

EFFECTIVE TEAM LEADERSHIP: LEARNING TO LEAD THROUGH RELATIONSHIPS

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EFFECTIVE TEAM LEADERSHIP: LEARNING TO LEAD THROUGH RELATIONSHIPS

CHAPTER 1: Understanding Leadership

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Throughout this website readers will find a number of assessment tools that can be used to understand their leadership potential, style, and strengths. Before you can effectively lead others, you must understand yourself as well as how others see you as a leader.

THE LEADERSHIP DEVELOPMENT NEEDS ASSESSMENT

The Leadership Development Needs Assessment (LEADNA) survey provides a general introduction to measuring your leadership under the following headings: strategy, communication, knowledge, learning, influence, relationships, delegation, priorities, integrity, and confidence. The LEADNA test is a field-tested, paper-and-pen tool that can provide self-feedback for leaders, as well as their superiors and subordinates. It consists of a seven-page evaluation surveying 43 leadership behaviors, a 14-page administrator's guide that contains instructions, a scoring key, a calculation worksheet, a feedback summary sheet, and a reading list. This is a complete, turnkey package which can be administered without modification. This instrument, along with its scoring guide, was developed jointly by the Westinghouse Electric Corporation's Waste Isolation Division and the US Department of Energy's Carlsbad Area Office in 1997, and is available free of charge at www.e-lead.org/library/leadna_westinghouse.pdf. It is designed to determine leadership needs in an organization, but can also be used to assess individuals.

CHRISTIAN LEADER PROFILE

The Christian Leader Profile (CLP) was developed by the Barna Research Group after two decades of studying leaders in ministry, business, non-profit organizations, the military and government in the United States, and several years of field testing. It is a 177-question survey that will take approximately 45 minutes to complete. It is available at www.barna.org by clicking on the icon for the CLP. The cost is \$20 US and a personalized analysis of your confidential and personalized results will be made available to you almost instantly by e-mail. The instrument is designed to assess four critical elements of Christian leadership and is most suitable for those in Christian ministry, though it is not limited to that category of leader.

The first element explores your God-given calling to leadership based on your spiritual gifts, your passions, and life experiences. In this section you are asked to evaluate how your experience, desires and emotions relate to 24 Bible passages; answer 24 questions on your special skills, gifts, and abilities; relate any external affirmation of your calling; and explore your deepest personal passion; and recent experiential confirmation of your calling. The analysis of the strength and direction of your calling enables you to have a clear sense of your purpose,

CONTINUED



CHRISTIAN LEADER PROFILE CONTINUED

your passion about life and ministry, your degree of perseverance during the tough times, the pleasure you derive from your calling, and the power necessary to do what you have been called to do.

The second element examines your godly character as a Christian leader through your evaluation of 65 statements related to 13 biblical character attributes in your life. The analysis enables you to see which of these 13 character attributes you are strong in, and which ones require developmental attention.

The third element has 45 scenarios in which you can evaluate your performance based on 15 of your leadership competencies: vision, motivation, mobilization, direction, evaluation, team-building, environmental assessment, developing followers, resource development, leader training, developing a healthy culture, delegation, systems development, multi-tasking, and resource management. The analysis explains which are your strengths and which areas require growth.

Finally, the fourth element deals with leadership aptitude. You are asked to evaluate six situations, provide the best solution and then choose one of four aptitudes that best describes you as a leader. Each aptitude reflects a way of perceiving and responding to the opportunities and challenges of leadership. The analysis indicates which kind of leader you are: Directing, Strategic, Team-Building, or Operational, and how you are to work with the other three types of leaders. This kind of analysis will be pursued in greater detail in the chapter on teamwork.

A LEADERSHIP REFLECTION TEST

Do we lead by who we are or what we do?

In servant leadership, it is our essence more than our form from which we lead. Robert K Greenleaf, Parker Palmer, Marshall Goldsmith, and many others, have written about leading from within. Our purpose or central quality is our essence that is manifested through our leadership. It is that essence that inspires us and attracts others to our leadership. To lead from within, means first understanding ourselves and then learning how others see us. This simple test will enable you to reflect on who you are as a leader, the underlying substance of your leadership, and how others view your leadership.

Answer the following questions by circling the appropriate number on the right, based on a 1 to 7 scale in which 1 means a definite no, 2-3 means infrequently, 4 means sometimes, 5-6 means frequently and 7 means a definite yes.

QUESTIONS:

- | | |
|---|---------------|
| 1. Do I have clear set of values as a leader? | 1 2 3 4 5 6 7 |
| 2. Do others recognize these values through my actions? | 1 2 3 4 5 6 7 |

CONTINUED

QUESTIONS: CONTINUED

3. Do I have a clear understanding of my strengths as a leader?	1 2 3 4 5 6 7
4. <i>Do I focus my main efforts on developing my leadership strengths?</i>	1 2 3 4 5 6 7
5. Do I have a clear sense of purpose as a leader?	1 2 3 4 5 6 7
6. <i>Do others recognize that purpose?</i>	1 2 3 4 5 6 7
7. Do I have a clear understanding of what it means to lead?	1 2 3 4 5 6 7
8. <i>Do those around me know what I mean by leadership?</i>	1 2 3 4 5 6 7
9. Do I have a vision for what I am trying to accomplish as a leader?	1 2 3 4 5 6 7
10. <i>Do others know my vision because I communicate it clearly to them?</i>	1 2 3 4 5 6 7
11. Do I take time to regularly evaluate my leadership actions?	1 2 3 4 5 6 7
12. <i>Do my closest associates share in these evaluations?</i>	1 2 3 4 5 6 7
13. Do I have written personal leadership goals?	1 2 3 4 5 6 7
14. <i>Do others see me taking action on these goals?</i>	1 2 3 4 5 6 7

These questions are arranged in dyads. The odd numbered questions determine how clearly you understand your essential leadership qualities. The even numbered questions assess to what extent you apply or demonstrate these qualities. Any scores below a five indicates areas on which you need to work. The variance between the odd and even scored dyad questions indicates the degree to which your inner being of leadership is reflected to your followers. Ideally, you will score the same on both questions in the dyad. To further test your perceptions of yourself as a leader, ask your followers to assess you and compare their results with yours.

Evaluate your leadership potential.

From the writings of Warren Bennis, *On Becoming a Leader* (pp. 39-42); John Gardner, *On Leadership* (pp. 48-53); James O'Toole, *Leading Change: The Argument for Values-Based Leadership* (pp. 23-34); Burt Nanus, *The Leader's Edge: The Seven Keys to Leadership in a Turbulent World* (pp. 81-97); Stephen R. Covey, *Principle-Centered Leadership* (pp. 33-39); and Max DePree, *Leadership Jazz: The Art of Conducting Business through Leadership, Followership, Teamwork, Touch, Voice* (pp. 222-225); come a list of leadership characteristics, attributes, megaskills, and basic ingredients. Do a self evaluation to determine which ones you possess and which you wish to develop.

CONTINUED



Evaluate your leadership potential CONTINUED

This can also be done as a group project for discussion and designing future leadership training projects. How would you define each of these qualities in the context of servant leadership? Which ones do you consider to be the most important and the least important in your organization or personal life? Do others agree?

	Good listener	Risk taker	Visionary
	Adaptable (flexible)	Ambitious	Achiever
	Assertive	Aware	Balanced life
	Cheerful	Committed	Competitive
	Conceptual	Conscientious/dependable	Constant
	Courageous	Creative	Credible
	Curious	Decisive decision maker	Direct communicator
	Disciplined	Domineering	Driven
	Empathetic	Energetic	Fair
	Farsighted	Firm	Goal-oriented
	Happy/joyful	Hard-working	Hopeful
	Humble	Humorous	Intelligent
	Loyal	Mature	Moderate
	Open to new things	Optimistic	Passionate
	Patient	Physically fit	Pleasant
	Positive/upbeat	Pragmatic	Proactive
	Productive	Respectful	Responsible
	Restless over status quo	Self-confident	Sensible
	Sensitive	Server of others	Social
	Solicitous	Spiritual	Stable
	Team player	Tenacious	Trustworthy
	Unflappable	Vulnerable	Wise

EXPERIENTIAL EXERCISES

Understanding how people lead, and when they will assume leadership, and who is likely to take that role is very important to understanding the dynamics of a team. It enables you to assess their ability to accomplish a task under certain circumstances. These three experiential learning exercises will allow you to assess how people lead and why.

OBJECTIVE: To discover who takes the lead in a group and how others respond to that leadership in accomplishing a task.

EQUIPMENT:

For each group construct a pair of trolleys. To build a trolley you will need two wooden six-foot 2x4s, two 4-inch eye screws, one quicklink, 30 feet of ½ inch rope.

Drill five 5/8 holes through the center of the 2 inches starting two inches from the front (hereafter referred to as the front end) and every 14 inches thereafter (top side). On the underside (bottom) of the 2x4 drill, countersink holes of two inches in diameter and ¾ inches deep centered on each hole. Cut the rope into ten 3-foot sections. Knot one end of each piece of rope and thread the other end through the hole, knotting it on the underside so that it will not slip through the hole. The knot should be contained in the countersink holes. Drill a two and one half inch long starter hole into the back end of one 2x4 and into the front end of the other 2x4. Screw the eye bolts into these holes. Link the two boards together with the quicklink joining the two eye screws. Each group of ten participants will require two trolleys, one for their right foot and one for their left foot to rest on. The wooden trolleys are ideal for outside use or you can place some old carpeting on the underside of the sinkhole (bottom) so that they can be used on gym floors without scratching the floors.

For alternate construction use 12 feet of 4 inch truck webbing or used fire hose and 60 feet of 12 inch webbing (available at any store selling outside sports equipment). Used fire hoses are often discarded by fire halls and the outside webbing can be used by pulling the rubberized inside out of the hose. Cut the ½ inch webbing into ten 6 foot lengths. Stitch the two ends of each piece of webbing to the 4 inch truck webbing starting 6 inches from the front end and every 14 inches thereafter. Thus there will be a series of ten loops stitched onto the 4 inch piece of webbing. It is also wise to run a couple of rows of stitching across the ends of each piece of 4 inch webbing to ensure that it does not unravel. The stitching is best done on a commercial sewing machine or a shoe repair store will also stitch them for you. The advantage of using the truck webbing as the base is that the trolley can be rolled up and more easily transported and stored. The downside on the webbing is that the flexibility of the webbing vs. the wood allows for some buckling and therefore makes the exercise somewhat easier to do without producing a good team rhythm that is required when using the 2x4s.



TROLLEYS

PARTICIPANTS: ANY NUMBER OF GROUPS WITH 8 -10 PEOPLE WITH 10 BEING THE IDEAL.



TROLLEYS CONTINUED

PROCEDURE: Assemble the participants around the trolleys. The trolleys are laid out in parallel pairs about one foot apart. Different groups of ten on their own pair of trolleys should be spaced at least 20 feet apart so that they do not interfere with each other. In this case, the pairs may be heading in different directions. An object should be identified or placed approximately 25 to 30 feet in front of each pair of trolleys, so that they have to go around it and back to their original starting point in order to finish the exercise. The facilitator should demonstrate how participants are to stand on the trolleys - one foot on each board or webbing holding on to the end of the rope on the boards or the looped webbing on the truck webbing trolleys. The feet are behind the rope on the 2x4s so that each person has a rope. On the webbing the feet are placed so that the stitching is in the instep for each person until all ten are on the webbing. The object is then for the group to get onto the trolleys facing in the same direction and proceed to their destination and return by walking in unison. If there are fewer than 10 participants, the empty places must be at the end and the ropes or webbing can drag behind. Women wearing high heels should take them off in order to avoid slipping or twisting ankles. Anyone with open toed shoes or sandals will face the additional challenge of protecting their toes from being stepped on by the person ahead of them.

DEBRIEF:

- Who gave leadership and why was that person selected or allowed to lead? (the person in the front, the tallest, the loudest, someone who had done this exercise before, etc.) If no particular person became the leader, why not?
Could anything have been gained in the exercise by choosing a leader (i.e., to ensure that every idea would advance the objective, to determine which strategy would be attempted in what order, to decide when a strategy was not working for the group).
- Can you lead from different positions on the trolleys? What are the advantages and disadvantages of trying to lead from the front, the middle, or the back? How must the group communicate with its leader and the leader with the group?
- Why did the rest of the participants submit to that person's leadership? Was it because of their frustrations or uneasiness at any time? Whose ideas were not listened to and why?
- Why did your group have difficulty getting started? (lack of planning, deciding how big your first step was to be, not being all together, not respecting the leader, etc.)
- When and why did the group break down along the way? (lack of focus, turning around the object, could not establish the same cadence, distracted by another group's noise, etc.)
- What was required to successfully complete the exercise? (type of leadership, teamwork, unison, etc.) What did it feel like when you had reached your goal?
- What would you do the next time to be more successful? (different leader, advance planning before getting on the trolleys, arranging people in a different order, etc.)
- What do the lessons from this exercise show about how we work in our office?

TROLLEYS CONTINUED

Variations of this exercise

1) Introducing new employees into an existing operation is always a very important part of preserving teamwork. There is an excellent simulation exercise to do this. Part of the way through the exercise, when the group has found a working cadence, stop the group and have two of the people face backwards or substitute two others into the group and have them face backwards. It is best to have a man facing another man or a woman facing another woman in this exercise because of the physical contact that may result. Let the group now proceed to the finish.

Debrief: *How did the leader and the group adjust to having these two new people or those who were facing backwards in the group? Did they carry on as before? Did they change their calling to accommodate them by switching from the usual, "left, right, left, right" to words that did not matter which direction a participant was facing, as in "north, south", or "door, windows". If they were new to the group, who explained how big of a step they were expected to take? Did those facing backwards feel comfortable in their position, why or why not? What could the leader and the group have done to facilitate a smooth transition into the group effort? What do we do in and out of office to ensure that new employees feel comfortable and therefore are able to contribute their best to the working environment?*

2) Speed up the exercise by setting a time limit. This should not be done when you first do this exercise as it may distort the learning to be accomplished by choosing a leader. Later on you may wish to set up the exercise as a competition among the groups (this may happen anyway but is less likely to happen if the trolleys are facing in different directions). The same debriefing can take place among the teams.

3) If you are using wooden trolleys, you can link more than one pair together by adding eye screws into both ends and connecting them with quicklinks, thereby making it more difficult for such a large group to work together. Debriefing can then focus on what has to take place when a group expands or another group joins an existing group to form a larger group. What must leaders do in this situation? Though not as well, this exercise can also work with the webbing trolleys by having the last person of the first group linked to the first person of the second group by a short rope tied around their waists, thereby forcing them to keep in sync with the other person on the end of the rope.

4) If you are using wooden trolleys and the group has done this exercise several times before, connect the trolleys with eye screws and quicklinks and arrange the pairs in either a triangle (for three groups) or a square (for four groups) and have all groups move together so many feet in any given direction. This means that in the square there would be two groups going forward and two going sideways. You can also form a square by having just a single pair of 2x4s (five participants) linked together in a square (4 x 5 participants in total). The standard debriefing questions from number 1 can be used here. This can also work for those groups using webbing by tying a rope around the waists of the first and last person joining each set as in number three above. This will not work as effectively as with the wooden trolleys as there is more flexibility in the webbing that allows the group to adjust easier to different configurations.

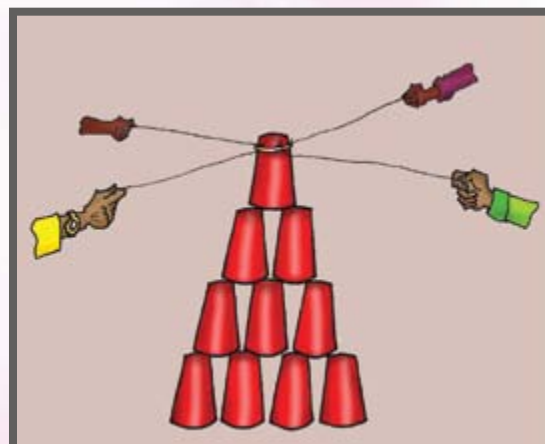
PYRAMID

OBJECTIVE: To discover who takes the lead in a small group and how others respond to that leadership.

PROCEDURE: Randomly arrange the cups upside down on a table (preferable) or the floor in a diameter of two-three feet. Do not have any of the cups touching each other or in a row. By each person holding on to only the loop end of the string they are to stretch the elastic band so that they can fit around a cup and construct a pyramid of stacked cups (four on the bottom, three to two in the middle and one on top). At no time can they touch a cup except with the elastic band and strings. Thus if a cup is knocked over they have to right it by using only their string and elastic band. The same applies if a cup falls to the floor. At all times they can only hold their string at the finger loop at the end (the tendency is to use the other hand to guide the string or to slide one's hand up the string towards the cup). If there are only 3 participants in one group then one person should hold two strings. This can also be done with five or more strings but the exercise is less effective because four people can maneuver the cup thereby leaving the fifth person out.

DEBRIEF: - Who gave leadership and why was that person selected or allowed to lead? (The person who is in charge of the group, the most senior, the loudest, someone who had done this exercise before, etc.) If there was no particular person who became the leader, why not? Could anything have been gained in the exercise by choosing a leader (i.e., to ensure that every idea would advance the objective, to determine which strategy would be attempted in what order, to decide when a strategy was not working for the group).

- Why did the rest of the participants submit to that person's leadership? Was their frustrations or uneasiness at any time? Whose ideas were listened to and why?



PARTICIPANTS:

ANY NUMBER OF GROUPS OF 4 PEOPLE.

