

CLASSIC LEADERSHIP
STUDENT WORKBOOK

Also by Time Lautzenheiser
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CLASSIC LEADERSHIP

A CURRICULUM FOR THE DEVELOPMENT OF STUDENT LEADERS

STUDENT WORKBOOK

TIM LAUTZENHEISER



GIA Publications, Inc.

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FOREWORD

Michael Kumer

Have you ever dreamed of studying painting from Picasso? Or diplomacy with Churchill? How about music composition with Mozart?

Tim Lautzenheiser's newest opus, *Classic Leadership Success: A Curriculum for the Development of Student Leaders*, is tantamount to a one-on-one lesson with an internationally recognized guru (some would argue THE guru) of leadership and personal development (which Tim sees as one and the same).

As an avid follower of Tim's classic work for decades, I have watched him in action at any one of the thousands of workshops he has conducted, and I have asked myself, "How does he do that?" "How does he make it look so simple?" His workshop delivery is effortless (and innovative, and engaging, and amazing, and humorous, and exhilarating and...) but—trust me on this—entirely daunting to anyone who has tried to duplicate his approach.

Stephen Covey in his wildly acclaimed book, *7 Habits of Highly Successful People*, suggests that the best way to learn a subject is to teach it to others. *Classic Leadership Success* takes us gently by the hand, provides us with a comprehensive and easy-to-understand curriculum, and imbues teachers with the confidence needed to integrate aspects of leadership and personal development into our academic courses. The book can be used in whole or in part; individual chapters stand on their own or in combination with other chapters. Feel free to underline extensively (in yellow, of course) and apply Post-It notes liberally.

It's axiomatic that anyone reading *Classic Leadership Success* already has an interest in the manifestation of human potential. Thus, it's inescapable that those committed to learning about and trying the techniques suggested will experience a surge in their personal wellbeing along with that of their students.

Hands down, this is a must read and a book for every teacher's personal library.

Michael Kumer is the Principal of BoardsMTO (Made to Order), a boutique consulting firm helping community benefit boards attain excellence in all areas of governance, including strategic planning, board member recruitment, and effective board structures. An exceptional facilitator, Michael is often called upon to help organizations achieve consensus.



PREFACE

Welcome to *Classic Leadership* a twelve-week curriculum dedicated to the never-ending development of student leaders who are ready to embrace the challenges of going the extra mile to serve their constituents in a fashion that will advance the given organization to a higher level of efficiency and effectiveness.

Having spent the last three-plus decades presenting workshops to over two million students throughout the United States and many foreign countries, I have discovered certain tried-and-true tenets evident in all first-class groups, clubs, teams, etc. There is far more to this challenge than simply recognizing or memorizing these given cornerstone fundamentals; rather, it is a matter of being able to integrate them into the very fabric of the leader's personality. In today's fast-moving, communication-driven world, leadership isn't something you do; leadership is something you are. With that in mind, the following pages are dedicated to creating a pragmatic blueprint adaptable to every group and achievable by every aspiring young leader.

As with any template, it must be adjusted to fit the needs of YOUR organization. Also keep in mind that 100 percent of the material will not work 100 percent of the time, so take advantage of your creative mind and improvise where wanted and needed while continuing to keep the compass point steadfastly aimed at the SUCCESS TARGET.

Enjoy the exercises, be faithful to the assignments, extend beyond the requisite reading, and etch out your own leadership pathway. The curriculum merely serves as a set of road signs along the way to make your journey one that will positively shape your life forever.

I admire you for taking on this dauntless task, I hail you for stepping forward from the pack to make a worthy difference with-and-for your fellow participants, and above all, I wish you the best of good fortune in your quest. You have made one of the wisest choices in your life: **TOTAKE THE LEAD!**

With best wishes for continued success, I remain,

—Dr. Tim Lautzenheiser
President, Attitude Concepts, Inc.



ACKNOWLEDGMENTS

The *Classic Leadership* curriculum represents a labor of love spanning four decades of study, travel, presentations, camps, clinics, retreats, keynotes, etc. While the delivery of the message constantly changes, the basic content of SERVITUDE LEADERSHIP remains the same:

Create success for everyone by serving.

Alec Harris, President of GIA Publications, Inc., a trusted confidant and remarkable friend, has long urged me, “Put it down on paper so others can bring it to their organizational communities.” As always, Alec was spot-on, and his gentle nudging has been the fuel to complete this “never really will be completed” project. There simply is no end to it; there will always be more to add. If you read between the lines of Alec’s “Introduction,” you will sense the personal investment he has in this entire initiative—so much of it is a mirror of Alec. THANK YOU.

My dedicated partner and loving wife, Andrea Price, has been the ultimate driver of *Classic Leadership Success* from the get-go. Word by word she has fastidiously edited the many pages from beginning to end countless times. This curriculum would not exist without her tireless efforts and missionary sense of purpose. THANK YOU.

Chris Harmon, Director of Bands at Lake Central High School (St. John, IN), was kind enough to share his own student leadership team to capture the various exercises for the production of the DVD. We could not have found a more willing and caring group of young leaders. They are the exemplary role models of student leadership in action. THANK YOU.

Michael Kumer, an adopted brother and certain soul mate, continues to be the ultimate source of encouragement and creative vision. When I asked him to author the “Foreword” to the book, he graciously brought his magic pen to the page and, as always, created a poetic red carpet for all. Michael is one of many, many million who “walks his talk,” and with extraordinary class. THANK YOU.

Anthony and Carren Gibson from Allen, Texas (Anthony is the Fine Arts Supervisor and Carren is a world-class teacher) were mighty generous in reading the early drafts, and my

wonderful lifetime friend, Martin Becker, Professor of Music at Grace College (Winona Lake, IN), spent a week of his life offering suggestions to raise the bar a bit higher. THANK YOU.

I must also spotlight the countless teachers, mentors, colleagues who always offered opportunities to test my own leadership skills...and when success wasn't at hand, they would pick me up, dust me off, and put me right back in the game. What a gift! THANK YOU.

The spotlight of acknowledgment certainly includes the many educators who have taken the time out of their busy schedules to have their students attend one of our Attitude Concepts student leadership workshops. Year after year I have the privilege and the honor of working with the finest students in our educational system. THANK YOU.

And it goes without saying, my own habits are a reflection of two magnificent parents who never settled for less than excellence...and they made very certain I accepted those standards as well. THANK YOU.

TO ALL THE STUDENT LEADERS THANK YOU! This book is dedicated to all of those young hearts and minds who have stepped forward and said, "I want to lead. I want to make a difference. I care." Be it known, tomorrow's future rests in your hands today. THANK YOU.

Much like the old adage, "The more you know, the more you know you don't know," leadership is a reflection of that wisdom. So much of leadership success depends on the constantly shifting tides, the personality of the leader, the surrounding circumstances, and on, and on. Perhaps the point is that the real leaders are the ones who, in fact, GIVE UP GIVING UP. Persistence alone is omnipotent.

*"The things you do for yourself are gone when you are gone,
but the things you do for others remain as your legacy."*

—Kalu Ndukwe Kalu



INTRODUCTION

Alec Harris

Tim Lautzenheiser has done more work with student leaders than anyone else in the United States. Day in and day out, he visits high schools around the U.S. (and the world), helping students learn what it is to be a leader and how these skills can set them on a path of future success.

Tim has traveled for decades, visiting as many as 200 schools in one year. It has been a remarkable journey. His dedication to students and student leadership is truly an inspiration. Over the years, he has refined his workshops, learned a great deal from students, and honed his message. But after Tim's wonderful, inspiring visits, there are often questions: How do we make sure the workshop has an impact beyond one day? How do we give students the opportunity to continue to practice what they've learned about leadership? How do we make sure students keep their leadership skills front and center throughout their work?

What would it be like to learn from Tim for an entire semester?

Classic Leadership seeks to solve this conundrum.

This program is designed to engage high school students over the course of twelve sessions, incorporating the best of the activities Tim has developed. Through discussion questions, activities, journaling, and engaging homework assignments, Tim has created a compelling and insightful program that will inspire students for generations to come. In addition, the companion DVD demonstrates the games in every lesson—a great tool for teachers as they prepare to use this tested and proven curriculum.

Today there is no doubt that leadership skills are a key to future success. And servant leadership doesn't come naturally...it is a skill that needs to be practiced with serious and dedicated intention. It can be one of the most important gifts one can learn in high school.

Classic Leadership is the first leadership curriculum intended specifically for high school students. It is a groundbreaking achievement. I hope every high school will begin to incorporate leadership learning into their extracurricular or course offerings.

Like all good leaders, Tim grows through his work with students. His wisdom on the topic of leadership is truly unsurpassed. *Classic Leadership* is a true gift to students, to our future leaders, and to the world.

You hold in your hands a masterpiece.

Congratulations, Tim, for a wonderful and very important project.

Alec Harris is President of GIA Publications, Inc.



LESSON # 1

SO YOU WANT TO BE A LEADER

“The value of a leader is directly proportional to the values of the leader.”

THE FIRST STEP ON YOUR LEADERSHIP JOURNEY

There are two basic forms of leadership:

1. SYSTEMIC LEADERSHIP

Based on officers and the traditional hierarchy of delegation

2. SERVITUDE LEADERSHIP

Focusing on the leader seeking various ways to support the followers and group by emphasis on ownership by all

Certainly there are hybrid versions of both. Neither is right or wrong, better or worse. They simply reflect a style chosen by the leader.

The following curriculum is dedicated in great part to Servitude/Servant Leadership. Be encouraged to stand back and look at the big picture when it comes to the challenges of leadership. It's certainly not all “glitz and glory”—it is often a most rigorous docket of responsibilities. Most importantly, it requires the maturity to see the world from a We/Us viewpoint. This is the fundamental key to all great leadership through history.

CASE STUDY

The following article provides a clear starting gate for all aspiring leaders. Read it carefully and identify how it applies to your life and your future as a servant leader.

I Went on a Search to Become a Leader

I went on a search to become a leader.
 I searched high and low.
 I spoke with authority; people listened.
 But alas, there was one who was wiser than I, and they followed that individual.
 I sought to inspire confidence,
 But the crowd responded, "Why should I trust you?"
 I postured, and I assumed that look of leadership
 With a countenance that flowed with confidence and pride,
 But many passed me by and never noticed my air of elegance.
 I ran ahead of the others, pointed the way to new heights.
 I demonstrated that I knew the route to greatness. And then I looked back, and I was alone.
 "What shall I do?" I queried.
 "I've tried hard and used all that I know."
 And I sat down and pondered long.
 And then I listened to the voices around me.
 And I heard what the group was trying to accomplish.
 I rolled up my sleeves and joined in the work.
 As we worked, I asked, "Are we all together in what we want to do and how to get the job
 done?"
 And we thought together;
 And we fought together;
 And we struggled towards our goal.
 I found myself encouraging the fainthearted.
 I sought ideas of those too shy to speak out.
 I taught those who had little skill.
 I praised those who worked hard.
 When our task was completed, one of the group turned to me and said,
 "This would not have been done but for your leadership."
 At first I said, "I didn't lead. I just worked like the rest."
 And then I understood, leadership is not a goal.
 It's a way to reaching a goal.
 I lead best when I help others to go where we've decided to go.
 I lead best when I help others to use themselves creatively.
 I lead best when I forget about myself as leader and focus on my group...
 Their needs and their goals.
 To lead is to serve...to give...to achieve together.

—Anonymous
 (as it should be)

THE RELATIONSHIP THIS HAS TO LEADERSHIP

Leadership is made up of two philosophical components:

1. LEADERSHIP IS FOR GIVING.

The opportunity to create success for the people within the organization.

2. LEADERSHIP IS FORGIVING.

When things go awry, the leader “forgives” the error and moves forward.

Many people see a leadership position as the chance to be in charge, to tell others what to do, to delegate work, and to put themselves in a posture of authority. Nothing could be further from the truth.

The essence of leadership lies in the leader’s ability to:

- ▶ serve others
- ▶ create success for the people in the organization

Leadership is the opportunity to:

- ▶ give
- ▶ contribute
- ▶ roll up your sleeves and begin moving in a positive, forward direction

Whether it is straightening chairs, emptying the trash, creating a colorful bulletin board, or working with someone on a personal problem, a leader is the person who responds to the tasks at hand.

A leader:

- ▶ does what needs to be done
- ▶ when it needs to be done
- ▶ whether or not he or she wants to do it
- ▶ without anyone asking

The next aspect of leadership centers on the concept of forgiving. When something goes wrong (and it will), many leaders often react to the situation by reprimanding the followers for their inability to fulfill their suggestions. However, a true leader will forgive the people involved

and proactively refocus his or her energies to correct the problem and quickly get back on course. Psychologically (and intellectually) we know people do not get better when they are made to feel worse.

All too often, young leaders tend to chastise those who fall short on a given assignment. This can be more detrimental to the trusting relationship necessary for future success in any leader/follower relationship.

The solution is simple:

- ▶ Forgive
- ▶ Correct
- ▶ Proceed forward

? ASK YOURSELF ?

How do you **see yourself contributing** to this?

How **does it relate to you?** Your life?

Are you ready and willing to add these **extra responsibilities** to your schedule?

Are you ready to make a positive difference?

GAME / EXERCISE

1. Write down 5 character attributes you see as critical to being a successful leader: Consider the people *you* follow and what it is about them that garners your loyalty and support.

2. Discussion

3. Next write down 5 character attributes you see as detrimental to the success of a leader. Again consider those who have been in leadership positions and have not achieved their desired results.

4. Discussion

What did you learn?

How is it relevant?

**“Leadership isn’t something you do;
leadership is something you are.”**

ASSIGNMENT

What Do You Want the Organization to Achieve?

