



High School

National FFA Organization

Lesson HS.80

TEAM “CODES OF CONDUCT”

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. NL-ENG.K-12.11 — Participating in Society — Students participate as knowledge able, reflective, creative and critical members of a variety of literacy communities.



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

- 1 Describe a code of conduct and explain its value.
- 2 List the steps in creating a code of conduct.
- 3 Apply the process to create a code of conduct with a group.



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Resources

Cochran, Phillip and Gallup Organization Staff. Codes of Conduct. Florham Park, New Jersey.
Financial Executives Research Foundation, 1994.
National FFA Organization's Essential, 2003.



Tools, Equipment, and Supplies

- ✓ HS.80.AS.A—one per student
- ✓ Writing surface
- ✓ Overhead projector
- ✓ HS.80.TM.A
- ✓ 6 index cards prepared for Case Study Moment



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

- ▶ Code of Conduct



Interest Approach

Set-up—Explain that this lesson is about how important a code of conduct is for any team.



When I say, “Imagine,” you are going to look someone in the eye and without a word, think of the same number that they are thinking. You will have 10 seconds to read your partner’s brain. Quickly partner up with the person seated next to you. Remember, both of you will need to concentrate to think of the same number. Are there any questions? Imagine!

Allow 10 seconds, then ask them to compare their numbers. Less than 10 percent, if any, will match.



Have we proven that the majority of us do not have ESP? Response: yes.

How does that limit us in relationships?

Response: We have to guess what the other person is thinking.



Thinking specifically about teams that you have been or currently are a part of, has your lack of ESP ever made you have to guess how to act around the team?

Response: yes.





Would someone be willing to give me an example?

Take one or two good responses.



So how do we overcome the fact that we are not gifted with ESP?

Response: we have to communicate.

Summarize by explaining that within teams, too often everyone is left guessing what is and what is not appropriate. Team success does not happen through guessing. That is why a team needs a roadmap to their success; it takes the guessing out of those team relationships.



To create this roadmap, we will first need to figure out what a team code of conduct is.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Describe a code of conduct and explain its value.



Let's use the following activity to break the code, the code of conduct.

It will require them to break the code. For this activity they will be using HS.80.AS.A.



To make sure you will be able to clearly define a code of conduct, you will need to break the code on the top of your activity sheet.

In this code the numbers 1–26 each represent a letter in the alphabet. Our task is to figure out the code and complete the definition of Code of Conduct.

You will have five minutes to solve the puzzle. Any questions? Begin.

The answer to the code is to start with A equal to 3, B equal to 4, etc., through X being equal to 26, then Y and Z are 1 and 2, respectively.

After five minutes, ask the students if they could benefit from more time. Allow additional minutes as necessary. You could also ask them to work with a partner for the additional minutes to solve the puzzle. If the activity takes longer than expected, you can give them the hint that A is equal to 3.



When a group has the correct answer, display HS.80.TM.A and review the definition for all to include in their notes. Also review section II, and have them capture the code of conduct values in their notes.

I. A Code of Conduct is:

A. A shared set of behavioral and performance expectations

II. A Code of Conduct will:

A. Define the acceptable behaviors of the group

1. Effect:

B. Promote high standards of performance

1. Effect:

C. Provide a benchmark for self-evaluation

1. Effect:

Use a Case Study Moment to solidify understanding of the value of a Code of Conduct. You will need to prepare six index cards ahead of time to give each team their assigned study group. These are the titles for each card:

- *Card #1 Acceptable Behaviors—Team has Code Of Conduct*
- *Card #2 Acceptable Behaviors—Team does not have Code Of Conduct*
- *Card #3 High Standards—Team has Code Of Conduct*
- *Card #4 High Standards—Team does not have Code Of Conduct*
- *Card #5 Bench mark for Self-Evaluation—Team has Code Of Conduct*
- *Card #6 Bench mark for Self-Evaluation—Team does not have Code Of Conduct*



To bring these values to life, we're going to create six case studies that describe fictional teams. We will receive an index card with one of the three values of a code of conduct. It will also say whether you have a code of conduct or not.

Our task is to create a story that shows how your assigned code of conduct helps, or how the lack of a code of conduct hinder a group's success. Please make your examples as detailed as possible and make sure they focus on your assigned value.

You might write about a chapter meeting or activity.

You will have 10 minutes to complete the study and be ready to present your report. When you present your case study, the rest of the class should be able to decide which code of conduct value was benefiting or limiting.

We will work in six groups, each group working on a specific case study.

Divide the students into six groups.



Are there any questions? Begin.

Go to each of the six groups and, in random order, give them an index card.



Provide time updates at five minutes and again at one minute. At the conclusion of the 10 minutes, ask for a team that wants to volunteer to go first. Remind the rest of the class to be listening for clues that indicate which value their case represents.

After each group reports, ask the students to add to their notes the effect each value could have on teams.

After all six teams have presented, ask the students to quietly reflect on a team they are presently a part of and put a star next to the values that the team has and a dot by the values that could be improved.

Objective 2. List the steps in creating a code of conduct.

Explain that now that we know the value of a code of conduct, we need to know how to create one. Review HS.80.TM.A items III and IV.

III. Developing a Code of Conduct

- A. Plan for all team members to be involved.
- B. Help everyone understand the value of the code.
- C. Brainstorm key behaviors needed to meet the team's mission and goals
 - 1. Examples: dress code, meeting conduct, etc.
- D. Narrow the list to a core set of agreed upon behaviors.
- E. Distribute the code to all team members.

