Course
Practicum in LPSCS

Unit VI
Interpersonal Skills in the Workplace

Essential Question
Why is it important to work together as a team in LPSCS careers?

Rationale
Teamwork and Leadership skills are important for workers in Law, Public Safety, Corrections, and Security to be more productive, communicate better, and achieve common goals.

Objectives
The students will be able to:

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

Engage
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 differing towers, how the teams decided to construct them, whose input they listened to most, any arguments, and conflict resolution. Use the Discussion Rubric for assessment.

Key Points
I. Teamwork in the workplace
   A. 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
   B. Types of teams
      1. Functional
      2. Cross-functional
      3. Self-directed
   C. 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
   D. Potential obstacles
      1. Unclear goals

Prior Student Learning
Previous career and technical education courses in the LPSCS cluster

Estimated Time
2 hours

TEKS
§130.301(c)(3)(A)(B)(C)(D)
2. Misunderstandings about how much authority the team and team members have
3. Unclear plan to assess individual performance
4. Competitiveness among team members
5. Resentment over lack of individual recognition
6. Reduced effort by team members, especially as the team increases in size

E. 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

II. Leadership
   A. Leadership qualities/skills
      1. Good communicators – able to receive information, interpret it, and pass it to others effectively
      2. Visionary
         a. Clear idea of where to go and how to get there
         b. Set high standards
         c. Expect high-quality performance but tolerate honest mistakes
      3. Involve others
         a. Recognize they cannot do everything themselves
         b. Inspire others to work toward their goals and achieve maximum potential
         c. Create a strong team spirit
         d. Praise and reward good work
      4. Role models – represent the values of the organization, knowing that people copy their behavior
      5. Decisive – use good judgment to make wise decisions
      6. Positive – often able to turn failure into success; know that many successes are built on past failures.
      7. Problem-solvers – not afraid to ask tough questions
   B. 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
   C. 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

Activities
1. **Lost at Sea Exercise.** Divide the students into groups and have them complete the exercise at [http://www.training-manager.co.uk/documents/TMSS-LostatSeaExercise.pdf](http://www.training-manager.co.uk/documents/TMSS-LostatSeaExercise.pdf). Have the students discuss how they came to agreements on their rankings. Use the Discussion Rubric and the Peer Evaluation Rubric for assessment.

2. **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 apart from the student at the front of the line. Instruct each student to place their left hand on the left shoulder of the person in front of them. Say, "Go." The leader without the blindfold must walk towards 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 the turn to lead.

Have the students discuss whether they were able to trust their leader and/or their other classmates. Use the Discussion Rubric for assessment.

Assessments
Teamwork and Leadership Skills Quiz and Key
Discussion Rubric
Individual Work Rubric
Peer Evaluation Rubric
Research Rubric
Writing Rubric

Materials
Teamwork and Leadership Skills computer-based presentation
Teamwork and Leadership Skills Key Terms

Resources

Accommodations for Learning Differences
For reinforcement, the student will define and illustrate key terms in a journal. Use the Individual Work Rubric for assessment.

For enrichment, the student will comprise a code of ethics for a hypothetical agency regarding a particular Law, Public Safety, Corrections, or Security career field. The student will research agencies and firms in order to create a reasonable code of ethics. Use the Research Rubric and the Writing Rubric for assessment.

**State Education Standards**

**Texas Essential Knowledge and Skills for Career and Technical Education**
§130.301. Practicum in Law, Public Safety, Corrections, and Security (Two to Three Credits).
(3) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:
   (A) analyze leadership as it relates to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation;
   (B) demonstrate teamwork skills through working cooperatively with others to achieve tasks;
   (C) demonstrate teamwork processes that promote skills such as team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution;
   (D) demonstrate responsibility for shared group and individual work tasks

**College and Career Readiness Standards**

Cross-disciplinary Standards
I. Key Cognitive Skills
   E. Work habits
      1. Work independently.
      2. Work collaboratively.
TEAMWORK AND LEADERSHIP KEY TERMS