1. Make a list of 10 goals that serves as the perfect description of your “Dream Group.”

2. The “Dream List” provides the framework or context within which an organization’s strategies are formulated. Begin to create the foundation of a mission statement that will:

- guide the actions of the organization
- spell out its overall goal
- provide a path
- guide decision-making

3. The various group goals/dreams will serve as the blueprint to guide the focus of every action taken on behalf of the group’s growth.

4. Write a letter stating why you want to be a leader and what you want to contribute to your organization/community via your leadership skills and talents.

NOTE: You will turn in this letter today for review at the end of the semester.

CONCLUSION

▶ Reflection

HOMEWORK...ON YOUR OWN

Select a TED Talk (<http://www.ted.com/talks>) and/or article relevant to the development of leadership success to share with your fellow leaders.

Read the following article and align it with your own personality traits.

CHARACTER TRAITS OF A STUDENT LEADER

by Tim Lautzenheiser

- ▶ Student leaders are no longer a luxury in our educational world, but rather a necessity. Any successful group is made up of a strong teacher/facilitator and a committed group of responsible and dedicated student leaders. We count on these extraordinary young people to offer their time and energy in the ongoing growth and development of our programs; without them, much of the daily work simply would not be completed.
- ▶ Students are usually eager to assume the leadership roles, but are they capable of assuming the additional challenges that accompany the real leadership agenda? Do they truly understand the personal price of leadership? The selection process cannot be taken lightly, for the student leaders often determine the attitude, atmosphere, and level of achievement for the entire organization. They are the pace-setters for every member of the group.
- ▶ So many factors enter into this important choice. Are the candidates competent? Are they emotionally secure? Will they assume a leadership posture both in and out of the classroom environment? Can they handle stress and pressure? Are they willing to make decisions that are not self-serving, but focused on their followers? Do they accept criticism and learn from their mistakes? Are they selfless rather than selfish? Ultimately, will they serve as positive role models for each and every member of the group? These are not easy questions to answer, but they are crucially important inquiries, for it is unfair to everyone to assign leadership responsibilities to an individual who has not developed the level of maturity needed to assume the added responsibilities associated with productive leadership.
- ▶ Over the years of teaching the skills and techniques of student leadership, I have observed so many students who are confident in their abilities and certain they can “do the job” and do it quite well; however, they have great difficulty turning hopes and visions into reality. The results are devastating to their followers, the program, and the perceived self-worth of the leader. In truth, everyone loses.
- ▶ In our urgency to have our students become more responsible and productive (perhaps these are one and the same), we are constantly looking for those opportunities of

growth that will allow them to experience the pathway to success. It is exciting and personally gratifying when we see them rise to the occasion, but the penalty of failure has a high price tag in terms of the emotional damage to the student's self-worth. Unlike many other aspects of education, failure in student leadership means others are at the effect of any shortcoming. If a student leader does not accomplish the given task, it can (and often does) have a negative impact on all the followers; and the consequences can range from outward hostility to exclusion from the group. In extreme cases, the wounded student leaders make a decision to never be put in a similar situation where they will be subject to such personal pain, and they choose to sidestep any leadership responsibilities in the future.

- ▶ Metaphorically, we do not pick a tomato from a garden until it is ripe for it will be of no value to anyone. It is impossible to place the prematurely picked vegetable back on the mother plant. Likewise, a student leader who is not ready (ripe) will be incapable of surviving the pressure and stress of leadership if he or she has not grown to the necessary stage of leadership maturity.

The following 6 personality traits are only a starting point, but they will certainly serve to give a positive format for all.

1) SELFLESS

Selfless leaders are those who are always taking the time to help those around them. You can quickly identify this important trait—consideration for others—by simply observing their behavior before and after class.

2) PERSISTENT

Tenacity is an attribute necessary for attaining excellence at any discipline. Many people will begin a new endeavor with a sense of positive enthusiasm, but you are interested in the students who complete their assigned responsibilities. We are not measured by what we begin, but rather we are measured by what we complete.

3) CONSISTENT

Most student leaders are at a time in their lives when they are establishing their personal habits and their life values; they are truly deciding "who they are." Dreams, goals, and desires can shift radically from one day to the next. Pinpoint the student who is predictable and demonstrates emotional stability—those who can "stay the course."

4) AFFABLE

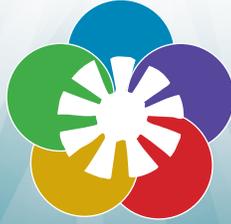
It is often tempting to favor the student leader who is popular, and this is certainly an important aspect of his or her qualifications; however, it is vital for the student leader to have a healthy rapport with the other members of the organization. Popularity aside, the chosen student leader must be recognized and respected by the majority of the group.

5) HONEST

Slighting the truth is commonplace. The student who avoids the temptation to exaggerate or embellish the truth and is willing to accept the consequences that often accompany honesty is a rare commodity. Everyone will benefit from being in the presence of a person who demonstrates such personal integrity.

6) FAITHFUL, LOYAL

“United we stand, divided we fall.” This well-worn phrase is still classic advice for every leader. The students who are always tried-and-true loyalists are your best nominees for student leadership positions. At this stage of leadership, commitment to the group is mandatory, and any disagreements or issues should be dealt with behind closed doors and in strict confidentiality, but there must be a sense of unity in front of the group members.



LESSON #2

CREATE A MISSION STATEMENT

“I don’t know what your destiny will be, but one thing I know. The only ones among you who will be truly happy are those who have sought and found how to serve.”

—Albert Schweitzer

DISCUSSION FROM PREVIOUS WEEK

THE MISSION STATEMENT; A CRITICAL COMPONENT OF LEADERSHIP SUCCESS

The creation of a mission statement is, in many ways, the most important first step for any leadership team. It is the WHY that will determine the HOW and the WHAT.

“We can’t arrive at our destination unless we know where we are going.”

The mission statement should:

- ▶ guide the actions of the organization
- ▶ spell out its overall goal
- ▶ provide a path
- ▶ influence all decision-making

The mission statement provides the framework or context within which the organization’s strategies are formulated. While it is often a tedious exercise, it guarantees there is an agreement concerning the WHY of the mission, it will help design HOW to achieve the given goals, so you can begin doing WHAT needs to be done.

CASE STUDY

“Don’t get the cart ahead of the horse.”

In your enthusiasm to reach your destination, it is easy to lose sight of the *reason* we are doing what we are doing in the first place. Unless there is a mission statement (a beacon that is always there) diversion will occur.

The first Apollo mission to the moon had over 600 course corrections. They were certain the original plan would land the Apollo space vessel on the surface of the moon, but countless unknowns came into play during the journey, and those in charge (the leaders) were constantly adjusting, recalculating, and making the necessary changes to make certain the mission would have a successful ending. It did; however, it was a result of always going back to the WHY of the how and the what.

Every organization’s WHY is the mission statement. Thus, it is the most important piece of the puzzle.

THE RELATIONSHIP THIS HAS TO LEADERSHIP

We are all subject to the deceptive trap of leadership. It is easy to become excited about the platitudes and forget the importance (and necessity) of doing the work that is:

- ▶ pragmatic
- ▶ measurable
- ▶ relative
- ▶ supportive of the mission statement

Leaders who are firmly grounded will dedicate time and energy to contributing in a fashion that is clearly making a difference in promoting the declared mission statement.

Now: define the agreed-upon mission statement and put it in writing.

? ASK YOURSELF ?

How do **you see yourself contributing** to this?
How **does it relate to you?** Your life?

1. Make a list of various ways you can begin to manifest the mission statement.
2. Start to organize these ways by envisioning how they can be measured.
3. Put a timeline on these ways. Be sure to select something you can complete; be realistic and then simply get the job done.

CONCLUSION

► Reflection

Discuss with the leadership team the importance of going from INTENTION to COMPLETION. Cite examples where people started down the pathway but then either got sidetracked or simply gave up. Demonstrate the importance of using the mission statement as the first filter in making choices/decisions.

HOMework...ON YOUR OWN

Select a TED Talk (<http://www.ted.com/talks>) and/or article relevant to the development of leadership success to share with your fellow leaders.

Read the following article and align it with your own personality traits.

A PARADIGM SHIFT FOR TODAY'S LEADERS

by Tim Lautzenheiser

- The entire realm of leadership training has taken a dramatic shift over the last three decades. The strong-armed approach to leadership success has given way to the concept of allowing the follower to become an invested contributor to the overall mission. There is a greater emphasis on intrinsic motivation rather than using extrinsic rewards as a means to individual or group achievement.
- The cornerstones of this paradigm shift emphasize a win-win concept embracing both the requirements of the project responsibilities and the welfare of the people involved. It diminishes the power struggle often associated with the traditional positioning, turf protection, rank-and-file status, etc. To find success in this modern-day blueprint of leadership style, these four laws of leadership must be understood and integrated into every decision made by the assigned leader; they serve as the foundation blocks of contemporary leadership.

1. People are more important than titles.

The focal point remains on the welfare of the people involved. The leader constantly monitors the overall attitude of the group, ensuring a sense of mutual understanding and synergistic effort based on individual and group commitment focused on the agreed objectives.

2. We can't lead others until we lead ourselves.

Role modeling plays a vital part in the leader's ongoing communication with the members of the organization. While delegation is still an important aspect of the process the leader sets the pace by demonstrating the expectations and standards desired to achieve positive results. The most effective form of leadership is positive role-modeling.

3. Leaders are measured by what they give.

Leadership is an opportunity "to give" to those who are part of the group, organization, ensemble. The position of leadership is a license to help all those who are part of the forum. If there is not a measured contribution to the forward progress of the group, the value of the leader is diminished to the point of being "merely a title carrier."

4. Leaders assume total responsibility.

When something goes awry, the leader immediately assumes the responsibility for the breakdown rather than pointing the finger of blame at anyone else. The welfare of the followers is primary in every facet of the leader's agenda.

Adapting this new leadership consciousness to any organization offers the individual members a greater opportunity to "own the group" and accept the responsibilities for the positive growth and development of the organization. Everyone wins.



LESSON #3

CREATIVE GOAL SETTING

“Don’t judge each day by the harvest you reap, but by the seeds you plant.”

—Robert Louis Stevenson

DISCUSSION FROM PREVIOUS WEEK

GOAL SETTING: THE BLUEPRINT FOR ALL TO FOLLOW

The previously created mission statement is the foundation of goal setting. Creative goal setting is the process of putting together a blueprint of PRAGMATIC, MEASURABLE benchmarks designed to support forward progress for the group.

Goal setting is a fun exercise, but it often goes no further than the final template. If you are to lead, you must be able to identify what works, what doesn't work, make the necessary adjustments, and continue on the path to reach the destination.

While you certainly want a positive philosophical theme, it is important to designate parameters to support the various goals. Such platitudes as *work harder, do better, include everyone*, etc., are all well and good, but it is important to identify ways of measuring them. *How* do you work harder? *What* determines if you do better? *How* will you include everyone? It is important to define the goals so they can be quantified and measured.

Seek ways to advance the organization from where it is to where it can be. It is tempting to get caught in the comfort zone of *we've always done it this way*. Traditions are a wonderful part of every group's history, but if the tradition is hampering future growth, you must be willing to take a bold step forward and honor the mission statement by making the necessary changes.

Creative goals indicate they are:

- ▶ different ▶ new ▶ contemporary
- ▶ wanted and needed for the welfare of all concerned
- ▶ creative ▶ realistic ▶ relative

CASE STUDY

*“We certainly won’t arrive
if we don’t know our destination.”*

This quote is the very reason we have goals in the first place. With that said, however, putting together an outline of goals does not guarantee end-all success. There is much work to do from intention to outcome, and the commitment and dedication needed to arrive is where true leadership comes into play.

A colleague was eager to embrace the synergistic power of his student leaders, so he took them on a five-day retreat to develop the team. They put together a glowing mission statement, they laid out a marvelous set of goals, they were assigned titles, they enthusiastically celebrated their future. However, none of it came to fruition.

Why? The best of intentions gave way to the fact they had not put definitive measurements on their goals. They were so general that no one could come up with a way to execute them and as a result, everyone was puzzled.

**Leadership is a verb.
It requires action.**

When the action can be measured, it offers a personal desire to reach the next level.

You can’t lead others **until you lead yourself.**

A mission statement will not do it. A list of goals will not do it. Even the best of intentions will not do it. It is based on accomplishing the given tasks, which can be measured in a timely fashion.

This story provides a humorous viewpoint:

THE LEADERSHIP TRAP

Everybody, Somebody, Anybody, Nobody

Unknown author of condensed version of Charles Osgood's – A Poem About Responsibility

This is a little story about four people named Everybody, Somebody, Anybody, and Nobody.

There was an important job to be done and Everybody was sure that Somebody would do it.

Anybody could have done it, but Nobody did it.

Somebody got angry about that because it was Everybody's job.

Everybody thought that Anybody could do it, but Nobody realized that Everybody wouldn't do it.

It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

THE RELATIONSHIP THIS HAS TO LEADERSHIP

The human is a creature of habit. We often wait until the last minute to fulfill our responsibilities. We are infamous for procrastinating, delaying, denying, and the age-old excuse of blaming someone else when a given task is not completed.

Creative goals offer:

- ▶ Valid road signs (e.g., scheduling, agreed-upon participation parameters, etc.)
- ▶ A chance to measure your own self-discipline
- ▶ A posturing of active leadership that transfers to a worthy role model

It's not what we *can do* that counts. It's not what we *will do* that counts. It is what we *do do* that counts.

? ASK YOURSELF ?

How **do you see yourself contributing** to this?
How **does it relate** to you? Your life?

Intrinsic motivation is fueled by accomplishment. Ironically, much of personal motivation comes after we have succeeded. We are excited about our term paper after we have written it. We are enthused about a relationship following our time together. We like a particular academic class at the conclusion of the semester.

Inspiration comes from doing. Thus, when there are definitive goals, you actually gain a sense of purpose by completing the self-assigned responsibilities along the way.

