



High School

National FFA Organization

Lesson HS.78

DEALING WITH NON-TEAM PLAYERS

Unit. Stage Two of Development—WE

Problem Area. How Do We Play as a Team?.

Precepts. B5: Participate effectively as a team member.

National Standards. NPH-H.9-12.5 — Using Communication Skills to Promote Health — Analyze the possible cause of conflict in schools, families, and communities.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Identify team member behavior that may hinder a team's success.
- 2 Develop a growth plan for non-team players.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Leadership Curriculum Guide. National Association of Secondary School Principals.

Maxwell, John C. *The 17 Essential Qualities of a Team Player*. Nashville, Tennessee. Thomas Nelson Publishers, 2002.



Tools, Equipment, and Supplies

- ✓ Projector
- ✓ Transparency of HS.78.TM.A
- ✓ HS.78.AS.A—one per student
- ✓ HS.78.AS.C—one per student
- ✓ One copy of HS.78.AS.B to cut up

Key Terms. The following terms are presented in this lesson and appear in bold italics:



Interest Approach

The stage for the entire class is one of investigation and action. First, we must understand. Then we move to action for the benefit of a team. The students will begin with a role-playing activity to see some of the non-team player behaviors in action. Put the students in an acting mode as they enter the role-playing activity. Use HS.78.AS.A to guide.

Use HS.78.AS.B for the roles each student will play. Cut apart the pieces as needed for the class size. Have the students work in groups of four to six people, with one spoiler in each group. You may want to have more than one spoiler in a group to have all non-team player behaviors represented.



Think of the last team you were on. It may have been a sports team, student organization, or your family. Think of two things team members did to contribute to making the team effective.

Allow for think time.



Now, change let's change our mindset a little. Was there someone who didn't do everything they could to help the team be successful? Have you ever been that person?

Keep those thoughts in your mind as you change to an acting role. This will be your chance to win an acting award. You will be given a scenario and a role to play. At that time, you will assume that role and will have a team goal to achieve. Questions. When you receive your script, read through it and begin acting in your teams when you hear "action."



Divide the students into groups of four to six. Hand out HS.78.AS.A and a role from HS.78.AS.B. Give the students some time to read their roles and then have them begin.



Action.

Give the students eight minutes to work through the scenario. About halfway through, tell the students that when they are done, they will be given 30 seconds to present what they came up

with to the rest of the class. When the groups are ready, give them 30 seconds to present their information.



A lot of interesting ideas came up in your groups. Earlier, you heard that this was the chance to win an acting award. Let's find out what categories some of you were competing in.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify team member behavior that may hinder a team's success.

Have the students take down HS.78.TM.A in their notes while thinking about the different roles they saw their class mates playing in the recent scenario.



As you put the following in your notes, in your mind, investigate what roles some of your recent team members may have been playing in the scenario you just finished.

I. Behaviors of non-team players that may hinder a team's success

- A. Dominator: tries to assert authority or superiority to manipulate the team against the team's goals
- B. Blocker: stubborn or uncooperative and interferes with the team's progress
- C. Aggressor: attacks the team or the values and efforts of the team members
- D. Distracter: takes away focus of the team and acts childish or is often involved in horse-play
- E. Self-confessor: uses the team as an audience for venting personal or emotional needs
- F. Avoider: doesn't share ideas, and has limited participation
- G. Recognition Seeker: exaggerates in an attempt to get attention, and tries to pull the group's focus toward him or her rather than the goals
- H. Credit Hound: tries to take credit for the team's successes or for another team member's contributions



Process the activity from earlier by having the students try to figure out what spoilers they had in their teams and who was playing them. Some guiding questions that could be asked might include: Who seemed not to be helping the team. Was there someone who seemed as if he or she was not giving an effort. Was someone working against the group. Was there someone you felt you couldn't trust. Have the students guess who the spoilers were and what role they were playing. Then have the spoilers confess to their teammates what role they were playing..

Objective 2. Develop a growth plan for non-team players.

II. Growth plan for a team member

- A. Determine and define the undesired behavior to work on.
- B. List the problems this causes in the team setting.
- C. Identify and list recommendations to better the behavior and become a more effective team member.

Pair up the students and have them put together a growth plan for a person who exhibits one of the non-team player behaviors. Use HS.78.AS.C to guide them through the plan.

HS.78.TM.B is an example of a completed growth plan. This will lead into the review and summary section of the lesson.

 Silently pick a non-team player behavior on which you would like to focus.

Hand out HS.78.AS.C.

 This is a guideline to help you put together a growth plan for the non-team member behavior you have in mind. Before you begin, find a partner and decide what behavior you want to tackle as a team. You will have eight minutes to complete the growth plan. What questions do you have at this point. Begin.

As you move around the room to work with the students, try to make sure that most of the behaviors are being covered by the teams. Use the example if needed to get the students going.

Review/Summary

Upon completion of Objective 2, have the students use a Bob the Weather Guy Moment to present the growth plans. This way, they review the behaviors by evaluating the present (behavior) and forecast what they see happening (growth plan) within the group upon implementation of the plan.



►Extended Classroom Activity:

Students can evaluate a local team and look for signs of non-team behaviors. For one of the non-team behaviors they see, put together a growth plan for that member of the team to help them be more effective in the team setting.

►FFA Activity:

Students can evaluate an FFA chapter meeting or executive meeting and put together a growth plan for a member of the team to help them be more effective in the team setting.

