5 Types of Personalities in Group Projects

(NOTE: There are more personalities in group dynamics, these are just some of the top ones)



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* Lion- loves to oversee groups and making decisions about the progress of the project/ activity. At their best, they help keep the group organized an on task and help make decisions on how to move forward with the project/activity. At their worst, they are inflexible and unwilling to hear the opinions of others. They want to control the entire project and are inflexible to the input of others.



* Dolphin- loves to make the project fun for everyone involved. They are super creative and aware of social dynamics. They love people and are extremely extroverted. At their best, they add life and creativity to the project. They freely share ideas and keep the team inspired. At their worst, they lack focus and distract others in the group by being silly and making jokes. If they are not excited about the project, they become disengaged and attempt to distract others with their humor.
* Sheep- love people and are very aware of the group dynamic. Their focus is that there is peace and support in the group, and their focus is to maintain positive energy and forward momentum within the group. At their best, they redirect negativity within the group by changing the subject or making a positive comment. They value peace and harmony and will strive to ensure that happens. At their worst, they can become distraught if the supportive environment of the group begins to disintegrate and they feel that the have no impact or way to change the dynamic. At that point, they will disconnect from the group and add very little input until the dynamic becomes more positive.

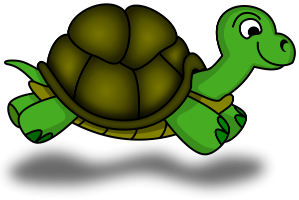


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* Bees- are perfectionists and hard workers. They want to make sure that the project is done perfectly and efficiently. They differ from the Lion in that they are more concerned with the details of the project as opposed to whole dynamics of the group and maintaining the task. At their best they catch small mistakes in the group, organize information effectively, and make sure it is cohesive. At their worst, they can get hyper focused on the perfectionistic details of the project and are unable to move forward until they feel that the “issues’ have been addressed.



* Turtle- are very introverted and prefer to work independently. They are often reflective and may consider other ways to solve the project. They can take time to reflect on the problem and share information with the team once they feel the confidence and support within the group. At their best they can be introspective of the project, take some time to reflect on what needs to be done, and quietly share within the group. At their worst, their desire to work independently is so important to them that they are disinterested in sharing with other students of the group, thus limiting their great ideas and insights from others.

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| **The ASCA Mindsets & Behaviors for Student Success:**  **K-12 College- and Career-Readiness Standards for Every Student**  *Each of the following standards can be applied to the academic, career and social/emotional domains.*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Category 1: Mindset Standards**  School counselors encourage the following mindsets for all students. | | | | | | | **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being **M 2.** Self-confidence in ability to succeed  **M 3.** Sense of belonging in the school environment  **M 4.** Understanding that postsecondary education and life-long learning are necessary for long-term career success **M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes **M 6.** Positive attitude toward work and learning | | | | | | | **Category 2: Behavior Standards**  Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling. | | | | | | | **Learning Strategies** | | **Self-Management Skills** | | **Social Skills** | | | **B-LS 1.** | Demonstrate critical-thinking skills to make informed decisions | **B-SMS 1.** | Demonstrate ability to assume responsibility | **B-SS 1.** | Use effective oral and written communication skills and  listening skills | | **B-LS 2.** | Demonstrate creativity | **B-SMS 2.** | Demonstrate self-discipline and self-control | **B-SS 2.** | Create positive and supportive relationships with other students | | **B-LS 3.** | Use time-management, organizational and study skills | **B-SMS 3.** | Demonstrate ability to work independently | **B-SS 3.** | Create relationships with adults that support success | | **B-LS 4.** | Apply self-motivation and self direction to learning | **B-SMS 4.** | Demonstrate ability to delay immediate gratification for long term rewards | **B-SS 4.** | Demonstrate empathy | | **B-LS 5.** | Apply media and technology skills | **B-SMS 5.** | Demonstrate perseverance to achieve long- and short-term goals | **B-SS 5.** | Demonstrate ethical decision making and social responsibility | | **B-LS 6.** | Set high standards of quality | **B-SMS 6.** | Demonstrate ability to overcome barriers to learning | **B-SS 6.** | Use effective collaboration and cooperation skills | | **B-LS 7.** | Identify long- and short-term academic, career and social/ emotional goals | **B-SMS 7.** | Demonstrate effective coping skills when faced with a problem | **B-SS 7.** | Use leadership and teamwork  skills to work effectively in diverse teams | | **B-LS 8.** | Actively engage in challenging coursework | **B-SMS 8.** | Demonstrate the ability to balance school, home and community activities | **B-SS 8.** | Demonstrate advocacy skills and ability to assert self, when necessary | | **B-LS 9.** | Gather evidence and consider multiple perspectives to make informed decisions | **B-SMS 9.** Demonstrate personal safety skills | | **B-SS 9.** | Demonstrate social maturity and behaviors appropriate to the situation and environment | | **B-LS 10.** Participate in enrichment and extracurricular activities | | **B-SMS 10.** Demonstrate ability to manage  transitions and ability to adapt to changing situations and responsibilities | | . | | |

