



Lesson MS.4

IDENTIFYING PHILOSOPHIES OF LEADERSHIP

Unit. Introduction to Leadership, Personal Growth, and Career Success

Problem Area. Introduction

Precepts. F5: Acquire new knowledge

National Standards. NL-ENG.K12.2--Understanding the Human Experience--Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.



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

- 1 Define leadership.
- 2 Compare three philosophies of leadership.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Ricketts, Cliff., "Leadership: Personal Development & Career Success,"
Delmar Publishers, 1997.



Tools, Equipment, and Supplies

- ✓ Overhead Projector
- ✓ Writing Surface
- ✓ 2 boxes of Assorted Crayons
- ✓ MS.4.TM.A
- ✓ MS.4.TM.B
- ✓ MS.4.Assess—one per student
- ✓ MS.4.Test—one per student

Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ***influence***
- ***leadership philosophy***



Interest Approach

Write the phrase, "I believe ..." on a common writing surface for all to see. Have students take a few moments to complete a statement of their beliefs. After giving them time, direct various students to share their statements with the class.



As you entered the room today, you may have noticed the words on the board. Some of you have already had thoughts of things that you believe. If you haven't already, consider how you would finish the statement "I believe." Write down your thoughts to complete that statement. You have three minutes, beginning now.

Student responses may vary quite a bit. The purpose is to show that they already have beliefs that come from various places and experiences. Survey the room to get some responses shared for the whole group to hear.



What was similar about your beliefs?
What was different about your beliefs?
What forms our beliefs?

Explain that we all have beliefs. Our beliefs may vary, but we have beliefs shaped by our unique life experiences and by those around us. Explain that today you are going to be discussing specific beliefs we have about leadership. Create an atmosphere of investigation.



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We each have beliefs; however, those beliefs are unique depending upon our life experiences and our peers. Today we are going to become investigators. What do investigators do?

Anticipated responses: they search; they research; they study; they solve problems; they work hard.



All of those are super things to keep in mind as we investigate our subject today. As investigators, your first problem to solve is to discover what kind of leader you want to be. Let's begin!

SUMMARY OF CONTENT AND

TEACHING STRATEGIES

Objective 1. Define leadership.

Ask the students to consider all the words and phrases that come to mind when they hear the word leadership. Collect those responses on a common writing surface such as a chalkboard or flipchart.



When you hear the word leadership, what words and phrases come to mind?

Anticipated responses: intelligent; courageous; persuasive; power; bold; trustworthy; loyal; helpful; groups; friendly; kind; in charge; bossy; brave. Explain that the definition to leadership can be summed up in one word. Create some suspense around what the word is. Ask students to work in pairs to try to come up with a one-word definition that incorporates all the words on the board.



Leadership can be summarized in one word. If you were contacted by the publishers of Webster's Dictionary, what word would you tell them to choose? Your job is to determine what one word you would tell them to use. You may use any of the words on the board or come up with one of your own. Be prepared to share why you believe your word is the right word. You have four minutes to work and you may work with one other person. What questions do you have? You may begin!

Allow four minutes for students to work; monitor progress and offer suggestions. At the end, have them share their words. Ask for clarification of their reasoning, if necessary.

Share the following content with students by writing it on a common writing surface or showing MS.4.TM.A using an overhead projector. Ask directed questions to various students throughout to make this a discussion.

I. What is leadership?

A. Leadership is ***influence***: the power a person has to affect other people.





How does the word "influence" relate to your one-word definition?

B. Leadership is an ability anyone may choose to build.

1. Everyone is able to experience leadership because everyone can influence.
2. Leaders are not born; leadership is learned through practice.



Is this true? What evidence do you have to support this statement?

C. The approach a leader takes to influencing others depends on his or her **leadership philosophy**: the general beliefs a person holds about how to approach leadership.

D. Our leadership philosophy is affected by several factors.

1. How we've seen others lead



Who are some leaders you've looked up to in the past?

2. Past experiences we've had with leading others



What experience do you have with influencing others?

3. Current perceptions we have about what it means to be a leader



How have your current perceptions changed after this information?

