



# MODULE D: PERSONAL AND SOCIAL DEVELOPMENT

Specific Learning Outcomes

Introduction

Lesson 1: Effective Teams

Lesson 2: Team-Building and Communication Skills

Lesson 3: Leadership Skills

# MODULE D: PERSONAL AND SOCIAL DEVELOPMENT

## Specific Learning Outcomes

- 12.PS.1** Demonstrate understanding of the characteristics and development of effective teams.
- 12.PS.2** Explore and identify the various roles and skills of team members in building effective teams.
- 12.PS.3** Examine the characteristics of effective team leaders and their impact on team development.

# MODULE D: PERSONAL AND SOCIAL DEVELOPMENT

## Introduction

Physical activity often occurs in a social context—in fact, people are encouraged to be active with others as a way of staying motivated and keeping their activity schedules on track. People will seek out others who care about them and their goals and who support them emotionally, regardless of their skills and abilities. This need to feel connected is also present in our everyday lives, whether at school, in the workplace, or at home. Our capacity to feel connected is largely dependent on the social interactions we experience during any activity. We would all benefit from becoming more aware of how we interact with others and how this interaction may be influencing our own and others' experiences.

Lessons 1 and 2 of Module D focus on the characteristics of effective teams and the individual roles of team members. Students develop their understanding of the stages of development that teams go through as they work toward achieving their goals. In addition, students gain a greater understanding of the importance and contribution of individual communication skills within effective teams. In Lesson 3, students examine the role of team leaders and the impact of their leadership style on teams.

This module differentiates between the terms *groups* and *teams*. For the purpose of this module, the following definitions are used:

- A *group* is an assembly of individuals who tend to function independently in working toward meeting their own goals rather than a collective goal.
- A *team* is an assembly of individuals who understand why they exist as a team and share in the creation and accomplishment of common goals. A team could be a sports team, a committee (e.g., yearbook committee, student council), a business venture, and so on.

The active learning opportunities suggested throughout this module aim to reinforce the content of the lessons and enhance the learning outcomes through experiential learning. More important than the learning activities themselves is the time taken by the teacher/facilitator to debrief the activities with participants, thereby enabling students to gain a deeper understanding of the concepts and learning outcomes. Possible debriefing questions are provided for most of the suggested instructional and assessment strategies. (Also see Appendix E: Active Learning Strategies.)

Module D: Personal and Social Development contains three lessons:

- Lesson 1: Effective Teams
- Lesson 2: Team-Building and Communication Skills
- Lesson 3: Leadership Skills

Resources to support the lessons are provided in the Resource Masters section of this document.

## Lesson 1: Effective Teams

### Introduction

In everyday life, whether at school, at work, or at home, we seldom work, function, or perform in isolation. At some point, individuals work within a team to accomplish an individual or team goal. To interact with others effectively, it is important to understand the characteristics of effective teams, which enable us to feel connected to others and maximize the opportunities that teams offer. Being able to function as a team member is consistently identified as a skill necessary for success in the workplace, in sports, in family units, and so on.

This lesson focuses on the characteristics that contribute to the success of effective teams and the stages they go through as they develop and evolve.



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### Specific Learning Outcome

**12.PS.1** Demonstrate understanding of the characteristics and development of effective teams.



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### Key Understandings

- Well-functioning teams exhibit certain characteristics that promote and enhance both individual and team goals.
- Effective teams develop and progress through a series of recognizable stages.



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### Essential Questions

1. Why do some teams work well together and others do not?
2. What stages do teams go through from their creation to their disbandment?



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### Suggestion for Instruction / Assessment

#### Activating Activities

The following group activities are intended to have students work together for the purpose of activating and developing their understanding of how groups are formed and how they interact. Later in this lesson students will learn how a group proceeds to a team.

### ***The Human Knot***

This well-known icebreaker helps break down personal space and encourages group participants to communicate effectively to accomplish a task.

#### *Directions/Description*

- Form groups of six to eight students.
- Each group stands in a circle facing each other. Students stand close enough to touch members of the group on the opposite side of the circle.
- Each participant reaches into the circle with both hands and takes a hold of someone else's hand. Each participant should be holding the hand of two different people and not the hand of someone standing on the immediate left or right.
- Once everyone is holding the hand of two different people, the group members work together to “unravel the human knot” without anyone letting go of a hand.
- If the “knot” is broken (i.e., hands come apart), the group begins again.

#### **NOTE TO TEACHER**

For safety reasons, ensure that everyone understands that if someone says “Stop,” the request must be obeyed.

Participants' hands may turn and slide within each other but should not come apart completely.

#### *Possible Variations*

- Begin with smaller groups to ensure success, and then add more group members.
- Have students do the group activity without talking or with eyes closed, or a combination of both.

### ***Group Juggle***

The following can be used as an alternative group activity if some students do not want to touch other students.

#### *Directions/Description*

- Form groups of six to eight students.
- Each group requires a space where students can stand facing each other with no obstructions in the middle of the space.
- The group task is to “juggle” an item by sending and receiving an object (e.g., ball, rolled-up sock) from person to person. The group determines the pattern the object is to follow. The object cannot be sent to the person on the immediate right or left of the person in possession of the object.

- Once the pattern is established, the goal is to
  - complete as many cycles of the pattern as possible without making an error
  - complete as many cycles of the pattern as possible within a given time limit
  - complete the pattern with more than one object, and then increase the number of objects

*Possible Debriefing Questions*

1. What actions/strategies allowed your group to succeed?
2. What actions/strategies would you change if you were to repeat the group activity?
3. How does this group activity allow for elements of leadership to emerge?




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## **Background Information**

### Teams and Teamwork Skills

*Teamwork* takes place when two or more people coordinate their contributions and work toward achieving a common goal. This does not mean that the individual is no longer important; however, effective and efficient teamwork goes beyond individual achievements. Team members understand the team goals, have a sense of ownership for the goals, have trust in the other members, are honest and respectful of others, are valued for their knowledge and skills, and share in the decision-making process.