Group Norms

We will respect each other by:

1. Listening when someone else is talking
2. Making sure everyone gets to share ideas
3. Being respectful when I disagree with someone else’s ideas
4. If I get upset in the group and need a minute to calm down, I will (circle one letter)
   1. Get some water and return to the group
   2. Take a minute break in the room and return to the group
   3. Talk to the group about it

d)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (teacher approval)

5) If someone leaves the group to calm down, the group will (discuss with group and circle **one** option per group),

a) continue to work on the project until the person returns

b) pause on the project and talk about ways to help the group member that left feel better when they come back

c)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (teacher approval)

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What animal are you in a group?

Circle 1 choice for each question.

1. When you get to work in groups, do you like to
2. Lead the group
3. Make sure the group is having fun
4. Make sure that everyone is getting along
5. Make sure what the group is doing is right
6. Quietly share ideas as they come to me
7. What word do you feel like names how you see yourself?
8. Leader
9. Silly
10. Peace maker
11. Rule follower
12. Shy
13. It is hard for me to
    1. Let other people lead sometimes
    2. Be serious
    3. Disagree with someone that is angry
    4. be OK not doing things perfectly
    5. share how I feel
14. What animal do you relate to the most?
    1. the lion because they are good leaders
    2. the dolphin because they are funny and silly
    3. the sheep because they like to make sure that everyone is getting along and is kind
    4. the bee because they like to be perfect and get the job done correctly
    5. the turtle because they are sometimes shy in groups
15. What kind of job would make you the MOST unhappy?
    1. If I could never be in charge at my job
    2. If I was in a boring job that was not fun
    3. If people were arguing at the job a lot
    4. If people were disorganized and made a lot of mistakes that I had to fix.
    5. If I had to talk in front of a lot of people.
16. What kind of job would make you happy?
    1. If I could lead people and share my ideas
    2. If I could have fun and be creative
    3. If I could work with people and get along with them
    4. If I could work with people that like doing things the right way, just like me
    5. If I could work by myself a bit and share in a small group when I am ready
17. Do you like working in groups?
    1. Yes, because I like to be in charge of group projects
    2. Yes, because I like to be creative and have fun in groups
    3. Yes, but only if the group is getting along or if I can help them get along if they are not.
    4. Yes, but only if they pay attention to what they are doing- ding things the right way is important to me!
    5. Not really, I feel shy a lot and working in groups is sometimes hard for me.
18. What would you tell someone about you?
    1. I love to lead people!
    2. I love to make people smile and be creative!
    3. I love to make sure everyone if feeling

comfortable and happy!

* 1. I love to make sure things are done! correctly and look organized!
  2. I love to solve problems on my own!

1. What is you least favorite things about working in groups?
   1. When people do not want to listen to me when I lead them to do something
   2. When the project is boring!!
   3. When people are arguing in the group!
   4. When people keep making mistakes that I must fix!
   5. When people expect me to share ideas when I am feeling shy?
2. What would make the “perfect group” for you?
   1. If members allowed me to lead the group.
   2. If members allowed me to be silly and have fun
   3. If members got along
   4. If members were careful and tried not to make mistakes on the project or assignment.
   5. If members let me work alone for a while before sharing.

Count how many of each letter:

A’s\_\_\_\_\_\_

B’s\_\_\_\_\_\_

C’s\_\_\_\_\_\_

D’s\_\_\_\_\_\_

E’s\_\_\_\_\_\_\_

Results-- Mostly A’s- Lion, Mostly B’s – Dolphin, Mostly C’s – Sheep

Mostly D’s – Bee, Mostly E’s- Turtle

If the student has an equal amount, either let them look at the descriptions and pick which one they relate with the most or decide as the teacher which one they fit in. 😊

What to do with the results:

Place the students in groups that are as diverse as possible (one of each personality type)

Have each student in the group fill out the group norm sheet and sign it

Check in with the groups to see if they are upholding their group norms as they work (give feedback as needed)

After the group work, have a five to ten minute discussion on how it went and what could have been done better

Remember- Students are learning social skills the same way they are learning academic standards – They need structure and guidance!

😊

Thank you so much for taking the time to view my video and resources. If you have any questions, feel free to email me at [Sheilarenee2010@gmail.com](mailto:Sheilarenee2010@gmail.com)

Warmest Regards,

Sheila Garth

~Create, Inspire, Learn, Lead, Love