EQUIPMENT:

EACH GROUP REQUIRES 10 SIX OUNCE PLASTIC CUPS, A SMALL ELASTIC BAND (THAT WHEN STRETCHED CAN FIT AROUND THE BOTTOM END OF ONE OF THE PLASTIC CUPS). TO THIS ELASTIC ARE TIED FOUR STRINGS OF EQUAL LENGTH (2 FEET IS SUGGESTED) IN SMALL LOOPS AROUND THE ELASTIC BAND TO ENABLE THEM TO SLIDE AROUND ON THE BAND, AND A SMALL FINGER SIZED LOOP IN THE OTHER END. TO PREVENT THE STRINGS AND ELASTICS FROM GETTING TANGLED, KEEP EACH IN A PLASTIC ZIPLOCK BAG. THIS ALSO FACILITATES DISTRIBUTION TO EACH GROUP.



CONTINUED

PYRAMID CONTINUED

- Why did your group have so much difficulty in getting started? (lack of planning, not deciding which feet to move first so that balance could be retained, not deciding how far to make the steps.)
- When and why did the group break down along the way? (lack of focus, distracted by another group's noise, etc.)
- What was required to successfully complete the exercise? (kind of leadership, teamwork, etc.) What did it feel like when you had reached your goal?
- What would you do the next time to be more successful? (different leader, more advance planning before taking your first step, arranging people in a different order, etc.)
- What do the lessons from this exercise have to say about how we work in our office and how we choose who is going to lead a specific project or task?

Variations of this exercise

- 1) Run the exercise as a competition among groups with the same debrief. What is the impact of a timeline or competition on making the leadership decisions?
- 2) Repeat the exercise to see how teams improve the second time. Select the groups of four based on criteria that is relevant to your audience.
- 3) Number the tops of the cups and require that each team construct their pyramid in sequence. Same debrief.

**To discover who
takes the lead
in a small group and
how others respond
to that leadership**

COMPANY FRONT

OBJECTIVE: To discover who takes the lead in a small group and how others respond to that leadership.

PROCEDURE: Line each group of six to eight participants side by side, facing in the same direction. Have them tie their ankles together as in a three legged race. The person on each end will have a free leg. Explain what they are to do. From the starting point, have them move together to a point not more than 20 feet ahead. If a tie comes undone, they must all stop and retie it. **Safety Issue:** If the group has people of quite different sizes, it is wise to explain that they must be considerate of the well-being of all team members so that they are all comfortable doing what the others want to do. For example, if the group decides to take too large of steps or hops together, it is easy for a smaller person to lose their balance. This can be guarded against by linking arms.



PARTICIPANTS:

ANY NUMBER OF GROUPS OF 6 - 8 PEOPLE.

EQUIPMENT:

ONE STRIP OF CLOTH, APPROXIMATELY ½' X 3', (OR FOLDED TRIANGULAR BLINDFOLD), FOR EACH PARTICIPANT.



STRIP OF CLOTH

If the group has people of quite different sizes, it is wise to explain that they must be considerate of the well-being of all team members so that they are all comfortable doing what the others want to do

COMPANY FRONT CONTINUED**DEBRIEF:**

- Who gave leadership and why was that person selected or allowed to lead? (the person who is in charge of the group, the most senior, the loudest, someone who had done this exercise before, etc.) If there was no particular person who became the leader, why not? Could anything have been gained in the exercise by choosing a leader (i.e., to ensure that every idea would advance the objective, to determine which strategy would be attempted in what order, to decide when a strategy was not working for the group).
- Why did the rest of the participants submit to that person's leadership? Was there frustration or uneasiness at any time? Whose ideas were listened to and why?
- Why did your group have difficulty starting? (lack of planning, not deciding which feet to move first so that balance could be retained, not deciding how far to make the steps.)
- When and why did the group break down along the way? (lack of focus, distracted by another group's noise, etc.)
- What was required to successfully complete the exercise? (kind of leadership, teamwork, etc.) What did it feel like when you had reached your goal?
- What would you do the next time to be more successful? (different leader, more advance planning before taking your first step, arranging people in a different order, etc.)
- What do the lessons from this exercise have to say about how we work in our office and how we choose who will lead a specific project or task?

Variations of this exercise

- 1) Instead of just moving forward, have the group move backwards or sideways and then back to the original position. Debrief whether it was more difficult to move backwards or sideways than forward and why.
- 2) Do the exercise blindfolded or with eyes shut.
- 3) After the first exercise, make it into a race among the groups.

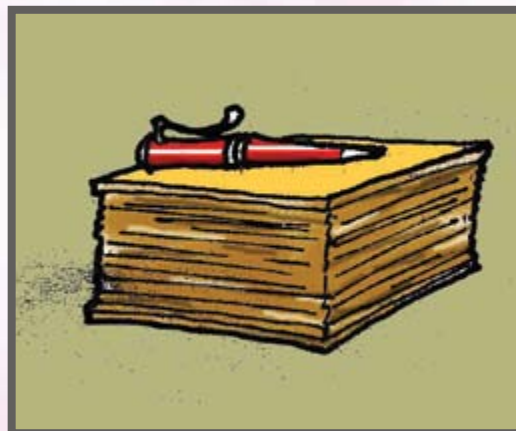
**What do the lessons from this exercise
have to say about how we work in our office
and how we choose who will lead
a specific project or task?**

GROUP CONNECTIONS

OBJECTIVE: To think about the most important characteristics of good leadership. (Can be done as a warm-up exercise.)

PROCEDURE: Have each participant print in large letters on their card what they think is the most important characteristic or quality of a good leader. They then need to hold the card in front of them with the word facing outward and walk around looking for other people who have the same characteristic. When they have found others with the same word or one that means the same thing, then they form a group and share why they think their characteristic is the most important for good leadership.

DEBRIEF: Have the groups share their characteristic and the reason it was chosen as the most important.



PARTICIPANTS: UNLIMITED.

EQUIPMENT: A STACK OF 5 X 7 CARDS (ONE CARD FOR EACH PARTICIPANT) AND A PEN FOR EVERYONE.



REFLECTIVE EXERCISE

Where is God in my leadership?

It is easy for Christians to adopt the secular model of leadership that we see every day all around us and on the news. Does being a Christian really change how we lead? George Barna has identified five questions, the answers to which will indicate how much we recognize that our leadership is for advancing God's work rather than our own desires. [George Barna, *When Leadership Becomes a Struggle, You Feel Like a Fish Out of Water* p.12.]

- 1) What gets you most excited about the privilege of leading people? Is it profits, public acclaim, the perks of leadership, power over others, excitement over reaching your goals, or is it ultimately obediently serving God and advancing His purposes through those you are called to lead?
- 2) When you make tough decisions on behalf of the organization, what is the primary filter through which your choices are made? Is the bottom-line of profits, sales, attendance, or statistics on how many were served, the measure of your performance, or is it a sense of responsibility to serve God through the people you lead?
- 3) When you motivate people to get involved in tasks, on what basis do you motivate them?

CONTINUED



Where is God in my leadership? **CONTINUED**

Is it your brilliance as a communicator, your charismatic personality, peer pressure, competitive spirit, psychological manipulation, threats, promises, or does it also include serving God's purposes for His glory?

- 4) When you have to generate the resources to get the job done, what is your clinching argument founded upon? Is it based on their logic, your personal connection to them, your persuasive powers of elocution, the organization's current need, or how the investment of these resources will further the work that God is doing through you and your organization for His glory?
- 5) When someone asks you what you do for a living, does God have a part in your response? Or do you see your calling to lead as a secular occupation? In short, are God's purposes and work the filter through which you lead?

REFLECTIVE EXERCISE**Why should anyone want to be led by you?**

- 1) Have the participants draw a line down the middle of a page.
- 2) At the top of the right column write: Why would someone want to be led by me? Ask the participants to list the reasons in this column.
- 3) Fold the paper over so that the right column is now hidden.
- 4) At the top of the left column write: Qualities of a good leader. Ask the participants to list the qualities that they admire in the leadership of people they deem to be good leaders.
- 5) After, have the participants open the paper up and compare the lists to see how they rated themselves as good leaders and which areas need to be worked on. The purpose of this exercise is to get people thinking about their leadership and what kind of a leader they want to be. This is a personal exercise and need not be shared with others.

REFLECTIVE EXERCISE**THINKING LEADERSHIP PART I**

At the end of a week, think back over how many leaders or leadership opportunities you have analyzed to some degree. Did you assess the leadership of people whose stories you heard on the news or read about? Did you ask yourself what a good leader would do in this situation? What leadership qualities enabled a person to succeed or fail in an operation, an election, or a meeting that you observed? What kind of leadership was given in a movie that you watched? Did you experience good leadership from your supervisor?

How well did you or others lead in the activities of your volunteer organization?

THINKING LEADERSHIP PART I

CONTINUED

As leaders think about leadership, they learn from evaluating the leadership lessons of others without personally having to experience all of their learning. Here are some questions to ask yourself while observing leaders in action.

- 1) How is this leader hindering or developing positive change in the organization?
- 2) Did the leader turn a problem into an opportunity?
- 3) Did the leader recognize lost potential that could have made the organization more successful?
- 4) Did the leader develop new and creative ways to solve problems?
- 5) How successful was the leader in ensuring follow through on good ideas?
- 6) What happened when the leader was not present?
- 7) Was everyone involved united around a common vision?
- 8) Did the leader effectively use information given to him/her?
- 9) Would a different process have produced better results?
- 10) What would you like to emulate or avoid in his/her modeling of leadership?

REFLECTIVE EXERCISE

THINKING LEADERSHIP PART II

What is a leader's mindset? What questions or perspectives does a leader have in his/her mind? Do these differ from those who do not take on leadership easily or naturally? To help you think through these questions, review the following and then add your own observations.

Harlan Cleveland, who served under three U.S. presidents, and in the 1980s served as the dean of the University of Minnesota's Hubert Humphrey Institute, wrote an essay called *The Essence of Leadership in One Minute's Reading*, in which he lists eight attitudes he calls "indispensable to the management of complexity." These form the leader's mindset.

1. **A lively, intellectual curiosity; an interest in everything.** In a complex world, everything is inextricably intertwined; therefore, everything is related to what you are doing. Inspiration and opportunity can come from anywhere.
2. **A genuine interest in what other people think and why they think the way they do.** It's hard to fake an interest in others and their ideas. Being interested and willing to learn from others, regardless of their credentials, begins with being at peace with yourself.
3. **A feeling of responsibility for envisioning a future that's different from a straight-line projection of the present.** Real leaders have more zest for what might be than for what is, or even for seeing to completion what they have already started. Tomorrow is a chance to do even better.
4. **The attitude that risks are not to be avoided, but to be taken.** For a leader, life is more

CONTINUED



THINKING LEADERSHIP PART II

CONTINUED

worthwhile when lived at the crest of the wave; anything else is boredom and book work.

5. The feeling that crisis is normal, tensions can be promising, and complexity is fun. The leader doesn't really come fully alive without some sense of crisis, and hardly pays attention unless the situation is a bit arcane, vague and convoluted.

6. The realization that paranoia and self-pity are reserved for people who don't want to take the lead. Having ideas "borrowed" by others without attribution or seeing a competitor come up with a better solution to a problem doesn't turn the leader into a raving maniac. It doesn't make him or her the most pleasant person to be around, either.

7. The quality of unwarranted optimism. Leaders share a conviction that an upbeat outcome is always possible regardless of how hopeless or dismal the situation may look at the moment.

8. A sense of personal responsibility for the general outcome of his or her efforts.

Leaders believe their efforts matter, that what they do affect people and events and that they are, therefore, somehow responsible for what happens around them. They believe they make a difference.

Cleveland's succinct description of a leader's mindset should refresh us. It reminds us of why some causes have seemed so much more important, urgent and winnable than have others. It also explains why the world seems so much diminished when a real leader passes from it, and why we remember the light only from the darkness. (Adapted from the unconventional wisdom of Ron Zemke, senior editor of *Training*, October 2003, p. 10.)

PRAYER

Dear God, I acknowledge that this leadership role that you have called me to undertake from time to time is a means of serving you and in so doing drawing closer to you. I humbly

acknowledge that all of my gifts and opportunities that I have for leadership come from you. The people that I lead are your creation and I am called by you to serve them as a leader.

This is an awesome task and I cannot do it without your leading in my life. I am not really in charge of them but merely a student of your leadership. You have already determined the direction and the parts that each will play. Now it is my responsibility to coordinate this activity according to your plan. Unless you show me your plans and how to achieve them, I am but a helpless person unable to do your will. If I try to do it on my own I will miss your leading and all my efforts will be for naught in achieving your purposes. Enable me to use my own gifts to lead only where you want the group to go and in your time.

Please do not let this leadership position and calling go to my head or totally consume me. Constantly remind me of all of my responsibilities that I have to do before you, my family, my friends, my work, my church, my community. Guide me to do what is best and appropriate for each one of them while I lead this group. Enable me to keep my life in balance in serving you that others may see you working through me.

This is not really my work oh God, it is your calling on my life to lead and I want to do it for your honor and glory. I cannot do my part without you first leading me. It is into your hands that I place all that I am as a leader.

Your faithful servant, _____.



EFFECTIVE TEAM LEADERSHIP: LEARNING TO LEAD THROUGH RELATIONSHIPS

CHAPTER 2: **Using your Power as a Leader to be Served or to Serve others**

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POWER FISTS

(Adapted from Calderon Consulting)

OBJECTIVES: To show how easy it is for even powerful leaders to get knocked off their goal. To recognize Jesus as the stabilizing glue that can enable us to lead in an unpredictable and turbulent world. To illustrate how the small, but courageous and wise, David overcame the great and powerful Goliath.

PROCEDURE(1): Begin with a demonstration and then have everyone try it. Explain that a clenched fist has traditionally been used as a symbol of power. Ask a volunteer to fully extend his/her arms in front at chest height.

Ask the volunteer to place one closed fist on top of the other. (He must not stick his thumb between his fists.)

Tell him to press his fists together as hard as he can.

Stand facing the volunteer and stretch your arms loosely out to your sides. With the index finger of each hand hit the backs of the volunteer's fists.

The volunteer will not be able to keep his fists from toppling.

Let all the participants try this in pairs, including switching roles. Note, they will try different amounts of pressure in the hits but it really does not take much effort to topple the fists of even the strongest person.

PROCEDURE(2): Have the volunteer grasp a pencil or a wooden spoon with her fists together on top of each other. Show the audience that the fists cannot be knocked apart now. Why? There is a solid core. That solid core represents Jesus when we grasp onto Him with all of our might. He is the source of our real power against strikes from all directions. Use a wooden spoon because the ladle part can stick up like a head for all to see, though it will work just as well with a pencil.



PARTICIPANTS: UNLIMITED IN PAIRS

EQUIPMENT: A PENCIL
OR A WOODEN SPOON



PENCIL (WOODEN SPOON)

DEBRIEF(1): It is easy to knock the volunteer's fists apart because you are applying a force in a different direction from the force being applied by the other person. That is what life is like, especially for leaders who can be blindsided.

How does this represent what David did to Goliath?

What comes along and knocks you off your base in spite of your best efforts to remain there? (Not paying attention to the right things, excessive pride in what you do. Success can be elusive when your goals and actions are at cross-purposes with each other.)

How does this apply to our goals? (Our actions sometimes work directly against them.)

DEBRIEF(2): How does Christ provide stability to our leadership?



LABELING POWER

OBJECTIVE: To experience and feel what it is like to be in a preferred power group as opposed to being rejected as unworthy.

PROCEDURE: Place one card face down in the hands of each participant. Participants may not look at the card face. When everyone has their card, they are to place it on their forehead facing away from themselves so that others can see the face of their card. They need only use one hand to hold the card in position. With ace being low and king being high, they are to find their own group by talking or gesticulating to each other about the other person's card. At no time can they tell the other person what their card is, e.g. 10 of diamonds. But they could hint by bowing to the Queen of Spades or by asking how her majesty is today? If you saw someone with a three of hearts you could say, "not much love in you today." For the seven of hearts you could say, "that is a good Biblical number." For the Queen of Diamonds you could say, "that is the number of Jesus disciples."

After five minutes, tell them to form a line with kings on the right and aces on the left and the remainder in between in sequence from high to low.

After the line is formed and there is no more shuffling, they can look at their cards and see how well they did at getting into the right order.

How many had figured out what their card was by number? Why was it easier for the upper and lower classes but more difficult for those in the middle?

Variations of this exercise

Use the positions in your organization such as executive, administrative assistant, custodian, clerk, shipper, payroll clerk, etc.

Debrief on how it feels to be labeled in a certain category that others think is inferior, superior or unimportant. How would a servant-led organization deal with this discrepancy in positions?



PARTICIPANTS: ANY NUMBER UPTO 52

EQUIPMENT: A DECK OF PLAYING CARDS AND A ROOM WITHOUT MIRRORS.

DECK OF PLAYING CARDS

DEBRIEF:

- 1) How many of you were able to figure out what card you had? The highs and lows will manage okay but those in the middle numbers will have difficulty. Why?
- 2) How do the lows feel?
- 3) How do the highs feel?
- 4) What does this exercise show us about how status and power is felt in our organization? (*Lows will feel rejected and shunned. Highs will experience the royal treatment.*) How do we label people with power status? (by title, clothes, size of office, having an assistant etc.)

WHO AM I?

OBJECTIVE: To recognize that we are not powerful or valued because of who we are in this world or what we do, but only because of our relationship to Christ.