Teams differ significantly from uncoordinated groups, which are assemblies of individuals who tend to operate independently in working toward meeting their own goals. In these groups, members may be cautious about what they say, mistrust others, have closed relationships with other members, be bothered or threatened by differences of opinions, and may not participate in group decision making.

Given the differences between teams and low-functioning groups, it quickly becomes apparent why organizations and businesses place a premium on teamwork skills when considering a person for employment. Well-functioning teams exhibit certain characteristics that promote and enhance both individual and team goals.

The Conference Board of Canada, in its *Employability Skills 2000+*, identifies teamwork skills as employability skills, which are needed both in the workplace and in a range of daily activities. These skills are identified in RM S1-2: *Employability Skills 2000+* in *Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education, Citizenship and Youth).

## REFERENCES



For additional information, refer to the following resources:

The Conference Board of Canada. *Employability Skills 2000\**. Ottawa, ON: The Conference Board of Canada, 2000. Available online at [http://sso.conferenceboard.ca/Libraries/EDUC\\_PUBLIC/esp2000.sflb](http://sso.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb)>.

Manitoba Education, Citizenship and Youth. *Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004. RM S1–2: *Employability Skills 2000\** is available online at [www.edu.gov.mb.ca/k12/cur/physhlth/foundation\\_s1-2/blms-rms/rm\\_s1-2.pdf](http://www.edu.gov.mb.ca/k12/cur/physhlth/foundation_s1-2/blms-rms/rm_s1-2.pdf)>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at [www.edu.gov.mb.ca/k12/cur/physhlth/](http://www.edu.gov.mb.ca/k12/cur/physhlth/)>.

## Common Characteristics of Effective Teams

The following are some common characteristics of effective teams:

- **A team has a clear purpose:** Team members understand why the team exists and share in the creation and accomplishment of team goals.
- **Team members understand the team process and priorities:** The team is clear on what needs to be done next, by whom, and by when. Team members understand that the accumulation of completed tasks leads to the effective and successful achievement of their final goal.
- **Team members know their roles:** Team members know and carry out their roles for getting their tasks completed and they seek assistance from and give assistance to others, as required.
- **Team members have a collaborative and collective commitment:** Collaboration among team members, with high levels of commitment, is achieved through shared decision making in a climate of trust created by open and honest communication and by consistent and respectful behaviour. Team norms for working together are established and regarded as standards for every team member.
- **Conflicts and disagreements are openly resolved:** Conflicts and disagreements are considered important to team decision making and personal growth. Reasons for conflicts and disagreements are examined and resolutions are sought. Some disagreements cannot be resolved, resulting in the need for compromises that do not block the team's efforts.
- **Constructive criticism and encouragement are extended to team members:** Criticism is never directed at team members but is focused on ways of removing obstacles and maintaining high performance standards. All members are consistently supported and encouraged as a way of maintaining high levels of motivation.



- **Success is shared:** Team members are made aware of their successes, and the team shares equally and proudly in the accomplishments.
  - **Leadership is shared:** Leadership shifts from time to time within an effective team as team members take on certain tasks and roles. Effective leadership is evident when the actions of the leader move the team closer to the final goal without personal gain or recognition.
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## Suggestion for Instruction / Assessment

### Group Versus Team

The purpose of this learning activity is to help students understand the similarities and differences between *groups* and *teams*.

#### *Directions/Description*

- Using the Think-Pair-Share learning strategy (see Appendix E), students individually write down
  - five suggestions for gatherings of people that would be considered *teams*
  - five suggestions for gatherings that are simply *groups*
- Students then share their suggestions with a partner and provide the reasons for identifying the gatherings as either groups or teams.
- Finally, the class contributes suggestions and assembles lists of gatherings of people that are representative of groups and teams.

#### *Examples*

##### **Groups**

- Theatre audience
- People on a bus
- Class of students

##### **Teams**

- Athletic team
  - School jazz band
  - Flight crew
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## Suggestion for Instruction / Assessment

### Identifying Effective Teams

This group brainstorming session is intended to help students identify effective teams.

#### *Directions/Description*

- Working in a large group, students identify examples of *successful teams* and examples of *unsuccessful teams* in society. Encourage representation from various elements of society when identifying successful or unsuccessful teams (e.g., sports, businesses, arts, not-for-profit organizations).
- In small groups, each group selects one successful team and one unsuccessful team from the examples identified in the group brainstorming.
  - For the successful team, the group identifies some common characteristics of effective teams that may have contributed to the team's success.
  - For the unsuccessful team, the group identifies which characteristics of effective teams were lacking or not evident.



## Background Information

### Team Development

Effective teamwork has become essential in today's world. A newly formed team cannot be expected to perform exceptionally well from the very outset, however. Becoming an effective team takes time, and usually follows some easily recognizable stages. A team will journey through these stages as it progresses from being a group of strangers to becoming a united team with a common goal.

### Team Development Stages

Psychologist Bruce W. Tuckman first came up with a team development model in 1965 that is still used today. The stages of this model, referred to as the *Forming*, *Storming*, *Norming*, and *Performing* stages, describe the path to high performance that most teams follow. Later, Tuckman added a fifth stage that he called *Adjourning*. Tuckman's model is one of the best-known team development theories and has formed the basis of many further ideas since its conception.

Tuckman's model focuses on the way in which a team tackles a task, from the initial formation of the team through to the completion of the project. The theory is particularly relevant to team-building challenges, as the stages are relevant to the completion of any task undertaken by a team. One of the very useful aspects of team-building challenges is that teams have an opportunity to observe and discuss their behaviour within a short period of time.

