

# ACTIVITY BOOK

## MODULES ON

Key Area - I, II & IV

**SCHOOL LEADERSHIP ACADEMY  
WEST BENGAL  
2021-2022**

**STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING(WB)  
DEPARTMENT OF SCHOOL EDUCATION  
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## Foreword

Effective school leadership is vital for improving the efficiency of schooling as it forms the key intermediary between the classroom, the school, and the education system as a whole. Within each school, leadership contributes to augment learning of the student by shaping the conditions in which teaching and learning occur. Beyond the school borders, school leaders connect and adapt schools to changing external environments and school leadership acts a bridge between internal school improvement processes and externally initiated reforms.

With this background, State Council of Educational Research and Training (West Bengal) has embarked on this humble endeavour to bring forth definite effectiveness in the leaders of the school through preparation of an Activity book containing three modules based on three key areas (I,II,IV) as delineated in National Programme Design and Curriculum Framework (NPDCF) of National Centre for School Leadership (NCSL) NIEPA, New Delhi.

Module I based on key area I of NPDCF (i.e., Perspective on School Leadership) seeks to increase knowledge and understanding of school leadership and its relationship with school improvement and student's personal, social and academic outcomes.

Module II based on key area II of NPDCF (i.e., Developing Self) aims to develop a professional self through reflective practices, which enables practicing leaders to have a look within one self. The main journey is through the *self* where we aim to develop the *self* in relation to one self, to others within the society, to the stakeholders of the school and finally to one's work environment.

Module IV based on key area IV of NPDCF ( i.e., Building and Leading Teams) deals with values and skills required to build and sustain effective teams in schools. Hence it focuses on the concepts of group dynamics, collaboration and resolution of conflict in creative ways.

This Activity book was developed by a experienced group of core members comprising Assistant Teachers, Assistant Mistress, Head Mistress of Government Sponsored and Government Schools, Assistant Technicians, Lecturers, Senior Lecturers, Sr. Lecturer-in-Charge and Principals of DIET of West Bengal under the aegis of SCERT(WB). This book also includes a tentative programme schedule/planner for session wise implementation of the units of the modules. It is hoped that this Activity book will be insightful and useful to all the stakeholders associated with school education especially those who are in the position of leadership in the schools. All kinds of feedback on the activity book are heartily welcome for its further improvement which will surely cater to the needs and demands of the ever changing roles required to be played by the school leaders in a constructive way.

Dated 31.03.2022

Dr. Chhanda Ray  
Director,SCERT(WB)

## ACKNOWLEDGEMENTS

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# Key Area-I

# Perspective of School Leadership

## Introduction

As the key intermediary between the classroom, the individual school, and the education system as a whole, effective school leadership is essential to improve the efficiency of schooling. Within each individual school, leadership can contribute to improve student learning by shaping the conditions and climate in which teaching and learning occur. Beyond the school borders, school leaders can connect and adapt schools to changing external environments and school leadership provides a bridge between internal school improvement processes and externally initiated reforms.

But school leadership does not operate in static educational environments. New Educational Policy, 2020 advocates the needs of change in structure and curricula. New research-based approaches of teaching and learning are gaining ground gradually. In line with these changes, the roles and responsibilities of school leaders have naturally expanded and intensified. In the past, a more effective school is generally defined as one that promotes better academic outcomes of the students; more recent research has focussed on a broader range of outcomes, both academic and socio-emotional. Keeping in mind a renewed focus on teaching and learning, and to cater to the needs of increasingly diverse student populations, the schools are now expected to strive to educate their students by promoting positive values (integrity, compassion and fairness), love of lifelong learning and fostering citizenship and personal and economic and social capabilities. In addition, education system and schools must pay greater attention to issues of diversity and inclusion and plan effectively to bridge the strong equity gaps identified in many systems (related to gender, socio-economic disadvantage and often ethnicity/language heritage).

This module seeks to increase knowledge and understanding of school leadership and its relationship with school improvement and student's personal, social and academic outcomes. It will examine school as a learning organization- a ground for learning and development. It aims to focus on multiple roles and identities of school leadership. This includes a focus on leadership roles among teachers as well. This pays particular attention to the different leadership styles suitable in different contexts. The module presents through different activities how the school leaders can set their vision for school transformation assessing and understanding the context and constraints. This module presents the practices for understanding the transformation by

- Focusing on high expectations for student achievements

- Providing context sensitive opportunities for and monitoring of teachers' continuing professional development
- Creating structured opportunities for teacher leadership and collaboration
- Dealing with change: resistance faced and opportunities created
- Accepting and accommodating multiple perspectives
- Being open to change and correction

## Unit 1: School as Learning Organization

**Objectives:** The participants will be able

- To understand about learning organization and its domains.
- To know how to apply the domains of learning organization to schools to transform it as effective learning organization.
- To understand how to create learning atmosphere, culture of inquiry, exploration and innovation in school for holistic development of students.
- To know the social structure and function of school to be a learning organization in dynamic environment.
- To understand leadership roles and responsibilities to transform schools as effective learning organizations.
- To identify challenges faced by the leaders and strategies and mechanism adopted in building school as learning organization.

**Keywords:** School, Vision, Learning, Leadership, Skills, Teachers, Students

### About the unit

Learning organization is a multi level concept consisting of interdependent parts, characteristics, activities, culture to sustain learning of every individual. School as learning organization provides the students to gain knowledge, skills and attitude aligned with educational system for their holistic development. School must have challenging but achievable goals, supportive learning environment, sound community linking, high levels of collaboration and communication, focused on continuous professional development and effective school leadership. Structures must have the characteristics of rational, natural, and open school systems where it establishes a goal of social equality, trust and values of the society. Society affects the school and the school affects the society by its outcomes. School leaders as well as other stakeholders should be proactive, creative and innovative to establish a dynamic and cooperative learning environment in school where cognitive, physical, mental, spiritual and



emotional development for students are to be ensured. Some conflicts may arise between organizational needs derived from school culture and external demands of the society. An efficient leader challenges the conflict and accordingly redesigns the internal policies, strategies, practices of the organization to meet those challenges with a view to transforming school to an effective learning organization.

### **Core Content**

- School as social institution (Session 1)
- Dynamic nature of school as an organization (Session 1)
- Interactive processes in school (Session 2)
- School as a ground for learning and development (Session 2)

### **Session 1: School as Social Institution & Dynamic nature of School as an Organization**

#### **Activity 1.1.1.1: Discussion through Reflective Questions**

The session may be initiated through the reflective questions among the participants such as:

- What are the characteristics of a social system?
- Is school a social system?
- Can a social system stand alone?
- What are the roles of the school leader to expose his/her school as essential segment of the society?

After collaborative discussion and sharing, the participants will be able to understand -

School systems are open systems with definite culture and norms in the light of social perspectives. It consists of several parts and systematic relationship between the parts. It welcomes approaches from potential external collaborators and also must possess shared goals focused on teaching learning. The style of school leadership would promote strong community linking and decision making.

#### **Activity 1.1.1.2: Group Work on Meeting the Challenge**

The concept of school as social system may be nurtured by capturing leadership skills of school leaders in the following topic-

Schools were closed for a long period of time due to Covid 19 pandemic situations and recently schools are reopened by Government. Schools are under pressure from the guardians, community members and Government to ensure Covid 19 protocol effectively in the school and as a leader how do you meet the challenges?

Education is a dynamic process as it is a process of development, which develops knowledge, skills and attitudes of students with the demand of the ever changing society. Dynamic leadership can promote, motivate and enhance the dynamic nature of school as learning organization in the area of-

- School administration
- Classroom transaction in teaching learning process
- Continuous Professional Development of leader, teachers and other staff – The vision of the school is the outcome of a process involving all staff. So all the staff including school leader are to be equipped and updated with 21st century skills to simulate the school as effective learning organization.

### Activity 1.1.1.3: Worksheet on Leadership Style

School leaders have to perform a lot of tasks individually and collaboratively in the dynamic environment of their schools. Some of these tasks are represented by some parameters/rubrics in this activity.

The worksheet consists of 16 words / group words in the left column. Each participant will choose 8 words /group of words out of 16 from the left column and place one by one in the 8 rows in the middle column. Each row in the middle column will be filled up by one word /groups of words. No repetition in selection of 8 words will be allowed. Remarks column will be filled by the respondent with his/her leadership style.

Parameters	I/am/have/give/treat/want to	Remarks
Proactive, Reactive, Isolated, Inclusive, Traditional, Innovative, Assertive, Cooperative, Priority to equity, Priority to equality, Failure as disaster, Failure as opportunity, Yesterday brought you today, Yesterday brought you tomorrow, Be a ninth letter leader, Not to be a ninth letter leader		

### Session 2: Interactive processes in Schools & School as a ground for Learning and Development

School leader has to play the pivotal role in fostering team building and collaboration among different stakeholders associated with the school as well as community. School administrative functionaries, the curriculum design, classroom transaction in teaching learning process, community linking must be

interactive and collaborative for effectiveness of school as learning organization. School leaders motivate the teachers for implementation of interactive teaching learning strategies in the classroom for holistic development of students to meet the shared vision of the school.

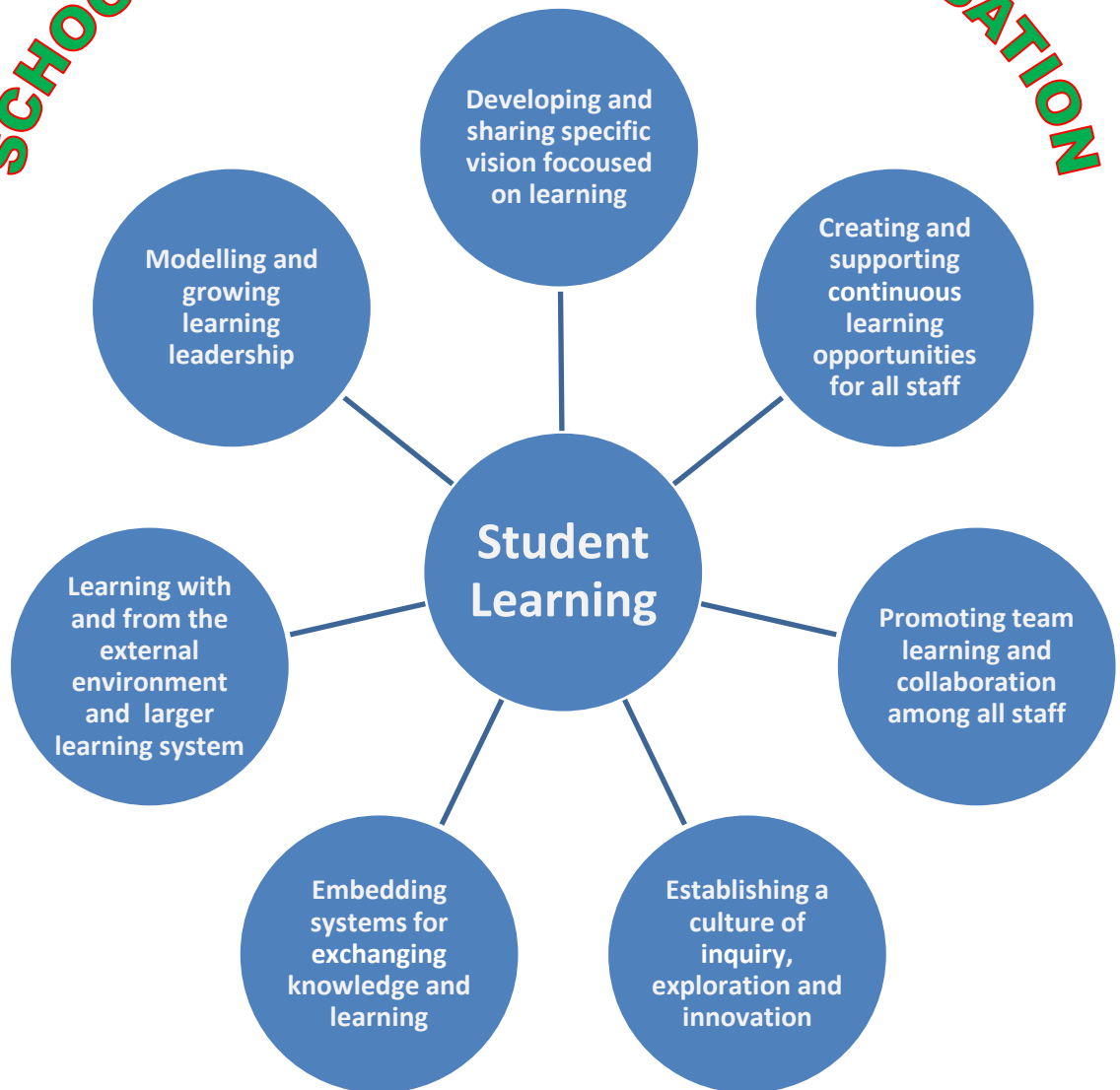
### **Activity 1.1.2.1: Concept Mapping**

Two high schools A and B are located in the same Municipality. The Teacher: Student ratio is almost same in both the school. The result of Secondary as well as Higher Secondary Examinations in last 5 years of school B is better than the school A in respect of marks obtained greater than 60%. As a leader of school A, you have to develop a shared and achievable vision of your school and accordingly frame a concept map, the avenues of journey how to reach the vision using your leadership skills.

