

Unit A: Development of Leadership

Lesson 4: Leadership Styles

Student Learning Objectives:

Instruction in this lesson should result in students achieving the following objectives:

1. Define the term leadership style.
2. Identify the five types of leadership styles.
3. Comprehend the strengths and challenges of each individual's predominant leadership style.

Recommended Teaching Time: 1 hour

Recommended Resources: The following resources may be useful in teaching this lesson:

Lussier, Robert N. and Achua, Christopher F. *Leadership: Theory, Application, Skill Development*. Cincinnati, Ohio: South-Western Publishing, 2001.

Northouse, Peter G. *Leadership: Theory and Practice, 2nd edition*. Thousand Oaks, California: Sage Publications, 2001.

List of Equipment, Tools, Supplies, and Facilities:

- Writing surface
- PowerPoint Projector
- PowerPoint Slides
- Transparency Masters
- Copies of student worksheets
- Sheets of blank paper

Terms: The following terms are presented in this lesson (shown in bold italics):

- Leadership styles

Interest Approach:

Split the class into at least two groups not exceeding five people to a group. Pass out WS: 4-1 to all students.

Script for Teacher: *You are receiving a scenario for a project you will complete within your team. Please follow along as the scenario is read to you.*

Read the scenario WS: 4-1 to the students, answer any questions, and then begin timing.

Script for Teacher: *As you can see, what you cook, what you buy, etc. are all up to you and your team to decide. Are there any questions about your task? Begin.*

After 15 minutes, give a five-minute warning.

Script for Teacher: *You have five more minutes to complete the task.*

Call time after 20 minutes.

Script for Teacher: *Time is up.*

Ask each group to report on their grocery list, menu, schedule, any sub-groups, and the role that each person played in the group.

Script for Teacher: *Each group will now report on their grocery list, menu, schedule, and any sub-groups. Each person will also report the role they feel they played in the group.*

Pick a group to share.

Script for Teacher: *Please share with the class.*

Repeat until all groups have shared. Then give explanation.

Script for Teacher: *This activity allowed you to place yourself in a very “real” situation to see how you would react and interact with others. Did you notice how each person played a different role in each group?*

Get feedback from students.

Script for Teacher: *This is because we each have a different way we influence each other or lead. In other words, we each have a different leadership style. You need to remember the role you played in the dinner planning scenario as we discuss leadership styles.*

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Define the term leadership styles.

Anticipated Problem: What are leadership styles?

Ask the students to take out their notebooks and give their definition of leadership styles.

Script for Teacher: *Take out your notebooks. From the hint that I gave you above, that everyone has a different way they influence someone, please take 60 seconds to come up with your definition of the term leadership styles. Begin.*

After 60 seconds, have a few students share their definitions with the class.

Script for Teacher: *Please complete your thought because time is up! If you would like to share your definition with the class, please raise your hand.*

After hearing a few definitions, move on to the definition.

Script for Teacher: *Those are some excellent definitions and are very close to the one we will be using today. Please take notes on the definition of leadership styles we will be using.*

TM: 4-1 (PowerPoint Slide 2)

- I. Define the term leadership styles.
 - A. Leadership styles are what leaders do.
 - B. How leaders act according to what they value.

Once complete, ask students to think about what some leadership styles could be and write those generated on the public writing surface. Some examples of answers could be being thoughtful, bold, convincing, etc.

Script for Teacher: *Using the definition you just wrote down, think about what some leadership styles could be. Once you have an idea, raise your hand and we will capture your thoughts on the writing surface.*

Get at least five attributes captured, then move on.

Script for Teacher: *You have done an excellent job of thinking about what a leadership style could entail. Keep in mind the definition of leadership styles as we find a way to “classify” leadership styles.*

Objective 2: Identify the five leadership styles.

Anticipated Problem: What are the five leadership styles?

Distribute WS: 4-2 to every student. Give them five minutes to complete the task.

Script for Teacher: *Each of you will now have five minutes to complete this survey.*

After five minutes, check to see if all students are done. If so, move on.

Script for Teacher: *As you have probably figured out, this survey helps you identify your leadership style.*

Break the students into groups according to the letter that was the most dominant.