Each stage of Tuckman's team development model is briefly outlined below:

### 1. **Forming**

- The team is assembled and the task is determined or assigned.
- Team members are generally positive and polite.
- Team members tend to behave independently and, although friendliness may exist, they do not know each other well enough to trust one another unconditionally.
- Some members are anxious, as they are not yet clear as to what work will be involved.
- Some members are excited about the task ahead and want to get started.

### 2. **Storming**

- The team members begin to address the task by suggesting ideas that may compete for recognition and ultimate acceptance.
- The ways of working as a team begin to be defined, which creates discomfort for some members who may disagree with the approach being used or who feel overwhelmed with the amount of work to be done.
- Some members may react by questioning how worthwhile the goal of the team is and resist taking on a task.
- In extreme cases, the team can become stuck in the *Storming* stage.
- If a team is too focused on reaching consensus, it may decide on a plan that is less effective in completing the task for the sake of the team.
- Some members feel they are on an emotional roller coaster as they try to focus on the task without the support of established processes or relationships with their team members.

### 3. **Norming**

- During this stage, the team moves toward harmonious working practices, with members agreeing on the rules and values by which they operate.
- The members are developing a strong commitment to the team goal, and they begin to see good progress toward reaching it.
- In the ideal situation, team members begin to trust each other during this stage as they accept the vital contribution of each member to the team. Now that the team members know each other better, they may be socializing together, and they are able to ask each other for help and provide constructive criticism.

#### 4. **Performing**

- Not all teams make it to this stage, which is essentially a time of high performance.
- Strong teams are identified by high levels of interdependence, independence, motivation, knowledge, and competence.
- Decision making is collaborative and dissent is expected and encouraged, as there will be a high level of respect and trust in the communication between team members.
- Team members understand that hard work leads directly to progress toward their shared vision and goal, supported by the structures and processes that have been established.
- Individual team members may join or leave the team without affecting the performing approach of the group.

#### 5. **Adjourning**

- This is the final stage that ends the project and sees the disbanding of the team.
- This stage is also referred to as the *Mourning* stage, as it reflects the feelings experienced by team members at the conclusion of their work.

Note that a team can return to any phase within the team development model if they experience a change (e.g., a review of the project or goals, a change in members). When a member leaves or a new member joins a successful team, the team will revert to the *Forming* stage, but this stage may last for a very short time as the new member experiences the team culture.

## REFERENCES



For additional information on team development, refer to the following websites:

Alleman, Glen B. *Forming, Storming, Norming, Performing and Adjourning*. 16 Dec. 2007. Niwot Ridge Resources. <[www.niwotridge.com/PDFs/FormStormNormPerform.pdf](http://www.niwotridge.com/PDFs/FormStormNormPerform.pdf)>.

Chapman, Alan. *Tuckman's Forming Storming Norming Performing Model*. 2001–2008. Businessballs.com. <[www.businessballs.com/tuckmanformingstormingnormingperforming.htm](http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm)>.

Chimaera Consulting Limited. "Stages of Group Development." *Famous Models*. 2001. <[www.chimaeraconsulting.com/tuckman.htm](http://www.chimaeraconsulting.com/tuckman.htm)>.

Mind Tools Ltd. "Forming, Storming, Norming, Performing: Helping New Teams Perform Effectively, Quickly." *Leadership Skills*. 1995–2008. <[www.mindtools.com/pages/article/newLDR\\_86.htm](http://www.mindtools.com/pages/article/newLDR_86.htm)>.

Tuckman, Bruce W. "Developmental Sequence in Small Groups." *Psychological Bulletin* 63.6 (1965): 384–99. Available on the Ohio State University, Walter E. Dennis Learning Center website at <<http://dennislearningcenter.osu.edu/references/GROUP%20DEV%20ARTICLE.doc>>.

World Health Organization (WHO). *Team Building*. Geneva, Switzerland: WHO, 2007. 7. Available on the WHO website at <[www.who.int/cancer/modules/Team%20building.pdf](http://www.who.int/cancer/modules/Team%20building.pdf)>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <[www.edu.gov.mb.ca/k12/cur/physhlth/](http://www.edu.gov.mb.ca/k12/cur/physhlth/)>.



## Suggestion for Instruction / Assessment

### Describing Stages of Effective Teams/Groups

Have students write a reflection on a team (or group) situation in which they are presently involved and describe the stages the team has gone through, based on Tuckman's team development model. If the team is not at the *Performing* stage, have students provide a hypothetical description of the team's progress through the remainder of the stages.



## Lesson 2: Team-Building and Communication Skills

### Introduction

In Lesson 1 of Module D, students examined the characteristics of effective teams and the development stages that teams go through from *Forming* to *Adjourning*, as identified by Bruce W. Tuckman. In order for a team to accomplish its goal(s), it is important for the team members to understand that they may play a number of different roles within a given team. Furthermore, individuals within a team need to appreciate the roles assumed by or assigned to the other team members. To gain this understanding and appreciation of team roles, a team needs the opportunity (at the appropriate time in its development) to build a sense of being a team. These team-building activities involve cooperation, teamwork, and communication.

This lesson focuses on the elements of teamwork and the skills required to work and to communicate effectively within teams. Being able to function effectively as a team member is a necessary skill for success in the workplace, in sports, in family units, and so on.



### Specific Learning Outcome

**12.PS.2** Explore and identify the various roles and skills of team members in building effective teams.



### Key Understandings

- Team members play varying roles that contribute to or detract from team effectiveness.
- Communication is a vital element of effective teams.



### Essential Questions

1. What roles do people play within teams that lead to success?
  2. How do communication skills contribute to team effectiveness?
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## Suggestion for Instruction / Assessment

### All Hands On: An Activating Activity

This activating activity is intended to help teams develop effective communication and problem-solving skills.

