

# CLASSIC LEADERSHIP

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# 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

See DVD for explanation



#### MATERIALS NEEDED FOR THIS LESSON:

#10 envelope (for each student)

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

Teacher: Use one of your own stories here that spotlights servitude leadership success.

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. Discuss these positive attributes and then ask: How many would be willing to admit you *do not* emulate the character attributes you view as leadership cornerstones?
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. Discuss these negative attributes and then ask: How many of you would be willing to admit you often *do* demonstrate some of the attributes you find less than supportive of a healthy leadership personality?

**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.



# CLASSIC LEADERSHIP

A Curriculum for the Development of Student Leaders  
TIM LAUTZENHEISER

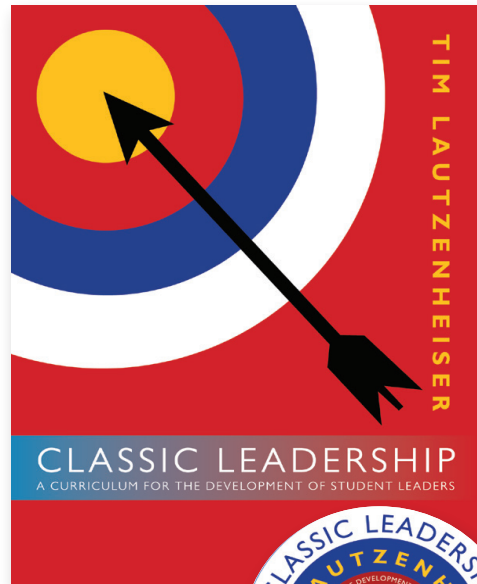
*Classic Leadership* is the first published leadership curriculum specifically designed for high school students written by Tim Lautzenheiser, one of the most respected and sought-after experts on leadership development at the high school level.

*Classic Leadership* contains 12 weeks of lesson plans, activities, games, discussion items, and homework activities, all drawn from Tim's work with more than two million young people over the past three decades. The included DVD (for teachers only) is a step-by-step guide to the activities, featuring high school students in action.

Research shows that servitude leadership abilities are not innate but, instead, can be developed and refined with persistent practice and worthy intention, just like other life skills. *Classic Leadership* provides a great platform for high school students to sequentially build a palate of leadership skills certain to last a lifetime.

The companion *Classic Leadership Workbook* lesson plans include:

- ◆ LESSON 1 SO YOU WANT TO BE A LEADER
- ◆ LESSON 2 CREATE A MISSION STATEMENT
- ◆ LESSON 3 CREACTIVE GOAL SETTING
- ◆ LESSON 4 COMMUNICATION: PART 1
- ◆ LESSON 5 COMMUNICATION: PART 2
- ◆ LESSON 6 BUILDING TRUST RELATIONSHIPS
- ◆ LESSON 7 RANDOM ACTS OF KINDNESS
- ◆ LESSON 8 STANDING IN THEIR SHOES
- ◆ LESSON 9 GOING THE EXTRA MILE
- ◆ LESSON 10 DEVELOPING AND MAINTAINING A POSITIVE ATTITUDE:  
BECOMING THE ULTIMATE ROLE MODEL
- ◆ LESSON 11 ADVANCEMENT OF THE GROUP BY FOCUSING ON  
COOPERATION OVER COMPETITION
- ◆ LESSON 12 NOT THE FINAL CHAPTER BUT THE BEGINNING OF THE  
LEADERSHIP JOURNEY



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 G-8659W CLASSIC LEADERSHIP WORKBOOK, 112 PAGES . . . . . \$19.95  
 10 OR MORE . . . . . \$14.95 EA.