GAME / EXERCISE

From **notion** to **reality**;
herein lies the **key**.

What did you learn?
How is it relevant?

ASSIGNMENT

1. Each leader must pledge to 4 (worthy) measurable short-term goals.

2. Discussion

CONCLUSION

► Reflection

Focus the reflection time on the importance of fulfilling the commitment made during the leadership meeting. It is beneficial to have each leader also be accountable by teaming with a partner to keep the assignments, pledges, promises on course throughout the week.

This exercise can be one of the most profound steps forward in all of leadership success.

HOMEWORK...ON YOUR OWN

Select a TED Talk (<http://www.ted.com/talks>) and/or article relevant to the development of leadership success to share with your fellow leaders.

Read the following article and align it with your own personality traits.

SOLUTION-DRIVEN LEADERS—THE ULTIMATE CHOICE

by Tim Lautzenheiser

How many times have we heard the haunting phrase, “You’re either part of the problem or you’re part of the solution.” In becoming student leaders, it’s vitally important to follow exemplary role models who are solution-oriented rather than problem-plagued.

Students who wish to serve in a leadership capacity must first understand that true leadership requires an individual to do more than his or her counterparts. It’s about serving others. Student leaders are doers; they are the people who roll up their sleeves and go to work. Even after an extensive explanation of personal and group expectations, do you really understand the level of commitment, dedication, patience, and personal sacrifice needed, required, even demanded? Students who wish to take on the challenges of leadership should review the following thoughts, for these are the requisites for developing into a solution-driven leader.

► **Focus on the solution, not the problem.**

A gifted leader seeks an objective or solution and then begins to move in the direction of the given goal instead of dwelling on the current status and all of the reasons the organization cannot reach the objective. This comes about by using a clear and concise solution-driven plan of action instead of a problem-driven one.

► **Emphasize what is already working.**

The solution-driven student leader spotlights the strengths of fellow students and emphasizes what is already working. Instead of quickly pointing out everything that is wrong, ineffective, or inefficient, thus preventing forward progress, the student leader first makes a point to recognize the various aspects of the project (including the people) that give it credibility and make it worth the investment of time and energy. The benefit package must be obvious or there will be no ownership of responsibility and, thus, no group cooperation; the result will be a lackluster participation.

► **Set a stage of open communication and personal involvement.**

Too often we look for those we can blame for our present predicaments. Such behavior can garner initial agreement and emotional approval, but it has nothing to do with solving problems. At best it's a fleeting "feel-good moment" that rarely serves the group or the leader. The solution-driven student leader creates a safe and open forum of communication with everyone and listens to any and all suggestions in an effort to attain a better outcome. In turn, everyone becomes more involved in implementing a plan that reflects the group's thoughts and ideas.

► **Keep everyone focused on the goal.**

We often sabotage ourselves by dwelling on the opposite of what we want. Noted psychologist/philosopher Abraham Maslow said,

**“The mind will lead us
in the direction
of our dominant thought.”**

If we spend our time thinking about why something will not work, we're leading ourselves to a predictable failure.

A solution-driven student leader constantly communicates the desired goals to the group.

**What the mind can conceive,
the person can achieve.**

We must picture high-level achievement in our minds at all times and be realistic in the assessment of what it will take to reach the goals.

One of the fundamental responsibilities of every solution-driven student leader is to continually focus the energy of the group on the anticipated results.

► **Create energy and enthusiasm.**

The best way a leader can create energy and enthusiasm is to model positive energy and sincere enthusiasm. This doesn't necessarily mean assuming the role of a cheerleader or extending shallow and insincere compliments. It merely means demonstrating genuine C.A.R.E. for the people, the goal, and the welfare of everyone involved.

Communication
Attitude
Responsibility
Excellence

A lethargic, negative leader drains energy from any group and amplifies the problems facing the organization. But an enthusiastic, positive leader infuses the group with the needed energy to move forward and discover the endless possibilities available as a result of group cooperation. Solution-driven student leaders understand the secret to all leadership (the one aspect over which they have complete control in every situation) is the ability to choose one's attitude at every moment of every day.

**The secret to all leadership
is the ability to choose one's attitude
at every moment of every day.**

► **Create an atmosphere of effective and efficient problem solving.**

The solution-driven student leader creates an atmosphere conducive to effective and efficient problem solving while giving continual renewal to everyone involved. Being a leader does not mean having all the answers; student leaders are not responsible for every solution, answer, and resolution. Such logic results in frustration, confusion, and even delusion.

A perceptive and effective solution-driven student leader encourages an ongoing exchange of helpful ideas between group members. The leader should meet every suggestion with genuine appreciation and use supportive communication as an opportunity to confirm the value of the person involved.

If you inadvertently or purposefully reject suggestions, you stifle creativity and create a barrier for further communication. Maintaining an open, honest, and safe environment for group problem solving is seen by many as the most important contribution of any solution-driven student leader.



LESSON #4
COMMUNICATION: PART I

*“What we hope ever to do with ease
we must learn first to do with diligence.”*

—Samuel Johnson (1709–1784)
British author

DISCUSSION FROM PREVIOUS WEEK

THE ESSENCE OF ALL LEADERSHIP SUCCESS:
COMMUNICATION

It has been said,
“All problems can be solved with communication,
and all problems stem from lack of communication.”

Communication is the fuel for all leadership. We tend to think communication is about giving instructions, or delegating, or passing out information, etc. Nothing could be further from the truth.

Noted author Robert Bolton (“People Skills”) offers this important data concerning communication:

▶ **VERBAL COMMUNICATION:** 10% retention (out of 100%).

He claims: In verbal communication there is far more to it than the shared words: 7% is the word itself, 38% of the interpretation is assigned to the TONE of the voice as the words are spoken, and 55% of the message is translated in the body language of the person who is sharing the words.

▶ **VISUAL COMMUNICATION:** 24% retention (out of 100%).

When the message is extended with the visual support, there is an increase in the staying power of the communication. We often “hear with our eyes.” This emphasizes the importance of eye-contact with our colleagues in all communication exchanges.

▶ **TACTILE/KINESTHETIC/PHYSICAL MOVEMENT COMMUNICATION:** 80% retention (out of 100%).

When people are “actively” involved in the communication exchange, and they are investing some physical/tactile energy in the “conversation,” the retention rate jumps dramatically. Thus, it is always advantageous to communicate in a fashion that “includes” the recipient of the message in some form of activity.

CASE STUDY

In every situation of conflict-resolution, the final outcome is based on communication. It overrides the assumption that is often the problem in the first place. Psychologists, psychiatrists, counselors, attorneys, business leaders, political figures all rely on communication as their platform of exchange.

By definition: Communication is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior. Communication is “any act by which one person gives to or receives from another person information about the person’s needs, desires, perceptions, knowledge, or affective states. Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take linguistic or nonlinguistic forms, and may occur through spoken or other modes.”

THE RELATIONSHIP THIS HAS TO LEADERSHIP

**Communication is derived from COMMUNITY:
“with unity.”**

Communication is designed to bring people together who share a common goal, cause, and/or mission. It is the leader's #1 tool for success (and/or failure) in any and all situations.

Communication is a skill, and the more we practice it, the better we become at sending and receiving. Through everything from enhancing one's vocabulary to increasing the frequency and quality of outreach, it all comes back to effective communication.

? ASK YOURSELF ?

How do you **see yourself contributing** to this?
How **does it relate to you?** Your life?

Review the various challenges you have faced in school, in relationships, in working with others. For certain, you will see that the most successful ventures were wrapped with *genuine communication*.

All of the grand ideas in the world will be of no consequence unless the leader can communicate the message to the eager followers.

Take stock of your own respected leaders. Undoubtedly, they are also great communicators, whether a teacher, minister, great friend, coach, etc. We follow those who can share their vision with a clear sense of understanding.

GAME / EXERCISE

Of all the various exercises and processes shared in this program, communication stands at the top of the list. While we can certainly develop other aspects of the leadership agenda, none is more important than the ability to communicate, express, and connect with others.

What did you learn?

How is it relevant?

ASSIGNMENT

We all know one of the most important ingredients for successful leadership is to be able to focus:

1. Choose 4 individuals with whom you would not normally communicate and launch a conversation that focuses on them.

2. Next week, you will report on the completion of (or failure to complete) your goals based on the outreach communication challenge.

Good luck...this is one of the most important assignments of the entire curriculum.
Choose to succeed!

CONCLUSION

► Reflection

Focus the reflection time on the importance of fulfilling the commitment made during the leadership meeting. It is beneficial to have each leader also be accountable to support a partner to keep the work towards goals on course throughout the week.

HOMEWORK...ON YOUR OWN

Select a TED Talk (<http://www.ted.com/talks>) and/or article relevant to the development of leadership success to share with your fellow leaders.

Read the following article and align it with your own personality traits.

DOES YOUR GROUP C.A.R.E.? THE ANSWER LIES WITHIN...

by Tim Lautzenheiser

What creates that magical atmosphere we have come to know as the foundation of a group? Perhaps it's all based on the ability to C.A.R.E.

Examine the common themes of great programs and you will find that the quality organizations always focus on the C.A.R.E. of fellow group members and all those connected with the program.

Does your group C.A.R.E.?

This acronym is more than a clever label. It spells out the essence of any group's success. It's the elusive, indescribable climate we all recognize but often overlook in our

quest for quality, and yet it provides the forum we all need to achieve a high level of excellence.

What makes your group special?

► **COMMUNICATION**

Is there open and safe communication among the members of the group? Do upperclassmen spend time with new members? Do various sections of the group work together with a unified understanding? We know communication is the key to all forward motion and problem resolution. Encourage one another to reach out to other members of the group.

► **ATTITUDE**

What kind of attitude is generated by group members? Do people look forward to time together in an environment based on positive support and encouragement? Since every individual has total control over his or her attitude, this may be the most important area of personal contribution to the group. There is no substitute for a healthy attitude.

► **RESPONSIBILITY**

The word *responsibility* literally means “the ability to respond.” Do your peers seriously embrace their responsibilities? Do they come prepared and ready to invest their efforts and energies for the ongoing growth and development of the group’s goals? Do they understand their personal contribution (both positive and negative) plays a crucial role in the outcome of the group’s success? Does the group *respond* to the leader in a fashion that advances the entire organization to the next level of achievement?

► **EXCELLENCE**

Excellence comes from the word *excel*, to go above and beyond the required mandates but to always do more than you think needs to be done. It is the final litmus test, your signature trademark to the tasks at hand. There is no substitute.

Veterans know the feel of a group that C.A.R.E.s. All the extrinsic add-ons are of little value; the secret ingredient comes from within the group’s ability to C.A.R.E.

When people decide to unselfishly give of themselves, then they realize the value of the group: a gathering of wonderful individuals who genuinely C.A.R.E. for one another.



LESSON #5
COMMUNICATION: PART 2

*“You get the best effort from others
not by lighting a fire beneath them,
but by building a fire within.”*

—Bob Wilson

DISCUSSION FROM PREVIOUS WEEK

CREATING A WIN-WIN OUTCOME FOR ALL

The absolute needed agreement in all leadership success is built on trust.

**“The fundamental basis of ALL
effective communication is TRUST!”**

We follow people we trust.

Trust is the basis for quality communication. Unless we trust someone, there is always a suspicion we might be at the mercy of some self-serving individual who has a hidden agenda, so we stand back until we are absolutely certain we are on solid ground before contributing our best efforts.

Trust is:

**an assured reliance on the character, ability, strength,
and truthful communication of another.**

CASE STUDY

Enjoy this. It is the spirit of trust:

Little girl and her father were crossing a bridge.
 The father was kind of scared so he asked his little daughter,
 "Sweetheart, please hold my hand so that you don't fall into the river."
 The little girl said, "No, Dad. You hold my hand."
 "What's the difference?" asked the puzzled father.
 "There's a big difference," replied the little girl.

"If I hold your hand and something happens to me,
 chances are that I may let your hand go.
 But if you hold my hand, I know for sure that no matter what happens,
 you will never let my hand go."

—Author unknown

In any relationship, the essence of trust is not in its bind, but in its bond. So hold the hand of the followers who love you rather than expecting them to hold yours.

Since you are asking your colleagues to follow your lead, they must know they have your support from the onset. The ultimate outcome of any great leader is to have his or her followers fly on their own...best described in this short bit of wisdom from French poet Apollinaire Guillaume:

*"Come to the edge," he said.
 They said, "We are afraid."
 "Come to the edge," he said.
 They came. He pushed them...and they flew.*

THE RELATIONSHIP THIS HAS TO LEADERSHIP

A true leader understands the difference between KNOWLEDGE and WISDOM. Knowledge (information) can be accumulated at warp speed; however, unless the knowledge is translated and applied to the situation at hand, it is just mere knowledge. By building a trusting relationship with each and every follower, the information then can become wisdom as it is used in a pragmatic fashion to serve everyone in the group.

This is clearly based on the leadership ability to communicate the *why* aspect of the given challenge. It is one thing to tell people *what* to do, and another to explain *how* to do it, but unless the follower knows *why* (the reason for the leader's request), then the full potential (synergy) of the group will never be reached.

Every good leader will first communicate the why, then the how, and finally the what. To achieve this end, there has to be sense of trust fueling the exchange.

? ASK YOURSELF ?

How do you **see yourself contributing** to this?
How **does it relate to you?** Your life?

All too often leaders will advance without the followers understanding the reason for the various leadership decisions/choices.

"I listen to the people I trust."

"I follow the people I trust."

"I put forth genuine effort for the people I trust."

"I respect the people I trust."

Substantive leadership requires:

- ▶ **H**onesty
- ▶ **I**ntegrity
- ▶ **D**ignity
- ▶ **E**thics
- ▶ **S**ensitivity

The part of leadership we can't see; the part that H.I.D.E.S.
These are the cornerstones of TRUST.

