

## MAIN POINT 1: LEADING WITHOUT A PLAN

We all have experienced events that did not go so well. Think about the activity and describe one or two reasons why you think the activity didn't go well. Most of the time, poor planning is the culprit.

**Question:** Why do activities sometimes succeed without a plan?

**Question:** Why is it better to have good plan than a weak plan (or no plan)?

## MAIN POINT 2: LEADING WITH A PLAN

{Draw the following on the board:

<i>Leadership Functions</i>	<i>Leader's Tasks</i>	<i>Team Members' Tasks</i>
Lead with a clear purpose		
Empower to participate		
Aim for consensus		
Direct the team		

Fill in student responses in the appropriate columns as you discuss the questions below.}

The L.E.A.D. Model shows four main leadership functions, starting with the goal in mind (what is the purpose of the team?). The leader gives followers a clear reason for doing something.

**Question:** Describe some ways that a leader might establish a clear purpose. {Write the answers in the "Leader's Tasks" column.}

**Question:** What do you think are some of the team members' responsibilities at this stage? {Write the answers in the "Team Members' Tasks" column.}

The next step is to involve people. Good leaders know how to motivate others to accomplish the team's goals. These leaders empower others and give followers opportunities to cooperatively share.

**Question:** Describe some ways that a leader might empower others. {Write the answers in the "Leader's Tasks" column.}

**Question:** What do you think are some of the team members' responsibilities at this stage? {Write the answers in the "Team Members' Tasks" column.}

The third step gives attention to the task itself. There is always more than one solution to a given problem. Leaders who act too quickly may miss the best solution. At this stage, the leader allows conflicts to surface and resolved in a non-threatening manner.

**Question:** Describe some ways that a leader might aim for consensus. {Write the answers in the "Leader's Tasks" column.}

**Question:** What do you think are some of the team members' responsibilities at this stage? {Write the answers in the "Team Members' Tasks" column.}

The final step is to put priority on the relationships. Directing others does not mean ordering them around. Air Force General Officers usually influence and guide more than they command or direct. Cadets aspiring for senior level leadership should begin to develop this skill now.

**Question:** Describe some ways that a leader might direct the team best. {Write the answers in the "Leader's Tasks" column.}

**Question:** What do you think are some of the team members' responsibilities at this stage? {Write the answers in the "Team Members' Tasks" column.}

## CONCLUSION

**Summary:** Leadership researchers create easy to understand guidelines that boil complex theories down to workable solutions. The L.E.A.D. Model that focuses on the needs of the team is a great tool for new leaders.

**Remotivation:** Successful leaders keep basic principles of leadership in mind as they lead others.

**Closure:** Planning a trip or planning to lead are similar: they both start with a plan. So plan well!

## SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last

25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

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

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

Main concept for this lesson: **Leading others; consensus building; empowering.**

## 7 – CRITICAL THINKING (CHAPTER 5)

**Overview Statement:** Leadership is an intellectual activity. One avenue to developing your brainpower is to think critically.

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

**Estimated Time:** 25-30 Minutes

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

**Key Terms:**

**Critical Thinking** – “The habit of being guided by universal values of logic and a deep respect for the truth.” *Learn to Lead*, Module Two

**Inference** – “A conclusion drawn from evidence or reasoning.” Encarta Dictionary

### INTRODUCTION

**Attention:** How many times in a day do you think?