

REACHING NEW HEIGHTS

Advisor's Guide to personal growth and leadership development

Lesson Number: **RNH.6.2**

Leadership Styles

Purpose:

The purpose of this lesson is to help students understand different leadership styles and help them identify their leadership style.

Quick Reference:

Time Required:

60 minutes

Objectives:

After completing this lesson, students should be able to:

1. Identify three basic leadership styles.
2. Discuss similarities and differences among leadership styles.
3. Identify their personal leadership style.

Materials:

- ✓ Writing surface
- ✓ Writing utensils
- ✓ Party favors, supplies, and minimal costuming
- ✓ RNH.6.2.AS.A – one per student

Directions:

Explain to students that a basic knowledge of leadership styles will help determine which style is most effective in a given situation.

1. Have students consider positive leaders they are familiar with.
2. Allow time for students to think of positive leaders.
3. Record students' thoughts on the writing surface.
4. Lead students in a discussion about the differences between each of the identified leaders.
5. Explain to students that just as we all have different personalities, we all have different styles of leadership.
 - a. Each leadership style has unique characteristics.
 - b. There is not a "best" leadership style.
 - c. Different leadership styles work better in certain situations.
 - d. We may have to modify our own leadership style in order to be effective in certain situations.

Provide students with a definition of leadership; assist them in identifying and conceptualizing the three basic leadership styles using a Party Host e-Moment® following direct instruction.

6. Have students think about what the term leadership means to them.





7. Have students share their thoughts on what the term leadership means; validate responses.
8. Explain that there are many definitions of leadership. One way to define leadership is “the pattern of behavior one uses to influence others and move them into action to achieve an identified goal.”
 - a. Simply stated, “Leadership is influence.”
 - b. The behaviors we use can include:
 - i. How decisions are made.
 - ii. What level of involvement the followers have in setting goals and making decisions.
 - iii. The relationship between the leader and followers.
9. Share with students the following information about leadership styles:
 - a. Autocratic leadership style: directive leaders feel comfortable making decisions for the group at large; feel responsible for providing the group with direction and making decisions. Two narrowly defined autocratic styles:
 - i. Telling leader: identifies a problem, considers alternative solutions, chooses one of the solutions and tells the group members what they are to do.
 - a) May or may not consider what the group members will think or feel about the decisions, but does not let them participate directly in the decision making.
 - b) May or may not use or imply coercion.
 - c) Assigns roles to members.
 - ii. Persuading leader: makes decisions without consulting the group, but instead of announcing a decision, tries to persuade group members to accept it.
 - a) Describes how the decision fits both the interests of the group and the interests of the individual members.
 - iii. The telling and persuading leadership styles can be most effective in the following situations:
 - a) Large groups.
 - b) Passive groups.
 - c) Groups that meet infrequently.
 - d) Times when a quick decision or deadline must be met.



- b. Laissez-faire (pronounced “les-ey fair”; meaning “hands-off”) leadership style: highly values the opinions of the whole group and works diligently to build consensus; plays a low-key role, often giving the appearance the group has no leaders; believes group members are in better positions to make decisions and interferes very little with the decision-making process. Two specific leadership styles within this category include:
 - i. Joining leader: participates in group’s discussion as just another member; agrees in advance to carry out whatever decision the group makes.
 - a) Encourages group decisions.
 - b) Works for group goals.
 - c) Allows for individual recognition.
 - d) Tends to guide, not rule.
 - e) Often submerges herself/himself in the group’s identity.
 - ii. Delegating leader: defines a problem and the boundaries within which it must be solved and then turns it over to the group to work out a solution.
 - a) Sets few guidelines.
 - b) Tends to have a secretarial function or resource person identity.
 - c) Often does not announce his or her own ideas.
 - iii. Joining and delegating styles of leadership can be most effective in the following situations:
 - a) Small groups.
 - b) Highly motivated groups.
 - c) Groups where members need little direction and are comfortable with a wide area of freedom.
 - d) Groups with a relatively strong need for independence.
 - e) Groups where members understand and identify with the goals of the group.
 - f) Groups where members have the necessary knowledge and experience to deal with the issue at hand.
 - g) Groups where members expect to share in decision making.



- c. Democratic leadership style: has the characteristics of the autocratic and laissez-faire leadership styles; recognizes the importance of member participation, but retains a portion of the decision-making authority; may be described as the “consulting” leader (does not refer to the democratic principles of government or to a political party). More specifically, a democratic leader is a consulting leader:
 - i. Consulting leader: gives the group members a chance to influence the decision from the beginning.
 - a) Presents the problem and relevant background information and then asks for ideas on how to solve the problem.
 - b) May offer a tentative solution for the group’s reaction.
 - c) Encourages the group to increase the number of alternative actions to be taken or considered.
 - d) Selects the solution he or she regards as most promising.
 - ii. Consulting style is most effective in the following situations:
 - a) Large groups.
 - b) Motivated groups.
 - c) Representative groups.
 - d) Organized groups.

Engage students in a Party Host e-Moment. Refer to “Strategies for Great Teaching” for specific directions on the Party Host e-Moment. The instructor may wish to build the environment using party favors, supplies, and providing minimal costuming.

