



Day Four: Servant Leadership

Time Allowed

60 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Define leadership.
2. Understand the connection between values and leadership.
3. Understand the basic concepts of servant leadership.
4. Recognize the attributes of a servant leader.

Materials Needed

- Visual aid(s) developed by presenter
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- Candy Toss Game
 - A copy of the rules for each patrol leader and each observer
 - Handout for half of the patrol leaders: Leadership Style “A”
 - Handout for the other half of the patrol leaders: Leadership Style “B”
 - Candy Toss Game score sheet for each troop guide
 - Painter’s tape, measuring tape, marking pen
 - Plastic cans or bowls (6–8 inches in diameter and 3–6 inches deep)
 - Chart for scoring
 - Individually wrapped hard candies for all participants (3 per person)

Recommended Presenter

NYLT staff member and troop guides

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Introduction (8 min)

Ask the group, “What is a Leader?”

Possible answers include the following:

- A person who takes control of a situation
- Someone who is in charge
- A person who helps others find their way
- Someone who inspires others to achieve a better version of yourself

A leader is anyone who has the ability and responsibility to influence the actions of others. Leaders motivate others toward accomplishing a goal.

Let's take a look at two examples of leaders:

(Conduct a brief skit that requires two youth staff to demonstrate an authoritarian type of leadership style versus a servant leadership style.)

Example #1

Scout 1 to Scout 2: “You need to go put up the tent for the Tenderfoot Scouts. NOW!”

versus

Example #2

Scout 1 to Scout 2: “The Tenderfoot Scouts are struggling to set up their tent. Let's go help them learn how to set it up.”

Ask participants, “Which type of leader would you want leading you? The first one or the second? Why?” *Wait for 3–4 answers from participants.*

As Scouts, we live by a well-defined set of core values:

1. The Mission of Scouting America

“The mission of Scouting America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.”

So, let's review those values.

2. The Scout Oath

As Scouts, our core values emphasize our duty to others, as in the Scout Oath:

“On my honor, I will do my best...”

“To help other people at all times”



This promise is not a “once in a while” thing. It quite literally says that we should *always* be helpful. It means that we take on an obligation to serve others willingly and without expectation of reward.

3. The Scout Law

Have the group stand and recite the Scout Law. (*A Scout is Trustworthy, Loyal, Helpful, Friendly, Courteous, Kind, Obedient, Cheerful, Thrifty, Brave, Clean, and Reverent.*)

The first five points of the Scout Law outline a way of treating other people with dignity and respect regardless of who they are. It does not say that we are guaranteed these things in return. Because the Scout Law says “A Scout is”, it evokes a strong obligation to live by each point of the Scout Law.

We believe these guides for our behavior will lead us to meaningful and productive relationships with others. They provide a pathway toward a civil society that is beneficial for all.

4. The Scout Slogan

“Do a Good Turn Daily” is an explicit reminder that we must do something positive for others every day. Being not only advocates, but also practitioners, of doing good things for others highlights again the obligation we take on as Scouts to serve others.

This theme of service plays out strongly throughout the Scouting program. From the beginning, Scouts are encouraged to provide service to others. It is what Scouts do. The duty to provide service culminates in the leadership service project required for advancement to Eagle and Summit. It is no coincidence that this project embodies both leadership and service to others. It’s a very real statement that leadership in its highest forms is service to others.

5. The Vision of Scouting America

The expression of our desire to produce leaders is contained in the Scouting America vision statement:

“Scouting America will prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Law.”

In following Scouting’s values, we are inevitably led to consider what options best fit our ethical and moral framework with regard to the appropriate choice of leadership philosophy to teach and practice. We must make conscious choices of how to exercise the responsibilities of leadership while embracing Scouting’s core values. We must choose a style that can be adapted to the needs of different leadership challenges.

There is such a leadership philosophy available to us. It’s called “Servant Leadership.”

In 1970, Robert Greenleaf introduced the term “servant leadership” in an essay titled “The Servant as Leader.” The concept was later expanded into a book that became an influential management text; however, the concept is thousands of years old. It has its roots, at least partly, in religious teachings on leadership. The term “servant leadership” is now widely recognized.

Ask the group, “What does the term servant leadership mean to you?” Possible answers include:

- The most effective leaders put those whom they lead first.
- Good leaders see themselves as serving those they lead, enabling the team’s success.

They are always looking for ways to make the team’s experience better, to help team members learn new skills and succeed in reaching goals, and to take on as much responsibility as they are able.

Motivation to Be a Servant Leader (12 min)

Have you ever wondered why we tend to feel good when we are generous to others or help others in need? Could there possibly be tangible benefits to servant leaders for the actions they take to help others? You might be surprised to learn that there is a very real and scientifically reinforced basis for claiming that our own physical, social, and psychological well-being can be tied to our service to others.