Script for Teacher: *Keep in mind that all the letters or styles are good and that one is not more important or better than another. That being said, let's break up into groups according to your dominant letter. A's will be at the back left of the room, B's will be at the back right of the room, C's will be in the center of the room, D's will be in the front left corner of the room, and E's will be in the front right corner of the room. Move silently and take your notebook with you.*

Once all the groups have moved, give the groups their assignment.

Script for Teacher: *Within your group, take the next three minutes to come up with four attributes of your leadership style and one famous person who you think might have that leadership style. Use the questions as a guide. Begin.*

Walk around to the groups to ensure they are making progress. Use the leadership style definitions below to help if necessary. See if all groups are done in three minutes. If so, move on. Have each group report, and then move on.

Script for Teacher: *You have excellent insight into your leadership style even though you might not have realized it. Please move back to your seats and we will take some notes on the names of your leadership styles and some of the attributes of each.*

Once the students have moved, give WS: 4-3 to each student and show TM: 4-2 and PowerPoint Slides 3, 4, 5, 6, and 7 below.

Script for Teacher: *You are now receiving the names and attributes of each leadership style. Place a star by your most dominant. Let's go through these together. Please write any notes on this sheet.*

Talk the students through each leadership style and give the example listed. (You need to list an example for each style based on the knowledge and interests

of the students.) Ask the students that had that style as their dominant style to raise their hand prior to you reading the description.

II. Identify the five types of leadership styles.

(PowerPoint Slide 3)

A. Power. *Raise your hand if A was your dominant style.*

1. Attributes
 - a. Pursuit of power
 - b. Seeking influence and personal prestige
 - c. Control, authority, ultimate goal is position
 - d. May measure success monetarily
2. Example:

(PowerPoint Slide 4)

B. Beauty. *Raise your hand if B was your dominant style.*

1. Attributes
 - a. Seek beauty, symmetry, and harmony
 - b. Style is more important than practicality
 - c. Self-sufficient, individualistic
 - d. Must have “good” taste, appearance; elegance
2. Example:

(PowerPoint Slide 5)

C. Social. *Raise your hand if C was your dominant style.*

1. Attributes
 - a. Love of fellow beings
 - b. Humanitarian concern for welfare of others
 - c. Will not act for material gain without first considering others
 - d. The unsympathetic nature of other types is frightening
2. Example:

(PowerPoint Slide 6)

D. Knowledge. *Raise your hand if D was your dominant style.*

1. Attributes
 - a. Value truth and knowledge above all thinking
 - b. Learning is important; knowledge is power
 - c. Value science, research, and theory
 - d. Detached and unemotional; frustrated at failure of others
2. Example:

(PowerPoint Slide 7)

E. Resource. *Raise your hand if E was your dominant style.*

1. Attributes
 - a. Practicality, usefulness, efficiency, and effectiveness
 - b. No use for knowledge that is not useable; make grades and get graded—not here to learn
 - c. May look stingy and selfish
 - d. Life is a struggle and must preserve resources
2. Example:

Ask the students if they have any questions or insight after hearing all these descriptions. Once all the questions are answered, have each student draw a small symbol by each style to help them remember the five leadership styles.

Script for Teacher: *Take two minutes to draw a small symbol by each leadership style that will help you remember the different styles. Begin.*

Upon completion, have at least one student share a symbol they drew for each style.

Script for Teacher: *Raise your hand if you would like to share a symbol that you drew with the class, we need an example for each of the styles.*

Once you have a symbol for each of the styles, move onto the next objective.

Script for Teacher: *Keep these symbols and leadership styles in mind as we move on to consider strengths and challenges of each style.*

Objective 3: Comprehend the strengths and challenges of each individual's predominant leadership style.

Anticipated Problem: What are the strengths and challenges of each leadership style?

Ask the students to get back into their style groups. Pass a blank sheet of paper to each group so they can report what they come up with. Help any group that is struggling and assess completion after four minutes.

Script for Teacher: *Now that we know all the styles, please get back into your dominant style group and take four minutes to identify three strengths and three challenges your dominant leadership style presents. You will write your ideas on the sheet of paper and report them to the class. You have four minutes. Begin.*

Upon completion, have each group report their ideas.

