



Just Starting Out

7 PRIORITIES
FOR NEW STUDENT LEADERS

TIM MILBURN

**The best leaders are learners.**

The best leaders don't have all of the answers. The best leaders don't have the highest level of experience. Believe it or not, they might not even be the smartest people at the table. Yet they find a way to make things happen. They are problem solvers and people movers.

The best leaders learn how to lead the people around them in a way that adds the most value to the people and the organization.

My hope is you'll be among the best leaders who invest in these seven priorities right from the beginning. If you wait too long, you'll miss the opportunity to be among the best. Not only will these help you to be the best in your position, they'll help you to be the best leader you can be.

As you read through this you might have a question or two. I'd be honored to continue the conversation. I welcome any feedback or additional insights you might be willing to share. It would be great to hear how you're implementing the priorities in your own leadership environment.

Email: timothymilburn@gmail.com

Twitter: [@timage](https://twitter.com/timage)

Facebook: facebook.com/timage

INTRODUCTION

A great student leader year is a combination of a great beginning, a great middle, and a great ending. I believe each section of your year builds off of the successes and failures of the previous section. If you start well, it will have an effect on how the rest of your year turns out.

This ebook started off as a series of articles I wrote for my blog at timmilburn.com. It was around the time we elect and select our new student leaders. If your school is like ours, most of our students are stepping into a new student leadership position for the first time. I wanted to encourage and equip them, not only to do their job well, but to also lead well.

I've seen a lot of student leaders struggle right out of the gate because they didn't take the time to establish themselves as leaders. If you invest in each of these actions on the front end, it will pay off big during the harder parts of the year.

You've just been elected as a student leader. Now what do you do? You know you have a job to do, but you're not quite sure what or who it is you're leading. Take a deep breath. You can do this. Leadership can be learned and developed. Are you ready? Let's begin.



THE FIRST PRIORITY: LEARN YOUR POSITION.

"The only job where you start at the top, is digging a hole."

"It is easier to do a job right than to explain why you didn't."

"The person who knows how... will always have a job, but the person who knows why... will be the boss."

It seems obvious doesn't it?

I don't know how many times I've heard comments throughout the year that were all different versions of this: "I didn't know that was my job."

Right here, right now, at the start of an exciting opportunity, let's take some time to get to know what your position is. Use the following suggestions as a checklist to tackle this priority.

1. Read the job description.

The job description will contain the most basic expectations of your position. Take some time to read it and think about it. Reflect on what parts you'll be good at and where you may struggle. You wouldn't believe the number of students who put their name in the hat for a position that they don't really know much about.

2. Talk to the student who currently holds the position.

This student can tell you what a job description can't. His or her experience is valuable. Ask about the lessons learned and what went well. A great question to ask is, *What do you know now that you wish you knew just starting out?*

Think About It

What are the things in your position that only you can do?

What parts of your position can you delegate to others?

Name three people you need to talk to in order to learn more about your position?

3. Meet with the advisor to the position.

Most student leadership positions have an advisor who oversees and guides students in this process. Talk to this person as quickly as you can. Find out about expectations that aren't listed in the job description. This is your advisor and he or she has a lot of information that can help you be successful.

4. Find out the people this position will interact with.

If your goal is to be an effective student leader, then you'll need to build relationships. Learn names. Build up your contact list. Know who to go to for answers and assistance.

5. Learn the systems. Learn how money is processed in your organization.

Know the chain of command. Find out where to get supplies. Familiarize yourself with any paperwork that's required of you.

Take some time at the beginning to have a good, working knowledge of your position. You don't need to know everything, but you do need to know where to look when you have a question. It's your position now.



THE SECOND PRIORITY: SET YOUR VISION.

When you consider the opportunity to serve in a student leadership position, you begin to imagine all of the things you could do in that position. You see yourself in it.

Now that you've been elected or selected, you need to take the next step. It's time to make some important decisions. Out of all of those things you *could* do, what are you *going* to do?

