JROTC Virtual Learning

LET 1/ Leadership Reshuffled

April 21, 2020

Lesson: April 21, 2020
Objective/Learning Target:
Students will describe how leadership has evolved and compare different approaches to leadership

Leadership Reshuffled

Courtesy of Army JROTC

U2C1L2

What You Will Learn to Do

Compare Leadership Styles

Linked Core Abilities

- Take responsibility for your actions and choices
- Treat yourself and others with respect

Skills and Knowledge You Will Gain Along the Way

- Describe how leadership has evolved
- Compare different approaches to leadership
- Discuss what leadership styles work best in different situations

Introduction

For a long time, there has been a great interest in determining what makes a good leader. In fact, we can trace studies back as far as the end of the 19th century, during the industrial revolution. As a result, leadership studies have been categorized into three general eras:

1. Traits – 1800s to 1940s

2. Behaviors – 1940s to 1970s

3. Contingency – 1960s to present

Traits Approach

During the late 19th century and early 20th century, people believed that men and women who were true leaders were born as true leaders. In other words, it was a person's heritage that provided this innate ability to lead. People thought leaders were born with special characteristics or traits to enable them to lead others effectively.

In order to prove this philosophy – spanning some 40 years – researchers studied existing political, industrial and religious leaders. They expected to find that these leaders would possess certain characteristics that would distinguish them from their followers.

After in-depth research, they were unable to deliver evidence to support the idea that true leaders were born that way because of their heritage. But, research findings did identify a number of traits common to all leaders, including intelligence, dependability, sociability, aggressiveness, originality, popularity and humor. At the same time, the researchers discovered that different situations required leaders to use these traits differently. Meanwhile, during the same time period others concluded evidence was not sufficient enough to support the idea that having certain traits would help a person become a leader, or an effective leader.

These inconsistent findings led others to continue the search for predictions and understanding of how effective leaders lead. There was an accepted belief that a combination of traits was one element of the equation. However, personality alone was not proven to be the only, or even the dominant factor, in effective leadership.

Behavior Approach

At the advent of World War II, researchers broadened their search for the source of leader effectiveness. They began to analyze the "behaviors" of effective leaders. They felt this was a more positive research **approach,** because behaviors could be observed, measured, and taught more effectively.

A researcher by the name of Kurt Lewin (1938) provided the foundation for the Behavior Approach of leadership. He identified a continuum of leadership behaviors that included the:

- Democratic leadership style, which consists of leaders consulting with followers who are allowed to participate in decision-making

- Autocratic leadership style, which involves leaders making decisions alone

- Laissez-faire leadership style, which refers to leaders not providing any direction to followers whatsoever.

Although very different behaviors were identified, there was no evidence to indicate which style was most effective, or about which style should/should not be used in a given situation. Additionally, each style created different reactions from different followers. Therefore, the researchers could not clearly articulate the BEST way to lead effectively.

In the 1950s the Ohio State University Leadership Studies continued the search for leader behaviors. Almost 2,000 behaviors were identified and subsequently reduced to a more manageable number. However, two primary leadership behaviors stood out among the many: relationship and structure.

- Relationship behaviors deal with concern for people and include behaviors such as, treating team members as equals, being friendly and approachable, making work pleasant, listening to other's ideas, and looking out for the personal well-being of others.

- Structure behaviors deal with concern for tasks and include such behaviors as, setting and communicating expectations, establishing work schedules, sharing work procedures, and making work assignments.

It turned out that evidence did appear to support the idea that people-oriented leaders were linked with higher follower satisfaction levels, and that effective leadership required both task and relationship behaviors. However, a few questions remained …

Does effective leadership result only from the leader's traits and behaviors?

How are traits and behaviors influenced by the type of task and the type of work group?

Contingency Approach

Even though there was a desire to include situational factors in leadership effectiveness studies, this inclusion did not happen until the 1960s. The Contingency Approach assumes that the effectiveness of the leader's personality, style and behavior is contingent upon the requirements of the situation. The Contingency Approach further supports the belief that:

- There exists no single best way to lead

- Situational factors determine the most effective style and behaviors

- Leadership behaviors can be taught and learned

- Leaders do impact group or organization effectiveness

- Leadership effectiveness is impacted by the interaction between situational factors and personal characteristics

Modern approaches to leadership effectiveness have a somewhat integrated view of Traits, Behavioral, and Contingency Approaches. Historically, researchers have studied leader behaviors by observing executives in a variety of organizations. However, if we agree with the definition of leadership as "the ability to influence, lead, or guide others so as to accomplish a mission in the manner desired by providing purpose, direction and motivation," then should we not be looking at the behaviors of anyone who influ- ences others? Are we not ALL leaders in our families, schools, communities, and life?

