

2014

10. Leadership Lesson #1: UNDERSTANDING LEADERSHIP STYLES

Kristen Schulte

University of Wyoming, kschulte87@yahoo.com

Ana K. Houseal

University of Wyoming, ahouseal@uwyo.edu

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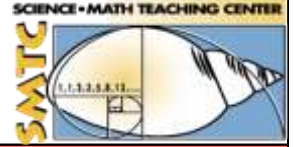
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Leadership Lesson #1: UNDERSTANDING LEADERSHIP STYLES

Overview: This lesson encourages youth to discuss the nature of leadership.

Learner Outcomes

Youth will:

1. Be able to increase their self-awareness of their leadership styles.
2. Understand that different leadership styles are valid and that each has strengths and weaknesses.
3. Know how to recognize their leadership style and adapt to change.

Getting Ready

Materials: Youth need a journal and pencil; staff need a dry erase board, dry erase marker, and handouts.

Preparation: Staff should prepare for this lesson by creating two long continuum lines that cross in the middle to create four quadrants as seen in the No Doze Leadership handout.

Background

The following material is used in the suggested procedure and is necessary to instruct the lesson. Adapted from Northhouse, 2013.

In every successful stewardship project, each youth and staff fills a variety of leadership roles in order to achieve the stewardship project goals. There are four types of leadership roles and seven leadership skills as described by the National Outdoor Leadership School (NOLS).

- a. Types of Leadership Roles
 - i. Designated Leadership
 - a. Taking responsibility for the group and guiding the group toward its goals.
 - b. Determining how the group will achieve the goals.
 - ii. Active Followership
 - a. Supporting and following the designated leader.
 - b. Participating in group decision-making by giving input and seeking clarity.
 - iii. Peer Leadership
 - a. Working together as a group and supporting each other in achieving stewardship project goals.
 - b. Seeing what needs to be done and does it.
 - iv. Self-Leadership
 - a. Taking care of self so he/she can take care of the group.
 - b. Showing personal initiative and character.
- b. Seven Leadership Skills. There are skills that will make you a quality leader. These skills are the same – whether you are at YCC or at home.
 - i. Crew Behavior
 - a. Cooperating, engaging in conflict resolution, and teamwork.



Lesson at a Glance

Leadership Roles and Skills (15 minutes)

Youth reflect on one person that they view as a quality leader; then the group will form a list of leadership characteristics and create their own definition of leadership. This activity concludes with a brief review of the leadership roles and seven leadership skills.

No-Doze Leadership (20 minutes)

Youth explore their own leadership styles by looking “at how [they] relate to others and how [they] define [their] position within a group setting.” This activity uses two long continuum lines that cross in the middle, forming four quadrants titled: Architect and Analysts, Driver, Relationship Master and Spontaneous Motivator.

Discussion of No Doze Leadership (15 minutes)

Youth discuss the nature of leadership in their quadrants. Sharing their thoughts about what it is like to lead or follow and how they relate to people in their quadrant and from other quadrants.

Concluding the Lesson (10 minutes)

Youth create a goal in an area they would like to develop as a leader.



- b. Keeping yourself and others motivated.
 - c. Getting along in a group of diverse people.
- ii. Vision and Action
 - a. Seeing the possibilities in any situation and finding creative ways to move the crew forward; motivating, initiating, and using crew goals to guide your actions.
- iii. Communication
 - a. Using timely, specific, clear feedback, and listening actively.
 - b. Having courage to state what you think, feel, and want.
 - c. Putting yourself in other people's shoes during conflicts.
- iv. Judgment and Decision-Making
 - Situational-appropriate decision-making, using experience to develop good judgment, and harnessing the strengths and knowledge of other youth to solve problems.
- v. Self-Awareness



Suggested Procedure

Leadership Roles and Skills (15 minutes)

Staff will:

1. Ask youth to write in their journals about one person whom they regard as being a quality leader. Have them record four qualities they feel makes this person a leader; encourage them to think of people in their lives.
2. In a group, ask youth to describe the quality leader that they wrote about.
3. Lead a whole group discussion about the different qualities of the people they wrote about. Ask them the following questions:
 - a. What leadership traits does this person you admire possess?
 - b. Create a group list of characteristics that define what makes a quality leader. **(D1)**
4. Brainstorm a group definition of leadership. Ask youth the following questions:
 - a. What is leadership? *An example definition: "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (Northhouse, 2007, p.3).* **(F1)**
 - b. How do the qualities discussed in the list influence your definition of leadership?
5. Review the four leadership roles and the seven leadership skills. As the background information is reviewed, encourage youth to think of scenarios when these skills or roles are most appropriate.
6. Now that they have learned more about leadership roles, ask them if there is anything they would like to add to the group list of leadership qualities. Are they still satisfied with their definition of a leader? Is there anything they would add or revise?



- b. It generally works best if people do not feel they need to justify why they moved people. Use silence or a few words like "I'm going to put you here."
 - c. After those who wanted, have taken their turn, tell everyone to go back to standing in their original place of choice.
6. Now, without moving from their place in the x-axis (left/right line), have them move themselves along a second continuum line (y-axis) created on the ground with the far ends of top and bottom defined as: **Cool Cucumber** and **Red-Hot Tamale**. These refer to how you feel internally about yourself without thinking about how other people perceive you. Define the continuum using the following descriptors:
 - a. Top - **Cool Cucumbers**: Say: I am calm and rational, and I do not get flustered about anything. I even have difficulty getting excited about things most people think are neat and exciting. My emotions are a glassy pond.
 - b. Bottom - **Red Hot Tamales**: Say: I tell people how I feel about everything. I am angry about social injustice. I cry at sad movies. My emotions are extremely active; the perfect storm.
7. **Extension Part 2:** After they find their place, others can move individuals to how they "see" them, as before in extension part 1.
8. At this point everyone will be standing somewhere in one of the four quadrants. Read the characteristics of each quadrant to the group from the No-Doze Leadership handout. While reading the handout, explain that each quadrant has different responses to similar situations. Not everyone in your quadrant would react the same to a given situation, even if they have the same style.

Discussion of No-Doze Leadership (15 minutes)

1. After youth have completed the No-Doze Leadership activity, discuss their thoughts and reactions with them.
2. Ask the group: What are the benefits and drawbacks to the No-Doze Activity?



No-Doze Leadership (20 minutes)

In this activity youth have the chance to explore their own leadership styles. This activity uses two long continuum lines that cross in the middle, forming four quadrants titled: Architect and Analysts, Driver, Relationship Master and Spontaneous Motivator.

Staff will:

1. Introduce the activity with this goal in mind: *To look at how you relate to others and how you define your position within a group setting. Allows others to show how they perceive your position within a group setting.*
2. Create a long continuum line (an x-axis) on the ground.
3. The two ends of the continuum are defined as: **Water** and **Wind**. These refer to how you act in situations with others and how others perceive you. The staff should pay close attention to the figure included in this handout to correctly complete the exercise.
 - a. Extreme far left - **Water**. Say: I don't often voice strong opinions, particularly if I think it will cause hurt or be a waste of time. I put others before myself pretty consistently. I'm very flexible. You probably don't really know where I stand on issues, or what I think about you, unless you ask very fiercely. It's hard for me to state my own needs.
 - b. Extreme far right - **Wind**. Say: I state my opinion and take stands easily. People know exactly what I think, feel, and want. I'm an open book, and you don't have to read the words because I tell them to you, especially if you try to cross one of my lines. Fight or flight? Let's get real - I stay right here and tell it like it is. I don't have a problem saying "my way or the highway" if need be.
4. Instruct youth to place themselves on the continuum where they perceive themselves to be. Explain that they must make a decision and cannot choose the middle.
5. **Extension Part 1:** Ask the youth if they are willing to give and receive information about how others perceive their leadership style. For those who volunteer, ask them to complete the following steps:
 - a. Instruct them to move people to where they see them on the continuum. Then step back in line and have someone else take a turn.

