Capstone Project

Student Leadership
In Youth Ministry

The Impact & Effectiveness of Student Leadership in Youth Ministry

Graduate Ministry

College of Graduate Studies

Indiana Wesleyan Seminary

Larry Ely

December 2013

THE IMPACT & EFFECTIVENESS OF STUDENT LEADERSHIP
IN YOUTH MINISTRY

Abstract

Developing effective student leadership training programs is an important aspect of youth ministry. Learning how to improve these programs and make them the best that they can be is of vital importance to the health of the overall youth ministry. The research problem is "A Study of the Impact and Effectiveness of Student Leadership in Youth Ministries in Hilliard, Ohio." This study is limited to one suburb of Columbus, Ohio and focuses on five youth ministries' student leadership development programs. The aim of the study is to research the type of impact student leadership has had on individuals as well as youth groups and how to enhance program effectiveness if needed.

Keywords: student leadership, teen leadership, leadership development, youth ministry leadership, leadership teams

Table of Contents

The Impact & Effectiveness of Student Leadership in Youth Ministry

Chapter 1: Introduction

There are many types of student leadership ranging from student leadership in school

government, community organizations, college campuses, and even in the church. In regard to

the church, student leadership in youth ministry is a unique subject and presents its own set of

challenges. One of the challenges is how to determine if a student leadership training program is

being effective and making an impact.

Background to the Study

One of the main issues in regard to student leadership in youth ministry is whether it is

needed or necessary. Not everyone agrees about the role of students in youth ministry. Some

youth leaders believe that the adults can run things just fine, and they are reluctant to let students

lead (Rochester, 2001, p.55). Others think that getting students involved in leading is essential to

the life of the youth ministry. Doug Fields (2011) states, "I believe one of the elements of a

healthy and effective youth ministry is the presence of teenage leaders" (para. 1). In addition,

there is a huge difference between having a ministry "to" teenagers in which they are just

recipients versus developing a ministry that is "by" teenagers in which they are the hands and

feet of the ministry (McKee & Smith, 2011, p. 12).

A second major issue in regard to student leadership is the balance between adults

leading and students leading. Eventually, the question of "How much leadership do we allow

students to have?" becomes a hot topic. Often times, the adults do not want to give up any

control or they completely hand the program over and it lacks proper supervision (Devries, 2004,

p.52). A related article in the Journal of Leadership Education comments on the need for

teenagers voice to be heard in the planning process and states, "While some of the respondents

felt they had a voice, there was a strong feeling that they did not have the ability to carry out their plans because service activities were 'planned before we got there' or the adults 'didn't listen to anybody'" (Webster, 2006, p. 33). This type of breakdown can be avoided if a proper balance of adult & student leadership is found, but it is not easy.

Another issue that arises in regard to student leadership is what type of student leadership program to implement. There are many different ways to approach the format and structure of a leadership team. Which ones are the best and which types experience frequent problems? Some of the various models range from adult led/student guided, student led/adult guided, team leadership, shared leadership, to ministry teams, and programming teams.

One of the problems of student leadership is that it can be difficult to assess its effectiveness. Sometimes results are not seen right away and other times it may not be the actual program changes but the character of the student that has changed. It is important to try to gather data and evaluate the impact and effectiveness of student leadership in our ministries to see if they are accomplishing what they were intended to do. In developing a framework to measure servant leadership Page & Wong state, "We believe that with encouragement, training, and a means of measuring leadership development more servant leaders will emerge and -they will be at the forefront of positive change promoters in society" (1999, p. 20).

Another problem in developing effective student leadership is determining the goal of the program. What is the purpose of the student leadership program? Is the goal to plan events, to serve by using spiritual gifts, or is it character formation and transformation? (Mcluen & Wysong, 2009, par 21). Often times, it may be a combination of these and other elements.

All in all, student leadership is an important subject and trying to develop the most effective student leadership development program is a challenging task.

The Problem Statement

"A Study of the Impact and Effectiveness of Student Leadership in Youth Ministries in Hilliard, Ohio." This study is limited to one suburb of Columbus, Ohio and will focus on five youth ministries' student leadership development programs. The aim of the study is to research the type of impact student leadership has had on individuals as well as youth groups and how to enhance program effectiveness if needed. The focus of the research will be geared toward four main people groups:

- Student Leader Graduates who served in a leadership role during the ages of 14-18

- Parents of current and former student leaders

- Adult Volunteers who observed students in leadership during the ages of 14-18

- Youth Pastors of local churches

In addition, the research will be limited to the impact and effectiveness of student leadership over the past five years from 2009-2013.

Objectives of the Study

Student leadership is an important topic in youth ministry and learning if the methods of student leadership development are working or not is vital to the health of church youth groups. The purpose of the study is to find out what type of impact student leadership has had on student leaders themselves as well as on youth groups as a whole. The goal is to find out if improvement is needed and to help make leadership development programs in youth ministries function better and be more effective.

Significance of the Study

This research is significant for several reasons. First, it aims to help youth pastors and youth leaders in Hilliard provide more effective student leadership training. Second, this

research aims to help youth groups as a whole capitalize on the possible benefits of student

leadership and avoid possible shortcomings. Third, this research aims to help future student

leaders have an even richer experience due to the possible improvements that may result from

this research. Fourth, this study will benefit the researcher as well, as the researcher seeks to

enhance the student leadership training program in his own youth ministry. Fifth, this research

aims to benefit the field of youth ministry by offering a sample comparison and contrast of

different student leadership programs that may prove useful on a larger scale as youth ministries

in other cities seek to improve their ministries.

General Conclusions

Impact was measured in four areas with external and internal impact scoring the highest

percentages, while eternal and continuing impact scored lower. Effectiveness was measured in

four areas with leadership development scoring the highest percentage while spiritual and

character development scored lower. In regard to the degree of improvement, 64.5% stated it

was significant and 29% stated some improvement.

Structure of the Study

This study is divided into seven main sections which include: Introduction, Literature

Review, Theological Reflection, Research Method, Research Results, Data Analysis, and

Conclusion. The Literature Review is a summary of previous work done on the topic of Student

Leadership. The section on Theological Reflections provides a Biblical basis for the research.

The Research Method section describes the type of research tool that was used to collect the

data. The section on Research Results shows the actual research data collected from the surveys

and interviews. The Data Analysis section analyzes the research for patterns, themes, and trends.

The research Conclusion summarizes the main aspects of the research and its implications in

regard to a solution to the research problem.

Chapter 2: Literature Review

Student leadership in youth ministry is a very specific topic within several larger

frameworks. Although, it is within the field of youth ministry, it also rests within the field of

student leadership in general, and as broad as the field of leadership as a whole. In order to

better understand the area of student leadership in youth ministry, it is helpful to work backwards

from leadership in general.

General Leadership Models & Strategies

The field of leadership and leadership development is very broad and full of many great

works on the topic. It is difficult to summarize all the work that has been done in this field of

study, but a general overview of key aspects is possible in order to provide a broad framework.

John Maxwell has authored many books on the topic of leadership in recent years. Maxwell's

The 21 Irrefutable Laws of Leadership and *The 360 Degree Leader* are both well known for their

emphasis on leadership development. According to Maxwell, while some innate or natural

ability to lead is helpful, leadership skills, tools, and techniques can be learned, honed, and

embraced (2007, p.xxi). In his book *The 5 Levels of Leadership* John Maxwell states that

leadership is influence (2011, p.2-3). "If people can increase their influence with others, they

can lead more effectively" (Maxwell, 2011, p.2). Maxwell goes on to say that "Leadership is a

process, not a position …. Leadership deals with people and their dynamics, which are

continually changing. They are never static. The challenge of leadership is to create change and

facilitate growth" (2011, p.4).

Stephen Covey is also a key contributor in the field of leadership development. Covey's

most well known work is the *The 7 Habits of Highly Effective People* as well as *Principle-*

Centered Leadership and *The 8th Habit.* Covey's main principles can be broken down into three

groups: The Private Victory (be proactive, begin with the end in mind, put first things first), The

Public Victory (think win-win, seek first to understand-then to be understood, synergize), and

Renewal (sharpen the saw) (1998, p.6).

In the book, *True North*, Bill George emphasizes the need for authentic leadership to be

centered in the true passion and calling of the leader (2007, p.154-155). His research is built on

125 interviews, encounters, and life stories of CEO's, Presidents, Chairmen, Fortune 500

Companies, Government Leaders, Product Managers, Marketing Directors, Vice Presidents, and

General Managers (George, 2007, p.209-217). At the heart of it is this: "Just as a compass points

toward a magnetic field, your True North pulls you toward the purpose of your leadership"

(George, 2007, p.xxiii). His leadership model can be summarized by what he calls the five

dimensions of an authentic leader: pursuing purpose with passion, practicing solid values,

leading with heart, establishing enduring relationships, and demonstrating self-discipline

(George, 2007, p.xxxi).

In regard to whether leaders are born or made, famous Green Bay Packers football coach

Vince Lombardi states, "Leadership is not just one quality, but rather a blend of many qualities.

And while no one individual possesses all of the talents that are needed for leadership, each man

can develop a combination that can make him a leader. Contrary to the opinion of many, leaders

are not born; they are made. And they are made by hard effort, which is the price we must all

pay for success" (Lombardi, 2001, p. 37). Lombardi had a unique leadership model that can be

summed up this way: leadership begins with self-knowledge, self-knowledge is the basis for

character, character is the root of integrity, and integrity is the foundation of leadership

(Lombardi, 2001, p.10-11). While leadership experts may continue to debate the nature versus

nurture of a leader, most will agree that the character of a leader is paramount or what Covey

calls the 'Private Victory' (Covey, 1998, p.6).

In regard to practical methods & measuring effective leadership, Tony Dungy, Super

Bowl winning coach of the Indianapolis Colts & best selling author of *The Mentor Leader*, offers

the Seven E's of Enhancing Potential: Engage (be with your team), Educate (teach your team),

Equip (skill development), Encourage (build up the team), Empower (give them freedom to

lead), Energize (inspire & motivate the team), and Elevate (reproduce & raise up new leaders)

(Dungy, 2010, p.165-167). "As a mentor and leader, I have found that I cannot move the ball

forward with positive, nurturing leadership, until I engage with those I am blessed to lead. Once

I've engaged with them, I am able to educate and equip. Throughout the process, it is essential

to encourage, empower, and energize in order to finally elevate the people around me" (Dungy,

2010, p.166).

In summary, the field of leadership is vast, but it provides a broad framework in which to

view student leadership.

Student Leadership in General

To continue, student leadership can be found in multiple arenas from high school and

college campuses, to student government, to the Boy Scouts, 4H, and community service groups.

In their book *The Student Leadership Challenge*, Kouzes & Posner offer five main

practices for effective student leadership: model the way, inspire a shared vision, challenge the

process, enable others to act, and encourage the heart (2008, p.10). Although their goal is to help

student leaders on college campuses become better leaders, many of the concepts are universal

and can applied in a variety of leadership settings. The authors believe that leadership can be

learned "Leadership is an identifiable set of skills and abilities that are available to everyone"

(Kouzes & Posner, 2008, p.3).

In a research article titled *Understanding the Perceptions of Service Learning with Teen*

Leaders, Webster, Bruce, & Hoover argue for the need for teen input in the development process

of community service opportunities. "Without the voice of youth, service learning projects fail

in their efforts to be truly engaging and effective programs" (Webster, 2006, p.29). In order for

the programs to be more effective, they need student feedback and teen involvement in the

planning.

Student leadership development is a topic of interest in Dan Appleman's book

Developing Teen Leadership. He addresses important areas like creating boundaries, fostering

healthy communication, and even allowing teen leaders to fail at times in order for them to learn

from their mistakes (Appleman, 2011, p.8). He also cautions adult mentors against trying too

hard to be liked by students and instead focus on earning their respect (Appleman, 2011, p.4).

"If you want teens to learn leadership, you must let them lead. That sounds rather obvious,

doesn't it? Yet it's astonishing how many adults try to teach leadership by taking on the

leadership role themselves and hoping that the teens will follow their example" (2011, p.3).

In a research article titled *A Conceptual Framework for Measuring Servant Leadership*,

Page & Wong offer the following assessment tool for measuring servant leadership:

- 1.Character Orientation: Integrity, Humility, Servanthood

- 2.People Orientation: Caring for others, Empowering others, Developing others

- 3.Task Orientation: Visioning, Goal setting, Leading

- 4.Process Orientation: Modeling, Team building, Shared decision-making

  (Page & Wong, 1999, p.16-17)

While the article is a little dated their research is unique as it compares and contrasts command style leadership and servant style leadership (Page & Wong, 1999, p. 4-5). In the end, they argue that servant leadership is the best approach for effecting positive change in the world (1999, p. 20-21).

Student Leadership in Youth Ministry

As we come to student leadership in youth ministry, Doug Fields is a leading author in the areas of student leadership and youth ministry, and he has authored many books and articles on the topic. In a recent article, Fields stresses that there is no perfect formula for developing student leaders, but the key is to get the students into the game of serving, leading, and actually doing hands-on ministry (Fields, 2011, Part 1, para 2-22). Accordingly, effective student leadership is about getting teenagers doing ministry and actually leading their peers.

Many authors agree that getting students involved in serving and leading is of vital importance. "After 50 years of life in the church, half of that serving in leadership roles, I'm convinced that the most overlooked 'game-changer' in ministry is young leader development" (Nelson, 2010, p.47). "I believe one of the elements of a healthy and effective youth ministry is the presence of teenage leaders" (Fields, 2011, Part 1, para 1). "Nothing supercharges your teenagers' growth in Christ more profoundly than equipping them to lead" (Sutton, 2013, p. 38). "No matter what 'flavor' they come in, [leadership] kids are the fuel rods in your ministry's nuclear reactor" (Nelson, 2010, p.48).