IV. Things to Remember:

- A. Be positive, not negative.
- B. Remain focused on the team mission and goals.
- C. Be as specific as possible.
- D. Respect the input of everyone.

Use Hieroglyphics Moment to review steps in the process and things to remember.

Objective 3. Apply the process to create a code of conduct with a group.

Now that they have the process, they are ready to practice developing a Code of Conduct. Display HS.80.TM.A and review the example Code of Conduct items. After reviewing the items, ask the students to find examples where the Things to Remember list from Objective 2 were applied.

V. Example Code Of Conduct Items

- A. Team members will be as open as possible.
- B. We will respect differences and support each other's ideas.



- C. Team members will be supportive rather than judgmental.
- D. When members miss a meeting, we will share the responsibility for bringing them up to date.
- E. We will acknowledge problems and deal with them.
- F. Within our group, we have the resources we need to solve any problem that arises. This means that we will all contribute.
- G. We will address team concerns directly and openly, in a timely fashion. We will focus on the task and process, not on the personalities involved.
- H. Information discussed in the group will remain in the group.

Now they will use these examples to create a code of conduct for their group.



Using the space provided on the activity sheet, we will now have the opportunity to create a Code of Conduct. This is a process that requires openness and respect.

Let's work together in our case study team to develop a Code of Conduct for this class over the next 10 minutes. Begin with the guidelines we just discussed. Consider each guideline; alter it, if needed to fit your group. Then brainstorm additional items for possible addition to your list. The mission of each group is to have everyone be successful in this class.

At the end of 10 minutes, each group should have a complete code and be ready to present it to the group.

When I say build, you may assemble with your group and begin. Any questions. Build.

After all of the groups have finished, ask two groups to share their codes.



Review/Summary

Use Newton Moment to review.

After the review, ask the students to remember back to when they were guessing their partner's number at the beginning of the lesson. Remind them that the goal was to take the guessing out of team situations. That can only happen with a Code of Conduct.



Application

►Extended Classroom Activity:

Meet with an officer of a local civic group and review their code of conduct.

►FFA Activity:

Work with the officer team or committee to establish a code of conduct for the local chapter.



►SAE Activity:

Check to see if their employer has a code of conduct, and review it. If the employer does not have one or if they have an entrepreneurship SAE, help create one for the employer or create one for their business.

✓ Evaluation

Assessment

Answers to Assessment:

1. F
2. T
3. F
4. T
5. A shared set of behavioral and performance expectations
6. Define the acceptable behaviors of the group, promote high standards of performance, provide a benchmark for self-evaluation
7. Two valid examples



TEAM “CODES OF CONDUCT”

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement—1 point each.

- _____ 1. Code of Conduct items can be both negatively and positively worded.
- _____ 2. Code of Conduct items need to be as specific as possible.
- _____ 3. Only a small group needs to be involved in developing a Code of Conduct.
- _____ 4. Brainstorming is an important part of the Code of Conduct development process.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions—2 points each.

5. What is a Code of Conduct.
6. What are two of the three values of a Code of Conduct.
7. Name two examples of items that might be in a Code of Con duct.



CODE OF CONDUCT

◆ A Code of Conduct is:

→ A shared set of behavioral and performance expectations

◆ A Code of Conduct will:

→ Define the acceptable behaviors of the group

→ Effect:

→ Promote high standards of performance

→ Effect:

→ Provide a benchmark for self-evaluation

→ Effect:

◆ Developing a Code of Conduct

→ Plan for all team members to be involved.

→ Help everyone understand the value of the code.

→ Brainstorm key behaviors needed to meet the team's mission and goals.

→ Examples: dress code, meeting conduct, etc.

→ Narrow the list to a core set of agreed upon behaviors.

→ Distribute the code to all team members.



◆ Things to Remember:

- ➔ Be positive not negative.
- ➔ Remain focused on the team mission and goals.
- ➔ Be as specific as possible.
- ➔ Respect the input of everyone.

◆ Example Code Of Conduct Items

- ➔ Team members will be as open as possible.
- ➔ We will respect differences and support each other's ideas.
- ➔ Team members will be supportive rather than judgmental.
- ➔ When members miss a meeting, we will share the responsibility for bringing them up to date.
- ➔ We will acknowledge problems and deal with them.
- ➔ Within our group, we have the resources we need to solve any problem that arises. This means that we will all contribute.
- ➔ We will address team concerns directly and openly, in a timely fashion. We will focus on the task and process, not on the personalities involved.
- ➔ Information discussed in the group will remain in the group.



CODE OF CONDUCT

I. A Code of Conduct is:

Break the Code!

A shared set of 4 7 10 3 24 11 17 20 3 14 _____ and

18 7 20 8 17 20 15 3 16 5 7 _____ expectations.

II. A Code of Conduct will:

A. Define the acceptable behaviors of the group

1. Effect:

B. Promote high standards of performance

1. Effect:

C. Provide a benchmark for self-evaluation

1. Effect:

III. Developing a Code of Conduct

A. Plan for all team members to be involved.

B. Help everyone understand the value of the code.

C. Brainstorm key behaviors needed to meet the team's mission and goals

1. Examples: dress code, meeting conduct, etc.

D. Narrow the list to a core set of agreed upon behaviors.

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IV. Things to Remember:

A. be Positive not negative.

B. Remain focused on the team mission and goals.

C. Be as specific as possible.

D. Respect the input of everyone.



V. Example Code Of Con duct Items

A.

B.

C.

D.

E.

F.

G.

H.