Ask the group, “As you think about your own experiences in providing service to others, how do you think you have personally benefited?” Possible answers include the following:

- I get to see others become successful.
- I feel a closer connection to those I serve.
- I see others’ pride at what the team has accomplished.
- I get a sense of personal satisfaction.

Now that we have described what a servant leader is, let’s examine the attributes of the servant leader in more detail. As we begin, please think back to all of the modules we have completed in this course. As you look back, you may be able to recall those things that the servant leader must be able to do.

You will recall that leaders are taught to adapt their leadership style to the situation at hand. Think back to when we talked about the Scouting EDGE. Remember that appropriate adjustments to the leader’s actions can be tied to the stages of team development (forming, storming, norming, and performing).

Do you remember the acronym we used to describe the appropriate leadership behaviors to use for each stage of team development? E - Explaining / D - Demonstrating / G - Guiding / E – Enabling.

Let’s examine the leadership skills needed for effective servant leadership.



Ask participants, “As you think about servant leaders you have known, what attributes and skills stand out in your mind?” Take a few minutes within your patrol to discuss and be prepared to share examples.

Potential answers include:

- **Self-aware.** They have a good sense for their strengths and weaknesses, and can leverage their strengths for the benefit of others.
- **Attuned to the emotions of the group.** They have an ability to identify the emotional state of the group, and take action to address issues.
- **Good coaches and mentors.** Servant leaders are concerned with the development of their followers, and they use effective coaching and mentoring skills to guide their growth.
- **Good communicators.** Servant leaders use sound, supportive communication skills to provide information and feedback to their followers. This is especially true when conflict resolution is necessary to help the team move forward.
- **Good listeners.** They know that the art of listening well can help discover underlying needs of both individuals and the group as a whole.
- **Good problem-solvers.** Servant leaders use both analytical and creative problem-solving skills to help the group accomplish its goals while reinforcing the development of interdependent relationships within the team.

In summary, it is clear that servant leaders are masters of the skills we have learned throughout this course. While we may not be masters now, we can all continue to learn and practice our skills so that we can become better.

The Benefits of Servant Leadership (10 min)

The ultimate currency of the effective leader is trust. The ultimate outcome is a high performing team whose members demonstrate the attributes of servant leaders. All of us have been members of teams. Even now, as NYLT patrol members, you are part of a team with an identity that has successfully accomplished a number of tasks. Along the way, perhaps you have experienced most of the stages of team development.

Let’s take a moment to think about the best team you have ever been a part of.

- What did it feel like? *Get participants to offer a few of their thoughts (2–3 is sufficient).*
- How did your team demonstrate they trusted each other? *Again, have the participants offer 2–3 examples.*
- How did your team demonstrate they cared for each other? *Continue to have the participants contribute. Keep them participating.*
- In what ways did your leadership skills improve as a result of the experience? *This is the “WHY” of servant leadership. If time allows, take 3–5 answers.*

Depending on the participants' answers, they should have demonstrated the attributes of high performing teams. Conclude this portion by reviewing the benefits of being a servant leader for a high-performing team:

- There is shared responsibility for getting work done.
- Tasks are effectively delegated as a way of developing others.
- Others succeed because of good coaching and mentoring.
- Team members are trusted to meet their commitments, and they respond to that trust by exceeding expectations.
- Members of the team grow personally (self-confidence, trust others, respect everyone) and professionally (learn new skills or improve skills, take on greater responsibility, become leaders).

Patrol Discussion (10 min)

Take no more than five minutes and think back over your patrol and leader experiences thus far in this course. As a patrol, identify one or two examples of servant leadership and also a couple examples of exemplary *followership* you have observed during NYLT.

After the patrols have had a chance to develop their answers, ask for examples from two patrols. They may recognize that many of the responsibilities we have outlined have already been practiced, possibly unconsciously. The conscious, active application of all these mutual and reciprocal responsibilities is the true nature of servant leadership. This process can have a major effect on the development and operation of high-performing teams.

Candy Toss Game (18 min)

Provide the following (make as many copies of the next three pages—game rules, leadership styles, and score sheet—as needed):

- Candy Toss Game Rules (1 per patrol leader and 1 per observer)
- Handout for half of the patrol leaders: Leadership Style “A”
- Handout for the other half of the patrol leaders: Leadership Style “B”
- Candy Toss Game score sheet (1 per troop guide)
- Painter’s tape, measuring tape, marking pen
- Plastic cans or bowls (6–8 inches in diameter and 3–6 inches deep)
- Individually wrapped hard candies for all participants (3 per person)

Play the game.



Candy Toss Game Rules

1. For each patrol, place a 3-foot-long piece of tape on the ground, and set the bowl/can 5 feet from the tape.
2. The object of the game is to score as many points as possible while staying within the rules. At the end of the game, the patrol with the most points wins.
3. The challenge is to stand somewhere on the marked tape and successfully toss pieces of candy into the container. The piece must come to rest in the container (a HIT). If the piece misses the container or bounces out, it is a MISS, and no points are scored.
4. One point is scored for each HIT.
5. Distance bonus points are possible with each HIT. One bonus point is awarded for each foot of distance the player stands from the container while scoring a HIT. No distance bonus points are awarded for a MISS.
6. Each player gets three pieces of candy.
7. One practice round is allowed before scoring begins. Each player is allowed three practice tosses in the practice round. (Points will be deducted if participants practice beyond the rules.)
8. Once scoring begins, each player may toss each piece of candy one time—a total of three tosses per participant.
9. The troop guide does the scoring.
10. The patrol leader is in charge at all times.
11. The patrol must complete the practice round and scoring round in no more than 10 minutes.
12. These are the rules. The troop guide will remain silent throughout the game and will not reveal your leadership style.
13. Score until the game is over.



Leadership Style “A”

You are the boss. You are in charge. You know what is best for your team and for each player. You must take control of your team to lead it to victory.

You believe that information is power and that you must maintain power to maintain control. Therefore, give out little information, answer few questions, and maintain strict discipline. Strictly enforce the rules and the time limits.

You will give your team orders on how to complete the game. You will not reveal the rules to them. You will tell each person where to stand, both in practice and in the scoring round.

Do not give in to complaints or whining from members of your patrol. “Let me do it my way” or “Let me decide” are demands that indicate a desire by someone to take over your control. You know the rules; therefore, you know the best way to win. What you say, goes.

Now read the rules, implement them, and lead your team to victory!

Leadership Style “B”

You believe in sharing decision-making with members of your team. You feel that the best way to achieve high performance and creative results is to take advantage of the full talents of everyone on your team.

You want to draw on their ideas and experience and their knowledge of their own skills and ways of finding solutions.

You think that solutions to problems can emerge from an environment that is rich in information, even if that seems chaotic.

You will share all the information you have with your team. You will tell them the rules of the game, its objectives, and the way it will be scored. Seek the ideas and creativity of the team in planning the best ways to win. Take part in discussions to overcome problems. Help the team stay within the rules and the time limits. Allow players to assess their own skill and comfort level in determining their individual scoring strategies. Be a cheerleader. Participate with your team. Have fun. Celebrate positive results.

Now, good luck and enjoy the game!



Candy Toss Game Scoresheet

Patrol Name: _____ Observer's Name: _____

Leadership Style Observed: Style "A" _____ Style "B" _____

		Toss One		Toss Two		Toss Three		Total
Player's Name	Three Practice Tosses	Hit (1), Miss (0)	Distance (1–15)	Hit (1), Miss (0)	Distance (1–15)	Hit (1), Miss (0)	Distance (1–15)	# Hits + Distance on Hits Only

Team Total _____



Candy Toss Game Debrief

- Ask the patrol leader, “Did your patrol know the purpose or goal for the game? What do you think that was?”
- Ask the patrol leader, “How did you feel about the leadership style you were given?” Then, ask the patrol members how they felt about the patrol leader’s leadership style.
- Ask the patrol members, “Did you feel like a valued member of the patrol?”
- Ask the patrol leader, “Why did you think you could—or could not—win?” Then, ask the patrol members the same question. Ask them to explain the differences in opinion.

Show the troop the results of the game. Discuss which patrol was assigned to which leadership style.

Ask participants to describe what effect, if any, the different “role profiles” of the leaders had upon their performance and that of their patrols.

Explore through the discussion any new perspectives participants may have gained on the importance of their relationship with the team leader, especially with regard to the leader’s vision or lack of it, and the leader’s commitment to the development and involvement of the team or group in the task.

Conclusion

Make no mistake about it, servant leadership isn’t easy. It requires a lifetime of continuous learning, and often it is easier just to give orders and yell a bit if necessary. This might work in the short run, especially in emergency situations, but servant leadership builds robust teams that perform for the long run.

Remember that a servant leader enables the success of those they lead. The ultimate measure of success for a servant leader is whether their followers are better off as a result of their efforts. To paraphrase the old saying, “Giving a man a fish is helpful; teaching a man to fish is servant leadership.”

Choosing to be a servant leader requires personal sacrifice. As such, it must come from deep personal commitment that originates within the soul. If the leader makes a superficial effort, the result is that the followers feel manipulated rather than cared for.

The importance of servant leadership is in the effort, not in the victory.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.