What is student leadership? Nelson defines it this way "Leadership is the process of helping people accomplish together what they could not do as individuals. Leaders are people who get leadership going" (2010, p.47). In the book *Ministry By Teenagers*, McKee & Smith discuss student leadership and developing a ministry mindset that is about empowering teenagers

to do the work of real ministry. Their main emphasis is the difference between having a ministry

"to" teenagers in which they are just recipients versus developing a ministry that is "by"

teenagers in which they are the hands and feet of the ministry (McKee, 2011, p.11-14). They

explore the potential for huge impact and effectiveness that student leadership can have on a

youth ministry and in the church. They also clarify the difference between serving and leading.

"Every leader should serve, but not everyone who serves can lead" (McKee, 2011, p.17).

     In an article on equipping student leaders, Mcluen & Wysong offer insight into

developing a student leadership program by addressing some essential keys to success that

include: creating the right environment, laying the groundwork, the student selection process,

applications, organization of the team, training, team development, character formation, and

building community within the student leadership team (Mcluen & Wysong, 2009, p. 50-51). Of

these many key aspects, character development is a vital component effective student leadership.

     In the chapter titled "Can Students Handle Responsibility? – Investing in Student

Leaders", Doug Fields states "God often uses leadership opportunities to help teenagers develop

spiritually. If you allow students to lead, you'll have the privilege of encouraging, validating,

and shaping their faith" (2002, p. 106). Effective student leadership involves the spiritual

development of teenagers and their faith.

     Doug Franklin heads up the student leadership training group LeaderTreks which is

known for it's hands-on leadership experiences, books, and curriculum. In a recent article titled

"Strong Leadership" he argues that a student leadership team is only as strong as the youth leader

and that youth leaders need to take a close look at themselves and ask tough questions (Franklin,

2011, p.29). In other words, the foundation of an effective student leadership team starts with

the heart, mind, and soul of the person or people in charge.

What does it mean to be a student leader? According to Franklin, "Leadership isn't about popularity, or a title, or a position. It's about making a lasting impact by following the call of God, taking appropriate risks, and challenging other teenagers to follow Christ" (Franklin, 2012, back cover).

However, not all youth leaders agree that student leadership & leadership teams should get so much attention and focus. "A new kind of youth ministry moves beyond 'building leaders' and toward 'developing contributors' as its primary theme…. It requires youth ministers who are eager to invest in youth with leadership gifts, but also fully attentive to the importance of shepherding the full flock" (Folmsbee, 2007, p.76). He argues for a more balanced approach to ministry and questions why the gifts of teaching, administration, and leadership have been elevated above the rest (Folmsbee, 2007, p.78).

Getting Students Serving & Leading

As youth leaders seek to get students more involved, one practical step is to ask good questions about what current ministry tasks or roles could be done by students instead of adults (Fields, 2011, Part 3, para 6)? One of the best ways to equip students to lead is to mentor them and put their leadership into action moving from smaller administrative tasks to larger teaching roles (Sutton, 2013, p. 38). "Start small. As leaders prove themselves, let them lead bigger projects, giving them a chance to gain experience in a safe environment" (Nelson, 2012, p. 48).

Another idea for effective student leadership is to match students giftedness with related tasks. For example, if a teen has the gift of encouragement let him use it to encourage others in the group (Williams, 2012, p.36). Matching gifts and talents is key, but it is also important to assess and evaluate your leadership and the students' leadership with the goal of pleasing God first (Hunter, 2010, para 8).

Types of Student Leadership

In the article *Empowering and Equipping Student Leaders* Mcluen & Wysong outline

five distinct types of student leadership training programs: peer ministry (helping friends in

crisis), peer evangelism (sharing one's faith), servant/work teams (serving behind the scenes),

ministry leadership teams (upfront public roles), and program planning leadership teams

(involved in the overall direction of the entire youth group) (2009, p.49). Each type is different

with a unique purpose and emphasis.

There are different approaches to student leadership especially between high school &

middle school groups. Kurt Johnson in an article titled *The Student Leadership Puzzle* offers

three strategies for student leadership using Jr. High ministry perspective ranging from informal

to strategic: unorganized organic approach (see who rises up), moderately organized (regular

meetings, expectations, defined roles), highly organized (high ownership, responsibility,

commitment, & decision making) (Johnson, 2008, p. 39).

Alan Nelson in his article *Finding & Fueling Student Leaders* suggests four main ways to

develop student leaders that include: Group them together (meet together), Give them

opportunities to truly lead (equip & unleash), Mentor them (modeling & training), and Disciple

them (spiritual growth) (Nelson, 2010, p.50-51).

In regard to the purpose of student leadership and youth ministry, Greg Stier, the

president of Dare2Share Ministries & founder of Lead THE Cause University, argues that it is

ultimately about multiplication. The idea is to make disciples who make disciples. "It is much

easier to settle for a lesson plan or program than to reproduce spiritual producers who reproduce.

One takes a time investment; the other takes a life investment" (Stier, 2010, p.44).

In contrast, not everyone agrees about the purpose of student leadership and what it is all about. Nelson argues that true student leadership training needs to focus on organizational leadership and not merely serving in a role. "And by the way, leadership isn't standing on a stage with a worship team or turning knobs on PA system. That's serving. Leading is overseeing a worship team or service and supervising a team of AV techs" (Nelson, 2012, p. 48).

Student Leadership Pitfalls, Cautions, & Dangers

Often times leadership in youth ministry tends to polarize toward adult only leadership, or unrestrained student leadership. Neither approach is ideal. One big key to an effective student leadership program is empowering students to lead, giving them the tools they need, and sharing the responsibility with them (Hunter, 2010, para 6-8). The idea of shared leadership is crucial. Mark Devries offers some cautions about student leadership in his article "Why Most Student Leadership Programs Just Don't Work". His advice is mainly threefold: don't hand the ministry over completely, establish parameters, and partner with the youth (Devries, 2004, para 5-12).

Even with these ideas in mind, sometimes adults do not want to give up the leadership reigns. In an interview with Educator, Coach, & Athletic Director Rene Rochester she states "Adults who work with young people need to be willing to hand off the baton. Often, we don't want to let go of the stick. We raise perpetual followers instead of leaders-especially in youth ministry" (Rochester, 2001, p.55).

Another note of concern is related to the pace at which we push students' spiritual growth, discipleship, and leadership development. Mike Yaconelli in his article "Hurried Discipleship" warns youth leaders to slow down and urges that discipleship or even student leadership is not merely a program, but a growing relationship with Jesus. "Simply put,

discipleship is a lifelong process, not a youth activity" (Yaconelli, 2001, para 8). Effective

student leadership programs seek to help student leaders grow spiritually as part of a long-term

process.

In addition to these concerns, there is another caution. There is a danger of drawing the

leadership line too narrow and excluding potential students. Fields suggests that we should

broaden our definition of student leadership beyond the popular, good looking, and outgoing

types of students (2011, para 3-5). The idea is to look for students who have a heart to serve.

Kurt Johnson & Josh Griffin echo this same idea in a student leadership article stating "Too often

the leadership of the youth group is made up of the 'chosen ones' – the shiny kids who show up

at everything…" (Johnston & Griffin, 2012, para 2). They continue on to encourage youth

leaders to see potential in the ordinary kid, not just the obvious leaders.

Conclusion

In summary, the literature review has provided a backdrop for the research topic by

covering general leadership models and strategies, student leadership in general, and student

leadership in youth ministry. Student leadership in youth ministry is full of many approaches,

styles, and differences that provide a context for the research problem.

Chapter 3: Theological Reflection

To begin, it is important to consider leadership from a Christian perspective. Secular leadership is about corporate leadership principles like: success, drive achievement, building a company, being the best, making money, or reaching the top. Some of these principles are universal and helpful like the importance of clear communication or the value of teamwork, but what does the Bible say about leadership? What did Jesus' style of leadership look like? Are there principles from Scripture that could apply to the topic of student leadership? Answering these questions will help provide a Biblical framework for researching student leadership in youth ministry.

Jesus' Style of Leadership

Jesus redefined leadership in many ways. Jesus style of leadership flies in the face of what traditional leadership strategies recommend for success. The biggest and most remarkable way that he redefined things was by turning top down leadership models upside down. Jesus flipped the idea of top down leadership over by setting aside his rightful throne and took on the nature of a servant. He gave up his rights and privileges to serve and suffer for humanity in an amazing act of love & sacrificial leadership.

> "Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. Your attitude should be the same as that of Christ Jesus: Who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant, being made in human likeness. And being found in appearance as a man, he humbled himself and became obedient to death-- even death on a cross! (Philippians 2:3-8 NIV).

Jesus style of leadership is marked by service, love, and sacrifice. Again and again in the

Gospels, Jesus demonstrates his unusual and powerful leadership style through humbly serving

others. On the night of the last supper, Jesus took on the role of a house servant and washed the

disciples feet.

> "So he got up from the table, took off his robe, wrapped a towel around his waist, and
>
> poured water into a basin. Then he began to wash the disciples' feet and to wipe them
>
> with the towel he had around him …. After washing their feet, he put on his robe again
>
> and sat down and asked, "Do you understand what I was doing? You call me `Teacher'
>
> and `Lord,' and you are right, because it is true. And since I, the Lord and Teacher, have
>
> washed your feet, you ought to wash each other's feet. I have given you an example to
>
> follow. Do as I have done to you. How true it is that a servant is not greater than the
>
> master. Nor are messengers more important than the one who sends them. You know
>
> these things—now do them! That is the path of blessing" (John 13:4-5, 12-17 NLT).

Jesus not only gave the disciples an example to follow, he gives all people an example to

emulate, especially those in leadership.

All in all, Jesus' style of leadership was profound and yet incredibly relational, dynamic,

and personal. He met people on their level and adapted his methods to meet the needs of those

around him (Luke 19:5-10).

Christian Leadership: A Biblical Perspective

Biblical leadership is about people. Jesus valued people. He challenged people. He

loved people. He died for people. True Biblical leaders must care about people, the needs of

people, and the hearts of people. Leadership at its base level is rooted in relationships. "Most of

the leadership that shapes our lives does not come from leaders with titles on an organizational

chart; it comes from leaders in our daily life role relationships" (Blanchard, 2008, p.10).

What happens when you inject God into the topic of leadership & leadership training?

The result is that five major leadership fundamentals change.

- Change in Motivation: Why Lead?

- Change in Power: Who's in Charge?

- Change in Values: What's Important?

- Change in Purpose: What's the Goal?

- Change in Strategy: What's the Plan?

Christian leadership embraces a new set of anchor points that differ from secular leadership

models. There is now a divine motivation and power behind our leadership. There is a

reprioritizing of values that happens, a redefined sense of purpose, and a reforming of effective

strategies.

In regard to a Change in Motivation, Christian leadership is motivated by God and his

calling on one's life to lead others, not just self-motivation or external motivation. The reason to

lead takes on new meaning because there is a spiritual dimension to leadership. Leadership in

the Bible is a spiritual gift as well. "If God has given you leadership ability, take the

responsibility seriously" (Romans 12:8 NLT). "We have different gifts, according to the grace

given us…. if it is leadership, let him govern diligently" (Romans 12:6-8 NIV).

In regard to a Change in Power, the leader is not the main one in charge anymore. The

person in leadership is accountable to a higher power outside of himself or the organization.

Christian leaders answer to God in addition to human accountability. Christian leadership is also

empowered by God, in that the Holy Spirit can provide power, strength, and wisdom to help the

person in leadership. "But the Counselor, the Holy Spirit, whom the Father will send in my name, will teach you all things and will remind you of everything I have said to you" (John 14:26 NIV).

In regard to a Change in Values, Jesus' value system is radically different than the world's value system. For example, often people want to be first and value getting ahead of the competition, but in God's economy things are much different: "So the last will be first, and the first will be last" (Matthew 20:16 NIV). A Christian view of leadership values the weak and less important as well as the strong. The value of serving, humility, sacrifice, and love are elevated, and people working together for the glory of God is more important than one person achieving greatness. Christian leadership values people over profits, people over programs, and people over procedures.

In regard to a Change in Purpose, the goal of leadership takes on new meaning. In addition to whatever company goals there may be, Christian leadership seeks to honor God in the process. "Praise the LORD, all you who fear him! Honor him, all you descendants of Jacob! Show him reverence, all you descendants of Israel" (Psalms 22:23 NLT)! The purpose of Christian leadership is not only to lead people, but also to help people follow Christ and grow spiritually. In addition to other responsibilities, the Christian leader needs to care about the character and spiritual health of the people he or she is leading.

In regard to a Change in Strategy, the plan to accomplish goals and execute tasks must fit with the values and purposes of the Bible. "Whatever you do, work at it with all your heart, as working for the Lord, not for men… It is the Lord Christ you are serving" (Colossians 3:23-24 NIV). Whatever plan a leader comes up with must ultimately be accomplished in a way that does not violate scripture. The leader's strategy is subject to God's authority.

Young Leaders in the Bible

There are many leaders in the Bible from kings of nations like King Nebuchadnezzar, to prophets, to pastors, to fishermen, to Jewish girls like Esther, and to men like Moses. Some leaders were good, God fearing men and women, while others were detestable God hating pagans. However, there is a group of leaders that all have something in common, but are rarely discussed.

