MODULE #5: Defining Leadership Styles

Objectives
- Participants will develop awareness of and respect about other people's opinions.
- Participants will be able to identify leadership characteristics and styles.

Context:

Leadership style is the manner and approach of providing direction, motivating people and achieving objectives. They are behavioral models used by leaders when working with others. Youth leadership includes both transactional and transformational leadership. Transactional leadership includes the skills and tasks related to leadership, such as public speaking and decision making.
Transformational leadership includes the process of leadership. It focuses on the personal qualities of leadership. It is necessary for youth to understand that it takes time to interact, learn, and share their leadership responsibilities because it is part of learning to be a leader.

Source: Fertman, C. I & Van Liden, J. A. (1999). Character education for developing youth leadership

Resources needed:
- Handout 5.1A: Leadership Styles
- Handout 5.1B: Examples for Leadership Styles Worksheet
- Sheet of paper – one for each participant
- Pen/pencils
- Journals – one per student
- Flit chart paper
- Video on Adolf Hitler from local library or video store
- Dictionary

Activity #1: Defining Leadership Style (55 min) (For advanced students)

Procedure:
- Icebreaker
- Have participants form small groups of five.
- Tell students that the different models and theories of leadership they learned in a previous session implied different types of leadership or different leadership styles.
- Ask students to write down their own generic definitions of leadership style.
- Provide students with leadership style definitions in Leadership Styles (Handout 5.1A).
- Ask participants to read the definitions of leadership styles in their group.
- Ask participants to compare and finalize their own definition of leadership style based on the definitions provided.
- Ask students to create a list of examples for each approach of leadership styles (Handout 5.1B).
- Ask students to write down their final definitions of leadership style.
- Once they are finished have them share their final definitions with their group.
- Debriefing
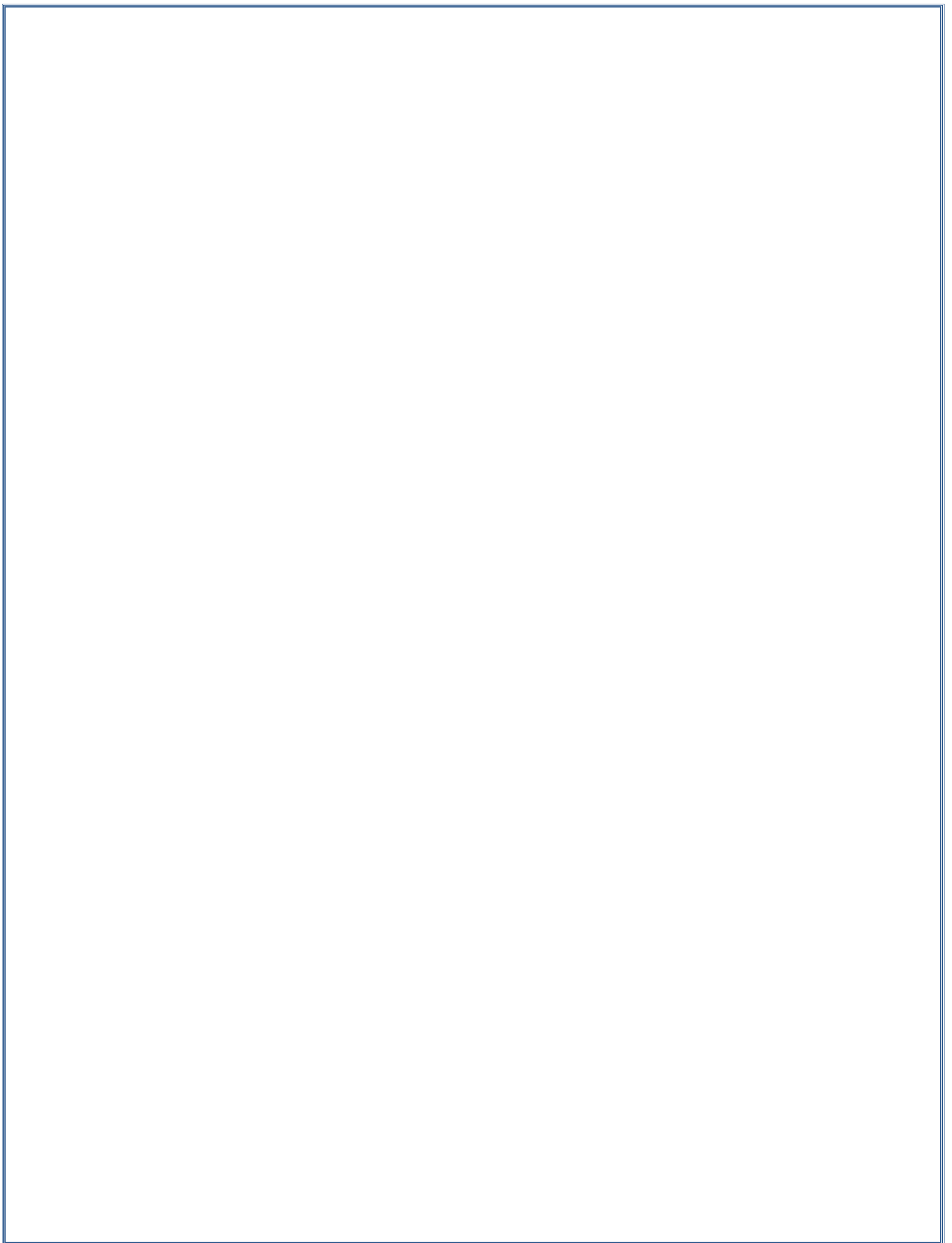
Leadership Styles

What is Leadership Style?

Leadership style is a form of cross situational behavioral consistency. It refers to the manner in which a leader interacts with his or her subordinates. More specifically, dimensions of leadership style depict the way in which a leader (a) attempts to influence the behavior of subordinates (Goal Attainment Function); (b) makes decisions regarding the direction of the group (Adaptation Function); and (c) his or her balance between the goal attainment function and the maintenance function of the group. Listed below are three different ways in leadership style has been defined.

> **Transformational Versus Transactional Leadership:** *The leader's approach to influence*
>
> > **Transactional Leaders**- Transactional leaders views the leader-follower relationship as a process of exchange. They tend to gain compliance by offering rewards for performance and compliance or by offering threatening punishment for non performance and non compliance.
> >
> > **Transformational Leaders-** Transformational leaders, in contrast, are more visionary and inspirational in approach. They tend to communicate a clear and acceptable vision and goals, with which employees can identify and tend to engender intense emotion in their followers. Rather than exchanging rewards for performance, transformational leaders attempt to build ownership on the part of group members, by involving the group in the decision process.
>
> **Autocratic versus Participative Leaders**: *The leader's approach to decision making and problem solving*
>
> Seven basic levels of participation are listed and described below. While leaders may use a number of these approaches to problem solving, they tend to have a dominate approach which they use most often.
>
> > **AI: Autocratic or directive style of problem solving.** The leader defines problem, diagnoses problem, generates, evaluates and choose among alternative solutions.
> >
> > **AII: Autocratic with group information input.** The leader defines the problem. Although the leader diagnoses the cause of the problem, the leader may use the group as an information source in obtaining data to determine cause. Using his or her list of potential solutions, the leader may once again obtain data from the group in evaluation of these alternatives and make a choice among them.
> >
> > **AIII: Autocratic with group's review and feedback.** The leader defines the

problem, diagnoses its causes, and selects a solution. The leader then presents his or her plan to the group for understanding, review, and feedback

CI: Individual Consultative Style. The leader defines the problem and shares this definition with individual members of the work group. The leader solicits ideas regarding problem causes and potential solutions. The leader may also use these individuals expertise in evaluation of alternative solutions. Once this information is obtained, the leader makes the choice of which alternative solution to implement.

CII: Group Consultative Style. Same as CI, except the leader shares his or her definition of the problem with the group as a whole.

GI: Group Decision Style. Leader shares his or her definition of the problem with the work group. The group then proceeds to diagnose the causes of the problem. Following the diagnosis, the group generates, evaluates, and chooses among solutions.

GII: Participative Style. The group as a whole proceeds through the entire decision making process. The group defines the problem and performs all other functions as a group. The role of the leader is that of process facilitator.

Socio-Emotional versus Task: *The leader's balance between the influence and maintenance functions.*

These two styles of leadership represent extreme forms. Most leaders tend to exhibit behaviors from both styles. Some leaders are actually high on both Task leadership and Socio-emotional leadership (combination style). However, most leaders favor one of these types.

Task Leaders- Task leaders are generally concerned with completion of tasks, accomplishment of goals, and the general effectiveness of the work group. Leaders utilizing this particular leadership style are often referred to as *directive* leaders. They use *conditional reinforcement* as a management tool. This means they tend to base rewards on performance of tasks, they differentiate among workers based on their relative contribution to the group. They also tend to show more support for given employees when these employees or group members achieve goals. Task leaders also emphasize deadlines, structure tasks, set and maintain definite standards for performance, enforce standardized procedures and generally insure that subordinates work up to capacity. Employee motivation to perform and behavioral change, rather than employee satisfaction is emphasized by the task leader. Task or directive leaders tend to specify not only desired outcomes, but desired means (behaviors) to achieve these outcomes or goals as well.

Socio-Emotional Leaders (Relationship Building)- Socio-emotional leaders are generally more supportive and accepting of subordinates. They tend to look out for show concern for the welfare of their subordinates. They use

unconditional reinforcement, by acceptance of employees and recognition of their worth independent of task performance and goal attainment. They work to build up and affirm the self concept of their subordinates. Employee satisfaction and the building of relationships is the dominate concern of the task leader. The socio-emotional leader's primary objective is the maintenance of a high quality relationship with group members.

Combination (Task & Socio-Emotional) - This style is difficult in that it involves the use a high level of interpersonal or emotional intelligence skills. The combination leader works to accomplish group goals by making you effective and recognizing your value. To improve the group's performance, she or he is likely to involve you in the improvement process and involve you in self-diagnosis of your own contribution. You are likely to feel secure in your job and valued. Many times the difference is subtle and determined by the leader's skill in communicating lower than desired performance. Most task leaders make you believe that all they care about is the job that you do. Those who are characterized more as combination leaders also create the perception that they are concerned that you do the job well (company goals), but they are also concerned with you and your development. The combination style is very difficult, but by keeping the focus on group success and using the skills and abilities of followers to solve problems (rather than simply telling them what they did wrong) to make follows feel a part of and proud of that success, leaders approach this style.

Examples for Leadership Styles Worksheet

	Leadership Style	Example
Transformational Versus Transactional Leadership: *The leader's approach to influence*		
	Transactional Leaders	
	Transformational Leaders	
Autocratic versus Participative Leaders: *The leader's approach to decision making and problem solving*		
	AI: Autocratic or directive style of problem solving	
	AII: Autocratic with group information input.	
	AIII: Autocratic with group's review and feedback.	
	CI: Individual Consultative Style.	
	CII: Group Consultative Style.	
	GI: Group Decision Style.	
	GII: Participative Style.	
Socio-Emotional versus Task: *The leader's balance between the influence and maintenance functions.*		
	Task Leaders	
	Socio-Emotional Leaders (Relationship Building)	
	Combination (Task & Socio-Emotional)	