1. **Functional team** – a group of people from one department working together to reach a common business goal

2. **Cross-functional team** – a group of people from two or more departments working together to reach a common business goal

3. **Self-directed team** – a team responsible for choosing their own methods of reaching their goals, working without outside supervision

4. **Team planning** – a process that involves setting goals, assigning roles, and communicating regularly

5. **Facilitator** – a member of the team who is appointed to coordinate the tasks so that the team works 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
TEAMWORK AND LEADERSHIP SKILLS QUIZ

Name: ___________________________ Date: ___________________________

____ 1. Benefits of teamwork include
   a. Increased productivity, motivation, and morale
   b. Improved product quality and customer service
   c. All of the above
   d. None of the above

____ 2. A group of people from two or more departments working together to reach a common goal is called
   a. A cross-functional team
   b. A self-directed team
   c. A functional team
   d. None of the above

____ 3. Team planning involves
   a. Role playing, incentives, and step-by-step instructions
   b. Setting goals, assigning roles and responsibilities, and communication
   c. Positive attitudes and delegation
   d. None of the above

____ 4. Potential obstacles to effective teamwork include
   a. Unclear goals, competitiveness among team members, and resentment over lack of individual recognition
   b. Ethical violations
   c. Improved self-esteem and job satisfaction
   d. None of the above

____ 5. Making the team’s goal your top priority, listening actively and offering suggestions in meetings, following through on your assigned tasks, working to resolve conflicts among team members, and inspiring coworkers to do their best are
   a. Responsibilities of the facilitator
   b. Characteristics of an effective team member
   c. Reasons not to join a functional team
   d. None of the above

____ 6. A member of the team appointed to coordinate tasks so that the team works efficiently is called
   a. The secretary
   b. Efficiency expert
   c. Facilitator
   d. None of the above

____ 7. Motivating or influencing others to work toward a goal is called
   a. Leadership
   b. Subversive tactics
   c. Cross-functionality
d. None of the above

_____ 8. Which of the following are identified as desirable leadership qualities?
   a. Good communicator, visionary, decisive, problem-solver
   b. Involves others, role model, positive
   c. Both a and b
   d. Neither a nor b

_____ 9. The four leadership styles are
   a. Doing, giving, expecting, demanding
   b. Directing, coaching, supporting, delegating
   c. Asking, telling, hiring, firing
   d. None of the above

_____ 10. Which of the following choice is not a desirable leadership quality?
   a. Giving clear directions
   b. Trying to do it all yourself
   c. Praising in public; reprimanding in private
   d. Making your expectations clear
TEAMWORK AND LEADERSHIP SKILLS QUIZ KEY

1. c
2. a
3. b
4. a
5. b
6. c
7. a
8. c
9. b
10. b
# Discussion Rubric

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<td>Participates in group discussion</td>
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<td>Encourages others to join the conversation</td>
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<td>Keeps the discussion progressing to achieve goals</td>
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<td>Shares thoughts actively while offering helpful recommendations to others</td>
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<td>Gives credit to others for their ideas</td>
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<td>Respects the opinions of others</td>
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<td>Involves others by asking questions or requesting input</td>
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<td>Expresses thoughts and ideas clearly and effectively</td>
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**Total Points (32 pts.)**

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<td>Follows directions</td>
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<td>Student completed the work as directed, following the directions given, in order and to the level of quality indicated</td>
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<td>Time management</td>
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<td>Student used time wisely and remained on task 100% of the time</td>
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<td>Organization</td>
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<td>Student kept notes and materials in a neat, legible, and organized manner. Information was readily retrieved</td>
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<td>Evidence of learning</td>
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<td>Student documented information in his or her own words and can accurately answer questions related to the information retrieved</td>
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<td>*Research/Gathering information (if relevant)</td>
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<tr>
<td>Student used a variety of methods and sources to gather information. Student took notes while gathering information</td>
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Total Points (20 pts.)