Take a deep breath. Vision is not a scary word. In fact, it is as simple as painting a mental picture of an ideal future. For example, let's say you and your friends are trying to decide what to do this Friday night. You speak up and say, "Let's go get something to eat at Red Robin and then head over to the game." You know what you just did? You cast a vision.

The truth is, everyone has a vision. Everyone has some idea of what he or she would like to do or be in the future. The difference for leaders is that they cast a vision that includes others as well. That's one of the ways you can tell who the leader is in a group of people. Just look around and ask: *Who's vision are these people following?*

"There's nothing more demoralizing than a leader who can't clearly articulate why we're doing what we're doing."

-James Kouzes &
Barry Posner
The Leadership
Challenge

Think About It

What obstacles do you think you'll face in accomplishing your vision?

How will you overcome those obstacles?

Think about it – you have one year. That's both a blessing and a challenge. You have an opportunity to try some things, experience some things, and learn some things along the way. You get to make some decisions about your year by the kind of vision you set. If you don't set a vision for your student leadership year, someone else will.

1. Write your end of the year speech at the beginning of the year.

Use that imagination of yours and write down what you want to say to all of your friends and fellow students. Tell them what this year looked like. List out the changes you made. Talk about how people feel. Note your accomplishments.

As Stephen Covey said, "begin with the end in mind." This exercise is very similar to what you did when you wrote your speech or sat in an interview to get your position. You shared what would be unique and special about next year if you're the leader.

2. Gather people together and listen to their hopes and dreams.

One of the fundamental principles of good leadership is that the leader doesn't have to be the smartest, most creative, or most talented person in the room. He or she only needs to know where to find those people and get them on the team. Don't think that you have to come up with a clear and compelling vision all by yourself. Just know you must have a clear and compelling vision that you can own and lead with.

3. Put it on an index card.

You want to create a vision that is memorable, as well as achievable. That means shorter is better. State your vision in a way that people can quickly pass it on to others.

4. Make your vision unique to you and your year.

One of the main differences between a mission statement and a vision statement is in its uniqueness. Most mission statements can be easily transferred from one group to another and aren't attached to a time frame. But a vision statement captures something special about you and your student leadership year. It matches what you and your team are passionate about.

5. "Set" means "say" and say it a lot.

Many organizations will start their year crafting a vision. They'll go through the process and come up with a statement. Then it will sit there...collecting dust...dying in a stack of good intentions. The leader is the keeper of the vision. When you set a vision for your student leadership year, you also have the responsibility of tying everything you do back to the vision (or tying the vision into everything you do).

In the end, you can make this process as formal or informal as you'd like. But I've come to see that the best leaders, the most effective ones, don't just let the year happen to them. They take the time at the beginning to create a target on the wall and then aim for it all year long.



THE THIRD PRIORITY: GATHER YOUR TEAM.

"There's no such thing as a self-made man (or self-made woman). You will reach your goals only with the help of others."

- George Shinn

After we elect and select students for our student leadership positions, we gather them together and give them name-tags and t-shirts and bestow upon them the title of student leader.

Yet I am always quick to tell them that the title comes with an asterisk (*).

You may bear the title of student leader, but you aren't a student leader until you actually lead. I like to make the following distinction (in simplistic terms):

- You are a *student worker* if your focus is getting everything done by yourself.
- You are a *student facilitator* if your focus is getting everything done with the help of other people.
- You are a *student leader* if your focus is on helping other people in the process of getting everything done.

Once again, my hope is that students who step in to fill a student *leadership* position will then begin to step up to the role of student *leader*.

Let's pause here a moment. I can hear you pushing back a little bit against this one already. You are probably reading this on a monitor or handout and saying, *"But I was elected/selected to serve ON a team. I don't get to GATHER a team."* Like I said, I hear you.

