

Lesson 4

Servant Leadership

This lesson introduces the students to servant leadership, the idea that the leader's main job is to serve the team and lead in a positive, encouraging, and inclusive way.

Overall Goal

Students will describe and defend the servant leadership concept.

Objectives

1. After being presented with a formal definition of leadership (using the servant leadership model), students will define leadership in their own words.
2. Through an introduction to the CAP Core Values, students will defend the idea that leading by example requires leaders to follow a code of honor and promote a drug-free ethic.
3. Students will compare and contrast the roles of boss and leader, and through a questionnaire determine what kind of leader they are.
4. Through case studies, students will discuss ways to demonstrate servant leadership.

Instructor Prep

The cadet instructor should review *Learn to Lead*, Volume 1, pages 63-67, and Volume 2, pages 12-14, prior to the class. See capmembers.com/L2L for PDF versions of the text.

Lesson Outline

- | | |
|---|--------|
| 1. Attention: Cadet Psycho | 2 min |
| 2. Main Point #1 Definition of (servant) leadership | 5 min |
| a. Students' definitions | |
| b. Examples of servant leadership | |
| 3. Main Point #2 Core Values | 10 min |
| a. Core Values gives leaders a foundation for servant leadership | |
| b. CAP's four core values | |
| c. What are your core values? | |
| d. The drug-free ethic | |
| 4. Main Point #3 Boss vs. Leader | 10 min |
| a. One way to think about servant leadership is by comparing bosses and leaders | |
| b. Questionnaire: your leadership style | |
| c. T-chart comparison: boss and leader | |
| 5. Case Studies | 10 min |
| 6. Conclusion: Martin Luther King | 1 min |

Estimated Duration 35 - 45 min

LESSON PLAN

Attention.

Have one cadet who has a flair for the dramatic play *Cadet Psycho*. If possible, *Cadet Psycho* should out-rank the instructor.

CADET INSTRUCTOR: *Introduce yourself and your topic.*

CADET PSYCHO: (*Screaming out of control to the cadet instructor*) "I order you to shine your shoes, gimme one hundred push-ups, and do my math homework!"

CADET INSTRUCTOR: (*Calmly and rhetorically*) "Is this what you call leadership?"

CADET PSYCHO: (*continuing*) "Now move it, cadet, my math problems won't solve themselves!"

CADET INSTRUCTOR: (*cool and collected*) "He can scream all he wants, but that's not leadership, that's intimidation. Thank you for the bad example, you may be seated."

Main Point 1. Servant Leadership Defined

A. From watching our film clips, we learned that:

- leaders influence people in a positive way
- leaders help the team reach its goals

B. *Have one cadet portray Cadet Cool*

CADET COOL: (*Calmly and confidently addresses the cadet instructor*): "Cadet (Name), we've got the Cadet Olympics coming up. Everyone on the team needs to get into shape. I know you struggle as a runner, so how about we meet after school and go running together?"

CADET INSTRUCTOR: Leadership is not about controlling people, but serving them. This philosophy is called servant leadership. (*Cadet Cool sits down*)

Servant leaders build teamwork, show fairness, and help the team reach its goals by being a servant of the team.

Servant leaders: (*write on white board*)

- help the team succeed
- put the team's needs ahead of their own
- lead by example
- treat others fairly and with respect
- try to persuade people, not boss them around

Discussion Questions:

- What is servant leadership in your own words?
- Who can give us an example of servant leadership?

Main Point 2. Core Values

CADET PSYCHO: (this time addresses the cadet instructor in a mellow and “high” attitude)
“Dude, I’m like your leader, so I’m supposed to serve you and help you. Wanna come over my house and get high on weed?”

CADET INSTRUCTOR: Once again, Cadet Psycho just doesn’t get it.

To be a servant leader, you need an honor code, a set of noble principles you try hard to live up to. As cadets, we call those principles of right and wrong our Core Values. (*Use white board*)

Integrity: Cadets have integrity. What does that mean?

- We expect one another to be honest.
- You ought to be able to trust someone who is wearing the uniform of the U.S. Air Force.
- If the basketball coach asks you as team captain to lead the team in running 20 laps, you’ll do that, even if the coach isn’t watching.

Service: Cadets put “service before self”. What does that mean?

- We expect cadets to put the team’s needs ahead of their own.
- We expect cadets to volunteer their time and energy doing good for the community.
- And as we’ve said, we try to practice servant leadership.
- If elected class president, you’ll tell your principal how to make school life better for your classmates, not just gloat about your title as president.

Excellence: Cadets strive for “excellence in all we do” What does that mean?