#### *Directions/Description*

- Form teams of about eight students.
- Supply each team with one bandana, one marble, and one plastic cup that has some kind of “lip” on the bottom.
- The team members surround the bandana and hold onto it along the edges with both hands, creating a tabletop effect.
- The team then places the cup upside down in the middle of the bandana and places/balances the marble on top of the cup.
- The task of the team is to transport the bandana-cup-marble apparatus from point A to point B, as described by the teacher.

#### *Possible Variations*

- Smaller teams may be easier to work with.
- As the teams move from point A to point B, they encounter “obstacles” to navigate around, over, and so on.

#### *Possible Debriefing Questions*

1. What did you enjoy about this team activity?
2. What was your team’s greatest challenge?
3. How does the bandana symbolize how a team works together?



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## Background Information

### Team Roles

In Lesson 1 of Module D, students examined which characteristics were evident in successful teams and which characteristics were lacking or not evident in unsuccessful teams. A team is made up of all sorts of people. How these people interact and relate to one another is a key factor in determining how successful the team will be at achieving its goals. Some people are primarily concerned about getting the work done, others are helpful and supportive to team members, and still others can cause dissension or conflict within the team.



High-performing teams don't just happen. They develop because the team members pay attention to the tasks and to team interactions. High-performing teams get the job done and enjoy the process along the way. The team members are energized and hard-working, and manage themselves in their respective roles. The team's end product is characterized by excellence in quality and quantity.

## Functional Roles of Team Members

Kenneth D. Benne and Paul Sheats, two theorists on group behaviour, wrote an influential article titled "Functional Roles of Group Members" in 1948. In this article, the authors defined various roles based on behaviours that can be played by one or more people within a group or team. Benne and Sheats defined three categories of roles: task roles, personal/social roles, and dysfunctional or individualistic roles.

In this lesson, the following three categories are used as the framework for understanding and strengthening a given team:

- **Task roles/actions** move a team toward accomplishing their objectives. These actions include setting goals, identifying tasks, gathering facts, providing information, clarifying and summarizing ideas, and building consensus. The possible roles within this category are those that may be needed to advance a team from the *Forming* to the *Performing* stage of team development.
- **Interactive roles/actions** are directed at the operation of a team or how the team is working together. These actions include encouraging participation, expressing feelings, reconciling disagreements, keeping communication open, setting and applying standards for group performance, and building on each other's ideas. It is through these actions that teams function positively and effectively.
- **Self-oriented roles/actions** put the needs of the individual ahead of the needs of the team. They include dominating the discussion, interrupting, wasting time, not listening, withdrawing from the conversation, and holding side conversations. A team that has individuals demonstrating these behaviours is in jeopardy of not realizing its goals/objectives. Well-established teams will be able to manage these behaviours. Newly formed teams may require leader intervention.

Knowing the behaviours that can move a team forward or hinder its progress can be helpful to all team members.

### REFERENCE



For additional information, refer to the following article:

Benne, Kenneth D., and Paul Sheats. "Functional Roles of Group Members." *Journal of Social Issues* 4.2 (Spring 1948): 41–49.



## Suggestion for Instruction / Assessment

### Predicting Team Roles

Have students participate in a learning activity to predict various team roles.

#### *Directions/Description*

- On three separate pieces of flipchart paper, write one of the following three categories:
    - Task Roles
    - Interactive Roles
    - Self-oriented Roles
  - Divide the class into three groups.
  - Using the Carousel Brainstorming strategy (see Appendix E), assign each group to one of the three pieces of flipchart paper.
  - Give each group a certain amount of time to identify possible roles within the identified category.
  - After the initial time has expired, allow each group to move to the next category and add other roles that they think fit within the category description.
  - Once groups have completed all three categories, review the results as a class. Check whether there is agreement and/or whether any clarification is needed.
  - Following the review, have students share their own team experiences related to the identified roles. For example, do they recognize these terms by name in the “teams” they are currently part of?
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## Suggestion for Instruction / Assessment

### Building a Structure as a Team

This learning activity provides students with an opportunity to work on team building, develop communication skills, and gain an understanding of the roles within a team and how they present themselves.

#### *Materials Required*

Each team requires

- a “handful” of uncooked spaghetti
- 30 jujubes (jelly-like candies)

The teacher requires

- a measuring tape

### *Directions/Description*

- Divide the class into groups of five to seven students. Each team will need one person to act as the *process observer*.
- Ask each team to design and build the tallest free-standing structure possible in the time allotted, using the materials supplied.
- Before the team begins construction, allow each team five to ten minutes to discuss their design and plan. The teams could give their structure a name.
- After the planning time has elapsed, teams may begin construction.
- The process observer in each team watches and records (using RM 1-PS) how the team interacts and communicates during the building process, what team roles emerge, and who takes on these roles. (Students may need to refer to the roles identified in the Predicting Team Roles learning activity.)
- Periodically, announce how much time has elapsed and how much time is remaining.
- Once the allotted time has elapsed, have teams step away from their structures.
- Measure each structure to determine which is the tallest.

#### NOTE TO TEACHER

Remind process observers not to use students' names when recording or reporting observations.



Refer to the roles identified in Predicting Team Roles (previous learning activity) and to RM 1-PS: Process Observation Report Form.

### *Possible Debriefing Questions*

Questions such as the following could be put on an overhead or on a chalkboard for each team to answer, with the process observer recording team responses on flipchart paper for discussion.

1. What did you learn through this building activity about the functioning of a team?
2. Did team members have specific roles? If so, how were these roles determined?
3. In general terms, how was communication used (e.g., positive, negative, neutral)? Give examples of words, phrases, or expressions used and/or heard.
4. Given the team experience, what were your team's strengths and possible areas for improvement? How could you contribute better to your team's effectiveness?

After the teams have answered the debriefing questions, have the process observers share their observations of their respective teams with the class. Discuss the responses as a class.



## Background Information

### Individual Communication Skills

Now that students have examined and experienced the characteristics of effective teams, it is important to determine the individual communication skills required to establish team relationships that support these characteristics. The individual communication skills include the following:

- **Listening:** Listening actively involves looking directly at the person who is speaking (taking into consideration cultural appropriateness), focusing intently on what is being said, and nodding to indicate attentiveness, understanding, or approval. Effective communication is a vital part of any team, so strong listening skills are highly valued.
- **Contributing ideas and solutions:** Sharing suggestions, ideas, solutions, and proposals with team members is another important communication skill. The ability and willingness to share increase when levels of trust are high. Reporting on individual and team progress is another way to contribute to team success.
- **Respecting and valuing:** All forms of communication are enhanced within a team when the members respect and value each other, regardless of their strengths and/or weaknesses. Team communication is strengthened when members encourage and support the ideas and efforts of others.
- **Questioning and clarifying:** If there is uncertainty about something being said, it is important to ask for more information to clear up any confusion before moving on. Asking probing questions and paraphrasing points that have been made (restating them in different words) are also effective ways to ensure deeper understanding and clear and accurate communication.
- **Persuading and defending:** The power of positive communication is evident when members exchange, defend, and rethink ideas. Presenting points of view and the reasons for them improves the decision-making process. At times, compromising may be necessary to avoid blocking team progress.
- **Helping and caring:** Seeking and giving assistance strengthens team cohesiveness. Asking for help should be viewed as a valuable skill necessary for the advancement of a team goal. Successful teams have members that freely seek help and willingly offer help to others. Helping and caring contribute to building positive, cooperative, and collaborative relationships.

#### NOTE TO TEACHER

When addressing communication skills, consider the students in your classroom and be sensitive to their cultural backgrounds and life experiences.

Please be aware that communication patterns and behaviours can vary significantly between people of different cultures and backgrounds, and as a result of personal or family preferences. Therefore, some students may be unaware of or uncomfortable with what others may consider “standard” practices of active listening, such as direct eye contact, proximity, and physical contact. Depending on the individuals and their cultural background, faith, and experiences with diversity, certain behaviours related to active listening, and to communication in general, may be encouraged or discouraged.

- **Participating and committing:** Each team member demonstrates dedication to the goals of the team by participating in and committing to completing assigned tasks to a high standard. These skills are often forms of non-verbal communication indicating to others the willingness to be an active participant in finding the solution to a problem.

These communication skills may seem relatively straightforward; however, once a conversation begins among team members, not all participants hear or understand the information in the same way.



## Suggestion for Instruction / Assessment

### Communication Exercise

Have students form teams to participate in the following two communication exercises.

#### ***What Is My Birthdate?***

This team activity allows participants to use different forms of non-verbal communication.

#### *Directions/Description*

- Ask students in the class to form a line according to their birthdays (month, day), from January 1 at one end of the line to December 31 at the other end.
- Advise students that no verbal or written communication may be used during the performance of this task.
- Ask the class to signal when they are done, and then check for accuracy.

#### NOTE TO TEACHER

Another activity that promotes non-verbal communication is charades. If charades are used, students could write down their ideas and submit them to the teacher to be reviewed for appropriateness. The suggested debriefing questions would still be applicable.

#### *Possible Debriefing Questions*

1. What strategies were used to complete this task?
2. Were particular forms of non-verbal communication more effective than others? Explain.

### ***Chain Talk\****

This team activity allows participants to experience how communication can become distorted.

#### *Materials Required*

- paper
- pencils
- distinctive photographs (one for each team)

#### *Directions/Description*

- Form teams of eight to ten students. Ask for a volunteer from each team to initiate the activity.
- Take the volunteers to the side and give each volunteer a sheet of paper, a pencil, and a photograph. Ask the volunteers to write ten attributes of their respective photographs. The other team members are not to view the photograph or hear the instructions. After a few minutes, take the photographs and the written attributes from the volunteers, and ask them to rejoin their teams.
- Tell each team that the volunteer is going to convey information about a photograph by whispering this information to the team member on the volunteer's right. Team members can be sitting in rows or in a circle. The person listening may ask questions, but only one minute is allowed to convey the information.
- The person who has received the information whispers it to the individual on his or her right, taking care not to be overheard.
- The information is repeated in this fashion until all team members have participated.
- The last person receiving the information reports to the team, sharing the photograph description that was relayed.
- Read the initial description made by the volunteer and then present the photograph to the team.

#### *Possible Debriefing Questions*

1. Did the final description differ substantially from the initial one? If so, why? Can areas of breakdown in communication be pinpointed?
2. How can perceptions and communication become more accurate?

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\* Source: Physical and Health Education Canada (PHE Canada). *Leading the Way—Youth Leadership Guide: Bringing Out the Best in Children and Youth*. Ottawa, ON: PHE Canada, 2009. Available at <[www.excelway.ca](http://www.excelway.ca)>. Adapted with permission.

## Lesson 3: Leadership Skills

### Introduction

In the previous lessons of Module D, students examined the characteristics of effective teams and the stages teams go through in their development. They also examined an individual's role within a team and the keys to effective communication. One critical element in the success of a team or group is effective leadership.

This lesson focuses on the concept of leadership. Students will explore the ways in which people become leaders, as well as the skills and methods of effective leadership and their impact on teams. Students will have the opportunity to determine their current leadership style and practise their leadership skills in a variety of interactive learning activities.



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### Specific Learning Outcomes

- 12.PS.1** Demonstrate understanding of the characteristics and development of effective teams.
- 12.PS.2** Explore and identify the various roles and skills of team members in building effective teams.
- 12.PS.3** Examine the characteristics of effective team leaders and their impact on team development.



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### Key Understandings

- In order for teams/groups to be effective, some form of leadership is needed.
  - Effective leaders have particular characteristics and skills.
  - Leaders demonstrate recognizable styles that may vary, based on circumstances.
  - A leader generally demonstrates a dominant style. An effective leader will recognize when particular circumstances require a different style, and adjust accordingly.
  - Leaders play certain roles and perform certain functions on teams.
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## Essential Questions

1. How do people become leaders?
  2. What individual characteristics define effective leaders?
  3. What leadership roles are present in team situations?
  4. How can a leader influence a team to become high-performing?
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## Background Information

### What Is Leadership?

*Leadership* is any behaviour that influences the actions and attitudes of others to achieve certain results. Leadership in itself is neither good nor bad. Societal values determine whether the leadership of an individual is positive or negative, based on the goals and results being pursued and on the means used to influence others. There are many examples of “good” (e.g., moral, noble, virtuous) and “bad” (e.g., corrupt, immoral) people who have been extremely effective leaders.

### ***How Do People Become Leaders?***

Broad categories such as the following can be used to illustrate how people attain leadership positions. Examples are given for each category described below.

- **Qualified:** Some people become leaders because they achieve the necessary certification or credentials for a position. They may otherwise meet established criteria or prerequisites that persons in authority over them associate with the leadership position.  
*Examples:* lifeguard, teacher
- **Merited:** Some people become leaders primarily through faithful and enthusiastic participation and competent performance over time. These leaders may be considered to have “paid their dues.”  
*Examples:* Olympic flag bearer, captain of a high school football team
- **Captured:** Some people become leaders by campaigning for a position, being “political,” or otherwise manoeuvring themselves into a position. Leaders in this category may also take possession or seize the position through positive or negative means.  
*Examples:* school principals, city mayor, dictator



- **Identified:** Some people become leaders because they possess personal or professional qualities that are recognized as beneficial and undeniable, and are appropriate for meeting the team’s needs at a particular time.  
*Examples:* project manager of a business, military general
- **Defaulted:** Some people become leaders simply because other team members are unwilling or unable to accept the position or responsibility.  
*Example:* someone in a small discussion group needs to lead the discussion

The categories also overlap, resulting in many ways that someone can attain a leadership position. Leaders can perform at high levels and make valuable contributions to their teams, regardless of how they were selected or designated as leaders.



### Suggestion for Instruction / Assessment

#### Stepping Stones for Emerging Leaders: An Activating Activity

This activating activity is intended to build on the communication skills and characteristics of effective teams that students explored in Lessons 1 and 2 of Module D.

#### *Materials Needed*

- objects to serve as “stepping stones”: poly spots, pieces of paper, or small hula hoops to step on/in
- open space

#### *Directions/Description*

- Depending on the space available, form teams of six to eight students.
- Provide each team with three fewer “stepping stones” than there are members on the team.
- The task/challenge is to get each team member from point A to point B. Each team member must step on each stepping stone. If a person falls/steps off a stepping stone, the team must begin again.

#### NOTE TO TEACHER

Consider the following options:

- Assign a leader to each team.
- Ask each team to identify a leader.
- Allow the activity to take place, and observe who emerges as a leader.

### *Possible Debriefing Questions*

1. What actions worked in favour of achieving the team's goal?
  2. What actions prevented the team from achieving its goal, or reduced the team's effectiveness in achieving its goal?
  3. How was leadership achieved?
    - If the team chose a leader, how was this decision made?
    - If the teacher assigned a leader, how did this make the other team members feel?
    - If no leader was initially assigned or chosen, did a leader emerge as the activity took place? If yes, how did this occur?
  4. How did the team's leader(s) influence the actions of its members?
  5. How does this activity relate to what you think about leadership?
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## **Background Information**

### Qualities of a Leader

In Module D, Lesson 1, students examined the characteristics of effective teams and the stages they move through as they work toward meeting their goal(s) or completing their task(s). In Lesson 2, students examined an individual's role within a team, including individual communication skills. So far, Lesson 3 has addressed the various ways in which a leader may emerge.

It is generally understood or accepted that some form of leadership is required for a team to be effective and that a leader must possess certain qualities/characteristics, as well as skills/abilities, to lead effectively. The degree to which an individual possesses these attributes will depend upon the individual's experience. In other words, not all leaders will possess the same qualities/characteristics or skills/abilities, and, if there are similarities, the level to which these are demonstrated will vary from leader to leader and from situation to situation.

The following table offers a list of attributes that a leader may possess.

Qualities/Characteristics	Skills/Abilities
<p>A leader can</p> <ul style="list-style-type: none"> <li>▪ assume responsibility</li> <li>▪ take initiative</li> </ul> <p>A leader is</p> <ul style="list-style-type: none"> <li>▪ achievement-orientated</li> <li>▪ adaptable to situations</li> <li>▪ alert to social environment</li> <li>▪ assertive</li> <li>▪ competent</li> <li>▪ cooperative</li> <li>▪ courageous (risk-taker)</li> <li>▪ decisive (good judgment)</li> <li>▪ dedicated (committed)</li> <li>▪ dependable</li> <li>▪ energetic (high activity level)</li> <li>▪ enthusiastic</li> <li>▪ honest (high integrity)</li> <li>▪ optimistic</li> <li>▪ persistent</li> <li>▪ self-confident</li> <li>▪ tolerant of stress or anxiety (resilient)</li> </ul>	<p>A leader can</p> <ul style="list-style-type: none"> <li>▪ communicate well</li> <li>▪ listen openly to others</li> <li>▪ resolve conflict</li> </ul> <p>A leader is</p> <ul style="list-style-type: none"> <li>▪ broad-minded (seeks diversity)</li> <li>▪ clever (intelligent)</li> <li>▪ conceptually skilled (holistic view)</li> <li>▪ creative (imaginative)</li> <li>▪ diplomatic and tactful</li> <li>▪ extraverted (outgoing)</li> <li>▪ fair-minded (just)</li> <li>▪ forward-looking (vision)</li> <li>▪ knowledgeable about team/group tasks</li> <li>▪ motivational (inspirational)</li> <li>▪ organized</li> <li>▪ persuasive (influential)</li> <li>▪ socially skilled</li> <li>▪ technically skilled</li> <li>▪ well-spoken (good speaker)</li> </ul>



### Suggestion for Instruction / Assessment

#### Leader Identification

For this learning activity, have students use the Think-Pair-Share strategy (see Appendix E) to identify their top five to ten qualities/ characteristics or skills/abilities of a great (effective) leader.