GAME / EXERCISE

What did you learn?
How is it relevant?

We recognize in others what we have in ourselves.

Everyone gains, everyone realizes a new sense of responsibility, everyone becomes more closely aligned: a true win-win-win.

ASSIGNMENT

1. Have a conversation with one of your group's members (who is not a close friend). Avoid using the words *I*, *me*, and *my* throughout the conversation. (This is a difficult challenge!)
2. Write an anonymous note of appreciation to someone who has contributed to your life; let them know you recognize their unselfish contribution and you are thankful for their presence. (By not signing this note, you are separating yourself from the *need* to be rewarded for everything you do.)
3. Befriend one person who you recognize as not being 100% into the game. Perhaps invite the individual to join you for a one-on-one conversation accompanied by an after-school snack at a local fast-food restaurant. Use your newly honed communication skills to learn about this person.

CONCLUSION

▶ Reflection

- ▶ What did you learn from the Communication Circle that was different than the last experience?
- ▶ How does putting the emphasis on the other person shift the value of the exchange?

- ▶ How can you see this advanced level of servant leadership communication being integrated into the various aspects of the week ahead?

HOMEWORK...ON YOUR OWN

Select a TED Talk (<http://www.ted.com/talks>) and/or article relevant to the development of leadership success to share with your fellow leaders.

Read the following article and align it with your own personality traits.

TOP 10 CONCEPTS FOR LEADERSHIP SUCCESS

- ▶ #1 – “Positives come and go; negatives accumulate.”

Don't use threats and/or bullying to get what you want/need. If you are tempted to say something negative, realize that it will be in the person's mind forever; you can't take it back. It is impossible to unsay anything. Think before speaking; words are POWERFUL and LASTING.

- ▶ #2 – “People do not get better by making them worse.”

There are countless ways to offer the same message without demeaning the receiver of the message. It is important to address the behavior and not the person. Dehumanizing usually puts everyone in a non-productive fight-or-flight survival mode.

- ▶ #3 – “Pessimists see the challenge in every opportunity; optimists see the opportunity in every challenge.”

A mere twist of the words in the sentence above puts an entirely new perspective on things, and it stimulates pro-action instead of reaction. Success requires giving up “GIVING UP!”

- ▶ #4 – “If it comes between being right and being kind, CHOOSE KIND!”

Right and wrong have to do with human judgment. In almost all cases, being right creates a being wrong for someone else. You can always go back and be *right*, but you can't always go back and be *kind*.

- ▶ #5 – “At every moment we are either APPRECIATING or DEPRECIATING the present environment.”

There is no neutral, and in our attempt to be safe through disengagement, it often adds a negative factor to the overall climate. Simply put: At all times, are we making things better or are we making things worse? Appreciation is needed for forward motion.

- ▶ #6 – “Leadership isn't something we do; leadership is something we are.”

The cameras are rolling all the time; we are always on the radar. It is important to “walk the talk.” Too often, after all is said and done, much is said and little is done. Leadership requires action.

- ▶ #7 – “Criticize in private; praise in public.”

If the time comes for a needed “adjustment” or an important “correction,” it should be dealt with in a humane fashion, one on one. When there is praise to share, everyone can be the benefactor of highlighting an individual's achievement.

- ▶ #8 – “When we change the way we look at things, the things we look at change.”

An honest assessment “along with the *why*, *how*, and *what*” is the key to success. The mind always makes the individual right, so our filters of interpretation are of critical importance. Problem or opportunity? It is our choice.

- ▶ #9 – “Communication is the key to any/all problem solving.”

If there is to be forward motion, it must come from a cooperative effort with all parties involved, and the connection is made and supported with COMMUNICATION. It is the nurturing food for the growth of anything and everything. The most effective communication is when we “choose to understand before being understood.” It is the art of getting behind the eyes of the other person.

▶ #10 – “Whatever we want is what we give away.”

Literally: “Do to others as thou wouldst they should do to thee, and do to none other but as thou wouldst be done to.” The world is a fertile ground for planting, growing, harvesting. It captures our words, our moods, and it brings back to our lives what we give to others; we are only worth what we give away.



LESSON #6

BUILDING TRUST RELATIONSHIPS

“Appreciative words are the most powerful force for good on earth!”

—George W. Crane

DISCUSSION FROM PREVIOUS WEEK

BUILDING TRUST RELATIONSHIPS
VIA COMMUNICATION:
THE FOUNDATION OF ALL ORGANIZATION
ACHIEVEMENT

We/Us over I/Me

As you can see, Lesson #6 is a continuation of the *Communication* theme. Since it clearly is the most important skill of the successful leader, let's explore the next level of communication “through the eyes of a servant leader.”

Society tends to live from a posture of I/Me.

WIIFM: “What’s in it for me?”

If this is the basis of all decision/choice-making, we are doomed to keep all of our energy/potential focused on a self-serving agenda. We/Us thinking allows the leader to open the flanks of creative thinking and discover ways to contribute to all those who choose to be followers.

CASE STUDY

“We harvest what we plant.”

To achieve a We/Us posture requires the ability to delay gratification. It is an outgrowth of the GIVING theme. Enjoy this short story:

WHAT GOES AROUND COMES AROUND

—author unknown

One day a man saw an old lady stranded on the side of the road, but even in the dim light of day he could see she needed help. So he pulled up in front of her Mercedes and got out. His Pontiac was still sputtering when he approached her.

Even with the smile on his face, she was worried. No one had stopped to help for the last hour or so. Was he going to hurt her? He didn't look safe; he looked poor and hungry. He could see that she was frightened, standing out there in the cold. He knew how she felt. It was those chills that only fear can put in you. He said, "I'm here to help you, ma'am. Why don't you wait in the car where it's warm? By the way, my name is Bryan Anderson."

Well, all she had was a flat tire, but for an old lady, that was bad enough. Bryan crawled under the car looking for a place to put the jack, skinning his knuckles a time or two. Soon he was able to change the tire, but he had to get dirty and his hands hurt. As he was tightening up the lug nuts, she rolled down the window and began to talk to him. She told him that she was from St. Louis and was only just passing through. She couldn't thank him enough for coming to her aid.

Bryan just smiled as he closed her trunk. The lady asked how much she owed him. Any amount would have been all right with her. She already imagined all the awful things that could have happened had he not stopped. Bryan never thought twice about being paid. This was not a job to him. This was helping someone in need, and heaven knows there were plenty who had given him a hand in the past. He had lived his whole life that way, and it never occurred to him to act any other way. He told her that if she really wanted to pay him back, the next time she saw someone who needed help she could give that person the assistance they needed, and Bryan added, "And think of me." He waited until she started her car and drove off. It had been a cold and depressing day, but he felt good as he headed for home, disappearing into the twilight.

A few miles down the road, the lady saw a small café. She went in to grab a bite to eat and take the chill off before she made the last leg of her trip home. It was a dingy-looking restaurant. Outside were two old gas pumps. The whole scene was unfamiliar to her. The waitress came over and brought a clean towel to wipe her wet hair. She had a sweet smile, one that even being on her feet for the whole day couldn't erase. The lady noticed the waitress was nearly eight months pregnant, but she never let the strain and aches change her attitude. The old lady wondered how someone who had so little could be so giving to a stranger. Then she remembered Bryan.

After the lady finished her meal, she paid with a \$100 bill. The waitress quickly went to get change for her \$100 bill, but the old lady had slipped right out the door. She was gone by the time the waitress came back. The waitress wondered where the lady could be. Then she noticed something written on the napkin.

There were tears in her eyes when she read what the lady wrote: "You don't owe me anything. I have been there, too. Somebody once helped me out, the way I'm helping you. If you really want to pay me back, here is what you do: Do not let this chain of love end with you." Under the napkin were four more \$100 bills.

Well, there were tables to clear, sugar bowls to fill, and people to serve, but the waitress made it through another day. That night when she got home from work and climbed into bed, she was thinking about the money and what the lady had written. How could the lady have known how much she and her husband needed it? With the baby due next month, it was going to be hard. She knew how worried her husband was, and as he lay sleeping next to her, she gave him a soft kiss and whispered soft and low, "Everything's going to be all right. I love you, Bryan Anderson."

There is an old saying: "What goes around comes around."

THE RELATIONSHIP THIS HAS TO LEADERSHIP

In the culture of servant leadership, one is first dependent, then becomes independent, and then ultimately becomes interdependent with his or her constituents and the organization as the leader strives to support others and the institution.

Interdependence means the leader creates success for others; and by doing so the leader finds satisfaction and joy. In order to move into the final stage of interdependence, servant leaders must build a rapport that then leads to building a strong relationship with their followers. As a result, everyone gains and grows. The basic ingredient is to demonstrate a genuine level of care for those within the scope of the servant leader's influence.

? ASK YOURSELF ?

How do you **see yourself contributing** to this?
How **does it relate to you?** Your life?

We often think a leader must accomplish some monumental task to demonstrate his or her leadership prowess. In truth, it is just the opposite; it is “the little things” that count.

- ▶ Take stock of a day in school.
- ▶ Identify 3 areas where your personal energies can demonstrate a consideration for those around you. (It might be as simple as opening the door for someone who is headed into the same classroom, or recognizing someone who has an armload of books and needs some extra help.) In other words, doing the right thing for the right reason.

The ultimate communication of a student leader is to shine the spotlight of acknowledgment on those who have contributed to the group’s welfare...to acknowledge those who are making a positive difference. This is a great way to reinforce the behavior that promotes quality in the group.

GAME / EXERCISE

What did you learn?

How is it relevant?

“There is one thing that is common to every individual, relationship, team, family, organization, nation, economy, and civilization throughout the world—one thing which, if removed, will destroy the most powerful government, the most successful business, the most thriving economy, the most influential leadership, the greatest friendship, the strongest character, the deepest love. On the other hand, if developed and leveraged, that one thing has the potential to create unparalleled success and prosperity in every dimension of life. Yet, it is the least understood, most neglected, and most underestimated possibility of our time. That one thing is TRUST!”

—Stephen L. Covey

ASSIGNMENT

1. Review your various relationships and identify one that would be greatly strengthened by building trust.
2. Take all of your leadership resources you have gained and commit to strengthening that relationship by creating a win-win scenario. (Wouldn't this apply to just about anyone in your organization...or certainly everyone in your organization?)
3. Be aware you may not be successful on your first attempt...and the person might extend a 2 in response to your outreach, but here is where persistence will be your best friend. Be willing to take the loss, but continue to find ways to extend a 1 and demonstrate you are *not* going to take advantage of the situation, or the person, or the circumstances. It may take several efforts, but eventually, the individual will learn to trust that you are there on his or her behalf.

This assignment will define you as a leader. It will be very easy to give up or give in and simply turn your back on the challenge, but it is the next major step forward in demonstrating the powerful potential you have within your grasp.

Good luck!

CONCLUSION

▶ Reflection

Discuss why it was tempting to extend a 2 in the Trust Game. Look carefully at the temptation to react if someone extended a 2 while you continued to extend a 1. Look at what you might do to respond to someone who simply refuses to play in a win-win situation.

OPTIONS FOR THE LEADER

- ▶ Extend a 2 (in reaction) and set up an adversarial situation from that point forth.
- ▶ Continue to extend a 1 and demonstrate your leadership authenticity in spite of the survival instincts in play.

- ▶ Walk away from the game. (If you evaluate the situation and conclude that there simply is no hope for a change, then there is the option of stepping away from the game altogether.)

HOMework...ON YOUR OWN

Select a TED Talk (<http://www.ted.com/talks>) and/or article relevant to the development of leadership success to share with your fellow leaders.

Read the following article and align it with your own personality traits.

THE NEXT 10 OF THE TOP 20

by Tim Lautzenheiser

- ▶ #1 – “Maturity is the ability to understand how our behavior impacts those around us.”

The profound wisdom in this statement is the key to success for so many people, and unfortunately it is the reason so many fail. Before taking action, simply stop and think, “How will this impact all those around me?” That is ultimately the essence of caring.

- ▶ #2 – “The question isn’t, ‘Can one person make a difference?’ The question is, ‘What kind of difference will one person make?’”

We all make a difference. Our very presence in any situation is part of the present-moment tapestry. Something as simple as saying “Thank you” will make a difference, and side-stepping a compliment will make a difference as well. What kind of difference do you want to make?

- ▶ #3 – “If we accept less than excellence, that’s exactly what we will get.”

Our mind leads us in the direction of our most dominant thoughts. Do we see ourselves achieving excellence in all aspects of our lives? What is our self-talk telling us to do? Successful people believe they will be successful, and it all starts with: We become what we think we are.

▶ #4 – “We are contagious.”

Everything from our attitudes to our work ethic is contagious. Thus, the statement: We become like the people we hang around. Not only are we susceptible to mirroring the personalities of others, but others are equally as susceptible to who we are. The ultimate question is: Do you want people to get what you have?

▶ #5 – “Persistence alone is omnipotent.”

Nothing can take the place of time on task. Those who achieve their goals know that one of the most important aspects of the process is to emphatically stay the course. Each challenge offers an opportunity to discover a way to embrace reality and creatively find ways to come to workable resolutions. Simply never give up.

▶ #6 – “It’s not what you can do, it’s not what you will do, but it’s what you *do do* that counts.”

From potential to intention to follow-through: We get trapped into thinking intention is outcome; we deceive ourselves into thinking that by merely intending to do something we have accomplished our goal. Even the *plan* to do it is still not the key. The payoff is in the *doing* of it.

▶ #7 – “Learn to agree to disagree.”

Allow others to have their thoughts, beliefs, and opinions, and don’t make them wrong in the process. A certain person is a fool. We grow by learning and accepting the knowledge and experiences others bring to the table. Embrace unknowing and respect those who see things differently...there is little time for disagreement...just agree to disagree.

▶ #8 – “Argue for your limitations and you get to own them.”

