



Lesson INT.5

LEADERSHIP STYLES

Overview: This lesson plan is perfect for High School Students.

- **Developmental Stage:** Introductory
 - **Cornerstone(s):** Premier Leadership
 - **Precept(s):** Awareness
 - **Sign(s) of Success:** Lesson relates to Premier Leadership Cornerstone
 - **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.
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Learning Objectives:

As a result of this lesson, the student will:

1. Define the term “**leadership styles.**”
 2. Identify the five types of **leadership styles.**
 3. Identify the strengths and challenges of each individual’s predominant leadership style.
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Time: 100 minutes.



Resources:

- Lussier, Robert N. and Achua, Christopher F., Leadership: Theory, Application, Skill Development. Cincinnati, Ohio: Southwestern College Publishing, 2001.
 - Northouse, Peter G., Leadership: Theory and Practice. Thousand Oaks, California: Sage Publications, 2001, 2nd edition.
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Tools, Equipment, and Supplies:

Writing surface
Overhead projector
Power Points
Transparency Master A

Transparency Master B
Transparency Master C
Activity Sheet A—one per student
Activity Sheet B—one per student
Activity Sheet C—one per student
Test—one per student
Five blank transparencies, five pens



Key Term:

The following term is used throughout the lesson:
- **Leadership styles**



Contents:

- 1. Interest Approach**
- 2. Content and Strategies**
- 3. Review/Summary**
- 4. Application**
- 5. Evaluation/Assessment**

e-Moments

- **Hieroglyphics**
- **Go Get It**



1. INTEREST APPROACH

Split the room into at least two groups, with no more than five people in each group. Pass out Activity Sheet A to all students.



The scenario you have in front of you is a project you will complete with 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. 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 its grocery list, menu, schedule, any subgroups, and the role that each person played in the group.



Each group will now report on their grocery list, menu, schedule, and any subgroups. Each person will also report the role that 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**.



2. CONTENT AND STRATEGIES

Objective 1. Define the term “leadership styles.”

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



Take out your notebooks. From the hint 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, ask 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 use today. Please take notes on the definition of **leadership styles** on [Transparency Master A.](#)

I. Define the Term “Leadership Styles”

- A. Leadership styles are what leaders do.
- B. Leadership styles are how leaders act according to what they value.

Once complete, ask students to think about what some leadership styles could be. Write these ideas on the public writing surface. Ask them to think about the opening activity and some characteristics that were exhibited by people in their group. Answers could include: 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. We will capture your thoughts on the writing surface.

Capture at least five 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 five leadership styles.

Distribute [Activity Sheet B](#) to every student. Give them five minutes to complete the task.



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.



As you have probably figured out, this survey helps you identify your own **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 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.
- E's will be in the front-right corner of the room.

Move silently now 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 name 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 a group has very few people. Use the leadership style definitions below to help, if necessary. In three minutes, see if all groups are done. 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 attributes of each.

Once the students have moved, give Activity Sheet C to each student and show Transparency Master B.



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

Talk the students through each leadership style and give the example listed. Ask students that had that dominant style to raise their hand before you read 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: Vincent 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: Albert 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, use the **Hieroglyphics Moment** and 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 he or she 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 style, move on to 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 out a blank transparency and pen to each group so they can report what they come up with. Help any group that is struggling. 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, get back into your dominant style group. With your group, write your 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. Please record the notes on the strengths and challenges of each style.

When they are seated, students should begin taking notes using Transparency Master 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. Have them write about the best strength they possess and a challenge they would like to recognize and work on.



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

Upon completion, ask two or three 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 an individual. If you have any concerns or questions about an area you consider a challenge, please visit with me later and I will try to help you.



3. 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 about the attributes, definition, etc. If a student knows the answer, he or she should 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 finger = power; 2 = beauty; 3 = social; 4 = knowledge; 5 = resource.

Read the following attributes and have students answer.



This style seeks influence. (The answer is 1 = power.)
This style values knowledge. (The answer is 4 = knowledge.)
This style is all about the love of others. (The answer is 3 = social.)
This style is beautiful. (The answer is 2 = beauty.)
This style is just plain practical. (The answer is 5 = resource.)

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

Summarize the 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.



4. 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 students explain their leadership style to each person they interview.

Project Activity:

Report on how their primary leadership style could affect their participation in your organization.



5. EVALUATION

Pass out the Test.

Answers to Test:

Part One: Multiple Choice

1. C
2. E
3. B
4. D
5. A

Part Two: Short Answer

6. Leadership styles are what leaders do and how they act according to what they value.
7. Answers will vary.

Name: _____

INT.5 TEST

LEADERSHIP STYLES

Part One: Multiple Choice

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 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.

Part Two: Short Answer

Instructions: Answer the following questions.

- 6. Leadership styles are:
- 7. List your top two dominant leadership styles:
 - A.
 - B.

INT.5 TRANSPARENCY MASTER A, C

DEFINE THE TERM “LEADERSHIP STYLES”

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

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

INT.5 TRANSPARENCY MASTER B

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

Example: Donald Trump

Beauty

Attributes:

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

Example: Vincent Van Gogh

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

Example: Mother Teresa

INT.5 TRANSPARENCY MASTER B

IDENTIFY THE FIVE TYPES OF LEADERSHIP STYLES

(continued)

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

Example: Albert Einstein

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/selfish
- Life is a struggle and must preserve resources

Example: Bill Gates

Name: _____

INT.5 ACTIVITY SHEET A

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 are complete, you have to prepare the various items on the menu, set the table, and serve the food.

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

By 9 p.m., you want to be headed to the movie theater to see that AWESOME new movie with your newest crush!

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

Be prepared to present your grocery list, your schedule from 6 to 9 p.m., and name the members of any subgroups you create to prepare the meal and serve it on time.

Name: _____

INT.5 ACTIVITY SHEET B

LEADERSHIP STYLE INVENTORY

For each section, place an "X" by the statement that best describes you. Try to come to a final decision on your response choice in every case. If you find this choice hard to make in one or two cases, place a checkmark beside your second choice.

Dominance

- _____ I belong to several groups but attend only when something really matters to me. (c)
- _____ I like to work on committees, but I 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 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 causing ill will. (c)
- _____ People rarely resent it when I must correct what they are doing or 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 I 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 to fill in the gaps by finding a topic of general interest. (c)
- _____ I have some definite ideas about the failings of younger and older generations, and I 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 I believe in, 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 I try to keep changing with the times. (e)
- _____ I patiently listen to people with whom I disagree. (d)
- _____ I change my mind when it comes to making a decision. Sometimes I wait so long that circumstances force me to make a decision. (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.

	1st choice (X)	2nd choice (check)	Total
No. of A's			
No. of B's			
No. of C's			
No. of D's			
No. of E's			
	This is your predominant style.	You have tendencies in this direction.	

Name: _____

INT.5 ACTIVITY SHEET C

LEADERSHIP STYLES

Power (A)

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

Example: Donald Trump

Beauty (B)

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

Example: Vincent Van Gogh

Social (C)

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

Example: Mother Teresa

Knowledge (D)

Attributes: 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: Albert 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