



High School

National FFA Organization

Lesson HS.83

INTRODUCTION TO SITUATIONAL LEADERSHIP

Unit. Stage Two of Development—WE

Problem Area. How Do I Begin to Influence Others?

Precepts. C4: Adapt to opportunities and obstacles.

National Standards. NSS-C.9-12.5 — Roles of the Citizen — What civic positions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define situational leadership.
- 2 Describe the styles of leadership.
- 3 Determine how follower behavior creates different leadership styles .



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Time. Instruction time for this lesson: 50 minutes.

Resources

Blanchard, K., P. Zigarmi, and D. Zigarmi. *Leadership and the One-minute Manager*. New York. William Morrow and Company, Inc., 1985.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector and transparencies
- ✓ HS.83.Assess



Key Terms. The following term is presented in this lesson and appears in bold italics:

▶ Situational leadership



Interest Approach

In a moment, we are going to look at several types of situations in which you may find yourself. When I describe the event, let's quietly record on a sheet of paper what we might want to wear at each event.

1. Snowboarding in February.
2. A trip to the Caribbean during the summer.
3. A family members wedding.
4. High school graduation. *Have students share their answers with the rest of the class. Ask students to describe why there were different types of clothing that they would wear at each event.*

We have discussed previously what a leader is, and more specifically, what leadership is. Who can tell me what they know about leadership?

Allow for response.



Great! On your paper, connect the idea of leadership and how it can be different in various situations to how what you wear can vary in different situations. Be ready to share your connections in a few moments.

Allow for sharing.



Great connections! Now we will use these great connections that you have made to further explore what situational leadership is. Do all situations require the same style of leadership? What are some situations that require different actions from the leader?

Possible answers: learning a new job from the boss; coaching an athletic team; commanding an army; selling an idea.



Today we are going to learn about an idea called situational leadership. We need to reflect on our personal leadership style, as well as different situations where leadership is required. Think of a historical leader and the situation in which he or she was involved.

Allow students a few moments to think. Possible answers include: Lincoln and the Civil War; Lee and the Confederacy; Patton and World War II; Eisenhower's presidency; FDR and the Depression; King and civil rights.



Why are these leaders the best.

Possible answers include: they are the best for their individual time and situation; because they responded to the situation with effective leadership



Are these characteristics always the most effective.

Answer: These characteristics were effective for given situations, but may not be applicable in other situations.



When might these characteristics be less desirable.



Answer: Patton's commanding leadership style would have performed poorly when King's passionately persuading style was needed.



What role does the situation play in leadership.

Answer: The situation often demands different actions from the leader to influence followers. For instance, some situations require direct orders, whereas other situations require persuasive tactics.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define situational leadership.

Provide the following information on the writing surface, and instruct students to capture the information in their notebooks. Relate key terms given in student definitions to the definitions given below.

- I. Everyone has a style of influencing others that is their preferred leadership style. Situational leadership is influencing others, given a situation or set of circumstances in which leadership skills and character are called for and demonstrated. Leadership skills can be learned, and, given a specific situation; leaders must adapt their skills to the readiness for action of the followers.
 - A. Leadership depends on followers.
 1. Followers grant leaders the power to influence and lead.
 2. Followers provide the action in the organization.
 - B. Followers possess varying levels of readiness and ability.
 1. Followers may be willing to act and may possess the knowledge and skills for action, which is the highest readiness level.
 - a. Followers may work with little input from the leader.
 - b. Followers may be self-motivated.
 2. The followers may not be ready to act, nor may they possess the knowledge and skills necessary for a particular action, which represents the lowest readiness level.
 - a. Followers may require great input from the leader to perform.
 - b. Leaders may have to provide motivation and knowledge to the followers to encourage action.
 3. Followers may be at any point in the fluid stages of readiness between knowledgeable and willing, and ignorant and obstinate.
 4. Leaders must react to the followers to boost their willingness and/or their knowledge and skills.





Does the situation really matter in leadership. Name the top five Presidents of the United States. Allow the students several moments to reach consensus about the great est presidents. Anticipated answers include: Washington, Jefferson, Lincoln, FDR, Truman, and Kennedy.



What were their situations.

Answer: Washington's leadership helped create the country. He led as a soldier and a statesman. Jefferson may have been one of the smartest presidents, drafting the Declaration of Independence, forging relations with France and more. Lincoln's style of leadership was that of a diplomat, creating union out of disunion, maintaining the country. FDR inspired confidence in the country during the Depression and used power to begin to recreate the world after World War II. Truman made the difficult decision of dropping the atomic bomb and managing the post-war prosperity in the U.S. Kennedy led with charisma and averted nuclear disaster. Discuss the situations.



Who were the greatest leaders other than presidents.

Allow the students several moments to reach consensus about the greatest leaders other than presidents. Possible answers include: Rosa Parks; Martin Luther King, Jr.; Michael Jordan; Elizabeth Cady Stanton; John Wooden; Christ; Sacagawea



What were their situations.

Discuss the situations each of the leaders.



How does the situation make a difference to leadership.

Answer: The situation determines the style of leadership the leader should use to influence followers.

Objective 2. Describe the styles of leadership.



This activity requires you to think about different types of leaders and reflect on the characteristics of effective leaders.

Reflect back to the different types of clothes we talked about earlier. Similarly, there are specific types of leadership styles to address various situations

Teach the following material using a Me-you-us Moment . The topic to initiate the discussion is different types of leaders.

Provide the following information on the writing surface, and instruct students to capture the information in their notebooks. Relate key terms given in student definitions to the definitions given below.

