MODULE
Self Improvement

LESSON
What’s Your Style?
Developing Your Leadership Style - Part 2
Table of Contents

Overview ...........................................................................................................................................3
Teacher Preparation ..........................................................................................................................5
Exercise 1: Pre-Quiz Directions & Answer Key .............................................................................6
Exercise 1: Leadership Pre-Quiz .....................................................................................................7
Exercise 2: Quotes of the Day .........................................................................................................8
Exercise 4: Four Ingredients to Effective Leadership .................................................................11
Exercise 5: Leadership Style Role-Playing .....................................................................................15
Overview

Purpose

To teach students the importance of choosing an effective leadership style in order to become effective leaders in the workplace.

National Career Development Standards

Standard 2: Skills to interact positively with others.

National Career Development Benchmarks

Students will be able to. . .

Benchmark 2.a: Demonstrate effective interpersonal skills.
Benchmark 2.b: Demonstrate interpersonal skills required for working with and for others.
Benchmark 2.c: Describe appropriate employer and employee interactions in various situations.

Think and Discuss

1. What is "consensus leadership" and why is it an effective leadership style?

2. What are three characteristics that define a leader? Describe why you possess these characteristics.
### Module: Self Improvement

#### Lesson: What’s Your Style? - Part 2

<table>
<thead>
<tr>
<th>SCANS Fundamental Skills</th>
<th>Bloom’s Taxonomy</th>
<th>Multiple Intelligences</th>
<th>Equipped for the Future (EFF) Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Basic Skills</td>
<td>□ Knowledge</td>
<td>□ Bodily/Kinesthetic</td>
<td></td>
</tr>
<tr>
<td>□ Thinking Skills</td>
<td>□ Comprehension</td>
<td>□ Visual/Spatial</td>
<td></td>
</tr>
<tr>
<td>□ Personal Qualities</td>
<td>□ Application</td>
<td>□ Logical/Mathematical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Analysis</td>
<td>□ Verbal/Linguistic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Synthesis</td>
<td>□ Musical/Rhythmic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Evaluation</td>
<td>□ Naturalist</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>□ Interpersonal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Intrapersonal</td>
<td></td>
</tr>
</tbody>
</table>

This lesson uses 11 of the 16 EFF Standards:

- Observe Critically
- Listen Actively
- Speak So Others Can Understand
- Solve Problems and Make Decisions
- Plan
- Cooperate with Others
- Advocate and Influence
- Resolve Conflict and Negotiate
- Guide Others
- Take Responsibility for learning
- Reflect and Evaluate
Teacher Preparation

Class Materials

Copy the following exercises for distribution to students:

- Exercise 1: Leadership Pre-Quiz p.7
- Exercise 5: Leadership Role-Playing Vignettes pp.16-18

Overhead templates for teacher use:

- Exercise 1: Leadership Pre-Quiz p.7
- Exercise 2: Quotes of the Day p.9
- Exercise 5: Leadership Role-Playing Vignettes pp.16-18

Key Words

1. Decisive
2. Consensus Builder
3. Self Expression
4. Self Acknowledgement
5. Passion
Exercise 1: Pre-Quiz Directions & Answer Key

Teacher Directions

This exercise should take only 5 minutes with some discussion after each question. A teacher copy is provided with the answers.

Step 1: Have students take the 5-question leadership quiz to check for understanding.

Step 2: Review the questions with students to correct misconceptions they may have about leadership.

The premise in this lesson is that corporations, companies, and non-profit organizations look at employees as future leaders. If employees have this skill, many companies spend tremendous amounts of money for leadership training and select employees for advancement to middle-management ranks. Students should understand that sometimes employers place employees in certain situations to watch for their leadership style. How employees handle these situations can dictate wonderful opportunities for advancement in leadership.

Step 3: Transition to Exercise 2: Quotes of the Day.

Answer Key

1. b. Leader as decisive, consensus builder

2. False

3. True

4. True

5. False
Exercise 1: Leadership Pre-Quiz

1. What is the most effective form of leadership?
   a. Leader as dictator
   b. Leaders as decisive consensus builder
   c. Leader as push-over

2. It is important that a leader be an expert in every job in his/her organization or company.
   True
   False

3. Great leaders have a vision of the future and can convince others to make that vision become reality.
   True
   False

4. Great leaders are passionate people.
   True
   False

5. A boss and a manager are the same thing as leader.
   True
   False
Exercise 2: Quotes of the Day

Teacher Directions

You may want to write the quotes on the board to focus student thought on the Leadership lesson. Discuss with the students using the questions provided below. This exercise should take 5 minutes with some discussion.

Step 1: Have selected students read the quotes aloud. Ask students the following questions:

In all of these quotes, why is it important to understand that the group is the power, while many “would-be” leaders believe that they individually are the power?

*Power always comes from the group. The group gives up certain authority to be governed, and if that authority is abused by the leader, the leader will cease to be the leader. Nations, companies, and organizations have incompetent bosses and managers who are on the verge of losing their power because of the abuse of trust between themselves and the people they govern.*

What does Theodore Roosevelt mean when he compares a boss and a leader? Is there a difference?

Quote 1

“The leader holds his position purely because he is able to appeal to the conscience and to the reason of those who support him, and the boss holds his position because he appeals to fear of punishment and hope of reward. The leader works in the open, the boss in covert (hiding). The leader leads, and the boss drives.”

- Theodore Roosevelt

Quote 2

“You know what makes leadership? It is the ability to get men to do what they don’t want to do and like it!”

- Harry S. Truman

Quote 3

“The task of great leadership is not to put greatness into humanity, but to elicit it; for greatness is already there.”

- John Buchanan

Teacher Directions

*Play the video titled “What’s Your Style? Choosing an Effective Leadership Style - Part 2.” Discussion should follow after the video vignette. This exercise should take five minutes to discuss.*

**Step 1:** Review the video vignette before introducing the video to your class.

**Step 2:** Show the video and discuss with your class the message provided in the video.

**Step 3:** Transition to Exercise 4: “Four Ingredients to Effective Leadership.”
Exercise 4: Four Ingredients to Effective Leadership

Teacher Directions

Teacher Note: John Gardner, in his work *On Leadership*, identifies four ingredients for effective leadership:

- Self-Expression
- Self-Acknowledgement
- Dream an “Impossible Dream”
- Passion

Following are a series of quick exercises that encapsulate the essence of these four ingredients for effective leadership. This exercise should take 15 minutes to complete.

Step 1: Review the series of exercises before you introduce each exercise to your students.

Ingredient 1: Self Expression

- The leader’s ability to set themselves apart from others.

Step 2: Self-Expression Exercise – Part 1

Ask students to stand up at their desks one at a time and describe one thing about themselves—clearly visible to everyone in the room—that they feel is a representation of their self-expression. It might be a hair cut, a piece of jewelry, a tattoo, etc. If a student does not have any visible or noticeable form of self-expression, ask him/her to describe a part of his/her personality that makes him/her unique and that expresses who she/he is (e.g., sense of humor, a laugh, a funny face they make, a sense of compassion.)
Step 3: Self Expression Exercise - Part 2: Positive Feedback and Positive Reinforcement

Divide the class into groups of 2. Each person is asked to write 4 or 5 things that they notice about their partner. The items must all be positive, such as “neat dresser,” “pleasant voice,” “good listener,” etc. After a few minutes of writing, open discussion will follow for each group of 2 with the observer stating what he/she wrote about the other. Ask students the following questions after they have completed this exercise.

1. Were you comfortable with this exercise? If not, why?
   (It might be new to the student to give or receive positive feedback to/from a stranger.)

2. What would make it easier for us to GIVE positive feedback to others?
   (Develop a close relationship first? Provide validating evidence of the positive info? Choose an appropriate time?)

3. What would make it easier for us to RECEIVE positive feedback from others?
   (Practice accepting it with grace. Teach the students how to ponder the message’s validity before challenging it. Teach students how to feel good about positive feedback.)

Closing for this exercise: Remind the students that being an effective leader means they have to learn how to give and receive positive reinforcement. GIVING is more important, and they have to learn how to do it appropriately and sincerely. If it is given out too often, it loses its genuineness and its strength as a motivator. Positive reinforcement is like a rich, chocolate cake – too much can make you sick, but a small piece now and then is very satisfying.
Ingredient 2: Self Acknowledgement

- The leader’s ability to understand personal strengths and weaknesses.

Step 4: Self-Acknowledgement Exercise

Ask the students to acknowledge who and what they are. Ask them to write on a sheet of paper what they think of themselves in terms of becoming a leader. Do they see themselves as a leader in any way? How? Why or why not? Have they ever led anything or anyone at anytime? Really challenge them on this one. Remember that a person can lead a two-person picnic in the park, challenge the students to think of EVEN THE SMALLEST projects that they might have lead. Ask the students if they believe they could ever take on the responsibility of being a leader at work or in school. Why or why not?

Ingredient 3: Dream The Impossible Dream

- The leader’s ability to have vision.

Step 5: Dream The Impossible Dream Exercise

Ask the students to write down something that they dream of doing with their lives. No answers are out of the question. Remind them that a dream can be anything from becoming a professional football player to a rap star to a brain surgeon. Tell them to dream with their hearts, not their heads and tell them to DREAM BIG. If they cannot identify any dreams, tell them to make up a fantasy short story about themselves that they would like Hollywood to turn into a movie about their lives.
Ingredient 4: Passion

- The leader’s ability to make the vision happen.

Step 6: Passion Exercise

Ask students to write down something that gives them passion, a topic that really gets their “fire burning.” Something they love or feel strongly about. Ask them to make a list of anything and everything that interests them strongly. It might be a sport or a political viewpoint or a social welfare issue or a vacation spot or a hobby or a person. Remind them that the longer the passion list, the better.

Step 7: Wrap-Up: Four Ingredients to Effective Leadership

Finally, ask students to share their information with the class. Choose one student at a time and ask him/her to discuss each category one at a time.

- SELF EXPRESSION
- SELF ACKNOWLEDGEMENT
- IMPOSSIBLE DREAM
- PASSION

Really listen to what they say, probing students to find common threads in their responses. See if their DREAMS match their PASSIONS. See if their SELF-ACKNOWLEDGEMENT matches their way of EXPRESSING THEMSELVES. See if all four categories have similarities or differences. Point out these similarities or differences in class so students can learn vicariously.

Ask each student to speak once. If students do not have information for a particular category, make note and help him/her think of ideas after class.

Ask the class if they know of leaders who possess these characteristics or ingredients. Take an example of someone famous they identify with and compare the famous person with their own interests.

Step 8: Transition to Exercise 5: “Leadership Style Role-Playing.”
Exercise 5: Leadership Style Role-Playing

Teacher Directions

This exercise should take 20 minutes to complete.

Note: Explain to the class that at some point in the workplace, each student may experience a boss that is autocratic or dictatorial, a boss that is a push-over and cowardly, and a boss who possesses a consensus, decisive manner of leadership. Tell students that this last style of leadership is the most effective. People do not work well under fear and intimidation, nor do they work well if they have little guidance. When a leader allows his/her employees the opportunity to express ideas and give input without fear from the boss, and the boss can make a decisive decision after hearing both sides of a problem, this form of leadership is the most successful. If leaders want great things to happen, this form of leadership is the only way.

Step 1: Review this exercise before introducing the concepts to the class.

Step 2: Select 4 students for each role-play. Allow a few minutes for each student to read and discuss the vignette before performing the vignette in class.

Step 3: Discuss each vignette using the questions provided.

Step 4: Upon completion of the exercise, share with students the importance of decisive, consensus leadership in the workplace.

Vignette No. 1: Dictatorial Boss

Employees are busily working at their own desks, not talking to each other. Boss enters. Stern looking, paces in front of the workers desks, with his hands behind his back, similar to Army General reviewing his troops. Boss addresses "his" employees:

"Folks, we have a problem that needs to be solved. It seems our most valued customer, Smith Corporation, is still waiting for the report you promised them last week."

At this point, one of the employees tries to say something, some information that might actually clarify the situation, but the boss interrupts with this:

"Now, it is my intent to take action and punish those responsible for this delay and lack of customer service. For now, you are going to complete that report and you are going to complete it in the next 5 minutes, while I am standing here. Johnson, Sanchez, Cohen, get what you have as of this moment compiled and condense it into an outline for me." They follow the boss's command and print the outline for him. He reviews it. One employee says, "Sir, I can explain the report's delay...." And is interrupted by the boss: "I don't want to hear your excuses now. What is the final assessment of the customer's request? I want that printed out and in my hands right now." The employees print that for him. He looks at it. "Well, it seems you are seriously behind," the boss said. He continues, "I'm going to take this from here. If I want something done correctly, I have to do it myself. Cohen, call the customer and tell her she will have a completed report later this morning, and I will deliver it personally. I want to see the 3 of you in my office later this afternoon." He exits and the employees look at each other, bewildered.

Questions:

1. Can you work effectively with this type of leadership style?
2. Have you encountered or heard of people, perhaps family members or friends, who say they have a boss like the person in the role-play?
3. How would you handle such a leader in this scenario?
4. Do you consider this person a leader or a boss?
5. Do you think this boss would stand up for you or do you think this boss only thinks about himself/herself?
Vignette No. 2: Push-Over Boss

Boss enters same work situation as Vignette #1. Boss walks around scared and looks at what the employees are doing. They ignore him. They talk to each other but never acknowledge him. He tries to joke around with one of the employees and she looks at him like he is a "dork." The mood, feel, and tone is one of total disrespect. The boss tries to get the attention of the employees but they continue to talk about personal things (e.g., their families, sports events, etc).

The boss says, "Excuse me, ladies and gentlemen, can I have your attention? I am sorry for interrupting you, but can I please have a word?" The employees look at him in disgust and look annoyed at the interruption. One employee says, "What do YOU want?" in a tone that connotes an authority over his boss. The boss says, "I just spoke to our best and most valued customer, Smith Corporation, and they still have not received the report you promised to give them last week." The employees offer the following excuses: "We are pretty busy with other things;" "We have done half of it, but we can't figure out how to finish the rest;" "We could use some help with it, we don't know what the customer really needs in the report;" "This project is frustrating;" "We really want another project to do. This one stinks."

The boss listens intently, and shakes his head in agreement as they complain and provide feedback. Then he says, "I really respect your opinions on this. It seems you are frustrated and feel this is a difficult task. I really hope you can finish this because I am counting on all of you. This means a lot to me and our customer. I hope you don't feel this project is an inconvenience. Please help me feel okay with this and tell me you will get it done this week sometime." He leaves the room, and as he leaves, he gives them a big smile and a gesture to indicate that he wants them to smile and cheer up. The employees look at each other amazed and confused.

Questions:

1. Can you respect this boss? Why or why not?
2. Is this boss a leader?
3. Would you follow this boss into the most difficult situations or do you think this boss would be nowhere to be found when times get tough?
4. Can you work effectively with this type of leadership? Why or why not?
Vignette No. 3: Decisive Consensus Leadership

The same set up as the previous 2 vignettes.

The boss walks in and gives the same speech about how the Smith Corporation report is one week late. Then he asks, "Can somebody here explain the situation to me?" One employee volunteers, "The report is too confusing; we need to figure out what exactly the customer is requesting." Another adds, "We don't have enough guidance on this. We each have different areas of expertise." The boss responds: "Okay, it seems the fact is you are late and you have been having trouble. Nonetheless, she wanted me to know you were behind. Now, what can we do to better this situation? Any suggestions?" Employees offer: "We need clarification from the customer on what she wants in the report;" "We need to work on the report together and not in separate segments;" "We need you to guide us when we have questions, but you are never around;" and "Can we ask the customer for a brief extension?"

Boss says, "Okay, let's try this: I will call the customer and tell her where we are. I will get a detailed description of what she needs and tell her about the problems you have noticed. She will appreciate the information you did find. After that, I will ask her for a 3-day extension. Then, I will give each of you the detailed needs so you can work on the report as a group and can distribute the work based on your skills and interests. Next, I will set office hours for 2 hours at the end of the next 3 days so you can reach me with questions. On the day before you send it, I will review the report and proof it for you. How does that sound?" All smile and agree to the plan. The boss walks out and the employees are encouraged and enthusiastic.

Questions:

1. Why was this boss so much more effective?
2. Would you consider this boss a leader? Why or why not?
3. Do you think you could follow someone like this? Why or why not?
4. What characteristics did this boss have that the other boss types lacked?
5. Can you be this type of leader?

Teacher Directions

Step 1: Have students answer and journal their responses to the following questions:

1. What is decisive, consensus leadership and why is it an effective leadership style?

2. What are the 4 ingredients that define a leader? Describe why you possess these characteristics.