to them several times.

Give them time restrictions on the workshops; they will always keep chatting if you don't stop them!

Walk around the groups and give input into the discussions to keep it focused. Young People will talk about whatever they want to unless they're focused!

They'll enjoy the leadership style test but will need help with terminology. The test is simple enough; they have to go through each sentence and respond with their choice answer, for example “never, always” etc. They then count their scores at the end and the second sheet will give them their score. If you can write the scores on a board that would be beneficial. See what students scored afterwards.

At the end of the lesson, fill out the reflect section.

Leadership in the Community | Worksheet

Introduction to Leadership:

Workshop: What is Leadership?

1) Discuss in groups the following question: What is Leadership?

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Leadership is, a Leader is

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You can identify a leader by their

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Workshop: Identifying the Leader

There are 2 recognised types of Leaders:

1) Write a list of 3 Autocratic & Democratic leaders you know (*for example, Barack Obama & Winston Churchill*).

2) For each of those Leaders, write down 3 reasons why they are leaders & why they are suited to their role in society

3) What characteristics do these 2 types of leaders have?

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Reflection

Some people have the character of a leader, some people don't; but every leader is always on a journey oftheir character and becoming greater leaders. It's those leaders that and ultimately change the world. can be one of those great leaders.

Task: Fill out the questionnaire "What style leader are you?"

WHAT STYLE LEADER ARE YOU?

Here is a quick quiz to find out what type of leader you are (democratic, autocratic, or laissez faire).

INSTRUCTIONS - Read each question below. Highlight your answers (or keep track of the points you get for each question). At the end, add up your total and follow the guide below to see which type of leader you usually are.

| | <u>Always</u> | <u>Sometimes</u> | <u>Never</u> |
|--|---------------|------------------|--------------|
| 1. You make all the decisions for the group. | 3 | 2 | 1 |
| 2. You are as much a member of the group as the others | 2 | 1 | 3 |
| 3. You expect members to follow your directions | 3 | 2 | 1 |
| 4. You encourage alternate ideas for the group from the members | 2 | 1 | 3 |
| 5. You expect the other members to make all the decisions | 1 | 2 | 3 |
| 6. You are very laid back about your group | 1 | 2 | 3 |
| 7. You've threatened members if they did not go along with you | 3 | 2 | 1 |
| 8. You never solicit ideas from other group members | 3 | 2 | 1 |
| 9. You tell newcomers what they need to do | 3 | 2 | 1 |
| 10. When someone new comes to the group, you sit back and let other members greet them | 1 | 2 | 3 |
| 11. You make all the decisions with the group | 2 | 1 | 3 |
| 12. You never make decisions for the group | 1 | 2 | 3 |
| 13. If there is a problem, the other group members will take care of it without you | 1 | 2 | 3 |
| 14. You like to get everyone's opinion before making any decisions | 2 | 1 | 3 |
| 15. You encourage members to make personal goals | 2 | 1 | 3 |
| 16. You give your group members total freedom to do what they want in the group | 1 | 2 | 3 |
| 17. You believe that the goal of the group is to increase member's personal responsibility | 2 | 1 | 3 |
| 18. You will only bring in resources if asked by the other group members | 1 | 2 | 3 |
| 19. Your group sometimes seems to flounder and members feel frustrated | 1 | 2 | 3 |
| 20. You do not want any guidelines for your group discussion | 1 | 2 | 3 |
| 21. You don't care about the goals of the other group members | 3 | 2 | 1 |
| 22. You want to create a safe environment so members feel free to express themselves | 2 | 1 | 3 |
| 23. You encourage other group members to take some responsibility for the group | 1 | 2 | 3 |
| 24. It is your job as facilitator to tell members what to do | 3 | 2 | 1 |
| 25. It's okay if you come in late for group | 1 | 2 | 3 |

Next week we will look at the Core of a Leader.

SCORING: Compare your score to the numbers below. This indicates the style of leadership that you normally use (but not always).

54-69 Autocratic
39-55 Democratic
23-38 Laissez Faire

AUTOCRATIC - Leader likes to be in control and in charge “I know best” attitude

- Does not encourage members to partake in decision making,
- Not interested in the personal goals of the members,
- Members are frequently unaware if of what is expected of them, of what the group goals are and what is going to happen next
- Alternative ideas are discouraged
- Does not encourage discussion
- Decision are made by leader
- Leader dictates work tasks and work companion of each other

When an urgent decision is needed an autocratic leadership style may be appropriate.
Can result in high productivity but create hostility, resentment poor quality of work and dependency on leaders

DEMOCRATIC (or Participative) - “Allow members to make choices & have say in what the group does & becomes”

- Problem solving style
- Create a safe environment within which the members feel free to express their views, thoughts and ideas w/o the fear of being ‘put down’
- Leader guides rather than direct
- Leader is receptive to members suggestions may offer alternatives or suggestions leave most decisions to the group
- Members free to work with whomever they choose
- The division of tasks is left up to the group
- Leader is objective and fact-minded, when praising/criticizing
- Try to be a regular group member w/o doing too much work

Seems to produce a higher level of morale and group cohesiveness

LAISSEZ FAIRE (or Free Reign) - Deliberate non interference in the natural forces of a group and freedom of individuals within it

- “Let it be”
- Goals are not stated and purpose of the group not clear
- Leader remains more or less removed from the whole process
- Members can often flounder, feel frustrated and confused and non- productive
- Complete freedom for individual or group decision making with a min of leader participation
- materials supplied by leader who makes it clear he/she will only supply information if asked
- Non participation of the leader in determining tasks and companions
- Leader makes infrequent comments on members activities unless questioned and makes no attempt to appraise or regulate the course of events

May be group if members are committed to the plan, have resources they need and abilities to process with the project on their own.
Can produce independence among members but often low morale.

