

LEADERSHIP

CHAPTER 2 LEADERSHIP SKILLS

Learning Expectations

LE2.01 apply communication skills and strategies that help develop positive relationships (e.g., the ability to express ideas and to listen and respond to others)

LE2.02 demonstrate an understanding of strategies that facilitate the decision-making process, taking into consideration self, others, and available resources

LE2.03 demonstrate an ability to use strategies to minimize conflict

LE2.04 demonstrate an ability to use time management skills

CONTENTS

Teacher's Guide Topics	Student Workbook Activities
1. Communication	1. One-Way versus Two-Way Communication
	2. Barriers to Communication
	3. Oral Presentation (Teaching a Skill)
2. Decision Making	4. IDEAL Decision-Making Process
	5. Personal Reflection on Decision Making
3. Conflict Resolution	6. Reviewing the Types of Conflict
	7. Sources of Conflict in Working Groups
	8. Responding to Conflict – A Review
	9. Reflection: How I Respond to Conflict
	10. Mediating Conflict
	11. Who Pushes Me to the Max?
	12. Turning Bad into Good
4. Time Management	13. My Roles and Responsibilities Spider Web
	14. Reflection on Time Management
	15. Using Time Management Tools





TOPIC 1 Communication

Objectives

1. The students will compare one-way and two-way communication.
2. The students will identify and learn to overcome barriers to communication in oral communication.
3. The students will practice their oral communication skills.

Materials/Equipment

1. Whatever is necessary for the communication activities/exercises chosen
2. Overheads:
 - OH 1 One-Way Communication Record
 - OH 2 Two-Way Communication Record
 - OH 3 Comparison Drawing
 - OH 4 Lesson Plan
 - OH 5 Communication Checklist

Action Plan

1. Facilitate at least one each of the following one- and two-way communication exercises, or use your own.
2. Debrief, comparing the two. Students will answer the debriefing questions in the workbook.

Debriefing questions:

- (a) How did the class feel during the one-way exercise(s)? How did the sender feel?
 - (b) How did the class feel during the two-way exercise(s)? How did the sender feel?
 - (c) Which type of communication is more likely to be frustrating to the receiver?
 - (d) Which type of communication is more likely to be frustrating to the sender?
 - (e) Which type of communication is faster? Describe situations when this type of communication is best.
 - (f) Which type of communication is more accurate? When is this type best to use?
3. Students complete Student Workbook Activity 2 (Barriers to Communication).

Examples:

- Distractions – sun in your eyes, equipment in your hand, annoying repetitive actions of the speaker
- Language barriers



- Hearing impairments
- Difficulty with reading
- Technological breakdowns
- Body language that does not match the message
- Poor listening skills
- Information overload (KISS principle)
- Background noise
- Group is really far away from the sender

4. Discuss how these barriers can be overcome.
5. Ask the students to choose a skill that they will teach the class (e.g., tying a shoelace, braiding, kicking a soccer ball). Students will complete Student Workbook Activity 3, preparing a short oral presentation (no more than 3 minutes) to teach their skill.
6. Set up small groups to hear and provide feedback on the presentations using the communication checklist. For each lesson, one student plays the role of the observer, filling in the observation checklist for the student presenting the lesson and asking the others in the group for additional feedback.
7. Debrief as a large group.

One-Way and Two-Way Communication Storytelling

- Materials:**
- Two short stories or articles consisting of two or three paragraphs
 - Overheads:
 - OH 1 One-Way Communication Record
 - OH 2 Two-Way Communication Record
- Set-Up:**
- Ask for four volunteers and have three of them leave the room.
 - Volunteer 1 remains in the class and reads the story to the class. The teacher then takes the written copy from Volunteer 1.
 - Volunteer 2 enters the classroom, and Volunteer 1 tells him/her the story.
 - Volunteer 3 enters the classroom, and Volunteer 2 tells him/her the story.
 - Volunteer 4 enters the classroom, and Volunteer 3 tells him/her the story.
 - Volunteer 4 tells the story to the class.
- Instructions:**
- There is no opportunity for two-way communication in this exercise.
 - Students in the audience use the one-way communication chart (Student Workbook Activity 1) to document the exercise.
 - Repeat the exercise with another short story, but allow for two-way communication.
 - Have the students in the audience use the two-way communication chart (Student Workbook Activity 1).





One-Way Communication Lineup

- Materials: Blindfolds
- Set-up:
- Have the students stand in a group.
 - Ask one student to assume the leadership role. This person will provide the instruction to the group.
 - Give each student a blindfold to put on, ensuring that they cannot see out. The leader will not wear a blindfold.
- Instructions:
- The leader will line everyone up from tallest to shortest by giving verbal instructions only. The participants are not allowed to respond or ask questions.
 - As a variation, form a line using birth dates from January to December.

One-Way Communication Comparison Drawing

- Materials:
- Pencils/pens
 - Blank paper
 - Diagram sheets for half the class or diagrams on overheads
 - Overhead:
 - OH 3 Comparison Drawing
- Set-up:
- Partners sit back to back. Distribute the drawing to one partner, and the other will have a blank paper and pen.
- Instructions:
- The partner who has the drawing or who can see it on the overhead screen will give instructions to the other person, who will try to draw the picture. No conversation is permitted. One-way communication only.



Two-Way Communication Untangle

- Materials:
- Long rope with several loose knots in it
 - Blindfolds
- Set-up:
- Have students stand in a group. Distribute blindfolds to the group and ask them to put them on, ensuring that they cannot see.
 - Give each person a part of the rope and ensure that both hands are firmly gripping the rope.
 - Remind the group that they cannot let go of the rope for any reason.
 - Have the group untangle the rope and form a straight line while still firmly gripping the rope.
 - The group will use two-way communication to complete the task.





OH 1: One-Way Communication Record

ONE-WAY COMMUNICATION RECORD

Person	Details Correct		Details Incorrect		Details Left Out		Total Details
	Number	Percentage	Number	Percentage	Number	Percentage	
1							20
2							20
3							20
4							20
5							20





OH 2: Two-Way Communication Record

TWO-WAY COMMUNICATION RECORD

Person	Details Correct		Details Incorrect		Details Left Out		Total Details
	Number	Percentage	Number	Percentage	Number	Percentage	
1							20
2							20
3							20
4							20
5							20





OH 3: Comparison Drawing

COMPARISON DRAWING