- We expect cadets to be gung-ho and hard-charging.
- We think that when a cadet puts on a uniform, that means they’re willing to set high standards for themselves.
- As the drama club’s student director, you’ll get everyone focused and working during rehearsals so that your play turns out great.
- As a member of a sports team, you’ll speak up against drug use. You and your team can’t pursue excellence when drugs are part of your life.

Respect: Cadets show respect to everyone they meet

- Cadets follow the golden rule: do unto others as you would have them do unto you.
- Whether we’re in uniform or in normal clothes, we know we represent our cadet squadron, CAP, and the Air Force, so we treat people with respect.
- A student council member, club president, team captain, or other leader would stand up for the kids who get picked on.

Integrity, Service, Excellence and Respect are our Core Values. Do you have any other values of your own?

What happens if leaders don’t adopt a personal honor code and try to live up to Core Values?

Main Point 3. Boss vs. Leader

Getting back to the idea of servant leadership, what kind of leader are you? Have you ever thought about yourself as a leader? (*Refer to questionnaire in student guide.*)

Problem 1

You are promoted to colonel and put in charge of 1,000 troops. The unit has a distinguished history. Its officers have a reputation for being capable and effective. The troops generally get along well with one another.

The unit has been out on the front lines for a week. As soon as you arrive, you're ordered to attack a heavily defended position two days from now. There has been little preparation for this operation and there are many unanswered questions about how to make the attack.

What do you do?

Choice A: Go out and meet the troops in the field. Let them know personally that you support them. Leave the planning of the assault in the hands of your lieutenants.

Choice B: Plan the assault personally. Let your officers assure the troops that you, their new colonel, is behind them, even though they haven't personally met you yet.

Problem 2

Your attack is delayed by two days. This gives you more time for planning. Your scouts have reported back that they can't even see the enemy, although there's no doubt they are still present and ready to defend against your attack.

Your lieutenants worry that they don't know what to do. They're confused as to when, where, and how they are to attack.

When meeting with your senior staff to plan for the attack, how do you proceed?

Choice A: The enemy could try to repel your attack in at least ten ways, so you feel that you have to be prepared for every possible situation. You create several detailed plans, one to beat each different type of defense. You insist your lieutenants memorize all ten plans so they can be prepared for anything.

Choice B: You come up with a general plan and leave room for flexibility. Because you have confidence in your troops' capabilities, you feel you don't have to create a painstakingly detailed plan. Although having a general plan will give your troops a basic idea of how to win the fight, you admit that the general plan can't anticipate every defense, so your people will just have to do the best they can.

Problem 3

The assault on the enemy fortress is in full swing. Your unit has done well, but is taking heavy casualties and now appears to be stalled.

The attack was a complicated one which required three separate teams to coordinated assaults. Initially, the three teams were working perfectly together, but the enemy has now

jammed your radio communications. From where you are in headquarters five miles from the fighting, it is difficult to determine what is happening or to provide guidance.

What do you do?

Choice A: Immediately get into your jeep, ride to the front and attempt to find out in person what is happening to each team. Note that you may come under heavy fire, and visiting each team could take a long time, during which the situation could change yet again.

Choice B: Resist the urge to go to the front. Instead, stay in control at headquarters, attempting to make sense of the broken, intermittent communications. You also send messengers to each team, in hopes that they can quickly report back what they see, though you're not sure if they can make it back alive.

Problem 4

You've sent in your reserve forces and are now winning the battle. Victory seems just a little ways away. The enemy commander has come to you for a meeting under flag of truce.

The enemy commander has agreed to order his troops to lay down their arms if, and only if, you negotiate the terms of their surrender, including personal protection for his family. He also asks that certain religious sites in the immediate facility NOT be occupied by your troops as part of the agreement, even though you were ordered to take control of the entire area.

He says that if you do not negotiate immediately, his troops will fight "kamikaze style," senselessly trying to kill you and your troops even if they're sure to die in the process.

What do you do.

Choice A: Negotiate with the enemy commander. You'll have achieved most of your objectives, gotten the enemy to surrender, and saved lives by stopping the fighting. You reason that you're the highest ranking person on scene, so you have to make a decision, even though no one authorized you to negotiate with the enemy.

Choice B: Because no one has authorized you to negotiate with the enemy, and because your orders are to seize total control of the area, you decide to reject the enemy's offer. Instead, you send a messenger to ask your general for instructions on how to reply to the enemy commander. In the meantime, your troops will keep fighting, even though the "kamikaze" attacks are sure to produce heavy casualties.