PROCEDURE: Read John 1:15-34. In reading the story emphasize vs.20 "I am not the Christ," vs. 23 "Make straight the way for the Lord," vs.27 "whose sandals I am not worthy to untie," vs. 30 "A man who comes after me because he was before me," and vs. 34 "I testify that this is the Son of God." When Jesus was asked who he was he replied, "I am the Son of God." (Matthew 27:43). We get so caught up with who we are, our pedigree, who we know, what we do for a living and what we have accomplished, that we forget who we really are as children of God, redeemed by His Son. Our power seems to come from who we are or who we think we are.

In groups or by walking around speaking to each other, tell people who you are not, one thing per person, e.g. "I am not the Prime Minister, I am not a great singer, I am not infallible, I am not a good supervisor," etc.

After a few minutes then go around saying, "As a Christian I am . . . and fill in the blank. (e.g., "a child of God, a servant of the King," etc.) Say one thing to each person and fill in the blank differently each time. Allow a slightly less amount of time for this part of the exercise.



PARTICIPANTS: UNLIMITED

EQUIPMENT: A BIBLE OR THE STORY OF JOHN THE BAPTIST MEETING WITH JESUS (JOHN 1:15 - 34.) AND THE "I AM" STATEMENTS OF JESUS IN JOHN 10:1-21.

BIBLE (STORY OF JOHN THE BAPTIST)

DEBRIEF:

- 1) How did it feel to say what you were not? (humble, small, insignificant, unimportant, powerless, defrocked, etc.)
- 2) When you realized all that you were as a result of God's creation and Jesus' sacrifice on the cross for you, how did you feel?
- 3) How does this exercise prepare us for servant-leadership?

To recognize that we are powerful and valued
because of who we are in our relationship
to Christ

MAGIC CARPETS

OBJECTIVE: To enable participants to understand the idea of serving the whole by developing a win-win solution for all rather than competing with each other.

PROCEDURE: Space the tarps out on the floor or ground so that they are approximately 1½ feet apart. The configuration does not matter as long as they are spaced properly. The tarps must be far enough away from any other object in the room, like a table or wall, so that the participants cannot touch these objects. Have a group of eight stand on each tarp. No part of their feet should touch the floor or ground. Explain to them that they have to turn the tarps over without anyone touching the floor or ground with any of their body parts. That is the only rule. There is an easy and hard way to do this exercise; it all depends on thinking servant-leadership.



PARTICIPANTS: ANY MULTIPLE OF EIGHT ADULTS. FOR YOUNGER PEOPLE A MULTIPLE OF NINE OR TEN WILL WORK.

EQUIPMENT: ONE 4' X 6' TARP FOR EACH GROUP OF EIGHT. AN OLD SHEET CUT TO THE SAME SIZE WILL ALSO WORK BUT THE TARP IS BETTER BECAUSE IT WILL NOT TEAR AND CAN BE REUSED.



4' X 6' TARP

DEBRIEF: Almost every group will try various gyrations to turn the tarp over as an individual group. In time, this may work for them but the easy servant-leadership way is to ask another group to co-operate with them and then have everyone move onto the one tarp while one or two people reach over to the other tarp and flip it. Then everyone moves onto the flipped tarp and the other tarp is flipped. The group then moves back to its original tarp. This may be repeated with other groups until all tarps are flipped. Some groups may never get the idea of sharing with another group and will require some hints in order to get it done on time.

Questions:

- 1) Why did it take so long for the group to come up with a win-win idea?
- 2) How and why is that individual group thinking replicated in our working environment?
- 3) What would be required to change our mindset to thinking first of serving others?

To enable participants to understand the idea of serving the whole,
rather than competing with each other

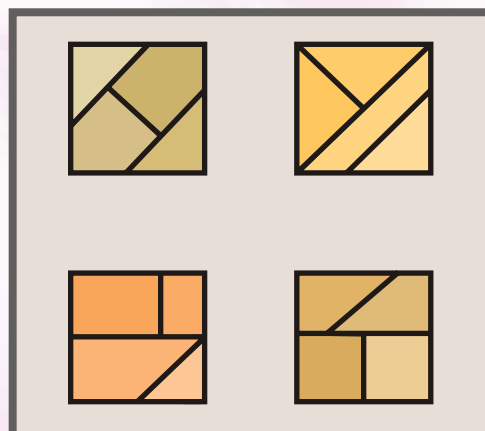


BROKEN SQUARES

OBJECTIVE: To see if the attitude of serving others is firmly established in the minds of participants or whether they are still working as individuals. This exercise was originally adapted from a similar one used by Disney World to screen applicants on their serving attitude. In order to make it more usable, I have modified the number of pieces from five to four. When new employees arrive for their introduction to the Synovus Financial Corporation, they use a similar exercise with one inch wooden blocks that contain parts of a picture on each block. The blocks need to be assembled so that the complete picture appears in the box of each

PROCEDURE: Distribute the bags to each group but do not let them open the bags yet. Explain that there are four pieces in each bag that do not make a complete square. They are to exchange pieces with their colleagues so that each person has a completed square of equal size in front of them. Each will be a perfect square of four pieces with no gaps, pieces sticking out, or overlapping pieces. They cannot fold or mutilate any of the pieces to make them fit. Pieces are exchanged by offering them one at a time to another player, who may or may not choose to accept the piece. No one can grab a piece from another player or point to a piece that he/she wants. There is no talking during the exercise. It is best to put them on an overhead or on the blackboard for all to see and be reminded of. These are the rules that they have to work with. Ask if there are any questions. Strive to be the winning team. The facilitator will have to continually watch the participants for violations of the rules. The most common ones are:

- *taking a piece that you need from someone else in order to complete your square.*
- *pointing out to someone else what they need to do to get a piece of their square in place.*
- *talking, signaling, or poking.*



PARTICIPANTS: ANY MULTIPLE OF 4

EQUIPMENT: EACH GROUP OF FOUR PEOPLE IS TO RECEIVE FOUR ZIPLOCK BAGS CONTAINING FOUR PIECES OF A SQUARE THAT HAVE BEEN CUT OUT IN THE PATTERN SHOWN IN THE TEMPLATE DIAGRAM ABOVE. FOUR 4" X 4" SQUARES CAN BE CUT FROM EACH PIECE OF 8½" X 11" CARD STOCK. EACH BAG SHOULD CONTAIN A PART TAKEN FROM EACH SQUARE BUT NEVER A COMPLETE SQUARE IN ANY ONE BAG. NUMBER THE BAGS SO THAT THEY DO NOT GET MIXED UP (E.G., PUZZLE 1-1, 1-2, 1-3, AND 1-4). THIS ENSURES THAT ALL NUMBER ONE BAGS CAN BE KEPT SEPARATE FROM THE SECOND OR THIRD GROUP OF FOUR BAGS. IF THE PUZZLE PIECES GET MIXED UP, THE PUZZLES WILL BE IMPOSSIBLE TO COMPLETE. IT IS EASIEST TO HAVE A GROUP OF FOUR WORK AT A CLEAR SPACE ON A TABLE OR ON THE FLOOR. IT WORKS BEST WHEN THE PARTICIPANTS FACE EACH OTHER IN A SQUARE.



BROKEN SQUARES CONTINUED

DEBRIEF: After one or more groups have completed the four squares show them the answer in a template on an overhead. You will need to allow a few moments while the groups that were not successful prove to themselves that it could be done. Have them place one piece from each completed puzzle in each ziplock bag so that there is no complete puzzle in any one bag. Clip the four bags together that form the complete puzzle.

Questions:

- 1) Which rules did you find hardest to keep and why? Those who break the rules are most likely to be domineering, controlling types of people who want to tell others what to do rather than letting them serve and be served by others. They take away the self-esteem of others by doing things for them. This is not a serving atmosphere.
- 2) Did anyone assemble their square with four pieces and then not pay attention to the others or sit back after having done their part (a sure sign that they are not willing to serve the group effort but function as self-sufficient individuals)?
- 3) Who contributed most to the group's success? (There should not be any one individual or the group did not function well as a group.)
- 4) Did anyone pass all of their pieces to someone else to work on? (This means that only that person receiving the pieces was engaged in solving the puzzle, which means that the other person or persons were not contributing to the group effort; they preferred someone else do their work when they were not able to solve the problem themselves. They were not serving each other effectively.)
- 5) How did you feel when you gave someone a piece to complete their square but they could not see what to do with it? What would be a creative way, within the rules of the exercise, to handle this situation?
- 6) How did you feel when you saw a piece that you needed in order to complete your square but the person holding that piece made no effort to give it to you? What did (or could) you do about that situation without violating the rules of the exercise?
- 7) What does it take to get people to think of serving others?
The ideal participant is one who is continually watching what everyone is doing, and trying to offer what they have for the benefit of the other players, completing other squares as well as working on their own square. He/she remains focused throughout the exercise.

To see if the attitude of serving others is firmly established in the minds of the participants

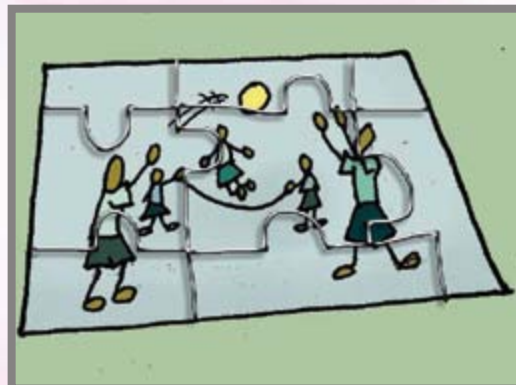
PUZZLEGRAM

OBJECTIVE: To enable participants to learn how serving each other together can more effectively foster the creation of the whole.

PROCEDURE: Distribute a ziplock bag containing 20 pieces of the puzzle to each group of four participants. Each participant is to take five pieces from the ziplock bag. This exercise works best if the participants are sitting around a table opposite each other in a square, or around something to construct the puzzle on if they are on the ground. The first person will place one of their pieces of the puzzle in the centre of the group. The next person on the right will try to add a piece that they have to this piece. Once they have done this or if they are unable to do this in 10 seconds, then it is the next person's turn on the right. Another participant may give the person who is trying to add a piece, a piece that they have that they think will fit the puzzle. If the person receiving the piece is unable to fit it onto the puzzle, then they retain the piece they have just received. No person can add more than one piece to the puzzle during their turn. When a person has run out of pieces to add, then someone else must share a piece with them. This goes on until all 20 pieces are assembled and the writing can be read. In doing this exercise, no one can speak or motion or point to another player or a piece of the puzzle indicating where a piece should go to complete the puzzle or which piece to add next. The group that assembles their 20 pieces together and can say what the writing says has won the match.

DEBRIEF: 1) Which rules did you find hardest to keep and why? Those who break the rules are most likely to be domineering, controlling types of people who want to tell others.

CONTINUED



PARTICIPANTS: ANY MULTIPLE OF 4

EQUIPMENT: 20 PIECES OF A JIGSAW PUZZLE THAT ALL FIT TOGETHER ARE NEEDED FOR EACH GROUP OF FOUR PARTICIPANTS. THIS SET OF 20 PIECES CAN BE PLACED IN A ZIPLOCK BAG FOR EASY STORAGE AND DISTRIBUTION AND TO PREVENT THE PIECES FROM BEING MIXED WITH OTHER SETS. TO CONSTRUCT THE SET, ASSEMBLE A CHILD'S JIGSAW PUZZLE. A CHILD'S PUZZLE IS RECOMMENDED BECAUSE IT IS EASIER TO ASSEMBLE AND THE PIECES ARE LARGER, APPROXIMATELY 1" X 1" PIECES AS OPPOSED TO MANY ADULT PUZZLES IN WHICH THE PIECES ARE SMALLER AND MORE INTRICATELY CONNECTED. ONCE THE PUZZLE HAS BEEN ASSEMBLED, TURN IT OVER SO THAT THE BLANK UNDERSIDE OF THE ASSEMBLED PUZZLE IS FACING UP. CHOOSE ANY 20 PIECES THAT ARE JOINED TOGETHER IN A BATCH. A BATCH OF 20 PIECES DOES NOT HAVE TO INCLUDE STRAIGHT EDGED SIDE PIECES. USING A FELT TIP MARKER PRINT ON THIS BLANK SIDE A SHORT SAYING THAT WILL COVER AS MANY OF THE PIECES AS POSSIBLE, I.E., "LEADERS MUST HAVE FOLLOWERS," OR "TO SERVE IS TO LEAD." NEXT, TAKE THESE 20 PIECES APART AND PLACE THEM IN A ZIPLOCK BAG. REPEAT FOR AS MANY BATCHES OF 20 PIECES THAT YOU NEED FOR THE PARTICIPANTS.



JIGSAW PUZZLE



FELT TIP MARKER



4 ZIPLOCK BAGS



PUZZLEGRAM CONTINUED

what to do rather than letting them serve and be served by others. They take away the self-esteem of others by doing things for them. This is not a serving atmosphere.

- 2) How did you feel when you gave someone a piece to add to the puzzle but that person could not see what to do with it? What would be a creative way, within the rules of the exercise, to handle this situation?
- 3) How did you feel when you saw a piece that you could add to the puzzle but the person holding that piece made no effort to give it to you? What did or could you do about that situation without violating the rules of the exercise?
- 4) What does it take to get people to think of serving others for accomplishing the group's task?
- 5) What would an ideal team player do in this exercise?

As the group gets into the serving mode, participants will anticipate in advance what piece they can offer to the person whose turn it is to add a piece to the puzzle and how to hand that piece in such a way that the player can see how it will fit into the puzzle.

Variations of this exercise

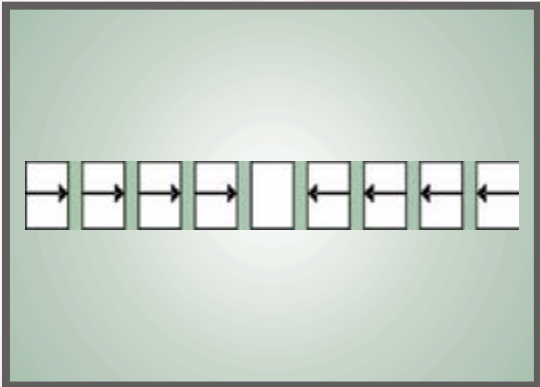
Shorten the time to five seconds and score a point for every time someone shares a piece with another participant and that piece is added to the puzzle. Alternatively, give each person more time.

POWER TO BE SERVED
OR TO SERVE

TRAFFIC JAM

(Adapted from an original exercise by Karl Rohnke)

OBJECTIVE: To recognize the importance of one person taking charge of an exercise when the rest of the participants agree to follow that person. To show how a leader can abuse his/her power or use it to serve the interests of all. This exercise demonstrates how, by working together, two groups of people can exchange places on a line of squares that has one more place than the number of people in both groups.

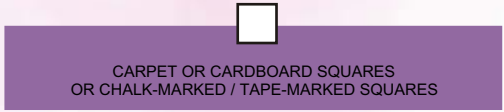


PROCEDURE: To begin, one group stands on the places to the left of the middle square; the other group stands to the right. Both groups face the middle unoccupied square. Using the following moves, people on the left side must end up in the places on the right side, and vice versa. This can be done by legal moves and the avoidance of illegal moves.

- Illegal Moves:
1. Any move backwards.
 2. Any move around someone facing the same way that you are, i.e. when you are looking at their back.
 3. Any move which involves two persons moving at once.

PARTICIPANTS: EVEN NUMBERED GROUPS OF EIGHT, TEN OR TWELVE PEOPLE.

EQUIPMENT: THE PHYSICAL SET-UP CAN BE ARRANGED ALMOST ANYWHERE. THE BOXES, INDICATED IN THE ILLUSTRATION, CAN BE MARKED WITH CHALK, MASKING TAPE, SCRAP PAPER, CARPET SQUARES, OR CARDBOARD SQUARES, ETC. THE MARKS OR SQUARES SHOULD BE PLACED AN EASY STEP FROM ONE ANOTHER.



- Legal Moves:
1. A person may move into an empty space in front of himself/herself.
 2. A person may move around a person who is facing him/her into an empty space. Thus:
 - a. Here, 1 may move into the empty space and then 2 can move into the square vacated by 1.
 - b. Here, 1 may move into the empty space, because two people are facing one another. After a solution to the problem is discovered and the group discovers that one person giving commands is the most efficient way to solve the "traffic jam," ask that individual and the group if they can quickly solve the problem again.

CONTINUED



TRAFFIC JAM CONTINUED

The leader will ordinarily stumble a bit in a repeat attempt, but the solution will eventually be reached more efficiently.

Ask the group to try it once again, indicating that you have an additional challenge for them and that successful completion of this addition depends upon complete understanding of the solution.

When they appear confident with their solution, have them line up on the squares in a “start” position. Indicate that completion of this next challenge involves having everyone go through the solution moves of the original problem while *holding their breath*. The leader, who stands apart from the group, is the only one allowed to give commands, and breathe. If anyone breathes before the last move, the whole group expires in horrible agony and must begin again!

Have people stay on their squares. This will cause frustration for the people in the back. If the team really struggles, allow one person to get off their square, see the big picture, and design a pattern for the rest of the group.

DEBRIEF:

- 1) This is one of the few problems in which a group will eventually decide to have one person take charge and for the others to be quiet and follow directions. This is worth talking about in comparison to other team initiative tasks and other life situations.
- 2) What different types of leadership did you experience in this exercise?
- 3) How was a leader chosen?
- 4) How did the rest of the participants feel with that person telling them what to do?
- 5) At what times is it appropriate to have one person give all of the directions?

**To recognize the importance
of one person taking charge
of an exercise when the rest
of the participants agree
to follow that person**

TREASURE HUNT

OBJECTIVE: To demonstrate the difference between cooperation and competition and to measure team communications.