Leader of school must have adequate pedagogical and professional skills and competencies as well as good understanding of the school's strength and weakness. A leader of a school in transforming his / her school to an effective learning organization must achieve leadership skills in the following dimensions-

- Developing a shared vision centred on learning of all students
- Promoting and supporting continuous professional learning for all staff
- Fostering team learning and collaboration among staff
- Establishing a culture of inquiry, exploration and innovation
- Embedding systems for collecting and exchanging knowledge, sharing and learning
- Learning with and from external environment and larger system
- Growing learning leadership

# SCHOOL AS A LEARNING ORGANISATION



## Characteristics of School as an effective learning organization

(Source: [www.onlinelibrary.wiley.com](http://www.onlinelibrary.wiley.com) )

### Activity1.1.2.2: Worksheet on Problem Solving

Category	Identify one significant Problem faced by you while running your school	Strategies taken up to overcome that problem	Expected outcome
Academic			
Administrative			
Societal			

### Activity1.1.2.3: Question Answer (Interactive)

1. Leadership is a process, not a position. Do you agree?
2. What are the core values in your organization?
3. What measures have/are you taking or planning to take to develop your school as a learning organization?
4. Name the issues and problems that a leader will face in building a learning organization.

## Unit 2: School Leadership: Multiple Roles and Identities

**Objectives:** The participants will be able

- To develop the concept of visionary leadership.
- To feel how leader can lead the change.
- To understand different styles of leadership.
- To understand leader as a reflective practitioner.

**Keywords:** Visionary leadership, Reflective practitioner

## About the unit

Leadership quality plays a crucial role in the perspective of school effectiveness. To a leader it is very much essential to set a vision i.e., long term goal. To reach the vision leader has to set short term goals. Developing a shared vision is an essential element of school leadership. A leader always creates team. Leader will motivate the team and inspire the team members to reach the goals. Leader will build trust among his followers. Engaging the stakeholders including the community is a vital duty of a leader. Cultivate leadership in others to develop a professional community of staff who will guide one another in improving instruction.

## Core Content

- Leader as a visionary (Session 1)
- Leader as an initiator of change (Session 1)
- Leader as a person who inspires and who is resolute, people centric and different leadership styles
- Leader as a reflective practitioner

## Session 1: Leader as a Visionary & Leader as an Initiator of Change

### Activity 1.2.1.1: Mind Mapping

The Facilitator will ask the leaders to write his vision in the centre of a page and create a mind map containing following points-

1. Procedure through which the leader can reach the vision.
2. Which types of human resource and material resource can be used to reach the vision?
3. Outcome of the process

### Reflective Questions

1. What is the most important thing you noted in this mind map?
2. Without a vision can you complete a work in a systematic way or manner?

The Facilitator will sum up by saying that each person's mind map is different and unique. There is no right or wrong and it is quite possible that with time vision can be changed. It is very important to set vision and nurture it so that leader can proceed in a systematic manner.

### Activity 1.2.1.2: Initiating Changes

The Facilitator will encourage the Head of Institutions to share their effort for making School a better organisation. Even a small action can bring big changes. The Heads will be asked to take out their notebook / sheets for jotting down a change story. Ten minutes will be given for this. Few Head of the Institutions will be asked to share their experiences.

#### Reflective Questions

- How your action becomes a change story?
- Do you think as a leader you should initiate the change?

The Facilitator may point out the change is essential for betterment. A leader should think about the situation or problem; option available and consequences of different actions before taking a final decision of changing anything.

### Activity 1.2.1.3: Role Play

The Facilitator will divide the Heads into groups of four/five. A chit will be given to each group. They will be asked not to disclose what is written on their chit. Each chit has a character role written on it. The Head of Institutions have to create a simulated situation and play the roles as the character that is mentioned in their role chit. Ten minutes will be given to prepare.

Character roles written on chits are as follows:

1. Autocratic leader
2. Democratic leader
3. Laissez-faire leader
4. Leader as a motivator
5. Pedagogical leader

The following table may be drawn on the board:

Sl. No.	Group name	Did what
1		
2		
3		
4		

Other group may be asked as to what has been done in the role play and note it in the table.

Different styles of leadership<sup>4</sup> may be explained by the Facilitator keeping the following points in view:

- Can leadership style be changed over time? Explain.
- Is pedagogical leadership necessary for making classroom effective?

### Reflective Questions

- Should a leader be resolute? Give example to explain.
- Is lifelong learning essential to a leader? Why do you think so?
- Is 'people centric' nature essential for a leader? Why?

### Resource: Different Styles

**Autocratic leadership:** Autocratic leadership is a type of leadership where leader takes all the decisions by himself without any consultation with the subordinates.

This type of leadership is best applied to situations where there is little time to make decisions or where new or untrained staff is present.

**Democratic leadership:** Democratic leadership is the leadership style which promotes the sharing of responsibility, guidance and delegation.

Democratic leadership can be applied where more inputs are required to solve problems or leader wants to encourage participation of team members.

**Laissez-Faire leadership:** In Laissez-Faire leadership leader is passive and leader believes that the subordinate will work best if they get complete freedom.

If the team is highly skilled or experienced then Laissez-Faire leadership is effective.

### Activity1.2.1.4: Reflection

One of the effective ways of learning is reflection. Schön<sup>1</sup> (1983) defined two process of reflection-

1. Reflection in action (during the process)
2. Reflection on action (after completion of the process)

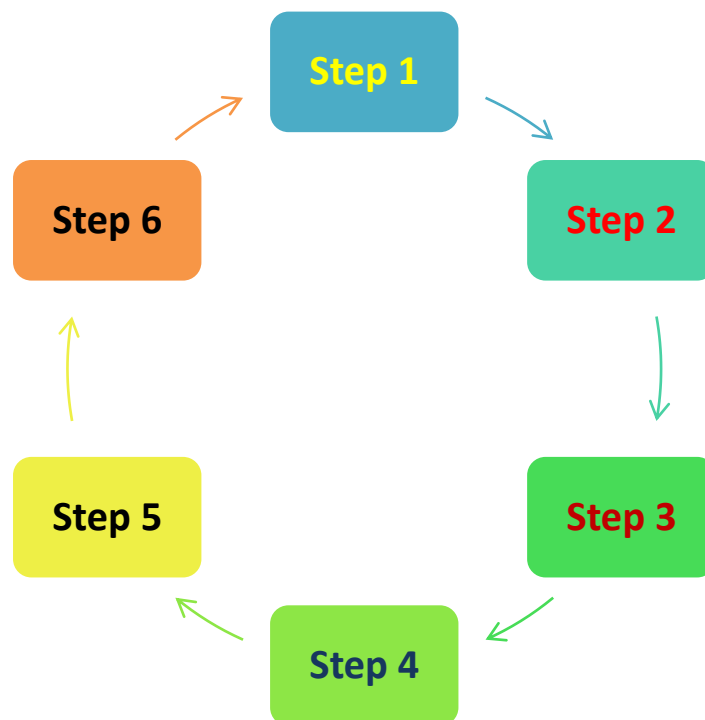


Reflection can happen in any moment. We are considering Gibb's<sup>2</sup> reflective cycle (1988) here:



### Gibb's Reflective Cycle

A worksheet has to be filled up through following six steps:



Step 1: Ask the Heads of the Institutions to recall an incident and encourage them to reflect on it.

Step 2: Ask them to reflect on their own feelings.

Step 3: Tell them to evaluate on the basis of feeling and incident.

Step 4: Ask them to analyse the situation.

Step 5: Let them conclude i.e., they should take a decision.

Step 6: Ask them to note an action plan i.e., when in future same situation will come then how they shall take action.

### **Reflective Question**

Do you think the process of reflective practice will help you to manage a situation in a better way?

## **Unit 3: Developing a Vision for School**

**Objectives:** The participants will be able

- To plan for the transformation that the school heads visualise for their schools.
- To develop objectives for school improvement, develop a vision for school and one's own journey as a leader in realising it.

**Keywords:** Transformation, Improvement

### **About the unit**

A vision is an image of something you truly hope to create. An inspiring vision reflects a high standard of performance which represents future accomplishments and conjures up an image or picture. One of the best ways to motivate people is to share an inspiring vision with them and help them to create a joint vision. Facilitative supervisors should know how to build their own vision before sharing it with staff. To lead staff and others toward the goal of improving the quality of services, the leading staff must share with the staff the vision of high-quality services.

### **Core Content**

1. Vision for school transformation (Session 1)
2. Translating vision through School Development Plan (Session 1)

## **Session 1: Vision for School Transformation & Translating vision through School Development Plan**

### **Activity1.3.1.1: Role Play on Leading Transformation & Translating Vision through School Development Plan**

The Facilitator may create a dialogue on the challenges in leading transformation giving enough space for discussing the situational realities so that school heads actually visualize transformation happening in their own school. The Facilitator will ask the participants to do the following-

- To think and write about all possible areas of transformation in school.
- Let participants choose any one area and give ten minutes for planning a conversation around it.
- Ask any one group to enact the conversation around transformation in their school. How would they share the idea of transformation with their colleagues? How would they convince them of the urgency for it and involve them in the process of change.
- Discuss on the challenges in leading transformation and the role of school Head.

### **Reflective Questions**

- What circumstance makes people desire for change?
- How would you lead your school towards transformation?
- How would you transform school for the development of all? How would you involve everybody in the process?

### **Activity1.3.1.2: School Development Plan**

The Facilitator may give hints through thought-provoking questions like:

- How do you wish to see your school in the next five years?
- Which are the areas that you wish to transform in your school?
- How will the relationship between the community and school, teachers and children, teachers and school Head be in future?
- How will teaching learning environment look like in your school?

This is an ideation exercise and Facilitator should motivate participants to think freely and discuss. However, it is important to arrive at observable and actionable points which actually would find application in their school.

### Activity 1.3.1.3: Road Map for My Dream School

The Facilitator may ask the participants to detail out the transformative steps for operationalizing the change that you have prioritised for your school

- Write specific objectives that can be achieved in one year's time.
- Revisit the objective written for one year and provide a larger objective to be fulfilled in three years / five years duration.

In the last step let participants dream of an ideal school and one's own role in it. They can develop broad outlines /road map of "My Dream School".

- A format as given below may be provided to help the participants:

<b>How do I want to make my school a better place for staff and children?</b>	<b>What specific steps will I take?</b>	<b>When do I expect to see changes in my staff?</b>	<b>What changes do I expect to see in my staff?</b>	<b>What changes do I expect to see in my pupils?</b>
Fear Free environment for children				
Team work				
Discipline at work				
Inclusive environment				
Joyful teaching learning				

The participants evaluate their own work by using these checkpoints:

- Whether the statement written captures the roadmap design for school development in its entirety?- for one year/ three years/ five years / ten years planning
- Whether the roadmap is understood by peers in the workshop? (Reflection on whether colleagues back in school can also understand the plan?)