What do David, Shadrach, Meshach, Abednego, Timothy, and some of the 12 Disciples have in common? They were all called to leadership when they were young. David was a young shepherd boy when God had Samuel anoint him (1 Samuel 16:11-13). Shadrach, Meshach, and Abednego were young men, possibly teenagers, and contemporaries of Daniel when they were taken captive into Babylon and thrown into the fiery furnace (Daniel 3:1-30). Timothy was young when he was called to be a pastor of a new church. Paul encouraged him with these words "Don't let anyone think less of you because you are young. Be an example to all believers in what you teach, in the way you live, in your love, your faith, and your purity" (1 Timothy 4:12 NLT). Even some of the twelve disciples may have been under twenty years old as they were seemingly under the age of being required to pay the temple tax (Matthew 17:24-27). All in all, the Bible does not give us specific ages of these people, but the underlying principle is that God uses young people in leadership roles. While the Bible does not address the concept of student leadership, it does give us examples of young people in leadership and even teenagers taking the lead.

Servant Leadership

Servant leadership has become a popular term to describe Jesus style of leadership. In his book *Jesus on Leadership*, Wilkes establishes The Seven Principles of Servant Leadership.

- 1.Servant leaders humble themselves and wait for God to exalt them. (Luke 14:7-11)
- 2.Sevant leaders follow Jesus rather than seek a position. (Mark 10:32-40)
- 3.Servant leaders give up personal rights to find greatness in service to others. (Mark 10: 41-45
- 4.Servant leaders can risk serving others because they trust that God is in control of their lives. (John 13:3)
- 5.Servant leaders take up Jesus' towel of servanthood to meet the needs of others (John 13:4-11).
- 6.Sevant leaders share their responsibility and authority with others to meet a greater need. (Acts 6:1-6)
- 7.Servant leaders multiply their leadership by empowering others to lead. (Exodus 18:17-23) (Wilkes, 1999, p. 7-27)

These seven principles help define how Jesus led people and offer a unique biblical leadership

perspective.

According to Blanchard, leading like Jesus is a transformational process where we try to

become more like him and embrace his servant leadership style (Blanchard, 2008, p.31-35).

"Leading like Jesus involves the alignment of four leadership domains: heart, head, hands, and

habits" (Blanchard, 2008, p.31). The idea is to allow Christ's attitude, values, and perspective to

permeate our lives and our leadership. We must have our heart and mind in the right place

personally, before we lead publically with our hands and habits (Blanchard, 2008, p.31). In his

book *Lead Like Jesus*, Blanchard offers this Transformational Leadership Model:

- Personal Leadership (Gain Perspective) – Matthew 3:13-4:11

- One-on-One Leadership (Build Trust) – Matthew 4:18-24

- Team/Family Leadership (Community/Legacy) – Matthew 10:5-10

- Organizational/Community Leadership (Reconciliation) – Matthew 28:19-20

  (2008, p.20).

"During His time on earth, Jesus poured His life into the training of His disciples in the first

three leadership arenas: personal leadership, one-on-one leadership, and team leadership. During

that process, He equipped them to follow His leadership mandate after He was gone as they

moved to the fourth level: organizational leadership" (Blanchard, 2008, p.19-20). Christian

leadership, including student leadership, involves aligning one's heart and mind with Jesus and

following his example.

Servant leadership is not only a hot topic among Christian writers, but the idea of servant

leadership and servanthood have been adopted by others as well. In his book *Servant*

Leadership, Robert Greenleaf embraces the character quality of service as an essential element to

leadership. "Servant and leader- can these two roles be fused in one real person, in all levels of

status or calling? If so, can that person live and be productive in the real world of the present?

My sense of the present leads me to say yes to both questions" (2002, p.21). While Greenleaf

seems mainly concerned about building a better society through servant leadership and

improving the human condition, underneath it is the truth that leading and serving go hand in

hand (2002, p.59).

In summary, servant leadership as lived out in the life of Jesus is a powerful and effective

way to lead, motivate, care for others, and bring about positive life change.

A Theology of Student Leadership

According to Nelson, a theology of leading is vital in understanding student leadership.

He uses Jethro's advice to Moses in Exodus 18 about delegating and appointing leaders over

groups of 1,000, 100, 50, and 10 as a reference point to talk about the capacity of a leader

(Nelson, 2010, p.48). Not all leaders are built and wired the same or with the same ability and

capacity to lead. Some leaders are good with small groups and some are better at leading larger

ones. Nelson states, "Good stewardship means we identify those teenagers who have a higher

capacity to lead, and we help them develop their God-given aptitude" (2010, p. 48).

22

According to Fields, "Developing leaders is a Biblical command" (2002, p. 198). He uses Paul's words to Timothy as a starting point for leaders to pass on their knowledge and develop young leaders. "Pass on what you heard from me to reliable leaders who are competent to teach others" (2 Timothy 2:2). Fields argues that we need to equip teenagers as well as adults to lead and do ministry (2002, p.198). "When the church decides to develop young leaders it communicates messages students need to hear: 'We take you seriously. We believe in you. You're making a difference!' " (Fields, 2010, p.198).

According to McKee, leadership is grounded in Biblical standards (2011, p.19). He uses 1 Timothy 3:1-7 as a starting point to discuss leadership standards and the idea of living an "above reproach" lifestyle with potential student leaders. Timothy's list of standards for an overseer, elder, or pastor may be a bit lofty for teenagers, but the point is to call students to a higher level of Christian conduct. "It is up to you how you want to communicate those biblical standards for the kids on your leadership team. The key is to do it" (Mckee, 2011, p.20).

Conclusion

The theological reflections in this section have provided a Biblical basis for addressing the research problem by looking at Jesus' style of leadership, a Biblical perspective on leadership, young leaders in the Bible, servant leadership, and a theology of student leadership. The Bible has many examples of leadership and principles that apply to student leadership including Jesus as a role model and example of what a true servant leaders look like.

Chapter 4: Research Methods

This research study is a qualitative study regarding student leadership in youth ministry. This study will focus on people's impressions and responses regarding the impact and effectiveness of student leadership.

Summary of the Research Problem

The research problem is "A Study of the Impact and Effectiveness of Student Leadership in Youth Ministries in Hilliard, Ohio." This study is limited to one suburb of Columbus, Ohio and will focus on five youth ministries' student leadership development programs.

Research Methodology & Rationale

In terms of methods, this research project will utilize a mixed approach involving two primary sources of gathering data. First, personal interviews will be conducted with the lead youth pastor or youth leader in charge of each church's youth ministry. For this part of the research, interviews are more appropriate and relational in connecting with fellow youth pastors than other research methods. Interviews also allow more freedom for people to respond in a dynamic setting within a conversation. While the same set of survey questions will be asked of each pastor, there is an option at the end of the interview to add additional comments that other research methods would not allow. The aim of the research interviews is to gather information about each youth ministry's student leadership training program.

Second, surveys will be used to gather data from the remaining three groups. Student leader graduates will be surveyed about their past leadership training experiences. Parents of student leaders will be surveyed about their teenager's leadership involvement. In addition, adult volunteer youth leaders will be surveyed about the impact and effectiveness of student leadership in their youth groups. Because of the number of people involved, the time restraints of the

project, and the restrictions of the university, a survey format is the best tool to gather the needed

data. Other methods were considered such as focus groups, structured observation, or archival

research, but were not chosen due to limitations or restricted access to minors.

There are two main terms used in the survey that warrant further clarification. The term

"impact" in this context will be assessed in four main categories: External Impact (benefit to

others), Internal Impact (benefit to self), Eternal Impact (benefit to the Kingdom of God),

Continuing Impact (ongoing benefit). The term "effectiveness" in this context will be assessed

in three main categories: Character Development, Leadership Development, & Spiritual

Development. In addition, each survey is divided into two categories (impact & effectiveness)

with six questions in each category.

There are several additional terms worth defining in regard to the research problem.

First, student leaders in this context are high school students that served their youth group in a

leadership role during grades 9-12 with approximate ages of 14-18 years old. Second, leadership

in this context involves a formal or informal leadership development program that involved

leadership training, and an opportunity to lead in some way. Third, youth ministry in this

context is referring to formal church-based ministry to teenagers in middle school and high

school ranging from grades 7-12 and ages 12-18.

Population and Sample Size

In terms of population and sample size, the subjects of this study are defined as follows:

- 8 student leader graduates who served in a leadership role during the ages of 14-18

- 8 parents of current and former student leaders

- 10 adult volunteers who observed students in leadership during the ages of 14-18

- 5 youth pastors of local churches

In regard to demographics, the city of Hilliard is a rapidly growing suburb of Columbus, Ohio that is predominately made up of Caucasian middle-class Americans. The city has a population of about 28,000 people, but with an even larger school district that draws 7,000+ teenagers spread out between three middle schools & three high schools. In addition, the research will be limited to the impact and effectiveness of student leadership in Hilliard, Ohio over the past five years from 2009-2013.

Data Collection

In terms of data collection, three of the research groups will fill out surveys and the fourth research group will be interviewed personally.

Research Groups 1-3: Graduates, Parents, & Volunteers

Student Leader Graduates, Parents of Student Leaders, and Adult Volunteer Leaders will be contacted and given the survey electronically over email or electronic messaging. Some people, who are in town, may be given a paper copy of the survey to complete. If the survey is not completed & returned in the given time frame, a follow up phone call or phone interview may be used. All Graduates, Parents, and Volunteers will use a customized survey for their respective groups and answer the same survey questions.

Research Group 4: Youth Pastors

Youth Pastors will be interviewed one-on-one in person or over the phone. Responses will be written or typed by the researcher. All pastors will answer the same survey questions. At the end of the interview, youth pastors will be asked if they have any additional comments.

Confidentiality Issues

The names of the respondents as well as the names of the churches will be kept confidential. The research will be presented in a general way with accuracy and fairness to the participants. Any research conclusions are not aimed at any one person or church, but are intended to better the field of student leadership as a whole.

Research Tool

In terms of the actual research tool to be used, there are four customized surveys that correspond to each of the four research groups: Student Leader Graduates, Parents of Student Leaders, Adult Volunteer Leaders, and Youth Pastors. Two control questions are included at the beginning of each survey in order to demonstrate the person's ability to answer the research questions.

In terms of a rationale for the survey questions, the survey is broken into two main parts: Impact & Effectiveness. In regard to Impact, questions 1-4 are used to define impact in four specific ways: external, internal, eternal, and continuing impact. This will help determine the type of impact student leadership may or may not be having. Questions 5-6, under Impact, are designed to address any negative issues as well as improvement ideas. This will help determine how to enhance the impact of student leadership programs if improvement is needed. In regard to Effectiveness, questions 1-3 are used to define effectiveness in three specific ways: leadership development, character development, and spiritual development. This will help determine the type of effect student leadership may or may not be having. Question 4 and 6, under Effectiveness are designed to address the most effective program aspects as well as improvement ideas. This will help determine how to increase effectiveness if it is needed. Question 5 is used to assess the degree of the overall effectiveness of student leadership.

RESEARCH GROUP 1: STUDENT LEADER GRADUATES

Name: _____

Background Info:
- Were you involved in student leadership training in your church youth ministry? Y or N
- Were you a part of a student leadership program between 2009-2013? Y or N

Instructions: Please answer the following questions based on the past 5 years.

Impact:
1.External Impact: Has your involvement in a student leadership development program benefitted or helped your friends, family, church, school, or community in some way? If so, give some examples.

2.Internal Impact: Has your involvement in a student leadership development program had a positive internal impact on your life, heart, choices, or priorities? If so, give some examples.

3.Eternal Impact: Has your involvement in a student leadership development program made an eternal impact on the spiritual lives of students in your youth group? If so, give some examples.

4.Continuing Impact: Have you used any of your student leadership training in your life after high school (i.e. college, job, career, projects, ministry, etc.)? If so, give some examples.

5.Has your involvement in a student leadership development program had any negative impact on you or your youth group? If so, give some examples.

6.If needed, how can the impact of student leadership development programs be improved?

Effectiveness:
1.Leadership Development: Did your student leadership experience teach you leadership skills and give you opportunities to lead? Explain.

2.Character Development: Did your student leadership experience develop your personal character and values? Explain.

3.Spiritual Development: Did your student leadership experience help you grow in your faith, strengthen your relationship with God, or enhance your spiritual growth? Explain.

4.What were the most effective or significant aspects of your student leadership training & development?

5.Has your student leadership experience improved your leadership development, character development, and spiritual development? Circle one: significant improvement, some improvement, no improvement

6.If needed, how could the effectiveness of student leadership development programs be enhanced?

RESEARCH GROUP 2: PARENTS OF STUDENT LEADERS

Name: _____

Background Info:
- Was your teen involved in student leadership in your church youth ministry? Y or N
- Was your teen a part of a student leadership program between 2009-2013? Y or N

Instructions: Please answer the following questions based on the past 5 years.

Impact:

1.External Impact: Has your teen's involvement in a student leadership development program benefitted or helped their friends, family, church, school, or community in some way? If so, give some examples.

2.Internal Impact: Has your teen's involvement in a student leadership development program had a positive internal impact on his/her life, heart, choices, or priorities? If so, give some examples.

3.Eternal Impact: Has your teen's involvement in a student leadership development program made an eternal impact on the spiritual lives of students in their youth group? If so, give some examples.

4.Continuing Impact: Has your teenager used any of his/her student leadership training in his/her life after high school (i.e. college, job, career, projects, ministry, etc.)? If so, give some examples.

5.Has your teen's involvement in a student leadership development program had any negative impact on him/her or their youth group? If so, give some examples.