The unfortunate thing is that most student "leadership" programs are set up to create a group of student *workers* or student *facilitators*. They hand out job descriptions that tell you what to do. You have tasks and projects and events you have to accomplish. Yet, what they fail to tell you or equip you to do is accomplish those things while guiding a team of people...to lead.

Even if your system or structure isn't set up for you to create and develop a team of people...that's exactly what I'm encouraging you to do. Here's some things to look for and think about as you tackle this priority.

Think About It

Name three people
that you want on
your team.

What are the
weaknesses you
possess?

Who do you know
that has strengths in
the areas of your
weakness?

1. Potential Leaders.

You will want people on your team who may not currently serve in a leadership position, but exhibit the potential to be a leader. In order to do this, you must begin to look at people not as they are, but as they could be or become. Identifying potential is somewhat of a sixth sense. If you don't have this ability, find someone who does. Ask them to be your eyes and ears to spot these individuals. One of the reasons you want potential leaders on your team is because you want to spend time developing the leaders who will carry on after you have left your position.

2. Diverse talents and strengths.

You might be tempted to put people on your team who think like you, act like you, and agree with you. But that only creates a weak team that lacks perspective. Find people with different backgrounds. Seek out people who excel in areas you are weak in. Remember, your first priority isn't to create a team made up of all your close friends, but to create a team that's well-rounded and will add value to accomplishing your vision.

3. Recruit others to a cause, not a position.

A leader must communicate the vision of the team (reread priority #2). If you ask people to be on a team and oversee a certain task without framing it in the context of the Big Picture...they won't be as passionate about what they're doing. People want to be a part of something bigger than themselves. They want to make a difference and feel like what they're doing is making a difference. As the leader, show people how they can do that through their role on this team. Help them to see that they are involved in significant work.

4. Look for people who have succeeded elsewhere.

I'm a firm believer that certain people can be successful no matter where you plant them. Intelligence and savvy move with a person from place to place. Find someone who has risen to the top in another area and he or she can probably do it again on your team.

5. Clearly communicate levels of commitment and expectations.

When you put your team together, clearly state at the beginning what you expect of those on your team (we'll tackle this one in priority #6). Make sure that your team doesn't have to guess what your goals, vision, and strategies are. Nothing will sap the momentum and vitality of your team more than failing to clearly communicate with each other.

A great leadership expert once said that a leader is only as good as those closest to him or her. The people you place on your team will determine the level of your success. Choose wisely.



THE FOURTH PRIORITY: DEFINE YOUR GOALS.

"If you don't know where you're going, how can you expect to get there."
- Basil S. Walsh

"Goals are dreams with deadlines."
- Diana Scharf Hunt

"Goals that are not written down are just wishes."

One of the most overused cliché's out there is the phrase, "At the end of the day..." People use it as a way to sum up an argument. They use it to make their point (or point of view) appear to rise above all of the confusion and chaos that exists "during the day."

With that disclaimer, I'm going to go ahead and use it, in a slightly different way, as an introductory question for this priority.

Imagine that you and I get to sit down at the end of your student leadership year. We are talking about all of the highs and lows, the good times and the not-so-good times. Then I lean in a little and look you square in the eye and ask this question:

At the end of the day, what did you actually accomplish as a student leader?

Now we get to the heart of the matter.

In my seminar called, Impact, I identify student leaders who are in a position of leadership but make no difference - don't accomplish anything - within that position. I call them "figureheads." Maybe you've seen one or two of those?

One of the best indicators that you will accomplish something (meaningful!) during your time in student leadership is the clear list of objectives you state for yourself (and those you'll work with) at the beginning of your student leadership year.

So I'm encouraging you right here at the start of your student leadership year to define your goals. Here are some ways you can do that.

1. Dedicate yourself to goals that are bigger than you can accomplish alone.

You'll probably get tired of hearing me talk about this, but it's an important distinction: a person who does everything by him or herself is a student *worker*, not a student *leader*. Goals that require more than your own effort will actually help move you toward being a leader. More people equals a greater need for leadership. Leaders create goals that accomplish something for the benefit of others. Goals that only benefit you are small goals. Dedicate yourself to goals that make a difference and you'll see that others are willing to dedicate themselves to those types of goals as well.