The Facilitator may discuss with the group the steps required for mobilizing these changes in the school, to list them as detailed and specific as possible. The short-term and long-term goals with appropriate timelines and the kind of leadership the participants would want to give their schools for realising the vision may also be covered.

### Reflective Questions

- Is vision an accumulated effect of year to year development and successful achievement of year wise objectives? Or is it something bigger than a set of achievable objectives in one, two or five years?
- Whether 'shared vision' is same as 'sharing the vision'? Which one is appropriate for your school?

### Unit 4: Child First

**Objectives:** The participants will be able

- To give importance to the child.
- To develop a complete idea about the characteristics of a childhood.
- To form a clear idea about the method of overall development of the child.
- To create awareness of child rights in school and acquire knowledge on how to ensure child safety and security in school premises.

**Keywords:** Child, Childhood, Child rights, Child safety/security

### About the unit

In the current Covid 19 pandemic situation, most children are victims of domestic violence, oppression and exploitation. In this context, the role of competent leadership is crucial, who can show a new direction in improving the overall development of every child with utmost sincerity and kindness.

A child in the hands of a competent leader makes real improvement. Under his/her vision, the children are involved in various group activities in the school and through various co-curricular activities the overall development of the child takes place which helps to create good citizens in the future. A child has the same rights as a citizen. Protecting these rights at the school level is as much a responsibility as adopting appropriate plans to establish these rights. It is the responsibility and duty of a competent leader to strengthen the child's self-confidence through this.

## Core Content

### 1. School as a safe and secure place (Session 1)

#### Session 1: School as a Safe and Secure Place

**Resource:** Video clipping from a short film 'KOMAL'.  
<https://www.youtube.com/watch?v=CwzoUnj0Cxc>

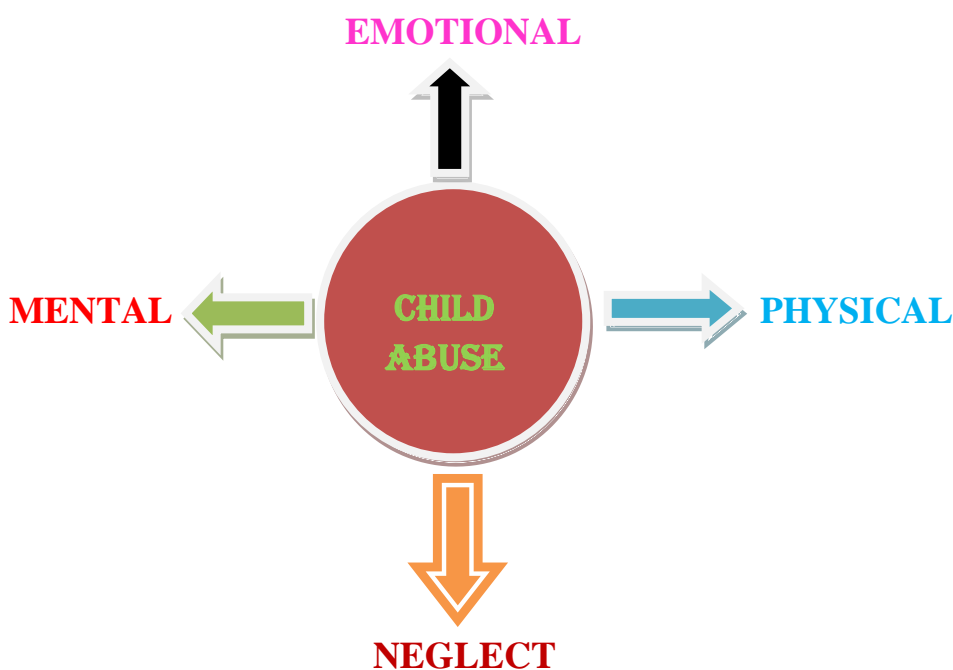
#### Activity – 1.4.1.1: Listing Words and Classifying them



Pictures related to child abuse in school premises

The Facilitators may ask the participants to make a list of some words or phrases related to how children are being deprived in various ways in school by watching the film and pictures. These words or phrases may be classified in the following table:

Abuse by teacher	Abuse by friends



**TYPES OF CHILD ABUSE**

(Source: <https://www.slideshare.net/madhanse/child-abuse-25738107>)

**Activity – 1.4.1.2: Classifying different Child Abuses**

Below are some words or phrases related to the kind of discriminatory behaviour that children face in school. The Facilitator may ask the participants to divide these words into four parts in the following table:

- THROWING, KICKING, HUMILIATING, CRITICIZING, PUNCHING, PINCHING, HITTING, BURNING
- ALLEGATION , INSULTING , HARASSMENT, IGNORE, KISSING, HUGGING, EMBRACING , WATCHING PORN MOVIE, INSTIGATING, RAPE, KIDNAPPING , BAD TOUCH

Physical	Mental	Sexual	Neglect

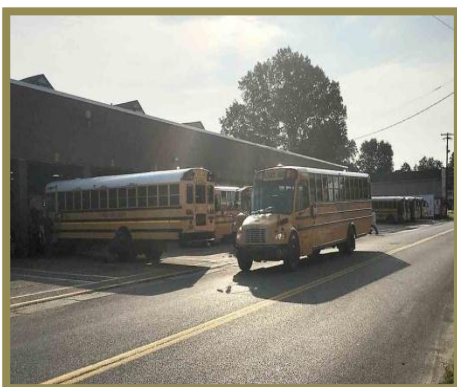
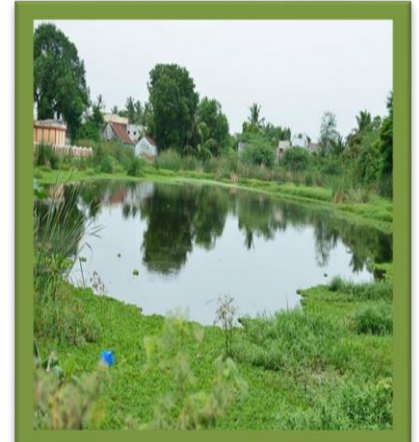
The Facilitator may ask the following

### Reflective Questions

- (i) What kind of children is most deprived in your school?
  1. All those children who fall behind
  2. All children with disabilities
  3. Girls
  4. Others, specify -
  
- (ii) Do you have any idea about child protection law?
  1. Yes
  2. No
  3. Something
  
- (iii) Have you taken any action regarding school safety programme?
  1. VEC meeting
  2. Awareness Camp
  3. Parent's meeting
  4. Create a guidance or counselling cell or committee for children
  5. Inform local administrations/bodies
  6. Inform the higher authority
  7. Others



**Activity 1.4.1.3: Making a list of Dangerous situations and Planning to avoid those**



**Pictures of some of the dangerous situations in and around school premises**

The Facilitator may instruct that after looking at the above pictures, participants make a list of the dangerous situation in the school that could put students at risk. Create a plan through which children

will be protected from this dangerous situation. If there is anything else experienced beside the above probable dangerous pictures, then mention those also.

Dangerous situation in and around school premises	Protective steps to be taken

Summing up the Facilitator may show the following to the participants:



### EMERGENCY PREPAREDNESS

(Source: <https://www.dcopublichealth.org/services/environmental-health/public-health-preparedness>)

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# Key Area-II

# DEVELOPING SELF

## Introduction

Self-development is a journey without an end and it begins with yourself and continues with yourself. According to the great dramatist George Bernard Shaw, “Life isn’t about finding yourself. Life is about creating yourself.” Leadership is a combination of various attributes and attitudes that can be inculcated with conscious practice, reflective practices and a systematic exercise of the various abilities that make a good leader and the first step towards it is definitely self-development.

How much do we really know about ourselves? Have we ever looked at ourselves in the mirror, while speaking to others? Have we ever tried looking at ourselves through other’s perceptions? Do we care to acknowledge our limitations and weaknesses, at least to ourselves, if not to others? Even if we know about our failings, do we consciously work upon them? If we are doing so, then we are on our way towards self-development; otherwise we should soon begin our journey, especially if we are in a lead role in our organisations.

The first step is to understand oneself, before anything else. We wouldn’t like to be told on our face something like, “Sir/Madam, you should follow time schedule yourself, before enforcing it on us. Understanding oneself is to know about one’s capabilities, incapacities, talents and threats and how one can develop the positive attributes to one’s advantage as well as work upon one’s incapability to move from weakness to strength and from threat to opportunity.

The next step is to discover how one behaves or deals with others in the organization, as well as with other stakeholders. Being a leader means meeting people and dealing with them in daily work-life. A leader’s USP (Unique Selling Proposition) is his ability to maintain a cordial relation with all, while maintaining discipline, and upholding the spirit of the organization at the same time.

The third step is to develop oneself in the context of the organization. A leader has to deal with conflicting expectations and play multiple roles at the same time. One has to learn to converge goals of self-development and institutional goals and align them into professional goals and practices.

Finally self-development should lead to developing professional self, where one learns how to work and relate with people. School is a place for social learning and growing together and hence a leader has to aspire to create within the organization a sense of collective responsibility that leads to social, moral and ethical well-being of the organization as a whole.

In the following four units we will find how a leader can develop a professional-self. The sections will try to be interactive, wherein we will be led to think and reflect on our practices. There will also be case



studies and worksheets. The aim is to work our way towards development of a professional self. Here we must keep in mind that a school is a miniature of the society we live in and India being a multi-cultural country, our schools will also reflect the same spirit. Therefore aspiring leaders have to reflect this spirit within their beliefs and practices.

## **Unit 1: Understanding Self**

**Objectives:** The participants will be able

- To understand oneself: as an individual and as a professional in school
- To understand meaning and purpose in work life
- To develop positive self-concept and self-esteem

**Keywords:** SWOT Analysis, Reflective Practices, Strengths, Weaknesses, Opportunities, Threats

### **About the unit**

In this unit we will try to involve participants in activities which will lead them to reflect on their own abilities and practices. It will also help them to discover their strengths and weaknesses, as well to find out new pathways to get over their weaknesses.

### **Core Content**

- Understanding oneself: as an individual and as a professional self (Session 1)
- Understanding meaning and purpose in work life (Session 1)

### **Session 1: Understanding Oneself: as an Individual and as a Professional self & Understanding Meaning and Purpose in Work Life**

#### **Activity 2.1.1.1: Making Lists**

The participants will be asked to individually make two lists, one mentioning his/her attributes, qualities and talents that he/she thinks has helped him grow his confidence in himself/herself and the other mentioning his/her own weaknesses, problem areas and drawbacks that he/she thinks has been detrimental to his/her growth as an individual.

After the list is made the participants will discuss in their group about their lists.

### Activity 2.1.1.2: SWOT Analysis (Individual)

The next activity is an exercise in reflective practices. Reflection is a conscious thought process wherein we try to dwell on any of our thoughts, beliefs, habits or actions. While developing a professional self, we must look within ourselves, what we can do and what we can't. For this activity the Facilitator will ask the participants to do a SWOT analysis based on the following leading questions. This is an individual task which they will do with the Facilitator's help. This analysis is a self-perception tool to realize one's own strengths, weaknesses and to work upon them to help to boost one's self-confidence and self-respect. This analysis also helps us by trying to find out ways in which we can turn our weaknesses to strengths and threats to opportunities. After analysis the results may be discussed in groups and the Facilitator will guide them, showing them ways in which weaknesses can be turned to strengths and threats to opportunities.

#### SWOT ANALYSIS

<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>

1. Which strength of yours gave you the best opportunity in life?
2. Which weakness do you need to work upon and turn into a strength?
3. Is any of your weakness leading you to a threat?
4. Which threat in your life is working against you? Can you think of ways to turn it into an opportunity?

Share these observations in your group. You can also ask for suggestions from group members.

Some Questions to help you in your SWOT Analysis:

## **Strengths**

- What advantages do you have that others don't have (for example, skills, certifications, education, or connections)?
- What do you do better than anyone else?
- What personal resources can you access?
- What do other people (and your boss, in particular) see as your strengths?
- Which of your achievements are you most proud of?
- What values do you believe in that others fail to exhibit?
- Are you part of a network that no one else is involved in? If so, what connections do you have with influential people?

Consider this from your own perspective and from the point of view of the people around you. And don't be modest or shy – be as objective as you can.

## **Weaknesses**

- What tasks do you usually avoid because you don't feel confident doing them?
- What will the people around you see as your weaknesses?
- Are you completely confident in your education and skills training? If not, where are you weakest?
- What are your negative work habits (for example, are you often late, are you disorganized, do you have a short temper, or are you poor at handling stress)?
- Do you have personality traits that hold you back in your field? For instance, if you have to conduct meetings on a regular basis, a fear of public speaking would be a major weakness.

Again, consider this from a personal/internal perspective and an external perspective.

## **Opportunities**

- What new technology can help you? Or can you get help from others or from people via the internet?
- Is your institution growing? If so, how can you take advantage of the current situation?
- Do you have a network of strategic contacts to help you, or offer good advice?



- What trends (management or otherwise) do you see in your institution, and how can you take advantage of them?
- Are any of your competitors failing to do something important? If so, can you take advantage of their mistakes?
- Is there a need in your institution that no one is filling?
- Do your stake holders complain about something in your institution? If so, could you create an opportunity by offering a solution?

### **Threats**

- What obstacles do you currently face at work?
- Are any of your colleagues competing with you for projects or roles?
- Is your job (or the demand for the things you do) changing?
- Does changing technology threaten your position?
- Could any of your weaknesses lead to threats?

### **Activity 2.1.1.3: Mind Mapping**

School is a microcosm of the society we live in and as leaders we spend a lot of time in our schools and sometimes our work load is carried to our homes. Work-life is a very complex concept where a school leader has to balance his/her roles and responsibilities in such a way that the school functions smoothly, but the hand behind its smooth conductance goes unnoticed. Now the Facilitator will ask the participants to draw a mind map, in groups of five/six, asking them to put all the responsibilities the school leader has to shoulder.

After the mind map is created participants will put it up in chart papers for display.

Each participant will be asked to say about one role he/she has difficulty in playing, among those put up on the mind-map and how he/she wishes to work upon it. If a participant cannot find an effective way out, other group members will help him out or the Facilitator will find out a solution.

The Facilitator sums up by saying that no human being is perfect, as we are born naturally with weaknesses, but we are born with strengths too. Discovering one's strengths is of utmost importance to find out meaning in life and work. If I know what I can do well, I will be an asset for my organization. Again, knowing about our weaknesses also help us work upon them and overcome them so that those weaknesses don't hold us back from achieving our targets in time. It is acceptable that we may not be

proficient in everything, but it is unacceptable that we aren't aware of it, or not trying to work upon our shortcomings. Work becomes a burden when we either don't know much about the work or we aren't organized enough to conduct the work in a proper fashion. Self-perception and self-development will pave the way for a leader to better achieve his/her goals, to plan his/her work well and execute it timely and to lead his/her organization towards an all-round development.

## **Unit 2: Self in relation to Other**

**Objectives:** The participants will be able

- To locate oneself in respect of pupil, colleagues or school staff & community
- Delimit the boundary of Circle of Concern, Circle of Influence & Circle of Control
- Manage Conflict in interpersonal relationship

**Keywords:** Johari Window, Circle of Concern, Circle of Influence, Circle of Control, Transactional Analysis

### **About the unit**

A leader is a part of a society. School is the miniature form of a society. A leader is the axis of that miniature society and he or she is interconnected with every tiny part of that society. In this socio-physical network, 'knowing self' is of prime importance to a leader. This journey helps a leader to unfold himself / herself towards every component of a leader's society & vice versa.

### **Core Content**

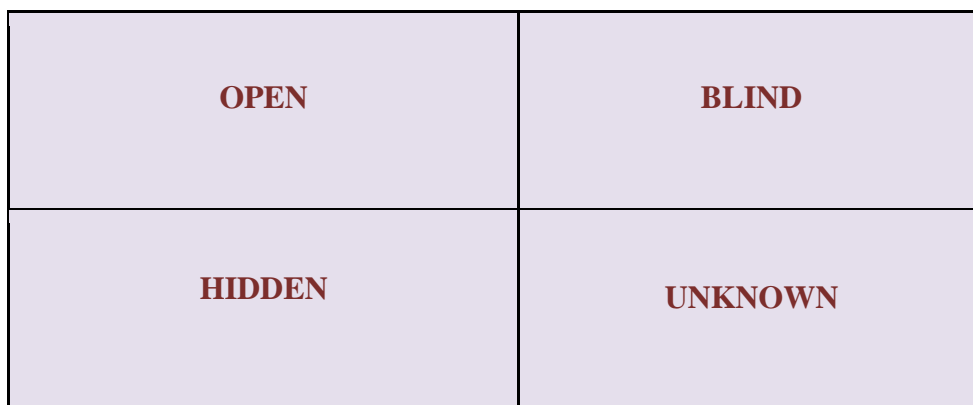
- Locating oneself in the social context of school (Session 1)
- Circle of Influence and Circle of Concern (Session 1)
- Dealing with conflicting expectations (Session 1)

## Session 1: Locating Oneself in the Social context of School

### Activity 2.2.1.1: Johari Window

The facilitator will ask participants to play a game-

Draw a box having 4 quadrants. Name the 1st quadrant as OPEN, 2nd as BLIND, 3rd as HIDDEN and 4th as UNKNOWN.



OPEN or Open self is the information about you that both you & others know. Write down your characteristics or attributes which are known to both you and others with whom you are playing this game. BLIND is the information about you that you don't know but others do know i.e., you are a very good story teller. This quadrant is basically a disclosure of self to self. HIDDEN information is always hidden by you. This information is known to you but completely unknown to others. UNKNOWN information is some features of yourself which are unknown to both you and other respondents. This is a situational trait, for example your love for gardening.

Now, fill up the above four quadrants with appropriate information. Take support from your staff & students. After completion of this work answer the following–

Q1. Which quadrant contains maximum inputs compared to others?

Your view:

Q2. Which quadrant comprises the minimum response compared to others?

Your view:

Q3. Which quadrant is most important for effective leadership?

Your opinion:

Q4. Justify your answer for question no. 3 within 2 sentences.

Ans:

This technique of knowing self in context to others is known as Johari Window. It is designed to help people better understand their relationship with themselves & others. It was created by psychologist Joseph Luft and Harrington Ingham in 1955. If the OPEN quadrant contains maximum inputs, the pace of leadership will be high as this quadrant reflects transparency among the leader & his or her community. Too many inputs in the HIDDEN quadrant imply the minimum effectiveness of leadership. Diagonal extension or aerial expansion of OPEN quadrant strengthens the interpersonal relationship between the leader and his or her resources.

### **Activity 2.2.1.2: Filling of Table**

Here is a list of agenda/activities related to you. The Facilitator will ask the participants to read these minutely.

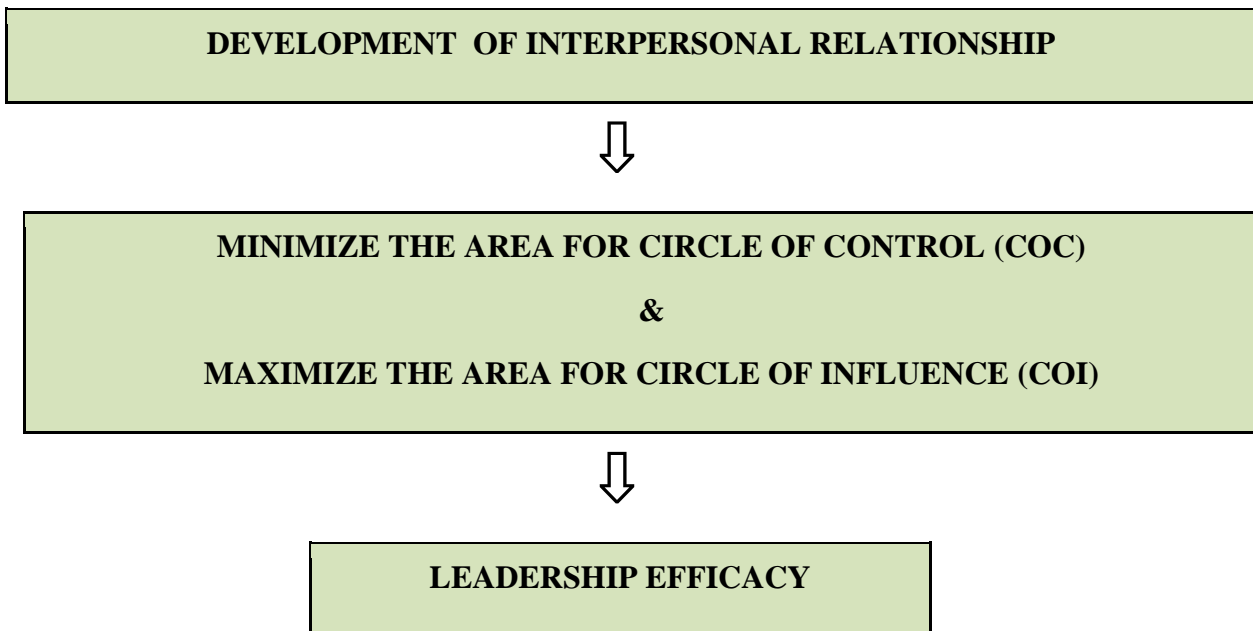
1. Meeting with your School Managing Committee(SMC)
2. Making provisional routine
3. Mid-day Meal supervision
4. Staff council meeting regarding Board examination
5. A short meeting with Kanyashree club members
6. Salary bill submission
7. Panchayat meeting regarding the problem of weekly 'haat' which is situated adjacent to your school
8. Abrupt price hike of gold
9. Long absence of a teacher in your institution due to medical problem
10. Civil work for solar panel construction in your school premises

After reading the above points carefully the participants are to fill up the following table as per instruction given in the heading, putting the serial number in the appropriate box.

Agenda for which you are not concerned	Agenda which you can delegate	Agenda which you only can deal

Here Concern, Delegate and Deal are solely related to your institution. Delegation means you are concerned about but don't do it yourself. Influence & motivate others to complete such activities. Deal means you can only control such situations and should not delegate.

The agenda which you only can deal with is under Zone of your control. It is called the Circle of Control (COC). Agenda which you can delegate is under the zone of your influence. This zone is termed as Circle of Influence (COI). Both the COC & COI are your zone of concern.



After careful observation of the above flow chart do you want to shift any number from one box to another one in the above table? If you wish you can edit the table & put the appropriate number in the appropriate box.

### Activity 2.2.1.3: Question Answers

The facilitator will ask the participants to read the following dialogue. These are fictional dialogues of a leader addressing a staff, Mr. X.

Dialogue 1

Leader: Dear Mr. X, are you okay? Is everything alright? I hope you won't miss the last date of marks submission. Though your colleagues have submitted marks already, I am sure you will also submit it by tomorrow.

#### Dialogue 2

Leader: Hello Mr. X, it is very disappointing that still you have not submitted the marks. It should be submitted by tomorrow & remember it that tomorrow is the last date.

#### Dialogue 3

Leader: Mr. X, why don't you submit the marks? We are facing difficulties because of your lethargy. Why are you so insincere? I will punish you if it is not submitted within due time.