As a result of these historical perspectives, several approaches to "leadership style" have been identified. Those most common are the "trait approach," the "situational approach," the "follower approach" and the "contingency model."

1. The trait approach maintains that a person either does or does not possess the specific traits that are considered to be the essentials of leadership.

2. The situational approach assumes that certain situations call for specific types of

leadership behaviors and that leaders will be those who best fit the requirements of the situation.

3. The follower approach holds that the needs of group members determine who will lead. Leadership, then, is a coincidence between the needs of the group and a person's abilities.

4. The contingency model maintains that personal styles and situational characteristics combine to determine leadership. A proper match between styles and situations is essential.

What does all this mean to you? To answer this question, let us return to the definition of leadership.

Leadership is the ability (or process) to influence, lead, or guide others so as to accomplish a mission in the manner desired by providing purpose, direction, and motivation.

There have been studies over a number of years directed at gaining more understanding about effective leadership. The desire to assist people in the behaviors that effectively influence, lead, and guide others remains a highly regarded search. The more you understand the behaviors that create the desire to follow, the more you will be able to determine the leadership behaviors that will work best for you. And even more important, the ones that do not.

Have you ever wondered how some leaders influence, excite, stimulate, energize others? When you were influenced, excited, stimulated, or energized by someone else to do something you thought impossible, did you reflect on those times so you could copy the behaviors you liked? Think of those teachers you remember most. What was it they did that made you remember them?

Conclusion

As researchers continue to study the characteristics of leaders and as the world we live in continues to change through technology and human growth, we are finding that one key ingredient to leading others successfully, is the ability to successfully lead oneself. Leading from the inside out is the foundation to building successful relationships in your family, church, community, and school. Your relationships with others are the foundation of trust! Trust is the foundation to empowerment and alignment of the mission you are leading others to accomplish

Lesson Check-up

1. Differentiate between the traits, behavior and contingency approaches to leadership.
2. Are humans born with the ability to lead or is this

a developed trait?

Student Learning Plan

Unit 2: Leadership Theory and Application Leadership Reshuffled [U2C1 L2]

⭐ **What you will accomplish in this lesson:**

Compare leadership styles

⚠ **Why this lesson is important:**

For a long time, there has been great interest in determining what makes a good leader. Researchers have examined the origins and evolution of leadership for years. This lesson explains the theories and approaches to leadership as they have changed over time, and identifies historical events that have shaped them. This lesson also explores how leadership styles are applied to different kinds of situations.

📖 **What you will learn in this lesson:**

- Describe how leadership has evolved
- Compare different approaches to leadership
- Define key word: approach

✔ **You will have successfully met this lesson's purpose:**

- by comparing two leadership styles and two leadership approaches in a graphic organizer or Thinking Map®
- by writing a short summary
  when you compare two of three approaches: traits, behavior, or contingency
- when you compare two leadership styles
- when your summary contains an explanation of the leadership style and approach that works for you and why

🔄 **Learning Activities:**

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

1. THINK ABOUT what you know about leadership styles. PREPARE for this

lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important,* and *When you'll successfully meet the lesson's purpose*.

2. THINK ABOUT what leadership styles are most effective. REVIEW the statements presented as employer perceptions. DETERMINE whether you 'agree' or 'disagree' with the statements.

3. CONTRIBUTE your reason for *agreeing*, *disagreeing* or remaining *undecided* with the statement in a class Tree Map. DISCUSS the various responses.

4. REFLECT on the various perceptions of leadership. ANSWER the reflection questions presented by your instructor*.*

PROCESS PHASE: Now what can you do with this new information you've learned?

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1. BUILD a tower with members of an assigned team.

2. THINK ABOUT the leadership approach and style of the team leader.

3. CREATE a Bubble Map describing the qualities and effectiveness of the leader. PRESENT your Bubble Map to the class. DISCUSS the different approaches and observations.

4. REFLECT on your own approach to leadership. ANSWER the reflection questions presented by your instructor.

APPLY PHASE: What else can you do with what you've learned today?

Assessment Activities:

1. OBTAIN the Leadership Reshuffled Performance Assessment Task. COMPARE two leadership styles and two leadership approaches in a graphic organizer or Thinking Map® of your choice. WRITE a short summary explaining the style and approach that you prefer and why.

2. COMPLETE the Leadership Reshuffled Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade**.**

3. REVIEW the key words of this lesson.

4. REFLECT on what you have learned in this lesson and how you might use it in the future.