Think About It

What's the
motivation behind
each of your goals?

How will you assess
the success or failure
of your goals?

How will you inspire
others to take
ownership in your
goals?

2. One of the best ways to define your goals is to make sure you can measure them.

If your goal is to be the best insert your student leadership position here you can be, that's great. But it's going to be really hard to measure. Goals need to be defined in such a way that you can know for certain when, where, and how they were accomplished. For example, stating a goal like: *Have effective meetings* is not a measurable goal. But saying, *Distribute action items to team members at the end of every meeting* is measurable.

3. Declare your goals.

Don't make these goals your best kept secret. If you are going to create goals that are bigger than you, let people in on it. Declaring your goals will help you in a couple of ways. First, it makes you immediately accountable. When others see you, they're going to ask how it's going, how are you coming along with that crazy, big goal you declared. Second, as I mentioned before, people want to be a part of something bigger than themselves. Declaring your goal may be your best recruitment tool. You may be the leader people have been waiting for to make this type of goal a reality.

4. Break your goals down into steps.

If your goals are bigger than you, they will take more work to accomplish. In order to make things more manageable, break your goals down into tangible steps. Big goals are simply small goals combined. This is where leadership is crucial. You will need to make decisions about strategy and tactics in the day-to-day work. You will be required to communicate with everyone where your team is at as you move closer to accomplishment.

5. You can't do anything you want. Your goals should be aligned with the other priorities.

Do you want to confuse people and frustrate others? Then define goals that have absolutely nothing to do with your position, your vision, and the strengths of your team (as well as the other three priorities we'll talk about on the next few pages). The reason I mention this here is because I've seen student leaders use their position of leadership for something outside of their responsibility or authority. Since you only have one year in your student leadership position, use the time wisely to do what you've been elected or selected to do.

Have you begun to see some of the overlap that's occurring? Each of these priorities is tied to the others. They effect each other. They work together in demonstrating and developing your leadership. Don't get overwhelmed. You can do this. You were put into your position for a reason.



THE FIFTH PRIORITY: CREATE YOUR TIMELINE.

We each possess a valuable resource. In fact, everyone gets the same amount of it. But we don't use or invest it in the same way. The resource is time.

Time is a fixed entity. Everyone experiences 24 hours in a day. No matter how you measure it or market it – we all have the same amount of time.

I know time is valuable because of the way people talk about it. We describe our use of time with terms like spending, investing, making the most of, and not having enough of. Time is a resource as valuable as money. As a student leader, you have one year. A certain and fixed amount of time. How you invest, spend, and make the most of this one year will be dependent upon how you manage your calendar.

Your calendar is one of the best tools you have for managing and making the most of your time. Think of your student leadership year as one big timeline with a starting point and an ending point.

There will be a tendency and a temptation for you and your team to begin living from event to event. When this happens, every activity, task and project will seem like a race, with you and your team one step behind. You'll be trying to hang on as you move from one thing to the next with no sense of connectedness or purpose. You'll simply feel busy.

A leader doesn't have to fill in all of the dates on the timeline him or herself. But he or she does have to monitor it and manage the highs and lows that inevitably come during each student leadership year. Here's some of the ways you will benefit by having a timeline.

1. Work from one timeline.

I've been using the words calendar and timeline interchangeably. A timeline is simply a linear calendar that has a beginning and end. A timeline helps you put things in order chronologically. You can create your timeline in a planner or in Google Calendar or on a giant whiteboard. It doesn't matter where, it only matters that there's one. Don't piece your timeline together from multiple places. Keep one timeline in one place. Let me say it again – create, correct, and edit *one* timeline throughout your student leadership year. Pick one format and stick with it.