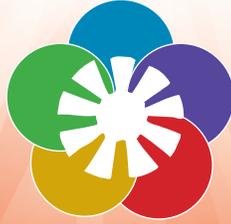
Self-fulfilling prophecy. There are reasons and there are results; choose results. We often limit our own possibilities by convincing ourselves we don’t have what it takes. Yet if you look at so many of our heroes, they are/were just ordinary people who refused to accept any limitations. Become your own hero.

- ▶ #9 – “Don’t complain to someone who can’t fix it; don’t listen to someone complain unless you can fix it.”

This pointless exercise consumes an inordinate amount of time in our lives. Why would someone complain to a plumber about a toothache? This is true of everything that is part of our daily routine. Communicate with those who can make a positive difference. Simply avoid negative rhetoric and gossip.

- ▶ #10 – “Communication isn’t what we *say* that counts; it’s what people *get* that counts.”

It is a common human error to think everyone has successfully connected with our communication. It doesn’t make any difference what we say unless the listener *understands*. It is a bold reminder of the importance of clear, concise communication concerning everything we say and do.



LESSON #7

RANDOM ACTS OF KINDNESS

“Blessed are those who can give without remembering and take without forgetting.”

—Elizabeth Bibesco

DISCUSSION FROM PREVIOUS WEEK

The assignment from the last meeting (which included a conversation without using the words *I*, *me*, and *my*; along with the anonymous note of appreciation; and, finally, befriending someone who you see needs special attention) is a giant step forward. The shift of attention (to the follower) is the basis for all servitude leadership.

Congratulations!

GOING ABOVE AND BEYOND THE REQUISITE ASSIGNMENT

It is important to distinguish
between **managers** and **leaders**.

Managers do *things right*; leaders do *right things*. Leaders take the initiative; they are always on alert about advancing the mission for the benefit of all.

Simply put:

Look around and **see what needs to be done**.

ASSIGNMENT

Random acts of kindness are, for the most part, a quiet contribution to the welfare of another person who is often ignored or taken for granted, and while others are the benefactors of the person's contribution, it is rarely acknowledged and seldom celebrated.

Example:

The school secretary is always available to greet guests, answer any and all questions, serve as the directional guidepost for anyone who needs information, be in charge of all aspects of the systemic welfare of the faculty and student body. Has anyone taken the time to deliver a handwritten note of thanks and a decorated cupcake to this very important person? The same template is true for all members of the school's staff, faculty, administrators, community leaders, etc.

Perhaps there is someone who isolates himself or herself in the cafeteria; here is an opportunity to politely ask to join the person and discover more about him or her. It is the chance to involve the individual in a conversation with the emphasis spotlight on him or her, and to exercise the learned communication skills to build a newfound level of trust.

Complete the following steps to create random acts of kindness:

1. Identify 3 things you feel would be a valuable contribution to the purposeful mission of the group framed as random acts of kindness.

- 2 Rank them in priority order.

CASE STUDY

It's grand to be the receiver of a random act of kindness, but it is even greater to be the source of one.

Case Study #1

Several years ago while teaching a class at the local university, during the semester I happened to mention (in passing) that I was a big fan of Oscar Peterson (the famous jazz pianist). At the conclusion of the semester, several of the students passed along very kind notes, special cards, and some delightful gifts. One of the young ladies waited until everyone had left the room, then walked forward and said, "I have truly enjoyed this class, and have learned so much. In return for all your efforts I wanted to offer my appreciation by giving you something I think you will enjoy." She handed me a packet full of CDs featuring the lifetime works of Oscar Peterson. Certainly the gift itself was grand, but the fact that she spent endless hours gathering the recordings and consolidating them into one source was priceless.

Case Study #2:

A dear friend is a fan of a specific kind of potato chip produced by a small family-owned business in a remote part of the country. I was traveling near the location, and although time was short (isn't it always?), I made the decision to extend the trip to stock up on some of those "favorite chips" for my friend. When the gift was delivered, it was one of the most gratifying and memorable moments of my life. He was thrilled...he loved the potato chips, but the real gift was the random act of kindness. It served as a grand reminder to always be "thinking of others" and finding various ways to embellish their lives.

THE RELATIONSHIP THIS HAS TO LEADERSHIP

We are worth what we give away.

Servitude leadership is based on giving, and there are countless possibilities surrounding us each and every day. Ironically, this is the manifestation of all of the leadership lessons to date, for it creates a win-win outcome for everyone involved.

Leadership is **FOR GIVING**.

? ASK YOURSELF ?

How do you **see yourself contributing** to this?
How **does it relate to you?** Your life?

Review the random acts of kindness created. Develop a plan to bring these notions to fruition and realize that the value is in the *doing*. The outcome will be wonderful for all parties, but the learning gained will set the stage for leadership success for the present and for the future.

GAME / EXERCISE

One of our greatest **presents**
is our **presence**—who we are!

We all exude a personality, an attitude, an intention, and a sense of making a difference. While we can put together various random acts of kindness, the obvious gift we bring to any environment is our own personality. Everyone makes a difference; that is a given. What kind of difference each person makes is a choice.

Today's exercise is one that reveals how we are perceived by others and the importance of what we bring to the environment based on our present-moment attitudes.

What did you learn?
How is it relevant?

ASSIGNMENT

Each participant indicates which random act of kindness is going to be his or her choice for the week and offers some suggestions of how this will be done...along with the promise to report the results at next week's meeting. It's important to talk about **WHAT OUTCOME IS EXPECTED** and then compare it to **WHAT REALLY TOOK PLACE**.

CONCLUSION

▶ Reflection

Take a moment to reflect on where you are along the leadership journey that started seven weeks ago, and where the group is. Invite questions, comments about what has been the most significant and positive learning experience.

HINT:

Don't dwell on what has not worked or any of the frustrations encountered. Keep the focus on what needs to be done to continue along a positive pathway.

Certainly, course corrections need to be made, but continue to head forward with everyone clearly looking at the given goal supported by the mission statement.

HOMEWORK...ON YOUR OWN

Select a TED Talk (<http://www.ted.com/talks>) and/or article relevant to the development of leadership success to share with your fellow leaders.

Read the following article and align it with your own personality traits.

COOPERATION CREATES VICTORY

by Tim Lautzenheiser

We are a society that thrives on competition.

We compete in school for grades, to achieve positions and titles, and in our daily life patterns for everything from a faster lane on the freeway to a winning number in the lottery. We like to win, to get ahead, to maneuver ourselves to a better vantage point. Perhaps Darwin's theory of *survival of the fittest* clearly evidences our competitive spirit: our ongoing, ever-present striving to get to the front of the pack. It's powerful motivational fuel for us humans, but like any energy force, competition can be used in a positive or negative fashion.

The athletic community has very successfully embraced competition as a traditional part of the physical education curriculum. Football games, basketball tournaments, track-and-field meets, etc., have become mainstays of every institution. School themes are built around a string of victories or a state championship, with the winning team becoming the flagship of community pride. Though it is a gross generalization, we see **winning** as good, and **not winning** as not so good.

Other disciplines, observing the enthusiasm generated by competition, have quickly jumped on the bandwagon. Our schools now have science fairs, 4-H shows, debate clubs, essay contests, and music festivals.

The good news is that all of these organized competitive forums have created much excitement; however, we must be clearly aware that there can be a downside to the win-at-all-costs attitude. As student leaders, the cautionary responsibility rests partly on our shoulders. Take heed, for the instant gratification of first place can become a haunting detriment when it alone is the only measure of accomplishment.

When we ask our fellow students to go the extra mile by committing their valuable time to any form of competition, we must focus on the **intrinsic benefits** they will gain as a result of their investment rather than the **extrinsic rewards** that come as a by-product of their dedication. If “getting first place” is more important than the joy of an inspired journey “to” the destination, then it’s time to do some philosophical re-prioritizing. Is the goal to add more trophies to the shelves in the foyer of the school? Or is the goal to stretch to a new level of EXCELLENCE for each and every member of the organization?

THINGS TO CONSIDER IN DEVELOPING LEADERSHIP EXCELLENCE

► **RESOLVING A PROBLEM**

Many of us are quick to recognize or identify problems, but there are few who come up with a resolution. Those who do should be put in the spotlight and given responsibilities within the program.

► **BEING A QUIET, INNOVATIVE STUDENT LEADER**

Identify those silent few who are always finding ways to make things better. Discover the students who, without a hint of fanfare, are willing to help others and require little or no personal attention for their efforts. These students are role models worth their weight in gold.

▶ **MAKING DECISIONS AND TAKING ACTION**

There are many who wait to be told what to do, then do it remarkably well. But those who go one step beyond and are willing to take a stand, make a choice, and follow through on their decisions are the leaders of tomorrow.

▶ **LOYALTY**

In today's world, loyalty is a treasured attribute. Competition is the test of one's loyalty—not when we win, but when we lose. To avoid the *if we can't win, I quit!* attitude, reinforce your character strength of loyalty. *Together we stand, divided we fall.*

▶ **COOPERATION**

Nothing is impossible when a group of individuals chooses to make **cooperation** the theme of their working atmosphere. Alternatively, it is almost impossible to move any group forward when they're constantly competing to gain the upper hand on their fellow participants.

It is apparent that we don't have to beat others to win: we simply need to improve ourselves to experience the intrinsic victory that is a result of learning, growing, and **becoming**. To this end, let's continue to support one another in the ongoing exploration of developing communities of excellence and realize the value of competition is merely a stepping stone for others who share a similar passion. When all is said and done, we must *join TOGETHER* if we ever hope to attain true victory.



LESSON #8

STANDING IN THEIR SHOES

“Not the maker of plans and promises, but rather the one who offers faithful service in small matters. This is the person who is most likely to achieve what is good and lasting.”

—Johann Wolfgang Von Goethe
(1749–1832)
German poet, dramatist, novelist

DISCUSSION FROM PREVIOUS WEEK

Week #7 focused on random acts of kindness. This is a major step forward in the entire student leadership curriculum, for it requires action taken that may or may not have an immediate impact on the receiver of the initiative. It is imperative to be totally honest about the follow-through of the planned Random Act of Kindness.

SEEKING TO UNDERSTAND FROM BEHIND THE EYES OF FOLLOWERS

The common traits that we find in all great leaders:

The wherewithal to **stand in their shoes,**
to see from behind **the eyes of others,**
to **pro-act** for **the welfare of all**
instead of react to the I/Me agenda of the day,
choosing to understand before being understood.

This week's theme highlights one of the most important aspects of the leadership pathway.

SIMPLY PUT:

It is viewing every situation through a We/Us filter as opposed to the typical "What's in it for me?" viewpoint. When we can make decisions/choices and enlist the energy of any and/or all of the followers, then we have created synergy, the interaction of multiple elements in a system to produce an effect different from or greater than the sum of their individual effects.

Synergy is accomplished through:

- ▶ Inclusion of others
- ▶ Empowering the followers

It is the key to creating organizational success at the highest level.

Creating a win-win scenario requires one to be able to set aside the ego and stand back to see what is best for all. It is one of the most difficult yet important aspects of a servant leader. While it may seem that you are giving up power, it is (ironically) the ultimate power when the emphasis is on the welfare of the group rather than the satisfaction of personal wants.

THE RELATIONSHIP THIS HAS TO LEADERSHIP

Effective leadership is based (in part) on supporting the goals of the followers. When we have the ability to understand the posture of others, it affords a great opportunity to make leadership choices that will benefit them and, in turn, uplift the entire organization, thus bringing success to the leader in the process. The leader's ultimate goal is to support the ongoing positive growth and development of the followers.

? ASK YOURSELF ?

How do you **see yourself contributing** to this?

How **does it relate to you?** Your life?

Servitude leadership is about *servicing*. Begin to look at every decision/choice you make throughout the day and ask:

"Have I considered how this will impact all those around me?"

From something as simple as talking while others are presenting, to missing the opportunity to say “Thank you” to the cafeteria worker or the UPS delivery person, these are metaphorical examples of leadership opportunities we can bring to any and all environments.

At every moment we are either appreciating or depreciating the space we live in, and by recognizing the wants and needs of others, we can become valuable contributors/leaders for them.

GAME / EXERCISE

What did you learn?

How is it relevant?

ASSIGNMENT

1. Select a situation where you think there has been a lack of progress because of differing opinions. Take the time to communicate with those who might disagree, genuinely make an effort to understand *their* perspective, and put the emphasis on *them*.
2. If there has been a conflict with another person, rather than simply ignore (or deny) it, instead make a concerted effort to have a conversation with the individual.

Choose to understand before being understood.

Instead of pushing back, put your attention on their thoughts, their feelings, their present-moment status, and being able to move forward with an empathetic goal of creating a win-win outcome. Seek their support and demonstrate a sense of appreciation for their position.

3. Review a situation where you might have inadvertently stepped on someone’s toes. Express your sincere apologies and ask for a fresh start.

CONCLUSION

► Reflection

The above exercise has the potential to create a powerful blueprint for a life of extraordinary leadership.

**When we stand in the shoes of others,
we elevate everyone.**

HOMEWORK...ON YOUR OWN

Select a TED Talk (<http://www.ted.com/talks>) and/or article relevant to the development of leadership success to share with your fellow leaders.

Read the following article and align it with your own personality traits.

WORDS OF WISDOM FOR THE SUCCESSFUL LEADER

by Tim Lautzenheiser

Having always been a fan of “words of wisdom,” I think we can all benefit by wrapping our minds around the insights of those who have traversed the pathway of success. Their proven template of quality achievement is adaptable to many of our own situations; therefore, we can learn from the high achievers as their understanding relates to our own professional endeavors.