PROCEDURE: Divide the group into two equal sized teams of three to four players facing each other over a table. If working with more than eight people create other groups of two teams. The exercise requires you to find three coins on the opponent's game sheet by identifying one space by a number and a letter at a time, as in 2B or 4E. The opposing team will indicate whether the space is empty or contains a coin. Before the teams start, they must decide where to place the three imaginary coins on their game sheet keeping it hidden from their opponents. Take turns with the opposing team in guessing the location of the three imagined coins on the game sheets. Teams track of their guesses by marking their own game sheet. Continue the play until one team has won by guessing the location of the other team's three coins.

A team's response to the other team's guess must be different each time as in, "You have a coin." "You're close." "You're three spaces from a coin" "If you were any closer you would be touching a coin" etc. Let a different member of the team respond each time until you have gone through all team members and then repeat the cycle with different responses.

Variations of this exercise

1. Go through the exercise with a win-lose competitive attitude and then have one team secretly switch to a win-win attitude to see what happens to the feedback given by the opposing team.

2. Limit the number of guesses to seven.

3. With multiple teams, let the winners have a play off round. Did this additional competition affect the manner of playing?

PARTICIPANTS:

ANY NUMBER OF GROUPS OF 6 - 8 PEOPLE

EQUIPMENT: OVERHEAD TRANSPARENCY AND PROJECTOR OR A FLIP CHART AND A MARKER, PAPER AND PENCILS FOR EACH TEAM, GRID ACTIVITY SHEETS PREPARED IN ADVANCE AS PER THE SAMPLE ON THE FOLLOWING PAGE, WHICH MAY BE PHOTOCOPIED.



- DEBRIEF:**
- 1) How did you decide what to share with the opposing team?
 - 2) Was this exercise viewed as a win-win exercise or as a win-lose situation? In a win-lose situation teams try to keep information at the lowest possible level (vague) vs. trying to help the other team as in a win-win situation.
 - 3) Did one team try to mislead the other team in the win-lose scenario? How did the shading of the truth impact the other team?
 - 4) What are different ways of giving feedback?
 - 5) How do you want feedback to work with your team at work?
 - 6) When the other team changed its feedback level, how did this impact your team?



WINDMILL

(Adapted from an original exercise by Chris Cavert)

OBJECTIVES: To demonstrate how a group needs to work cooperatively together in order to achieve an objective. To see if powerful personalities dominate the process in this activity.

PROCEDURE: Evenly distribute group members on each one of the boards before you give the directions. When the group is ready for instructions, present the problem.

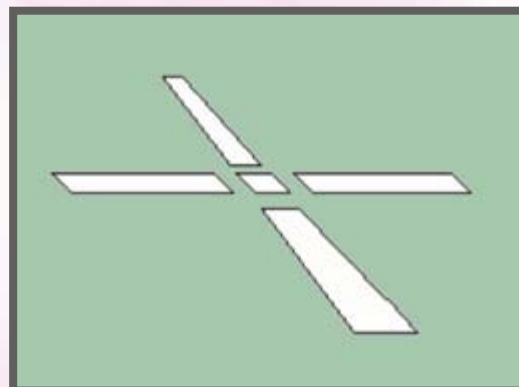
Have each player notice the position he/she is standing in on their board (i.e., first position, second, middle, last, whatever it may be). The challenge is to:

1. Change boards without touching the ground.
2. Have one foot in contact with a board or the square at all times (this is supposed to prevent jumping).
3. Touch the square in the center, with both feet at the same time, before touching any other board.
4. End up on a new board in your original position without any of your original "Board Members." (This rule only works with groups of 12 or less. If you have more, try no more than one original board member.)

Consequences should fit the level of challenge. The person who touches the floor starts over, is blindfolded, or everyone starts over.

Variations of this exercise

1. If you have less than sixteen players, remove a board.
2. Place a player, designated the leader, on the square and have this person give all the directions



PARTICIPANTS: 12 - 24.

EQUIPMENT: FOUR 2"X 8"X 5' BOARDS OR 8"X 5' STRIPS OF CARDBOARD AND ONE 12" SQUARE. REFER TO THE DIAGRAM FOR SET-UP REFERENCE. FOR AN INDOOR LOW COST WINDMILL, USE MASKING TAPE ON THE FLOOR. TAPE OUT THE SIZE OF EACH BOARD AROUND A CENTER BOX (ALSO OUTLINED BY TAPE).

FOUR 2"X8"X5' BOARDS

ONE 12" SQUARE

DEBRIEF:

1. What sort of planning occurred?
2. What assumptions were made during the activity regarding the use of power?
3. What kind of support occurred? Who was helpful?
4. Were there some people who didn't want help? Was this okay?
5. Did teamwork take place? In what ways?
6. What does it take to be successful?
7. How is leadership acted out in this exercise?

DISCUSSION GROUPS

- 1) Have the group list the qualities of a good servant on a flip chart. Then the same participants, or a separate group if you divide the participants into two groups, list the qualities of a good leader. Compare the lists. What you will find is that there is almost a perfect correlation between the two lists. If some qualities appear on only one list, ask if they could also be added to the other list. What does this tell you about servant-leadership?

- 2) Using Matthew 20:25-28 as your text, compare the qualities of a secular ruler vs. a servant-leader on the basis of “not so with you.” The secular ruler expects behavioral conformity while the servant-leader relies on the commitment of the heart. For examples of selfish power taken to its extreme, see the stories of King Ahaziah and Queen Athaliah in 2 Chronicles 22 and 23. King Ahaziah used his position as king to increase his own possessions and power rather than serving the people who ultimately revolted against him. Queen Athaliah was so thirsty for power that she killed all of her next of kin who could have been contenders for her throne. Her motivation was power, prestige and position which eventually led to her being killed by those whom she should have been serving as Queen.

- 3) In the Parable of the Talents in Matthew 25 we read the commendation: “Well done thou good and faithful servant.” Discuss what that means to you and record the ideas on a transparency or flip chart.

- 4) In Matthew 20:20-28, Salome, mother of James and John, sons of Zebedee (called sons of thunder), and a sister of Mary, the mother of Jesus, asks Jesus for positions of power for her two sons. Struggle for power positions was a problem in itself, and it also raises the problem of family influence in the appointment of people to positions of power. These Scriptures also raise the question of understanding just what the kingdom of heaven is, and what it means to be a leader in the kingdom. James and John obviously do not know what kingdom Jesus is building, even though they are to be part of it. Neither does their mother. In one sense every individual has some power, defined as the ability to influence another to meet his or her needs. In this sense a baby has influence over parents, capturing their attention on its behalf thus diverting their attention away from themselves. In another sense, power is the level of influence of a role in an organization. Roles exist in a hierarchy in organizations, both formal and informal, and their scope and status measures the power granted the incumbent in that role. James and John sought this kind of power, seats on the left and right hand in Jesus' kingdom.

CONTINUED



DISCUSSION GROUPS CONTINUED

Jesus did not tell James and John that it was wrong to aspire to power roles, though the rest of the disciples were upset with them. But, he taught them that power, understood correctly, is the ability to get down under the load and to serve the needs of others. Thus, positions of influence are not about status, glory, or lording it over others! How effectively does the culture in your organization promote serving the needs of others?

5) The account of sisters Mary and Martha in Luke 10:38-42 raises the question of servant leadership to a high level. On its face, the story seems to portray Martha as a true servant, and so she is. The writer locates this story immediately following the account of the good Samaritan, which defines servanthood as caring deeply for people in need, followed by very practical steps to meet their needs. Jesus has been traveling dusty roads, and comes to Bethany where Martha and Mary live. Jesus had frequented this town and, being tired and possibly hungry, goes to their home. Martha receives Jesus and begins to prepare a meal. Mary does not help Martha, but gives her full attention to Jesus' teaching. Martha is frustrated with her sister just sitting with Jesus and not helping with the preparation and serving of the meal. Mary was breaking all customs and, besides, Martha also wanted to be with Jesus. Martha complains to Jesus asking him to help move Mary to her duties of service. His answer was an unexpected psychological/spiritual comment on Martha being "anxious and troubled about many things," not a criticism of her servant attitudes and behavior. No doubt Jesus was to help Martha with her anxieties later. John records that when Martha came for his help over her brother's, (Lazarus'), illness, it is said of Jesus that he "loved Martha." Martha's service motivations and actions are not the issue with Jesus, but a further definition of what it means to be His follower and servant and friend. Jesus says to Martha that Mary has attended to the "one thing that is needful," that "good portion which will not be taken away from her." Mary was listening to Jesus' teaching, and this, too, is servanthood. Mary was doing her part in keeping close association with the master, soaking up, as it were, his spirit, his caring, his difficulties and his mission.

How would you face this challenge, in a servant-led organization, between Mary and Martha, when one employee, Martha, wanted to get the day's work completed so that she could go home on time to have supper with her family whereas the other, Mary, wanted to listen first to a presentation by the CEO because she did not have to be home at a certain time that day?

**Groups need to work together
in order to achieve their objectives**

A PERSONAL POWER PROFILE INDICATOR

Below is a list of statements that describe behaviors that leaders in organizations can direct toward their followers. Read each descriptive statement, thinking in terms of how you prefer to influence others. Mark the number that most closely represents how you act or feel. Use the following numbers for your answers: 1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree.

To influence others, I would prefer to:		SD	D	NA ND	A	SA
1	Increase their salary level	1	2	3	4	5
2	Make them feel valued in the organization	1	2	3	4	5
3	Give them an undesirable job assignment	1	2	3	4	5
4	Assure them that I approve of what they do	1	2	3	4	5
5	Remind them that they have commitments to meet for the whole	1	2	3	4	5
6	Lobby colleagues to a consensus before a meeting	1	2	3	4	5
7	Enable them to feel personally accepted	1	2	3	4	5
8	Try to make them feel important in the organization	1	2	3	4	5
9	Offer them good technical suggestions to improve their work	1	2	3	4	5
10	Make their work more difficult or demanding for them	1	2	3	4	5
11	Share with them my knowledge of the situation	1	2	3	4	5
12	Use office politics	1	2	3	4	5
13	Denying them a salary increase	1	2	3	4	5
14	Make working in the organization unpleasant for them	1	2	3	4	5
15	Make their being at work seem distasteful to them	1	2	3	4	5
16	Cause them to feel guilty if they do not finish their job on time	1	2	3	4	5
17	Provide them with sound job-related advice to assist them	1	2	3	4	5
18	Provide them with special benefits in order to encourage them	1	2	3	4	5
19	Use my influence to get them promoted	1	2	3	4	5
20	Tell them that they have responsibilities to fulfill	1	2	3	4	5
21	Give them needed technical knowledge when I see the need	1	2	3	4	5
22	Make them aware that they have tasks to accomplish	1	2	3	4	5
23	Mount a coalition building campaign with my colleagues	1	2	3	4	5
24	Make informal networking connections with my colleagues	1	2	3	4	5



A PERSONAL POWER PROFILE INDICATOR CONTINUED

Scoring:
 Compute your scores from the 20 questions according to the following procedure:

- Reward power** is the rewarding of behaviors that the leader wants to see happen.
 Sum your responses to items 1, 15, 18, and 19.
- Coercive power** is the leader's use of threats or punishment to accomplish a task in a manner desired by the leader.
 Sum your responses to items 3, 10, 13, and 14.
- Legitimate power** is the leader's use of agreed upon values and norms with his/her followers in order to accomplish a task. This power is usually granted to the holder of the position.
 Sum your responses to questions 5, 16, 20, and 22.
- Referent power** is the leader using his/her power of personality to make the followers feel valuable in accomplishing the task together with the leader.
 Sum your responses to questions 2, 4, 7, and 8.
- Expert power** is the leader using his/her superior knowledge, skills, or experiences to accomplish a task because the leader knows better than anyone else.
 Sum your responses to questions 9, 11, 17, and 21.
- Political power** is the use of political tools to build consensus for desired outcomes when there is uncertainty or disagreements about choices.
 Sum your responses to questions 6, 12, 23, and 24.

Scores:

Reward	—————▶
Coercive	—————▶
Legitimate	—————▶
Referent	—————▶
Expert	—————▶
Political	—————▶

Interpretation:
 A high score (16 and greater) on any of the five dimensions of power implies that you prefer to influence others by employing that particular form of power.
 A low score (8 or less) implies that you prefer not to employ this particular form of power to influence others. Taken together, these scores represent your power profile.



USING PEOPLE AS AN EXERCISE IN PERSONAL POWER

Below is a list of statements that describe behaviors that leaders in organizations can use in working with their followers. Read each descriptive statement, thinking in terms of how you prefer to influence others. Mark the number that most closely represents how you act. Use the following numbers for your answers: 1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree.

		SD	D	NA ND	A	SA
1	People respond best when you tell them what they want to hear	1	2	3	4	5
2	To get someone to do something it is best to give them the real reasons for doing so rather than more weighty ones.	1	2	3	4	5
3	To trust someone else is to ask for trouble.	1	2	3	4	5
4	Getting ahead means having to cut corners sometimes.	1	2	3	4	5
5	I assume that everyone has a vicious streak that will eventually come out when given an opportunity.	1	2	3	4	5
6	Do not take action unless you are morally right.	1	2	3	4	5
7	The majority of people are basically good and kind.	1	2	3	4	5
8	There is never an excuse for lying.	1	2	3	4	5
9	Most people find it easier to deal with the death of a parent than a severe loss in business.	1	2	3	4	5
10	Most people will not work hard unless you force them to.	1	2	3	4	5

Scoring guide
 For numbers 1, 3, 4, 5, 9, and 10 add the scores as they are. For numbers 2, 6, 7, and 8, reverse the score so that SA becomes SD or a 5 becomes a 1 and a 4 becomes a 2. Add up the total as above. If you have a score above 38 you tend to use power for personally manipulating your followers. A score of less than 20 indicates that you are not a manipulator of your followers. Consider 25 as an average score.
 Adapted from Christie, R. & Geis, F. L. (1970). *Studies in Machiavellianism*. New York, NY: Academic Press.

Mark the number that most closely represents how you act or feel



TYPE A/B SELF-SCORING
DIAGNOSTIC PERSONALITY TEST

These questions have been taken from many different sources. For each question, choose the answer that is true for you and enter the letter of your answer on the line beside that question. Choose only one answer for each question, and try to answer as honestly as you can. Each person is different, so there are no right or wrong answers in this test. Except in the extreme, both Type A's and Type B's can become good leaders.

_____ 1. Do you ever have trouble finding time to get your hair cut or styled?

- a. *Never*
- b. *Occasionally*
- c. *Almost always*

_____ 2. Is your everyday life filled mostly by:

- a. *Problems needing a solution?*
- b. *Challenges needing to be met?*
- c. *A rather predictable routine of events?*
- d. *Not enough things to keep me interested or busy?*

_____ 3. When you are under pressure or stress, what do you usually do?

- a. *Do something about it immediately.*
- b. *Plan carefully before taking any action.*

_____ 4. Ordinarily, how rapidly do you eat when you are with friends or family?

- a. *I'm usually the first one finished.*
- b. *I eat a little faster than average.*
- c. *I eat at about the same speed as most people.*
- d. *I eat more slowly than most people.*

_____ 5. Has your spouse or a friend ever told you that you eat too fast?

- a. *Yes, often*
- b. *Yes, once or twice*
- c. *No, never*

_____ 6. How often do you find yourself doing more than one thing at a time, such as working while eating, reading while dressing, or figuring out solutions to problems while driving?

CONTINUED



TYPE A/B SELF-SCORING
DIAGNOSTIC PERSONALITY TEST

CONTINUED

- a. I do two things at once whenever practical.*
- b. I do this only when I'm short of time.*
- c. I rarely or never do more than one thing at a time.*

_____ 7. When you listen to someone talking, and this person takes too long to come to the point, how often do you feel like hurrying the person along?

- a. Frequently*
- b. Occasionally*
- c. Almost never*

_____ 8. How often do you actually "put words in the person's mouth" in order to speed things up?

- a. Frequently*
- b. Occasionally*
- c. Almost never*

_____ 9. If you tell your spouse or a friend that you will meet somewhere at a definite time, how often do you arrive late?

- a. Once in a while*
- b. Rarely*
- c. I am never late.*

_____ 10. How often do you find yourself hurrying to get places even when there is plenty of time?

- a. Frequently*
- b. Occasionally*
- c. Almost never*

_____ 11. Suppose you are to meet someone at a public place (street corner, building lobby, restaurant) and the other person comes 10 minutes late. What will you do?