Leadership in the Community

Lesson 2: The Core of a Leader

Course Outline:

- Introduction to Leadership
- The Core of a Leader
- The Character of a Leader
- People Skills
- Leading a Team
- Growing as a Leader
- Communication

Anything in **Bold** is for the students to write on their worksheets.

Teaching (35 mins)

Summary of last week:

- A leader isn't a job, a leader is a type of Person.
- There are 2 classes of leaders: Autocratic & Democratic.

Being an autocratic leader or a Democratic leader actually comes from the person's **Core**. The way you lead comes from what makes you you. There are 3 major area's of a person's Core. These are a person's **Character Traits, Principles & Values, and their influence.**

Character Traits:

Our character is the base of everything we do. It's our **foundation** to our lives. As we go through life, in our relationships, our work, our character **develops and grows.**

Crisis / situations reveal our character. Our character determines how we **respond** to those situations.

There is good character and bad character. Good character looks like positive attitude, determination, and humility. Bad character looks like, lazy, being impulsive, and being indecisive.

Workshop: As a group come up with the top ten character traits of a leader. The group comes back to the class with the ten qualities and explains why.

When you are part of a team, you will experience different people's character and you will see what it is like. It is your responsible to care for your own character.

Principles & Values:

Principles & Values are like your morals. What you stand for, what you believe in, & what is important to you. You don't move on your principles, you stand your ground on them.

Why are principles important?

Principles are important because they give people a focus in life. As Christians we base our principles off Jesus and his life, and that's how we live our life.

Leaders need to have a set of principles because it will define them as a leader.

Here is a list of principles that a leader should have, write these down on your student notes page:

- Developing others - people are your biggest priority.
- Caring for People - people are more important than things
- Building relationships - it is always more productive to work with others.
- Developing Integrity - Always doing the right thing, even when no one is watching.
- Building trustworthy - Do what you say you do.
- Competence - doing things with excellence.

Leaders always keep improving, always learning, and always remain teachable.

Influence: How you use it

John Maxwell, one of the best leadership guru's in the world, says that "Leadership is Influence".

Your life can influence people around you to do what you do. As a leader, one of the best ways you can use your influence is to develop other people to be leaders.

Influence transfers through relationship.

To become a great leader you need to **grow** your influence. This is how you can grow your influence (write these down in your student notes.)

- build integrity with people; be reliable, honest, trustworthy, keep your word.
- pay attention to people, not your position.
- listen to people - listening to someone shows that you value them.
- seek to understand people - what excites them, what motivates them, what they aspire to do. Engage with them, but connect them to you and what you want to do.

Class discussion: Discuss in your groups "What happens when you don't build influence and in fact you lose it?"

Next week we will look at The Character of a Leader.

THE CORE OF A LEADER - GUIDANCE NOTES

In this session, we are covering the following 3 areas that make up the “Core” of a Leader: Character, Principles and Values, and Use of Influence.

When going through the first area, Character, you'll need to give a few example of what you mean by it. Then you should ask for examples from the students so everyone begins to understand more of what Character looks like.

In the first workshop most students will come up with good answers and contributions to the discussions, but it takes them time to give the answers. So be flexible with how many traits you want them to give.

As you go through the second area, P&V, students sometimes will confuse this with the first one and question the difference between Character and P&V. The distinction is that as Character builds who the person is, P&V builds what they believe.

This is a good opportunity to share your P&V's as Christians.

In my experience, Students haven't struggled with the second workshop so you should get good answers.

In this area, there are principles to write down for P&V. (See teaching notes) They can write these down in their student notes

In the final area, Use of Influence, they have principles to write down (see teaching notes), which they can write in their student notes.

This area doesn't take as long to teach, so factor that into your lesson plan. However this is a great opportunity to share your experiences as a leader.

Leadership in the Community | Worksheet

The Core of a Leader

There are 3 area's of a person's Core. These are a person's

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Character Traits:

Our character is the base of everything we do. It's the of our lives. As we go through life, in our relationships, our work, our characterand

Crisis / situations reveal our character. Our character determines how we to those situations.

Workshop: Character Traits

1) As a group come up with the top ten character traits of a leader, and in the class discussion explain why these are your top ten.

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Workshop: Principles and Values

1) Why are principles important for a team?

2) Why are principles important for a leader?

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Workshop: Use of Influence

Influence transfers through

To become a great leader you need to **grow** your influence.

Workshop: 1) Discuss in your groups "What happens when you don't build influence and in fact you lose it?"

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When you have a lot of influence, you will have more

Next week we will look at The Character of a Leader.

Leadership in the Community

Lesson 3: The Character of a Leader

Course Outline:

- Introduction to Leadership
- The Core of a Leader
- The Character of a Leader
- People Skills
- Leading a Team
- Event Management
- Communication

Anything in **Bold** is for the students to write on their worksheets.

Teaching Notes:

Character is one of the most important features of a leader. As John Maxwell puts it,

“Character creates a foundation upon which the structure of your talent and your life can build. If there are cracks in that foundation, you cannot build much.”

A leader's character is developed by many “**elements**”. If you like, using the structure of a chemical bond to create a substance, the elements of Character **bond** together to create a leader's Character.

Class discussion: What are elements of Character (give examples if necessary, i.e. trustworthiness, credibility, perseverance, hard working etc.)

So now you have more an idea of what Character looks like, we'll now be looking at how it effects and plays a part in your leadership.

Character is **tested, developed** and **displayed**.

We'll now go through each of these 3 stages.

As taught before, everyone has Character. People gain character from what is exemplified to them, what they learn, and their own journey of development.

As a leader, you will be put into situations where your Character is tested.

Testing is **an opportunity** for a leader to show their **true-colours**, to demonstrate their **potential** and **maturity**.

Class discussion: what do you think happens after a leader's test? How do people respond?

Tests reveal 3 truths:

- 1. Inward poverty** - The test reveals you have increasingly responded poorly and your character needs improvement
- 2. Inward plateau** - The test reveals you have become stagnant in your growth. No progress, but no decline.
- 3. Inward progress** - The test reveals you have grown and you are responding better, your character has improved.

The normal response to a test is either fear, or discomfort. And it's fine to feel that, it tells you you're human! But this is how you can use fear and discomfort to aid you in the test.

Very simply, when fear and discomfort appear, leaders use them as an **alarm** to **engage with** the test, and use their character to get through it.

Workshop: Discuss in groups why you think it's difficult to do this?

As a leader, your character will be developed,

It will be developed through

Experience over time

People in your life

Knowledge you gain

Examples you see.

Character can naturally develop, but Leaders have a responsibility to **intentionally** maximise the development of their Character.

Workshop: *Discuss in groups how Leaders can intentionally develop their character. Think about what you could do, who could be involved, etc.*

(cont. teaching)

And finally, your character will be displayed.

This isn't about showing off how good you are at being faithful, or alert, or decisive. It's about putting your character to action in the moment it is needed.

Your Character will be displayed when you are able to make a big decision.

Your Character will be displayed when you give people opportunities

Your Character will be displayed when you admit a mistake.

Throughout your experience as a leader, you will be showing the **progress** of your character development. At the end of your life, you will show your **complete** character.

Complete Character doesn't mean perfect character. Complete Character means you cannot develop anymore, as there is no time left to develop!

Class discussion: *Identify leaders who had great character and were well known for it.*

As Christians we believe Jesus had perfect Character. He had perfect leadership skills and was the perfect man, and that's why we follow him as our example.

Testing, the development of and displaying of your character is a **pattern** that will repeat continually throughout your leadership experience. Your character is tested, it is developed, it is displayed, tested, and so forth. This is what makes you a better leader. It is so important you stay committed to the process of becoming a better leader, so you become a better person yourself.

Next week we will look at People Skills.

THE CHARACTER OF A LEADER - GUIDANCE NOTES

In this session we take an in-depth look at Character, and how it impacts a Leader's experience and journey.

It is key in this session that the teacher makes sure the students understand the teaching. In this lesson there is more writing to be done, thus there being more group discussions and workshops to break up the lesson.

The lesson itself will test and develop their attitude!

The foundation of this lesson is the previous lesson, the Core of a Leader. with this in mind, starting with a reflection on the last lesson will help the students get into the right frame of thinking.

Some things to watch out for:

Make sure the classroom atmosphere is light and cheerful! Start with some icebreakers to engage the students and to inspire them to learn.

Have a copy of the student worksheet yourself so your teaching and the student's work is in sync.

Leadership in the Community | Worksheet

The Character of a Leader

A Leader's character is developed by many If you like, using the structure of a chemical bond to create a substance, the elements of Character together to create a leader's character.

Class discussion: What are elements of Character?

Character is, and

TESTING

Testing is an for a leader to show their -, to demonstrate their and

Class Discussion: What do you think happens after a leader's test? How do people respond?

Tests reveal 3 truths:

1. Inward - The test reveals you have increasingly responded poorly and your character needs improvement.
2. Inward - The test reveals you have become stagnant in your growth. No decline, but no progress.
3. Inward - The test reveals you have grown and you are responding better, your character has improved.

When fear and discomfort appear, leaders use them as an to the test, and use their character to get through it.

Workshop: Discuss in groups why it is difficult to do this?

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DEVELOPED

As a leader, your character will be developed. It will be developed through:

- E..... over time
- P..... in your life
- K..... you gain
- E..... you see

Character can naturally develop, but leaders have a responsibility to maximise the development of their Character.

Workshop: Discuss in groups how leaders can intentionally develop their character. Think about what they can do, who could be involved etc.

DISPLAYED

Throughout your experience as a leader, you will be showing the of your character development. At the end of your life, you will show your character.

Class discussion: Which leaders have had great character and were well known for it?

Testing, the development of and the display of your character is a that will repeat continually throughout your leadership experience.

Next week we will look at People Skills.

Leadership in the Community

Lesson 3: The Character of a Leader

Course Outline:

- Introduction to Leadership
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- The Character of a Leader
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Anything in **Bold** is for the students to write on their worksheets.

Teaching Notes:

People skills are vital as a leader. You cannot lead well if you are not good with people! This is more than a leadership principle, it is a life principle.

John Maxwell says “Good relationships are more than the icing on the cake - they are the cake, the very substance we need to live a successful and fulfilling life.”

As a leader, you want to build strong **relationships** with your team, as we discussed before, your influence as a leader flows through relationships.

Today we will be looking at three of John Maxwell’s “People Principles” taken from his book “Winning with People”.

If you are great with people, it doesn't mean you will have great relationships. You can't control someone's response to you. All you can do is **make yourself** the kind of person people **want** to know and **build** a relationship with.

A strong Leader has strong relationships.

The journey of developing your people skills starts with **yourself**.

MIRROR PRINCIPLE

When you look in a mirror who do you see?

This first principle is called the “**Mirror**” Principle. It is about seeing yourself in the mirror.

This is another quote from the book “Human nature seems to endow people with the ability to size up everybody in the world but themselves.” Ouch.

There are five parts to this principle:

Self-awareness: Some people have this naturally, for some it takes a long process to build up. Every leader has the responsibility to intentionally build **Self-awareness**.

Self-image: You have to be your own best-friend first, before building strong relationships. Be happy with who you are and be confident with that.

Self-honesty: Be real with who you are; be **honest** with your own mistakes, faults, and weaknesses. That will save you a lot of trouble as a leader.

Self-improvement: You can never stop growing. Always seek to **improve** yourself one bit at a time. Start with A, then move onto B.

Self-Responsibility: If you want to make a difference, you must first start with taking **responsibility** for yourself. Your actions, your decisions, your motivation.

Workshop:

Discuss in groups and create an example of one of these areas. What does that look like?

CHARISMA PRINCIPLE

People are interested in the person who is interested in **them**.

To win with people and build relationships, your focus must be on **them** not you. Then **their** focus will be on you. That is the right way of gaining influence.

These are 6 ways to make people like you:

- Become **genuinely interested** in people: People will respond more favourably if you first let them know that they matter to you as an individual.
- **Smile:** If you want to draw others to you, light up your face with a smile. Cheesy but incredibly true.
- Learn their **name:** Learn people's names! The easiest way is to associate a distinguishing characteristic on their face with their name. It is hard but possible. Try as hard as you can to remember the name!
- Be a good **listener:** Encourage others to talk about **themselves**. The best way to listen is to ask questions and **listen** to their answers. Even sometimes letting them steer the conversation. That shows someone you care about them.
- **Talk** in terms of the other person's **interests:** Again the emphasis is on the other person. "Do unto others the way *they* want to be treated.
- Make others feel important, and do it **sincerely:** The bottom line is to make people feel important, but make sure you do it genuinely and sincerely. It's not sucking up to someone else, it's making the other person important.

A person without charisma walks into a room and says "Here I am." A person with charisma walks into a room and says "There you are."

Class discussion: Which one of these principles is hard for you?

THE BOB PRINCIPLE

"When Bob has a problem with everybody, Bob is usually the problem."

Bob had a problem with his first job, and his second, and his third. He had a problem with Steve, Geoff, and Bill. Bob had a problem, and the problem was Bob.

As a Leader you might have a Bob in your team or your group of people. So how do you identify Bob? These are 4 characteristics he carries:

- Bob is a problem **carrier**: If you are getting complaints and negative comments, find the source. Bob might be there. He might be the source.
- Bob is a problem **finder**: Bob finds problems, and exposes them to others. A good rule for leaders is that those who bring a problem to you need to bring at least 3 solutions to the problem.
- Bob is a problem **creator**: Bob carries a problem, and every problem is a fire starter. Leaders have 2 buckets; a bucket of water, and a bucket of petrol. If Bob creates a problem, use the water to put it out.
- Bob is a problem **receiver**: Bob has problems and encourages people to give their problems to them. People will keep giving emotional garbage to those who receive it.

Class question: Do you know a Bob? Do you know a Bobbie?

Here's how to deal with Bob, write these down in your Student Notes:

Respond with a positive comment - reverse the negative with a positive.

Show your concern for someone being criticised: Always give people the benefit of the doubt.

Encourage steps towards resolution - If anyone is gossiping, direct them to resolve the situations with the other person one to one. Refuse to discuss it until they have done so.

Ask Bob to THINK before speaking -

T-Is it *true*?

H-Is it *helpful*?

I-is it *inspiring*?

N-Is it *necessary*?

K-Is it *kind*?

Keep Bob away from others - If you have a Bob or several Bob's on your team and you cannot or will not remove them, do damage control by isolating them. Don't let their negativity spread.

Class discussion: What if YOU'RE Bob?

Be self-honest, get some accountability off your leaders for helping you change. No one has to be a Bob forever!

Having great people skills will help you be a successful leader. It will help you strengthen relationships and help you through problems when they come.

Next week we will look at Leading a Team.

PEOPLE SKILLS - GUIDANCE NOTES

This session is based off the book "Winning with People" by John Maxwell. There are so many principles that are all equally valuable for teaching but I chose the Mirror Principle, the Charisma Principle, and the Bob principle.

If taught well, this will be a fun lesson to teach and a lesson to be taught. These are my suggestions for teaching this.

-Use the teaching notes as the basis for interactive teaching. For example "When you look in the mirror who do you see?"

- Ask students to guess the answers to some questions when you're teaching them what to write. For example, ask them to guess some of the "6 ways to make people like you."
- The "Bob principle" should be quite amusing. Ask them if they know a "Bob". When they are writing down the principles in their Student Notes, try to simplify the points as much as possible. shorten the explanations to save time.

Leadership in the Community | Worksheet

People Skills

As a leader, you want to build strong with your team.

If you are great with people, it doesn't mean you will have great relationships. You can't control someones response to you. All you can do is the kind o person people to know and a relationship with.

The journey of developing your people skills starts with

THE PRINCIPLE

There are 5 parts to this principle:

1. Self - - Some people have this naturally, for some it takes a long process to build up. Every leader has the responsibility to intentionally build self -
2. Self - - You have to be your own best friend first, before building strong relationships. Be happy with who you are and be confident with that.
3. Self - - Be real with who you are; be with your own mistakes, faults and weaknesses. That will save you a lot of trouble as a leader.
4. Self - - You can never stop growing. Always seek to yourself one bit at a time.
5. Self - - If you want to make a difference, you must first start with taking for yourself. Your actions, your decisions, your motivation.

Workshop: Discuss in groups and create an example for one of these areas. What does that look like?

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THE CHARISMA PRINCIPLE

People are interested in the person who is interested in

To win with people and build relationships, your focus must be on not you. Then focus will be on you. That is the right way of gaining influence and having true charisma.

There are 6 ways to make people like you:

- Become in people: People will respond more favourably if you first let them know that they matter to you as an individual.
- : If you want to draw others to you, light up your face with a - Cheesy but incredibly true.

- Learn their : Learn their! The easiest way is to associate a distinguishing characteristic on their face with their It is hard but possible, so try your hardest to do this!
- Be a good : Encourage others to talk about The best way to is to ask questions and to their answers. Even sometimes let them steer conversation. That shows someone you care about them.
- in terms of the other person's : Again the emphasis is on the other person. "Do unto others the way *they* want to be treated."
- Make others feel important, and do it : The bottom line is to make people feel important, but make sure you do it genuinely & It's not sucking up to someone else, it's making the other person important.

A person without charisma walks into a room and says "Here I am." A person with charisma walks into a room and says "There you are."

Class-discussion: Which one of these principles is hard for you?

THE BOB PRINCIPLE

"When Bob has a problem with everybody, Bob is usually the problem."

4 characteristics Bob carries:

- Bob is a problem - If you are getting complaints and negative comments, find the source. Bob might be there. He might be the source.
- Bob is a problem - Bob problems, and exposes them to others. A good rule for leaders is that those who bring problems to you need to bring at least 3 solutions to the problem.
- Bob is a problem - Bob carries a problem, and every problem is a fire-starter. Leaders have 2 buckets; a bucket of water and a bucket of petrol. If Bob creates a problem, use the water to put it out.
- Bob is a problem - Bob has problems and encourages people to give their problems to him. People will keep giving emotional garbage to those who receive it.

Do you know a Bob? Do you know a Bobbie?

Here is how to deal with Bob, write these principles down in your Student Notes:

Class Discussion: What if YOU'RE Bob?

Next week we will look at Leading a Team.

Leadership in the Community I Notes

A series of horizontal dotted lines for taking notes, consisting of 30 lines.

Leadership in the Community

Lesson 3: The Character of a Leader

Course Outline:

- Introduction to Leadership
- The Core of a Leader
- The Character of a Leader
- People Skills
- Leading a Team
- Growing as a Leader
- Communication

Anything in **Bold** is for the students to write on their worksheets.

Teaching Notes:

As leaders you will have a team. It is impossible for you to be a leader without a team of people to lead!

Today we will be looking at principles of leading a team, and how we can lead teams well.

Class discussion: Why do we work together in teams?

There are so many benefits to working together in teams.

A team has more **resources, ideas** and **energy**. It maximises the Leader's **potential** and minimises their **weakness**. There are more **perspectives**, it makes a real **community**, and there is added **accountability** for the goals.

John Maxwell says *"One is to small a number to achieve greatness."*

THE BIGGER PICTURE

The first principle of leading a team is working towards the bigger picture.

Class discussion: why do we have a bigger picture? What is it?

Leaders need to effectively communicate the **vision** to the team to create a **unified** team.

The bigger picture requires every team member (including yourself) to give up personal agendas, and step up to the higher level to achieve it.

By working towards a bigger picture, you will develop a **bigger** team.

THE NICHE

Great leaders realise that every team member has a place where they add the most **value**.

When the right team member is in the right place, everyone **benefits**. To put people in the right place in the team, you need to know your team mates, and the team situation.

The wrong person in the wrong place = Regression

The wrong person in the right place = Frustration

The right person in the wrong place = Confusion

The right person in the right place = Progression

The right people in the right places = Multiplication.

To put people in their place you must:

Know the **team**

Know the **situation**

Know the **team member**.

From the perspective of a team member, when you are not the leader, you can find your place by:

Being **secure**

Getting to know **yourself**

Trusting your **Leader**

Seeing the **bigger picture**

Relying on your **experience** - new experience will come.

THE COACH

When leading a team, like a sports coach, you will need to look for people who do exceptionally well in your team. Some people can do great things because of their **natural** capacity, others do great things when they grow and **develop** in their capacity. Everyone is at a different stage of development, and as the leader you need to be aware of this. But you also need to know how to “play your cards” well.

Developing on the *Niché principle*, great leaders know when to release and move team members into an opportunity or task so the team succeeds.

Workshop: Discuss in groups what skills different team members would have, and think about situations where they would be needed so the team can succeed.

THE ROTTEN APPLE

Rotten **attitudes** ruin a team.

Everyone is responsible for their own attitude, but leaders must have a developed “**attitude sense**” to detect when a rotten attitude has developed.

Workshop: right down a list of as many bad attitudes you can think of.

Bad attitudes are pride, selfishness, carelessness, arrogance, disbelief in the vision.

RELATIONSHIPS

Workshop: Discuss in groups what makes healthy team relationships.

LEADING A TEAM - GUIDANCE NOTES

In this session we unpack some of the basics of leading a team. Most students will think it's telling people what to do, and knowing how to give directions. In this session we look at Vision, team member placement, direction team members into the right opportunities, and attitude.

In the class discussions I recommend inputting into the discussions with some ideas so the students understand what you're looking for.

There are three workshops in this lesson;

- One in "The Coach" principle

- One in "The Rotten Apple" principle.

- The final one is in the "Relationships" principle. In this workshop, you're looking for answers like "trust, people like each other, understanding, openness, honesty, supportiveness. Discuss this further after the workshop.

Leadership in the Community | Worksheet

Leading a Team

Class discussion: Why do we need to work together in teams?

There are many benefits to working together in teams:

A team has more, and It maximises the Leader's and minimises their There are more, it makes a real and there is added for the goals.

“One is too small a number to achieve greatness.” - *John Maxwell*

THE BIGGER PICTURE

The biggest principle to leading a team is the bigger picture the team is working towards.

Class discussion: Why?

Leaders need to effectively communicate the to the team to create a team.

The bigger picture requires every Team Member (including yourself) to give up personal agendas and step up to a higher level to achieve it.

THE NICHE

Great leaders realise that every team member has a place where they add the most

When the right team member is in the right place, everyone To put people in the right place in the team, you need to know your team mates and the team situation.

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THE COACH

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RELATIONSHIPS

Workshop: Discuss in groups what makes healthy team relationships:

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Next week we will look at growing as a leader.

Leadership in the Community I Notes

A series of horizontal dotted lines for taking notes.

Leadership in the Community

Lesson 3: The Character of a Leader

Course Outline:

- Introduction to Leadership
- The Core of a Leader
- The Character of a Leader
- People Skills
- Leading a Team
- Growing as a Leader
- Communication

Anything in **Bold** is for the students to write on their worksheets.

Teaching Notes:

As leaders it is vital that we continue to grow and develop ourselves. Without continuing to grow we simply won't become better, and as we go through experiences and work with people, we will become less and less of a leader as everyone else develops and moves on. No one should become a stranded leader.

Today we will be looking at principles of growing as a leader and how we can establish ourselves in a position where we can keep growing and developing.

Illustration: The growth of a Child.

As a child grows, they don't just physically grow, but they learn skills, adopt behaviours off the examples in their life and develop as an individual. Growing as a leader is very similar; you learn **skills, behaviours, methods, values** and grow in your **strength** and **capacity** as a Leader.

Everyone grows, growth is a **process**.

Workshop: Discuss in groups what growth requires. What do we need as humans to keep growing?

As humans we need food, rest, people, knowledge, and tests.

Class discussion: what does a test do?

The test pushes us into the **next stage** of growth. It **measures** how much we are growing.

To grow as a leader, you need **resources, rest, investment, and tests**.

RESOURCES

Resources are vital to growth because they are a crucial part of the nutrition of growth. See in your pacs the "resource nutrition chart."

Books - Great leaders write their experiences and their knowledge of leadership in books, which are available worldwide and are a crucial resource to expanding the way you think and your understanding

Training courses - Great leaders also teach others how to develop as leaders and share their experiences to growing leaders so they are better equipped for the leadership journey. This Leadership course itself is an example of a Training Course!

Conferences - Great leaders set up conferences for leaders, students and others to come together to learn together. Conferences are great for networking and building friendships with other leaders. Conferences are usually every year, and are a good highlight for Leadership teams to look forward to.

Blogs / podcasts - Following a blog on leadership is a great way to get regular inspiration and input in leadership.

Training Workshops - There are specialists who deliver workshops to Leadership and staff teams to develop in a specific area. These are very useful for strengthening a specific area of the leadership team.

Workshop: have a look at the books, blog print outs, conference website pages and Training course information.

R E S T

At the end of the day, what do you feel? Tired!

Leader's use a lot of physical, mental, emotional and spiritual energy in building vision, setting goals, leading teams, growing, dealing with difficult situations, and much more. Rest is a natural thing to do, but it must be **intentionally done** as a leader. Leaders must rest otherwise they will do serious "**internal damage**".

Workshop: Discuss in groups what sort of internal damage could not resting do?

A rest can be done through:

A day off - simply ensuring you have a day off means you give yourself time to recharge and do things you enjoy, such as hobbies and being with people who you feel energised by.

A sabbatical - This is based off the "Sabbath" which in the bible is what God established as a period of rest. He rested on the seventh day, and told people to rest too. A sabbatical is a decided period of time where the leader goes on a personal retreat, to recharge, reflect, be inspired and simply rest. A sabbatical is often done after a long period of leading, but can also be arranged should it be vital to the Leader!

I N V E S T M E N T

As a leader, you need to be intentionally invested into. Mentoring, coaching, it has many names, but in principle it is having someone or a select group of people who can invest into you. These are the sort of people you want to have in this group

Advanced Leaders - Leaders who are further ahead of you as a leader. They can help you avoid dangers and bad situations with their advice and counsel, and can also equip you and train you for what lies ahead.

Peer Leaders - Leaders who are at the same stage as you as a leader. This could be because you have the same position or have been leading for the same amount of time. You can freely share your highlights and struggles, because they too might have gone through it. It is good to have a friend who is at your level.

Encouragers - Simply people who will encourage you to keep going! Friends and family do this naturally.

T E S T S

We have already covered this in “The Character of a Leader”, so we know that tests show us our character and how we can improve. But tests can also provide the following.

Tests can **reveal** leadership skills that need developing.

Tests can prove **your strengths**.

Tests add **momentum** to your leadership growth. They catapult you further, even if you fail a test.

Failing one test doesn't mean you are a failure. If you have failed a test, you still have the opportunity to prove your **credibility** by being honest, admitting your mistakes and errors, and looking to learn and grow. That shows **true** leadership strength, and it will motivate your team to keep following you.

See the screen // See the photo being handed out.

What is Dory always famous for saying?

For leaders, a good motto to follow is this.

Just keep growing! Great leaders have the **attitude** that says “I **must** grow!”

Next week we will look at communication.

INTRODUCTION TO LEADERSHIP - GUIDANCE NOTES

This session is all about communicating to the students the importance of intentionally growing. I have found these four areas of growth to be evident in my leadership journey, and I'm sure you will agree to discover the same.

I have included in this lesson plan three illustrations. One for the introduction to growth, one for the resource workshop, and the other for the summary at the end of the lesson.

The introduction to growth illustration is a child growing up. It is the most understandable and relevant imagery to show how a leader develops.

The "Resource nutrition chart" is a replica of the nutrition pie chart for a healthy diet, but replaced with elements of applying resources to a Leader's growth. The teaching notes include what is on the nutrition chart (see both the teaching notes and the growth nutrition chart.) Guide students through each section as it is on the copy of the Growth Nutrition Chart in their student pack.

The final illustration is an image of Dory from "Finding Nemo". I have changed her famous catchphrase to "Just keep growing!"

If you have use of media available, inc. a projector, I recommend displaying a picture of Dory. If not, find a picture of Dory and print off for your students.

Leadership in the Community | Worksheet

Growing as a Leader

As a child grows, they don't just physically grow, but they learn skills, adopt behaviours off the examples in their life and develop as an individual. Growing as a leader is very similar; you learn,, and grow in your and as a leader.

Everyone grows. Growth is a

Workshop: Discuss in groups what growth requires. Think about ourselves as humans, what do we need to keep growing?

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Class discussion: What does a test do?

The test pushes us into the of growth. It how much we are growing.

To grow as a leader, you need,, and

RESOURCES

Resources are vital to growth because they are a crucial part of the “growth nutrition chart.”

See the Growth Nutrition Chart in your packs.

Workshop: have a look through the books, blog print outs, conference website pages and Training course information.

REST

Leaders use a lot of physical, mental, emotional and spiritual energy in building vision, setting goals, leading teams, growing, dealing with difficult situations and much more. Rest is a natural thing to do but it must be as a leader. Leaders must rest otherwise they will do serious “.....”.

Workshop: Discuss in groups what sort of internal damage could not resting do?

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Leaders can rest through:

A day off - Simply ensuring you have a day off means you give yourself time to recharge and do things you enjoy, such as hobbies and being with people who you feel energised by.

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INVESTMENT

As a leader, you need to be intentionally invested into, Mentoring, coaching, it has many names but in principle it is having someone or a select group of people who will invest into you. These are the type of people you want to have in this group:

..... - Leaders who are further ahead of you as a leader. They can help you avoid dangers and bad situations with their advice and counsel, give you wisdom for your current situation, and can also equip you and train you for what lies ahead.

..... - Leaders who are at the same stage as you as a leader. This could be because you have the same or similar position or have been leading for the same amount of time. You can freely share your highlights and struggles, because they too might have experienced them. It is good to have a friend who is at your level.

..... - Simply people who will you to keep going! Friends and Family do this naturally.

Workshop: Discuss in groups any examples you can think of for these areas.

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TESTS

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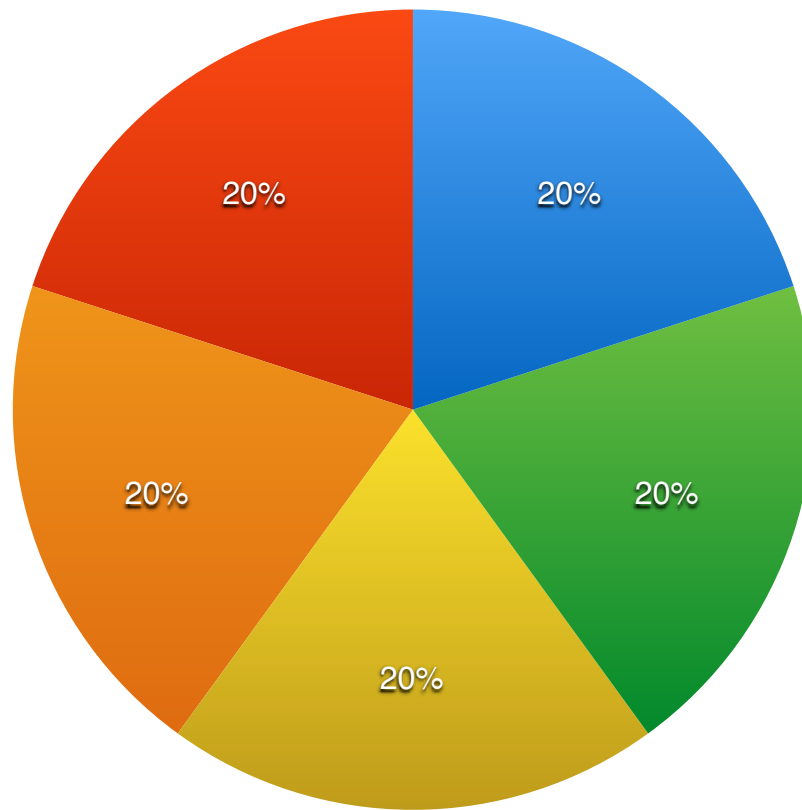
Failing one test doesn't mean you're a failure. If you have failed a test, you still have the opportunity to prove your by being honest, admitting your mistakes and errors, and looking to learn and grow. That shows leadership strength, and it will motivate your team to keep following you.

Great leaders have the that says “I grow”

Next week we will look at communication.

GROWTH NUTRITION CHART

● BOOKS ● TRAINING COURSES ● CONFERENCES
● BLOGS / PODCASTS ● TRAINING WORKSHOPS



Books - Great leaders write their experiences and their knowledge of leadership in books, which are available worldwide and are a crucial resource to expanding the way you think and your understanding

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Leadership in the Community

Lesson 3: The Character of a Leader

Course Outline:

- Introduction to Leadership
- The Core of a Leader
- The Character of a Leader
- People Skills
- Leading a Team
- Growing as a Leader
- Communication

Anything in **Bold** is for the students to write on their worksheets.

Teaching Notes:

As leaders you will need to be effective communicators. Communication isn't just talking, it is the art of transferring information, ideas and thoughts from yourself to your audience.

Leaders communicate on different **levels** to different **groups** of people.

Today we will be looking at how to communicate. But first we will start with a challenge. I need 3 volunteers.

Class challenge: Can you talk?

{Pick 3 volunteers to talk for 2 minutes each on a topic of your choice. The stranger the topics the better. For example, Camels, Goldfish, Toenails, Pencils.}

So as we just saw, communicating on the spot is very very hard.

Good communicators have lots of **experience** in public speaking, in training their minds to **think** through what they are communicating.

YOUR TEAM

The first group of people you will be communicating to is your team. These are the people who are working for your vision and following your leadership. Good communication is essential in this area. Here are some principles for communicating in your team.

Communicate **regularly** - Don't be afraid of **repeating** what you have told your team. Over communication is better than under communication.

Communicate **details** - The smallest details can sometimes make the biggest difference. Think through EVERYTHING you are wanting to communicate; what else is part of the picture that needs communicating. You do not want to communicate 99%, and miss the 1% that gives **understanding & clarity**.

Communicate **thoughtfully** - Before you communicate with your team, think through what exactly you are wanting to say. Being prepared beforehand gives you more **confidence** and **clarity** in what you say. Being prepared makes all the difference.

Workshop: Discuss in groups what you think happens when the leader doesn't communicate well.

Good communication strengthens team relationships, adds clarity to the team's focus, and keeps the team moving forward.

THE CROWD

The crowd is the public. As the leader, you will be the one communicating to everyone else what your team is doing, progress, vision, and so on. It is vital you can communicate **well** to this group of people.

Workshop: Discuss in groups what big speeches have been made in the world, who by, and what did that mean?

Martin Luther King's speech rallied the masses to end the racial prejudice. Winston Churchill's speech rallied Britain to keep fighting in WW2.

When the time comes for you to speak to the crowd, here are some practical techniques you can use to enhance your communication:

Have a **strong beginning** - How you start communicating is just as important as how you finish. Prepare a strong beginning and you will draw people into what you are saying and will say.

Have **one theme** - Have **one theme** in your message and keep communicating it. This will help people understand the message *within* your message.

Use **word play** - Use phrases that play on words. These phrases can add a spark to your message which people will remember.

Paint a **mental picture** - Create a mental picture in people's minds through descriptive points. Elaborating on these points will help people remember and engage with your message.

At the end, **repeat** your main points - You don't need to **repeat** the whole message, but summarise your main points.

And always **practice** - Until you're the world's best communicator, practice your message over and over until you are completely confident in what you are saying. It will also give you clarity.

People remember great leaders, and a lot of that is to do with their **words**. What you say leaves a lasting **impression** on people. Part of being a great leader is knowing how to communicate well to different groups of people, and knowing how to influence people through your words. Use your **words** well, and they will help you become a great leader.

COMMUNICATION - GUIDANCE NOTES

This session is all about helping students understand the importance of communication, and communicating well!

This session splits communication into two areas: Communicating to your team and communicating to the public.

The communication challenge will be fun for the class to see their classmates attempt to talk about a random topic on the spot without any preparation. This serves as a good icebreaker to the lesson as well.

In the first workshop, students need to think about what happens when a leader doesn't communicate well. The answers to this should be similar to the following:

- the team don't understand the leader
- no progress is made
- there is confusion
- people don't trust the leader.

In the second workshop, students need to think about famous speeches that have been made. Answers to this should be similar to Martin Luther King's "I have a dream", Nelson Mandela's speech, and so on.

Leadership in the Community | Worksheet

Communication

Leaders communicate on different to different of people.

Class Challenge

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Communicate - The smallest details can sometimes make the biggest difference. Think through EVERYTHING you want to communicate; what else is part of the picture that needs communicating? You do not want to communicate 99%, and miss the 1% that gives and

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Use - Use phrases that play on words. These phrases can add a spark to your message which people will remember.

Paint a - Create a in people mind's through descriptive points. Elaborating on these points will help people remember and engage with your message.

At the end, your main points. You don't need to the whole message, but summarise your main points.

Always - Until you're the world best communicator, and even when you are, practice your message over and over until you are completely confident in what you are saying. It will also give you clarity.

People remember great leaders, and a lot of that is to do with their What you say will leave a lasting on people. Part of being a great leader is knowing how to communicate well to different groups of people, and knowing how to influence people through your words. Use your well, and they will help you become a great leader.

Leadership Course Summary

What now?

So now you have been taught the foundational principles of Leadership, the Character of a leader, you have been trained in people skills, leading a team, growing as leaders and communication.

This isn't knowledge to have but it is the nature of a Leader you can apply to your life. These principles will shape your life and move you towards success if you choose to apply them and begin leading yourself.

These principles will aid you as leaders in your community, in your area.

Your community needs great leaders. This world needs them too. You can be one of those leaders.

Welcome to Leadership!

Leadership: The Task

The Task

Your task as a group is to identify the creative talent within your school. Your mission, should you choose to accept it, is to create a display with your school that focuses on the arts. These may be things like paintings, drawings, sculptures, photography, etc. They will be displayed within school and once all of the groups have completed the leadership course, the “world of Art” will be shown at The Grand.

It is your job to publicise this within your school and get all your peers involved to create a unique display. You may want to choose a theme for your display, or not.

In week 5 you will have to deliver a presentation to the rest of your class based on your ideas of how you may fulfil the task.

The order of the Task Segments in the Leadership Course is below:

- Task Briefing & Split into Groups and Assign Roles**
- Planning**
- Planning**
- production**
- production**
- finish**

THE TASK - GUIDANCE NOTES

Should you choose **Option A** in this course, your class will be split into 2 teams, and they will work together as teams to create a display with a theme of their choice.

Encourage the teams to share all ideas, and to decide which one they want to pursue. If the other team or other teams in the past have done a theme that's too similar, ask the students to choose another one.

Throughout this team work, a natural leader/leaders will emerge; those who will do what needs to be done when their team mates don't. The team will begin to look to these people for direction and instruction, so be aware of how this unfolds in your class.

Make sure all your resources (for example, cardboard, display paper, stationary etc.) are organised and gathered beforehand. You don't want to be in the position where the resources are on the other side of the school. You also do not want any students going across school to get them unless given permission by the supporting school teacher.

Clear and definite communication is needed before this lesson with the supporting teacher/leader to ensure all resources and details are arranged.

Students however can also bring in resources from home if they have them and want to do so. Ask the students to speak with the teacher to arrange this.

Productivity will peak and drop throughout the course, so don't panic if productivity doesn't increase until the last 2 weeks. I have found this to be the case many times, and in the 2 weeks students' productivity seriously develops!

Always offer help and get involved in their work; they'll need it.

Take a team photo/ photo of team representatives with the display at the end of the course, when they have completed the display!

HOW TO CREATE THE STUDENT PACK

Below is the instructions for how to create the Student Pack. With this overall pack, you will be able to print off and collect individual pages (example, page 23-25) and put it together as efficiently as you are able.

To create the Student Pack, you will need one copy of the following:

If you are taking Option A

Introduction to Leadership Student Worksheet

Leadership Test

The Core of a Leader Student Worksheet

Student Notes

The Task Sheet

Materials List

Student Notes {x2}

If you are taking Option B

Introduction to Leadership Student Worksheet

Leadership Test

The Core of a Leader Student Worksheet

Student Notes

The Character of a Leader Student Worksheet

Student Notes

People Skills Student Worksheet

Student Notes

Leading a Team Student Worksheet

Student Notes

Growing as a Leader Student Worksheet

Student Notes

Communication Student Worksheet

Student Notes

Leadership Course Summary