TCI's Student Empowerment Toolkit (SET) is a resource to help students develop their leadership skills. But what is leadership? This first module is intended to spark thought and conversation around exactly that question.

The activities in this module are designed to help students:
- consider the meaning of leadership;
- identify the characteristics of effective leaders; and
- understand different models of leadership.

While successful leadership is sometimes attributed to innate characteristics, effective leadership relies in large part on the successful application of learned skills and behaviors. The activities in this module are intended to help students realize that, regardless of inborn qualities, anyone can play an important leadership role within a group.
Conceptions of Leadership

Objective:

This activity is intended to spur thought and conversation about the meaning of leadership.

Instructions:

1. Put up quotes about leadership around the room. Some possible quotes for this activity can be found in Module 1: Resource A.

2. Ask students to silently read the quotes around the room. You may wish to provide students with markers to write any responses or questions directly on the quotes. After a few minutes, have students sit or stand near the quote that most resonates with them. Once everyone has chosen, ask students to share why they chose the quotes that they did and what they brought to mind.

3. Repeat the process, asking students to choose a quote that challenges them in some way. Once again, have students share why they chose the quotes that they did.

* See Module 1: Resource A for sample leadership quotes.
Module 1: Activity B

Qualities of a (Jewish) Leader

Objective:

This activity helps students identify the qualities that characterize effective leaders.

Instructions:

1. Brainstorm: What are the qualities of effective leaders? Write responses on a whiteboard or flip chart. If students have difficulty generating ideas, ask them to think about leaders they admire and the traits that those leaders embody.

2. Discuss: Which qualities are most important? Allow students to debate. Challenge student assumptions where they become evident. For example, students may indicate that charisma is a critical leadership quality; what kind of leadership model does this assume? Is it the only one?

3. Ask students whether they would add characteristics to the list if the question were specific to the qualities of a Jewish leader. Would they prioritize the characteristics differently if the conversation was specifically about Jewish leadership?

4. If appropriate for the setting, have students privately note which of the leadership traits on the board they think they possess, and which they most hope to develop. This can be a useful activity to conduct at the start of a more extended leadership development program.

Note: In the course of this discussion, students will often bring up examples of effective but destructive leaders such as Adolph Hitler. It can be helpful to distinguish between "good leaders", a term that has ethical connotations, and "effective leaders" - those who successfully employ skills and strategies to achieve their goals.
Module 1: Activity C

Picture of Leadership

Objective:
This activity helps students think about the traits that characterize effective leaders.

Instructions:
1. Draw a large stick figure or trace a student’s outline on a large piece of paper.
2. Ask students to add leadership qualities to your drawing in an anatomically appropriate spots. For example, a student might draw eyes on the figure to show that a leader has vision; another might add (or embellish) feet to show that a leader goes the extra mile.
Module 1: Activity D

Models of Leadership (Text Study)

Objective:
This text study draws on Jewish tradition to highlight different models of leadership.

Instructions:
1. Introduce the practice of chevruta learning using TCI's Guide to Chevruta Study.
2. Break students into pairs and pass out text study sheets for Deuteronomy 31:7 and 31:23 (see Module 1: Resource B). Give groups 10-20 minutes to examine the text and discuss the accompanying questions.
3. Bring the full group together to share highlights from chevruta conversations.

* See Module 1: Resource B for the text study sheet.
**Circles of Control**

**Objective:**
This activity helps students focus their energy in constructive ways.

**Instructions:**
1. Pass out *Circles of Control* handout (Module 1: Resource C). Ask students to make note of things in their lives over which they do or do not have control. For example, one student may write "grades" in the circle of control and "height" in the circle of no control.

2. Allow students to share things they wrote in each circle with the group.

3. Discuss: What does this exercise have to do with leadership? Emphasize the point that effective leaders focus their energy on those matters over which they have control rather than those over which they have no influence.

* See Module 1: Resource C for the Circles of Control handout.
Sample Leadership Quotes

"All of the great leaders have had one characteristic in common: it was the willingness to confront unequivocally the major anxiety of their people in their time. This, and not much else, is the essence of leadership." - John Kenneth Galbraith

"It is not your duty to complete the work, but neither are you free to refrain from it." - Rabbi Tarfon, Pirke Avot

"If I am not for myself, who will be for me? But if I am only for myself, what am I? And if not now, when?" - Rabbi Hillel

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." - Margaret Mead

"The task of the leader is to get his people from where they are to where they have not been." - Henry Kissinger

"The very essence of leadership is its purpose. And the purpose of leadership is to accomplish a task. That is what leadership does - and what it does is more important than what it is or how it works." - Col. Dandridge M. Malone

"The real leader has no need to lead; he is content to point the way." - Henry Miller

"If your actions inspire others to dream more, learn more, do more, and become more, you are a leader." - John Quincy Adams

"Example is not the main thing in influencing others, it is the only thing." - Albert Schweitzer
Be strong and courageous, for you will go with this people into the land which God promised to them.
- Moses, to Joshua
Deuteronomy 31:7

Be strong and courageous, for you will bring the Children of Israel to the land which I promised to them.
- God, to Joshua
Deuteronomy 31:23

CONTEXT:
Deuteronomy, or Devarim in Hebrew, is the fifth and final book of the Torah. The cited passages are found near the end of Deuteronomy – and near the end of Moses’ life – when God has indicated to Moses that it is time for him to step aside and let Joshua lead the Israelites into the land of Israel.

WHAT THE TEXT MEANS:
1. What role is Joshua being asked to play?
2. How do Moses and God differ in explaining the task before Joshua?

WHAT THE TEXT MEANS TO ME:
3. What might explain the difference between the two statements?
4. Can we extrapolate from the two passages different paradigms for understanding leadership?
5. Are you more comfortable with one statement than the other, or with one implied model of leadership rather than the other?
Module 2: Resource C

Circle of No Control

Circle of Control