Successful leaders have always had the ability to “go beyond the assigned responsibilities.” Not only do they complete the given task in an effective and efficient style, but they also add a difficult-to-define bit of “magic” to the way they go about their work. What is this secret ingredient that separates the exemplary student leaders from the rest of their colleagues? Many have attempted to quantify it, replicate it, diagnose it, and assess it in a way that it can be taught to others, and yet it seems (at best) very elusive. When we observe a successful leader in action, we know there is something very special about the way he or she “connects” with those around him or her. It is far more

than “mere communication”; rather, it is a sincere investment in the relationship with the intention of creating BETTERMENT for all.

We tend to label this contextual gift with such terms as *enthusiasm*, *expertise*, *people skills*, *communication competence*, *proficiency*, *sensitivity*, and even *charisma*. Yes, it is all of these and more. It is the right combination of personality attributes tailored to the given leader, and it seems to be as individualized and as unique as the pattern of a snowflake. *Leader magic* is an intangible.

Perhaps the leader magic does not come from the mastery of a certain discipline, but rather it is a manifested reflection of the values of the leader. If this hypothesis is true, a successful leader could adapt his or her leadership skills to a multitude of learning areas. While it is arguable, the leadership skills would open the landscape of possibilities to everything from being the president of student council to serving as captain of the football team...and on and on.

There have been many lengthy discussions bantering the reasons why certain student leaders enjoy ongoing success while others struggle to achieve a similar level of accomplishment. Undoubtedly, the controversy will continue forever; however, there may be a clue to the mystery in the following words of wisdom from the pen of the popular Lebanese actor/comedian, Danny Thomas:

*“Success has nothing to do with what you gain in life or accomplish for yourself—
it’s what you do for others.”*

Therein lies the common denominator found in all successful leaders: WHAT THEY DO FOR OTHERS. Leaders are measured by what they “give”—not by what they have.

Leadership success is not about the accumulation of various awards and trophies; it is about creating a positive atmosphere to support the success of each and every person who makes up the group, team, organization, or community.

In the words of noted poet/philosopher Kalu Ndukwe Kalu:

*“The things you do for yourself are gone when you are gone,
but the things you do for others remain as your legacy.”*



LESSON #9

GOING THE EXTRA MILE

“Only those who will risk going too far can possibly find out how far they can go.”

—T. S. Eliot

DISCUSSION FROM PREVIOUS WEEK

People, for the most part, do not like to deal with confrontation. In fact, they will avoid it, deny it, and do everything possible to keep from facing some of the less-than-favorable issues that caused the distancing in the first place. Make a personal commitment to embrace all challenges.

MAKING A DIFFERENCE BY TAKING THE INITIATIVE

Go the extra mile.

Try harder to please someone or to get the task done correctly. Try to do more than you are required to do to reach a goal.

“I like **working with** this particular person because they always **go the extra mile.**”

Help others do more than is expected.

The difference between good and great has much to do with *going the extra mile*. Most people will meet the minimum, but it is the rare few who will take the time to go above and beyond the given expectations.

CASE STUDY

Several years ago a colleague called and said, “I have a remarkable sophomore student who is the ultimate leader. Is there any chance she could be a volunteer at one of your camps?”

A sophomore?! It’s difficult for the adult volunteers to meet the high demands placed on them during one of the intensive leadership retreats. He was insistent, so despite my skepticism I agreed to have the young lady come along even though I had little (if any) hope for her success, especially since she was going to be surrounded by people who were on their A-game at all times.

She was quiet, polite, connected, and demonstrated a high level of appreciation for all. During the pre-event staff meetings, she made it a point to meet the rest of the adult/college volunteers and showed a sincere interest in their personal and professional lives. She willingly took on some of the less-than-glamorous tasks with a sense of purpose and passion. She was always the first to show up and the last to leave.

Her contribution to the entire week was beyond measure, and she far surpassed many of the veteran volunteers. Her energy level was always positive, her emphasis was on the welfare of others, and she had an innate ability to see what needed to be done before others identified an area of concern.

At the conclusion of the event, we all said our farewells, the volunteers were given their due accolades, and everyone left the site with grand feelings of accomplishment. As I made the final pass through the various classrooms to make sure nothing had been left, I spotted the young lady rearranging the chairs, cleaning the whiteboards, etc. Amazing... simply amazing.

When all was neatly put away, and the various details had been handled, she handed me a thank you card, gave me a big hug, and said, “There is no way to express how much I appreciate your willingness to let me be a part of this experience. It was an honor to serve alongside you and your colleagues.” I asked her to sit down and share her secret to leadership success. She responded, “This is my mantra: I make an effort to do everything better than I think it needs to be done.”

FYI: This very special leader is now a medical doctor, and she serves her hometown community with the same sense of importance she brought to the table during her volunteer week at the camp.

Success begets success.

THE RELATIONSHIP THIS HAS TO LEADERSHIP

Leadership means connecting the dots from CONCEPT to ACTION. It is the process of “walking the talk.”

“Going the extra mile means doing more:

Do more than belong: participate.

Do more than care: help.

Do more than believe: practice it.

Do more than be fair: be kind.

Do more than forgive: forget.

Do more than dream: work.”

—William Arthur Ward

The measurement of leadership is in the action.

VISION → COMMITMENT → ACTION

Leaders don't just observe; they *act*. It is beautifully described in this quote from Arthur Gordon:

“One of the most insidious maladies of our time: the tendency in most of us to observe rather than act, avoid rather than participate, not do rather than do; the tendency to give in to the sly, negative, cautionary voices that constantly counsel us to be careful, to be controlled, to be wary and prudent and hesitant and guarded in our approach of this complicated thing called living.”

Go the extra mile. Do more!

It is a reflection of your leadership integrity.

? ASK YOURSELF ?

How do you **see yourself contributing** to this?
How **does it relate to you?** Your life?

This is the part of leadership where “the rubber meets the road.” When a teacher says, “You must turn in 12 pages to receive an A on your term paper,” the leader will be inclined to write 14, or 20, or 30 pages. When the call time is 7:00 pm, the leader will arrive at 6:15 pm to help with any and all needs prior to the arrival of the group.

“Deliver more than you are expected to do. The victory of success will be half won when you learn the secret of putting out more than is expected in all that you do.”

—Og Mandino

GAME / EXERCISE

WHAT IF?

ASSIGNMENT

The above “What If?” exercise is the menu for your next leadership action-plan. Do more than is expected, go the extra mile, and discover a new level of your own potential. Take the initiative on one of your leadership actions in the week ahead.

As we continue this leadership training program, each assignment requires more personal outreach. *This is leadership in action.* It is always the junction when the true leaders are separated from the wanna-be leaders.

“When we accept tough jobs as a challenge and wade into them with joy and enthusiasm, miracles can happen.”

—Arland Gilbert

CONCLUSION

► Reflection

Consider the difference it would make in the group if all members of the leadership team successfully completed his or her “What if” list. How would it affect all members of the group? What would it mean to each of the leaders?

“Never doubt that a small group of thoughtful, dedicated individuals can change the world; indeed, it is the only thing that ever has.”

—Ben Franklin

HOMEWORK...ON YOUR OWN

Select a TED Talk (<http://www.ted.com/talks>) and/or article relevant to the development of leadership success to share with your fellow leaders.

Read the following article and align it with your own personality traits.

REQUISITES FOR SUCCESSFUL LEADERSHIP

by Tim Lautzenheiser

► **“Managers do things right. Leaders do right things.”**

Many young people are enamored with the idea of “student leadership.” Every environment lends itself to creating responsibilities that can be fulfilled by those who are willing to go the extra mile on behalf of the organization’s forward progress. While students are enthusiastic about assuming leadership roles, we must prepare them accordingly. All too often, the chosen student leaders are charged (through appointment, election, or assignment) with various tasks, but they have no understanding of what to do, how to do it, or why they are doing it. Unfortunately, the student leaders can easily become frustrated, anxious, and confused in their quest; they want to make a positive difference, but they do not have the necessary tools to get the job done in an efficient and effective manner. Perhaps we can resolve their plight by clearly explaining what is expected from those who choose this important pathway of personal growth.

We must differentiate between MANAGEMENT and LEADERSHIP. Managers do what is assigned; they are given direction, parameters, and a timeframe to complete requested work. Leaders, on the other hand, are those who create the direction, boundaries, and schedule. By definition, leaders are the people who are out front developing the blueprint of success. (This does not mean they are exempt from the “hands-on” duties, but they embrace both aspects of goal attainment: the creating and the doing.)

As we cultivate young leaders, we must prepare them for what lies ahead. The following template offers a solid profile for every aspiring student leader:

► **The leader is willing to make changes.**

Leadership requires:

challenging the status quo,
questioning the “ways we have always done it” thinking,
redoing what does not work,
improving what does work.

By nature, people are resistant to change; therefore, the leader must counter such complacency by assuming the primary position of being the innovator of new and different strategies, resulting in positive improvement for the organization. (Such actions do not always foster popularity; thus, the leader must override the need for ongoing approval from the followers.) Through this process, the leader is taking risks knowing that he or she will ultimately be held accountable for his or her actions.

► **The leader respects ALL of the people.**

Perhaps one of the most difficult aspects of being a leader is the necessity to respect everyone, not just those with whom we agree—but everyone. Young leaders, in particular, often struggle when followers disagree or are unhappy about a decision. It is easy to negatively react instead of proactively acknowledge those who offer a different perspective. When we are locked in “disagreement,” forward progress comes to a halt. It is imperative that the leader rise above the antagonism of dissension to model and promote unity (even when all parties are not aligned in every thought and action) to show trust (although there may be divergent opinions), to promote pride (by demonstrating a willingness to include everyone), and to focus on the mission rather than spend energy being right about each and every aspect of the process.

► **The leader models excellence.**

Leadership is not something we *do*, it is something we *are*. It is not something a person turns on and off, but it is a manifestation of quality disciplines that are integrated into each and every facet of life. Leadership is not a set of executed techniques that accommodate a particular situation; it is the outgrowth of a value system involving other people in an environment of fairness, honesty, and mutual respect. The leader demonstrates excellence by recognizing excellence in the contribution of others; the spotlight is solidly focused on the followers. The credible leader is the one who epitomizes honesty, competence, positive visioning, and an inspired attitude.

**Leadership is not a part-time assignment,
it is a full-time lifestyle.**

► **The leader is dedicated to non-judgmental communication.**

Leaders must understand that the answer to every problem rests somewhere in communication, and in most cases, the most effective communication is LISTENING.

The successful leader promotes good communication by establishing a non-threatening atmosphere where everyone feels free to share ideas without any concern for reprimand or embarrassment. The successful student leader avoids the typical “make wrong” communication we typically associated with autocratic control. Instead, the approach is one that encourages cooperation and supports the creative thinking of everyone in the group.

These cornerstone character traits require a commitment to self-development at the highest level.

“We cannot lead others until we lead ourselves.”

Therefore, self-evaluation becomes a way of life. When the leader candidate understands and accepts such a challenging agenda, then (and only then) the foundation is in place to begin the exciting journey of leadership.

We must encourage students to reach beyond their individual wants and needs, and in doing so, they will develop a level of maturity that will have a positive impact on the entire program. There are countless opportunities for your people to test their leadership skills and talents, at all levels of leadership responsibility. By explaining and emphasizing the four principles of quality leadership, we can best prepare our student leaders for a future of leadership success.

When all is said and done, the best leader is and always will be the exemplary role model.

**Many can “talk the talk,”
but the leader is the person who “walks the talk.”**



LESSON #10

DEVELOPING AND MAINTAINING A POSITIVE ATTITUDE: BECOMING THE ULTIMATE ROLE MODEL

*“Before you can inspire with emotion, you must be swamped with it yourself.
Before you can move their tears,
your own must flow.
To convince them,
you must yourself believe.”*

—Winston Churchill
(1874–1965)
British statesman, Prime Minister

DISCUSSION FROM PREVIOUS WEEK

Last week's template of the “What If?” exercise offered a to-do list for all leaders.

DEMONSTRATING EXEMPLARY LEADERSHIP BY “WALKING THE TALK”

The term **attitude** has many connotations. By definition it means “an expression of favor or disfavor toward a person, place, thing, or event.”

Prominent psychologist Gordon Allport once described attitude as “the most distinctive and indispensable concept in contemporary social psychology.”

Based on the assumption that “we can't lead others until we lead ourselves,” the importance of keeping oneself in the best of spirits is one of the most important main drives of the leadership tapestry. It is best described in the popular quote from noted author Charles Swindoll:

“The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts, it is more important than the past, the education, the money, the circumstances, than failure, than successes, than what other people think or say or do. It is more important than appearance, giftedness, or skill. It will make or break a company... a church... a home. The remarkable thing is, we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past, we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The one thing we can do is play on the one string we have, and that is our attitude. I am convinced that life is 10% what happens to me and 90% of how I react to it. And so it is with you... we are in charge of our attitudes.”

Everyone wants to be successful. Even those who say they don't want to be successful have chosen that goal because of the fear of success. We also are aware the driving force behind our personal motivation is wrapped with our attitude; and it, in fact, can determine our future.

In the words of Henry Ford:

*“Whether we think we can or whether we think we can't,
we are always right.”*

With that in mind, we know how important it is to control our self-talk, our thoughts, which, in turn, determine our attitude.

Watch your thoughts; they become your words.

Watch your words; they become your actions.

Watch your actions; they become your habits.

Watch your habits; they become your character.

Watch your character; it becomes your destiny.

While the human is a member of the animal family, one of the greatest distinctions comes from the fact that we can choose our behavior, we can choose our pathway, we can choose our attitudes. This could well be the most important choice you will ever make in your life!

CASE STUDY

—Author unknown

The 92-year-old, petite, well-poised and proud lady, who is fully dressed each morning by eight o'clock, with her hair fashionably coifed and makeup perfectly applied, even though she is legally blind, moved to a nursing home today. Her husband of 70 years recently passed away, making the move necessary.

After many hours of waiting patiently in the lobby of the nursing home, she smiled sweetly when told her room was ready. As she maneuvered her walker to the elevator, I provided a visual description of her tiny room, including the eyelet sheets that had been hung on her window.

"I love it," she stated with the enthusiasm of an eight-year-old having just been presented with a new puppy.

"Mrs. Jones, you haven't seen the room...just wait!"

"That doesn't have anything to do with it," she replied. "Happiness is something you decide on ahead of time. Whether I like my room or not doesn't depend on how the furniture is arranged...it's how I arrange my mind. I already decided to love it."

"It's a decision I make every morning when I wake up," she continued. "I have a choice; I can spend the day in bed recounting the difficulty I have with the parts of my body that no longer work, or I can get out of bed and be thankful for the ones that do."

"Each day is a gift, and as long as my eyes open I'll focus on the new day and all the happy memories I've stored away...just for this time in my life. Old age is like a bank account...you withdraw from what you've put in. So my advice to you would be to deposit a lot of happiness in the bank account of memories."

Remember the five simple rules to be happy:

1. Free your heart from hatred.
2. Free your mind from worries.
3. Live simply.
4. Give more.
5. Expect less.

No one can go back and make a brand new start. Anyone can start from now and make a brand new ending.

THE RELATIONSHIP THIS HAS TO LEADERSHIP

Ask anyone and they will tell you that the most potent form of leadership is ROLE MODELING. It is *context* over *content*. Think of a subject in school, and then think how the content changed based on the instructor/teacher/leader. The messenger was equally as important as the message. *Who* we are is much louder than *what* we say.

The term *role model* means “any person who serves as an example, whose behavior is emulated by others.” THE LEADER!

It is apparent that the ongoing self-development portion of the leader's life is immeasurable.

“Any time you sincerely want to make change, the first thing you must do is raise your own standards. My life changed when I demanded more of myself. I made a list of all the things I would no longer accept in my life, all the things I would no longer tolerate, and all the things I aspired to be.

The most important thing you can do to achieve your goals is to make sure as soon as you set them, you immediately begin to create momentum by taking action toward attaining the goal.”

—Anthony Robbins

? ASK YOURSELF ?

How do you **see yourself contributing** to this?
How **does it relate to you?** Your life?

Your life is a reflection of your attitude. Your attitude will determine your life.

You have a choice.

What do you want your life to be?

As Aristotle said:

*“We are what we repeatedly do.
Excellence, then, is not an act but a habit.”*

Excellence, high-level achievement is fueled by our chosen attitude. *Ability* is what we are capable of doing. *Motivation* determines what we will do. *Attitude* determines how well we will do it.

GAME / EXERCISE

This exercise is a delicate balance of communication, genuine concern for your colleagues, awareness of the power of the spoken word, and the realization of your own unlimited potential.

Based on the leadership tenet, “We can only give away what we have,” it is imperative that we continue to build our own self-worth to bring more possibilities to our followers.

The question is:
How do I build my **self-worth**?

Self-esteem is a judgment of oneself as well as an attitude towards oneself. Self-image is derived from how one interprets what others think of oneself.

SELF-ESTEEM + SELF-IMAGE = SELF-WORTH.

In the world of communication (the world of leadership, if you will), when you create a win-win victory for your followers, it increases your self-worth. It is impossible to be genuinely kind to another person and not feel better about yourself. (Unfortunately, the reverse of the rule is true, too.)

I control my thoughts.
My thoughts control my feelings.
Therefore, I control my feelings.

What did you learn?
How is it relevant?

ASSIGNMENT

Spend the coming week increasing your self-worth by focusing on increasing the self-image of all those around you. Take the time, make the time to simply find something worthwhile in others and share your recognition of this value. (Again, it doesn't have to be something earth-shattering. Everyone has something worth noting.)

Notice how this focus of energy will have a positive impact on you.

THE LESSON:

(a legend from our ancestors)

An old Cherokee Indian was teaching his young grandson about life as they sat by the fire.

"A battle is raging inside me," he said to the boy. "It is a terrible fight between two wolves. One is evil...he is anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego. But the other wolf is good...he is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion, and faith."

"Young man," he continued, "This same fight is going on inside you and inside every other person, too."

The grandson peered into the flames of the fire and thought about this for a time, then asked his grandfather, "Which wolf will win?"

The old Cherokee simply replied, "The one you feed."

CONCLUSION

► Reflection

Our attitudes are a very personal choice, and perhaps nobody has the right to dictate what they should be. However, when who we are (as a leader) is contagious, we take on a higher level of responsibility and our chosen attitude is a key aspect of our role modeling impact.

Share how this knowledge is going to determine what you will do with your leadership skills in the week ahead.

ATTITUDE IS EVERYTHING

—Jim Rohn

The process of human change begins within us. We all have tremendous potential. We all desire good results from our efforts. Most of us are willing to work hard and to pay the price that success and happiness demand.

Each of us has the ability to put our unique human potential into action and to acquire a desired result. But the one thing that determines the level of our potential, that produces the intensity of our activity, and that predicts the quality of the result we receive is our attitude.

Attitude determines how much of the future we are allowed to see. It decides the size of our dreams and influences our determination when we are faced with new challenges. No other person on earth has dominion over our attitude. People can affect our attitude by teaching us poor thinking habits or unintentionally misinforming us or providing us with negative sources of influence, but no one can control our attitude unless we voluntarily surrender that control.

No one else “makes us angry.” We make ourselves angry when we surrender control of our attitude. What someone else may have done is irrelevant. We choose, not them. They merely put our attitude to a test. If we select a volatile attitude by becoming hostile, angry, jealous, or suspicious, then we have failed the test. If we condemn ourselves by believing that we are unworthy, then again, we have failed the test.

If we care at all about ourselves, then we must accept full responsibility for our own feelings. We must learn to guard against those feelings that have the capacity to lead our attitude down the wrong path and to strengthen those feelings that can lead us confidently into a better future.

If we want to receive the rewards the future holds in trust for us, then we must exercise the most important choice given to us as members of the human race by maintaining total dominion over our attitude. Our attitude is an asset, a treasure of great value, which must be protected accordingly. Beware of the vandals and thieves among us who would injure our positive attitude or seek to steal it away.

Having the right attitude is one of the basics that success requires. The combination of a sound personal philosophy and a positive attitude about ourselves and the world around us gives us an inner strength and a firm resolve that influences all the other areas of our existence.

HOMEWORK...ON YOUR OWN

Select a TED Talk (<http://www.ted.com/talks>) and/or article relevant to the development of leadership success to share with your fellow leaders.

The following article is written for teachers, but it offers a wonderful insight for students as well.

CHOOSING LEADERS: MATURITY IS THE KEY

by Tim Lautzenheiser

How do you choose student leaders?

Is there a specific criteria to use in the selection of these crucially important role models?

Do you have a particular standard they must achieve before they are candidates?

What are the expectations you have of these people?

After studying and working with countless student leaders over the years, it is clearly apparent that some students are ready for the extra responsibilities student leadership requires and many are not.

What determines this crucial difference? It appears to lie in the area of individual maturity—not chronological age, but personal maturity. Some young people easily assume (and consume) the added workload, while others may buckle under the pressure. As teachers, we have an obligation to be sensitive in our selection of student leaders, for we are asking those students to give up the privileges of their classmates and enter into a role that will demand their undivided attention if they are to succeed. As you can quickly see, being a student leader requires the individual to give up much of his or her freedom in return for the opportunity to dedicate more time and energy to the given goal.

While being a student leader is often misinterpreted as a status upgrade, it is, in truth, *the acquisition of more responsibilities*. It is all too easy for the aspiring student leader to be blinded by the enthusiasm of the moment and accept the charge before truly understanding what will be required of him or her. This is where we must be cautious and realistic in our assessment of a student's "readiness."

Once again, let's revisit the original questions pertaining to the selection process. It is imperative to begin with this question:

Is the student **mature enough**
to **emotionally embrace** the tasks at hand
in a fashion that will **positively add** to his or her
personal growth and **development**?

More simply...

Can the student handle what will be asked of him or her?

Although there is no definitive template to measure something as arbitrary as maturity, there are some general guidelines that can help you identify those students who are being considered for student leadership positions.

► **Level 1 – SELFISH**

Selfishness focuses on the preoccupation with “self.” Students might be students, but they easily become upset unless everything supports their personal welfare and opinion. Beware of students who unconsciously, or by design, make decisions that support their self-promotion and/or personal agenda. Little will be gained if they are given the power to make decisions that will impact others. Inevitably, more time will be spent dealing with the problems caused by immature decision-making than will be spent enjoying the benefits of these young leaders’ efforts. We often rationalize the fact that these students might, in fact, prosper by putting them “up front” or giving them extra responsibilities. Alas, it is rare that they will rise to the occasion. It would be a much kinder and more positive choice to allow them to spend extra time in the growth process before asking them to put others’ considerations and personal welfare ahead of their own.

► **Level 2 – INDEPENDENT**

We often see “independence” as a reaction to the lack of results achieved with a selfish attitude. The human mind comes up with a logical reason why others do not respond to our wishes and concludes:

**“It is easier to just do it myself
than depend on others and be disappointed.”**

Many people function at this level throughout life and are quite successful; however, they are unto themselves and perfectly satisfied to “do their own thing.” In fact, they may be uncomfortable letting others get involved. Since they produce excellence in their area of interest, we are often deluded into thinking they will transfer a similar standard of achievement to their followers if they are given a leadership position; however, the “independent” may become frustrated when the followers do not immediately choose to replicate his or her personal habits and work patterns. The tendency is to give up in disgust when the going gets rough and revert to the “I’ll just do it myself” habit that has served him or her so well in the past.

► Level 3 – COOPERATIVE

A student must be at maturity level 3 before being considered for any kind of leadership position that involves dealing with other people.

Cooperative personalities are aware that nothing will be gained without a sense of mutual understanding and that all this must be well fueled with a cooperative attitude. Then, and only then, I/Me syndrome gives way to a genuine We/Us approach to every situation. Satisfying the ego will become secondary to the forward motion and the personal welfare of the group. This student leader understands the benefits of cooperative decision-making are far greater than self-serving independent choices. Granted, it takes a mature individual to see beyond the instant gratification derived from serving oneself before thinking of others. Level 3, Cooperative, is a transition to the final and most important perspective needed for ultimate effective leadership.

► Level 4 – GIVING

We have many examples of “givers,” and we all know those who will go the extra mile, but this level of giving does not require any kind of reciprocation.

Those who operate from a posture of genuine giving do so for the pleasure of the process. The payoff for this individual lies totally in the opportunity to serve. While “thank you” is appreciated, it is not required. The payment lies in the process of the giving. So often, student leaders will find themselves discouraged because nobody recognizes their dedicated efforts. It is true that we all enjoy personal acknowledgment along the pathway of life, but a mature leader is clearly aware that the most important affirmation of his or her leadership success is often disguised in the extension of more work and extra responsibilities being added to the leadership agenda. In essence,

**“The reward for a job well done
is the opportunity to do more.”**

The student leader who is a genuine “giver” is a rare commodity. Everyone in the group will gain by experiencing the magic created by a *giving* leader. It is his or her PRESENCE that makes the difference. What greater role model could there possibly be for the followers?



LESSON # 11

ADVANCEMENT OF THE GROUP BY FOCUSING ON COOPERATION OVER COMPETITION

*“If your actions inspire others to dream more, learn more,
do more, and become more, you are a leader.”*

—John Quincy Adams

DISCUSSION FROM PREVIOUS WEEK

The week of building one's own self-worth by building others self-esteem offers the next level of leadership contribution. It is the next step towards leadership inspiration.

WE ARE ALL IN THIS TOGETHER!

As we draw to the end of this student leadership curriculum, the weight of the responsibility increases proportionately: from serving oneself, to recognizing our colleagues, and now taking on the task of care and support of the entire group.

It is the ultimate responsibility of the leader to stay the course while protecting the flock. It is best described by this leadership philosophy:

The captain goes down with the ship.

The idiom literally means that a captain will be the last person to leave a ship alive prior to its sinking or utter destruction, and if unable to evacuate his crew and passengers, the captain will not evacuate himself. In maritime law, the responsibility of the ship's master for his ship is paramount no matter what its condition, so abandoning a ship has legal consequences.

Succeeding in this realm requires the ability to realize the value of cooperation over competition. This does not diminish the importance of competition, but it amplifies the importance of cooperation, and it also reinforces the win-win concept of leadership.

“Being a part of an agenda beyond ourselves liberates us to complement each other rather than compete with each other.”

—Joseph Stowell

CASE STUDY

Several years ago, during a very competitive event involving groups from across the nation, this particular situation took place; it was eye-opening. All involved felt this was serious business; a national championship was at stake and the accompanying bragging rights that went with it. When the final outcome was announced, the favored opponent (and traditional winner) was not at the top of the scoreboard; they had been defeated by a first-time participant that had not (in the terms of the culture) “paid their dues.” (The traditional winner clearly was upset and angry about the outcome.)

What happened next *defines a champion* and speaks to the leaders of the championship group:

As part of the presentation of awards, the winning organization received medallions, and they were passed out by the various officials. Just as the ceremony was coming to the end, there was an announcement claiming there had been an error in the scoring and, in fact, the winner *was* the former champion. I watched the group (adorned with their medallions) walk to the new champions and pass their medallions to their competitors while shaking their hands and congratulating them.

Who really was the winner? (It was an eye-opening act of kindness that clearly demonstrated cooperation over competition.) Kudos to the leaders!

THE RELATIONSHIP THIS HAS TO LEADERSHIP

When one understands the power of cooperation, it shifts the paradigm of all decision/choice making:

Cooperation is the process of working or acting together. In its simplest form, it involves things working in harmony; in its more complicated form, it can involve something as complex as the inner workings of a human being or even the social patterns of a nation. It is the opposite of working separately in competition.

Ultimately, group welfare is based on the attitude the leader espouses after each and every get-together. There must be a common support of all if we hope to increase the standards for all.

