



High School

National FFA Organization

Lesson HS.5

LEADERSHIP STYLES

Unit.

Introduction to Leadership, Personal Growth and Career Success

Problem Area.

Personal Assessment

Precepts.

Foundational

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 the term leadership styles.
- 2 Identify the 4 types of leadership styles.
- 3 Identify the strengths and challenges of each individual's predominant leadership style.



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Time. Instruction time for this lesson: 100 minutes.



Resources

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

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

✓ Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Transparencies HS 5 TM A-C
- ✓ Overhead projector
- ✓ HS 5 Assess-one per student
- ✓ HS 5 AS A-C-one per student
- ✓ Five blank transparencies and five pens



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

▶ **Leadership styles**



Interest Approach

Split the room into at least two groups not exceeding five people to a group. Pass out HS 5 AS A to all students.



- The scenario you have in front of you for a project you will complete within your team. Please follow along as the scenario is read to you.

Read the scenario to the students, answer any questions, and then begin timing.



- 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.



You have five more minutes to complete the task.

Call time after 20 minutes.



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.



 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.

 Please share with the class.

Repeat until all groups have shared. Then give explanation.

 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.

 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.

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

 Take out your notebooks. From the hint, that I gave you above...that everyone has a different way they influence someone...come up with your definition of the term leadership styles. When I say begin, you will have 60 seconds to write your definition of leadership styles. Are there any questions? Begin.

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

 Please complete your thoughts 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 onto the definition.

 Those are some excellent definitions and are very close to the one we will be using today. Please take notes on



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. Ask them to think about the opening activity and some characteristics that were exhibited by people in their group. Some examples of answers could be being thoughtful, bold, convincing, etc.

Using the definition you just wrote down; think about what some leadership styles could be. Refer back to characteristics you saw exhibited by people in the opening activity. Once you have an idea, raise your hand and we will capture your thoughts on the writing surface.

Capture at least 5 attributes, and then move on.

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 5 leadership styles.

Distribute HS 5 AS B to every student. Give them five minutes to complete the task.

Each of you will now have 5 minutes to complete this survey.

After 5 minutes, check to see if all students are done. If so, move on.

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.

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.

Within your group, take the next three minutes to come up with four attributes of your group's 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 aren't stuck, especially if there is a group or two with very few people. 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.





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 HS 5 AS C to each student and show HS 5 TM B.



The sheet you received has the names and attributes of each leadership style. As we review these together place a star by your most dominant style. Please use this sheet to write any notes.

Talk the students through each leadership style and give the example listed. 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.

- 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: Donald Trump
- 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: Van Gogh
- 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: Mother Teresa
- 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: Einstein



- 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/selfish
 - d. Life is a struggle and must preserve resources
 2. Example: Bill Gates

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

 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.

 Raise your hand if you would like to share a symbol 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.

 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.

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

 Now that we know all the styles, we want to identify three strengths and three challenges your dominant leadership style presents. At this time, break back up into your dominant style group. (Wait for groups to get in place, and then proceed) Write your groups ideas on a transparency and be prepared to share them with the class. Are there any questions? You have four minutes. Begin.

Upon completion, have each group report their ideas.

 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.*

 Please return to your seats. (Allow students to move) Please record the notes on strengths and challenges of each style. *Once seated, ask students to take notes using HS 5 TM C.*



III. Comprehend the strengths and challenges of each leadership style.

A. Power

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

B. Beauty

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

C. Social

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

D. Knowledge

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

E. Resource

1. Strengths: has a lot of common sense; saves money
2. Challenges: can be considered stingy/selfish; 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.



Now that you know the styles, attributes, strengths and challenges, on your own, look at your top leadership styles and write a brief statement about the strength you are most proud of and one challenge you would like to recognize about your style and work on. You have three minutes. Begin.

Upon completion, ask 2-3 students to share.



Time is up. Please raise your hand to volunteer to share your answers.

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



It is not always easy to think about challenges we have in life, especially when it is a part of who we are as a leader and individual. If you have any concerns or questions about an areas you consider a challenge, please visit with me later and I will try to help you.



Review/Summary

Using the Go Get It Moment, have students return to their notes and locate the definition of leadership styles.



Using your notes, locate the definition of leadership styles. When you find it, raise your hand and I will check to see if you have the correct definition.

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;5=resource.

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; 5=resource.

Read the following attributes and have students answer.

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

Ask students to write a brief statement about which leadership style they have the most trouble working with. In their statement, identify characteristics their style has that may conflict with characteristics from the leadership style they have trouble with.

Summarize lesson.

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

Extended Classroom Activity:

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

FFA Activity:

Have students write about how they used their primary leadership style at the next FFA function.

SAE Activity:

Report on how their primary leadership style could affect their SAE project.

Evaluation

See HS 5 Assess

Answers to Assessment:

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. Answers will vary



LEADERSHIP STYLES

Match the five leadership styles with the appropriate description.

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

_____ 1. Example: Mother Teresa

_____ 2. Example: Bill Gates

_____ 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 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. Raise your hand if A was your dominant style

Attributes

- Pursuit of power
- Seeking influence and personal prestige
- Control, authority, ultimate goal is position
- May measure success monetarily

Example: Donald Trump

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

Attributes

- Seek beauty, symmetry, and harmony
- Style is more important than practicality
- Self-sufficient, individualistic
- Must have “good” taste, appearance; elegance

Example: Van Gogh



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

→ 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

→ Example: Mother Teresa

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

→ 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

→ Example: Einstein

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

→ 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/selfish
- Life is a struggle and must preserve resources

→ Example: Bill Gates



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 them selves

→ 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/selfish; hard time seeing the purpose in knowledge or social



► Here's 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've got the cash 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 crush!

- 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-groups 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 in 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 towards 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
# of A's			
# of B's			
# of C's			
# of D's			
# 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: Donald Trump

► 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: Van Gogh

► 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: Mother Teresa



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: Einstein

► 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/selfish; life is a struggle and must preserve resources

Example: Bill Gates