Scorecard. What kind of leader are you? (raise hands)

hands-on, do-it-yourself kind	AAAA
people person	AAAB, AABB, ABBB, ABAB
big picture visionary & delegating leader	BBBB
careful planner	BBAA, BAAA, BAAB, BBAB
the "just do it" or "get 'er done" leader?	AABA, BABA
mixed-style leader who adapts to the situation	BBBA, ABAA, BABB, ABBA

The decisions you make tell the world what kind of leader you are. If you believe that servant leadership is a good way to lead and help the team succeed, you need to choose to be a leader and not a boss.

(Create two columns on the board, one labeled "boss," the other "leader." Write down the students' responses in the appropriate column. Some suggested replies are shown below.)

Boss	Leader
Says "I"	Says "We"
Inspires fear	Inspires enthusiasm
Fixes blame	Fixes problems
Says "Go!"	Says "Let's go!"
Drives	Leads

But what's the difference? When you think of a "leader" what comes to mind?

Follow up: as students offer responses, ask them to elaborate – how does that trait make you feel, and do you find it useful for the team?

When you think of a "boss" what comes to mind?

Follow up: as students offer responses, ask them to elaborate – how does that trait make you feel, and do you find it useful for the team?

Main Point 4. Case Studies

Break the class into small groups (preferably 4 or 5 students each), with one cadet assigned to each group.

Have each group tackle one case study. Give the students a few minutes to read their case study and come up with a solution to the problem. When they're ready, have the students of each group explain their solution to a cadet. The cadet's job is to challenge the students' responses and ensure the students are applying the principles of servant leadership.

Case Study A: The Poor Kid on the Soccer Team

You're a co-captain for your school's soccer team. Most everyone on your team plays aggressively, wants to win, and works hard during practices. One player, Taylor, wears really cheap sneakers to practice instead of cleats. People pick on him because of it. Unfortunately, even the coach doesn't like Taylor and it shows. When kids pick on Taylor, the coach pretends not to hear them.

The team is forming-up for the team photo when your co-captain blurts out, "Hey Taylor, stand in the back row so your lame sneakers can't be seen. The rest of us don't want to look like losers." What do you do at that moment? What do you do over the next few practices?

Ideal Solution: You should speak up in defense of Taylor. Over the next few practices, you should make a point to cheer Taylor on and encourage him or her to try hard. It also would be helpful to privately ask the coach to support Taylor more. By publicly supporting Taylor, you show the team what it means to be a real "team."

Possible Challenges:

In supporting Taylor, aren't you worried that your teammates will mock you for supporting such a loser?

What impact does your coach's behavior have on your challenge as a leader?

Is it better to tackle this problem head-on by telling everyone all at once to stop picking on Taylor, or should you try to laugh it off, or maybe do nothing right then but wait for a better time to do something in support of Taylor?

Case Study B: The 8th Grade Graduation Party

Summer is almost here and as the vice president of the 8th grade class, you're helping your fellow class officers decide how the class will celebrate its graduation from middle school. Besides you, there is a class president, a treasurer, a secretary, and three at-large representatives who serve as class officers. The seven of you are disappointed that the class' magazine sales drive raised only \$5,000, well short of the \$10,000 you needed so the class could celebrate graduation together at Surf Coaster, an awesome water park in your area.

The class president has an idea. "Since we can't afford taking everyone in our class to Surf

Coaster, how about we have a huge picnic right on our school's athletic fields. We could have hot dogs, hamburgers, a massive ice cream bar, and other great eats for about \$2000. That would leave \$3000. Then we'd put \$2300 of that money in the bank and maybe use it next year in ninth grade."

"What about the remaining \$700?" you ask.

"The \$700 will pay for the seven of us class officers to travel to Surf Coaster, pay for our admission into the water park, plus have plenty of money for food, drinks, and video games."

"Awesome!" cries the treasurer.

"Yeah! If the whole class can't go to Surf Coaster, at least the officers should be able to go. After all, we've worked hard all year," adds the secretary.

What do you do?

Ideal Solution: You should speak out against the idea because it is self-serving. The persuasive route is probably a good idea. Ask the other officers, "Have you guys thought about how our classmates will react when they hear that only the officers are going to Surf Coaster?"

Possible Challenges:

Are the class officers displaying servant leadership? Why or why not?

How do you get the class officers to see that they're being self-serving?

Do you confront them right there and say the trip to Surf Coaster is a bad idea? Do you say nothing and try to persuade people to change their minds on an individual basis later? Do you bring your concerns to a teacher?

Does the fact that the self-serving idea comes from the president have any effect on the situation?

Conclusion.

Slide shows image of Martin Luther King and his quote about "anybody can serve"

To play audio, click the quotation area on the slide.