#### *Directions/Description*

- Individually, students identify a person they regard as a great (effective) leader. This leader could be someone they know, or someone they have heard of or have read about. Students write down the qualities/characteristics or skills/abilities they believe have made this person an effective leader.
- Working with a partner, students take turns talking about the leader they identified and the attributes of this person. Each pair selects their top five to ten qualities/characteristics or skills/abilities of an effective leader.
- Ask pairs to take turns sharing the top five to ten attributes they selected until all lists have been exhausted.
- Have the class determine their overall top five to ten qualities/characteristics or skills/abilities of an effective leader.

#### NOTE TO TEACHER

Teachers may want the class to differentiate between qualities/characteristics and skills/abilities and then develop a top five to ten list for each of these separate categories. See Background Information above.



## Background Information

### Leadership Styles

A leader is someone who has a goal or focus/belief and is able to convince or influence others to follow it. It would then seem logical that leaders have some form of power by which they are able to persuade or convince others to achieve the same goal or adopt the same focus/belief.

Various leadership theories have emerged over the years in attempts to explain the complexities of leadership. The following theories offer a diverse and representative view of leadership:

- **“Great leader” theories:** “Great leader” theories assume that great leaders are born, not made.
- **Trait theories:** Similar in some ways to “great leader” theories, trait theories assume that people inherit certain qualities and traits that make them suited to leadership. Trait theories often identify particular personality or behavioural characteristics common to leaders. This view has been challenged since key characteristics of leaders are also exhibited by team members who are not leaders.
- **Situational theories:** Situational theories propose that leaders will demonstrate a particular style of leadership depending on the given situation.
- **Behavioural (functional) theories:** Behavioural theories of leadership are based on the belief that leaders are made, not born (the opposite of the “great leader” theories).
- **Transactional theories:** Transactional theories focus on the principle that followers are motivated by a system of risk and reward. If individuals or teams achieve their identified goal(s), they will be rewarded; if they don’t succeed, they will be punished.
- **Transformational theories:** Transformational theories are based on the idea that leaders motivate and that team members or followers will be inspired to perform for the good of the team.

#### REFERENCES



For a more detailed description of these and other leadership style theories, refer to the following websites:

Changing Minds.org. “Leadership Theories.” *Theories*. 2002–2009.

<[http://changingminds.org/disciplines/leadership/theories/leadership\\_theories](http://changingminds.org/disciplines/leadership/theories/leadership_theories)>.

Van Wagner, Kendra. “Leadership Theories.” About.com: Psychology.

<<http://psychology.about.com/od/leadership/p/leadtheories.htm>>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at

<[www.edu.gov.mb.ca/k12/cur/physhlth/](http://www.edu.gov.mb.ca/k12/cur/physhlth/)>.

## The Role of Leaders

Based on the *situational theories* of leadership, the role of team leaders should evolve as teams develop through the different stages identified in Bruce Tuckman's team development model. Effective leaders are aware of the stages and carry out the necessary actions required at each stage that will enable the team to be successful.

Some concerns that effective leaders need to be aware of and the actions they can take to deal with them at the various stages of team development are briefly outlined below:

### 1. **Forming**

- Leaders play a dominant role at this stage. Other team roles and responsibilities are not as clear.
- Leaders should provide the team with clear direction and establish easily identifiable and understood objectives/outcomes.
- Team members need to get to know one another and spend time planning, collecting information, and bonding. This can be frustrating for some members who simply want to get on with the team task.

### 2. **Storming**

- This stage can be very destructive for the team if it is poorly managed. It is in this stage that many teams fail.
- Leaders need to help team members overcome feelings of discomfort and be aware of any members who may feel overwhelmed.
- Leaders establish team processes and structures, and work to resolve conflict and build good relationships between team members. Relationships among team members will be made or broken in this stage, and some may never recover.
- The leader's authority may be challenged as members position themselves within the team and clarify their roles. Leaders need to remain positive and firm in the face of challenges to their leadership or to the team's goal.

### 3. **Norming**

- Team members come to respect the leader's authority, and some members demonstrate leadership in specific areas.
- Team leaders can take a step back from the team at this stage as individual members take greater responsibility. This is also when team hierarchy is established.
- Team members may become complacent and lose either their creative edge or the drive that brought them to this stage.

- There is often a prolonged overlap between *Storming* and *Norming* behaviour. As new tasks come up, the team may lapse back into typical *Storming* behaviour, but this will eventually diminish.
- This is a good time to arrange a social or team-building event.

#### 4. **Performing**

- Leaders are able to delegate much of the work and can concentrate on developing the skills and abilities of individual team members.
- Leaders should have as “light a touch” as possible once the team has achieved high performance.
- Being part of the team at this stage feels easy and comfortable compared with the earlier stages.

#### 5. **Adjourning**

- Teams may organize a celebratory event at the end of a project. Team members will likely leave with fond memories of their experience.