6.If needed, how can the impact of student leadership development programs be improved?

Effectiveness:

1.Leadership Development: Did your teen's student leadership experience teach him/her leadership skills and give him/her opportunities to lead? Explain.

2.Character Development: Did your teen's student leadership experience develop his/her personal character and values? Explain.

3.Spiritual Development: Did your teen's student leadership experience help your teen grow in his/her faith, strengthen his/her relationship with God, or enhance his/her spiritual growth? Explain.

4.What were the most effective or significant aspects of your teen's student leadership training & development?

5.Has your teen's student leadership experience improved your teen's leadership development, character development, and spiritual development? Circle one: significant improvement, some improvement, no improvement

6.If needed, how could the effectiveness of student leadership development programs be enhanced?

RESEARCH GROUP 3: ADULT VOLUNTEER LEADERS

Name: _____

Background Info:
- Were you involved as an adult volunteer in your church youth ministry? Y or N
- Did you observe students in leadership between 2009-2013? Y or N

Instructions: Please answer the following questions based on the past 5 years.

Impact:
1.External Impact: Has your student leadership development program benefitted or helped students' friends, family, church, school, or community in some way? If so, give some examples.

2.Internal Impact: Has your student leadership development program had a positive internal impact on students' lives, hearts, choices, or priorities? If so, give some examples.

3.Eternal Impact: Has your student leadership development program made an eternal impact on the spiritual lives of students in your youth group? If so, give some examples.

4.Continuing Impact: Have your students used any of their student leadership training in their lives after high school (i.e. college, job, career, projects, ministry, etc.)? If so, give some examples.

5.Has your student leadership development program had any negative impact on students or your youth group? If so, give some examples.

6.If needed, how can the impact of student leadership development programs be improved?

Effectiveness:
1.Leadership Development: Did your student leadership development program teach students leadership skills and give them opportunities to lead? Explain.

2.Character Development: Did your student leadership training develop students' personal character and values? Explain.

3.Spiritual Development: Did your student leadership program help your students grow in their faith, strengthen their relationship with God, or enhance their spiritual growth? Explain.

4.What were the most effective or significant aspects of your students' leadership training & development?

5.Has your students' student leadership experience improved their leadership development, character development, and spiritual development? Circle one: significant improvement, some improvement, no improvement

6.If needed, how could the effectiveness of student leadership development programs be enhanced?

RESEARCH GROUP 4: YOUTH PASTORS

Name: _____

Background Info:
- Have you been involved as the Youth Pastor at your church? Y or N
- During 2009-2013, did your youth ministry have some type of student leadership program? Y or N

Instructions: Please answer the following questions based on the past 5 years.

Impact:

1.External Impact: Has your student leadership development program benefitted or helped students' friends, family, church, school, or community in some way? If so, give some examples.

2.Internal Impact: Has your student leadership development program had a positive internal impact on students' lives, hearts, choices, or priorities? If so, give some examples.

3.Eternal Impact: Has your student leadership development program made an eternal impact on the spiritual lives of students in your youth group? If so, give some examples.

4.Continuing Impact: Have your students used any of their student leadership training in their lives after high school (i.e. college, job, career, projects, ministry, etc.)? If so, give some examples.

5.Has your student leadership development program had any negative impact on students or your youth group? If so, give some examples.

6.If needed, how can the impact of student leadership development programs be improved?

Effectiveness:

1.Leadership Development: Did your student leadership development program teach students leadership skills and give them opportunities to lead? Explain.

2.Character Development: Did your student leadership training develop students' personal character and values? Explain.

3.Spiritual Development: Did your student leadership program help your students grow in their faith, strengthen their relationship with God, or enhance their spiritual growth? Explain.

4.What were the most effective or significant aspects of your students' leadership training & development?

5.Has your students' student leadership experience improved their leadership development, character development, and spiritual development? Circle one: significant improvement, some improvement, no improvement

6.If needed, how could the effectiveness of student leadership development programs be enhanced?

Conclusion

This section on research methods covered five main areas: summary of the research problem, methodology & rationale, population & sample size, data collection, and the research tool. This information lays the groundwork for the actual research to be done and recorded in the next section.

Chapter 5: Research Results

According to the research method, four customized surveys were used in collecting the

data from four research groups: leadership graduates, parents of student leaders, adult volunteers,

and youth pastors. There were a total of 31 responses from 5 churches as stated in Table A.

Graduates	8	Church A
Parents	8	Church A
Volunteers	10	Church A
Pastor 1	1	Church B
Pastor 2	1	Church B
Pastor 3	1	Church C
Pastor 4	1	Church D
Pastor 5	1	Church E
TOTAL	31	5 Churches

Table A: Response Breakdown

Introduction to Findings

According to Table B, Impact was measured in four areas with External Impact at 93.5%

and Internal Impact at 90.3%. Eternal Impact scored 67.7% with 32.3% indicating they were not

sure. 64.5% of respondents agreed that there was a Continuing Impact and 22.6% were unsure.

IMPACT			
EXTERNAL	YES	NO	NOT SURE ?
IMPACT	93.5%	0.0%	6.5%
INTERNAL	YES	NO	NOT SURE ?
IMPACT	90.3%	3.2%	6.5%
ETERNAL	YES	NO	NOT SURE ?
IMPACT	67.7%	0.0%	32.3%
CONTINUING	YES	NO	NOT SURE ?
IMPACT	64.5%	12.9%	22.6%

Table B: Impact Summary

According to Table C, Effectiveness was measured in four areas with Leadership

Development scoring 93.5%. Spiritual Development scored 83.9% and Character Development

scored 80.6%. In regard to the degree of improvement, 64.5% stated it was significant and 29%

stated some improvement.

EFFECTIVENESS				
LEADERSHIP DEV	YES	NO	NOT SURE ?	
OVERALL TOTAL	93.5%	0.0%	6.5%	
CHARACTER DEV	YES	NO	NOT SURE ?	
OVERALL TOTAL	80.6%	9.7%	9.7%	
SPIRITUAL DEV	YES	NO	NOT SURE ?	
OVERALL TOTAL	83.9%	3.2%	12.9%	
IMPROVEMENT	SIGNIFICANT	SOME	NONE	NOT SURE ?
OVERALL TOTAL	64.5%	29.0%	0.0%	6.5%

Table C: Effectiveness Summary

Presentation of Findings

The findings will be presented under the two major categories of Impact and

Effectiveness. Each category will be divided into six sub sections that correspond to each of the

survey questions. Each sub section will show a pie chart of the overall survey responses, a

corresponding table, a brief summary of the data results, and a condensed listing of the actual

data.

Category 1: Impact
   External Impact.
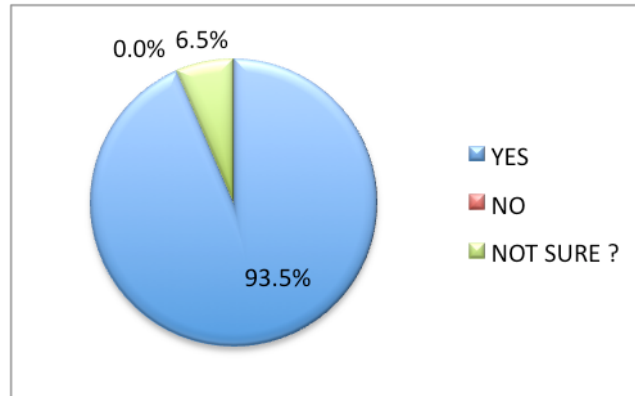
Chart 1.1 Overall External Impact

OVERALL	YES	NO	NOT SURE ?
TOTAL	93.5%	0.0%	6.5%

Table 1.1

Chart 1.1 shows the results of the overall External Impact. 100% of graduates and

pastors indicated that there was external impact. 7 out of 8 parents and 9 out of 10 volunteers

agreed that there was external impact as well. In total, 29 out 31 respondents noticed that student

leadership had an external impact.

Group 1: Graduates
- Yes, student leadership benefited my friends by cultivating relationships, myself by growing my character, and my family saw the impact of my growth.
- The church is benefiting from a rising generation of young people to carry things on
- Student leadership has prepared me for college ministry and is useful for getting a job
- Student leadership helped me outside of church with planning skills and public speaking
- Yes, it has made me a more effective and helpful communicator.
- Yes, it has helped me stand out a little in the community as a leader and as someone who wants to make a difference
- Yes, I think being a part of the leadership team has helped the church's youth group
- Yes, it helped my church youth group with organizing events
- Student leadership helped with the leading & growth of small groups
- Yes, I became much more personable and approachable due to my leadership training which transferred well into school leadership positions
- Yes, it helped us hold each accountable for our actions outside of the group

- Yes, I was better qualified for many additional leadership positions outside of the youth group

Group 2: Parents
- Yes, it has had an impact on her friends because they know she is a leader and strong Christian person. As a result of being a leader, she wants to serve more at church
- My teen's involvement in youth group led to him having a great group of friends
- Yes, it has helped draw one my son's friends into the youth group.
- My son is more engaged in church and has gotten involved in a faith group at school
- My teenager has been more willing to help others
- Yes, coordinating events and projects for reaching out to youth & helping the church
- Yes, it helped give my son the confidence he needed to develop his innate leadership skills. He is directly using these skills serving his community & country in ROTC.
- My son's involvement in leadership greatly impacted his father who now attends church regularly
- Yes, all of the above. At church: babysitting for church families. At school: Freshman Focus leader. In the community: applied for an internship working with needy kids.
- Not sure. Didn't get much feedback. I don't think he put much effort into his involvement.

Group 3: Volunteers
- Yes, impact on friends & inviting friends to activities. Impact on school as leaders started a Bible Study and were active in the See You at the Pole prayer rally.
- Yes, the impact spread to other locations as students were involved in serving and leading at different churches
- Students used their leadership skills outside of youth group to lead the See You at the Pole prayer rally at their school
- Yes, students have been able to get friends needed counseling outside of the group
- Yes, students took leadership roles in outreach projects & events. The impact spread to other communities in other states through mission projects.
- Yes, students brought friends from school to youth group. Students helped the church as a whole through landscaping, cleaning, and maintenance.
- Yes, student leaders planned and led outreach events designed to impact their friends and the community
- Yes, student leaders have had an impact on their siblings getting more involved
- Yes, students were involved in community service projects like Operation Christmas Child that helped people around the world
- Yes, students have made an impact doing ministry trips
- Not sure, I'm not aware of the impact students may be having outside the group

Group 4: Pastors
- Yes, it definitely helped. People in general don't want to be spectators. Students want to get involved.

- Their involvement gets them excited and they want to invite their friends because they are involved.
- A lot of new kids would come in the door because students had planned things. There is a huge buy-in there.
- Yes, it has definitely benefited the church as a whole. It has also helped students get involved in other areas of the church.
- We thought we were losing students, so we started to try to integrate them into the church body through (children's team, greeting team, worship team, etc).
- Getting the students serving has also played into the family aspect as well
- Yeah, they are making an impact on the generation down or under them
- A minor impact on the outer community. I would like to see that grow.
- One student is helping lead the faith group at her school. She is having a big impact there and is using her organizing and speaking skills to accomplish something across platforms.
- Yes, we've done outreach nights, nursing homes, food banks, supported other ministries, and helped the women's shelter
- Yes, the high school students serve in the middle school ministry
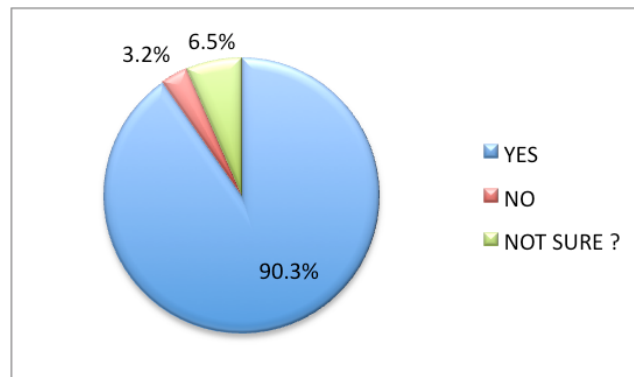
Internal Impact.

Chart 1.2 Overall Internal Impact

OVERALL	YES	NO	NOT SURE ?
TOTAL	90.3%	3.2%	6.5%

Table 1.2

Chart 1.2 shows the results of the overall Internal Impact. 100% of volunteers indicated that there was internal impact. 7 out of 8 parents and volunteers agreed that there was internal impact as well. 4 out of 5 pastors also observed internal impact in the lives of the student leaders. In total, 28 out 31 respondents indicated that student leadership had an internal impact.

Group 1: Graduates

- Yes, it held me accountable in my life, cleaned up and strengthened my heart, and my priorities naturally fell in line after them.
- My friendships with people closest to me were more candid and meaningful
- It has given me zeal to continue seeking God and leading a life that honors him.
- Student leadership has helped me to see the importance of Christian community
- It has helped me put God's plan into perspective
- It has led me to pursue Christian ministry
- Student leadership was one of the first steps in realizing that I wanted to spend the rest of my life in full time ministry.
- Yes, being in the leadership program helped me grow on my own spiritually because I felt more connected and more involved
- Being in student leadership helped me better understand Scripture and use it more in my everyday life
- I learned how to lead and make decisions based on what would be most pleasing to God. I learned to make God a top priority.
- Yes, it helped me with my sense of personal responsibility
- No, I do not believe so
- Yes, I grew very much through my involvement and through the reading & training
- It helped me to start putting God first in my life and to consider the consequences of my actions as they relate to God and others
- Yes, it brought attention to the fact that I am responsible for my actions as a role model. It planted a seed of being more aware of my choices to follow Christ or not.