Comments:
1) Name of Student

At what level of seriousness did they take this activity?
Not Very Serious  Very Serious
0  1  2  3  4

Did they make a significant contribution to the brainstorming process?
No  Yes
0  1  2  3  4

Did they make a significant contribution to preparing for the skit?
No  Yes
0  1  2  3  4

What was the level of their participation in the skit(s)?
None  A Lot
0  1  2  3  4

Would you want to work with this person in a group again based on their level of productivity?
No  Yes
0  1  2  3  4

Total Score_______

2) Name of Student

At what level of seriousness did they take this activity?
Not Very Serious  Very Serious
0  1  2  3  4

Did they make a significant contribution to the brainstorming process?
No  Yes
0  1  2  3  4

Did they make a significant contribution to preparing for the skit?
No  Yes
0  1  2  3  4

What was the level of their participation in the skit(s)?
None  A Lot
0  1  2  3  4

Would you want to work with this person in a group again based on their level of productivity?
No  Yes
0  1  2  3  4
3) Name of Student

At what level of seriousness did they take this activity?
Not Very Serious       Very Serious
0                      1  2  3  4

Did they make a significant contribution to the brainstorming process?
No                      Yes
0                      1  2  3  4

Did they make a significant contribution to preparing for the skit?
No                      Yes
0                      1  2  3  4

What was the level of their participation in the skit(s)?
None                   A Lot
0                      1  2  3  4

Would you want to work with this person in a group again based on their level of productivity?
No                      Yes
0                      1  2  3  4

Total Score________

4) Name of Student

At what level of seriousness did they take this activity?
Not Very Serious       Very Serious
0                      1  2  3  4

Did they make a significant contribution to the brainstorming process?
No                      Yes
0                      1  2  3  4

Did they make a significant contribution to preparing for the skit?
No                      Yes
0                      1  2  3  4

What was the level of their participation in the skit(s)?
None                   A Lot
0                      1  2  3  4

Would you want to work with this person in a group again based on their level of productivity?
No                      Yes
0                      1  2  3  4

Total Score________
5) Name of Student __________________________________________

At what level of seriousness did they take this activity?
Not Very Serious Very Serious
0 1 2 3 4

Did they make a significant contribution to the brainstorming process?
No Yes
0 1 2 3 4

Did they make a significant contribution to preparing for the skit?
No Yes
0 1 2 3 4

What was the level of their participation in the skit(s)?
None A Lot
0 1 2 3 4

Would you want to work with this person in a group again based on their level of productivity?
No Yes
0 1 2 3 4

Total Score_______

6) Name of Student __________________________________________

At what level of seriousness did they take this activity?
Not Very Serious Very Serious
0 1 2 3 4

Did they make a significant contribution to the brainstorming process?
No Yes
0 1 2 3 4

Did they make a significant contribution to preparing for the skit?
No Yes
0 1 2 3 4

What was the level of their participation in the skit(s)?
None A Lot
0 1 2 3 4

Would you want to work with this person in a group again based on their level of productivity?
No Yes
0 1 2 3 4

Total Score_______
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<td><strong>Question/goal</strong></td>
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<td>Student identified and communicated a question or goal of the research</td>
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<td><strong>Conclusion/Summary</strong></td>
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<td>Student drew insightful conclusions and observations from the information gathered. Information is organized in a logical manner</td>
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<td>Student communicated the information gathered and summary or conclusions persuasively. Student demonstrated skill in the use of media used to communicate the results of research</td>
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<td>Student reflected on the importance of the research and its potential application</td>
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<td>The writing has all required parts from introduction to conclusion in smooth transition.</td>
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<td>The writing is interesting, supportive, and complete.</td>
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<td>The writing demonstrates that the writer comprehends the writing process.</td>
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<td>Accurate spelling, grammar, and punctuation</td>
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<td>The content of paragraphs emphasizes appropriate points.</td>
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<td>The writer shows an understanding of sentence structure, paragraphing, and punctuation.</td>
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<td>All sources and references are clearly and accurately documented.</td>
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**Total Points (28 pts.)**

Comments: