Objective: Students will be able to:
- Identify three main types of leadership styles.
- Apply different leadership styles and characteristics to different situations.
- Understand advantages and disadvantages of different leadership approaches.

Time Required: 1 class period

Materials Needed:
- Pencils or pens
Applicable Common Core State Standards:

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal

CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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Applicable Common Core State Standards (Continued):

**CCSS.ELA-Literacy.W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.ELA-Literacy.W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

**CCSS.ELA-Literacy.W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-Literacy.L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1. To begin this lesson, ask students to give examples of leadership roles they have held. (Possible examples include: club president, captain of a sports team, etc.)

2. Reference some of the examples, and ask students about the responsibilities of each leadership role. How do leaders help a group work towards a goal?

3. Begin a discussion about leadership styles. Different styles are needed for different situations and each leader needs to know how and when to exhibit a particular approach.

4. Discuss that there are many different styles of leadership. Most, however, fit into three general categories:

   - **Autocratic Leader**
     Autocratic leaders prefer to take charge and get the job done. They may not consult anyone else before making a decision. They expect others in the group to follow their directions without question. This type of leader is important in situations where the task to be done is more important than the individuals involved. For example, an army general needs all soldiers to follow orders without question in order to complete a mission.

   - **Laissez-faire Leader**
     In laissez-faire leadership, group members know what they are supposed to do and the leader leaves them alone to accomplish the task. Laissez-faire leaders work well in situations where the group is getting along well and the task is being accomplished effectively and efficiently. Group members must understand their responsibilities and motivate themselves. For example, when a club is working together to make promotional posters for an event, the members may prefer that the club president let everyone be rather than telling everyone what to do.
Leadership: Leading Off

- **Democratic Leader**
  Democratic leaders encourage members to contribute ideas and help group members work together smoothly. Democratic leaders often think of themselves as just another member of the group. For example, a club is trying to decide what type of event to host. Group members suggest many different ideas and the club president takes a group vote before making a final decision.

5. Ask students to share any experiences they have had with the different leadership styles. Is any leadership style better than the others? Why are different styles needed in different situations?

6. Present students with the following baseball-related scenarios. Have students work with a partner to determine what style is being used, and then discuss if it is correct for the situation or if a different style would work better.

   - The Media Relations Director for the Los Angeles Dodgers holds a meeting with other members of her department to discuss new ways to promote the team. The group suggests several ideas, but she will have the final say in which ideas are used.

   - A new General Manager has just been put in charge of the Chicago Cubs. He immediately starts by telling all of his assistants what changes need to be made. When they make some suggestions, he tells them he does not have time to consider them.

   - The stadium grounds crew at Fenway Park receives their daily assignments from the head groundskeeper. Each member of the crew is expected to carry out his or her responsibilities quickly in order for the field to be ready by game time.

   - The concessions staff at Yankee Stadium starts each game day with a brief meeting lead by their supervisor. After the meeting, the vendors are left to prepare food, stock vendor trays, and complete sales on their own.

   - A new pitching coach has just been hired by the Seattle Mariners. He meets with the team and asks for their ideas and input on what skills they would most like to improve on.

7. Review students' assessments of each scenario.
Conclusion:

To conclude this lesson and check for understanding, have students address the following questions in a journal response. “What are some daily occurrences when leadership is necessary?” How are the leadership styles discussed in class transferrable to daily life?”

Leadership Styles Answer Key:
1. Democratic
2. Autocratic
3. Laissez-faire
4. Laissez-faire
5. Democratic