Group 2: Parents
- Yes, very positive. It has given her more confidence and she is closer with God.
- My daughter has made this a priority and it is the only activity she is really involved in
- Absolutely, my son has really changed in that he is more willing to put himself out there and share his faith. He has gone on two summer mission trips and is in leadership in a college ministry
- Yes, God has been working in my son's heart as he desired to go over seas on a mission trip and was willing to share his faith door to door in another country. Those are not natural things for him to do.
- Yes, he is spending time with God on his own and reading about leadership
- Not sure, we trust that God used these opportunities to have in internal impact
- It is amazing what impact this had on his life. He was able to make better choices.
- Yes, it helped her confidence and self-esteem. She believes in her heart that she can help others.
- Yes, I think his involvement has caused him to examine his priorities

Group 3: Volunteers
- Yes, one student realized the need to be a better role model and began to make changes personally

- Yes, one particular student leader's grades were slipping and the team challenged the person to do better in school and it helped the person improve
- Yes, the student leaders have been great leaders and examples to the other students by teaching and encouraging them to grow
- One student grew personally because they were challenged to reach out to others
- Certainly, many students made choices to continue to be involved in ministries in college
- Definitely, students leaders have taken the lead in sharing heart level issues and being vulnerable with the group
- Some students leaders have stepped in to resolve conflicts among their peers
- The example the student leaders have set has made an impact on the choices of other students
- Yes, it has had substantial affect on the student leaders themselves. Those in the program often go on to be more involved in ministry than their peers.
- Yes, students recognize that other students are looking up to them and that they need to set a good example
- Yes, the program has helped support students growth in their faith even when they have no other support system
- Yes, when the students share the other students get involved
- Yes, student leaders have modeled good behavior, taken initiative, and set the tone

Group 4: Pastors
- Yeah, one student started coming and through her leading she realized she was an example and mentor to the younger students.
- Students learned that the standards are higher for leaders and saw how beneficial it is
- One student went from no relationship with Christ and now she is changed. It helped challenge her and helped her grow.
- Yes, very much. Right now I have a student in Bible college as a direct result. I have other student thinking about Christian colleges
- I have kids who didn't want to do anything and because of the mentorship program they want to get involved and got excited about it.
- Yeah, not sure. A handful take it pretty serious and a handful are not there for the right reasons.
- Some are taking their walk with God more seriously and some are not
- Yeah, sharing their faith with their friends and applying the Bible have helped them grow in their boldness.
- Yes, definitely. A lot of the students love and enjoy being on the team because they feel wanted and needed.
- We have a formal contract with personal conduct guidelines and expectations for those who serve.
- Accountability has helped students internally/personally
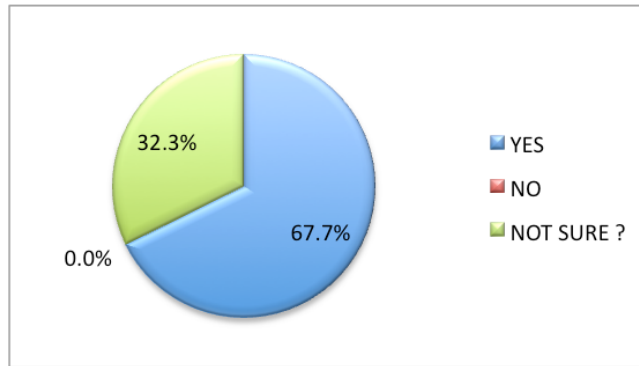
Eternal Impact.

Chart 1.3 Overall Eternal Impact

OVERALL	YES	NO	NOT SURE ?
TOTAL	67.7%	0.0%	32.3%

Table 1.3

Chart 1.3 shows the results of the overall Eternal Impact. 80% of volunteers and pastors

indicated that there was eternal impact. 5 out of 8 parents agreed that there was eternal impact as

well. Graduates were split as 50% said yes and 50% were unsure if eternal impact had

happened. In total, 21 out 31 respondents noticed that student leadership had an eternal impact,

and 10 out of 31 were uncertain.

Group 1: Graduates
- Yes, I have seen people come to accept Christ through the group
- Because of my student leadership position I was lead to other leadership opportunities that I know had an eternal impact.
- Yes, being a positive role model served to help the younger students
- I think so, through teaching lessons and being small groups
- I am uncertain of the impact that I may have had on other students, but I know that it had an impact on me.
- I would like to think that my role had an impact on the people attending, but I am not sure
- Yes, I had the amazing opportunity to witness and evangelize to others
- Not really, I did not do a very good job coming alongside the younger students
- It did have an impact on the spiritual lives of other student leaders

Group 2: Parents
- Not sure, we do not hear much about it, but we hope she is a positive influence

- Yes, it has had an eternal impact on one of my son's friends and his family
- I think so. I see it in how the teenagers interact together after the church service.
- My son has had an impact on his friend's faith.
- Not sure, we imagine that it has impacted other kids
- Yes, our son helped others in the group and mentored other teenagers
- Not sure, I don't know.
- Yes, his involvement has caused him to share his faith with unsaved friends

Group 3: Volunteers
- Yes, student leaders have made an impact on their peers by teaching their own lessons
- One student was goofy and not serious about his faith. Over time you could see his heart transformed and now he has a firm foundation in Christ.
- Students grew spiritually because they learned to stop being consumers and learned to pass on their faith
- Yes, non-believing students have been introduced to Christ and some of those have become believers through those relationships
- Yes, students leaders took interest in the younger group which had an impact on how much the younger group wanted to be involved and learn from them
- Yes, students are actively seeking God
- Yes, there have been spiritual benefits. Some student leaders have mentored the younger students
- Yes, the students leaders have helped create an inclusive sense of Christian community
- Yes, students have stepped up to lead outreach events that had eternal value
- Yes, through encouraging one another
- Yes, I think this happening, but have not witnessed it

Group 4: Pastors
- Yeah, when they are living an example for other people to follow that life change can be huge.
- There is a big impact when students take ownership. When things go from "this is church" to "this is MY church" and they are running the event- then they bring their friends.
- Yes there is. I have some students that want to go into missions because it was modeled. They have bought into the idea of being a part of the body and being a part of something bigger, something global.
- Not sure. It is hard to say right now. We are still developing our program. Most of the students are already Christian and we are trying to break through that.
- Absolutely, we had a night where the students that were saved that year were all baptized (dozens of them). A lot of kids came to Christ.
- Yeah, no doubt there was eternal impact
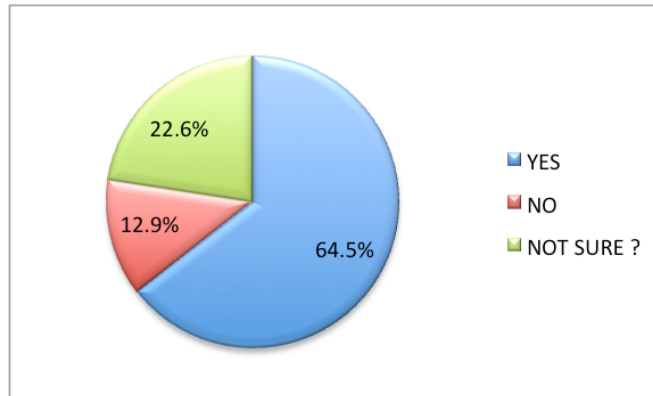
Continuing Impact.

Chart 1.4 Overall Continuing Impact

OVERALL	YES	NO	NOT SURE ?
TOTAL	64.5%	12.9%	22.6%

Table 1.4

Chart 1.4 shows the results of the overall Continuing Impact. 75% of graduates and

parents indicated that there was continuing impact. 60% of volunteers agreed that there was

continuing impact as well. 40% of pastors noticed continuing impact. In total, 4 out of 31 said

there was no continuing impact, 7 out of 31 were unsure, and 20 out 31 respondents indicated

that student leadership had a continuing impact.

Group 1: Graduates
- Yes, the use of my training lies in my compassion for others and strength of character which manifests most often in the workplace. Integrity is another aspect that I continue to use.
- I have used a lot of these skills working with Cru on my campus.
- The training has been helpful in pursuing relationships with people with the intention of sharing the gospel.
- It has helped me continue to take steps of faith and trust God.
- I use the public speaking aspect the most. There are other skills I hope to use in the future.
- Yes, I went on to be involved as a camp counselor, women's ministry leader, and student government leader in college.
- As a part of class council, I helped my university get more involved in the community
- Not yet, but I plan to use my training
- Yes, I went on to serve at a summer camp where some of those skills played a part

- Yes, I translated many things that I learned into college leadership and ministry on the University scale
- I do not remember my training

Group 2: Parents
- No, still in high school
- Yes, my son wants to join the Cru ministry staff upon graduation from college
- Yet to find out, but he has chosen to go to a Christian college
- Yes, my son has received commendations and awards for his leadership ability through ROTC and the Army Reserve.
- My son has stayed away from the partying at college because of what he learned at church
- Yes, my daughter is interested in children's counseling as a possible major
- No, not that I am aware of

Group 3: Volunteers
- Yes, student leaders have gone on to do mission trips, campus Bible studies, volunteering for events and in the local church
- Yes, student leaders have gone on to participate in ministry projects and be mentors
- Yes, students have used their training & experience through ministries in college
- Have not observed
- Yes, students are actively seeking God even after having graduated
- Not sure about marketable skills, but some student leaders have gone on to lead other things on their college campus
- Yes, national and international missions trips in college
- Yes, leadership roles in their jobs and leadership roles in campus ministries
- Not to my knowledge- I have not led long enough to see students graduate
- Have not observed
- I think this is happening, but have not observed

Group 4: Pastors
- Definitely, some of our leaders have gone on to other leadership things. One student started a Bible study at his college as an RA.
- One student was a part of our middle school band who went on to be a solid leader in high school and then started playing for the adult services.
- I haven't seen too much because I have only been here 3 years
- One student went on to work at a church
- Some students have gone on to full time Christian ministry and some started a Christian band
- No, not here at this church yet

Negative Impact.

Negative impact was not measured in percentages as most respondents indicated that

there were no observable negative affects. In general, student leadership programs have had a

positive affect on students and youth ministries.

Group 1: Graduates
- The one negative was the potential for the leadership team to form a clique
- At times my schedule was tight and it felt like a chore to be there, but I felt better about it once I was there

Group 2: Parents
- I was concerned about him being over extended, but he has navigated the additional time commitment
- None

Group 3: Volunteers
- Occasionally difficult situations arose, where student leaders were asked or needed to step down from leadership. It remains to be seen whether those impacts were actually negative.
- There is a certain amount of exclusivity as to who gets to be on the team. I believe some students were resentful for not being included.
- Sometimes the students leaders just want to hang out with each other and do not include others.

Group 4: Pastors
- There are always negatives. The reason I shifted our student leadership program from super structured and organized to a less formal approach was because I got frustrated with students not following through.
- Some people were jealous that they were not part of it
- Yes, I'm sure there are some. Some kids may feel left out. Why did some kids get mentored and not me? Some kids are not as mature and don't understand.
- Schedules & scheduling are negatives. Students are so busy and it is hard to make time for it (leadership).
- Students can get burned out from it (leadership)
- Not really, but the accountability aspect can be hard to stay on top of

Improved Impact.

Improved impact was not measured in percentages as most respondents offered some

improvement ideas. In general, improvement is needed and student leadership programs would

benefit from making proper adjustments to better meet the needs of the students and the

individual youth ministries.

Group 1: Graduates
- Develop mentorship programs for the student leaders to have experienced Christian mentors
- Focusing on one-on-one discipleship would really help students grow more
- More speaking, teaching, and training opportunities
- Having past leadership students come back and talk about struggles & strategies that made them better leaders
- More structured leadership training
- Focus on having student leaders reach out and get to know the youth around them

Group 2: Parents
- Send information home about goals, aspirations, direction of the leadership team
- More one-on-one mentoring and accountability
- Give feedback from the leaders as to the child's progress, strengths, weaknesses

Group 3: Volunteers
- More involvement in Life Groups (leading small group discussions)
- More leading and encouraging others outside of youth group
- Give students more responsibilities, more event planning, more opportunities to help
- Adults need to put more faith in students and their leadership ability
- Give students opportunities to lead, mess up, and try again
- Be gracious when they make mistakes
- When students make mistakes, do not take their leadership roles away immediately
- Impact is in God's hands. It may not be up to us to improve it.
- The best way to improve the program is to improve how potential leaders are selected
- The impact does not need to be changed
- Impact falls into the hands of the student leaders themselves. We equip them, but they have to choose to use it.
- More involvement of students leading groups and organizing events at their school
- Pair up leaders for accountability
- Help student leaders focus on being positive, assertive, and encouraging to other students- especially the less popular and less active ones

Group 4: Pastors
- It has to be bigger than the youth pastor- find people in the church who are gifted leaders and get them involved.
- Having other perspectives and seasons of life is important
- Have adults in the church share their experiences
- Yes, it could have a little more direction and process than a "lets just do life together" mentality.

- Getting more adults and parents involved
- Our group is still working on developing what student leadership looks like at our church.
- Answering questions like these would help: How much of an impact can students have? How do you raise up leaders? How do you keep it going? How do you get them together? When do we do it?
- We are at a desperate place in our nation and culture and we need to reach more kids- the need is huge
- We could prepare our high school students better to really be ready to lead the middle school students more and develop the process better for the worship & tech teams.