#### REFERENCES



For additional information on team development, refer to the following websites:

- Alleman, Glen B. *Forming, Storming, Norming, Performing and Adjourning*. 16 Dec. 2007. Niwot Ridge Resources. <[www.niwotridge.com/PDFs/FormStormNormPerform.pdf](http://www.niwotridge.com/PDFs/FormStormNormPerform.pdf)>.
- Chapman, Alan. *Tuckman's Forming Storming Norming Performing Model*. 2001–2008 Businessballs.com. <[www.businessballs.com/tuckmanformingstormingnormingperforming.htm](http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm)>.
- Chimaera Consulting Limited. “Stages of Group Development.” *Famous Models*. 2001. <[www.chimaeraconsulting.com/tuckman.htm](http://www.chimaeraconsulting.com/tuckman.htm)>.
- Mind Tools Ltd. “Forming, Storming, Norming, Performing: Helping New Teams Perform Effectively, Quickly.” *Leadership Skills*. 1995–2008. <[www.mindtools.com/pages/article/newLDR\\_86.htm](http://www.mindtools.com/pages/article/newLDR_86.htm)>.
- Tuckman, Bruce W. “Developmental Sequence in Small Groups.” *Psychological Bulletin* 63.6 (1965): 384–99. Available on the Ohio State University, Walter E. Dennis Learning Center website at <<http://dennislearningcenter.osu.edu/references/GROUP%20DEV%20ARTICLE.doc>>.
- World Health Organization (WHO). *Team Building*. Geneva, Switzerland: WHO, 2007. 7. Available on the WHO website at <[www.who.int/cancer/modules/Team%20building.pdf](http://www.who.int/cancer/modules/Team%20building.pdf)>.
- For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <[www.edu.gov.mb.ca/k12/cur/physhlth/](http://www.edu.gov.mb.ca/k12/cur/physhlth/)>.



## Suggestion for Instruction / Assessment

### Class Discussion

Facilitate a class discussion in which students identify which of the situational leadership styles (e.g., autocratic, bureaucratic, democratic, laissez-faire) is most likely to be demonstrated in each of Tuckman's stages of team development. This discussion will assist students in understanding how effective leadership changes according to a team's stage of development (i.e., Forming, Norming, Storming, Performing, and Adjourning).

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## Suggestion for Instruction / Assessment

### What Is My Leadership Style?\*

The purpose of this learning activity is to have students determine their current leadership style based on their responses to RM 2-PS: Leadership Questionnaire.

#### *Materials Required*

Each student requires

- a pen or pencil
- a copy of RM 2-PS

#### *Directions/Description*

- Provide each student with a copy of RM 2-PS and ask students to complete it with the assumption that they are a team/group leader.
- When everyone has completed the questionnaire, have each person place marks beside the questions that were answered with "Frequently" or "Always," according to the following formula:
  - Place a check mark (✓) beside numbers 1, 4, 6, 11, 14, 16, 18, 19, 20, 21, 22, 23, 25, 29, 30, 31, 33, 34, and 35 (for those that were answered with "Frequently" or "Always").
  - Place an asterisk (\*) beside numbers 2, 3, 5, 7, 8, 9, 10, 12, 13, 15, 17, 24, 26, 27, 28, and 32 (for those that were answered with "Frequently" or "Always").



Refer to RM 2-PS: Leadership Questionnaire.

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\* Source: Gray, John W., and Angela Laird Pfeiffer. *Skills for Leaders*. Reston, VA: National Association of Secondary School Principals, 1987. 34–37. Copyright 1987 National Association of Secondary School Principals. For more information on NASSP products and services to promote excellence in middle level and high school leadership, visit [www.principals.org](http://www.principals.org). Adapted with permission.

### *Possible Debriefing Questions*

1. What is the meaning behind the markings on the Leadership Questionnaire?
  - Those with several check marks lean toward an authoritarian style of leadership. They take control and like things to be done their way.
  - Those with several asterisks tend toward a team (democratic or participative) style of leadership.
2. Both democratic and autocratic leadership styles have pros and cons.
  - What are some situations in which democratic leadership would be more effective than autocratic leadership?
  - What are some situations in which autocratic leadership would be more effective than democratic leadership?

#### NOTE TO TEACHER

It is important for students to understand that the Leadership Questionnaire is only a very rough approximation of their leadership style. The best way for students to acknowledge and understand their own style is to monitor their own behaviour.



### **Suggestion for Instruction / Assessment**

#### Survival Game: A Culminating Activity\*

This interactive culminating activity is designed to bring together the major points examined in Module D. Specifically, it is intended to stimulate communication, have students work as a team, provide leaders the opportunity to assert themselves, and help improve listening skills.

#### *Materials Required*

Each student requires

- a pen or pencil
- a copy of RM 3–PS

#### *Directions/Description*

- Provide each student with a copy of RM 3–PS.
- Individually, students answer the 12 multiple-choice questions to the best of their ability.
- After students have completed the questionnaire individually, form teams of four to eight people to discuss the responses. Each team is asked to arrive at a consensus for each question.

\* Source: Physical and Health Education Canada (PHE Canada). *Leading the Way—Youth Leadership Guide: Bringing Out the Best in Children and Youth*. Ottawa, ON: PHE Canada, 2009. Available at <[www.excelway.ca](http://www.excelway.ca)>. Adapted with permission.



- After the teams have come to a consensus on the 12 questions, they compare their answers to those proposed in RM 3–PS (see Interpretation of Results). The process is described on the questionnaire.



Refer to RM 3–PS: Survival Game Questionnaire (and Interpretation of Results).

#### *Possible Debriefing Questions*

1. Was it hard for your team to come to a consensus?
2. What role did leadership play in reaching consensus?
3. What were the successes and challenges in reaching consensus?
4. What skills were required in order for your team to reach consensus?
5. Did you recognize the different skills and knowledge within your team?
6. Did you see the problems of making assumptions?
7. How do communication and decision-making skills affect leadership?
8. How might different leadership styles (e.g., autocratic, democratic, bureaucratic, laissez-faire) influence the process of a team coming to a consensus?

#### *Variation/Extension*

Individuals or groups may want to demonstrate their leadership by promoting an event or planning/implementing an event that promotes physical activity and involves all students.

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