VISION STATEMENT

At BYU-Idaho, students use their agency in ways that create powerful leadership experiences, and significantly enhance every aspect of the University. Each department will employ the Student Leadership Model as a direct application of BYU-Idaho’s Learning Model within a student leadership setting. By so doing, departments will invest in students in ways that help them develop skills and capabilities that will stay with them long after they have completed their BYU-Idaho experience.

SCRIPTURES

- D&C 58:27-28 Verily I say, men should be anxiously engaged in a good cause, and do many things of their own free will, and bring to pass much righteousness; (28) For the power is in them, wherein they are agents unto themselves. And inasmuch as men do good they shall in nowise lose their reward.

- Abraham 3:22-23 Now the Lord had shown unto me, Abraham, the intelligences that were organized before the world was; and among all these there were many of the noble and great ones; (23) And God saw these souls that they were good, and he stood in the midst of them, and he said: These I will make my rulers; for he stood among those that were spirits, and he saw that they were good;

QUOTES

- “I like to summarize our mission with two words. The first is disciple …The second word is leader. When I use that word I have in mind leadership with a small ‘l.’ This is the kind of leadership we need in every part of every kind of organization in our society. We want our students to provide the kind of leadership that serves, and inspires—first and foremost in their families and in the Church, in their communities, and in their work.” (President Kim B. Clark, BYU–Idaho Inaugural Response, Oct. 11, 2005)

- “The day will come that that capacity to influence people around you for good will have you singled out as one of the great leaders in whatever place you’re in. They will not quite know why, but you will know that the reason you are being singled out is not because of your innate gifts as a leader but because you have done what the Savior would do—learned how to, and did, reach out to those around you to try to lift them, to help them to be better even when it might be a little bit difficult and you might not have been received very well.” (A Steady Upward Course, Elder Henry B. Eyring, BYU-Idaho Devotional, Sept 11, 200)
• “They will be natural leaders who know how to teach and how to learn ... Those graduates of BYU-Idaho will become—and this is a prophesy that I am prepared to make and make solemnly—those graduates of BYU-Idaho will become legendary for their capacity to build the people around them and to add value wherever they serve.” (A Steady Upward Course, Elder Henry B. Eyring, BYU-Idaho Devotional, Sept 11, 2001)

• “I believe you are the best generation this Church has ever had. No generation which has gone before measures up to the stature to which you measure up.” (President Gordon B. Hinckley, Hinckledy Building Dedication at Brigham Young University–Idaho, October 22, 2002).

• “In a way that I have found remarkable, this is a student-centered university. It is that way by divine appointment.” (President Kim B. clark, BYU–Idaho Inaugural Response, Oct. 11, 2005).

UNDERLYING ASSUMPTIONS

1. Students are both learners and teachers

2. All University departments are responsible to help students become both disciples and leaders with a small “l”

3. The power is in them (the students) to act, learn, teach, innovate and improve, and build those around them

PRINCIPLES

Students at BYU–Idaho:

1. Act rather than be acted upon

2. Learn by study and by faith

3. Take responsibility to innovate and improve

4. Teach in order to learn

5. Build those around them
**Principle One:** Students at BYU–Idaho learn by study and by faith.

As they learn by study and by faith, students at BYU-Idaho will be instructed ‘more perfectly’ (D&C 88:77) in ways that enable them to accomplish the “work of the world” as stated by President Hinckley. Regardless of the setting, students need opportunities to take action to apply the principles they are taught in order to deepen their learning. Knowing that the Spirit is the true teacher, students will rely on the Holy Ghost as they exercise their faith through application and action.

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**SCRIPTURES**

- D&C 88:118 - And as all have not faith, seek ye diligently and teach one another words of wisdom; yea, seek ye out of the best books words of wisdom, seek learning even by study and also by faith.

- 1 Nephi 10:19 - For he that diligently seeketh shall find; and the mysteries of God shall be unfolded unto them, by the power of the Holy Ghost, as well in these times as in times of old, and as well in times of old as in times to come;

- Alma 32:27 - But behold, if ye will awake and arouse your faculties, even to an experiment upon my words, and exercise a particle of faith, yea, even if ye can no more than a desire to believe, let this desire work in you, even until ye believe in a manner that ye can give place for a portion of my words.