- a. Sit and wait.*
- b. Walk about while waiting.*
- c. Usually carry some reading matter or writing paper so as to get something done while waiting.*



**TYPE A/B SELF-SCORING
DIAGNOSTIC PERSONALITY TEST CONTINUED**

- _____ 12. When you have to wait in line at a restaurant or a store, what do you do?
- a. *Accept it calmly.*
 - b. *Feel impatient but not show it.*
 - c. *Feel so impatient that someone watching can tell I am restless.*
 - d. *Refuse to wait in line, and find ways to avoid such delays.*
- _____ 13. When stopped at a red light and the person driving the car ahead of you fails to notice that the light has turned green, are you most likely to:
- a. *Lean on your horn.*
 - b. *Tap your horn.*
 - c. *Wait patiently for them to notice the green light.*
 - d. *Mutter to yourself.*
- _____ 14. When you play games with young children about 10 years old (or when you did so in past years), how often do you purposely let them win?
- a. *Most of the time*
 - b. *Half of the time*
 - c. *Only occasionally*
 - d. *Never*
- _____ 15. When you were young, did most people consider you to be
- a. *Definitely hard-driving and competitive?*
 - b. *Probably hard-driving and competitive?*
 - c. *Probably more relaxed and easygoing?*
 - d. *Definitely more relaxed and easygoing?*
- _____ 16. Nowadays, do you consider yourself to be
- a. *Definitely hard-driving and competitive?*
 - b. *Probably hard-driving and competitive?*
 - c. *Probably more relaxed and easygoing?*
 - d. *Definitely more relaxed and easygoing?*
- _____ 17. Would your spouse (or closest friend) rate you as
- a. *Definitely hard-driving and competitive?*
 - b. *Probably hard-driving and competitive?*
 - c. *Probably relaxed and easygoing?*
 - d. *Definitely relaxed and easygoing?*



**TYPE A/B SELF-SCORING
DIAGNOSTIC PERSONALITY TEST CONTINUED**

- _____ 18. Would your spouse (or closest friend) rate your general level of activity as:
- a. *Too slow - should be more active?*
 - b. *About average - busy much of the time?*
 - c. *Too active - should slow down?*
- _____ 19. Would people you know well agree that you take your work too seriously?
- a. *Definitely yes*
 - b. *Probably yes*
 - c. *Probably no*
 - d. *Definitely no*
- _____ 20. When you go on vacation, do you regularly take work with you that you must or want to get done?
- a. *Never*
 - b. *Occasionally*
 - c. *Always*
- _____ 21. Do you ever do work on Thanksgiving, Christmas, or Easter day/weekend holidays?
- a. *Never*
 - b. *Occasionally*
 - c. *Always*
- _____ 22. Would people you know well agree that you have less energy than most people?
- a. *Definitely yes*
 - b. *Probably yes*
 - c. *Probably no*
 - d. *Definitely no*
- _____ 23. Would people you know well agree that you tend to get irritated easily?
- a. *Definitely yes*
 - b. *Probably yes*
 - c. *Probably no*
 - d. *Definitely no*



**TYPE A/B SELF-SCORING
DIAGNOSTIC PERSONALITY TEST CONTINUED**

____ 24. Would people who know you well agree that you tend to do most things in a hurry?

- a. *Definitely yes*
- b. *Probably yes*
- c. *Probably no*
- d. *Definitely no*

____ 25. Would people who know you well agree that you enjoy being competitive and try hard to win?

- a. *Definitely yes*
- b. *Probably yes*
- c. *Probably no*
- d. *Definitely no*

____ 26. How was your temper when you were younger?

- a. *Fiery and hard to control*
- b. *Strong but controllable*
- c. *No problem*
- d. *I almost never got angry*

____ 27. How is your temper nowadays?

- a. *Fiery and hard to control*
- b. *Strong but controllable*
- c. *No problem*
- d. *I almost never get angry*

____ 28. When you are in the midst of doing an assignment or project and someone interrupts you, how do you usually feel inside?

- a. *I feel O.K. because I work better after an occasional break*
- b. *I feel only mildly annoyed.*
- c. *I really feel irritated because most such interruptions are unnecessary.*



**TYPE A/B SELF-SCORING
DIAGNOSTIC PERSONALITY TEST CONTINUED**

_____ 29. How often do you set deadlines or quotas for yourself?

- a. *Never*
- b. *Only occasionally*
- c. *Once a week or more*

_____ 30. When you have to work against a deadline, is the quality of your work

- a. *Better?*
- b. *Worse?*
- c. *The same (pressure makes no difference).*

_____ 31. Do you ever work on two assignments at the same time by shifting back and forth rapidly from one to the other?

- a. *No, never*
- b. *Yes, but only in emergencies*
- c. *Yes, regularly*

_____ 32. When you find yourself getting tired working in and around home, what do you usually do?

- a. *Slow down for a while until my strength comes back.*
- b. *Keep pushing myself at the same pace in spite of the tiredness.*

_____ 33. When you are in a group, how often do the other people look to you for leadership?

- a. *Rarely*
- b. *About as often as they look to others*
- c. *More often than they look to others*

_____ 34. How often do you make yourself written lists to help you remember what needs to be done?

- a. *Never*
- b. *Occasionally*
- c. *Frequently*



**TYPE A/B SELF-SCORING
DIAGNOSTIC PERSONALITY TEST CONTINUED**

- _____ 35. When you were in high school, were you an officer of any group, such as a student council, choir, club, sorority or fraternity, or captain of an athletic team?
- a. No
 - b. Yes, I held one such position
 - c. Yes, I held two or more such positions

For questions 36-40, compare yourself with your average fellow worker, and mark the most accurate description.

- _____ 36. In amount of effort put forth, I give
- a. Much more effort
 - b. A little more effort
 - c. A little less effort
 - d. Much less effort
- _____ 37. In sense of responsibility, I am
- a. Much more responsible
 - b. A little more responsible
 - c. A little less responsible
 - d. Much less responsible
- _____ 38. I find it necessary to hurry
- a. Much more of the time
 - b. A little more of the time
 - c. A little less of the time
 - d. Much less of the time
- _____ 39. In being precise or meticulous about detail, I am
- a. Much more precise
 - b. A little more precise
 - c. A little less precise
 - d. Much less precise
- _____ 40. I approach life in general

- a. Much more seriously
- b. A little more seriously
- c. A little less seriously
- d. Much less seriously



**TYPE A/B SELF-SCORING
DIAGNOSTIC PERSONALITY TEST CONTINUED**

SCORING KEY:
To score your response, circle your answers that agree with the key below and give yourself one point for each answer that agrees with the key below. You should end up with a total score for each column (i.e. your strong Type A and strong Type B characteristics.).

Item	Type A	Type B	Item	Type A	Type B
1.	c	a	21.	c	a
2.	ab	d	22.	d	ab
3.	a	b	23.	ab	cd
4.	a	cd	24.	ab	cd
5.	a	c	25.	a	d
6.	a	c	26.	a	d
7.	a	c	27.	a	cd
8.	a	c	28.	c	a
9.	c	a	29.	c	ab
10.	a	c	30.	a	c
11.	c	ab	31.	c	ab
12.	cd	b	32.	b	a
13.	a	c	33.	c	b
14.	d	ab	34.	c	ab
15.	a	cd	35.	c	ab
16.	a	cd	36.	a	cd
17.	ab	cd	37.	a	cd
18.	c	ab	38.	a	cd
19.	ab	d	39.	a	cd
20.	c	a	40.	a	cd
Totals:					

Totals of both columns: A _____ B _____

Type A score. A score of 28 or higher in the Type A column suggests a predominantly Type A personality. A score of 12 or below suggests that you are more likely to be a Type B. A strong Type B would score 28 or higher in the Type B column. A score of 13 - 27 in either column is average and does not clearly indicate Type A or B. A person in this middle range has a balanced life and has probably learned to moderate some of the extremes of Type A or Type B behaviors.



UNDERSTANDING A TYPE 'A' PERSONALITY

In 1974, Meyer Friedman and Ray Rosenman pioneered the study of a certain personality structure, which they called Type A, which may lead to a stressful lifestyle and, in turn, to coronary disease.

The primary behavioral characteristics of the Type A personality are *time urgency, preoccupation with productivity and achievement, chronic activation, aggressive and hostile behavior, and competitive drive*. Type A people are characterized by behaviors that seem to result from "hurry sickness." They are highly motivated and driven to perform. They tend to take on too many projects, and they are driven by deadlines. They are chronically harried, are constantly in competition with the clock, and strive to do more and more in less and less time. These individuals typically move, walk, talk, and eat rapidly. They are often impatient in conversations. They tend to interrupt others and finish sentences for people who, they think, are speaking too slowly. Even the briefest delays are often met with irritation and impatience. They typically change lanes on the freeway to make up a few car lengths. They are constantly trying to work and move faster than others. Their general impatience is seen in their attempts to do two or more things at once. They may eat and read, eat lunch while walking from one place to the other, read while sitting on the toilet, or even think of work when they are having sex. People with extreme Type A behavior patterns over-schedule activities and become tense when they don't complete the unrealistic tasks they have set for themselves. By assuming too many responsibilities, often they become trapped in several stressful situations at once.

Type A people operate on the assumption that their personal worth depends largely on what they produce and that their success depends on being able to accomplish Herculean feats. These beliefs often lead to behaviors such as hostility, aggressiveness, competitiveness, and impatience. They continually create new demands for themselves, and when anything blocks their striving toward their ambitions, they become irritated and overreact to the hassles of everyday life. Of course, along with these self-imposed demands comes increased stress. There is a pervasive sense of guilt when they are not being productive. Relaxation and vacations are difficult for them because they think of all the work they could be doing instead of wasting time by nonproductively playing.

Type A individuals find stress in most situations. They seem to be wedded to long-term stress that may kill them. The link between cardiovascular disease and stress shows up in study after study. People high in *cynical hostility* tend to be distrustful, moody and resentful. When these people become upset, which they frequently do, they manifest unhealthy physiological reactions.

It is the hostile and aggressive behavior associated with fierce competitive striving, not simply having Type A characteristics, that results in an early death from a heart attack. The key to reducing coronary risk lies not in working less but in changing attitudes that lead to hostility and aggression. The challenge is to examine our values and make some basic changes in our lifestyles, Type A personalities need to learn to run the race of life like a marathon rather than a series of 100-yard dashes.



UNDERSTANDING A TYPE 'B' PERSONALITY

The Type B personality is characterized by relaxed, patient, and amicable behavior. Type B people are not slaves of time and are not preoccupied with achievements and aggressive competition. When they work, they do so in a calm and unhurried manner. They are able to relax and have fun without feeling guilty. They are able to play without having to win at any cost.

MOVING FROM EXTREME TYPE A TO TYPE B PERSONALITY

A key difference between Types A and B is that the former seem to react to several types of stress with larger increases in pulse rate and blood pressure.

There are also contrasting patterns in social behavior. Type As tend to be more impatient with others and become angry when other people hold them back in any way. In general, Type As report feeling less comfortable around others than do Type Bs. They prefer to work alone rather than as a team, and they seem to resent being told what to do. Types As are more ready to do the opposite of what is demanded of them. They also are very good at getting things started.

Type As seem to work faster even when no pressure or deadline is involved. They complain less about hard work and report being less tired when it is finished. However, Type As do more poorly on tasks requiring patience or careful, considered judgment. Interestingly, surveys indicate that most members of top management are Type Bs, not Type As. Too often Type As don't survive to make it! The impatient, hurried style of a Type A is not compatible with the skills needed of top-level executives in large organizations. One researcher suggests that Type As do better on tasks involving time pressure or solitary work. Type Bs may do better on tasks requiring complex judgment, accuracy rather than speed, and working as part of a team (Baron, R. *Understanding human relations*, Boston, MA: Allyn and Bacon, 1985).

It's best to think of Type A and Type B behavior as existing on a continuum. Chances are you are not a "pure" type but have a blend of both elements. If you recognize that you have more Type A characteristics than you'd like, and if *you* think it's important to change your behavior and reduce your stress, you can take steps toward change. The first step is to realize that the Type A syndrome is not an incurable disease.

It takes a great deal of effort to modify Type A behavior because Western culture reinforces values associated with this behavior, which become deeply entrenched as a way of life. Unfortunately, many people have to first be jolted by a heart attack to take a serious look at the price of their hard-driving, competitive, aggressive, and stressful lifestyle.

Transforming yourself from a Type A person entails learning a balance in life, especially a balance between work and play. It involves changing your attitudes and beliefs so you don't react so intensely to situations that can lead to stress.

To do this, consult the many stress management books that are on the market. They will guide you in reducing, if not eliminating, stressful situations in your life and how to handle those stressful situations that are inevitable.



THE IDEAL SUPERVISOR

In discussion groups, ask employees and supervisors to identify and rank in order of importance what they feel are the ten most important functions of an effective supervisor. Compare the two lists or discuss whether these functions are being performed, how effective they are, and how they could become more effective.

For the sake of comparison you may wish to examine this list of ten made by a group of supervisors in Brookdale Hospital Medical Center. (Finzel, H.(1994). *The Top Ten Mistakes Leaders Make*, Wheaton, IL: Victor, p.90.)

- 1) *Delegates authority in areas affecting their work.*
- 2) *Consults with subordinates before making decisions pertaining to their job responsibilities.*
- 3) *Gives the employees the reasons for implementing decisions.*
- 4) *Doesn't play favorites.*
- 5) *Praises excellent work.*
- 6) *Reprimands subordinates who fail to observe the proper chain-of-command relationships.*
- 7) *Never reprimands or disciplines in front of coworkers.*
- 8) *Encourages employees to offer their opinions and criticisms of supervisory policies.*
- 9) *Listens to employees' explanations before placing blame in disciplinary situations; accepts reasonable explanations, not excuses.*
- 10) *Obeys all the rules that subordinates are expected to obey.*

Now consider the ideal servant-leader as a supervisor. Is there a difference in the list? What is the difference? Why is there a difference?

REFLECTING ON WHAT SERVING MEANS TO US

In discussion groups, reflect on what serving means to you and in your community. How do you define serving the Lord? How far does your serving take you? Reflect together on the poem "I Wonder" by Ruth Harms Calkin. (Johnson, p. 90.)

1 *You know, Lord, how I serve You
With great emotional fervor
In the limelight.
You know how eagerly
I speak for You
At a women's club
You know how I effervesce when I promote
A fellowship group.
You know my genuine enthusiasm
At a Bible study.*

2 *But how would I react, I wonder
If you pointed to a basin of water
And asked me to wash the calloused feet
Of a bent and wrinkled old woman
Day after day
Month after month
In a room where nobody saw
And nobody knew.*

DISCUSSION GROUPS

The supervisor who exerts her or his power over subordinates loses all power over them, except the power to hurt and destroy. The power to wound is easily wielded in an office or working environment through put downs, discrimination, demotions, and sidelining. Systematic destruction by verbal bombs or warfare will not build peace. The instruments that were used to destroy can not be used for re-construction. Influencing people in a positive direction will never come through punishment, threats or vengeance. Ask your group to develop a statement for using their power for the good of all concerned.

CASE STUDIES

(For instructions on how to use case studies see Appendix ii.)

A. Beaverton Community Church's Top Down Pastor

During a meeting of the Board of Beaverton Community Church, Pastor Jim suddenly announces that he thinks the church needs a more segregated Sunday School teaching space and this could easily be accomplished by adding a \$46,000 sliding partition in the gym. He acknowledges, however, that this could not be done right away because it has not been previously discussed by the Board or any of its committees. Whereupon, a board member who happens to meet each week with the pastor as his "prayer partner," moves a motion to grant the \$46,000 for immediate construction of the sliding partition in the gym and another member of the board hastens to second the motion. The chairs of the Facilities and Finance Committees, who are also members of the Board, sit in stunned silence while the chair suggests deferment of the motion for further investigation and consideration. But this is the senior pastor's idea in a traditional pyramid style organization. The advocating member presses his point and the board, with a few reluctantly acquiescing members (judging by their body language), approve the idea in the absence of any strongly expressed opposition as everyone knew that they needed more space for the Sunday School and here was a solution to the problem.

Discussion Questions:

- 1) What is wrong with this scenario?
- 2) What are some possible repercussions from this incident for the church, the Board, and Pastor Jim?
- 3) How should this issue have been dealt with in a servant-led organization?

B. One who needs to become a servant-leader

Carl was the chief executive officer of a new start-up business that had lots of potential for growth. He loved his work and had no trouble in putting in long hours at it. His management team was equally hard working and turned in excellent results.

CONTINUED



CASE STUDIES CONTINUED

Stock prices were climbing steadily and life seemed pretty good. In fact, he was even planning on taking his family along on a future business trip to Europe.

Suddenly his life took an abrupt turn. His 15-year-old daughter, Suzie, stopped eating. Nothing that he or his wife could do could persuade her to eat more than a piece of dried toast and a glass of orange juice for breakfast and a salad for dinner. At first Carl tried to offer her rewards for eating more and complimented her on her good looks. When that did not work Carl started screaming at her, ordered her to sit at the table until she had eaten her supper and told her how fortunate she was to have something to eat. Suzie refused and got thinner and thinner. If they forced her to eat dinner, then she would just deliberately throw it all up. They cut off her social life so she just hung aimlessly around the house.

Carl was getting worried. He was already frazzled by his work and resented his family taking time away from his work, especially to deal with Suzie's silly eating disorder. He was so used to having things go his way, even if it meant ordering people around. But he had no control over Suzie. She was immovable. In fact, Suzie's condition got so bad that she stopped going to school and ended up in the hospital emergency room with dehydration. The doctors told Carl that Suzie would have to be force-fed and if he couldn't do it, then they would ask for a court order to do it before she starved herself to death. This was serious. It was now a life or death issue.

Suzie was admitted to the hospital and began an agonizingly slow recovery. Carl was told by the psychiatrist at the hospital that he was as much of the problem as Suzie was. He had a controlling personality, being used to getting his own way. He had a typical Type A driven personality. His self-image was tied to the success of his business and family. Carl was just like his father - driven to succeed - and became volatile when things did not go his way. This had been masked quite well because the business had been going so well, but Suzie's quirks had pushed his buttons and he had not hesitated to fly off the handle at her. In fact, he had always treated her that way when she did not do as well as he thought she should at school, soccer, piano, and in whatever else she had tried. He was determined that she should be a straight A student who would win a scholarship to a prestigious university, as good as or better than the one he had graduated from.

What did all this have to do with his work? A lot. Carl was realizing that despite all of his rhetoric to the contrary, he was addicted to his work and functioned as a top-down leader at work just as he did at home. At work he had set the vision, the goals and then made sure that everyone - and he did mean everyone - carried them out. Occasionally, some of his senior managers could get in on the development of plans as long as Carl's ego was not bruised by their interventions.

Recent experiences with Suzie were making it clear that his life had to change or he would lose both Suzie and his own sanity.

CONTINUED



CASE STUDIES CONTINUED

Now that he was spending more time at the hospital with Suzie, it seemed that the business was beginning to slip. Profits were down and he was not keeping on top of the spreadsheets to know the reason why. One of his top managers left for another opportunity, to run another business where there was less pressure. There were divisions in some departments over which product lines to focus on. Unfortunately for Carl, all of this seemed to be adversely affecting the company's stock price and he would soon have to face the annual stockholders' meeting. Someone suggested that he should look into becoming a servant-leader but he was not into this soft relationship stuff. On the Board of Director's recommendation, Carl has hired you as his personal coach.

Question: What would you advise Carl to do and how would you get him to do what you are recommending?

FILM STUDY

The movie *Glory* is an excellent study of the conversion of a military commander from a traditional, autocratic, top down to a servant-leadership style.

The Story

This is an historically based fictionalized story of the Massachusetts 54th Regiment, the first black regiment to fight for the North in order to preserve the Union in the American Civil War. Colonel Robert Gould Shaw is a son of a prominent Boston abolitionist who is pressed into service to lead the Massachusetts 54th. It was a difficult assignment as his military associates refuse to treat his black soldiers as equals in any respect, right down to the tragic end in the battle at Fort Wagner. Like most films about war, the realism must be endured. In all, some 37,000 African Americans gave their lives for the Union cause. But through his perseverance, Shaw is transformed from an autocratic staff leader of his upper white class into a team building servant-leader of a black regiment. This is the feature to concentrate on in viewing this video.

Key Characters

Colonel Robert Gould Shaw is the white commander of the Massachusetts 54th who ultimately gives up his life in service to his followers. Thomas Searles works for Shaw's parents as a free man and is the first black to volunteer for service in the Massachusetts 54th. Major Kevin Forbes is Shaw's friend and an advocate for treating the blacks as men. John Rawlins is the leader of the blacks who advances to the rank of Sergeant Major and is willing to die for the sake of freedom. Silas Tripp is initially pictured as a trouble maker and is flogged for desertion but becomes an important spokesperson for black interests and, in the final battle, leads the charge when Shaw is wounded. Colonel Montgomery is Shaw's superior commander and the leader in pillaging Darien.



FILM STUDY

CONTINUED

Discussion questions:

- 1) Where do you see in the film evidence of Larry Spear's 10 characteristics of servant-leadership taken from the writings of Robert K. Greenleaf? (Spears, L.C.(1995). "What is Servant-Leadership?" in *Reflections on Leadership: How Robert K. Greenleaf's Theory of Servant-Leadership Influenced Today's Top Management Thinkers*. NY: John Wiley & Sons, pp. 4-7.)
 - i) *Listening skills are cultivated and used by servant-leaders.*
 - ii) *Empathy means understanding the feeling of those they lead.*
 - iii) *Healing means recognizing and following through on the opportunity to heal those whom they come in contact with (both emotionally and physically).*
 - iv) *Awareness of self, others, values and ethical principles.*
 - v) *Persuasion is to be used rather than coercive power.*
 - vi) *Conceptualization of the large vision for their organizations.*
 - vii) *Foresight to understand the lessons from the past, the realities of the present, and the likely consequences of a decision for the future.*
 - viii) *Stewardship means holding their leadership in trust for the greater good of the society.*
 - ix) *Commitment to the growth of people in the organization.*
 - x) *Building community within the organization.*

- 2) Explain why and how Shaw changed from a traditional top down to a servant-leadership style in order to become a more effective leader of the Massachusetts 54th.

PRAYER

Lord teach me to love these people whom You have called me to serve. Enable me to have a passion for their welfare, their development, and their success. It is an

awesome responsibility that you have entrusted me with. Sometimes they drive me crazy. We have the same faults that are magnified by the pressures to perform well and to reach the goals that we have all agreed upon. Help me to understand why in this process they question my motives, challenge me to do more, ignore me, or resist me, so that I may pray for them as valuable members of the team whom I am called to serve. You gave them to me to lead. Let me see them as you do and love them as you do.

When they are in tune with your ways they shine ever so brightly and accomplish extraordinary things through the wise use of their talents and giftedness that you have given to each one of them. They are creative in finding new ways to fulfill your call on their lives by meeting real human and spiritual needs. When their works are in tune with you, they glorify your Name. When I am weak let them encourage me and make my leadership stronger.

As I serve them oh Lord, give me your love for them as my motivation for serving.



EFFECTIVE TEAM LEADERSHIP:

LEARNING TO LEAD THROUGH RELATIONSHIPS

CHAPTER 3:

The Practice of Leading to Serve Others

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SURVIVAL RUN

OBJECTIVE: To understand how important mutual trust and caring are in serving team leadership: to lead is to serve and to serve is to lead.

PROCEDURE: Begin by showing the video, if available, and lead a discussion around who is the leader in the video and what evidence you saw for them working together as a team. How much is servant leadership based on a trust relationship? Without the video, or after seeing the video, ask the participants to choose a partner. Decide who will be the servant-leader first and the follower. Decide how the follower wishes to be led: by the hand or with voice instructions only. The follower then shuts his/her eyes. The team leader leads the follower around various obstacles for five minutes. They then debrief (three minutes) and reverse roles followed by a further debrief.

DEBRIEF:

- 1) What did each of you learn about leading and following from this exercise?
- 2) What did it take for the follower to trust the servant-leader?
- 3) Why would an attitude of complete dependence of the follower on the servant-leader, or the opposite in independence, not work in this exercise?
- 4) What qualities are required by a good servant-leader in this exercise?
- 5) Do these qualities exist in your team and, if not, how can they be brought into your organization?



PARTICIPANTS: ANY MULTIPLE OF 2

EQUIPMENT: THIS EXERCISE IS BEST USED IN CONJUNCTION WITH THE 12 MINUTE VIDEO *SURVIVAL RUN* WHICH IS AVAILABLE FROM PYRAMID MEDIA, 2801 COLORADO AVENUE, SANTA MONICA, CA. 90404 OR WWW.PYRAMIDMEDIA.COM. THE VIDEO HIGHLIGHTS THE EXPERIENCE OF BLIND RUNNER, HARRY CORDELLOS WHO, WITH THE ASSISTANCE AND GUIDANCE OF HIS FRIEND MIKE, RUNS THE DIFFICULT DIPSEA MARATHON RACE IN THE COUNTRYSIDE NEAR SAN FRANCISCO. IT IS THE MOVING STORY OF HOW, THROUGH SERVANTHOOD, THE TEAM OF TWO OVERCOME THE DIFFICULT CHALLENGES TO ACHIEVE THEIR GOAL. THE EXERCISE CAN ALSO BE CONDUCTED WITHOUT THIS VIDEO AND NO EQUIPMENT APART FROM A WATCH IS NECESSARY, THOUGH A LARGE AREA WITH MULTIPLE OBJECTS OR STAIRS IS DESIRABLE.

(SURVIVAL RUN VIDEO)

WATCH

I am indebted to Ann McGee Cooper who did this exercise in a workshop I attended in October 2003.



SPIDER'S WEB

OBJECTIVES: To enable a team to work together to show how they plan for a task, work collaboratively to execute their design, and learn from their experience.

PROCEDURE: The team is to figure out a procedure for getting from one side of the web to the other side by passing each participant through a different first hole. If any member of the team, including the one being passed through, touches the cord or the tree or standard they must start again. If they touch a second time with the same person on the same hole, they must switch to another hole and if there are sufficient extra holes then that first hole is closed to anyone else using it. Once a hole has been used to hang a ribbon or piece of masking tape on the cord above it so that everyone knows which holes can still be used. The team is given 10 minutes to plan their strategy and then the exercise begins and is timed. The second group can observe the first group and make notes for debriefing the first group on how they could have done it better and faster. On the upper holes, team members must be passed through face upwards. Once a team member has reached the other side, he/she cannot come back to the first side. No one is allowed to reach through the hole to the other side.

DEBRIEF:

- 1) Where did the team experience problems?
- 2) What did they do to overcome these problems?
- 3) How good was their planning process?
- 4) Did they select a leader and how did the rest of the team respond to that person's leadership?
- 5) Did everyone feel comfortable with the role they played in this exercise?
- 6) Was the team sensitive to their team mates' degree of comfort in going through certain holes?
- 7) What would they do differently the next time to improve their time?



PARTICIPANTS: ONE OR TWO TEAMS OF 8 TO 12 PARTICIPANTS.

EQUIPMENT: APPROXIMATELY 100' OF STRETCH CORD OR LIGHT ROPE AND TWO TREES OR PORTABLE STANDARDS THAT ARE ABOUT 10'-12' APART. ATTACH ONE END OF THE CORD TO THE TREE OR STANDARD ABOUT 6' OFF THE GROUND. THE CORD SHOULD THEN BE TIED TO THE OTHER TREE OR STANDARD AT THE SAME HEIGHT AND THEN DIAGONALLY BACK TO THE FIRST STANDARD ABOUT 6' OFF OF THE GROUND AND BACK TO THE SECOND TREE OR STANDARD AT THE SAME HEIGHT. THE REMAINDER OF THE CORD SHOULD THEN BE STRUNG BETWEEN THE TOP AND BOTTOM LINES TO FORM SHAPES OF DIFFERENT SIZES EQUAL IN NUMBER TO THE NUMBER OF PARTICIPANTS OR SLIGHTLY MORE. THIS WILL CREATE A WEB OF DIFFERENT HOLES. A STOP WATCH TO TIME THE EXERCISE.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100' ROPE OR CORD	TWO PORTABLE STANDS (OR TREES)	STOPWATCH

CONTINUED



SPIDER'S WEB CONTINUED

8) What lessons were learned that could be applied to the work environment?

If a second team was involved, hold the debrief until the second team has completed the exercise and then let the teams debrief each other. This can be done both as a group and as individuals who share what the other person did to help their team effort and what they could improve on.

Variations of this exercise:

- a. Change the penalties for touching the cord.
- b. Make it a timed competition between the two groups.
- c. Set an amount of time in which each team must complete the exercise. For a group of 10, the maximum time for doing the exercise, after the 10 minute planning stage, should be no more than 30 minutes. This will forestall a lot of discussion around revising their strategy.

To enable a team to work together to show how they plan for a task, work collaboratively to execute their design, and learn from their experience.



NEWSPAPER SORT

OBJECTIVE: To observe and improve how a team organizes itself to accomplish a task.

PARTICIPANTS: ANY NUMBER OF TEAMS OF FOUR PEOPLE.

PROCEDURE:

1. Explain that the winning team will be the first team to get the pages and sections of the mixed up newspaper back in the correct order.
2. Allow each team three minutes to plan their strategy.
3. Give each team a copy of the altered newspaper and begin the competition.

DEBRIEF: 1. What worked and did not work?

2. How did the winning team do it?
3. How did the losing team attempt it?
4. How effective was the system used? **CONTINUED**

EQUIPMENT: ONE DAILY NEWSPAPER WITH MULTIPLE SECTIONS (SAME EDITION AND DATE) FOR EACH GROUP OF FOUR PARTICIPANTS. THE PAGES OF EACH NEWSPAPER ARE TO BE SHUFFLED OUT OF PLACE AND CAN BE TURNED AROUND OR PLACED UPSIDE DOWN. SINCE THIS IS A COMPETITION, BE SURE THAT THE PAGES OF EACH NEWSPAPER ARE IN THE SAME ORDER. THE PAGES ARE THEN FOLDED BACK TO RESEMBLE THE SHAPE OF THE ORIGINAL NEWSPAPER.



FOUR DAILY NEWSPAPERS



NEWSPAPER SORT CONTINUED

5. Was there adequate and productive communication among team members?
6. What would they do differently if they did the exercise again?
7. Was time or people's energy under-utilized? Why not?
8. How does this exercise relate to how we work together on projects at work?

Variations of this exercise

1. Mix up a few sheets of the newspaper with other newspapers (some newspapers will have two sheets that are the same and be missing other sheets) so that teams have to find pieces by negotiating with other teams who also want to win.
2. Do the exercise without talking.
3. Equate with the TV show, *The Apprentice*, and state who should not be fired, and why, in order to build confidence among team members. Use this exercise to show the importance of teamwork and delegation. Have individual participants, a few or all depending on the number of shuffled newspapers available, do the exercise, and time them. Now do the exercise as described in teams and compare the times.
4. Debrief on why the team worked faster and the advantages thereof.

**Was there adequate
and productive
communication
among
team members?**



BLIND SQUARE

OBJECTIVE: To work as a group to form a perfect human square.

PROCEDURE: Participants form a straight line facing in the same direction with a minimum of 6" between each participant. Participants put on blindfolds and are asked to hold their hands in front of them. The rope is placed into their hands so that each participant holds the rope with their two hands not touching each other. The group is given the instruction to form themselves into a perfect human square without taking off their blindfolds, letting go of the rope, or touching each other, while remaining standing. When the group believes that it has formed a perfect square they may take off their blindfolds and inspect their formation.

PARTICIPANTS: MINIMUM OF 12 TO A MAXIMUM OF 32. THE LARGER THE GROUP THE MORE DIFFICULT THE EXERCISE BECOMES. YOU CAN DIVIDE THE GROUP INTO TWO SMALLER GROUPS OF NOT LESS THAN 12 PEOPLE EACH.

EQUIPMENT: A LENGTH OF ROPE EQUAL TO A MINIMUM OF 2' FOR EACH PARTICIPANT AND A BLINDFOLD FOR EACH PARTICIPANT.



ROPE



BLINDFOLDS



BLIND SQUARE

CONTINUED

DEBRIEF AS A GROUP:

- 1) How successful were the groups in forming a perfect human square?
- 2) What hindered them from doing so?
- 3) How was leadership assumed or given?
- 4) How did people feel during the exercise?
- 5) What happens when you cannot see the vision of what you are trying to accomplish?

Variations of this exercise

- 1) Use four separate pieces of rope of equal length. It is not necessary to have exactly the same number of people on each rope. A time limit may be given.
- 2) Have a small management team (three to four members) in a nearby location where they cannot see the participants. They are told that there are _ number of participants holding onto a rope, or ropes, that they are to arrange into a human square by giving instructions over a walkie talkie or cell phone to a colleague who is at the scene with the participants. What the managers do not know, and cannot be told, is that the participants are blindfolded. The managers, or their representative at the scene, determine when the exercise is complete and they come to inspect their work. After the inspection, the blindfolds are removed.
- 3) Use three rather than four individual ropes (two of the same length and the other double that length), which means that one rope will have eventually to be bent in the middle by the participants.

**To work as a group
to form a perfect
human square**



BRAINSTORM

(Adapted from an original exercise by Steve Sugar and George Takacs)

OBJECTIVE: To help a team improve its decision making processes through brainstorming techniques and to begin thinking outside the box.

PROCEDURE: Divide the group into teams of three to five players each and have each team meet at a posted flip chart sheet. This is a structured form of brainstorming that requires each team to use a matrix that shows a letter across the horizontal axis and a category along the vertical axis. The exercise requires each team to come up with as many items as possible containing one or two words as suggested by the letter and category in the matrix. Either the first or second word can begin with the letter required as in “aggressive leadership” or “positive attitude.” The question: What would the ideal work place be like? *Scoring: Each correctly identified item will receive one point and if you have an item that was not on any of the other team's list, then you receive an additional bonus of two points. Allow seven minutes for the activity and then tally the scores for this round.*



PARTICIPANTS: 9 OR MORE

EQUIPMENT: FLIP CHART SHEETS POSTED AROUND THE ROOM WITH MASKING TAPE, AND MARKERS FOR EACH GROUP.



To help a team improve its decision-making processes through brainstorming techniques



BRAINSTORM CONTINUED

Sample responses for one point each and a bonus of two additional points for anything that does not appear on another team's grid:

Under A:

Under Personnel: attractive, active, assertive, able, always punctual, positive attitude.

Under Equipment: accessible supplies, attractive paintings, adding machines, additional computer.

Under Activities: action games, agreeable lunches, alternative schedules.

Under C:

Under Personnel: conscientious, communicative, caring, cooperative.

Under Equipment: cooler, coffee, coffee stirrers, cost effective, paper clips.

Under Activities: coffee breaks, conferences, convivial picnics.

Under S:

Under Personnel: successful, superior, seasoned leaders, caring supervisors.

Under Equipment: superb washrooms, surplus supplies, scanners, staplers.

Under Activities: seasonal holidays, seasonal celebrations, serious meetings.

Under M:

Under Personnel: motivated, master craftsmen, movers, compassionate managers.

Under Equipment: moveable desks, more shelves, munchies.

DEBRIEF: Some teams have difficulty in a free-form approach to brainstorming because they get bogged down in evaluating suggestions in their own minds and do not openly share their ideas with others. This exercise is designed to force the team members to think of ideas in a way that minimizes judgmental behavior. One of the main hindrances to a good brainstorming session is that participants do not mention something that seems to them to be senseless, useless, strange or impossible. Brainstorming is aimed at getting the creative juices flowing by putting all ideas on the table, regardless of whether they are practical or doable. Remember that good brainstorming is about the quantity, not the quality of the ideas. You may wish to give prizes to the team with the most items as a way of reinforcing this. Before beginning a serious brainstorm session, have the team warm up by brainstorming the number of uses of a safety pin, a marker, or another familiar and often used article.

1. What made this brainstorming session productive?
2. How did you feel when someone in your group suggested an idea that you did not see how it fitted, or seemed outrageous?
3. How could you use this process to improve how you brainstorm at work? (Teams may wish to keep sheets for further discussion and planning.)