4. Our personal beliefs about how other people do work

Have students take a moment to write about their thoughts on the concept of leadership. Give them the following questions to direct their writing:



Now let's take a few moments to answer these questions on a sheet of paper.

What were your old perceptions about leadership?

What are your new perceptions about leadership?

Do you believe you can be a leader?

What would you want to know before you begin to influence other people?



Just as many of us came up with different answers to the last activity, there is more than one way to look at leadership.

Objective 2. Compare three philosophies of leadership.

Ask students a leading question to stimulate discussion and bring forth prior experience. Instead of having students answer the question, verbally use the Picasso Moment to draw a picture of the type of leader they want to be. They may label the picture with words or phrases that explain what they believe.



What kind of leader do you want to be? Using your writing utensil and the crayons provided, create a picture of the kind of leader you want to be. You may use words and phrases to explain the various components of your picture. You have five minutes to create your masterpiece.

Select some students to tell about their pictures. Remind them that the purpose is for them to describe the type of leader they want to be.



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Explain that to really determine the type of leader we want to be, we must first define our beliefs about leadership. This information will help them determine what type of leadership style they want to adopt. Show the information by writing it on a common writing surface or show MS.4.TM.B on the overhead.

I. What are the three common philosophies of leadership?

A. Authoritarian

1. Believes that most humans dislike work and will avoid it if possible
2. Believes that because of this dislike for work, most people must be directed and controlled to get them to put forth the effort required to accomplish a goal
3. Believes the average human wants to avoid responsibility and has little ambition

Use the Hieroglyphics Moment to draw an icon that represents the authoritarian philosophy of leadership. Have students place the icon next to the information they just recorded in their notes.

B. Democratic

1. Believes that threat and punishment are not the only means of getting others to work toward group goals
2. Believes the average person learns to accept and seek responsibility
3. Believes that most people are capable of participating and contributing to the work and goals of the group

Use the Hieroglyphics Moment to draw an icon that represents the democratic philosophy of leadership. Have students place the icon next to the information they just recorded in their notes.

C. Laissez Faire

1. Believes the group can make its own decisions without the leader or with very little input.
2. Believes the members of the group are often in a better position than the leader to make a decision.

Use the Hieroglyphics Moment to draw an icon that represents the Laissez Faire philosophy of leadership.

Have students share their icons with a neighbor as they review the associated information.



Review/Summary

Have students in groups of three or four create a two- to-three minute role-play depicting a group leader who exhibits one of the various philosophies of leadership. Prepare three slips of paper that have one of the philosophies of leadership written on them.

Students will be responsible for drawing one of the philosophies and presenting their role-play after five minutes of preparation. Afterwards, ask them questions to assess their understanding of the philosophy.



The role-play must involve everyone and should show that they understand both the definition of

leadership and the philosophy of leadership, along with its implications for members and the leader.



Let's apply what we have learned today in an activity. In a moment, you will have the opportunity to come to the front and choose a leadership style. You will then have five minutes to create a skit/presentation that demonstrates that style, and how it affects others. I will put you into groups. Are there any questions?

Conduct activity as time permits.



Great job today. Hopefully, you can look at leadership from a new perspective and understand how it may differ depending on the circumstances.



Application

►Extended Classroom Activity:

Have students keep a leadership journal for two weeks, in which they record observations about leaders they see in the school and community. Student journal entries should reflect on their personal beliefs and help them determine what kind of leader they want to be.

►FFA Activity:

Have students interview a chapter, state, or national officer regarding his or her particular philosophy of leadership. The student should explain the concepts behind leadership philosophies to the officer, then interview him or her about how he or she developed a philosophy of leadership and which philosophy he or she identifies with. Have students submit a written summary of the interview and an assessment of how the officer's leadership philosophy is the same and different from their own.

►SAE Activity:

Students should identify an adult who is involved in their SAE area as a career. The students should interview the adult to inquire how that person influences others. They should also inquire about the type of leadership philosophy that person most identifies with. Have them submit a written summary of the interview and an assessment of how that leadership philosophy would affect their SAE Program.



Evaluation

Use MS.4.Assess to evaluate the group role-play. MS.4.Test is a written test that can be used to evaluate student understanding of the content.

Answers to Test:

Fill in the blank

1. influence
2. anyone
3. influence
4. leadership philosophy
5. born, learned



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Short Answer

1. Four factors that influence our beliefs
 - a. How we've seen others lead
 - b. Past experiences we've had with leading others
 - c. Current perceptions we have about what it means to be a leader
 - d. Our personal beliefs about how other people do work
2. Philosophies of leadership
 - a. Authoritarian
 - Believes that most humans dislike work and will avoid it if possible.
 - Believes that because of this dislike for work, most people must be directed and controlled to get them to put forth the effort required to accomplish a goal.
 - Believes the average human wants to avoid responsibility and has little ambition.
 - b. Democratic
 - Believes that threat and punishment are not the only means of getting others to work toward group goals.
 - Believes the average person learns to accept and seek responsibility.
 - Believes that most people are capable of participating and contributing to the work and goals of the group.
 - c. Laissez Faire
 - Believes the group can make its own decisions without the leader or with very little input
 - Believes the members of the group are often in a better position than the leader to make a decision.

3. Student responses will vary. They should identify one of the three philosophies of leadership and explain why they agree with it.



MS.4.Test Name: _____

IDENTIFYING PHILOSOPHIES OF LEADERSHIP

► Fill in the Blank

Directions: Fill in the blanks below with the most correct response that completes the statement.

1. Leadership is _____.
2. Leadership is an ability _____ may choose to build.
3. The power a person has to affect others is called _____.
4. A _____ is the approach a person takes when influencing others.
5. Leaders are not _____. Leadership is _____.

► Short Answer

Directions: Using the space below each question, provide a short response.

1. What are four factors that influence our beliefs?

2. Choose one of the three philosophies of leadership—autocratic, democratic, or laissez faire. Describe the philosophy of leadership you have chosen in terms of the beliefs a leader with that view might have.

3. With what type of leadership philosophy do you most identify? Why?



MS.4.Assess Name: _____

IDENTIFYING PHILOSOPHIES OF

LEADERSHIP

►Evaluating Group Role-Play Situations

Did everyone participate?

10 points—yes

0 points—no

Did the group exhibit an understanding of the concept: leadership is influence?

10 points—excellent understanding

5 points—mediocre understanding

1 point—poor understanding

Did the group exhibit an understanding of the concepts associated with the philosophy of leadership they drew to role-play?

20 points—excellent understanding

5 points—mediocre understanding

1 point—poor understanding

Did the group respond intelligently to the questions asked of them after the role-play?

20 points—excellent responses from the entire group

10 points—mediocre responses from the entire group

1 point—weak responses from the entire group

Total points possible: 60 points



MS.4.TM.A

PHILOSOPHIES OF LEADERSHIP

What is leadership?

◆ **Leadership is ...**

➔ **INFLUENCE:** the power a person has to affect others

◆ **Leadership is an ability anyone may choose to build.**

◆ **The approach a leader takes to leading others is based upon his or her ...**

➔ **LEADERSHIP PHILOSOPHY:** The general beliefs a person holds about how to approach leadership

◆ **Our leadership philosophy is affected by several factors:**

➔ How we've seen others lead

➔ Past experiences we've had with leading others

➔ Current perceptions we have about what it means to be a leader

➔ Our personal beliefs about how other people work



MS.4.TM.B

PHILOSOPHIES OF LEADERSHIP

What are some common philosophies of leadership?

Authoritarian

◆ Believes ...

- ➔ Most humans dislike work and will avoid it if possible
- ➔ Most people must be directed and controlled to get them to put forth the effort
- ➔ Most people want to avoid responsibility and have little ambition

Democratic

◆ Believes ...

- ➔ Threat and punishment are not the only means of getting others to work
- ➔ The average person learns to accept and seek responsibility
- ➔ Most people are capable of participating and contributing to the group goals

Laissez Faire

◆ Believes ...

- ➔ The group can make its own decisions without the leader
- ➔ The members of the group are in a better position than the leader to make a decision

