MULTIPLE FAMILY ROLES
- Child
- Sibling
- Parent
- Cousin
- Aunt

What other roles do you play in your family?

Roles are defined by responsibilities we have in our lives and how we manage them.

Teacher script:
I am the leading actress (actor) in the story of my life. The role I am playing right now is teacher. What other roles do you think I play?

Allow students to brainstorm additional roles. Make sure that their list is extensive. Include roles such as daughter, mother, wife, chauffeur, shopper, adviser, friend, department chair, sister, confidant, peer, citizen and wage-earner.

Discuss responsibilities associated with each role. Example: as a teacher I must develop my lessons, teach my students, check for understanding, grade assignments and keep accurate records such as attendance and grades.

Discuss the correlation between the roles a person plays and the specific skills needed to be effective in each role.

Create a list on the board of all the roles student play.

How have the roles changed for males and females in recent years?
Community roles are very vital to the success of our community. What are some community roles?
Create a list on the board of all the roles student play.
Think about people in your family. Where do they work?

How can flexibility help you manage all your roles? What are some jobs you have had in the past?

Discuss the dynamics of various family types and the various roles each individual family member. How might the roles of a teenager in a single parent household differ from those of a teenager in a two parent household? What happens if the wage earner becomes ill or loses their job?

Create a list on the board of all the wage-earner roles you hold.
Choose a role from the list created by the class. Use the family roles, community roles and wage-earner roles lists. Pair up and practice a scenario in which you play your role as a leader and your partner plays the other role. For example, you play yourself and someone else plays an employee who you are giving directions to. What qualities are important for each role and why?

Allow students to brainstorm current and future real world scenarios and situations which require teamwork, conflict resolution, negotiation skills and or leadership skills. Examples may include a team meeting a project deadline, a job interview, keeping a disagreement among coworkers from escalating, teen siblings sharing the use of a vehicle, a parent disciplining their child, etc.

Discuss how roles affect us. Compare and contrast adults’ roles and teenagers’ roles.
CONFLICT RESOLUTION STYLES

- Avoidance
- Competition
- Compromise
- Accommodation
- Collaboration

Conflict Resolution Style. Which one are you?

TEKS 2 (D) (E)
Avoidance – ignoring the problem, hoping it will go away
Competition – getting your way no matter who it hurts
Compromise – involving someone else in the dispute to assist in a resolution
Accommodation – giving in to keep from dealing with it
Collaboration – working together to find a solution that benefits everyone involved

Discuss why collaboration is the best method of conflict resolution.
TEKS 2 (D)
The Eight-Stage Negotiation Process:
This is a unique combination framework that puts together the best of many other approaches to negotiation. It is particularly suited to more complex, higher-value and slower negotiations.

http://changingminds.org/disciplines/negotiation/eight-stage/eight-stage.htm

Negotiation is a formal discussion between people who are trying to reach an agreement.
Stages of Negotiation:
Prepare: Know what you want. Understand them.
Open: Put your case. Hear theirs.
Argue: Support your case. Expose theirs.
Explore: Seek understanding and possibility.
Signal: Indicate your readiness to work together.
Package: Assemble potential trades.
Close: Reach final agreement.
Sustain: Make sure what is agreed happens.
Other teamwork qualities include:
* is enthusiastic
* has a sense of humor
* is punctual
* is dependable
* exhibits helpfulness
* communicates ideas well
* shares ideas and materials
* respects other viewpoints

What are your strongest qualities as a team member?
Which qualities need improvement?
What plan of action can you take to help you improve these qualities?
How will improving these qualities benefit you at school? at home? in the community? in the workplace?
In what other ways will you benefit by improving these qualities?
What qualities were most frequently cited as important to working effectively as a team member?
What happens to a team when these qualities are not exhibited by group members?
How can teams improve the teamwork skills of each member and the group as a whole?

Team Work Activity – Multi-Colored Candy Activity (see All Lesson Attachments tab)
LEADERSHIP STYLES

- Laissez Faire
- Autocratic
- Participative

TEKS 2 (D)
The Laissez Faire Leadership Style - Not leading at all. Expecting things to get done without any direction from the leader. It’s a “hands off” approach to leadership. Gives little or no direction to group/individuals. Example – Leaving handouts on the table and expecting them to get done without any directions or instructions. Opinion is offered only when requested. Effective when routine is familiar to participants or sense of team exists.

The Autocratic Leadership Style - Leading with all power in the hands of one person. It’s a dictatorship. Tells other what to do. Limits discussion on ideas and new ways of doing things. Group does not experience feeling of teamwork. Example – One person taking a group project home and completing it without input from others in the group. It is effective when time is limited and individuals/group lack skill and knowledge. Ineffective in developing a strong sense of team is the goal.

The Participative Leadership Style – Providing the opportunity for people to be involved in deciding how something is done. It’s a “hands on” approach to leadership. Involves group members in planning and carrying out activities. Asks before tells. Promotes a sense of teamwork. Example - Assigning parts of the job to other people so that everything is not in the hands of one person. Effective when time is available and there is some degree or skill or knowledge among members of group. Ineffective when group in unmotivated and the members possess little skill/knowledge.

Divide students into three groups asking each group to perform this activity with a different leadership style. Ask them to build a tower from tape and index cards and see which leadership style is most effective.
WHAT MAKES A GREAT LEADER?

What Great Bosses know about Leadership Styles

http://youtu.be/hI7xfP3k7Aw

Why is it important to have these leadership qualities?
Describe three ways a person can use these qualities at school, home, or at work?

On their own paper, have students create a chart with three columns. Have them title the chart with their individual names. The left column will be labeled LEADERSHIP CHARACTERISTICS the middle column CURRENT ROLES/RESPONSIBILITIES the right column FUTURE ROLES/RESPONSIBILITIES. Students will list their current roles and responsibilities on the left and projected future roles and responsibilities on the right. Students will reflect and analyze the roles on the list and write a one page reflection on their current strengths and constraints. What leadership characteristics and abilities can they improve upon in order to be more effective? What can they do to strengthen, improve and learn new skills sets? Create a plan of action to develop and/or strengthen their interpersonal and leadership skills.
REFERENCES AND RESOURCES

Book:

Website:
The Eight-Stage Negotiation Process:
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http://changingminds.org/disciplines/negotiation/eight-stage/eight-stage.htm

YouTube:
What Great Bosses know about Leadership Styles
Every manager has a leadership style. Just ask the staff. Great bosses understand they need to adapt their leadership style.
http://youtu.be/hj7JxPZ9QMw