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# BLACK BELT LEADERSHIP

GUIDANCE ON LEADERSHIP DEVELOPMENT

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## Teaching Leadership...One Instructor at a Time

This month's G.O.L.D. lesson focuses on the importance of leadership and how you can effectively explain leadership to your G.O.L.D. team members. As a professional martial arts teacher and member of NAPMA, you obviously value the teaching of leadership because it can have a profound and positive effect on the quality of your school. This lesson will provide your G.O.L.D. team members with a better understanding of leadership, how to express their leadership qualities and use them as part of their growth and development.

You're encouraged to use the following one-hour leadership class and its four 15-minute sections to discuss leadership and its values with your G.O.L.D. team. To focus everyone's attention on the points of the discussion, use either a dry erase white board or an easel with large white paper. Please distribute pens and paper and a copy of "The Leadership Challenge" (provided at the end of this report) to everyone in your leadership discussion.

Section 1: What is Leadership? (15-minute discussion)

Display: Write, "What is Leadership?" on the white board or paper.

Discussion Question #1: Ask your G.O.L.D. team members to answer the question you've displayed, "What is Leadership?"

The goal of this section is to encourage participation by everyone, even if some answers are repeated. Make sure everyone hears the responses. Acknowledge their contributions to the discussion with positive feedback. Reinforce the answers by writing them on the white board or paper. Ask your G.O.L.D. team members to write the answers on the paper you distributed, so they can refer to them when they are teaching students.



Discussion Question #2: Define leadership in as few words as possible.

The answers to your first discussion question may be lengthy, but now you want your team members to refine those answers, or suggest new ones, using as few words as possible. Encourage a lively discussion and full participation, and record their answers on the white board or paper. Team members should also take notes for future use. Once you've discussed everyone's responses, ask them to consider the simple, but powerful phrase, "Leadership is Example."

Use this brief definition of leadership to focus your discussion even more. Ask them to state reasons why they think the statement is accurate or inaccurate. Reinforce the discussion by writing the answers on the board or paper. Again, team members should add those answers to their notes. As you complete this first section, you may be able to recognize that your team members understand the importance of leadership, how to make it a conscious part of their development and how to impart that understanding to their students.

Section 2: Leadership is shown in the way you... (15-minute discussion)

Display: Write the statement, "Leadership is shown in the way you..." on the white board or paper.

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Exercise: Divide the class into a few teams and ask them to complete the statement with as many answers as they can write in 10 minutes, and then note the three answers that make the most sense to them. Reconvene the class and use the last 5 minutes to discuss each team's three answers.

The goal of the second section is to help your team member understand how they can start to develop leadership qualities. Start their thinking with an example, such as "leadership is shown in the way you manage a stressful situation."

Look for these examples of answers that signify your team members are beginning to understand leadership and how to be leaders themselves:

Leadership is shown in the way you...walk.

Leadership is shown in the way you...communicate.

Leadership is shown in the way you...dress.

Leadership is shown in the way you...confront conflict.

Leadership is shown in the way you...take responsibility.

Leadership is shown in the way you...commit to being better today than you were yesterday.

Leadership is shown in the way you...use your ability to be a beacon of light for others.

Leadership is shown in the way you...recognize that life is a team sport, you don't need to know everything and you can always do better as a member of a team.

Section 3: Leadership is not... (15-minute discussion)

Display: Write the following statements on the large board or paper as you discuss them.

1. "Leadership is not charisma."

2. "Leadership is not being the one that talks the most."

3. "Leadership is not doing what is popular."

The goal of the third section is to help your team members eliminate any confusion they may have about leadership. Use this discussion to separate leadership fact from leadership fiction. You want team members to develop the ability to recognize a real leader from someone who is simply an extrovert or popular, which are not true leadership qualities. Remember leadership is not a position; it is example.

As you write each of the three statements on the board or paper, ask your team members to discuss why each statement may or may not be true. Don't be afraid to provoke a lively debate.

1. "Leadership is not charisma."

Discussion point: Though some leaders are likeable, that quality should not be confused with real leadership.

2. "Leadership is not being the one that talks the most."

Discussion point: A real leader is more likely to listen than to dominate a discussion. Listening is much a better way to understand a situation in greater detail. A real leader helps others to verbalize their thoughts, instead of telling them what to think.

3. "Leadership is not doing what is popular."

Discussion point: Many of the greatest leaders in history earned that recognition because they led others to make the right choices, not the popular choices.

Make sure your team members understand that a great leader can be charismatic, do most of the talking and be popular, but that these

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qualities should be accepted for what they are and not as proof of leadership.

## Section 4: The Leadership Challenge (15-minute discussion)

Display: Write, "The Leadership Challenge" on the large board or paper.

The goal of the fourth section of the leadership class is provide your team leaders with the opportunity to develop their leadership abilities with a personal commitment on paper. They are more likely to understand thoroughly the meaning of leadership, to make it a conscious part of their everyday lives and share it with their students.

Exercise: Distribute the "The Leadership Challenge" form to all team members, and ask them to complete it during the first 10 minutes of this section. Gather all the completed forms at the end of the class, providing copies to those students who request them.

Thirty days later, send each team member a copy of his or her leadership commitment in the mail, without telling them in advance. The surprise will reinforce the leadership lesson and serve as a powerful reminder of his or her commitment.

Close the class by thanking them for their participation and their dedication to their training. Encourage all of your G.O.L.D. team members to act on their commitments immediately.

### **Some final thoughts**

The world needs leaders more than ever. As an instructor and teacher, you are in the position to set an example of true leadership everyday for our school's students. Continue your dedication to help your students develop leadership qualities. Your impact on the lives of your students is a priceless gift and a lasting testament to the quality of your teaching.

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The Leadership Challenge Form

## *The Leadership Challenge*

Name \_\_\_\_\_

What is Leadership? \_\_\_\_\_

What can I do to demonstrate the strength of my leadership in class and in our school? (Make 3 commitments)

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What can I do to strengthen my leadership outside of the school?

(Make 3 commitments)

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Is there a specific part of my life where I need to be a better leader?

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Who do I admire for his or her leadership qualities? How can I use his or her example to strengthen my commitment to become a great leader?

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