Now the Facilitator will ask participants to respond to the following questions-

Q1. Are there any differences in approach among three dialogues? YES/NO

Q2. If your answer to Question no. 1 is YES, then what kind of differences do you notice?  
(Write in three to five sentences)

The above three dialogues are examples of different types of communications, transaction of personality traits. This is well explained in a theory named Transactional Analysis<sup>2</sup>. The theory was developed by Eric Berne in the 1950s. Berne had identified three ego states in an individual's personality. The states are Parent, Adult & Child. These three ego states are manifested through his or her observable behaviours. Parent ego state refers to the behaviours that are borrowed from our parents. Adult ego state represents rational behaviour. Child ego state shows an impulsive attitude. This state of mind is very critical like our childhood.

Now the Facilitator will ask participants to answer the following questions-

Q3. Can you rename the above three dialogue as Child, Adult & Ego state?

Q4. Have you ever passed through all three ego states during your professional or leadership period?

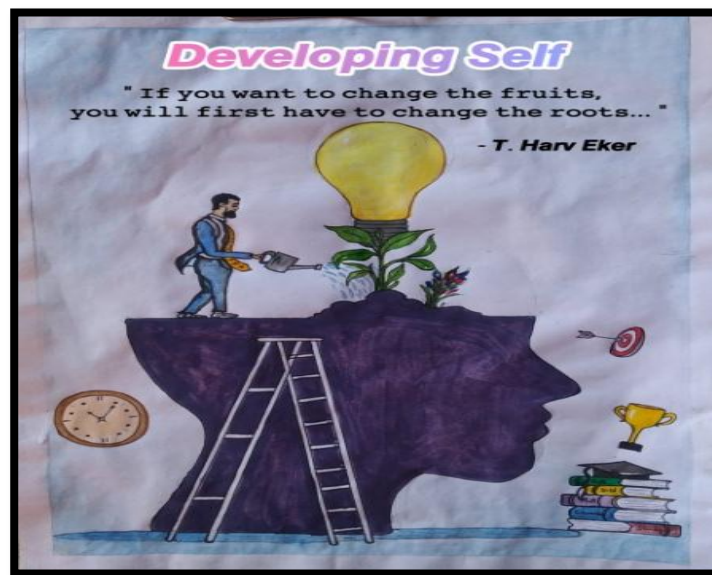
The Facilitator will sum up by saying that this study of knowing self in relation to others is basically nurturing of self efficacy in light of leadership. Dealing with stakeholders for the purpose of leadership should be situation based. Sometimes it creates self conflict which is a barrier to a leader's activity. Techniques used in above discussion like Transactional Analysis, Johari Window, etc, are useful to minimize this conflict, to manage the overlapping multifaceted role of a leader.

### Unit 3: Self in the context of School

**Objectives:** The participants will be able

- To converge between goals of self-development and institutional goals.
- To play multiple roles in relation to school functioning.
- To reflect on aligning professional goals and practices.

**Keywords:** Self-mastery and Self-actualization, Institutional goals, Self Development Plan



#### About the unit

This unit makes one focus on and become aware about attitudes and capabilities. It enables to develop confidence also, that is brought about with a change within oneself. One can think, question, or rethink about their attitudes and actions and bring about the desired changes, in order to become an effective leader.

#### Goals of Self Development

Self-development helps us to enhance strengths, improve mental health and even helps to build relationships. For a leader self-development is important. Self-development is taking steps to better yourself, by learning new skills and by overcoming weaknesses.



### **Personal Development**

(Source: <https://destinysodyssey.com/personal-development/personal-development>)

Self-development is an action leading to self-mastery and self-actualization.



## **Institutional Goals**

It is the job of leaders to guide and give direction to the individuals for completion of various tasks and functions in an institution. Leaders are to provide solutions for various types of problems and challenges, to take effective decisions and form an amiable environment. This will in turn help to achieve excellence in every endeavour.

What makes personal development effective in the context of education in an institution?

- The link between personal development and academic achievement
- The role of school, leaders and teachers in the personal development of pupils
- Personal development supports the aims and objectives of the school curriculum

## **Multiple roles in relation to school functioning**

As a Head of Institution, he/she has multiple areas of responsibilities e.g. monitoring educational activities in relation to students and teachers, harnessing human resources, managing financial resources, maintaining external relations, looking after the well-being of students and teachers, and also teaching students himself/herself.

The prime role of the school Head is to provide academic and administrative leadership to the school. While academic leadership in a school may be shared particularly with the professoriate, the Head of the Institution is ultimately accountable for the management of the school.

## **Five key areas of roles of Head of Institute:**

- Shaping a vision of academic success for all students
- Creating a climate hospitable to education
- Cultivating leadership in others
- Improving instruction
- Managing people, data and processes

## **Core Content**

- Goals of self development and institutional goals (Session 1)

## Session 1: Goals of Self Development and Institutional Goals

### Activity 2.3.1.1: Question Answers

Set five goals for self-development under ‘Column A’ and five goals for institutional development under ‘Column B’. Now consider which goals are of priority for you as a leader? Why are those goals a priority for you? Are any of those goals in Column ‘A’ or ‘B’ contradicting each other? How will you align those goals to serve your purpose?

### Reflection on aligning professional goals and practices

- ✓ We have to set clear institutional goals where goals alignment starts.
- ✓ Share the outline of those goals on every level.
- ✓ Help employees to achieve the goals.

### SMART Goals:

- S** – Specific
- M** – Measurable
- A** – Achievable
- R** – Realistic
- T** – Time bound

### Activity 2.3.1.2: Work sheet for SMART Goals

Fill in this worksheet and then check with the Facilitator:

## Worksheet for Writing SMART Goals

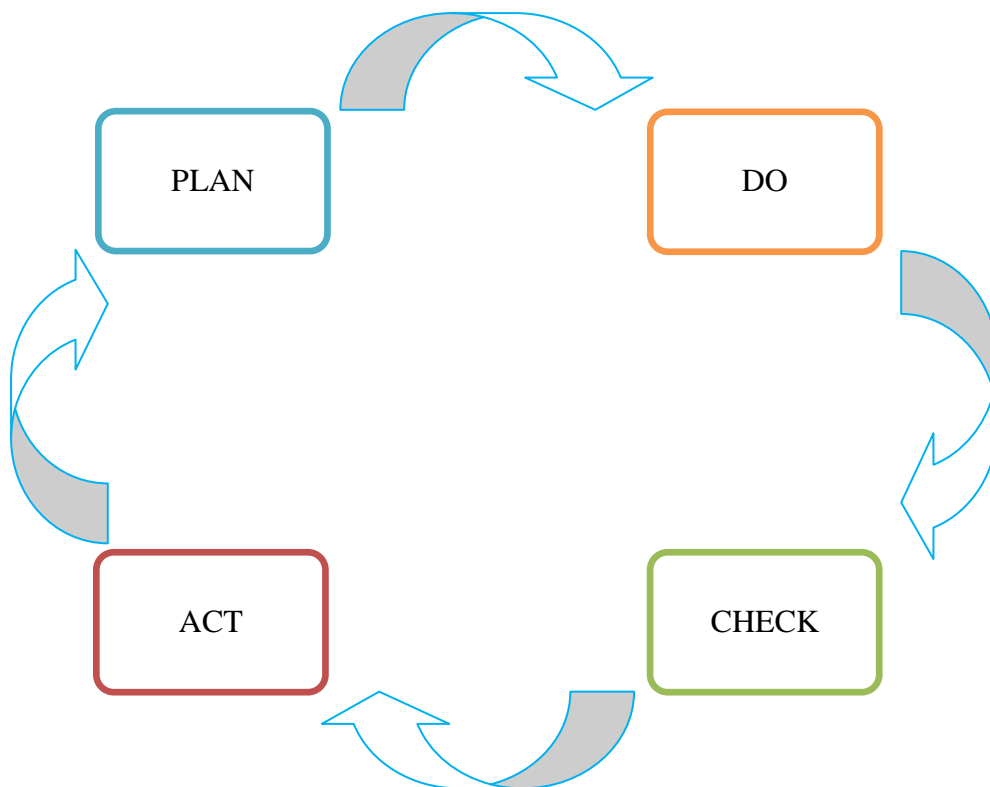
Use this worksheet as a guide to write SMART goals

**Part I : Identify your goal** (Write your goal in the space below)

**Part II : Is your goal SMART?**

Evaluate the goal you listed above according to the Smart Criteria. If you can answer 'Yes' to all of the following questions, your goal is SMART.

<i>Is your goal...</i>	<b>Yes</b>	<b>No</b>
Specific: Can you describe the details?		
Measurable: Can you measure the goal using either quantitative or qualitative assessments?		
Achievable: Can you achieve your goal?		
Realistic: Can you achieve your goal within the current environment, given existing constraints?		
Time-limited Have you set a deadline for your goal?		
If you answered 'No' to any of the criteria above, you may want to consider rewriting your goal. Rewrite your new SMART goal in the space below.		



**PDCA Cycle**

(Source: <https://kanbanize.com/lean-management/improvement/what-is-pdca-cycle>)

### **Self Development Plan**

- May open the path to an extraordinary life
- Can help one's identity
- Improve one's self awareness and confidence

Self development plan may be structured as-

1. Prepare a list of your ten most important goals in relation to your institute.
2. From those identify the top five which you would like to achieve.
3. Prepare a timeline to achieve those goals.
4. Write down what actions you need for achieving your goals.
5. Can you imagine any other resources which may be useful to achieve your goals?
6. Write whether any other people may be helpful to achieve your goals.

After some time Facilitator will discuss what the participant has written and ask for feedback from the participants.

Some tips for self development:

1. Use online resources
2. Meet successful people
3. Identify strengths
4. Focus on the year-long progress
5. Develop a plan and be accountable for it
6. Create new habits
7. Set goals for self as well as for the Institution and align them

### **Activity 2.3.1.3: Question Answers along with Self Development Plan**

The Facilitator will guide participants to draw a ‘Self Development Plan’ by trying to answer these questions:

- ✓ What do other people see as your strengths?
- ✓ What are your weaknesses that you need to work upon? How will you overcome them? What time will it take?
- ✓ What personal resources can you access to achieve a goal?
- ✓ Among the achievements gained by you which achievements are you most proud of?
- ✓ Have you set any immediate goal for your Institution? What is it?
- ✓ How will your strengths help you to achieve the goal set?
- ✓ Will your weaknesses stand in the way of achieving your goal? How do you wish to avoid a clash?
- ✓ What help do you wish and from whom for achieving this goal?
- ✓ What obstacles or challenges you anticipate in the path of achieving this goal?
- ✓ Draw a step-by-step plan of achieving this goal with a timeline.

Now the Facilitator will ask participants to chalk out a diagrammatic “Self Development Plan”.

The Facilitator will sum up by saying that self development along with goal-setting is a systematic step-by-step process that requires a lot of introspection, reflection and planning. One has to master and have a control over emotions, weaknesses and rash decisions. Every step forward needs meticulous planning.

But with time and measured steps, self-development is achievable, and this helps a leader to set goals smartly, plan for them and achieve them timely.

#### **Unit 4: Developing Professional Self**

**Objectives:** The participants will be able

- To work and relate with people.
- To realize that school is a place for social learning and growing together.
- To create a sense of collective responsibility: Social, moral and ethical

**Keywords:** Collective responsibility, Professional skill, Reflective Practitioner

#### **About the unit**

Professional self is a part of social work that is guided by values, ethics and morality. It engages in self - assessment and personal growth on an ongoing basis. It aims to be reliable, responsible and accountable. Developing professional self involves enhancing the necessary skills to carry out our role as effectively as possible and is something that will continue throughout our working life. A good leader cum reflective practitioner builds and examines knowledge about learners, the culture and curricula of schooling, and the contexts in which teaching and learning occurs.

In education, inclusion involves developing mutually sustaining relationships between schools and their surrounding communities. It leads to an understanding of how progress can be achieved when people join their actions together. There is a need to create an inclusive environment by identifying the educational needs and bringing systemic reforms in and beyond the classrooms for all children. This type of reflective practice helps teachers to improve their practice to effectively meet the learning needs of their students. It also helps teachers to become aware of their underlying beliefs and assumptions about learning and teaching. It helps teachers promote a positive learning environment.

#### **Core Content**

- Infusion of school curriculum with real life
- Establishing a close relationship between school with the community (Session 1)

#### **Session 1: Working and Relating with Community**

**Resource: Case Study**

The faculty, trainees of DIET and some teachers of surrounding schools visited local workplaces with the school children and motivated children to interact with the workers. Students were taken to various places such as grill factory, ceramic industry, brick kiln, wood furniture making factory, cowshed, poultry farm etc.



**Pictures related to work of Community**





**Pictures related to work of Community**





### Pictures related to work of community

Children observed carefully and filled the following worksheet in their own language for each location visited by interacting with the workers.

Questions	Answers
What work are they doing?	
Do you like this work and why?	
Which people in your community generally do this kind of work that you are not willing to do?	
Why do you think they do this work?	
If nobody is willing to do this work what problems may happen?	
Which instruments are required to do this work and how we use them ?	
How many products do they make in a day and where do they sell those?	
Write about product demand in the market, amount of profit or loss?	

### Activity 2.4.1.1: Mind Mapping

The Facilitator will ask the participants about who the stakeholders of the school are. They will be asked to draw a mind-map in groups of five. After drawing the mind-map, participants will underline those stakeholders who are of primary importance for the development of the students' all-round education.

The Facilitator sums up by saying that leadership comes through work. Here the children have been empowered with best practices. The case study illustrated how teachers can connect the school curriculum with the greater world in respect of professional self. Schools must grasp any opportunities for improvement of the school practices, exploration of alternatives, developing an understanding of what works best in different situations, translating school-based vision into real school practices to form the foundation of a transformed school system. Education is an all-round development of the body, mind and soul, and this can only be ensured if education is connected with the outside world. Only then this will lead to the development of a socially, morally and ethically aware individual.

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# Key Area-IV

# Building and Leading Teams

## Introduction

The school is a miniature society including different stakeholders. It may be described as a unit with specified goals and members of the unit need to work together to achieve those goals. No individual member, however competent and knowledgeable, can achieve this unless the school leader develops a team that works jointly to achieve these goals. So developing a team forms an integral part of the responsibilities of a school leader. It also implies sustaining the team and taking steps like capacitating team members, making provisions for regular collaboration and sharing of ideas and so on. This key area addresses values and skills required to build and sustain effective teams in school. The module will discuss understanding group dynamics, processes of collaboration, teamwork, conflict resolution, and creating opportunities for professional development of team members.

## Unit 1: Building Teams

**Objectives:** Participants will be able

- To understand how to facilitate collaboration and work in teams.
- To differentiate between group and team.
- To understand the process of formation of team and build team through stages.
- To allocate responsibilities to team members keeping the principles of cooperation and collaboration in view.

**Keywords:** Team and Group, Group Dynamics, Stages of Developing team, Cooperation and Collaboration, Delegating, Allocating

## About the Unit

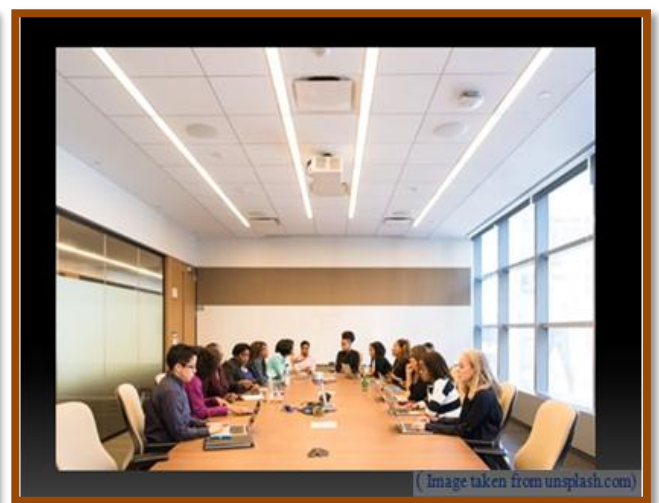
The success of any organization is dependent on its employees' ability to work as a team which in turn necessitates understanding of each other's strengths and weaknesses and developing a common interest and a sincere wish to deliver quality work together. The same is true of the organization named school. A school leader, however able and achieving, cannot take his institute to the height of achievement on his own. School leadership also involves management of the available resources. Therein lies the significance of developing the ability to build teams and ensure sustainability of the team work in every sphere of school leadership and management.

## Core Content

- Understanding strengths and capabilities of team members (Session 1)
- Studying group dynamics (Session 2)
- Creating processes for cooperation and collaboration (Session 3)
- Matching responsibilities and abilities (Session 4)

### Session 1: Understanding Strengths and Capabilities of Team members

Please have a look at the photographs on the PowerPoint presentation. Describe what you see in each picture. The Facilitator takes response from five or six participants till the words ‘team’ and ‘group’ are mentioned.



### Pictures on Team work

### Activity 4.1.1.1: Introduction about Group and Team

In this workshop you have been taking part in group works. Do you think that while working in groups you have become a team? Is there any difference between team and group? Discuss your answer in groups for five minutes and then present your group's answer with rationale.

#### Resource

The Facilitator will show the following slide on PowerPoint to sum up the session:

Groups	Teams
Groups have voluntary memberships – usually individuals come together to do some work with people they are comfortable with	Teams may have involuntary memberships- individuals are made part of the team on the basis of their strengths and capabilities
Members generally have similar interests/likes and dislikes	Team members may have different interests and strengths
Mostly, groups are informal associations	Teams are formal associations of members assigned to different tasks
The formation of groups can be temporary with no official bindings	Teams function for a pre-decided time period
Groups may serve a narrow purpose, not specifically aligned to any organizational goal	Purpose and goals of teams are linked to organizational goals and vision
Members do not have fixed accountability to tasks- there is flexibility	Members have fixed accountability to different tasks
There can be a group leader but h/she may not be held accountable to outcomes of the group	A team leader is accountable for the success or failure of teams as are other team members
Groups may work towards outcomes but these may not be strictly followed	Teams work towards defined outcomes

How do we define a “team”? Team has been defined in a number of ways by researchers and the following definition might be used while speaking of team in context of school leadership.

The Facilitator shows the following definition as PowerPoint presentation:

*"A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable"*  
(Kazenbatch & Smith, 1994)<sup>8</sup>

### Activity 4.1.1.2: Case Studies

Read the case studies given below and identify which is a team work and what are the characteristics of team work.



## Case Study 1

The Covid pandemic and consequent closure of schools posed great challenges to all school leaders. The greatest challenge was to keep learning going for the students. In a rural school the children had no access to technology to start online teaching learning. The only point of contact with the students was the parents who came to take dry materials for Mid-day Meal every month. Faced with this challenge one head teacher requested his/her teachers to do something to support learning of the students making use of this contact. A number of teachers came together, shared ideas and decided to design tasks every month to distribute to the students through their parents and then give feedback on those tasks when submitted next month. A few other teachers from the school decided to visit students' home and teach them. A third group, though very few, started a group on a social networking site with parents and through that group shared study materials with students. The head of the school was satisfied that students will benefit from all these efforts of his/her teachers.

## Case Study 2

The Covid pandemic and consequent closure of schools posed great challenges to all the school leaders. The greatest challenge was to keep learning going for the students. In one such rural school children had no access to technology to start online teaching learning. The only point of contact with students was the parents who came to take dry materials for Mid-day Meal every month. Faced with this situation the head teacher called for an online meeting with selected senior teachers and shared his/her concern about how to keep the learning of students going despite the school closure. One senior teacher suggested that they should start teaching through any social networking site, another suggested that they should first do a survey of students' access to smart phone and plan accordingly. The third teacher suggested that s/he stays in the locality and can use her/his own courtyard to teach students staying in the vicinity of her/his house. There was a fourth teacher who said that with the materials for Mid-day Meal some tasks can be given to students to keep in touch and through feedback provide support to self learning by the students. At the end of the meeting the head teacher allotted responsibility of doing the survey as the first step to the one who suggested it. Another senior teacher was given responsibility to enlist names of teachers staying in the vicinity of the school students. The head teacher gave a deadline for this first phase of the initiative requesting the concerned teachers to do the allotted tasks in time so that students of the school would be able to continue to learn despite closure of school.

In the feedback session the Facilitator will focus on the role of the head teacher while allotting responsibilities considering strengths and capabilities of teachers.

### Activity 4.1.1.3: Group Work

#### Reflective Question

From your practical experience consider a scenario where teamwork is most visible. How does the expertise of team members contribute to the success of teamwork? What would happen if the team lost some of these experts? (Group work)

### Session 2: Studying Group Dynamics

#### Activity 4.1.2.1: Pair Work on Group Dynamics

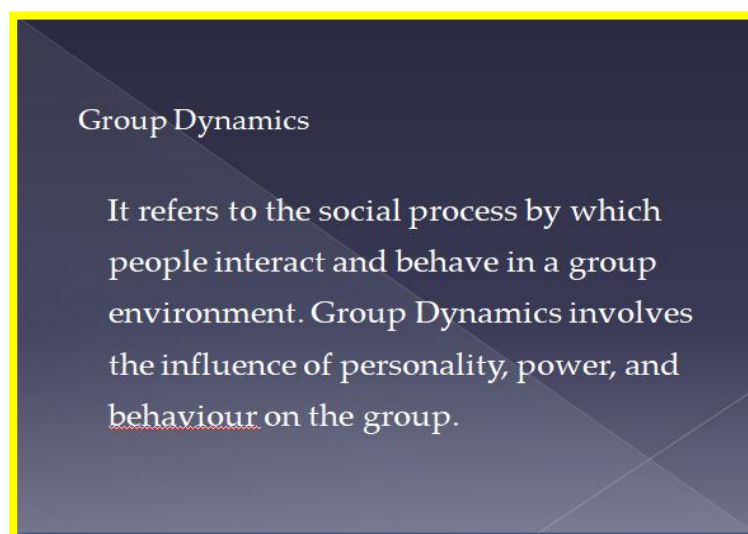
Think of a scenario in your school where you need to allot responsibilities to groups of people. Do you consider the relationship between individual members while forming the group? Give the rationale for your answer. (Pair work)

The Facilitator will take responses of three or four pairs and then sum up by discussing significance of personal relationships in group dynamics.

Group Dynamics refer to a process, through which the behaviour and attitude of one member may influence other members of the group, either out of their own choice or by circumstances. Individual personality, cultural traditions and social situations are factors that often impact the group dynamics. The leader should understand and recognize the dynamics between group members in order to develop a team and thereby generate a feeling of acceptance and solidarity in the team and achieve success in work.

#### Resource: PowerPoint Presentation as used in Session 1

The Facilitator shows relevant slide as the PowerPoint presentation.





### Activity 4.1.2.2: Group Work on Stages of Team Building

Suppose you are going to develop a team for organizing an exhibition in school. What would you do first and why? What other stages would you go through to achieve the designated goal? On a chart paper write the sequences that you would follow in building your team and organizing the exhibition. (Group work)

The Facilitator will ask groups to display their charts in the training room after the next activity.

### Resource: Hand out on stages of team development

### Activity 4.1.2.3: Group work on identification of the stages of Team Building

Read about the stages of building a team and then identify the stages that you have mentioned on your group's chart and write on the chart.

Tuckman<sup>7</sup> (1965) proposed four stages of team development that he found to be necessary for the evolution of team processes. Let us look at each of the four stages:

1. The first stage of **Forming** is the beginning step towards team formation. Here team members are not quite sure why they have been made part of the team, what will be the purpose of the team and what will be their roles? This is the phase of uncertainty and curiosity. Team members may say, "Not sure why I'm here or the purpose, but it looks as if it will be a lot of work!"

What must be the Action of a Leader in this phase? Encourage everyone to become involved; start the process of focusing team members on the task, establish group norms such as respecting different viewpoints, praising contributions etc.

2. The second stage of **Storming** is the next phase through which the team has to pass. This is a turbulent phase when team members have not yet adjusted to working with each other, there might be confusion in role clarity, there could be conflicts and power struggles. Team members may say, "Do I have to work with this team?"

What must be the action of a leader in this phase? Help team to focus on strengths, not weaknesses, in working toward the task in hand.

3. The third stage of team development is **Norming**. Here the team members are genuinely concerned about resolving conflicts, and together or with guidance of the leader arrive at norms for acceptable behaviour and decide to work collaboratively towards goals. Team members may say, "Maybe we will be able to pull this all together, if we stop fighting and listen to each other..."

What must be the action of a leader in this phase? Support collective decisions to behave professionally, and agree to norms. Leader may have to work hard helping members develop a sense of group belonging and accountability.

4. The fourth and final stage of team development is **Performing**, when team members have started to work collaboratively with the purpose of performing the team action plans and arrive at outcomes. Team members may say, “We’ve got a great plan, and everyone is pulling together....”

What must be the action of a leader in this phase? Encourage true teamwork and cooperation, members are individually committed, emergence of multiple leaders during team performance.

5. Although not part of Tuckman’s original model, the end or termination stage, known as adjourning, is also important for any team.

“At the core of the model is the implication that teams pass through several developmental stages prior to effective performance. The assumption is that intra-personal and inter-personal needs have to be addressed before behaviour norms are established. Only then can task effectiveness be achieved.” (Rickards & Moger, 2000)<sup>5</sup>. In fact the difficulties of resolving team issues might be reduced if the leader makes conscious effort to address roles and responsibilities. Creative thinking on leader’s part often proves to be a vital factor in developing a successful team.

As a school leader, you need to be aware that while you are building and leading teams, most of them will go through the four stages described above. It is important, however, to support and encourage teams with appropriate leadership behaviours and actions so that teams are a success.

### **Session 3: Creating processes for Co operation and Collaboration, Matching Responsibilities**

**Resource: Video clipping** - <https://youtu.be/PrhrBwQtYQU?t=50>

(from 0.55 to 3.15 minutes on leadership and effective collaboration) &

**PowerPoint Presentation**

#### **Activity 4.1.3.1a: Reflecting on a Video clip**

Watch the video - <https://youtu.be/PrhrBwQtYQU?t=50> (from 0.55-3.15 minutes on leadership and effective collaboration) and answer the following questions-

How effective is the role of leadership in the video and why do you think so?

Facilitator will take response from a number of participants and then sum up with the following discussion points-

Everyone has different qualities and knowledge and therefore discovering everyone's qualities and taking advantage of them is an important responsibility of a team leader. Building trust between team members also begins in the first phase of team building. Though team members became better acquainted with each other and also with the common goals, there is more interaction between each other in the second phase with regard to team activities. Here the team starts to work together and there is a discussion about matters where opinions can differ.

### **Reflective Question**

How do you ensure cooperation and collaboration in the teams that function in your school?

The Facilitator will take a few individual responses and then sum up the discussion with the following points (shown on the relevant slide in the PowerPoint presentation)



Good cooperation doesn't necessarily mean that there are no constructive conflicts. The difference lies in the way in which these conflicts are approached. The respectful exchange of different visions ensures that group members feel involved and that a feeling of solidarity develops to a certain extent. The time and effort invested by team members in their common goal is visible in this phase by the results that are achieved. If the results are positive, a feeling of pride will arise in the team. If the results are disappointing, it is important to work on a solution at this stage.

Finally, team members recognize that the results have only been made possible by the team as a whole. In some teams, this phase also means the end of the collaboration, but if teams continue to work together, this phase is suitable for reflection. By carefully analyzing the course of events in the work

undertaken and the results, one may notice elements that could be improved upon. In certain cases, SMART goals may be set for this.

### **Activity 4.1.3.1b: Worksheet on Cooperation/Collaboration**

Answer the questions in the worksheet- (Individual work)

1. Think of your tasks as the school leader. Make a list of tasks that can be done individually and tasks that are done better in teams. (Mention at least 5 in each category)
2. What teams have you worked in? What you enjoyed about working with those teams and how do you think past team members would describe your teamwork? Would they want you back on another team in the future?

## **Unit 2: Promoting Team work**

**Objective:** Participants will be able

- To identify the advantages of planning together and acting together.
- To foster professional discussion and dialogues.
- To conduct staff- meeting as a platform for productive ideas.
- Apply review and feedback mechanism in team work.

**Key words:** Planning & Acting together, Professional Discussion, Feedback Mechanism

### **About the Unit**

Collaboration is the backbone of organizational success. In the modern knowledge economy, productivity often involves working with people from different backgrounds, skill sets. One mind alone cannot generate solutions to the kinds of large scale problems. So collaboration within a group can help to solve different problems. Brainstorming is a good opportunity for the team to exchange ideas and come up with creative ways of doing things. As a leader, one needs to promote a team working attitude within oneself and offer support at every stage of their projects and get to know how they work.

### **Core Content**

- Planning together (Session1)
- Fostering professional discussions (Session 2)

- Acting together
- Staff meeting as a platform for engagement in productive ideas
- Establishing review and feedback mechanism (Session 3)

## Session 1: Planning Together

### Activity 4.2.1.1: Reflecting on a picture on Team work

The Facilitator asks participants to see the picture and give three words which are suited the most.

The Facilitator is to make a list of the words given by the participants and keeping the objective in mind, continue the discussion in an organized manner.



**Picture on Team work**

### Activity 4.2.1.2: Discussion

Discuss in groups - If you have to publish a wall magazine at your school within 10 days, how will you manage to meet the deadline?

The Facilitator will take responses from the groups and in the feedback session sum up with the following discussion points-

Planning promotes team building and a spirit of cooperation. All organizations, large and small, have limited resources. The planning process provides the information to make effective decisions about how

to allocate the resources in a way that will enable the organization to reach its objectives. When the plan is completed and communicated to members of the organization, everyone knows what their responsibilities are and how other areas of the organization need their assistance and expertise in order to complete assigned tasks. So it is clear that, in the implementation phase of the plan we have to act together to reach the goal. And everyone of the team sees how their work contributes to the success of the organization as a whole and can take pride in their contributions.

### **Activity 4.2.1.3: Role Play on Staff Meeting**

Organize staff meetings for the following topics. (Role play)

- Running the Mid-day Meal programme smoothly
- Managing the behavioural disorder of adolescent students in the school
- Preparation of duty roster following the Government Order in Covid 19 period

In a group of eight/ten participants, one act as school head and others are the staff in a school. Conduct the above stated meetings in three groups and compare these staff meetings in your feedback session.

Points to be noted before conducting a staff meeting-

- Ask yourself if a meeting is needed
- Clarify the purpose and expected outcomes
- Create an agenda and prioritize your topics
- Collaborate with other stake holders
- Select the right attendees

In the feedback session the Facilitator points out that if a school leader plans an upcoming strategy meeting with a particular member of his team it would be useful to invite the rest of the team to sit in on the meeting in order to have a better idea of that member's role. In fact the main purpose of a team meeting is to share information efficiently and to provide scope for discussion around what is being shared. Ensuring that all the members of a team are given what they need to perform well, remain aligned and be happy and effective in their work is vital, and meetings remain one of the most efficient ways to facilitate performance, conversation and change. Well constructed team meetings promote collaboration and communication and can ensure that any difficulties that might lead to the failure can be addressed before it occurs and will also help to create supportive, productive and constructive atmosphere.

## Session 2: Fostering Professional Discussions

### Activity 4.2.2.1: Discussion

How professional discussions help you to meet your needs in school? Please share your experiences.

The Facilitator takes response randomly from participants and then sums up.

Teamwork may only seem important if you work in a very collaborative environment, but developing your teamwork skills will help you in all relationships you have with others, making it highly transferable. Professional discussion is one of the key factors for encouraging teamwork. Professional discussion is a planned, in-depth, two-way exploratory conversation between the team leader and its associates. It is an effective way of assessing the associates' understanding and knowledge and how they embed this in their practice. For fostering professional discussion some points are to be kept in mind-

- Listen
- Be aware of body language
- Try not to rush
- Be clear and concise-be aware of your associates
- Ask questions-Reserve judgment-Treat everyone equally
- Be brief but specific in presentation
- Take notes in meeting
- Maintain a positive attitude

## Session 3: Establishing Review and Feedback Mechanism

### Activity 4.2.3.1: Pair Work on Feedback

What are your current practices of giving feedback to your staff working in teams? Is there any structured way of reviewing their work on a regular basis? (Pair work)

### Activity 4.2.3.2: Group Work on Academic Calendar

Mr. / Mrs. X is the head of the school. S/he is instructed to prepare an academic calendar for the academic year 2022-2023 (just after opening of the school in this Covid 19 situation).What steps will s/he follow to complete the task and how? Discuss in groups and present your group's decisions.

The Facilitator sums up with the message that promoting a more team-working culture among the staff doesn't have to be difficult. If Heads could lead the way and make few changes here or there, Heads



would soon begin to see employees work together and offer each other help in their roles. To assess how the plan's progress, there should be checkpoints to monitor and analyze progress being made towards completion of the project. As the progress at each checkpoint is analyzed, revisions should be made to ensure the project meets the objectives that were established in the beginning of the process. A thorough follow-up evaluation at the completion of the project allows one to analyze which factors were the key to the plan's success. Feedback is integral to the process of evaluation. It is an action used to offer constructive information to a team member. The process of giving feedback creates an open working relationship among the team leader and member, allowing each to understand their progress toward a pre-set goal.

### **Unit 3: Being a Team Leader**

**Objectives:** The participants will be able

- To use appropriate communication process to create opportunities for effective teamwork
- To take decision in team and execute that decision through team.
- To resolve conflicts.

**Keywords:** Team, Leader, Conflict Resolution, Decision Making, Delegation

#### **About the Unit**

The test of a true leader depends on how he or she leads her team by taking the right decision at the right moment and resolving the conflicts arising from within the team and beyond. The present unit of team building focuses on practical aspects of leading team work and conflict resolution.

#### **Core Content**

- Creating opportunities for effective team work (Session 1)
- Establishing effective communication process in team (Session 2)
- Decision making in team (Session 3)
- Executing work through team (Session 4)
- Resolving conflicts (Session 5)

#### **Session 1: Creating Opportunities for Effective Team work**

##### **Activity 4.3.1.1: Case Studies on Effective Team work**

Read the case studies given below -



### Case Study 1

Mr. / Mrs. X is the leader of a school team who looks after the Mid-day Meal programme with the team members. The leader, with the help from teammates, makes a probable weekly plan in advance. S/he monitors the programme, encourages each person to do their best work, helps them develop professionally, provides clarity amid changing priorities, and trusts them to fulfill job responsibilities. S/he holds meeting with team on regular basis to communicate his/her plans and ideas with team members to have their feedback. S/he also delegates responsibilities to specific members to update him/her about the Mid-day Meal programme daily.

### Case Study 2

Mr. / Mrs. Y is the leader of a school team who looks after the Mid-day Meal programme with the team members. The leader has no plan in advance of what to do and how to run the programme. Every morning s/he calls everyone and decides what to do. S/he doesn't provide any prior information about the day's plan. S/he belittles other members, micromanages their work, withholds information, and pits them against each other. When someone approaches him/her, s/he never listens to them carefully and gives a little importance to their views.

Discuss the following questions in group and respond-

- Which do you think is more likely to be a high-performing team? Why?
- Who is a better leader? Give rationale for your answer.
- Which one is a more democratic approach?

The Facilitator sums up the session pointing out that effective team work must show a healthy sign of openness, mutual trust and respect, strong sense of commitment; rather than fear or the power of their position. Effective team work must be strong at the grassroots level or a lot of work force will suffer in the long run. In an effective team, the leader must consider each employee's ideas as valuable and should be sensitive enough to their unspoken feelings. The team must have ground rules, listening and brainstorming sessions and a method for arriving at a consensus. Setting clear goals, encouraging team members, facilitating communication, delegating problem, solving tasks to the team and tracking the progress are other features of effective team work. Opportunity for in-person recognition and thanks giving should be cautiously done by the team leader.