- 1 Nephi 4:6-7 - And I was led by the Spirit, not knowing beforehand the things which I should do. (7) Nevertheless I went forth ...

**QUOTES**

- “The challenge before us is to create even more powerful and effective learning experiences in which students learn by faith. This requires, but is more than, teaching by the Spirit. To learn by faith, students need opportunities to take action.” (President Kim B. Clark, BYU–Idaho Inaugural Response, Oct. 11, 2005)

- “Learning by faith cannot be transferred from an instructor to a student through a lecture, a demonstration, or an experiential exercise; rather, a student must exercise faith and act in order to obtain the knowledge for himself or herself.” (Elder David A. Bednar Address to CES Religious Educators, February 3, 2006, Jordan Institute of Religion)

- “I have observed a common characteristic among the instructors who have had the greatest influence in my life. They have helped me to seek learning by faith. They refused to give me easy answers to hard questions. In fact, they did not give me any answers at all. Rather, they pointed the way and helped me take the steps to find my own answers.... An answer we discover or obtain through the exercise of faith, typically is retained for a lifetime.” (Elder David A. Bednar, Seek Learning by Faith address to CES Religious Educators, February 3, 2006)
“It is the moment when you have gone to the edge of the light and stepped into the darkness to discover that the way is lighted ahead for just a footstep or two. ‘The spirit of man’ as the scriptures says, indeed ‘is the candle of the Lord.’” (Elder Boyd K. Packer, “The Candle of the Lord,” Ensign, Jan. 1983, Nov. 1995, 45)

APPLICATIONS

• Create experiences that provide opportunities for students in your organization to act in faith by facing unfamiliar challenges

• Do not be afraid to make changes in all aspects of your organization in order to more fully incorporate student leadership experiences; let the Spirit guide.

• Allow experimentation and ‘trial and error’ methods for students to answer questions or meet challenges.

EXAMPLES

• An area on campus has been struggling with a particular issue with no results. The leader involves students in that area to prayerfully ponder and wrestle with this issue at hand and come back with their proposed solutions. While the students don’t have immediate answers, they answer the challenge by working to create a proposal that they are willing to execute in order to develop further understanding of the issue.

• An administrator has an impression that one of the newer students in their area should be given an assignment over another student with more seniority and experience.

• A student decides to take the opportunity to fill a leadership position that is unfamiliar to him, but knows it will provide powerful learning opportunities as he is ‘stretched.’

INVITATIONS

• How can I seek greater guidance from the Spirit for my area of responsibility?

• Do I authorize the Spirit to teach me by living worthily, and by taking action?

• To what degree can I foster greater ‘learning by study and by faith’ experiences for students in my area?

• What responsibilities do I or other full-time employees hold onto which should be transferred to students to allow them the opportunity to learn and grow?
Principle Two: Students at BYU–Idaho act rather than be acted upon.

Students at BYU-Idaho will grow and develop as disciple leaders when given the opportunity to act for themselves rather than be acted upon. They will develop confidence in their abilities and understand the righteous use of their agency. They will gain a greater understanding of their accountability for their actions and the diligence required in the performance of their duties.

Scriptures

• 2 Nephi 2:14, 16 - And now, my sons, I speak unto you these things for your profit and learning; for there is a God, and he hath created all things, both the heavens and the earth, and all things that in them are, both things to act and things to be acted upon. (16) Wherefore, the Lord God gave unto man that he should act for himself. Wherefore, man could not act for himself save it should be that he was enticed by the one or the other.

• D&C 107:99 Wherefore, now let every man learn his duty, and to act in the office in which he is appointed, in all diligence.

• D&C 58:27-28 - Verily I say, men should be anxiously engaged in a good cause, and do many things of their own free will, and bring to pass much righteousness; (28) For the power is in them, wherein they are agents unto themselves. And inasmuch as men do good they shall in nowise lose their reward.