Script for Teacher: *Each group will now have a chance to report their ideas. Raise your hand to volunteer.*

After all groups have gone, ask the students to return to their seats and take notes.

Script for Teacher: *Return to your seats so we can take notes on some strengths and challenges of each style.*

Once seated, ask students to take notes using TM: 4-3 and the following PowerPoint Slides 8, 9, 10, 11, and 12 below.

III. Comprehend the strengths and challenges of each leadership style.
(PowerPoint Slide 8)

- A. Power
 - 1. Strengths
 - a. Clearly sees goals
 - b. Respects authority
 - 2. Challenges
 - a. Doesn't always consider others' feelings
 - b. Doesn't always take into consideration the consequences of certain decisions

(PowerPoint Slide 9)

- B. Beauty
 - 1. Strengths
 - a. Truly appreciates beautiful things in life
 - b. Can take care of themselves
 - 2. Challenges
 - a. Doesn't always seek the input from others
 - b. Reputation means too much

(PowerPoint Slide 10)

- C. Social
 - 1. Strengths
 - a. Truly cares for others and their welfare
 - b. Always thinks about others' needs
 - 2. Challenges
 - a. Doesn't make decisions for themselves
 - b. Can be offended easily when someone else is not being sympathetic

(PowerPoint Slide 11)

- D. Knowledge
 - 1. Strengths
 - a. Great learners and thinkers
 - b. Can make a decision without becoming emotionally attached
 - 2. Challenges
 - a. Frustrated by others, especially if underachieving
 - b. Doesn't think of others when making a decision

(PowerPoint Slide 12)

- E. Resource
 - 1. Strengths
 - a. Has a lot of common sense
 - b. Saves money
 - 2. Challenges
 - a. Can be considered stingy and selfish
 - b. Hard time seeing the purpose in knowledge or social

Once the notes are complete, have the students look at their top styles and write about the best strength they possess and a challenge they would like to recognize and work on.

Script for Teacher: *Now that you know they styles, attributes, strengths, and challenges, on your own, look at your top leadership styles. Write about the*

strength you are most proud of and one challenge you would like to recognize about your style and improve. You have three minutes. Begin.

Upon completion, ask 2 or 3 students to share.

Script for Teacher: *Time is up. Please raise your hand to volunteer to share your answers.*

After a few have shared, summarize the objective and move on to the review.

Script for Teacher: *It is not always easy to think about challenges we have in life, especially when it is part of who we are as a leaders and individual. If you have any concerns or questions as you begin to work on your challenge, please talk with a classmate or me and we will try to help you.*

Review/Summary: To review the styles, ask the students questions pertaining to the attributes, definition, etc. If a student knows the answer, they must raise the appropriate number of fingers. 1=power, 2=beauty, 3=social, 4=knowledge, and 5=resource.

Script for Teacher: *We are now going to play “Name that Style.” An attribute will be called out and you must determine which style it is. To answer, hold up the correct number of fingers. 1=power, 2=beauty, 3=social, 4=knowledge, and 5=resource.*

Read the following attributes and have students answer.

Script for Teacher: *This style seeks influence. Answer is 1-power.
This style values knowledge. Answer is 4-knowledge.
This style is all about the love of others. Answer is 3-social.
This style is beautiful. Answer is 2-beauty.
This style is just plain practical. Answer is 5-resource.*

Summarize the lesson. Use **PowerPoint Slide 13** to review the objectives of this lesson.

Script for Teacher: *You have done an awesome job today. As you meet people in the halls or on your way home today, think about what leadership style they may have.*

Application: Have students give the leadership style assessment to three other people they know and bring the results to class. Have students explain their leadership style to each person they interview.

Evaluation: Evaluation should focus on student achievement of the objectives for the lesson. A sample written test is included.

Answers to Sample Test:

1. C
2. E
3. B
4. D
5. A
6. Leadership styles are what leaders do and how they act according to what they value.
7. Answer will vary.

Leadership Styles

Name: _____

Match the five leadership styles with the appropriate deScript for Teacherion.

- a. Power
- b. Beauty
- c. Social
- d. Knowledge
- e. Resource

- _____ 1. Attributes include love of fellow beings, humanitarian concern for welfare of others, will not act for material gain without first considering others, the unsympathetic nature of other types is frightening.
- _____ 2. Attributes include practicality, usefulness, efficiency, and effectiveness; no use for knowledge that is not useable; make grades and get graded—not here to learn; may look stingy and selfish; life is a struggle and must preserve resources.
- _____ 3. Attributes include seek beauty, symmetry, and harmony; style is more important than practicality; self-sufficient, individualistic, must have “good” taste, appearance; elegance.
- _____ 4. Attributes include value truth and knowledge above all thinking; learning is important; knowledge is power; value science, research, theory; detached and unemotional; frustrated at the failure of others.
- _____ 5. Attributes include pursuit of power, seeking influence and personal prestige, control, authority; ultimate goal is position; may measure success monetarily.

Answer the following questions.

6. Leadership styles are _____
_____.

7. List your top two dominant leadership styles:

- a.
- b.

DEFINE THE TERM LEADERSHIP STYLES

- Leadership styles are what leaders do.
- How leaders act according to what they value.

IDENTIFY THE FIVE TYPES OF LEADERSHIP STYLES

- ✓ Power Attributes
 - ✓ Pursuit of power
 - ✓ Seeking influence and personal prestige
 - ✓ Control, authority, ultimate goal is position
 - ✓ May measure success monetarily
- ✓ Beauty Attributes
 - ✓ Seek beauty, symmetry, and harmony
 - ✓ Style is more important than practicality
 - ✓ Self-sufficient, individualistic
 - ✓ Must have “good” taste, appearance, elegance
- ✓ Social Attributes
 - ✓ Love of fellow beings
 - ✓ Humanitarian concern for welfare of others
 - ✓ Will not act for material gain without first considering others
 - ✓ The unsympathetic nature of other types is frightening

- ✓ Knowledge Attributes
 - ✓ Value truth and knowledge above all thinking
 - ✓ Learning is important; knowledge is power
 - ✓ Value science, research, and theory
 - ✓ Detached and unemotional; frustrated at failure of others
- ✓ Resource Attributes
 - ✓ Practicality, usefulness, efficiency and effectiveness
 - ✓ No use for knowledge that is not useable; make grades and get graded—not here to learn
 - ✓ May look stingy and selfish
 - ✓ Life is a struggle and must preserve resources

COMPREHEND THE STRENGTHS AND CHALLENGES OF EACH LEADERSHIP STYLE

➤ Power

- ✓ Strengths: clearly sees goals; respects authority
- ✓ Challenges: doesn't always consider others' feelings; doesn't always take into consideration the consequences of certain decisions

➤ Beauty

- ✓ Strengths: truly appreciates beautiful things in life; can take care of themselves
- ✓ Challenges: doesn't always seek the input of others; reputation means too much

➤ Social

- ✓ Strengths: truly cares for others and their welfare; always thinks about others' needs
- ✓ Challenges: doesn't make decisions for themselves; can be offended easily when someone else is not being sympathetic

➤ Knowledge

- ✓ Strengths: great learners and thinkers; can make a decision without becoming emotionally attached
- ✓ Challenges: frustrated by others, especially if underachieving; doesn't think of others when making a decision

➤ Resource

- ✓ Strengths: has a lot of common sense; saves money
- ✓ Challenges: can be considered stingy and selfish; hard time seeing the purpose in knowledge or social

WS: 4-1

Here is what you have to do...

The decision was made at 6 p.m. to have a dinner party.

Your group has to make a grocery list and get the shopping done. Don't worry about the money. You have the money to make this exercise work. I promise.

When the grocery list and shopping is complete, you've got to get the various items on the menu prepared, set the table, and get the food served.

You need to save at least 45 minutes to enjoy the meal.

By 9 p.m. you want to be headed to the movie theatre to see that AWESOME new movie with your newest friend.

Start by making certain you understand all the jobs that have to be done. Then, design a strategy for doing them.

Be prepared to present your grocery list, your schedule from 6-9 p.m. and name the members of any sub-group you create to get the meal prepared and served on time.

ANY QUESTIONS?

YOU HAVE 20 MINUTES TO COMPLETE THE TASK. BEGIN!

LEADERSHIP STYLE INVENTORY

For each section, place one "X" by the statement that best describes you. It is most desirable that you arrive at a final decision on your choice of response in every case. However, if in one or two cases, you find this choice hard to make, place a checkmark beside your second choice.

DOMINANCE

- I belong to several groups but only attend when something especially matters to me. (c)
- I like to work on committees but don't like to be the chairperson. (d)
- I lose interest in groups when they go along the same old rut and don't listen to my suggestions. (a)
- I consciously seek and/or obtain leadership in many of my group's activities. (b)
- I am often selected as leader of groups without seeking it. (e)

TACT

- People frequently misunderstand my comments. (a)
- My acquaintances tell me that I am noted for handling many different situations without arousing ill will. (c)
- People seldom resent it when I must correct what they are doing or must criticize them. (d)
- I consciously study how to handle people tactfully. (e)
- Before I try to get others to accept my point of view, I first try to find out how they feel so I can adapt my ideas to theirs. (b)

COMMUNICATION

- I always assume the other person will be friendly and take the initiative in meeting them more than halfway. (e)
- People tell me they come to me with problems they wouldn't even discuss with their own families. (d)
- I always try to give the other person some incentive or some reason for doing what I want done. (b)
- When a conversation lags at a party of strangers I try and fill in the break by finding a topic of general interest. (c)
- I have some definite ideas about the failings of the younger and older generations and don't hesitate to express them. (a)

MATURITY

- _____ I want what I want when I want it, regardless of consequences to others and myself. (a)
- _____ I frequently let others have the last word. (e)
- _____ I have been told that I can take well-meant, constructive criticism graciously. (d)
- _____ I believe in telling others the truth if it is for their own good. (b)
- _____ I take a stand on issues in which I believe even if they are unpopular after looking into the pros and cons. (c)

ATTITUDES

- _____ I get annoyed when people don't do things my way. Sometimes my temper gets the best of me. (a)
- _____ I try to show the attitude toward the other person that I want them to show to me. (b)
- _____ I believe I should make every effort to accept change and try to keep changing with the times. (e)
- _____ I patiently listen to people with whom I disagree. (d)
- _____ I vacillate when it comes to making a decision; sometimes I wait so long circumstances force a decision upon me. (c)

COOPERATION

- _____ When people have a misunderstanding, I try to intervene and reconcile them. (d)
- _____ In dealing with co-workers or peers, I try to put myself in their shoes and act toward them the way I'd like them to act toward me. (c)
- _____ I am willing to accept the help of others, provided it does not interfere with their work. (e)
- _____ When I want information from others, I feel I have a right to demand it because I am acting on behalf of my boss. (a)
- _____ If my boss says to me, "Tell so-and-so I want this right away," I change the message and voice tone to, "The boss would appreciate this as soon as possible." (b)

SCORE

Make two lists of your leadership styles by adding up the X's and checks you marked.

	1 st choice (X)	2 nd choice (check)	Total
Number of A's			
Number of B's			
Number of C's			
Number of D's			
Number of E's			
	This is your predominant style.	You have tendencies in this direction.	

LEADERSHIP STYLES

Power (A)

Attributes include pursuit of power, seeking influence and personal prestige, control, authority, ultimate goal is position; may measure success monetarily

Example:

Beauty (B)

Attributes include seek beauty, symmetry, and harmony; style is more important than practicality; self-sufficient, individualistic, must have “good” taste, appearance; elegance

Example:

Social (C)

Attributes include love of fellow beings; humanitarian concern for welfare of others; will not act for material gain without first considering others; the unsympathetic nature of other types is frightening.

Example:

Knowledge (D)

Attributes include value truth and knowledge above all thinking, learning is important; knowledge is power; value science, research, theory; detached and unemotional; frustrated at failure of others

Example:

Resource (E)

Attributes include practicality, usefulness, efficiency, and effectiveness; no use for knowledge that is not useable; make grades and get graded (not here to learn); may look stingy and selfish; life is a struggle and must preserve resources

Example: