

CFM CAREER MANAGEMENT: CM.7 LEADERSHIP AND ETHICS

Comparing Leadership Styles and Choosing an Appropriate Approach

Detailed practice, calculation, decision-making, and assessment

GRADES 9-12	TIME 2 x 42 min	GROUPING I / pairs / whole	PRODUCT Recommend
YOUR CHALLENGE Compare leadership approaches, diagnose team needs, and recommend an evidence-based response.			

New York CFM Connections: Leadership Styles, Inclusive Teams, Delegation, and Ethical Safeguards

Leadership is the responsible use of influence to help a group reach a goal. Effective leaders do not use one style in every situation. They consider urgency, safety, skill level, decision authority, need for participation, and the effect on learning and trust.

Term	Student-friendly meaning
Leadership style	A pattern used to guide decisions and people.
Directive leadership	The leader gives clear instructions and closely monitors work.
Participative leadership	The leader involves team members in decisions.
Delegative leadership	The leader assigns authority and allows capable members independence.
Coaching leadership	The leader guides performance through questions, practice, and feedback.
Situational leadership	Adapting leadership behavior to the task and team.
CLASSROOM USE All people, employers, figures, brackets, and documents in this packet are fictional. Never place a real Social Security number, employer ID, bank number, or tax document in classroom work.	

Part 1 - Compare Leadership Styles

Analyze directive, participative, delegative, and coaching approaches.

Style	Useful when	Risk if overused	Leader behavior	Team evidence needed
Directive				
Participative				
Delegative				
Coaching				

Do not label a style good or bad without context.

Part 2 - Choose a Style for Four Scenarios

Cases include a safety emergency, experienced project team, new employee learning software, and event-theme decision.

Scenario	Best starting style	Evidence	Possible shift later
Safety emergency			
Experienced team			
New software learner			
Event theme			

More than one style may be defensible if explained.

Part 3 - Diagnose a Fictional Team

A five-person CTE team has strong technical skills, unclear roles, two missed checkpoints, and low participation from one member.

Observation	What it may mean	Question to ask	Leadership response
Strong skills			
Unclear roles			
Missed checkpoints			
Low participation			
Deadline in two weeks			

Do not diagnose personality or motivation without evidence.

Part 4 - Write a Leadership Reset Message

Prepare a meeting message with goal, roles, checkpoints, voice, support, and accountability.

Message element	Student wording
Shared goal	
Facts	
Role clarification	
Participation method	
Support	
Checkpoint	
Accountability	

Use calm, specific language.

Part 5 - Write a Situational Leadership Recommendation

Write 150–200 words with style, evidence, risks, and review trigger.

Decision check	Evidence
Team need	
Starting style	
Specific behaviors	
Delegation	
Inclusion	
Risk	
Success measure	
Style-change trigger	

Leadership should change as readiness and risk change.