"Life can only be understood backwards; but it must be lived forwards."

- Soren Kierkegaard

Think About It

What type of calendar will you use this year?

What type of strategy will you create to keep your eye on the future when you get busy in the present?

2. A timeline gives you perspective.

People fall prey to the event-to-event lifestyle when they lack perspective. A timeline helps you to see what's next. It also helps you to see what's coming. A leader knows what needs to happen in the present moment but can also see one to three months ahead. If you don't maintain this type of Big Picture perspective, your team will get blind sided at some point during the year. A lot of calendar crisis moments can be averted if you help your team view the timeline from a variety of perspectives.

3. A timeline helps to create space for excellence.

Your most creative and quality work occurs when there's some space in your schedule. It happens when you're able to carve out some time to focus. A timeline helps you to set aside creative space to do your best. Putting on an event may require you to plan for this creative space a few weeks before the event occurs. If you are always waiting until the last minute to pull off an event or plan an activity, you limit your options. Just getting things done is not excellent work. While there may be moments where everyone has to jump in and put something together at the last minute in order to make it happen, that should be the exception and not the norm.

4. A timeline gives you a reason to say no to certain things.

It's important to put all of your big events and most time-consuming activities on the calendar first. Make sure to add in the traditional events everyone is counting on. Then, begin to add in some of the extra things you would like to accomplish throughout the year. But make sure you don't overload your team with busy work.

Once the priority events are on the timeline, ask yourself if your team realistically has the time (with everything else they're involved in) to accomplish something else. There are so many great things you could accomplish, but not all of them can be accomplished. I encourage my students to work from the philosophy of providing four activities that score an "8" (on a scale from 1-10, with 10 being excellent), rather than provide eight activities that score a "4."

5. Your timeline should contain all of your deadlines.

An activity or event will occur on a certain date and at a certain time. But you and I both know there is a lot that needs to happen prior to that date in order to pull off a successful event. This is the beauty of deadlines.

I encourage our student leaders to "plan backward and implement forward." That means we start with the date of the event on our timeline and then work backwards. There are certain tasks that need to be accomplished one week, two weeks, three weeks, etc. before the event.

We put those on our timeline. We ask questions like: *How soon before the event do you get publicity out? When are deposits due? Have we reserved the space and equipment?* These are the type of deadlines that need to be placed on your timeline.

As you can see, there's a lot more to managing a timeline than simply putting due dates and deadlines on it. It requires an almost daily awareness of the leader to know where the team is at and constantly remind them of what's ahead. The timeline is a tool every student leader needs to manage and maintain through their student leadership year.



THE SIXTH PRIORITY: STATE YOUR EXPECTATIONS.

At the beginning of your student leadership year you see a lot of potential.

Rather than problems you see possibilities. Your team is loaded with people who will do something greater than what's been done before. Your events will be bigger and better than what was offered last year.

I don't know how many times I've heard student leaders stand up at the beginning of their student leadership year and boldly state: *This is going to be the best year ever!*

I love the optimism we all feel at the beginning. It is an exciting time of year. It's exactly why this is the moment when a leader needs to raise the bar. I want to encourage you to do more than hope for the best. Take your hopes and write them down in the form of expectations that each person on your team will reach for and work toward.

In order to achieve the goal of "the best year ever" you will need to expect greatness. When you expect greatness from someone, you set the stage for them to be great. You stretch their thinking. You help them raise the bar on what they see as possible for themselves. You force them to realize that playing small is not acceptable. And when you state expectations clearly and consistently, people usually rise to the occasion.

When it comes to expectations, I encourage you to consider the following.

1. State your expectations early.

By early I mean early. Right from the start. Gather your team and let them know what you expect of them. It's ineffective to only state your expectations at the point when people fail to

"Nobody rises to low expectations."
- Calvin Lloyd

"High expectations are the key to everything."
- Sam Walton

meet them. Be crystal clear about your expectations. Make sure they are realistic and reachable. Realistic expectations usually deal with things like quality, quantity, timeliness, methods, and costs. Most of the conflicts on your team will come as a result of unmet expectations – yours or theirs.

2. Communicate your expectations often.

It's not enough to state your expectations once. It's not enough to write them down, pass them out, or post them on the wall. They must be continually communicated. People must also understand the "why" behind each expectation. Take time to explain the rationale. If you're only reason is "because you said so" you're acting like a dictator (which isn't an effective leadership style). One of the best ways to communicate your expectations is to embody them yourself. If you only say it but you never do it you're expectations will fall to the wayside quickly.

3. Just as you'll have expectations of the people you lead, so they'll also have expectations of you.

Everyone has expectations. That's because everyone has a picture in their mind of how they want things to turn out and how they want to be treated. As you state your own expectations, it's important to listen to the expectations of those whom you lead. Listening to the expectations of others helps you know where you stand with people. Some of the expectations you hear from others may not be realistic or even practical. They may be in conflict with the expectations you've set for your team. But at least you're aware of them. One thing I've discovered is if you set your own personal expectations high, you will probably reach or exceed the expectations of others. If you expect excellence, your expectations will be higher than most.

4. Expectations must be managed daily.

Expectations are a form of accountability. By stating them early and managing them on a daily basis you challenge your team to function at it's best. A team will begin to fragment when one or two of its members begin to function below the stated expectations of the group. Expectations also serve as a tremendous way to identify potential leaders. Leaders tend to rise to the challenge of higher expectations. Also, when people know what is expected of them and buy into it, they are able to partner with you in challenging others to aim high as well.

5. Sometimes enforcing expectations requires flexibility, sometimes firmness.

I mentioned the word "dictator" above. Effective leaders understand that some expectations can never be compromised, while others may be adapted along the way. The goal of expectations is for people as individuals and as a team to function at their highest level. There may be circumstances that require you to change an expectation because it's no longer realistic or reachable. This is when a leader understands that failure to achieve an expectation

Think About It

How will you reward people when they meet your expectations?

Write down three expectations you have for yourself.

State them in positive terms (say "I will... rather than "I won't...")

is backed by a solid reason and not merely an excuse. Unrealistic and unreachable expectations can kill the morale of any team.

One of the ways you know your expectations are reasonable is if they align well with your vision, your goals, and the potential of your team. An expectation as simple as “be on time to meetings” will move you forward in all of those areas. An expectation of “submit a five-page report at each weekly meeting” may be extreme and stall any chance at success you have and frustrate your team members.



THE SEVENTH PRIORITY: CAPTURE YOUR MOMENTUM.

“As any athlete knows, momentum is the most unstoppable force in sports. The only way to stop it is if you get in your own way, start making stupid mistakes or stop believing in yourself.”
- Rocco Mediate

In the student leader year, momentum naturally occurs at the beginning. There is a lot of energy and excitement and a sense of “newness.” The buzz and dynamics of having everyone back on campus creates a strong sense of togetherness. But momentum will soon fade if it’s not nurtured, managed, and fed with an intentional plan.

If you think about it, momentum is a student leader’s best friend. When you have it, you appear better than you really are. When you lack it, you look worse than you really are. When a team or organization has momentum, it can overcome obstacles easily and without much effort.

A great illustration of the power of momentum is a moving train. When the train is standing still (no momentum) you can keep it stopped with a small block of wood wedged in front of the wheels. But that same train, moving down the tracks with some velocity can break through a six foot wall of concrete with little effort.

Momentum is often elusive and mysterious. It takes tremendous energy, either all at once or over time to build and gain momentum. Sometimes you need something big, like the incredible thrust that it takes to get a spaceship off the ground. Other times, it takes a persistent effort, like the swinging of a pendulum back and forth – each time moving a little closer to the edge.

Once you have momentum (like at the beginning of your student leadership year), it’s important to do everything you can to capture it and keep it. Here’s some things to think about when it comes to momentum.

Think About It

Where do you see your team gaining or losing momentum throughout the year?

Which momentum killers are you most susceptible to?

1. Momentum can be captured by launching something.

People get excited about new things. Whether it's the start of the new year, or a new event, or some type of new reward. The beginning of the school year has some natural momentum built into it because there is a strong sense of "newness" – new students, new classes, new events. Take advantage of this time to include others and get them involved.

2. Momentum can be captured by leveraging something.

Use the momentum from one event, activity, or success to create momentum in other areas. For example, a successful event generates momentum. Think about what you can offer or do as a follow-up to the event to sustain momentum. One question that's helpful here is to simply ask: Now that we have this, how can we use it to help us achieve what's next?

3. Focus on your #1 goal.

Often times, a team loses momentum because they're focused on too many things. If this is the case, then it's time to refocus the team's efforts on one or two goals. Focus is the friend of momentum. Momentum can be captured through focus. When you focus your efforts in one area, you are able to exert more of your energy toward achieving that goal. It's hard to create momentum if your jumping from task to task and idea to idea.

4. Acknowledge and celebrate every step in the right direction.

There are steps you can take that will kill momentum (see #5) and steps you can take to capture momentum. One step in the right direction is working toward continual improvement. Jim Collins, in his book, *Good To Great*, said, *"Tremendous power exists in the fact of continued improvement and the delivery of results. Point to tangible accomplishments — however incremental at first — and show how these steps fit into the context of an overall concept that will work. When you do this in such a way that people see and feel the buildup of momentum, they will line up with enthusiasm."*

5. Avoid momentum killers.

There are certain practices that will kill momentum...every time. For example, if you always wait until the last minute to get things done, you'll give yourself less options for excellence. Mediocrity also kills momentum. Whenever you or someone on your team experiences a crisis in their character (through poor choice or lack of integrity) it diminishes momentum. Indifference is another way that people and activities slowly lose their energy.

At the start of every student leadership year, you will have momentum. Your job as the leader is to capture it. Momentum is much harder to start than it is to maintain. This is why you demonstrate your leadership by capturing momentum on your team and in your organization.

As you work your way through each of these seven priorities, I hope you'll discover a few things:

- a) These priorities are actions that leaders take, no matter their position.
- b) You can learn and develop your skills in each one of these actions.
- c) If you'll work at being a better leader, you'll do a better job in your position.

If you're in the middle of your student leader year and you just started reading this, it's not too late. The good news is you can always start from where you're at. The best thing about being a student leader is the "student" part - you get to learn as you go along.

That's why I started this whole thing with this: The best leaders are learners.

EVALUATION

Take a moment and rate yourself on each of the seven priorities. (1=poor, 10=excellent)

Think About It

Where do you see your team gaining or losing momentum throughout the year?

Which momentum killers are you most susceptible to?

KNOW YOUR POSITION

1 2 3 4 5 6 7 8 9 10

SET YOUR VISION

1 2 3 4 5 6 7 8 9 10

GATHER YOUR TEAM

1 2 3 4 5 6 7 8 9 10

DEFINE YOUR GOALS

1 2 3 4 5 6 7 8 9 10

CREATE YOUR TIMELINE

1 2 3 4 5 6 7 8 9 10

STATE YOUR EXPECTATIONS

1 2 3 4 5 6 7 8 9 10

CAPTURE YOUR MOMENTUM

1 2 3 4 5 6 7 8 9 10

ABOUT

Tim Milburn currently serves as the Director of Campus Life at Northwest Nazarene University, located in Nampa, Idaho. He develops resources and tools that equip students to become student leaders, both on their campuses and in their communities.

If you've found this ebook helpful, you can feel free to pass it along to others. The only thing you can't do with it is sell it or offer it without proper credit. You can also find other helpful resources designed for student leaders at timmilburn.com.

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