►SAE Activity:

Have students think of the people that help them with their SAE program. Determine if there is a way that they could be more of a team player when working with the team that makes their SAE successful. Students should put together a growth plan to help them stay effective as a team player. Another option is to visit a workplace that relates to their SAE and observe their team at work. After watching the team for a while, students should put together a growth plan for one of the team members.

✓ Evaluation

A written test is provided to measure the objectives.

Answers to Assessment:

Part One: Matching

1. c.
2. f.
3. d.
4. g.
5. a.
6. e.
7. h.
8. b.

Part Two: Short Answer

9. Undesired Behavior, Problems it Causes and Recommendations



DEALING WITH NON-TEAM PLAYERS

►Part One: Matching

Match the following behaviors with their definitions.

- | | |
|---------------|-----------------------|
| 1. Dominator | 5. Self-confessor |
| 2. Blocker | 6. Avoider |
| 3. Aggressor | 7. Recognition Seeker |
| 4. Distracter | 8. Credit Hound |

- _____ a. Uses the team as an audience for venting personal or emotional needs
- _____ b. Tries to take credit for the team's successes or for another team member's contributions
- _____ c. Tries to assert authority or superiority to manipulate the team against the team's goals
- _____ d. Attacks the team or the values and efforts of the team members
- _____ e. Doesn't share ideas; has limited participation
- _____ f. Stubborn or uncooperative; interferes with the team progress
- _____ g. Takes away focus of the team and acts childish or is often involved in horseplay
- _____ h. Exaggerates in an attempt to get attention and tries to pull the group's focus toward them rather than the goals

►Part Two: Short Answer

9. What are the three parts to a non-team member growth plan.



BEHAVIORS OF NON-TEAM PLAYERS THAT MAY HINDER A TEAM'S SUCCESS

- ◆ **Dominator:** tries to assert authority or superiority to manipulate the team against the team's goals.
- ◆ **Blocker:** stubborn or uncooperative; interferes with the team's progress.
- ◆ **Aggressor:** attacks the team or the values and efforts of the team members.
- ◆ **Distracter:** takes away focus of the team and acts childish or is often involved in horseplay.
- ◆ **Self-confessor:** uses the team as an audience for venting personal or emotional needs.
- ◆ **Avoider:** doesn't share ideas and has limited participation.
- ◆ **Recognition Seeker:** exaggerates in an attempt to get attention; tries to pull the group's focus toward him or herself rather than the goals.
- ◆ **Credit Hound:** tries to take credit for the team's successes or for another team member's contributions.



GROWTH PLAN FOR A TEAM MEMBER

◆ **Determine and define the undesired behavior to work on:**

➔ **Dominator:** tries to assert authority or superiority to manipulate the team against the team's goals.

◆ **List the problems that this causes in the team setting:**

➔ The team's common purpose is not accomplished.
➔ Team members do not have a chance to share their ideas.
➔ Team members feel controlled and overpowered.
➔ Causes animosity between team members and the member showing the behavior.

◆ **Identify and list recommendations to better the behavior and become a more effective team member:**

➔ Understand the team's common purpose.
➔ Improve on listening skills.
➔ Realize that there may be great ideas that come from other team members.
➔ Be conscious of becoming overbearing.
➔ Respect and value other team members, and allow them to guide the group.



TEAM TASK

You have been placed in a team, and your goal is to accomplish the following task. The teacher has also given you a role to play in this scenario. Play your role to the best of your ability, but do not tell your fellow teammates what your role is. Portray it so that your teammates have to determine what role you are playing and how it affects teamwork. As they say in acting, break a leg.

►Scenario:

In science class you have been placed together in groups to put together a hypothesis and supporting evidence about a hypothetical situation. You need to come together as a team to receive a quality grade. The situation relates to how the ecosystem of a shark works and the happenings around it.

The variable we will change is that, in this hypothetical situation, sharks do not have teeth. How would this change the ecosystem. What adaptations would the shark make. What other changes may occur over time. You have eight minutes to put together your hypothesis and supporting information.



HS.78.AS.B

Spoiler Roles: Give one of these to one or two members in each group.

Your Role in the Team is to be a spoiler. The role is one of a Dominator: tries to assert authority or superiority to manipulate the team against its goals.

Your Role in the Team is to be a spoiler. The role is one of a Blocker: stubborn or uncooperative; interferes with the team's progress.

Your Role in the Team is to be a spoiler. The role is one of a Aggressor: attacks the team or the values and efforts of the team members.

Your Role in the Team is to be a spoiler. The role is one of a Distracter: takes away focus of the team and acts childish or is often involved in horseplay.

Your Role in the Team is to be a spoiler. The role is one of a Self-confessor: uses the team as an audience for venting personal or emotional needs.

Your Role in the Team is to be a spoiler. The role is one of an Avoider: doesn't share ideas and has limited participation.

Your Role in the Team is to be a spoiler. The role is one of a Recognition Seeker: exaggerates in an attempt to get attention and tries to pull the group's focus toward them rather than the goals.

Your Role in the Team is to be a spoiler. The role is one of a Credit Hound: tries to take credit for the team's successes or for another team member's contributions



Team Player Role: Give to the remainder of the Team Members

Your Role in the Team is to be a team player. The role is one of a person that helps out in any way possible and works for the good of the team.

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