Quotes

• “Agency used righteously allows light to dispel the darkness and enables us to live with joy and happiness.... Choose to put yourself in a position to have experiences with the Spirit of God through prayer, in scripture study, at Church meetings, in your home, and through wholesome interactions with others. When you feel the influence of the Spirit, you are beginning to be cleansed and strengthened. The light is being turned on, and where that light shines, the darkness of evil cannot remain.” (Robert D. Hales, “To Act for Ourselves: The Gift and Blessings of Agency,” Liahona, May 2006)

• “While the freedom to choose involves the risk of mistakes, it also offers the opportunity, through our Father’s plan, to overcome them.” (Spencer J. Condie, “Agency: The Gift of Choices,” Ensign, Sep 1995)

• “A learner exercising agency by acting in accordance with correct principles opens his or her heart to the Holy Ghost—and invites His teaching, testifying power, and confirming witness. Learning by faith requires spiritual, mental and physical exertion and not just passive reception.” (Elder David A. Bednar, Seek Learning by Faith address to CES Religious Educators, February 3, 2006)

• “You are also responsible for developing the abilities and talents Heavenly Father has given you. You are accountable to Him for what you do with your abilities and how you spend your
time. Do not idle away your time. Be willing to work hard. Choose to do many good things of your own free will.” (For the Strength of Youth: Fulfilling Our Duty to God)

APPLICATIONS

• Enable students to tackle projects and challenges in their own ways by allowing them to explore, discover and learn by taking action.

• Rather than immediately provide ‘answers,’ allow those you are leading or advising to see your confidence in them as they work through tough questions.

• Provide parameters for action, and then allow students to be creative within those parameters in order to achieve desired outcomes.

EXAMPLES

• A department providing a key service to BYU-Idaho students enables student volunteers to identify opportunities to create a higher quality experience for their patrons. While the department provides key parameters, they enable volunteers to create a council that takes large part of the ownership for identifying key questions, proposing plans of action and setting progress deadlines.

• A department that traditionally has been handled by employees develops a student program that provides advice and counsel to other students. Students review alternatives and help find solutions to the needs of their peers. Students are given the responsibility to create measurable objectives for the program and to suggest improvement as part of their stewardship. Though they approach the challenge in a different way than their advisors, the students experience true leadership as they feel the weight of their responsibility.

• A student leader has been asked to spearhead the effort to organize a new campus event. While he has been given parameters, and some description of a possible direction, he is starting from ground zero. Without being given specific steps to take, the student decides to organize a council to help determine the right questions to ask, and courses of action to pursue. The student leader takes ownership of the direction and progress of his council as they work toward key deadlines.

INVITATIONS

• Does my organization allow students to lead and contribute significantly in areas that have traditionally been handled by full time employees?

• Do I allow those I am leading the freedom to explore possibilities, and also feel the weight of responsibility?

• In allowing others the opportunity to lead, am I comfortable with less than perfect results in order to create powerful learning?

• What I change in my personal life in order to be closer to the Spirit as I determine how to create experiences that allow students the opportunity to grow?

• When students are faced with a challenge, do I allow them take all the action within the scope of their influence in order to move forward?
**Principle Three:** Students at BYU–Idaho take responsibility to innovate and improve.

Students at BYU–Idaho who are proactively engaged in their own learning and leadership experiences will have freedom to explore possibilities and create solutions. Because of this freedom, and because they are action-oriented, they will innovate to improve processes, systems, organizations, tools and methods. This will come through inspiration, exploration, discovery, trial and success.

**SCRIPTURES**

- Isaiah 55:8-9 - For my thoughts are not your thoughts, neither are your ways my ways, saith the LORD. For as the heavens are higher than the earth, so are my ways higher than your ways, and my thoughts than your thoughts.

- 1 Corinthians 12:31 - But covet earnestly the best gifts: and yet shew I unto you a more excellent way.

- 1 Nephi 18:1-3: And it came to pass that they did worship the Lord, and did go forth with me; and we did work timbers of curious workmanship. And the Lord did show me from time to time after what manner I should work the timbers of the ship. Now I, Nephi, did not work the timbers after the manner which was learned by men, neither did I build the ship after the manner of men; but I did build it after the manner which the Lord had shown unto me; wherefore, it was not after the manner of men. And I, Nephi, did go into the mount oft, and I did pray oft unto the Lord; wherefore the Lord showed unto me great things.

- Ether 2:25: Therefore what will ye that I should prepare for you that ye may have light when ye are swallowed up in the depths of the sea?

**QUOTES**

- “Every innovation, every change, will be measured against this test of the heart. How would this proposed change build testimony and true conversion to the restored gospel of Jesus Christ in the heart of a student”? (A Steady Upward Course, Elder Henry B. Eyring, BYU-Idaho Devotional, Sept 11, 2001)

- “They will have the power to innovate and improve without requiring more of what money can buy”. (A Steady Upward Course, Elder Henry B. Eyring, BYU-Idaho Devotional, Sept 11, 2001)

- “In addition, you will not ever, ever ask for more than you need. You will always say, “Is there a way, with more effort, more faith, more innovation, that I could do the things the Lord wants without asking for more of the resources that are in scarce supply even in a Church that appears to have great resources, as we do. But the needs are great, and the opportunities are tremendous for what can be done”. (A Steady Upward Course, Elder Henry B. Eyring, BYU-Idaho Devotional, Sept 11, 2001)
• “We will not get there just by squeezing the organization, nor will we get there by cutting corners. Our path is one of consecration and deeper knowledge of the processes of learning and teaching. With that depth and that consecration will come new ways of learning and teaching that will yield a higher quality experience while requiring relatively fewer resources per student”. (Inaugural Response, President Kim B. Clark, October 11, 2005)

• “To innovate does not necessarily mean to expand; very often it means to simplify”. (O Be Wise, Elder M. Russell Ballard, October, 2006)

EXAMPLES

• A student led council develops a new method of screening candidates for a scholarship program.

• An activities council trying to meet increased levels of participation while on a limited budget develops a web program to reduce manual hours of tracking student eligibility.

• A committee examining the need to develop increased ambassadors for admission recruitment develops an organization of student volunteers who are off-track and going home.

INVITATIONS

• Do I consider the Lord’s will, and am I prepared to receive revelation?

• Do I encourage students to innovate and improve what we do?

• Have I used faith in seeking to innovate and improve?

• Do I allow student’s ideas to change what I do?

• Am I looking for personal recognition and credit?

• Have I considered concepts of simplicity, frugality, and consecration?
**Principle Four:** Students at BYU–Idaho teach in order to learn.

Students deepen their understanding and knowledge as they prepare to teach a principle or subject, and then teach others. This deepened understanding happens during the preparation to teach, and is strengthened through the act of teaching and learning with others. In a setting where students teach and learn with each other, a collaborative learning effort takes place in which a variety of backgrounds, knowledge, experiences and perspectives are shared to contribute to greater understanding for both teachers and learners.

**SCRIPTURES**

- D&C 88:78 - Teach ye diligently and my grace shall attend you, that you may be instructed more perfectly in theory, in principle, in doctrine, in the law of the gospel, in all things that pertain unto the kingdom of God, that are expedient for you to understand;

- D&C 88:122 - Appoint among yourselves a teacher, and let not all be spokesmen at once; but let one speak at a time and let all listen unto his sayings, that when all have spoken that all may be edified of all, and that every man may have an equal privilege.

- D&C 50:22 - Wherefore, he that preacheth and he that receiveth, understand one another, and both are edified and rejoice together.

**QUOTES**

- “… Every leader is a teacher. As President Hinckley taught many years ago, ‘Effective teaching is the very essence of leadership in the Church.’ ” (Dallin H. Oaks, “Gospel Teaching”, Ensign, Nov. 1994, p.78)

- “They will be natural leaders who know how to teach and how to learn.” (Elder Henry B. Eyring, A Steady Upward Course, BYU–Idaho Devotional, Sept. 11, 2001)

- “Never, and I mean never, give a lecture where there is no student participation. A ‘talking head’ is the weakest form of class instruction. … Assure that there is abundant participation because that use of agency by a student authorizes the Holy Ghost to instruct. It also helps the student retain your message. As students verbalize truths they are confirmed in their souls and strengthen their personal testimonies.” (Richard G. Scott, To Understand and Live Truth, as quoted in A. Roger Merrill, To Be Edified and Rejoice Together, Ensign, Jan. 2007, 64-69)

**APPLICATIONS**

- Structure learning opportunities such that those being taught or coached must in turn teach one another to solidify understanding.

- Arrange training sessions in a way that requires participants to be actively engaged in teaching all or part of the material or methods during the session.
• Recognize that, rather than reciting facts or material, the major portion of a leader’s responsibility is to take prepared participants through a series of discoveries and dialogues that help them arrive at truth as they teach and learn with each other.