II. Four basic styles of leadership exist, depending on the follower's willingness and knowledge.

A. The first style of leadership: low follower ability and willingness.



1. The leader gives orders for action.
 2. The leader does not value individual relationships as much as getting tasks accomplished.
 3. The stereotypical idea of a boss exemplifies this style of leadership.
- B. The second style of leadership: low follower ability, but high willingness.
 1. The leader wants specific actions, and values the relationship-building portion of leadership.
 2. The leader is totally engaged as an integral part of the team and its functions.
 3. A coach exemplifies this leadership style.
- C. The third style of leadership: high follower knowledge, but low willingness.
 1. The leader places prime importance on developing people and relationships over accomplishing tasks.
 2. This style of leadership is exemplified by a friendship-developer and encourager.
- D. The fourth style of leadership: high follower knowledge and willingness.
 1. The leader creates an empowerment situation by delegating authority for decisions and actions to followers.
 2. The leader provides vision, but does not necessitate tasks, and only invests in people enough to provide a safety net against failure.
 3. A principal who charges teachers with teaching in their classroom, but does not meddle with daily activities exemplifies this style of leadership.

4. Because there are several different leadership styles, we are going to act out the four main leadership styles in a social atmosphere. We need to think about the style of leadership we are assigned and make sure to act out the characteristics of that leader

Review the lesson with a Party Host Moment. Students should act out the styles of leadership.

Objective 3. Determine how follower behavior creates different leadership styles.

Provide the following information on the writing surface, and instruct students to capture the information in their notebooks. Relate key terms given in student definitions to the definitions given below.

- III. Leadership depends on followers. Depending on the state of the followers, the leader reacts to maximize their efforts.
 - A. When followers do not possess the necessary knowledge or skills and are unwilling to act, the leader must assume a boss-like or drill sergeant-like level of leadership.
 - B. When followers are willing, but do not possess the skills or knowledge for action, the leader must coach and train followers to build their knowledge and skill set.
 - C. If followers possess applicable knowledge and skills, but are unwilling, the leader must focus on building relationships that motivate the followers to action.
 - D. When followers are willing for action and possess the applicable knowledge and skills, then the leader maintains a “hands-off” style of leadership. He or she provides a safety



net to avoid setbacks, maintains perspective on vision, and encourages followers to utilize their specific talents and skills to further the goals and vision of the team.



Because there are several different variations of follower readiness, we are going to act out the four main follower readiness styles in a social atmosphere. We need to think about the style of follower we are assigned and make sure to act out the characteristics of that follower.

Review the lesson with a Party Host Moment . Students should act out the readiness of followers.



Review/Summary



For the following activity, we are going to act out skits about the different leadership styles and follower readiness levels. We will be assigned different leadership and follower styles to be acted out.

Review the material using a Dickens Moment. Divide students into four groups. Assign one to act out each of the four leadership styles with the appropriate follower readiness level.



Application

►Extended Classroom Activity:

Identify classroom situations where each of the four leadership styles is called for.

►FFA Activity:

Identify local FFA chapter situations where each of the four leadership styles is called for.

►SAE Activity:

Identify SAE situations where each of the four leadership styles is called for.



Evaluation

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Answers to Assessment:

Part One: Completion

1. Situational
2. Followers, power
3. knowledge, boss-like
4. willing, coach



5. unwilling, relationships
6. knowledge, skills, hands-off

Part Two: Short Answer

1. Followers, at any given point, may be willing to act and may possess the knowledge and skills for action. However, at any given point, the followers may not be ready to act, nor may they possess the knowledge and skills necessary for a particular action. In addition, followers may be at any point in the fluid stages of readiness between knowledgeable and willing, and ignorant and obstinate. Leaders must react to the followers to boost their willingness and/or their knowledge and skills.

2. The first style of leadership is one where the leader gives orders for action and does not value individual relationships as much as getting tasks accomplished. The stereotypical idea of a boss exemplifies this style of leadership.

A coach exemplifies the second style of leadership. The leader wants specific actions, and values the relationship-building portion of leadership. The leader is totally engaged as an integral part of the team and its functions.

The third style of leadership is where the leader places prime importance on developing people and relationships over accomplishing tasks. This style of leadership is exemplified by a friendship.

The fourth style of leadership is one of empowerment, where the leader delegates authority for decisions and actions to followers. The leader provides vision, but does not necessitate tasks, and only invests in people enough to provide a safety net against failure. This style of leadership is exemplified by a principal who charges teachers with teaching in their classroom, but does not meddle with daily activities.



INTRODUCTION TO SITUATIONAL LEADERSHIP

Part One: Completion

Instructions. Provide the word or words to complete the following statements.

1. _____ leadership is influencing others, given a situation or set of circumstances in which leadership skills and character are called for and demonstrated.
2. _____ grant leaders the _____ to influence and lead.
3. When followers do not possess the necessary _____ or skills and are unwilling to act, the leader must assume a _____ or drill sergeant-like level of leadership.
4. When followers are _____, but do not possess the skills or knowledge for action, the leader must _____ and train followers to build their knowledge and skill set.
5. If followers possess applicable knowledge and skills, but are _____, the leader must focus on building _____ that motivate the followers to action.
6. When followers are willing for action and possess the applicable _____ and _____, then the leader maintains a “_____” style of leadership.

Part Two: Short Answer

Instructions. Provide information to answer the following questions.

1. How do followers affect leadership.
2. What are the four main styles of leadership.