Category 2: Effectiveness
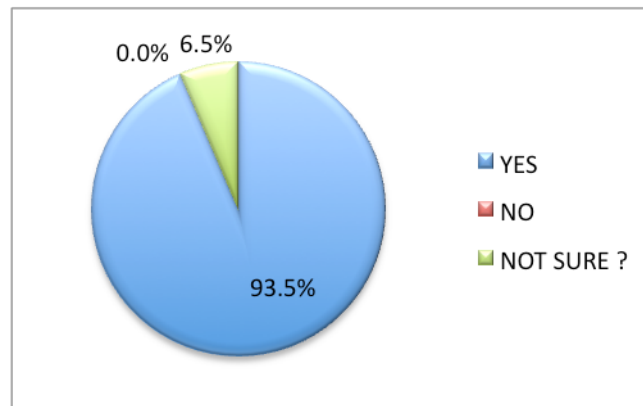
Leadership Development.

Chart 2.1 Overall Leadership Development

LEADERSHIP DEV	YES	NO	NOT SURE ?
OVERALL TOTAL	93.5%	0.0%	6.5%

Table 2.1

Chart 2.1 shows the results of the overall Leadership Development. 100% of graduates

and pastors indicated that leadership development did occur. 9 out of 10 volunteers and 7 out of

8 parents agreed that leadership development happened as well. In total, 29 out 31 respondents

indicated that opportunities to lead and leadership skill development were part of the student

leadership experience.

Group 1: Graduates

- Yes, my experience sharpened skills such as public speaking, leading, lesson development, worship, prayer, and developing diverse friendships
- Student leaders had the opportunity to plan events, lead games & activities, and teach
- We had opportunities to serve and learned to develop a servant heart
- Student leadership put me in situations that forced me out of my comfort zone to do ministry with people I normally would not spend time with
- It taught me how to connect with people on a spiritual level
- Yes, we learned teaching and leadership skills in group meetings and had multiple opportunities to teach and lead small groups
- Yes, definitely. I was given opportunities to lead and help different people feel involved and loved.
- Yes, I was given opportunities to lead and be a leader on mission trips
- Yes, it taught me how to communicate more effectively
- Yes, I learned not only how to be a better leader, but a servant leader.
- Yes, I participated in designing and coordinating events, teaching a message, and directing discussion groups

Group 2: Parents
- Yes, leadership meetings & teaching
- Yes, he is using his leadership skills in college
- Yes, he has developed some skills and takes some risks. He has a quiet leadership style.
- Yes, he has more confidence and experience. He is helping lead a faith group at school.
- Definitely, he gained confidence and had opportunities to lead worship as part of his training.
- Yes, she is utilizing her skills in leadership at school
- Yes, he had the opportunity to teach, study, and lead a lesson

Group 3: Volunteers
- Yes, definitely. Student leaders reached out to new students and made them feel welcome.
- Yes, students met regularly for training and were given multiple opportunities to lead in a limited capacity with a strong likelihood of success.
- Students are given the opportunity to lead and teach over the summer
- Yes, students had opportunities to research, prepare, and deliver lessons
- Yes, students were given opportunities to lead ranging from leading the group lesson, to sharing something personal, or ministering to a complete stranger.
- The leadership program gave them tools and the mindset to take charge
- Yes, students were trusted to teach lessons, lead small group discussions, and empowered to use their leadership outside of the group
- Yes, the sheer experience of leading was more effective than the training materials
- Yes, student leaders had opportunities to lead life group discussions and teach

- Yes, students were trained and had the opportunity to lead worship and other parts of the program
- Yes, student leaders have led lessons and encouraged others to participate
- Not sure if the program taught them skills or if they were that way naturally; probably some of both

Group 4: Pastors
- Yes, both. Students were trained and involved in serving and leading. One student led the worship team and was trained.
- We were constantly looking for ways to get students involved in making things happen upfront or behind the scenes (planning & executing events, reaching their friends, helping them make it their own, greeting students, praying, the whole nine yards).
- Yeah, we provide opportunities more than we teach skills. If they show potential in an area, we try to help them develop it.
- My philosophy is learn by doing. Give them a chance to go for it and then have a conversation afterward about evaluating how it went.
- Yes, we put something together that is completely student led at times.
- We give them opportunities to lead worship and they serve in our children's ministry
- No formal training, but having to follow the rules and structure of conduct for serving in the church has helped them learn about the process
- Yeah, we do informal training when we meet
- Students are involved in serving, sound, lights, band, worship team, and teaching Sunday school
- Yeah, there are opportunities to serve: leading small groups, worship, tech, set up- any possible way to get them serving.
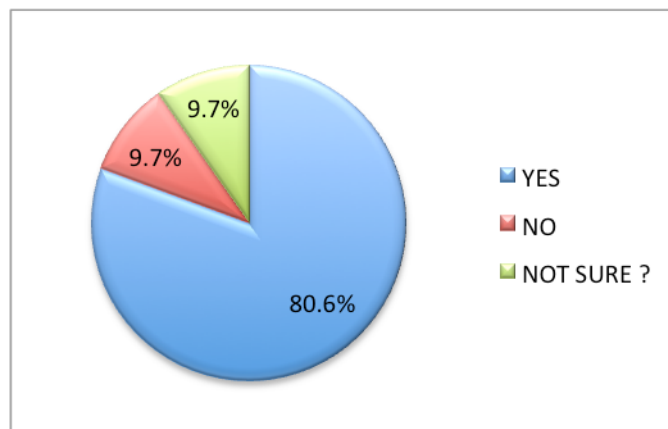
Character Development.

Chart 2.2 Overall Character Development

CHARACTER DEV	YES	NO	NOT SURE ?
OVERALL TOTAL	80.6%	9.7%	9.7%

Table 2.2

Chart 2.2 shows the results of the overall Character Development. 90% of volunteers

indicated that character development did occur. 4 out of 5 pastors observed character

development in the student leaders. 75% graduates and parents agreed that character

development happened as well. In total, 3 out of 31 indicated that character development did not

happen in the student leaders. 25 out 31 respondents indicated that character development was

part of the student leadership experience.

Group 1: Graduates
- Yes, it developed my ability to empathize with people and strengthened by ability to tell right from wrong.
- It put me in the right mindset of prioritizing: God first, then everything else.
- It made me more empathetic to what other people were experiencing.
- It prepared me for college and for relationships with people there.
- Yes, it helped me rely on God in difficult situations
- Yes, it helped to be with other students in the same position following the same standards
- Yes. Before I was involved in student leadership, I lived a very selfish life.
- Through being a student leader, I found my true calling in life to serve God and others
- Yes, being a student leader helped my personal responsibility
- I do not believe it had much affect on me as a person
- Yes, it gave me a sense of accountability as a role model
- I realized that in order to lead others spiritually, my heart needed to be right with God
- I think it planted seeds that grew over time with nurturing from other experiences
- I do not feel like there was a substantial change in my personal character

Group 2: Parents
- Yes, it gave her confidence in herself as a leader. She has made leadership a priority.
- Yes, it has helped shape my son's kind and caring personality
- Yes, character development has been the most exciting to see in him. He desires to do the right, Godly, thing on his own.
- I believe so. He has chosen to spend time with God and grow on his own.
- Youth group helped develop his character by leaps and bounds.
- Yes, doing a presentation about sexual behavior helped him learn and grow.
- Yes, it helped her self-esteem, confidence, security, and resistance to peer pressure. Her leadership role played a part in enhancing these qualities.

- No, I'm not seeing that his values were developed. He was in rebellion before leadership, and still appears to be.

Group 3: Volunteers
- Yes, I have seen tons of character development in our student leaders. Having known a lot of them from elementary school, it has been cool to see them grow.
- Yes, we had a contract that students signed to live their lives for Jesus. These standards helped hold them accountable. I think students responded well to that.
- Yes, student leaders were asked to examine themselves and hold each other accountable. Yet, they were given room to struggle with things.
- Yes, adult leaders and student leaders have been real about their issues in hopes of helping each other and others grow
- The program helped student leaders identify strengths and weaknesses within their own character and gave them opportunities to work on these areas
- The program has given students a better peer base, accountability, and leadership experience
- Not sure if observable maturation of student leaders can be attributed to the training itself- perhaps it has been a part of a larger process.
- Yes, the student leaders have been challenged to take their faith more seriously because they are role models
- Yes, students leaders are encouraged to have mentors
- Yes, students have taken leading more seriously
- Not sure if the program taught them skills or if they were that way naturally; probably some of both

Group 4: Pastors
- Yeah, for sure it did. That is pretty much the whole theme of leadership- to develop people's character and who they are becoming
- Yes, I think that is where we excel. If they don't have good character, things fall apart.
- We try to help students figure out what it means to follow Christ. That's where we spend the bulk of our time.
- Hard to tell. Not sure about all their motives. In a few, there is a glimmer of hope.
- Yeah, we talk about character all the time- it is central to what we do.
- Totally, character is developed through the personal conduct contracts and accountability

Spiritual Development.
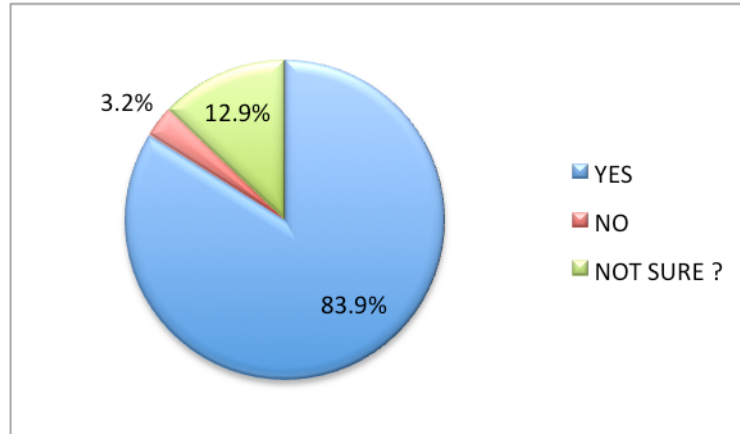
Chart 2.3 Overall Spiritual Development

SPIRITUAL DEV	YES	NO	NOT SURE ?
OVERALL TOTAL	83.9%	3.2%	12.9%

Table 2.3

Chart 2.3 shows the results of the overall Spiritual Development. 100% of graduates

indicated that spiritual development did occur. 80% of volunteers and pastors agreed that

spiritual development happened as well. 75% of parents noticed spiritual development in the

student leaders. In total, 26 out 31 respondents indicated that spiritual development did occur as

part of the student leadership experience. Some respondents who indicated "yes" added that

spiritual development was the result of multiple aspects of the youth ministry and not specifically

due to student leadership.

Group 1: Graduates
- Yes, it fostered a sense of maturity in me
- Youth Group made my faith real, tangible, and most importantly, mine.
- Yes, it helped me understand the constant need for God's presence in my life
- Yes, I felt more connected as a student leader, and I think it gave me more opportunities to grow
- Yes, I think this experience came at a pivotal time when I was vulnerable & uncertain and it reminded me of where to find my strength and joy
- Yes, events like Dare2Share (evangelism conference) and the Kalamazoo mission trip helped me grow
- It encouraged me to spend time with God and to think twice about certain decisions
- Yes, I started reading my Bible more, praying consistently, and looking for opportunities to reach out

- I became much closer to God. It gave me a great group of young people to connect with and lean on in times of need
- It surrounded me with people who were invested in my spiritual development and character. It helped keep me on the right track.

Group 2: Parents
- Yes, all of the above. She has grown closer to God and wants to serve him.
- I believe so. He desires to serve the Lord full time. His continued involvement in a college ministry is also an indicator of this.
- Yes, certainly spiritual growth is happening. Spending time with God, church involvement, and going on a mission trip are some examples.
- Yes, his willingness to invite friends to youth group and church consistently shows spiritual growth.
- Yes, his spiritual development has been amazing. He would often talk about what he was learning at youth group.
- I don't know
- Yes, it helped him grow for a period of time. He was diligent in sharing his faith.

Group 3: Volunteers
- Yes, the leadership program involved accountability for their actions
- Yes, student leaders would read a discipleship book together. Sometimes we just grew as a group of leaders together and talked about tough questions.
- Yes, student leaders were more serious about their own spiritual growth because they were holding each accountable.
- Yes, students exercised their spiritual growth by referencing Scripture and expressing appropriate values when providing insight during our small groups.
- Yes, student leaders were encouraged to get outside their comfort zone and grow spiritually.
- Student leaders often led the group in prayer or were the first to reference the Bible
- Yes, their spiritual development is tangible, but it is difficult to say which element is the source
- Yes, students have learned the importance of studying God's word and being able to communicate it to others
- Yes, I have personally seen students flourish spiritually
- Yes, student leaders are willing to help other students with questions
- Have not observed

Group 4: Pastors
- Yeah, definitely. One student had no spiritual involvement and now his life is changed. He went on to be a pastor, but didn't know Christ before that.
- Yeah, it is happening. Although, there are highs and lows with kids. Sometimes God feels far off to them and other times they start to get that he is personal and cares for them.
- No, not really as a result of the leadership program. I see them growing closer to God, but more because of small groups.

- I see growth happening more one-on-one than in a leadership program
- Absolutely, we have certain topics we want them to get every year like: salvation, identity, character, wise choices, etc.
- Yeah, students who serve are constantly being fed through multiple services over the weekend

Most Effective or Significant Aspects.

The most effective or significant aspects of student leadership were not measured in

percentages as most respondents offered ideas. In general, the significant aspects varied, but

some fell into three main categories: opportunities to lead, tools and training, as well as people

and relationships.