• Challenge peers to come prepared to teach a particular principle during a training meeting, and indicate that one of them will be asked to lead the session at the opening of the meeting.

EXAMPLES

• A group of student leaders decides during a council meeting that in order to truly have their student managers understand the principles they are trying to teach, they must structure their council meetings differently. After some discussion the leaders determine that while they have all prepared diligently, it appears that sometimes they have a tendency to ‘stand and deliver’ information, instead of engaging their student managers in helpful dialogue. They decide to prepare their managers in advance of the next training meeting by sending them questions to consider. They also decide that they will ask more questions, rather than making observations in the meeting in order to allow their managers to teach and learn with one another more effectively.

• An employee within a campus department decides that although she is an expert in a particular subject matter, it would be helpful to have her lead student teach the other students in her organization. She arranges some preparation meetings with her lead student, and then enables that student to organize and conduct the training with his peers. After the first training session, she invites him to make the same assignment for the subsequent training meeting to another student who reports to him.

INVITATIONS

• Do I go into each experience prepared to teach, and to learn, regardless of my role?

• Are my teaching experiences built around collaboration, or one-way information delivery?

• How can I enable others around me to share in the teaching responsibility so that they may further deepen their understanding?

• What expectations am I setting for students to come prepared to contribute as teachers as well as learners?
Principle Five: Students at BYU–Idaho build those around them.

When students ignore experiences that help them understand the process of growing and developing personal and spiritual qualities, they will influence other students in ways that help them develop and grow as well. Through their personal interaction, students will empower their peers, teach them, guide them and challenge them to stretch and become better more capable versions of themselves. Those who have experienced this type of leadership, will then be prepared and willing to help others experience the same thing.

SCRIPTURES

• D&C 81:5 - Wherefore, be faithful; stand in the office which I have appointed unto you; succor the weak, lift up the hands which hang down, and strengthen the feeble knees.

• D&C 84:106 And if any man among you be strong in the Spirit, let him take with him him that is weak, that he may be edified in all meekness, that he may become strong also.

• D&C 108:7 Therefore, strengthen your brethren in all your conversation, in all your prayers, in all your exhortations, and in all your doings.

• Luke 22:32 - …I have prayed for thee, that thy faith fail not: and when thou art converted, strengthen thy brethren.

QUOTES

• “The day will come that that capacity to influence people around you for good will have you singled out as one of the great leaders in whatever place you’re in. They will not quite know why, but you will know that the reason you are being singled out is not because of your innate gifts as a leader but because you have done what the Savior would do—learned how to, and did, reach out to those around you to try to lift them, to help them to be better even when it might be a little bit difficult and you might not have been received very well. Those graduates of BYU-Idaho will become legendary for their capacity to build the people around them and to add value wherever they serve.” (A Steady Upward Course, Elder Henry B. Eyring, BYU-Idaho Devotional, Sept 11, 2001)

• “There is a difference between being responsible for getting the work done and doing the work yourself … counsel, advise, persuade, motivate – but don’t do the work for them. Allow others to progress and grow, even if it means sometimes getting less-than-perfect results....” (Elder M. Russell Ballard, O Be Wise, General Conference Report, May 2007)

APPLICATIONS

• Arrange your organizational structure to enable students be accountable to, and be held accountable by other students.

• Emphasize to student leaders that although program requirements need to be fulfilled, they should always consider how to create the best growth experiences for other students.
• Encourage students to closely observe students they are leading and consider individual needs that should be considered in training situations.

• Share gospel principles with your student leaders that demonstrate that developing charity for each individual will help them best discern how to meet needs and provide meaningful experiences.

• As part of the reflection process with student leaders, include discussions around how your student leaders are helping their people grow and develop.

Examples

• A student leader in a new position reflects upon different leadership opportunities she has taken at BYU–Idaho in which her limits of understanding and capability were tested. Many times she has faced challenges in unfamiliar settings and circumstances, which required her to learn by faith. By taking action, and being willing to learn through trial and error, she has been able to develop new personal and spiritual qualities. As she ponders the experiences she has gained, she knows that the measure of her success in her new position will be measured not only in terms of program performance goals, but also in the way she develops leaders to fill her place.