“When the tide goes up, all boats rise.”

? ASK YOURSELF ?

How do you **see yourself contributing** to this?

How **does it relate to you?** Your life?

The concept of cooperation to support the entire organization is an amplification of the win-win concept. Instead of reacting negatively when some members of the organization are not pulling their weight, the leader immediately begins to evaluate the situation and seeks various ways to recalibrate the energies to get everyone back on track.

Each day provides countless opportunities to put this knowledge into action...from lending a helping hand, to picking up some extra responsibility for a colleague who is simply in over his or her head.

The leader is (in fact) the go-to person, and the go-to person is the one who can help others complete their tasks, resolve their problems, lighten their load.

GAME / EXERCISE

What did you learn?

How is it relevant?

ASSIGNMENT

Be sensitive to the environment and look for the opportunity to make a positive difference to those around you. We are now at the point where the leader begins to create resolution by recognizing where the various problems are and begins to use all the leadership tools to untangle anything that is preventing forward motion.

Instead of being assigned what to look for, *find it*. Commit to advancing the organization in as many ways as you can discover in the week ahead...it is a never-ending list of possibilities.

CONCLUSION

▶ Reflection

▶ Collectively discuss ways the group can advance if a sense of cooperation is the first filter of consideration.

▶ Describe what possible synergy is available if people put forth a cooperative spirit and attitude.

▶ Pledge to achieve this lofty goal in some fashion throughout the week.

“When we accept tough jobs as a challenge and wade into them with joy and enthusiasm, miracles can happen.”

—Arland Gilbert

HOMEWORK...ON YOUR OWN

Select a TED Talk (<http://www.ted.com/talks>) and/or article relevant to the development of leadership success to share with your fellow leaders.

Read the following article and align it with your own personality traits.

WHEN THE LEADER IS READY THE FOLLOWERS WILL APPEAR

by Tim Lautzenheiser

We continue to explore the various avenues of leader preparation in hopes of finding the right combination to ensure a healthy learning experience for all in their lifelong relationship with high level achievement.

I. LEADERSHIP STYLE

Positive or Negative

It is important not to confuse the word *positive* with *happy*. By definition, positive means “honest and with forward motion.” There are certainly occasions when we are *positive* things aren’t moving in a *forward* motion and it calls for some serious candor of an uncomfortable nature. Perhaps we can better understand the question by determining if we *enjoy* the process of leadership; we must see it as an opportunity to bring our colleagues to a higher level of creative understanding and expose them to the value of cooperation to support the success of the organization. Conversely, a *negative* style would emphasize reaching the given goal at all costs and justifying it by rationalizing, *the extreme justifies the means*. This often creates an environment filled with stress, tension, defensive-survival behavior, and (in most cases) it is counter-productive to what we are trying to achieve.

2. MOTIVATION BY FEAR

and/or DESIRE

“Is it the fear of failure or the desire for success that motivates us to excellence? Is it the carrot out front or the whip on his back that moves the plow horse forward?”

It is clear we all are subject to both avenues of extrinsic behavior modification. *Fear* is the quickest way to move or motivate (motor) a person forward. We are creatures of survival and, as pointed out, we will not elevate to a higher level of behavior until we know our survival is ensured; therefore, any kind of threat will stimulate an action in an attempt to preserve our very existence. The ever-popular and always effective, “*If you don’t do this, I will...*” approach to students generates a quick response and, from an outside perspective, appears to be the most efficient way to “lead” the individual or group to the established goal. However, the after-effects are usually not as desirable as we might

hope they would be. If the person chooses to remain in the group following a situation where **fear of failure** is the dominant motivational theme (many of them simply quit and take the path of least resistance syndrome), then a behavior-habit has been established that will require an even greater **fear** to achieve the next level of performance. It can be a one-way street to program destruction at the cost of everyone.

Alternatively, the **desire for success** does not guarantee such instant reactions. It requires a much longer and more patient style of mentoring. The sense of high-level accomplishment is often set aside in favor of rest and relaxation. Entropy is not only a law of nature but also a predictable human pattern. Ultimately, we all are seeking success at some level. This will only happen when the individual **desires** to take on the responsibility with the understanding that it has a personal benefit to his or her life.

Respected leaders use a healthy dose of **desire** and a judicious amount of **fear** as they traverse the endless musical journey with their students. Depending on the relationship that has been developed with the members of the group, the application of these two extrinsic motivational tools is effectively administered at the appropriate time, resulting in more productive work ethic demonstrated by all; herein lies the key.

The only true intrinsic motivation is self-motivation; therefore, our emphasis must always be the stimulation of the individual; to inspire the person so he or she will excel without being threatened or bribed.

3. QUIETING THE EGO

Is our quest for excellence an avenue to support the leadership mission or is it a pay-off to feed our personal-professional growth pattern?

According to Webster, "The egocentric person is limited in outlook or concern to an individual activity or need."

Are we capable of rising above our individual needs to pursue a much higher goal?

Can we give unconditionally without expecting or demanding anything in return?

Can we get beyond our own EGO?

These are uncomfortable inquiries and, even as we ask ourselves, our ego will doubt the validity of the question itself. The I/Me pre-occupation with self is seen in every aspect of our society. Students are jockeying for political favor to be the one "selected" as an officer; the captain of the team the lead in the musical, and on, and on. All too often

receiving a first-place award becomes more important than the group's welfare. If so, the process alters accordingly to fit the goal. This is **not** to say that there is not a worthy value in competitive forums, but the evaluation/judgment only has substance when it is used to help in the preparation of the next challenge.

Outstanding leaders have the wherewithal to detach themselves from the outcome. The spotlight is always on the growth and development of the group members; the pathway of maturity.

4. AGREE TO DISAGREE: HARMONY IS THE KEY

Perhaps the solution to **quieting the ego** (point #3) is developing the ability to **agree to disagree**. The results that come from moving forward **in harmony** are generally far more beneficial than struggling with the handicaps of disagreement. It is certainly important to stand up for what we believe, but when it is at the expense of the overall goodness of the organization, we have the option to simply **agree to disagree**. It does not mean giving up our values, our standards, or our ethics; it simply means we support the dignity of the other party or parties and realize the discussion/argument is holding back the progression of the program.

Independently we rely on **energy**, an individualistic source of natural power. Interdependently, we avail ourselves to **synergy**, a cooperative act so the total effect is greater than the sum of the independent parts. This extensive boost in potential only shows up when we are in a "cooperative mode." Rather than waiting (and wasting precious time) to find a group of people who are of like minds, we have the wherewithal to access **synergy** immediately (with anyone) by **agreeing to disagree**, thus establishing a sense of cooperation: the key to creative synergy.

5. OUR MIND LEADS US IN THE DIRECTION OF OUR MOST DOMINANT THOUGHTS

THOUGHTS ⇔ FEELINGS ⇔ ACTIONS
READY ⇔ AIM ⇔ FIRE

The equation is an over-simplification of the programming of the mind. We take actions on our feelings; these feelings are a by-product of our thoughts.

It seems we often wait to see what the circumstances are, and then we adjust our attitude accordingly. However, the sequence should be: **believe** then **be**. With each passing hour, we are discovering the power of thoughts/beliefs. The ability to manifest our desired conditions is known and practiced by every great teacher.

What do you **believe** is possible for your group, your school, your community? Are there **real** limits or are there only **perceived** limits? Are we held captive to our self-imposed restrictions?

Simply do the work necessary to complete the task at hand. It is not, by any stretch of the imagination, a quick fix, but it is a necessary beginning to achieve the aspired goal.

6. ONE PERSON MAKES A DIFFERENCE

You make a difference. Every person makes a difference. We might want to ask ourselves, "What **kind** of difference do I make?" Without question, each of us makes a difference.

We often become frustrated because we feel as though we are alone in our quest, or the daily demands are too great for us to be effective: "I'm only one person and I can't make a difference." However, embracing such a notion violates the very goal for which we are striving.

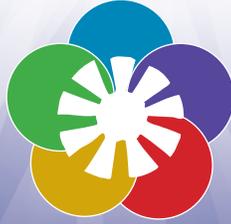
Successful leaders, in any facet of life, are the ones who see obstacles as opportunities for growth. They are not enticed by short-cut solutions but are committed to reaching their goals and willing to invest whatever is necessary to achieve the given end. Styles vary, from those who are patiently methodical to those who are enthusiastically leading the charge with trumpets blaring. The one commonality is **persistence**, the ability to go on resolutely regardless of any inconvenience or opposition, to continue in spite of resistance.

As we look through history, it is evident the **only** thing that **has ever** made a difference is **one person**. Somewhere in our lives, one person made a difference for us. "Our leader" was **ready** when we **appeared**. Now we have the chance to return the favor; we can have a positive impact on those who eagerly choose to be our followers, for we know:

When the leader is ready the followers will appear.

*"We make a living by what we get;
we make a life by what we give."*

—Winston Churchill



LESSON #12
NOT THE FINAL CHAPTER,
BUT THE BEGINNING OF THE
LEADERSHIP JOURNEY

“When the best leader’s work is done, the people say, ‘We did it ourselves.’”

—Lao Tzu

DISCUSSION FROM PREVIOUS WEEK

THE MORE WE KNOW, THE MORE WE KNOW WE
DON’T KNOW; THIS IS THE NEW BEGINNING!

From intention to outcome:
manifest your dreams.

As we come to the last chapter of the leadership program, it is apparent you must now create your own leadership program. You must fill in the gap from KNOWLEDGE to EXPERIENCE, and that requires taking the newly discovered understandings and starting the process all over again, but it will mean something far different this time.

Most importantly, notice how you perceive things in a different fashion. Advance yourself from your present leadership status to exceptional leadership:

► **Exceptional Leadership**

Learning to utilize or sharpen existing leadership tools, skills, and techniques along your personal and organizational path to achievement.

▶ **Exceptional Conversations**

Ensuring that clean, safe, and effective conversations occur when creating or owning accountability both internally and externally for you and your organization.

▶ **Exceptional Relationships**

Creating, maintaining, and growing relationships with those who work alongside of you and those you lead.

▶ **Exceptional Connections**

Causing and ensuring meaningful connections between you and those you serve.

THE RELATIONSHIP THIS HAS TO LEADERSHIP

We are reminded, again, that leadership isn't something we *do*, but it is something we *are*. Whatever we *want* is (paradoxically) what we *give away*.

BE REMINDED:

Leadership is not so much about technique and methods as it is about opening the heart. Leadership is about inspiration of oneself and of others. Great leadership is about human experiences, not processes. Leadership is not a formula or a program; it is a human activity that comes from the heart and considers the hearts of others as well. It is an attitude, not a routine.

? ASK YOURSELF ?

How do you **see yourself contributing** to this?

How **does it relate to you?** Your life?

Servitude leadership is about (literally) serving others. If we cite the great leaders in history, they were often those who were not politically postured but who were dedicated to making the world a better place for all.

Servitude leadership is both a leadership philosophy and a set of leadership practices. Traditional leadership generally involves the accumulation and exercise of power by one at the “top of the pyramid.” By comparison, the servitude leader shares power, puts the needs of others first, and helps people develop and perform as highly as possible.

GAME / EXERCISE

What did you learn?

How is it relevant?

ASSIGNMENT

Real leaders have the ability to create *what isn't*. As unusual as it sounds, it is precisely what defines a leader. Doing *what is* is a form of management; creating *what isn't* is a form of leadership.

It's now time to create *what isn't*. Create a personal manual for your own leadership style. Create *what isn't* in terms of some of the relationships you want to develop. Consider the present situation in your organization? Once you identify *what isn't*, lay out a plan of action to manifest it into *what is*.

CONCLUSION

► Reflection

This is not the end of the leadership class.

This is the beginning.

Reread the letter you wrote to yourself at the beginning of this journey and discuss what changes have come your way as a result of your commitment and dedication to servitude leadership.

HOMEWORK...ON YOUR OWN

This is the tip of the iceberg, your research will go on forever.

“You cannot stay on the summit forever; you have to come down again. So why bother to go there in the first place? Just this; what is above knows what is below, but what is below does not know what is above. One climbs, one sees, one descends. One sees no longer, but one has seen. There is a way of conducting oneself in the lower regions by the memory of what one saw higher up. When one can no longer see, one can at least still know. We live and love by what we have seen.”

—Rene Daumal

LEAD, FOLLOW, OR STEP ASIDE!



ABOUT THE AUTHOR

Tim Lautzenheiser is a trusted friend to anyone interested in working with young people in developing a desire for excellence and a passion for high level achievement. His career involves ten years of successful college band directing at Northern Michigan University, the University of Missouri, and New Mexico State University.

Following his tenure at the university level, he spent three years with McCormick's Enterprises working as Executive Director of Bands of America. In 1981, Tim created Attitude Concepts for Today, Inc., an organization designed to manage the many requests for workshops, seminars, and convention speaking engagements focusing on the area of positive attitude and effective leadership training. Over two million students have experienced his acclaimed student leadership workshops over the last three decades.

He presently serves as Vice President of Education for Conn-Selmer, Inc. In addition, he continues his rigorous travel schedule touting the importance of arts education for every child.

His books, produced by GIA Publications, Inc., continue to be bestsellers in the educational world. He is also co-author of popular band method, *Essential Elements*, and is the Senior Educational Consultant for Hal Leonard, Inc. Tim is the Senior Educational Advisor for Music for All, and NAMM (The International Music Products Association).

Tim holds degrees from Ball State University and the University of Alabama; in 1995 he was awarded an Honorary Doctorate from the VanderCook College of Music. He is presently an adjunct faculty member at: Ball State University (Earl Dunn Distinguished Lecturer), Indiana-Purdue/Ft. Wayne University, and Butler University. In addition, he serves on the Midwest Clinic Board of Directors and the Western International Band Clinic/American Band College Board of Directors.