Group 1: Graduates
- The opportunity to learn and grow in a positive Christian community
- Studying a Biblical perspective on leadership
- Being "forced" to be social in ministry
- Being able to plan events, leading small groups, and teaching
- The one-on-one times and the leader meetings were the most important as well as the relationships that were built
- Participating in the leading roll in activities
- The communication and evangelism tools
- I think the reading material about servant leadership had the most impact
- Planning events and being encouraged to reach out to other students
- The long-standing friendships with fellow leaders

Group 2: Parents
- Growing in confidence in her faith
- Willingness to go beyond his comfort zone for growth
- Leadership has been one aspect of a whole bunch of things that God has used to mold him.
- The discipline of being part of a group, meetings, and working together toward a goal
- My son's ability to get through his teenage years with no major issues, drugs, etc.
- My daughter's commitment and ongoing desire to help others
- Leading the lesson time

Group 3: Volunteers
- The teaching at the end of the year showed the student leaders had been learning a lot
- A big aspect was the younger leaders seeing the older leaders' faith and watching the seniors pass the baton to the upcoming students. Because of this, the group replicated itself.

- The practical opportunities for leadership: preparing and planning a lesson, leading small group discussions, and accountability. However, the study, encouragement, commitment, and grace laid the foundation.
- Letting the student leaders come up with, research, and deploy their own lesson plans
- Regular meetings and ample opportunities to put into practice what was being taught
- Leadership experience and taking responsibility for the group
- Giving them the opportunity to teach gave them the most opportunity to grow
- Student leaders becoming more comfortable sharing their faith
- Student leaders desire to learn about Jesus
- Have not observed

Group 4: Pastors
- Having a huge variety of students on the team (sports, band, drama, etc). We were strategically diverse which gave us a ministry that was diverse.
- Students were involved in stage design, lighting, sound, media, reading, shopping, set up, games, and learning how we do things with excellence.
- Students learned that everyone plays a part and is valuable
- Letting the students see that the church is global and not just in America. We go on trips to open their eyes to the world and it changes them and what they do at home.
- Learning how to put others first and learning to be selfless
- Our students struggle with a "me" first attitude and have been learning to put people above their own interests
- Helping students understand what it means to be transformed by the power of God
- The accountability aspect is huge- kids don't want it at first but deep down they appreciate it
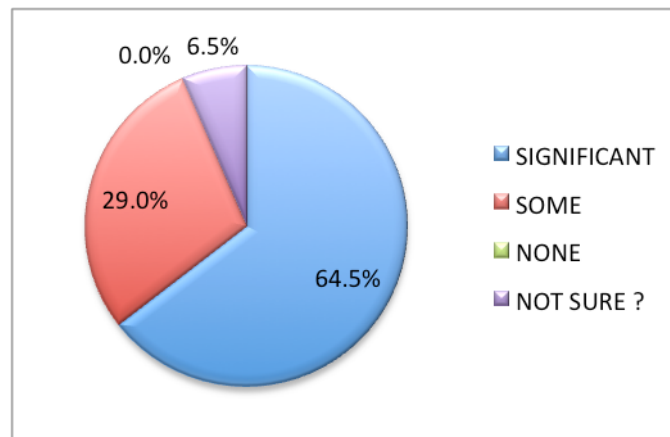- Just giving them an opportunity to serve

Degree of Improvement.

Chart 2.4 Degree of Improvement

IMPROVEMENT	SIGNIFICANT	SOME	NONE	NOT SURE ?
OVERALL TOTAL	64.5%	29.0%	0.0%	6.5%

Table 2.4

Chart 2.4 shows the results of the Degree of Improvement. 75% of graduates indicated

that the degree of improvement regarding leadership development, character development, and

spiritual development was significant. 60% of volunteers and pastors stated that the degree of

improvement was significant as well. 5 out of 8 parents agreed that the degree of improvement

was significant. In total, 9 out of 31 indicated some improvement, and 20 out 31 respondents

indicated that the student leadership experience significantly improved students' development.

Enhancing Effectiveness.

Enhancing effectiveness was not measured in percentages as most respondents offered

some enhancement ideas. The main ideas revolved around providing more opportunities to lead,

mentoring, and adapting the program to best fit each unique youth ministry environment. In

general, student leadership programs need enhancing and would benefit from incorporating the

ideas into their ministries.

Group 1: Graduates
- Make sure student leaders are taking an active role in strengthening the community of the youth group and pointing others to Christ
- More speaking, teaching, and training opportunities
- More Taco Bell
- Provide training led by past student leaders who have utilized their training on a broader scale

Group 2: Parents
- Better communication with parents. There seemed to be some confusion or lack of planning at times.
- More info for parents about goals, aspirations, and direction of the leadership team so we can encourage his growth
- More mentorship with adults teaching the students

Group 3: Volunteers
- Mentorship with other adults in the youth group

- Accounting for the leadership gap between middle school and upper classmen. Maybe the leadership standards could be lowered or shifted to include younger leaders and not just the older high school students.
- High school students mentoring middle school students
- The program needs to fit the available student leadership. To be most effective, the program needs to change as the group of students change.
- Student leaders need to take more ownership of small groups. Things could be structured to push them a little more in that direction.
- More opportunities for the student leaders to lead the group teachings.
- Give the student leaders more responsibility
- More opportunities for the students to lead activities, teach, and serve

Group 4: Pastors
- Finding the right style of leadership program is key. Not too structured and not too loose-somewhere in the middle might be good. We've tried both the super structured and the less formal approach. The less formal is working for us.
- If you looked at ours (leadership program) you might think not much is going on, but we do a lot of intentional things in the background
- Getting people involved and getting them to pour into students
- Making leadership a priority is challenging. A lot of times it goes by the wayside and gets left out after focusing on all the other parts of youth ministry.
- For me, it would be to find out what student leadership looks like at our church. Currently, it is informal but moving toward formal
- Student leadership helps with ownership
- Investing in students pays off. It takes time and commitment- set a time, set a place, make a plan, and commit to it.
- Keep communicating the honor and privilege that it is to lead and to serve

Closing

The findings were presented under the two major categories of Impact and Effectiveness.

Impact was measured based on four main areas: external, internal, eternal, and continuing

impact. Effectiveness was measured based on three main areas: leadership development,

character development, and spiritual development. The research results will be analyzed and

interpreted in the next section.

Chapter 6: Data Analysis

Research Problem

The research problem is "A Study of the Impact and Effectiveness of Student Leadership

in Youth Ministries in Hilliard, Ohio."

Summary of The Research Method

The research method being used is a mixed method of surveys and interviews.

Graduates, Parents, and Volunteers were surveyed and Pastors were interviewed regarding

student leadership in Youth Ministry. This is a qualitative study of the impact and effectiveness

of student leadership.

Results & Interpretations

Impact

In terms of external impact, 29 out of 31 respondents indicated that student leadership did

have an external impact on friends, family, church, school, or the community. The two groups

mentioned the most were friends and the church. While both areas were mentioned repeatedly, it

seems that the style of leadership program may have something to do with it. Some leadership

programs focused on reaching friends while others focused on getting students involved in

serving the church. The next group mentioned often was an impact at school followed by an

impact on the community through additional leadership opportunities and some impact on family

members as well.

In terms of internal impact, 28 out of 31 respondents indicated that student leadership did

have an internal impact on the student leaders themselves. There were three main themes that

arose. First, students experienced a closer connection with God and grew in their faith through

spending time with God, making their relationship with God a priority, and sharing their faith.

Second, accountability was mentioned often as something that helped students stay on track and develop Biblical values as well as the sense that they were role models to the other students. Third, character traits like confidence, responsibility, making wise choices, and motivation were mentioned repeatedly as positive internal elements that were being develop in student leaders.

In terms of eternal impact, respondents were less confident about this category with 10 out 31 indicating that they were not sure if eternal impact was happening. Graduates were split about 50/50 and 5 out of 8 parents agreed that eternal impact was made. 80% of Volunteers and Pastors indicated eternal impact was happening. While it is difficult to ascertain what has eternal value and what does not, there are some trends that surfaced in the survey. First, respondents often cited evangelism as a sign of eternal impact. Greg Stier would agree that evangelism and spiritual multiplication have eternal value in our leadership (2010, p.44). Students sharing their faith, friends coming to Christ, students teaching the Bible, and the gospel of Jesus being communicated were all indicators that eternal things were happening (Matthew 28:18-20). Second, Christian community was mentioned several times as an environment where faith development was happening in students (Acts 2:42-47). Respondents seemed to place eternal value on students living in Christian community with one another as well as connecting with the larger church body. Third, relationships and friendships were mentioned as having spiritual value and being a positive influence on students' faith development.

In terms on continuing impact, only 64.5% of respondents indicated that they observed the impact of student leadership development programs continuing beyond high school with another 22.6% that were not sure. For the impact that was noticed, three general categories arose. First, ministry roles were cited as something that students continued to be involved in or used their leadership abilities for things like: camp counselors, Bible study leaders, missions, Cru

college ministry, and working at churches. Second, leadership roles were mentioned as

indicators of continuing impact for things like: student government, class council, ROTC, Army

Reserve, college campus leadership positions, the workplace, and even career choices. Third,

future decisions were listed as another indicator of impact as students were making decisions

about choosing a Christian college, choice of major, career, and future ministry involvement.

In terms of negative impact, many respondents indicated that there were no noticeable

negative affects. Of the few negatives that were mentioned, two areas stood out. First, student

selection was cited as a possible negative in that some students feel left out if they are not

selected. In addition, some leadership teams were perceived as a clique or exclusive to those not

on the team. The formal leadership teams seemed to struggle with this more than the informal

approach, but the maturity of all the students also plays a part. Second, schedule related issues

were mentioned as students are very busy, do not have time to invest, or become over committed

and possibly burned out.

In terms of improvement ideas, there were three main groupings. First, respondents

repeatedly mentioned providing more opportunities for students to lead. Second, more adult

involvement is needed as well as getting adult leaders and past student leaders to share their

experiences. Third, mentoring, mentorship programs, and one-on-one discipleship were listed as

positive additions to the leadership program.

Effectiveness

In terms of leadership development, 93.5% of respondents indicated that opportunities for

students to lead were given as well as leadership training. Three themes seemed to emerge from

results. First, opportunities to lead were abundant including: teaching, leading small groups,

leading worship, organizing and planning events, running sound, drama, greeting students, praying, and serving in the children's ministry. Finding creative ways to get students plugged in serving and leading seemed to be the focus of all the churches regardless of their approach. Second, gaining leadership experience was mentioned as a value in and of itself. Third, leadership skills were taught, but not necessarily the focus. Of the four churches, only one was doing formal intentional skill development and leadership training. However, training and skill development were happening in all of the churches to varying degrees including: public speaking skills, planning and organizing skills, problem solving, communication, scheduling, event coordinating, studying, researching, lesson planning, reaching out to others, teamwork, and social skills.

In terms of character development, 25 out of 31 respondents indicated that character development was indeed happening while 3 indicated that it was not, and another 3 indicated that they were uncertain. There were two main areas of emphasis that were mentioned multiple times. First, having a high standard of conduct within the leadership program was an effective way to help build character. All the churches surveyed mentioned that the area of character development and students learning to follow Christ was of paramount importance to them and their student leadership development program. Respondents indicated that the program helped students' self-esteem, confidence, priorities, moral choices, reliance on God, responsibility, resistance to peer pressure, sense of right and wrong, and improved personality. Second, the value of accountability was mentioned over and over by almost all four groups. Students were held accountable for their behavior, attitude, heart, and choices which all helped to shape their character.

In terms of spiritual development, 83.9% of respondents indicated that spiritual growth and development were happening as a result of the student leadership program. However, it should be noted that in evaluating the responses, people had a hard time separating the impact of the overall youth ministry on the student leaders versus the impact of the leadership training program specifically. One pastor even stated that more spiritual growth was happening in his youth group as result of small groups and one-on-one discipleship than leadership training. The two areas that were enhanced the most were connection with God and connection with others. First, connection with God was repeatedly stated in the form of spending time God through prayer, Bible reading, and serving. Second, connection with people was mentioned in the form of community, accountability, reaching out to friends, and sharing their faith.

In terms of the most effective or significant aspects, the responses often fell into three groupings. First, opportunities to lead and do ministry were repeatedly listed as the best parts of the program for example: planning events, taking the leading roll in activities, teaching, stage design, leading games, running the program, and being stretched or challenged to move out of their comfort zones. Second, tools and training were mentioned often as effective parts of the program including: books, training materials, meetings, learning about leadership, communication, learning to put others first, and learning to be selfless. Third, people and relationships were a big value of the program. Respondents stated that friendships with other leaders and building connections with one another had lasting impact.

In terms of the degree of improvement, the responses varied across the board. No one indicated that there was no improvement. 64.5% of respondents stated the improvement was significant, and 29% said there was some improvement. 29 out of 31 respondents agreed that improvement did happen. Overall, the degree of impact was dependent on multiple factors

ranging from the type of leadership program, to the maturity of individual students, to the effort

put forth by both the students involved and by the people running it, to the ups and downs of

adolescent life and the journey of faith. In general terms, student leadership development

programs have had a positive affect and helped students improve.

In terms of enhancing effectiveness, repeatedly mentioned was providing more

opportunities to lead and serve, the need for adults to mentor students and students to mentor

others as well, and the importance of the finding the right style of leadership program to fit each

group. Not every church is the same and the quality of student leaders is constantly changing,

therefore customizing the program to meet the needs of the students is crucial.