• A department on campus is piloting a new student-led program in which students help other students understand and utilize campus services offered by the department. The departmental employee works to structure the organization in a way that uses students to not only reach more of their constituents, but also allows students to train, hold accountable and develop other students in their stewardship.

• An advisor meets frequently with student leaders who are successfully running a service department on campus using other student staff and volunteers. The advisor often takes the opportunity in these meetings to use the scriptures and teach gospel principles emphasizing the responsibility to have charity, and 'strengthen the feeble knees' of students who appear to be 'slacking' but perhaps only need to be trained and encouraged.

Invitations

• Do I establish a culture in my area that teaches building and developing others as a principle of leadership?

• Do I look for ways to provide opportunities for others that will help them develop and grow?

• Am I patient with the process of helping others develop strengths through trial and error?

• How can I create a structure that allows students to help other students develop as leaders?
Process Example

THE STUDENT LEADERSHIP MODEL: ADVISOR PROCESS

1. Prepare

Advisors should prepare students so that they can successfully learn from their actions.

This requires an investment by the advisor to become acquainted with each student leader. This might include sharing oneself, giving a vision of the program, and expressing a genuine concern for each student's growth.

As an advisor becomes familiar with each student's skills, knowledge, and preparation they will develop a "formative assessment" that will allow them to tailor developmentally appropriate experiences.

When students receive their stewardships, advisors can help them plan. This enables students to envision outcomes, set realistic goals, and plan for their leadership responsibilities.

Finally, students need training in standard university procedures so they can assess resources to execute their programs and events.

2. Observe

While students act, advisors observe. This gives the students opportunity to grow from their experience. During this time advisors gather information that will teach students as they reflect.

To collect relevant information advisors may scan student activities quickly and systematically to get quick overview. These reviews can serve as tool (along with the Spirit) to discern what particular student actions might be worth focusing upon for further examination and analysis.

Logging one's observations and impressions during this process is essential to capturing this information so that it can be referred to at a later time.

3. Reflect

Advisors need to create times for students to ponder their experiences to foster learning and growth. This can begin with a students reporting what they observed and accomplished with their stewardship.

With the student’s account (and one’s personal observations) advisors are more able to render a summative assessment that measures student growth and progress against initial observations and goals.

This assessment also enables the advisor to develop and ask questions that will guide students to discover new insights and learn from their experience.

Advisors can encourage students to reapply what they have learned for continuous improvement and growth.
THE STUDENT LEADERSHIP MODEL: STUDENT PROCESS

1. Prepare

A student’s preparation will entail certain steps and planning that will enable that student to create a roadmap of action to follow in accomplishing objectives. Advisors work with individuals to plan, identify parameters, consider outcomes, identify resources and determine actions to forward.

Students prepare by asking themselves, ‘what do I need to have happen?’ In other words, a student identifies outcomes before taking action, and then identifies those steps and actions to take in order to best accomplish those outcomes within the parameters outlines. Setting goals or objectives will help the student frame their planning and action.

2. Act

Once a plan of action and responsibilities are identified, the student takes action. In this setting, students retain the responsibility of and also enjoy the freedom to determine the best way to accomplish objectives. Advisors observe the student without inserting themselves into the experience.

Students must often “learn by faith,” in order to overcome obstacles as they often have experiences in unfamiliar situations. In other words, they learn through trying different approaches, observing the outcome and trying again.

Advisors allow students to act for themselves, working with students in a way that helps students identify the issues and create solutions without directly giving them the answers. While this may result in a student approaching a challenge in a different way than an advisor, the student gains valuable experience an often innovates.

3. Reflect

After a student has completed their experience, they take the opportunity to ponder their experiences to foster learning and growth. Students may report what they observed and accomplished with their stewardship.

The student combines their account with the advisor’s observation and measures student growth and progress against initial observations and goals.

Students and advisors extract meaning from these observations guide students to discover new insights and learn from their experience. Those insights are then captured for the student’s own personal growth, and for the benefit of other students who may gain from the insights.

Advisors can encourage students to reapply what they have learned for continuous improvement and growth.
BYU-IDAHO STUDENT LEADERSHIP MODEL

PREPARE

ACT
(STUDENT)

OBSERVE
(ADVISOR ROLE)

REFLECT

Figure 1