

2 – SERVANT LEADERSHIP (CHAPTER 4)

Overview Statement: Leadership is not about controlling people, but serving them. A servant chooses to help people and is giving. Leaders choose to serve because they realize there's nothing demeaning about being a servant.

Connection to the Curriculum: Ties in with a central theme of chapter four in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Term:

Servant – “Somebody who serves another.” Encarta Dictionary

INTRODUCTION

Attention: Does a leader control or serve a team?

Motivation: I think that most of us agree that leadership produces results. However, a good leader does not always bring about good results, nor are all bad consequences the result of bad leadership (*The Halo Effect ...and the Eight Other Business Delusions that Deceive Managers*, by Phil Rosenzweig, 2007, Free Press).

Overview: In this lesson we will learn that the sum of leadership is not in the results but in the service of others. We will look at examples of servant leadership and how to apply these examples as cadet NCOs.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: THE SERVANT-LEADER IS SERVANT FIRST

A servant-leader sees him/herself primarily as a servant of the team. A servant-leader chooses to help others more than to help themselves. It is easy for new leaders to become arrogant and delight in bossing people around. So much of what we think about leadership is based upon the old notion of power, not on the leader's potential to help individuals on the team succeed. Servant-leadership places the focus of leadership back on the needs of the team.

Question: Why should leaders be servants first and leaders second?

Question: Think of a leader who used their rank as a position of power. Describe how servant-leadership is different.

Question: Which is more important: The mission or the team? Respectfully defend your answer.

MAIN POINT 2: EXAMPLES OF SERVANT LEADERSHIP

Some of the best examples of discipline are found at encampments; discipline in its truest form where the cadet NCO is helping other cadets learn how to excel. For example, a cadet NCO does not use his/her rank to cut in front of the line because the team eats first. Or when the NCO inspects the team and helps them to be successful instead of berating them or playing "gotcha."

In the military, with its top-down hierarchy, it is possible to emphasize positions of power too much. However, many senior leaders will admit that they *never* had to resort to uttering the phrase, "That's an order." Such leaders have recognized that pulling rank seems to be a lazy, immature and counterproductive way to lead.

Question: How does "pulling rank" reflect more on the leader than on the situation?

Question: Defend the idea that servant-leadership is consistent with Air Force values.

Question: Give examples of servant-leadership in action.

CONCLUSION

Summary: The difference between a leader and a servant-leader is found in how they serve others. The cadets in your charge are looking to you for leadership.

Remotivation: You have to decide what type of leader you become.

Closure: “Everybody can be great because everybody can serve.” Dr. Martin Luther King, Jr.

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, “**How does this activity tie in with our discussion?**”

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concepts for this lesson: **Caring for others; helping others to succeed.**

3 – COACHING & MENTORING (CHAPTER 4)

Overview Statement: Coaching is the process through which leaders try to solve performance problems and develop their people. Coaching requires a bond of trust. If it’s not positive and helpful, it’s not coaching.

Connection to the Curriculum: Ties in with a central theme of chapter four in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Inexperience – “Lack of the experience that would lead to an increase in knowledge or skill.”
Encarta Dictionary