Explanations of Study Limitations

There are a few limitations to mention. First, this is not a comprehensive study of

churches' leadership programs in Hilliard. It is a small sampling of the impact and effectiveness

of student leadership. While this study is not representative of all the churches in Hilliard, the

churches are from all different denominations and vary in size from several thousand to several

hundred. Second, there was limited or no access to other churches' student leader graduates,

parents, and volunteers making the study slanted toward Church A. However, the feedback is

still valid in answering the research problem. Third, the sizes of the churches involved in the

study as well as the length of time each youth pastor has been there have an affect on the results

as well. There is a correlation between the length of time the youth pastor has been there and the

success of the program- the longer the more successful.

Ideally, teenagers who are currently in student leadership programs would be assessed,

but this type of research has been discouraged. Teenagers under age eighteen are considered

minors and Indiana Wesleyan University does not recommend using them for research due to

potential ethical concerns. Therefore, this research is limited to adult feedback.

Chapter 7: Conclusion

Review of the Research Problem

"A Study of the Impact and Effectiveness of Student Leadership in Youth Ministries in Hilliard, Ohio." This study is limited to one suburb of Columbus, Ohio and will focus on five youth ministries' student leadership development programs. The aim of the study is to research the type of impact student leadership has had on individuals as well as youth groups and how to enhance program effectiveness if needed.

Review of the Research Rationale

This research is significant for several reasons. First, it aims to help youth pastors and youth leaders in Hilliard provide more effective student leadership training. Second, this research aims to help youth groups as a whole capitalize on the possible benefits of student leadership and avoid possible shortcomings. Third, this research aims to help future student leaders have an even richer experience due to the possible improvements that may result from this research. Fourth, this study will benefit the researcher as well, as the researcher seeks to enhance the student leadership training program in his own youth ministry. Fifth, this research aims to benefit the field of youth ministry by offering a sample comparison and contrast of different student leadership programs that may prove useful on a larger scale as youth ministries in other cities seek to improve their ministries.

Summary of the Key Results

Impact was measured in four areas with External Impact at 93.5% and Internal Impact at 90.3%. Eternal Impact scored 67.7% with 32.3% indicating they were not sure. 64.5% of respondents agreed that there was a Continuing Impact and 22.6% were unsure. Effectiveness was measured in four areas with Leadership Development scoring 93.5%. Spiritual

Development scored 83.9% and Character Development scored 80.6%. In regard to the degree

of improvement, 64.5% stated it was significant and 29% stated some improvement.

In a broader sense, student leadership in youth ministry among Hilliard churches is

having a positive impact outside of the student leadership program on students' friends, the

church, the youth ministry, and the community. It is impacting the spiritual lives and growth of

the student leaders themselves and is building their character. Students are learning and

developing leadership skills and concepts as well as gaining leadership experience through

service opportunities. In general, improvement is needed in order to better meet the needs of

each youth ministry.

Potential Solutions

The main solution or discovery is that student leadership in youth ministries in Hilliard,

Ohio is making an impact and being effective. It has had a positive effect on student leaders and

on church youth groups. However, there is a need for improvement as not all the churches have

been implementing and utilizing student leadership training to its full potential. Student

leadership is constantly changing with each graduating class and with the changing of Youth

Pastors. In light of that, it is necessary to adapt the leadership training program to best fit the

needs and context of each youth ministry. Student leadership needs to continue to be utilized,

enhanced, and developed.

Implications of the Study

The research problem raised several important questions. First, is student leadership

happening in youth ministries in Hilliard, Ohio? Yes, student leadership training has been

happening over the past five years to varying degrees. According to the Youth Pastor interviews,

three churches (C, D, E) have used an informal leadership training model geared more toward

serving and mentoring. Church "B" used to have a formal structured leadership program and

shifted to a more informal approach in order to get more students involved in serving and is

currently using a mixed approach. Church "A" has been using a more formal and structured

approach. Second, are student leadership training programs having an impact? If so, what kind

of impact are they having? Yes, based on the data student leadership training is having an

impact on all four categories, but the biggest impact was externally and internally as over 90% of

respondents indicated.

In regard to Impact, there are several implications that follow. First, student leadership

training programs in Hilliard are reaching out to teenagers, making a difference externally, and

having a positive impact outside of the student leadership program. However, based on the

survey responses, they could be doing a better job at impacting the community. Second,

students' lives are being changed for the better as the internal impact at over 90% suggests.

Students are being challenged to make wise choices and are being held to a high standard of

Biblical values. Student leadership training is making a positive impact on the lives, hearts, and

choices of the student leaders. Third, some of the implications of eternal impact are that more

teenagers have come to Christ, grown in their faith, and matured spiritually. Their faith and

awareness have been sharpened as they have had the opportunity to make a spiritual impact on

the people around them as well as on each other. Granted, student leadership training programs

have not been the only factor, but they have been a big contributor to the faith development of

young people. Fourth, some of the implications of the continued impact suggest that students are

better prepared for life beyond high school, careers, relationships, ministry, and future leadership

opportunities. While not every student's leadership training experience had continuing impact,

more than half of the respondents observed that it did implying that the benefits of student

leadership training are ongoing. In general, student leadership training programs are shaping and

guiding students in positive ways and helping them discover their leadership talents by allowing

them to practice leadership and try out various roles. Fifth, some of the negative implications are

related to student leader selection and the style of the student leadership program. There is a

potential for youth group division and potential hurt feelings that needs to be considered. Also,

youth leaders should be mindful of scheduling concerns and be sensitive and creative with

schedule adjustments in light of the culture of busyness and burnout that teenagers wrestle with.

Sixth, the implications of improvement concerns are that there is indeed room for improvement.

Student leadership training has ups and downs, good years and difficult years. The bottom line is

that people want youth leaders to create and allow for more opportunities for students to lead and

be mentored.

In regard to Effectiveness, there are several implications that follow. First, leadership

development is happening to varying degrees. Students have been given opportunities to lead in

a variety of ways. Based on the survey responses, leadership skills are being developed, but not

as intentionally as they could be. Second, the implications of character development are many as

stronger character and conviction bread stronger leaders that are more stable and grounded.

Student leadership training has developed student's character in rich ways, but it is only one of

many factors that have contributed to their character formation. That being said, student

leadership training has played a pivotal role in raising up quality young men and women that

have the potential to be powerful change agents in society. Third, spiritual growth and

development have happened as the result of student leadership training. The implications are far

reaching, but the basic idea is that students are closer to God and have a deeper connection with

Christ in part because of their involvement. Fourth, the implications of the most effective

aspects of student leadership would be to continue doing them and developing them. To that

end, youth leaders would be wise to keep providing opportunities to lead, tools & materials to

equip and train students, and people to invest in them. Fifth, while the degree of improvement in

students' leadership development, character development, and spiritual development ranged

from significant (64.5%) to some improvement (29%). The bottom line is that 29 out of 31

agreed that some improvement did occur. The implication is that student leadership is worth

doing and that it is an important part of youth ministry. Sixth, the implications of improving

effectiveness are to keep doing student leadership: develop it, shift it, adapt it, create it, re-create,

tweak it, and make it work for the students and the specific youth ministry environment.

In the final analysis, student leadership in youth ministries in Hilliard is having a

meaningful impact and positive effect. According to the research data, student leadership has

played a vital role in area youth ministries and needs to continue to be developed and

implemented in local churches.

Suggestions for Future Research

There are five general suggestions for future research which all revolve around the idea

of broadening the scope of the research project. Option one is to survey teenagers who are

currently in a Student Leadership Training program. Option two is to survey student leader

graduates, parents of student leaders, & volunteer youth leaders from multiple churches for a

more balanced approach. Option three is to survey more churches and pastors in Hilliard or even

Columbus, Ohio in general. Option four is to host a Youth Pastor's forum discussion within a

single denomination about Student Leadership and assess the impact and effectiveness within the

broader church context. Option five is to shift the focus completely and survey college students

at Christian Universities (possibly youth ministry majors) about Student Leadership in their

youth groups from around the country. This would be a more comprehensive study about the

impact and effectiveness of Student Leadership in youth ministries around the United States.

With the proper research and utilizing some of the options above, a book could be written on

Student Leadership and how to enhance its impact and effectiveness in youth ministry.

<p style="text-align:center">References</p>

Appleman, Dan (2011). *Developing Teen Leadership: A Practical Guide for Youth Group Advisors, Teachers and Parents.* United States: Daniel Appleman (no publisher).

Blanchard, Ken & Hodges, Phil (2008). *Lead Like Jesus.* Nashville, TN: W Publishing Group

Covey, Sean (1998). *The 7 Habits of Highly Effective Teens.* New York, NY: Fireside.

Devries, Mark (2004, Mar-Apr). Why Most Student Leadership Programs Just Don't Work. *Group Magazine, Volume 30.* Loveland, CO: Group Publishing

Dungy, Tony & Whitaker, Nathan (2010). *The Mentor Leader.* Carol Stream, IL: Tyndale House

Fields, Doug (2002). *Your First Two Years in Youth Ministry.* Grand Rapids, MI: Zondervan & Youth Specialties

Fields, Doug (2011). Developing Student Leaders. Retrieved from *YouthMinistry.com.*
http://www.youthministry.com/articles/leadership/developing-student-leaders
http://www.youthministry.com/articles/leadership/developing-student-leaders-part-2
http://www.youthministry.com/articles/leadership/developing-student-leaders-part-3

Folmsbee, Chris (2007). *A New Kind of Youth Ministry.* Grand Rapids, MI: Zondervan & Youth Specialties.

Franklin, Doug (2011, Nov-Dec). Strong Leadership. *Group Magazine, Volume 38.* Loveland, CO: Group Publishing.

Franklin, Doug (2012). *Ninety-nine Thoughts for Student Leaders: Take Risks, Serve Others, Love God.* Loveland, CO: Group Publishing & Simply Youth Ministry.

George, Bill (2007). *True North.* San Francisco, CA: Jossey-Bass

Greenleaf, Robert (2002). *Servant Leadership.* 25th Anniversary Edition. Mahwah, New Jersey: Paulist Press.

Hunter, Evan (2010). Campus Ministry: Six Proven Leadership Lessons. *Youthworker Journal, May Issue.* Nashville, TN: CCM Communications. Retrieved from http://www.youthworker.com/youth-ministry-resources-ideas/youth-ministry/11631498/

Johnston, Kurt & Griffin, Josh (2012, Nov). Student Leadership: Don't Do This; Do This. *Simply Youth Ministry Today, November 13, 2012.* From daily@youthministry.com.

Johnston, Kurt (2008, Jul-Aug). The Student Leadership Puzzle. *Group Magazine, Volume 34.* Loveland, CO: Group Publishing.

Kouzes, James M. & Posner, Barry Z. (2008). *The Student Leadership Challenge.*
	San Francisco, CA: John Wiley & Sons, Inc

Lombardi, Vince Jr. (2001). *What it Takes to Be #1: Vince Lombardi on Leadership.*
	New York, NY: McGraw-Hill.

Maxwell, John (2007). *The 21 Irrefutable Laws of Leadership- 10th Anniversary Edition.*
	Nashville, TN: Thomas Nelson.

Maxwell, John (2011). *The 5 Levels of Leadership.* New York, NY: Center Street.

McKee, Jonathan and Smith, David (2011). *Ministry by Teenagers: Developing Leaders from
	Within.* Grand Rapids, MI: Zondervan.

Mcluen, Dennis & Wysong, Chuck (2009). Empowering and Equipping Student Leaders.
	Retrieved from: youthspecialties.com/articles/empowering-and-equipping-student-leaders
	Original article printed in *Youthworker Journal, Jan-Feb Issue 2001.*
	Nashville, TN: CCM Communications.

Nelson, Alan (2012, Nov-Dec). Boot Camp for Student Leaders. *Group Magazine, Volume 39.*
	Loveland, CO: Group Publishing.

Nelson, Alan (2010, Jul-Aug). Finding & Fueling Student Leaders.
	Group Magazine, Volume 36. Loveland, CO: Group Publishing.

Page, Don & Wong, Paul T.P. (1999, Summer/Fall). A Conceptual Framework for Measuring
	Servant- Leadership. *Journal of Leadership & Organizational Studies, Vol 6, no. 3-4,
	pp. 50-66 (chapter 5).*

Rochester, Rene (2001, Jan-Feb). In Defense-A Day to Testify: An Interview with Rene
	Rochester. *Youthworker Journal.* Nashville, TN: CCM Communications.

Stier, Greg (2010, Jul-Aug). The Rewards of Real Youth Ministry. *Group Magazine, Volume 36.*
	Loveland, CO: Group Publishing.

Strommen, Merton & Jones, Karen, & Rahn, Dave (2001). *Youth Ministry That Transforms.*
	Grand Rapids, MI: Zondervan & Youth Specialties

Sutton, Darren (2013, Jan-Feb). Let 'Em Lead. *Group Magazine, Volume 39.*
	Loveland, CO: Group Publishing.

Webster, Nicole & Bruce, Jacklyn & Hoover, Tracy (2006, Summer). Understanding the
	Perceptions of Service Learning with Teen Leaders. *Journal of Leadership Education,
	Volume 5, Issue 1.*

Wilkes, Gene (1999). *Jesus On Leadership: Becoming a Servant Leader.* Student Edition.
 Nashville, TN: Lifeway Press

Williams, Erik (2012, Sept-Oct). Student Leadership: Find Your Fred. *Group Magazine,
 Volume 38.* Loveland, CO: Group Publishing.

Yaconelli, Mike (2001, Jan-Feb). Hurried Discipleship. *Youthworker Journal.*
 Nashville, TN: CCM Communications.