

## 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.

\* 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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