## Session 2: Establishing Effective Communication Process in Team

### Activity 4.3.2.1: Reflective Questioning

A leader's ability to motivate and inspire, ideate and share ideas as well as guide through effective communication determine teammates' engagement and productivity.

Read and reflect:

Case Study: 1

Sarkar is the Public Relations Officer of his school and acts as a link between school and community. Often, he communicates with others mostly over phone or letters. His written communication seems curt and unfriendly, but he's effusive and kind whenever other people meet face-to-face. When some guardians ask about the reason, he gets puzzled. The feedbacks help him understand how his messages appeared to the guardians.

- How can Sarkar resolve the issue?

Discuss the questions in your group and answer with examples from your practice.

- Are communication and conversation same? Discuss.
- Are all communications effective communications? Why/Why not?
- How can we make Bottom-Up Internal communication in a team?

The Facilitator sums up by saying that effective communication refer to the ability to convey information to the audience effectively and efficiently. Mere exchanges of words in a team are not effective communication. Any miscommunication can lead to wrong assumptions and expectations; give rise to conflict; may make some team members feel left out. Good communication acts as a bridge between confusion and clarity. A leader must recognize the audience, have clear idea of what needs to be communicated and be aware of employee's unspoken feelings. He must set the tone for open communication; encourage bottom-up internal communication, organize productive debates and meetings, welcome new ideas and share honest feedback.

## Session 3: Decision Making in Team

### Activity 4.3.3.1: Discussion

Many group decision-making meetings are doomed before they begin. Unclear roles, missing information, and a general lack of team alignment can foil all the decision-making process. The team leader must take utmost precautions in a decision-making process. It means making an opportunity

whereby identifying a problem, teammates share ideas, learn from each other, gather information, assess alternative resolutions and work towards a common goal. But the process of decision making involves a lot of sub steps. It involves defining a problem, encouraging critical thinking, expecting and managing disagreements, assigning responsibilities, creating realistic deadlines and turning decisions into actions. A team leader would choose a heterogeneous group to overcome biases and assumptions. Some decisions are more permanent and important in nature and the leader must be very prudent. Relatively less important decisions should be made as quickly as possible because even if it fails, it would be a learning point for future decision makings. The meeting must have a clear decision maker, or the meeting shouldn't happen.

### **Reflective Questions**

- Are information-sharing meetings and decision meetings same?
- How can a Consensus Culture affect your team decision?

### **Session 4: Executing work through Team**

A perfect plan, when poorly executed, becomes worthless. To execute any work through teams, a good leader must focus on 4C – Clarity, Competence, Commitment and Consistency. This will bring effectiveness, superb execution and better results to a team work. Delegation is the most vital and important skill that the leader must use in a team as it gives the team members the opportunity to extend their capabilities. They also feel a sense of achievement. The leader must abstain from micro-management. To execute a work through team, a leader must ensure the working freedom of the members. A well sketched strategy, clarity in goal, competence and commitment to team work and a consistent review of progress will surely lead a team to execute any work in a harmonious way.

#### **Activity 4.3.4.1: Delegating Responsibilities (Individual work)**

Other than different academic and administrative activities, the school is now responsible for different social welfare schemes of Govt. of West Bengal for students like Kanyashree, Sikhashree, Aikyashree, Shishusathi, Saboojsathi etc. How are you, as a school leader, going to delegate everything to your team? Draft a summarised execution plan.

### **Session 5: Resolving Conflict**

### Activity 4.3.5.1: Case Study and Reflection

#### Case Study

Sneha and Snigdha are part of the project Atal Tinkering Lab headed by Jyoti. Sneha and Snigdha are never in good terms with each other, a fact well known to Jyoti. From the very beginning, Jyoti has carefully charted out the key responsibility areas for both Sneha and Snigdha. She had strictly instructed both of them not to interfere in each other's work and communicate through email copying her as well.

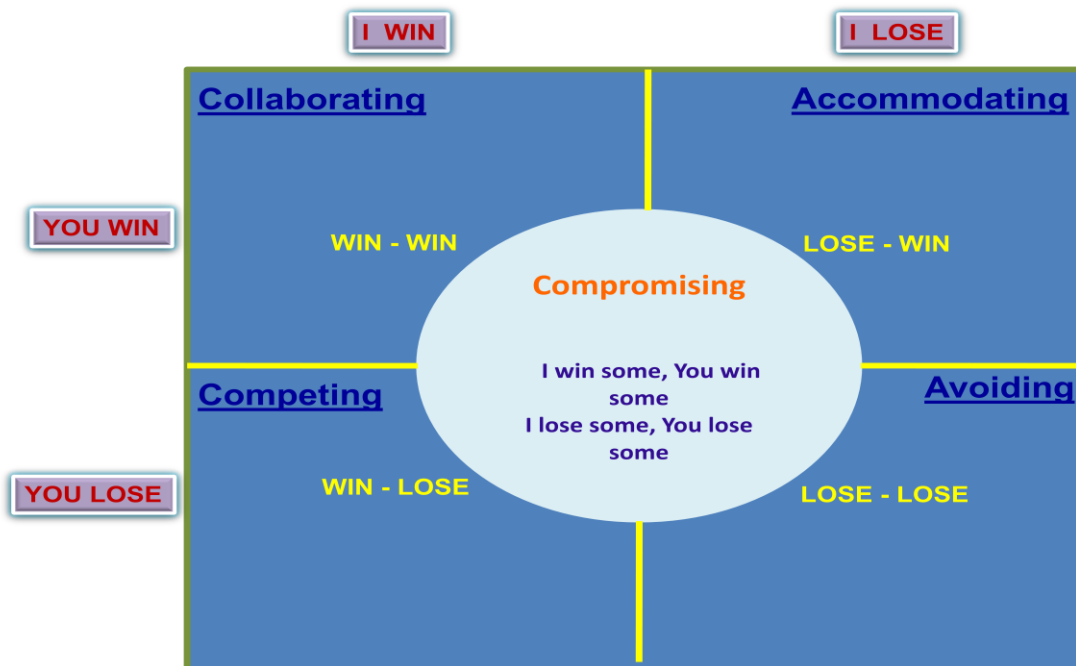
Reflect:

- What is Jyoti actually trying to do here?
- If Jyoti hasn't framed the ground rule, what impact it would have been on the project work?

### Activity 4.3.5.2: Diagram based Discussion

What do we mean by conflict?

Conflict may be defined as a clash between individuals arising out of a difference in thought process, attitudes, understanding, interests, requirements and even sometimes perceptions. However, conflicts often provide an opportunity for growth. Sincere leader should discuss, explore differences and take responsibility to resolve a conflict. The goal is to minimize the negative factors and encourage all participants to come to an agreement. The following matrix shows five ways to resolve conflicts (Kenneth Thomas and Ralph Kilmann, 1970)<sup>9</sup> :



**Matrix showing five ways to resolve conflicts**

(Source: <https://buscouncil.ca/busgurus/media/pdf/The-Theory-of-Conflict-en.pdf>)

As a team leader how will you resolve the conflict? Discuss in groups.

### Activity 4.3.5.3: Group Work on Conflict Resolution

X and Y were good friends and colleagues. They are two of the most valuable human resources in the institute. In a general meeting, chaired by the Head, issues, queries and opinions of all teachers were asked regarding the formation of the time table for the ongoing academic year. When they were asked to give their inputs, they had a major clash and both could not agree to each other's opinion. The other staff were in a fix, divided in two groups and supported them. Now, they can't stand each other and the outcome of their conflict resulted in hampering the school administration.

As a team leader how will you address and resolve the conflict? Discuss.

The Facilitator sums up by adding that the leader should take that responsibility and lead the team members through effective teamwork, share an effective communication among everyone and make everyone feel accountable and committed for the common goal. Limiting the conflicting friction, taking the right decision at the right time will surely help the leader and the team.

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**P L A N N E R**

Key Area	Unit	Session	Activity and Session Resources	Time (Minutes)
Key Area - 1	Unit - 1	Session - 1	Activity 1.1.1.1: Discussion through Reflective Questions	90
			Activity 1.1.1.2: Group Work on Meeting the Challenge	
			Activity 1.1.1.3: Worksheet on Leadership Style	
	Unit - 1	Session - 2	Activity 1.1.2.1: Concept Mapping	120
			Activity 1.1.2.2: Worksheet on Problem Solving	
			Activity 1.1.2.3: Question Answer (Interactive)	
	Unit - 2	Session - 1	Activity 1.2.1.1: Mind Mapping	120
			Activity 1.2.1.2: Initiating Changes	
			Activity 1.2.1.3: Role Play	
			Resource: Different Styles	
	Unit - 2	Session - 1	Activity 1.2.1.4: Reflection	120
			Activity 1.3.1.1: Role Play on Leading Transformation	
			Activity 1.3.1.2: School Development Plan	
	Unit - 3	Session - 1	Activity 1.3.1.3: Roadmap for My Dream School	120
			Resource: Video clipping from a short film "Komal"	
			Activity 1.4.1.1: Listing Words and Classifying them	
Unit - 4	Session - 1	Activity 1.4.1.2: Classifying different Child Abuses	60	
		Activity 1.4.1.3: Making a list of Dangerous situations and Planning to avoid those		
		Activity 2.1.1.1: Making Lists		
Key Area – 2	Unit - 1	Session - 1	Activity 2.1.1.2: SWOT Analysis (Individual)	70
			Activity 2.1.1.3: Mind Mapping	
			Activity 2.2.1.1: Johari Window	
	Unit - 2	Session - 1	Activity 2.2.1.2: Filling of Table	70
			Activity 2.2.1.3: Questions Answers	
			Activity 2.3.1.1: Question Answer	
	Unit - 3	Session - 1	Activity 2.3.1.2: Work sheet for SMART Goals	70
			Activity 2.3.1.3: Questions Answers along with Self-Development plan	
			Resource: Case Study	
	Unit - 4	Session - 1	Activity 2.4.1.1: Mind Mapping	50
			Activity 4.1.1.1: Introduction about Group and Team	
			Resource: PowerPoint Presentation	
Key Area - 4	Unit - 1	Session - 1	Activity 4.1.1.2: Case Studies	60
			Activity 4.1.1.3: Group Work	
			Activity 4.1.2.1: Pair Work on Group Dynamics	
		Session - 2	Resource: PowerPoint Presentation as used in Session 1	60
			Activity 4.1.2.2: Group Work on Stages of Team Building	
			Resource: Hand out Stages of Team Building	
			Activity 4.1.2.3: Group work on identification of the Stages of Team Building	
		Session - 3	Resource: Video clipping on Leadership & PowerPoint Presentation	45
			Activity 4.1.3.1.a: Reflecting on the Video clip	
	Activity 4.1.3.1.b: Worksheet on Cooperation / Collaboration			
	Unit - 2	Session - 1	Activity 4.2.1.1: Reflecting on a picture on Team work	30
			Activity 4.2.1.2: Discussion	
			Activity 4.2.1.3: Role play on Staff Meeting	
		Session - 2	Activity 4.2.2.1: Discussion	15
			Activity 4.2.3.1: Pair Work on Feedback	
		Session - 3	Activity 4.2.3.2: Group Work on Academic Calendar	30
	Activity 4.3.1.1: Case Studies on Effective Team work			
	Unit - 3	Session - 2	Activity 4.3.2.1: Reflective Questioning	30
			Activity 4.3.3.1: Discussion	
		Session - 3	Activity 4.3.3.1: Discussion	10
			Activity 4.3.4.1: Delegating Responsibilities (Individual work)	
		Session - 4	Activity 4.3.4.1: Delegating Responsibilities (Individual work)	20
			Activity 4.3.5.1: Case Study and Reflection	
			Activity 4.3.5.2: Diagram based Discussion	
Session - 5		Activity 4.3.5.2: Diagram based Discussion	60	
	Activity 4.3.5.3: Group Work on Conflict Resolution			
	Activity 4.3.5.3: Group Work on Conflict Resolution			