10. Explain to students they will be attending a party; the guests will be world leaders. The party is a masquerade, that is, the identity of the guests is a mystery.
 - a. The students will be the guests, each representing one of the leadership styles.
 - b. One of the students will be the party host and will have to guess which leadership style each of the guests represents.
11. Select a student to serve as the party host and explain that he/she will have to guess what leadership style each student represents based on their words and actions.
 - a. Send the student who will serve as party host to a location where they cannot hear the students in the classroom to prepare their roles (hallway, office, etc.)



12. Assign the remaining students to one of the leadership styles identified. There may be repeats.
 - a. Have students brainstorm ideas for how they might convey their assigned leadership style without using the terms that identify their assigned style.
13. After students are ready to rehearse their roles, bring the party host into the room to greet the guests.
 - a. The goal of the party host is to correctly guess the leadership style of each guest. Once a guest's role has been identified, he/she is to listen to the interaction with the remaining guests and the party host.
 - b. Celebrate with applause after all guests' identities have been revealed.
14. Lead students in a discussion of the positive aspects of each leadership style.

Help students identify their own leadership style based on the styles identified.

15. Explain to students that it is important to be aware of our own leadership style and how others react to it.
 - a. Awareness of our personal leadership style allows us to maximize our strengths and recognize areas for improvement when certain situations arise.
16. Have students complete RNH.6.2.AS.A, "Identifying Leadership Styles."
17. After students have completed the activity sheet, lead a discussion on each of the items.
 - a. Have students share leaders they identified and their perceived leadership styles.
 - b. Have students who are willing share their perceived leadership style.
 - c. Have students who are willing share the things they can do to improve their leadership abilities.

Connection Questions:

1. Why is it important for us to identify our personal leadership style?
2. What did you learn about yourself during this lesson?
3. Why is it important for us to identify the leadership style of our classmates?
4. How can I use what I know about my leadership style and leadership styles in general to build influence?
5. Who of my classmates can I learn from in order to improve my leadership abilities?



LifeKnowledge Connections

Precept(s) Addressed:

Action

- A1. Work independently and in groups to get things done.
- A2. Focus on results,
- A5. Communicate effectively with others.
- A7. Invest in others by enabling and empowering them.

Relationships

- B1. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability, and listening.
- B2. Interact and work with others.
- B3. Develop others.
- B4. Eliminate barriers in building relationships.
- B5. Participate effectively as a team member.

Vision

- C4. Adapt to opportunities and obstacles.

Character

- D1. Live with integrity.
- D3. Accept responsibility for personal actions.
- D5. Practice self-discipline.

Awareness

- E3. Participate in activities that promote appreciation of diversity.

Continuous Improvement

- F3. Use innovative problem-solving strategies.

Social Growth

- H1. Acknowledge that differences exist among people.
- H3. Develop, maintain, and grow healthy relationships.

Mental Growth

- J3. Practice sound decision making.
- J4. Solve problems.

Communications

- M5. Operates effectively in the workplace.



LifeKnowledge Connections (cont.)

Precept(s) Addressed:

Decision Making

N1. Demonstrate the decision-making process.

N2. Demonstrate problem-solving skills.

Flexibility and Adaptability

O3. Reacts with openness to feedback and professional growth opportunities.

LK Lesson Suggestion:



Middle School

MS.1 – Defining Leadership

MS.4 – Philosophies of Leadership

MS.10 – Showing Respect

MS.31 – Types of Relationships

MS.36 – Understanding Ways People Are Different

MS.54 – Identifying Others to Help

High School

HS.1 – Defining Leadership

HS.5 – Leadership Styles

HS.6 – Philosophies of Leadership

HS.9 – Understanding Values, Beliefs, Character, and Integrity

HS.13 – Understanding Responsibility and Accountability

HS.16 – The Need for Leaders

HS.17 – How Leaders Influence through Vision

HS.21 – Positive and Negative Influence

HS.51 – The Importance of Building Relationships

HS.56 – Appreciating Differences in People

HS.61 – Earning Trust

HS.62 – Collaborative Relationships

HS.63 – Cooperative Relationships

HS.64 – Leader-Follower Relationships

HS.65 – Defining Teamwork

HS.66 – Levels of Teams

HS.67 – Types of Teams

HS.68 – Defining Roles on Teams



LifeKnowledge Connections (cont.)

LK Lesson Suggestion:



High School

- HS.69 – The Roles of Leader on Teams
- HS.70 – The Value of Diversity on Teams
- HS.71 – Appreciating Individual Talents and Strengths
- HS.82 – Skills for Consensus Building

Advanced High School

- AHS.6 – Respecting Others' Belief Systems, Vision, and Mission
- AHS.10 – Understanding Leader/Follower Dynamics
- AHS.11 – Building Followership
- AHS.20 – Establishing Team Vision
- AHS.26 – Mobilizing Others to Action
- AHS.28 – Assessing the Strengths of Others
- AHS.29 – Capitalizing on the Strengths of Others
- AHS.35 – Leading Others in Strategic Thinking



Name: _____

Date: _____

Identifying Leadership Styles

List five leaders you know and identify their leadership style (autocratic, democratic, laissez-faire):

- _____
- _____
- _____
- _____
- _____

What is your leadership style? _____

List three things you can do to improve your leadership abilities:

1. _____
2. _____
3. _____