

# ▲ Leadership Methods ▲

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**Objectives:** LEAD participants will explore four methods of leadership, when each may be appropriate and how each impacts a group.

**Plan ahead:**

- Time required: 60 min
- Be familiar with the lesson. Be ready with examples as necessary.

**Before this lesson, LEADs must:**

- Read the Leadership Methods Summary page

**Supplies:**

- Newsprint or board and pens

**Accompanying documents:**

- Leadership Methods Worksheet (a separate file)
  - Leadership Methods Summary (Page 5 of this file)
  - Staff Observation page (Page 4 of this file)
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❖ **Get Started (hook)**

(Role-play the *directive* leadership method. Give clear, efficient instructions and expect the LEADs to do what you are saying quickly.) Okay everyone. Sit down. Sit up straight.

Get your binders and pens out. No pencils. Divide into four groups. (Tell them who will be in each group and where each group should sit..)

- Take out your Staff Observation homework from Foundations of Leadership, Part 1, which we had yesterday at this time. Take it out of your notebook. Make sure your name is on the top.

- Hold on to your homework for now and open to the Leadership Methods Worksheet. Let's get started.

❖ **Learn / observe (book / look, 40 min + discussion of observation from FOL, Pt 1)**

(Pause until you have their attention.) What did you think? How do you feel? Comfortable? Happy? Motivated?

Leadership Method can have a significant impact on your group. I was demonstrating the *directive* Method. We'll look at it more in just a moment. **\*\*Before we get started, look at your Foundations, Part 1, staff observations worksheets. Did anything stand out to you as you observed staff for those qualities? (allow a brief discussion) Please HAND IN your observations.\*\***

Now back to Leadership Methods. First, let's look at a little background. Look at your Leadership Methods Summary. Take this out of your notebook so you can reference it while you fill in the Worksheet.

Leadership Methods can be classified into five categories. These Methods of leadership range from the leader making the decisions and just telling the group, to a leader who lets the group do whatever it wants. As the note at the top says, these are neither good nor bad, better or worse in themselves. They all have an appropriate place and

time and a good leader will be able to use the best Method for any given situation.

We will look at the *directive* leader together, then each group will take one of the other Methods and become the "expert" on it. At the end of the class, we will consider how each of our natural tendencies might impact which Leadership Method we tend to use and how we can broaden our ability to use other Methods that may not come as naturally.

**EXAMPLE:** (Have the LEADs lay their Summary and their Worksheet together in front of them so that they can go back and forth between the two. POST the Worksheet where they can see it, so you can point to parts of it as you go.)

Let's look at the first Method on the Summary page: the *directive* leader. It says, "An *directive* leader This leader retains total control of the group. The group is not involved in decision-making; the leader makes the decisions before she opens her mouth. " **In a word**, this leader is like a military "Commander", so that is the word in the second row of your Worksheet chart.

So looking at your chart on the Worksheet, **Who makes the decision?** The leader makes the decisions. Period. The X on the line is all the way to the left.

**Buy-in.** There's little buy-in. Looking at your Summary, the description of the directive leader continues, "The group may respond simply out of duty or out of fear but has little active buy-in to the decisions the leader makes. Other than for reasons of duty (as in an army), the group will most likely move away from the leader's decisions as soon as it is convenient."

There is a note on the bottom of the Worksheet that describes a little more about what Buy-In is. (Have someone READ the note.) Because the *directive* Method generates little buy-in, the X is on the far right, for "no buy-in."

Looking up at the chart again, What are some **pros** for this type of leadership? (Let them offer some, like speed of decisions (can be instantaneous), clarity of what the group is doing and how and when, etc... Write these up on the board under the title "directive".) Write in 2-3 **pros** of *directive* leadership.

What are some **cons** for this type of leadership? (Let them offer some, like alienates people in the group, decisions may not be the best especially if the leader lacks all the information, the group may not know WHY they are doing something, etc. Write these up on the board under the title "directive".) Write in 2-3 **cons** of *directive* leadership.

In what **situation** is this type of leadership a good thing? (Let them offer some, like on a battlefield in war, in an emergency, etc. Write these up on the board under the title "directive".)

How does this type of leadership **affect the people in the group**? (Let them comment, ideas like, Often, those on the receiving end of this type of leadership respond out of fear. It doesn't build up the people in the group so that they feel confident in themselves or want to contribute to the group long term. But it may give the group a chance to see what they can do together, and that may be good for individuals in that specific situation. Write these up on the board under the title "directive".)

**LEARNING TASK:** Now it is your turn. (Assign each of the four groups a leadership Method.) Use the Summary page to fill in your Worksheet for your group's Method. Come up with some pros and cons and a situation where this Method works well. Consider how this Method impacts people in the group, long term. When we come back together, you'll present your findings in a skit. The skit should show a situation where this Method works well and some of the impacts this Method has on people in the group.

After your skit, we will all fill in our Worksheets based on your presentation.

You'll have 10 minutes to prepare and 5 for your presentation. What questions do you have?

(Regroup after 10 minutes and have each group do their presentation. Fill in the boxes on the Worksheet.)

### ❖ **Get Practical (took, 10 min)**

Now that we have looked at all the Leadership Methods, which one is the right one? (Get their answers. None! Or "It depends...")

Which is the best one? (Get their answers. Bottom line: it depends on the situation and people involved.)

It depends. So the best leader is one who can recognize *which Method to use in which situation*. The best leader will be able to lead in all these ways, depending on which is most fitting at the moment. So that brings us to YOU. What Method do you naturally tend toward?

Look at the bottom of your Summary page and write the answer to the first 3 questions there: How much control do you like to have? Do you like to work with a group to come to a decision together? Do you naturally tend toward one of these Methods? (Give them a moment to do this on their own.)

Our goal here in LEAD is to become better leaders, so let's consider how we can intentionally grow our abilities to operate in Leadership Methods that do not come naturally. Look at the last question on the page: What is one thing you can do to broaden your ability to adapt?

What is one thing you can do here at camp? What about at home? (Suggest some answers like, (here at camp) helping lead games for a younger age group's evening activities (develops *persuasive* Method), leading the LEAD cabin time activity (develops *consulting* Method), etc.) Let's break into our groups again and do two things:

- First, share your natural Leadership Method tendencies with each other.
- Second, come up with some ideas together about how you might develop these both at camp and at home.
- Make sure you keep your answers short so everyone has time to share.

We will come back together after about 5 minutes and share some of the ideas about how to grow as leaders. Questions?

(Come back together after 5 minutes and share some of the ways of broadening our leadership skills, both at camp and at home.)

### ❖ **Homework (follow up assignment)**

Finally, let's intentionally look for these Leadership Methods in action for the rest of today. (Hand out or have the LEADs find in their notebooks, the Leadership Style Observation Worksheet.)

In the same way you observed Leadership Qualities, observe a couple staff or campers' Leadership Methods. Do this this afternoon or tomorrow morning and bring it to class at Kick Back time tomorrow.

# ▲ Leadership Methods Observation ▲

Activity/Event 1: \_\_\_\_\_

Your name: \_\_\_\_\_

Date: \_\_\_\_\_

Who you observed: \_\_\_\_\_

1. Which Method did you see the leader demonstrate (circle one)

Directive

Persuasive

Consulting

Democratic

Laissez-faire

2. How did she display this Leadership Method?

3. Did it work well in this situation?

4. What might you have done differently?

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Activity/Event 2: \_\_\_\_\_

Date: \_\_\_\_\_

Who you observed: \_\_\_\_\_

1. Which Method did you see the leader demonstrate (circle one)

Directive

Persuasive

Consulting

Democratic

Laissez-faire

2. How did she display this Leadership Method?

3. Did it work well in this situation?

4. What might you have done differently?

# Leadership Methods Summary

Note: None of these Methods are better or worse, right or wrong. In fact, they all have situations where they work well and situations where they don't work at all. A good leader selects the Method that best fits the situation.

An *directive* leader rules by force or command. This leader retains total control of the group. The group is not involved in decision-making; the leader makes the decisions before she opens her mouth. The group may respond simply out of duty or out of fear but has little active buy-in to the decisions the leader makes. Other than for reasons of duty (as in an army), the group will most likely move away from the leader's decisions as soon as it is convenient.

A *persuasive* leader often makes decisions without input from her followers. However, she knows that enthusiastic support is better than reluctant support so she seeks the backing of the group. The persuasive leader uses an influencing manner, "selling" others on the decisions she has already made and telling them about the benefits the group will receive. The group is not really involved in the decision making process and they buy-in to the leader's ideas only as much as she is able to convince them to. How long the group will stay with the selected course of action when difficulties arise depends on how convincing a leader she is.

The *consulting* leader has a general idea of where she wants to go and how to get there, but seeks input from the group before making her final decision. The fact that this leader listens to the group encourages cooperation and unity. Her ideas are flexible and may change over the course of the discussion and decision-making process. Because the members of the group's ideas are heard and considered, buy-in will be fairly high. The group will likely support the course of action fairly well, even if it is not easy.

A *democratic* leader helps the group make decisions and strives to have group members take initiative and responsibility for planning, decision-making and doing other group tasks. This leader offers support, advise, or technical assistance. A democratic leader disciplines when necessary, helps the group determine realistic goals, and helps them evaluate their experiences. Because the group members have an active role in the decisions made, they will most likely buy-in completely and fully support the course of action selected. They will tend to stay this course even when it is hard.

The *laissez-faire* leader sits back and allows the group to determine where it wants to go, how it will get there and what it feels like doing. This leader allows the group to direct itself and takes a passive role. She follows along with whatever the group wants, without giving direction. The laissez-faire leader is permissive, believing in complete freedom for members of the group. The French word means "to leave alone." Since there is little clear direction, little real discussion about what direction to go and few decisions decisively made (unless another leader stands up), the amount of buy-in can vary but tends to be fairly low. Members of the group may go along, but will not stay the course when the going gets tough.

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How much control do you like to have? (plot your answer)   Lots ←————→ None

How much do you like to discuss/arrive together at a decision? Love it ←————→ Hate it

What is YOUR natural Leadership Method?

How can you broaden your ability to adapt to different Leadership Methods...

Here at camp:

After you go home: