

17 – LEADERSHIP STYLES (CHAPTER 7)

Overview Statement: Experts have found that leaders exhibit essentially two kinds of behaviors: task and relationship. Leaders must be able to adjust their style to address these two behaviors appropriately depending on the situation.

Connection to the Curriculum: Ties in with a central theme of chapter seven in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Relationship – “The connection between two or more people or groups and their involvement with one another.” Encarta Dictionary

Task – “A job assigned to somebody.” Encarta Dictionary

INTRODUCTION

Attention: The story is told of a paratrooper landing near a farmhouse during World War II and asking the farmer, “Do you know where all of the troops are, I am their leader.”

Motivation: There are two ways to look at this story: The leader is clueless or the troops were self-sufficient. We won’t know for sure which is true until we meet with the leader and discover his or her leadership style.

Overview: In today’s lesson, we will discuss the two behaviors that leaders typically exhibit: task and relationship. Experts contend leaders must be able to balance these two behaviors appropriately depending on each situation.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what

you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: TASK BEHAVIORS

Some leadership styles focus on the leader’s use of resources in order to be effective. Resource decisions are typically based on a wide range of factors that include the type of task, the quality of the decision, and follower considerations that include level of commitment. Task behaviors involve actions that relate to how a job or project gets done directly in terms of organization of work, scheduling of work and who will perform individual tasks.

{Write the following on the board:}

Task Behaviors	Relationship Behaviors
Resource based	

MAIN POINT 2: RELATIONSHIP BEHAVIORS

While some leadership styles focus on resources, other styles focus on the exchange between leaders and followers. The leader motivates followers to accomplish the team’s goals, typically trading leader-initiated styles, like guidance and support, for follower-induced styles, like productivity and satisfaction. Relationship behaviors include building morale, respect, trust and fellowship between leaders and followers.

{Add the following on the board:}

Task Behaviors	Relationship Behaviors
Resource based	Exchanged based

Question: Think of a time when a leader had to be directive. In other words, the leader gave someone specific instructions about a task. Where would you place this on the board? Why?

Question: Now think of a time when a leader was supportive. In other words, the leader gave the goal but left the tasks to reach this goal to the followers. Where would you place this on the board? Why?

Question: Is it possible for a leader to be both directive and supportive at the same time? If so, how are task and relationship behaviors related?

Question: Is it really leadership when the leader changes his or her approaches based upon the people or situation? Defend your answer.

Question: Think of a task that succeeded even with poor leadership. Explain how this was possible.

Question: How does CAP's Core Value of Respect relate to leadership?

CONCLUSION

Summary: Exerting leadership really does depend on the situation. Good leaders know when to focus on resources or focus on exchanges. The particular behavior that the leader chooses depends on the both the task and the follower.

Remotivation: You are a small team leader. You have followers, not clones. Learn to vary your leadership style based upon the situation.

Closure: Remember: "These aren't the droids you're looking for."

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, "**How does this activity tie in with our discussion?**"

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concepts for this lesson: **Situational leadership; teambuilding; team dynamics.**