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3. **Extension Part 3:** For the youth that were moved during the activity, ask them the following questions.
 - a. How did it feel?
 - b. Do you agree with where another person placed you?
 - c. Do you think that you share traits with the quadrant that someone else placed you in? Why? Or why not?
4. Explain that if someone is in the far corner of one particular quadrant, it indicates that they are heavily oriented to one role. Ask someone in a far quadrant what they think of this statement of being heavily oriented to this one role. Is it true for them? Why? Do you see your self in other roles?
5. Next, using a small group discussion strategy, have youth sitting in the same quadrant talk about what it is like to lead from their quadrant. Give each quadrant their No-Doze Leadership description (**F2**)
 - a. Present groups the following prompts:
 - i. From the quadrant description, which statement do you agree with or identify with the most? Which one do you identify with the least?
 - ii. What is it like to lead from your quadrant?
 - iii. What is it like to follow from your quadrant? Are you often a follower or a leader? Do you find it hard/easy to step into either of these roles?
 - iv. What do you find most challenging about leading from your quadrant?
 - v. What other quadrants do you see yourself in? Why?
 - b. Come back to the larger group and have youth volunteer something interesting that their quadrant discussed.
6. Next read aloud one of the following scenarios:
 - a. You've hiked your last mile of a long, hard workday, and now it's time to set up camp in the rain. Everybody's tired and wet.
 - b. A couple of your fellow youth like to stay up late at night laughing and talking loudly after you've crawled into the tent to go to sleep. You are often very tired and are annoyed that they keep you up late at night.

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7. Have a discussion about how each of the leadership styles would react to the scenarios above. Ask the other quadrants with what it is like to follow that style of leadership, what they want more of or less of from that style when leading, and what they like about that style.

Conclusion: (10 minutes)

Explain that the four quadrants represent key aspects needed in leadership and functional groups. Leaders come from all quadrants. Preferred style is less important than maturity of that style and the ability to move around the quadrants as needed. It is important to lead with a style that fits you, fits the situation, and fits the crew.

- a. Provide examples of leadership goals such as “I will take one minute or more to make decisions that will affect myself and others.” Then encourage youth to set a goal for developing themselves as a leader.
- b. Explain that it is important to be aware of their comfortable quadrants and less comfortable quadrants. This can help them know their strengths and identify their weaker areas. Encourage them to listen to other ways of doing things, try new things, and seek appropriate help. Remind them of their group list of qualities and leadership definition; ask them to reflect on those things now that they have learned more about their own leadership style. **(S1)**

Assessment Check Ins:

(D1): Examines prior knowledge, interests and misconceptions of different leadership styles. This information will assist the staff in planning instruction.

(F1): Provides insight of what youth are learning from each other’s leadership experiences.

(F2): Provide insight into their understanding of their personal leadership styles.

(S1): Assesses what youth have learned and transfers it into their experience at YELL-YCC.



Reference

Adaption of NOLS’No-Doze Leadership Class for PWILD Self-Awareness Night. (2012, February 12). Retrieved from <http://www.docstoc.com/docs/112975313/Adaptation-of-NOLS%EF%BF%BD-No-Doze-Leadership-Class-for-PWILD-Self>

Incorporates the NOLS No-Doze Leadership activity, which served as the central activity. It was modified in the following way: Instructional language was changed to match the REC

Doran, M. (2009). A No-Doze Leadership Class: Outline For A Practical Class On Leadership Styles. In J. Gookin, & S. Leach, (5th Ed.). NOLS Leadership Educator Notebook: A Toolbox For Leadership Educators. (p. 48-9). Lander, WY: The National Outdoor Leadership School.

Incorporates the NOLS No-Doze Leadership activity, which served as the central activity. It was modified in the following ways: Instructional language was changed to match the REC; the introduction and conclusion were additions.

Gookin, J., & Leach, S. (5th Ed.). (2009) NOLS Leadership Educator Notebook: A Toolbox For Leadership Educators. Lander, WY: The National Outdoor Leadership School.

Northhouse, P.G. (Ed. 6th). (2013). Leadership: Theory and Practice Sixth Edition. Los Angeles, CA: SAGA Publications, Inc.

Pfeiffer, J.W., & Jone, J.E. (eds.), (1972-1980) The Annual Handbook for Group Facilitators. San Diego, CA: University Associates.

Handouts:

- NOLS No-Doze Activity Description and Diagram



Staff Notes:

No-Doze Leadership:

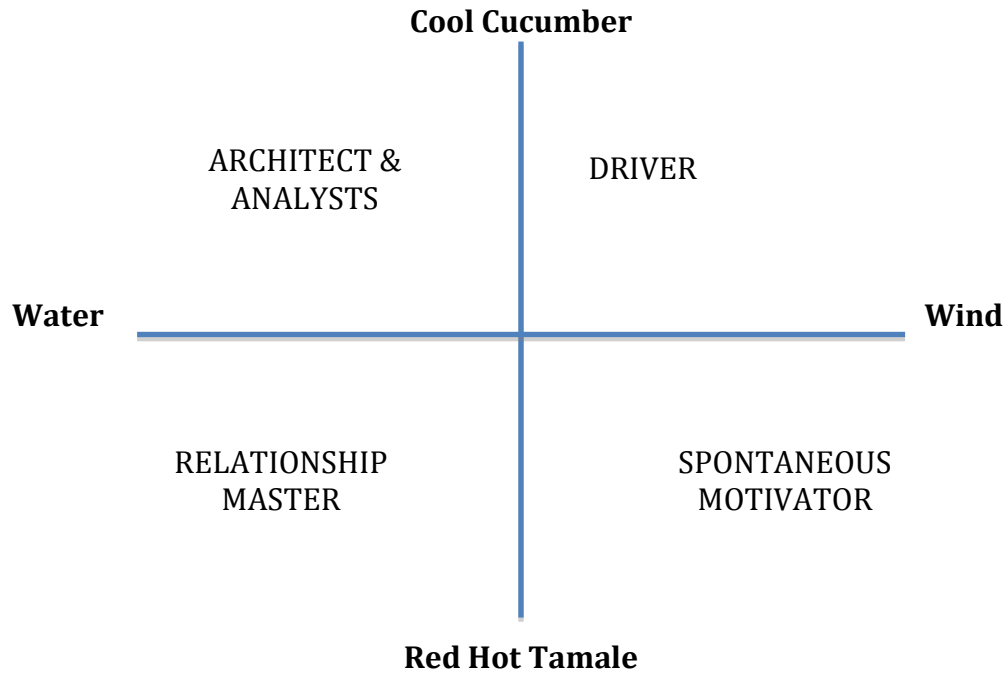
- This exercise often acts as segue for subsequent discussions in other lessons about leadership and leadership styles. Therefore, it is important to have a firm grasp on the content so that staff can be prepared to talk about such topics as gender and leadership styles, what style society tells us is “good” leadership, what happens to leadership styles under stress, etc.
- Watch the time on this lesson, as you could easily exceed one hour. If your youth need extra prompts, see the discussion questions below.

Other Discussion Questions:

- How do you act in different situations? Could you fit into two different quadrants? Three? All four?
- Have you changed over time? Did you previously fit into one quadrant more so than you do now? Did something specific happen to initiate that change?
- What quadrant would you like most to fit into? What would you have to change to fit into that quadrant?
- Relating to others: Which quadrant type do you relate to best? Worst? Is there anyone you would struggle to work with?



No-Doze Leadership



(Reprinted from Doran,

2009).

Doran, M. (2009). A No-Doze Leadership Class: Outline For A Practical Class On Leadership Styles. In J. Gookin, & S. Leach, (5th Ed.). NOLS Leadership Educator Notebook: A Toolbox For Leadership Educators. (p. 48-9). Lander, WY: The National Outdoor Leadership School.

This material is from the following Doran, 2009.

Key:

+ : Means a positive characteristic.

Δ : Something to consider working on or changing.

ARCHITECTS & ANALYSTS

Emphasizes meaning and conceptual functions

- + Information and opinion seekers
- + Good at analysis and process observation
- + Prefer to make decisions based on facts
- + Prefer as much information as possible before deciding
- + Can come out with totally off-the-wall solutions that work
- + Translate feelings and experiences into ideas
- Δ Can be slow in making decision or dogged in the facts
- Δ Can happily leave most decision to others and focus on only one decision
- Δ Have to watch out for non-involvement or unrealistic ideas if they get into their world

- If a leader has this style, honor their need for information while also requesting them to tell you how they will decide or delegate and when.

Some Effects on Groups

Architects and analysts are often in the minority but the function is essential. If a group does not pay attention to this area, it will miss out on significant leaning that comes from observation and analysis. This group may also be missing important process steps and struggle to view a situation in a different way. If there are too many youth with this style, the group may struggle to move past a given issue because they will end up focusing too much on analyzing the problem instead of finding a solution.

DRIVERS

Emphasizes actions and directing functions

- + Information and opinion givers
- + Decision-making is easy for them
- + Often the keeper of the vision in a group
- + Great at taking a stand, being direct, and making things happen
- + Usually not too shaken by critical feedback
- Δ Often will urge “let’s decide” as indecision can drive them crazy
- Δ Will sometimes decide without input from others and step on toes
- Δ Will make mistakes from moving too quickly without adequate info
- Δ Can come across as too impersonal and can lose connection with their group
- Δ Have to be careful not to “over-lead” if strongly in this quadrant

- If a leader has this style, be as direct as possible. Bring problems and opinions to them since they expect this.

Some Effects on Groups

If a group does not have drivers, they must pick up driver functions or they can fail to meet far-reaching goals. Mature drivers are non-reactionary individuals with much ability in the other quadrants that helps to ground a group. When this style is not mature, there may be too much individuality that will interfere with a group’s ability to collaborate. .

RELATIONSHIP MASTERS

Emphasizes caring function

- + Excellent at building and sustaining community
- + Works well on a team
- + Great at building rapport, finding consensus, committing to the project, and seeking feedback
- + Shows concern for others and offers support and praise
- + Display high regard for other's wishes, viewpoints, and actions
- Δ May not take an unpopular stance if it puts a relationship at risk
- Δ Can put so much emphasis on relationship that task and decision-making fall behind
- Δ Can forget or down play their own needs, sometimes to their detriment

- If a leader has this style, you may need to ask them to be more specific in outlining their expectations. Encourage critical feedback from them and tell them when you want to know what they think and want.

Some Effects on Groups

You cannot have too much caring and respect as part of your capacity. It is the connective glue that is essential for a functional group. As a leader, it is powerful when combined with other quadrant functions. If it is the only style a group has, the group may not take enough risks or make enough decisions to move forward significantly. The group may also avoid conflict to the extent that there is lack of depth in genuine connection and innovation.

SPONTANEOUS MOTIVATORS

Emphasizes emotional stimulation function

- + Often voices their ideas and supplies passion to follow those ideas; energizers
 - + Great at motivating people as they possess a sense of mission or vision
 - + Good at energetic dialogue with other group members
 - Δ Can be emotionally bound to their ideas; objectivity can be their biggest challenge
 - Δ Can create a highly emotionally charged climate if they put too much emphasis on challenging and confronting others
- If a leader has this style, know your own stance/position and do not be afraid to voice it. Ask them to give concrete examples to back up their viewpoints.

Some Effects on Groups

Spontaneous motivators are often light bulbs. Groups need this function to spark the conversation and get people excited. A group without this style may be functional, but somewhat lackluster. Mature people with this style monitor their emotional involvement and know when to detach themselves. If they don't know when to detach, than a group can be overly reactive, or so impassioned around their ideals, that they loose touch with other realities. Interestingly many charismatic leaders and cult leaders come from this quadrant.