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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Government & Public Administration |
| **Course Name** | Practicum in Local, State, and Federal Government |
| **Lesson/Unit Title** | Teamwork and Leadership Lesson Plan/Capstone Project |
| **TEKS Student Expectations** | **§130.210 (c). Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (B) The student is expected to demonstrate collaboration skills through teamwork |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | 1. Analyze leadership as it relates to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation  2. Demonstrate teamwork skills by working cooperatively with others to achieve tasks  3. Demonstrate teamwork processes that promote skills such as team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution  4. Demonstrate responsibility for shared group and individual work tasks |
| **Rationale** | Teamwork and leadership skills are important for helping workers in Government and Public Administration be more productive, communicate better, and achieve common goals. |
| **Duration of Lesson** | 2 to 3 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | 1. **Functional team** –a group of people from one department working together to reach acommon business goal 2. **Cross-functional team** –a group of people from two or more departments workingtogether to reach a common business goal 3. **Self-directed team** –a team responsible for choosing its own methods of reaching its goals, working without outside supervision 4. **Team planning** –a process that involves setting goals, assigning roles, andcommunicating regularly 5. **Facilitator** –a member of the team who is appointed to coordinate tasks so that the teamworks efficiently 6. **Leadership** –motivating or influencing others to work toward a goal 7. **Leadership style** –how you behave when you are in charge of other people 8. **Code of ethics** –rules for professional practice and behavior |
| **Materials/Specialized Equipment Needed** | * Teamwork and Leadership Skills Key Terms * Computer with Internet access |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Previous career and technical education courses in the GPA cluster  Why is it important to work together as a team in GPA careers? |
| **Direct Instruction \*** | Tower of Cards: Split the group into teams of three or four students. Give each team a deck of cards. Each team has ten minutes to design and construct a tower of cards. The team with the highest tower wins the game.  Discuss the different towers, how the teams decided to construct them, whose input they listened to most, any arguments they had, and their methods of conflict resolution. Use the Discussion Rubric for assessment.  Key Points   1. Teamwork in the workplace    1. Benefits of teamwork       1. Increased productivity       2. Increased motivation       3. Increased morale       4. Improved product quality       5. Improved customer service       6. Fewer layers of management       7. Improved communication       8. Greater job satisfaction       9. Improved self-esteem    2. Types of teams       1. Functional       2. Cross-functional       3. Self-directed    3. Team planning       1. Setting goals – align with the organization’s mission       2. Assigning roles and duties – match tasks to abilities       3. Communicating – to assess progress and address issues    4. Potential obstacles       1. Unclear goals       2. Misunderstandings about how much authority the team and team members have unclear plan to assess individual performance       3. Competitiveness among team members       4. Resentment over lack of individual recognition       5. Reduced effort by team members, especially as the team increases in size    5. Being an effective team member       1. Make the team’s goal your top priority       2. Listen actively in meetings and offer suggestions       3. Follow through on your assigned tasks       4. Work to resolve conflicts among team members       5. Inspire coworkers to get involved and do their best 2. Leadership    1. Leadership qualities/skills       1. Good communicators – able to receive information, interpret it, and pass it to others effectively       2. Visionary          1. Clear idea of where to go and how to get there          2. Set high standards          3. Expect high-quality performance but tolerate honest mistakes    2. Involve others       1. Recognize they cannot do everything themselves       2. Inspire others to work toward their goals and to achieve maximum potential       3. Create a strong team spirit       4. Praise and reward good work    3. Role models – represent the values of the organization, knowing that people copy their behavior    4. Decisive – use good judgment to make wise decisions    5. Positive – often able to turn failure into success; know that many successes are built on past failures    6. Problem-solvers – not afraid to ask tough questions 3. Leadership styles    1. Directing – giving others specific instructions and closely supervising tasks    2. Coaching – closely supervising but also explaining decisions and asking for suggestions    3. Supporting – sharing decision-making responsibility and encouraging the independent completion of tasks    4. Delegating – turning over responsibility for decision-making and completion of tasks to others    5. Leadership tips       1. Provide sufficient training and be a patient teacher       2. Give clear directions       3. Know when to intervene       4. Don’t be afraid to admit mistakes       5. Be consistent in what you say and do       6. Treat workers fairly and equally       7. Be firm when necessary       8. Recognize effort and initiative       9. Praise in public, reprimand in private       10. Make your expectations clear       11. Treat workers the way you would like to be treated |
| **Guided Practice \*** | Lost-at-Sea Exercise. Divide the students into groups and have them complete the exercise at:<http://insight.typepad.co.uk/insight/2009/02/lost-at-sea-a-team-building-game.html>  Have the students discuss how they came to agreements on their rankings. Use the Discussion Rubric and the Peer Evaluation Rubric for assessment.  Blindfold-Leader Game: To start the game, position all students in a single line. Create a starting point and a finishing point. Blindfold all the students except the student at the front of the line. Instruct each student to place her left hand on the left shoulder of the person in front of her. Say, "Go." The leader without the blindfold must walk toward the finish line and instruct the students that are blindfolded behind. To add an extra challenge to this activity, position obstacles along the path so that the leader will have to give instructions to the followers in terms of how to get around the obstacles. Once the finish line is reached successfully, another student can take a turn leading.  Have the students discuss whether they could trust their leader and/or their other classmates. Use the Discussion Rubric for assessment. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** |  |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Teamwork and Leadership Skills Quiz and Key * Discussion Rubric * Individual Work Rubric * Peer Evaluation Rubric * Research Rubric * Writing Rubric   **Accommodations for Learning Differences:**  For reinforcement, the student will define and illustrate key terms in a journal. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * ISBN 9780078748288, *Succeeding in the World of* Work, Kimbrell, McGraw-Hill, 2008. * ISBN 9780538444026, *Working*, Bailey, South-Western, 2007.   <http://insight.typepad.co.uk/insight/2009/02/lost-at-sea-a-team-building-game.html> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Cross-disciplinary Standards  I. Key Cognitive Skills  E. Work habits   1. Work independently 2. Work collaboratively |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, the student will comprise a code of ethics for a hypothetical agency regarding a Government and Public Administration career field. The student will research agencies and firms to create a reasonable code of ethics. Use the Research Rubric and the Writing Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)