BRAINSTORM CONTINUED

Variations of this exercise

1. Change the letters on the grid and subject matter. Do not be concerned if you, the facilitator, cannot think of a word or adjective for each letter; the team may surprise you.
2. Have several rounds, if time permits, and change the letters, categories, and question.
3. Give each player a marker so that they can all be writing their ideas on their team's flip Chart sheet.
4. Award a bonus of five points to a team that places at least one word in each grid.

THE IDEAL WORKPLACE

	A	C	S	M
<i>PERSONNEL</i>				
<i>EQUIPMENT</i>				
<i>ACTIVITIES</i>				

GROUP MEMORY

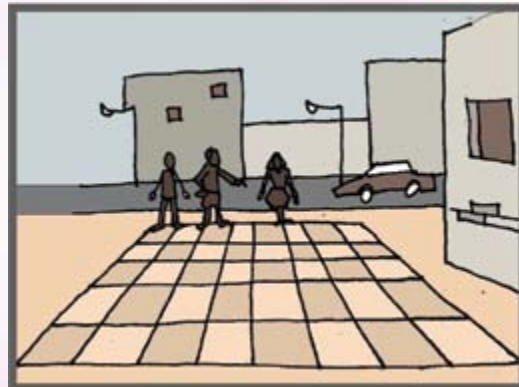
(Adapted from the original exercise by Jim Cain)

OBJECTIVE: To learn how to work well as a group through remembering trial and error decisions in order to solve a problem or find a path across a grid network of spaces.

PROCEDURE: To determine a path across the grid network of spaces, a participant is allowed to move as far as he/she can, until an error is made. At this point, a new participant begins the journey and attempts to make a better choice beyond the site of the last error. Allow the group three minutes to plan before the activity begins. A typical story line could be: Ok, here's the drill. You work for a very competitive delivery company. You have the best trucks, the friendliest drivers, the best computerized technology at your fingertips, and right now you have a vital package that is needed on the other side of town. It is 5 p.m. rush hour, and you need to find the best way across town through main roads, side streets, back alleys, any way you can find. Anytime you come to a dead-end or traffic jam, you'll need to change drivers. When you find the correct route to take you through all the traffic, you can alert the company and have the rest of the drivers follow you. Participants are told that they can only step on a space that is touching the side of a space where they are now standing. You can only move forward or sideways on the gridlock pattern. You cannot move diagonally. The facilitator (following the pattern on the clipboard) will buzz when a participant steps on a wrong square. A buzz means that the participant must leave the gridlock and another participant begins from the same end of the gridlock. The exercise is repeated until the correct path has been traced, exactly as it is on the facilitator's clip board.

Variations of this exercise

You can allow two groups to simultaneously work towards each other. This approach, however, increases the difficulty of the activity as participants now have to observe the movements of two other participants rather than just one.



PARTICIPANTS: 10 - 15

EQUIPMENT: GROUP MEMORY REQUIRES A GIANT CHECKERBOARD PATTERN WITH EACH GRID APPROXIMATELY 1 FOOT (305 MM) SQUARE. THIS CAN BE ACCOMPLISHED BY TAPING A GRID PATTERN TO A FLOOR WITH MASKING TAPE, OR MARKING A PATTERN ON A TARP OR CLOTH, OR CREATING A GRID WITH EITHER ROPES OR USING CHALK TO DRAW ON PAVEMENT. THE TYPICAL GRID PATTERN IS 10 SQUARES BY 10 SQUARES. THE FACILITATOR NEEDS A CLIPBOARD ON WHICH TO DRAW OUT THE PATTERN NEEDED TO GET THROUGH THE

GIANT CHECKERBOARD PATTERN

CLIPBOARD

DEBRIEF: 1) What type of things did you discuss during your planning time?
 2) Were there any penalties associated with a wrong choice?
 3) Are there penalties in real life for wrong choices?
 4) Were there any errors made from spaces where the path was already known?
 5) How could these types of mistakes be avoided in the future?

The focus should be on group problem solving and working as a team. Individuals who are not on the gridlock and lose their focus are not good team players. Why not? How do you deal with this kind of situation in your workplace?

HALF-ZEES

(Adapted from an original exercise by Chris Cavert)

OBJECTIVE: To discover how well a group can work together when a task becomes more difficult.

PROCEDURE: With the group standing on the tarp, ask them to fold the tarp in half without getting off. Tell them that quality will count. Discuss the importance of quality when they have completed the first fold. If they are up for another challenge, ask them to fold the tarp in half again - and yes, quality counts. *How many times will the group be able to fold the tarp in half without anyone in the group touching the floor? Will the group know when they have reached their limit?*



PARTICIPANTS: 8 - 10

EQUIPMENT: ONE 6' POLYETHYLENE TARP (OR A BLANKET ALSO WORKS QUITE WELL).

ONE 6' POLYETHYLENE TARP

TIME: TEN MINUTES

DEBRIEF:

- 1) Is quality important?
- 2) Were all the group members' needs met? Were they heard? Did people speak up for their needs? Is it important to speak up? Why?
- 3) What have you learned that will help you work together more effectively in the future?
- 4) What are some things you learned about each other?
- 5) How can we help each other?
- 6) How do you determine when you have reached your limit in doing a job well?

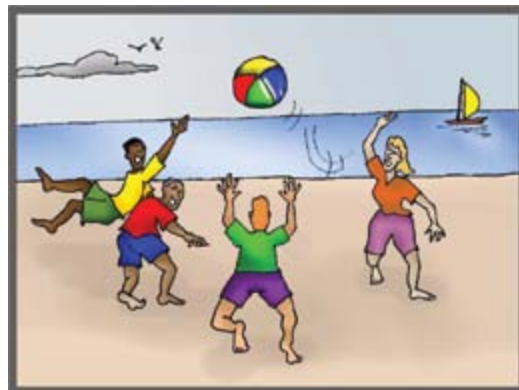
Discover how well a group
can work together



MOONBALL

OBJECTIVE: To encourage a group to plan before beginning an exercise and then to adapt as the exercise unfolds.

PROCEDURE: Scatter the group around the room. Using a fully inflated beach ball, the group's objective is to strike the ball aloft as many times as possible before the ball touches the ground. Players are not allowed to strike the ball twice in succession. You cannot pass the ball repeatedly between two players. All players must touch the ball during the exercise. A hand strike counts as one loft point, a head strike counts as two loft points. Set a loft point goal to reach. Play a few times trying to break previously set goals.



PARTICIPANTS: 10 - 15

EQUIPMENT: ONE MEDIUM-SIZE BEACH BALL.



TIME: TEN MINUTES

DEBRIEF:

- 1) How many thought the activity would be easy?
- 2) What sorts of problems did you encounter? How did you solve them?
- 3) Was there any leadership? By whom and how?
- 4) How did you set your goal at the beginning?
- 5) Was it S-M-A-R-T?
- 6) How did you feel as you got closer to your goal?
- 7) How did it feel to fall short of your goal? Did anyone get discouraged?
- 8) What was it like to surpass your goal? (You may stop for some group problem solving before each attempt.)
- 9) How well do we adapt to changing situations in our workplace in order to reach our goal?
- 10) What could we do to improve our adaptation from an original agreed upon plan?
- 11) Who found it difficult to adapt and why?
- 12) How does this exercise connect to team leadership?

To encourage a group to plan before beginning an exercise and then to adapt as the exercise unfolds

PORTABLE INDOOR ISLANDS

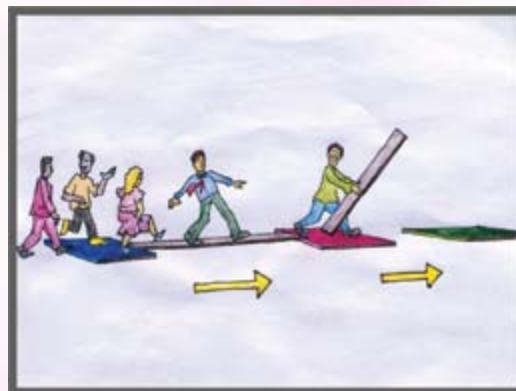
(Adapted from an original exercise by Sam Sikes)

OBJECTIVE: To learn how to listen to other people's ideas and to be adaptable in completing a task through serving others and looking out for their interests.

PROCEDURE: Place the carpet squares on the floor, leaving approximately 7 feet between them. (6 to 8 inches longer than your longest board) Stick the 2x4s on the carpet squares as shown in the diagram and staple or tack the carpet squares to the 2x4s. Using the long board and the short board, get the whole group, from the first island to the last island, one at a time, without any of your body parts touching the ground. Your only resources, besides yourselves, are these two boards. Be aware of the warning on the long board. Any contact with the floor or ground causes the team to start over. You may not move the island carpet squares.

DEBRIEF:

- 1) How was a plan arrived at?
- 2) Was this a team decision or that of one person?
- 3) What did it take for the exercise to be completed?
(What aspects of teamwork?)
- 4) Did you change your strategy from the first plan you attempted? Why? How?
- 5) How does this exercise promote servant leadership? What lessons did you learn from this exercise that could be applied to your workplace?



PARTICIPANTS: 6 - 12

EQUIPMENT: I 16.5 FOOT (1.98 M) LONG 2X6 (5X15 CM) BOARD WITH A PERMANENT LINE DIVIDING IT IN HALF. YOU MAY WANT TO WRITE THE FOLLOWING ON THE BOARD: WARNING: DO NOT CROSS THIS LINE UNLESS BOTH ENDS ARE SUPPORTED. THIS WARNING KEEPS PEOPLE FROM BREAKING YOUR LONG BOARD WITH A "DIVING BOARD" TECHNIQUE TO SOLVE THE PROBLEM. IT ALSO MAKES THE PROBLEM MORE CHALLENGING.

II 13.5 FOOT (1.07 M) LONG 2X6 (5X15 CM) BOARD.

III THREE SQUARES OF CARPET OR CARDBOARD APPROXIMATELY 2 TO 4 FEET (.61 TO 1.22 M) ACROSS.

IV EIGHT 2X4 (5X10 CM) BOARDS, THE SAME LENGTH AS YOUR CARPET SQUARES, NAILED TOGETHER IN TWOS.



learn how to listen
to other people's ideas

TOSSER TOUCH

(Adapted from the original exercise by Chris Cavert)

OBJECTIVE: To demonstrate the difference between working as a group of individuals and as a team serving each other.

PROCEDURE: Using a flying disc, have each individual in the group touch the side of the disc with one finger without touching anyone else in the group (hair doesn't count as a touch for this one). You cannot curl your finger into the cup of the frisbee. If you touch someone else, call out "touch." From this point, have the group move together (about 10 yards or around an object like a table without dropping the disc or touching one another). If the disc drops, pick it up and start over in the original position.



PARTICIPANTS: 6 - 10

EQUIPMENT: ONE FLYING DISC (FRISBEE) AND A 10 YARD SPAN TO CROSS.

ONE FRISBEE

DEBRIEF:

- 1) Was anyone uncomfortable? Was anyone left out? Why?
- 2) Could you add more people? How many?
- 3) Did anyone touch another person and not speak up?
- 4) Who is responsible for following guidelines?
- 5) What was the reaction to dropping the disc?
- 6) Were you able to get past the problems you encountered? How?
- 7) How could this exercise be used to start a discussion about how team leaders work in a team in their serving of one another to accomplish a mutual goal?
- 8) How would this exercise apply to your workplace experiences in teamwork and serving of one another?
- 9) What would it take to improve your serving of one another in the workplace?
- 10) What are the limitations in serving others in the workplace?

Variations of this exercise

Every player gets a stick-pen. Travel with an inflated balloon. Try again, but this time you are allowed to touch each other. Was it easier? The second round should produce a more trusting team; the first round was a group of individuals working together.



TWENTY-ONE

OBJECTIVE: To get people out of the normal rut of doing things a certain way and into serving the interests of the whole group.

PROCEDURE: Arrange standing team members in a circle facing the center. Ask the team to start counting at random. One person says “one,” then another must say “two,” and so on until the group reaches 21. Explain this one catch: Participants can't speak if a person next to them has just spoken. So the person who says two can't be an immediate neighbor of the person who said “one.” Make the group start over if two or more people say a number at the same time. Time how long the exercise takes and then see if they can do it faster the next time. Repeat as often as you have time for.



PARTICIPANTS: MAXIMUM - 21

EQUIPMENT: STOPWATCH



STOPWATCH

DEBRIEF:

- 1) What are the keys to being successful in this exercise? Answer: focusing and listening.
- 2) What do we do in our offices that prevent us from achieving our goals?
- 3) What made it easier the second or third time?
- 4) What would be the fastest way to do this exercise? (following a predetermined pattern).

**To get people out
of the normal rut of
doing things**

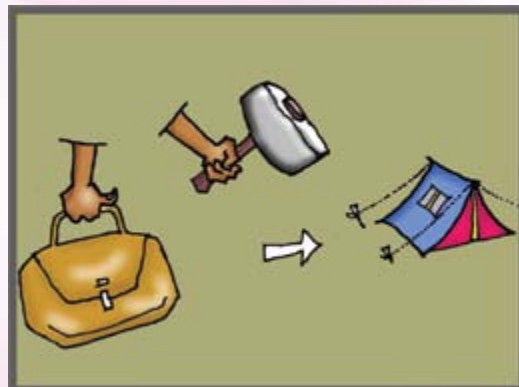


TOGETHERNESS

OBJECTIVE: To experience how people have to work together to serve each other in order to efficiently accomplish a task.

PROCEDURE: Have the group sit in a circle, put on their blindfolds, and give one person the bag and the mallet. Tell the person to open up the bag and as a group construct what they find in the bag.

DEBRIEF: 1) How did you discover that it was a tent that you were to construct?
 2) Who took leadership and why in this task? Did anyone ask if someone had experience in assembling tents? If so, how did this make a difference in the way the group functioned?
 3) Did all members of the group participate equally in the completion of this task? If not, why not?
 4) How did participants serve one another in the process of assembling the tent?
 5) What did you learn from this exercise that you could apply in your work situation? Do you ever start a task without knowing what you are doing? What do you do about this situation?



PARTICIPANTS: ANY NUMBER OF GROUPS OF 4 TO 6 PEOPLE.

EQUIPMENT: A SMALL TO MEDIUM SIZED DOME TENT (THREE-FOUR PERSON DOME TENT) IN A BAG WITH A MALLET. THE TENT MUST BE COMPLETE WITH TENT POLES AND PEGS. THIS EXERCISE IS BEST DONE OUTSIDE UNLESS IT IS A FREE STANDING TENT. BLINDFOLDS FOR ALL PARTICIPANTS.

DOME TENT

BAG

MALLET

BLINDFOLDS

**Experience
 how people
 work together**



TAKE THE SERVANT-LEADERSHIP SELF PROFILE ASSESSMENT AND THE 360-DEGREE FEEDBACK INSTRUMENT

This instrument has been developed and tested over a period of ten years by the author and Dr. Paul T. P. Wong to improve its validity. It was originally designed with 144 questions that has now be refined to 62 questions. The instrument has been used widely with hundreds of organizations including high school principals in the state of New Jersey, church leaders in Alberta, student leaders at the University of Southern Florida, officers in the Australian Navy, leaders of Christian organizations in Africa, leaders in the Synovus Financial Corporation, and hospital workers in Tennessee. It is also the preferred instrument of assessment recommended by the Greenleaf Center for Servant-Leadership. True assessment not only requires self-assessment but also an assessment of how others who work with you see your leadership. For that reason, there is a companion feedback instrument. A self scoring key is provided at the end of the assessment.

Leadership matters a great deal in the success or failure of any organization. This instrument was designed to measure both positive and negative leadership characteristics.

Please use the following scale to indicate your agreement, or disagreement, with each of the statements in describing your own attitudes and practices as a leader. If you have not held a leadership position in an organization, then answer the questions as if you were in a position of authority and responsibility. There are no right or wrong answers. Simply rate each question in terms of what you really believe or normally do in leadership situations.

1 **2** **3** **4** **5** **6** **7**

**STRONGLY
DISAGREE
(SD)**

UNDECIDED

**STRONGLY
AGREE
(SA)**

For example, if you strongly agree, you may circle 7, if you mildly disagree, you may circle 3. If you are undecided, circle 4, but use this category sparingly.



1. To inspire team spirit, I communicate enthusiasm and confidence.

2. I listen actively and receptively to what others have to say, even when they disagree with me.

3. I practice plain talking; I mean what I say and say what I mean.

4. I always keep my promises and commitments to others.

5. I grant all my workers a fair amount of responsibility and latitude in carrying out their tasks.

6. I am genuine and honest with people, even when such transparency is politically unwise.

7. I am willing to accept other people's ideas, whenever they are better than mine.

8. I promote tolerance, kindness, and honesty in the work place.

9. To be a leader, I should be in front and at the centre of every function in which I am involved.

10. I create a climate of trust and openness to facilitate participation in decision making.

11. My leadership effectiveness is improved through empowering others.

12. I want to build trust through honesty and empathy.

13. I am able to bring out the best in others.

14. I want to ensure that everyone follows orders without questioning my authority.

1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

15. As a leader, my name must be associated with every initiative.

1 2 3 4 5 6 7

16. I consistently delegate responsibility to others and empower them to do their job.

1 2 3 4 5 6 7

17. I seek to serve rather than be served.

1 2 3 4 5 6 7

18. To be a strong leader, I need to have the power to do whatever I want without being questioned.

1 2 3 4 5 6 7

19. I am able to inspire others with my enthusiasm and confidence in what can be accomplished.

1 2 3 4 5 6 7

20. I am able to transform an ordinary group of individuals into a winning team.

1 2 3 4 5 6 7

21. I try to remove all organizational barriers so that others can freely participate in decision-making.

1 2 3 4 5 6 7

22. I devote a lot of energy to promoting trust, mutual understanding and team spirit.

1 2 3 4 5 6 7

23. I derive a great deal of satisfaction in helping others succeed.

1 2 3 4 5 6 7

24. I have the moral courage to do the right thing, even when it hurts me politically.

1 2 3 4 5 6 7

25. I am able to rally people around me and inspire them to achieve a common goal.

1 2 3 4 5 6 7

26. I am able to present a vision that is readily and enthusiastically embraced by others.

1 2 3 4 5 6 7

27. I invest considerable time and energy in helping others overcome their weaknesses and develop their potential.

1 2 3 4 5 6 7

28. I want to have the final say on everything, even areas where I don't have the competence.

1 2 3 4 5 6 7

29. I don't want to share power with others because they may use it against me.

1 2 3 4 5 6 7

30. I practice what I preach.

1 2 3 4 5 6 7

31. I am willing to risk mistakes by empowering others to "carry the ball."

1 2 3 4 5 6 7

32. I have the courage to assume full responsibility for my mistakes and acknowledge my own limitations.

1 2 3 4 5 6 7

33. I have the courage and determination to do what is right in spite of difficulty or opposition.

1 2 3 4 5 6 7

34. Whenever possible, I give credit to others.

1 2 3 4 5 6 7

35. I am willing to share my power and authority with others in the decision-making process.

1 2 3 4 5 6 7

36. I genuinely care about the welfare of people working with me.

1 2 3 4 5 6 7

37. I invest considerable time and energy equipping others.

1 2 3 4 5 6 7

38. I make it a high priority to cultivate good relationships among group members.

1 2 3 4 5 6 7

39. I am always looking for hidden talents in my workers.

1 2 3 4 5 6 7

40. My leadership is based on a strong sense of mission.

1 2 3 4 5 6 7

41. I am able to articulate a clear sense of purpose and direction for my organization's future.

1 2 3 4 5 6 7

42. My leadership contributes to my employees' / colleagues personal growth.

1 2 3 4 5 6 7



43. I have a good understanding of what is happening inside the organization.

1 2 3 4 5 6 7

44. I set an example of placing group interest above self interest.

1 2 3 4 5 6 7

45. I work for the best interest of others rather than self.

1 2 3 4 5 6 7

46. I consistently appreciate, recognize, and encourage the work of others.

1 2 3 4 5 6 7

47. I always place team success above personal success.

1 2 3 4 5 6 7

48. I willingly share my power with others, but I do not abdicate my authority and responsibility.

1 2 3 4 5 6 7

49. I consistently appreciate and validate others for their contributions.

1 2 3 4 5 6 7

50. When I serve others, I do not expect any return.

1 2 3 4 5 6 7

51. I am willing to make personal sacrifices in serving others.

1 2 3 4 5 6 7

52. I regularly celebrate special occasions and events to foster a group spirit.

1 2 3 4 5 6 7

53. I consistently encourage others to take initiative.

1 2 3 4 5 6 7

54. I am usually dissatisfied with the status quo and know how things can be improved.

1 2 3 4 5 6 7

55. I take proactive actions rather than waiting for events to happen to me.

1 2 3 4 5 6 7

56. To be a strong leader, I need to keep all my subordinates under control.

1 2 3 4 5 6 7



57. I find enjoyment in serving others in whatever role or capacity.

58. I have a heart to serve others.

59. I have great satisfaction in bringing out the best in others.

60. It is important that I am seen as superior to my subordinates in everything.

61. I often identify talented people and give them opportunities to grow and shine.

62. My ambition focuses on finding better ways of serving others and making them successful.

1 2 3 4 5 6 7

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1 2 3 4 5 6 7

Serving team leadership is defined by both the PRESENCE of certain positive qualities, and the ABSENCE of certain negative qualities.

The positive qualities include: (a) servant-hood, (b) leadership, (c) visioning, (d) developing others, (e) empowering others, (f) team-building, (g) shared decision-making, and (h) integrity.

The negative qualities include: (a) abuse of power and control, and (b) pride and narcissism. These negatively worded statements can also be scored in the positive direction; in so doing, *abuse of power* becomes *vulnerability*, while *pride* becomes *humility*.

A simple way to determine whether one is a serving team leader is to see whether one scores high on **servant-hood** and **leadership** but low on **abuse of power** and **pride**.

Thus, scoring high on *abuse of power* and *pride* automatically disqualifies one as a serving team leader, regardless of high scores in other subscales. That is why the inclusion of these two negative subscales is important in this serving team leadership profile.

Scoring key for both instruments:

Factor 1: 16, 21, 23, 27, 31, 37, 38, 39, 42, 46, 48, 49, 53, 59, 61, 62
Developing and Empowering Others

Factor 2: 9, 14, 15, 18, 28, 29, 56, 60
Power and Pride (Vulnerability and Humility)

Factor 3: 6, 17, 30, 44, 45, 47, 50, 51, 52, 57, 58
Authentic Leadership

Factor 4: 2, 5, 7, 8, 10, 11, 12, 34, 35, 36
Open, Participatory Leadership

Factor 5: 1, 13, 19, 20, 22, 25, 26
Inspiring Leadership

Factor 6: 40, 41, 43, 54, 55
Visionary Leadership

Factor 7: 3, 4, 24, 32, 33
Courageous Leadership

Note: Factor 2 is a negative trait but can be converted to a positive one by scoring in reverse. i.e. 1 = 7; 2 = 6; etc.

A score of 5.6 or above on Factors 1, 3 - 7 is good. Any score below 5.6 indicates areas for improvement. For Factor 2, a score above 2.0 indicates that serious attention needs to be given to this person's view of herself or himself in relation to others.

SERVING TEAM LEADERSHIP PROFILE: 360 DEGREE FEEDBACK ASSESSMENT

Leadership matters a great deal in the success or failure of any organization. This instrument was designed to measure both positive and negative leadership characteristics. The instrument is designed to be used with those who report to the person who has completed the Serving Team Leadership Profile self assessment

Please use the following scale to indicate your agreement, or disagreement, with each of the statements in describing the attitudes and practices of your immediate supervisor or leader, who in the questions in this instrument is referred to as your supervisor (or Sup in short). There are no right or wrong answers, but your ratings need to be based on concrete examples of your personal experience with your Sup.



1 2 3 4 5 6 7

STRONGLY DISAGREE (SD) UNDECIDED STRONGLY AGREE (SA)

For example, if you strongly agree, you may circle 7, if you mildly disagree, you may circle 3. If you are undecided, circle 4, but use this category sparingly.

1. To inspire team spirit, Sup communicates enthusiasm and confidence.

2. Sup listens actively and receptively to what others have to say, even when they disagree with Sup.

3. Sup practices plain talking; he/she means what he/she says and says what he/she means.

4. Sup always keeps his/her promises and commitments to others.

5. Sup grants all workers a fair amount of responsibility and latitude in carrying out their tasks.

6. Sup is genuine and honest with people, even when such transparency is politically unwise.

7. Sup is willing to accept other people's ideas, whenever they are better than his/her own.

8. Sup promotes tolerance, kindness, and honesty in the work place.

9. Sup believes that as a leader he/she should be front and centre in every function in which he/she is involved.

1 2 3 4 5 6 7

1 2 3 4 5 6 7

1 2 3 4 5 6 7

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1 2 3 4 5 6 7

1 2 3 4 5 6 7

10. Sup creates a climate of trust and openness to facilitate participation in decision-making.

1 2 3 4 5 6 7

11. Sup believes that leadership effectiveness is enhanced through empowering others.

1 2 3 4 5 6 7

12. Sup wants to build trust through honesty and empathy.

1 2 3 4 5 6 7

13. Sup is able to bring out the best in others.

1 2 3 4 5 6 7

14. Sup wants to make sure that everyone follows orders without questioning his/her authority.

1 2 3 4 5 6 7

15. Sup thinks that as a leader, his/her name must be associated with every initiative.

1 2 3 4 5 6 7

16. Sup consistently delegates responsibility to others and empowers them to do their job.

1 2 3 4 5 6 7

17. Sup seeks to serve rather than be served.

1 2 3 4 5 6 7

18. Sup believes that to be a strong leader, he/she needs to have the power to do whatever he/she wants without being questioned.

1 2 3 4 5 6 7

19. Sup is able to inspire others with his/her enthusiasm and confidence in what can be accomplished.

1 2 3 4 5 6 7

20. Sup is able to transform an ordinary group of individuals into a winning team.

1 2 3 4 5 6 7

21. Sup tries to remove all organizational barriers so that others can freely participate in decision-making.

1 2 3 4 5 6 7

22. Sup devotes a lot of energy to promoting trust, mutual understanding and team spirit.

1 2 3 4 5 6 7

23. Sup derives a great deal of satisfaction in helping others succeed.

1 2 3 4 5 6 7

- 24. Sup has the moral courage to do the right thing, even when it hurts him/her politically.

- 25. Sup is able to rally people around him/her and inspire them to achieve a common goal.

- 26. Sup is able to present a vision that is readily and enthusiastically embraced by others.

- 27. Sup invests considerable time and energy in helping others overcome their weaknesses and develop their potential.

- 28. Sup wants to have the final say on everything, even in areas where he/she does not have the competence.

- 29. Sup doesn't want to share power with others, because he/she fears that they may use it against them.

- 30. Sup practices what he/she preaches.

- 31. Sup is willing to risk mistakes by empowering others to "carry the ball."

- 32. Sup has the courage to assume full responsibility for his/her mistakes and acknowledge personal limitations.

- 33. Sup has the courage and determination to do what is right in spite of difficulty or opposition.

- 34. Whenever possible, Sup gives credits to others.

- 35. Sup is willing to share power and authority with others in the decision-making process.

- 36. Sup genuinely cares about the welfare of people working for him/her.

- 37. Sup invests considerable time and energy equipping others.

- 1 2 3 4 5 6 7
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38. Sup makes it a high priority to cultivate good relationships among group members.

1 2 3 4 5 6 7

39. Sup is always looking for hidden talents in workers.

1 2 3 4 5 6 7

40. Sup's leadership is based on a strong sense of mission.

1 2 3 4 5 6 7

41. Sup is able to articulate a clear sense of purpose and direction for the organization's future.

1 2 3 4 5 6 7

42. Sup's leadership contributes to the personal growth of employees/colleagues.

1 2 3 4 5 6 7

43. Sup has a good understanding of what is happening inside the organization.

1 2 3 4 5 6 7

44. Sup sets an example for placing group interest above self interest.

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45. Sup works for the best interests of others rather than self.

1 2 3 4 5 6 7

46. Sup consistently appreciates, recognizes, and encourages the work of others.

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48. Sup willingly shares power with others, but does not abdicate his/her authority and responsibility.

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49. Sup consistently appreciates and validates others for their contributions.

1 2 3 4 5 6 7

50. Sup serves others and does not expect any return.

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51. Sup is willing to make personal sacrifices in serving others.

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52. Sup regularly celebrates special occasions and events to foster a group spirit.

1 2 3 4 5 6 7



- 53. Sup consistently encourages others to take initiative.

- 54. Sup is usually dissatisfied with the status quo and knows how things can be improved.

- 55. Sup takes proactive actions rather than waiting for events to happen.

- 56. Sup believes that to be a strong leader, he/she needs to keep all subordinates under control.

- 57. Sup finds enjoyment in serving others in whatever role or capacity.

- 58. Sup has a heart to serve others.

- 59. Sup takes great satisfaction in bringing out the best in others.

- 60. Sup believes that it is important for him/her to be seen as superior to subordinates in everything.

- 61. Sup often identifies talented people and gives them opportunities to grow and shine.

- 62. Sup focuses on finding better ways of serving others and making them successful.

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THE MARSHALL TEST OF SERVANT-LEADERSHIP

In his book *Understanding Leadership: Fresh Perspectives on the Essentials of New Testament Leadership*, T. A. Marshall outlines eight characteristics of Christian servant-leaders. I have taken these eight characteristics and put them in the form of a questionnaire. As you examine your own leadership or the leadership of others, these questions will help you determine to what extent your leadership is truly that of servant-leadership. Rank yourself on a scale of one to ten, with ten being highest, and then ask someone, who is in a position to observe your leadership, to rank you on each of these eight characteristics. Compare the results with your own ranking to determine the validity of your perceptions.

THE MARSHALL TEST OF SERVANT-LEADERSHIP CONTINUED

- 1) ___ Is your paramount aim in leading the advancement of the best interests of those whom you lead?
- 2) ___ Is the paramount satisfaction that you derive from your leadership, and position as a leader, found in the growth and development of those whom you lead?
- 3) ___ Do you willingly accept the obligations of leadership?
- 4) ___ Do you desire and seek accountability for your leadership?
- 5) ___ Do you have genuine and caring love for those whom you serve?
- 6) ___ Do you seek first to understand (listen to) others then to be understood (speak)?
- 7) ___ Do you have a genuine humility of heart in relation to others by seeking to serve rather than be served?
- 8) ___ Do you willingly share power with others so that they are empowered?

Discussion Groups:

1) Read *Lessons from the Geese* and then write a statement of operational principles that could reflect these lessons in your organization. Discuss how you could put them into practice.

“As each bird flaps its wings, it creates an uplift for the bird following. Flying in a 'V' formation, the whole flock adds 70% greater flying range than if the bird flew alone. Lesson: People who share a common direction and sense of community can get where they're going more quickly and easily because they travel on the thrust of one another.

Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front.

Lesson: If we have as much sense as a goose, we will stay in formation with those who are headed where we want to go and we will be willing to accept their help as well as to help them.

When the lead goose gets tired, it rotates back into formation and another goose flies at the point position.

Lesson: It pays to take turns doing the hard tasks and sharing the leadership. With people, as with geese, we are interdependent on each other.

The geese in formation honk from behind to encourage

CONTINUED



Discussion Groups: CONTINUED

those up front to keep up their speed.

Lesson: We need to make sure our honking from behind is encouraging.

When a goose becomes sick or is wounded or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it is able to fly again or dies. Then they launch out on their own with another formation, or they catch up with the flock.

Lesson: If we have as much sense as geese, we too will stand by each other in difficult times as well as to times of strength.

From Milton Olsen, a naturalist, as told by Angeles Arien.

2) Testing Yourself

The Bible tells us how God wants us to live with faith, hope, and love, the greatest of these being love. 1Corinthians 13 is the seminal text on what love means. The former CEO of Synovus, Bill Turner, has developed the principles of this passage into a self-test that is good to apply, reflect on, and discuss as a benchmark within your organization.

Love is patient. Do you keep your cool when people disagree with you?

Love is kind. Do you share your time and concern with others? Do you try to be thoughtful of those around you?

Love is not jealous. Are you threatened by others' talents? Do you get upset when others are recognized for their performance?

Love is not conceited. Do you focus attention on yourself or try to make yourself look good at the expense of others?

Love is not proud. Do you know your limitations and ask for help when you need it?

Love is not ill-mannered. Is your conversation polite and supportive, or do you put others down to make yourself look good?

Love is not irritable. Are you touchy, defensive, or supersensitive? Or are you easy to approach?

Love keeps no record of wrongs. Are you quick to forgive when someone hurts you?

Love is not happy with evil. Do you delight when someone slips up or fails? Do you ignore evil unless it touches you?

Love is happy with truth. Do you try to be an open, real person even when it shows your weakness? Are you willing to admit your mistakes?

CONTINUED



Discussion Groups: CONTINUED

Love never gives up. Do you keep trying when someone rejects you? Do you continuously look for ways to love, care, and help?

Turner, W. B. (2000). *The Learning of Love: A Journey Toward Servant Leadership*. Macon, GE: Smyth & Helwys, p.149.

3) Trust busters or trust builders

Building trust among employees or volunteers is a continuing process that must be nurtured daily. Have your participants list the things that destroy and build trusting relationships in the workplace. To begin with, you could share as examples some of those listed by TD Industries. Trust breakers “treat your people discourteously, ridicule them behind their backs, play favorites, never admit a mistake, break promises.” Trust builders include those who: “offer understanding and support in times of stress, give people a chance to talk while they actively listen, care about each person's family, have interests outside of work and values.” (Freiberg, K. & J. (2004). *GUTS! Companies That Blow The Doors Off Business-As-Usual*. NY: Doubleday. p.189.)

4) Thinking and living interdependence as a Serving Team Leader

We all begin life totally dependent upon others for our well-being. With each year, we gradually develop and are encouraged by our parents to develop more and more independence. Then we enter the workforce or get married and have to shift to an interdependent mindset as we use relationships to accomplish tasks. It is the interdependent mindset that is critical for making serving team leadership a reality in an organization, but not everyone makes that adjustment on their own. Let's look at these three mindsets in the workplace.

Dependent: When we enter a new job or environment, we usually need considerable input from others to find our way around and to learn how to succeed. It is natural to rely on others at that stage. When that mindset continues, however, it can become debilitating and lead to autocratic leadership from a supervisor. The dependent person prefers to rely on others, especially their supervisor, to make decisions for them and if they go wrong, to blame others for the problem. They are hesitant or reluctant to do something without someone telling them what to do or how to do it. Their performance level is controlled by those who evaluate them. Most everything they do must be checked or approved by someone else. Autocratic leaders and benevolent dictators like these kind of subservient, dependant employees. Being served is a high ideal.

Independent: This is the opposite to dependent. An independent mindset prefers to rely on self rather than anybody else. They are good at working on their own and will get the job done on their own initiative and in their own way. They resist input from others because they think that they know best or their ego or experience does not make it easy for them to take into account someone else's views or ideas. Most of all, they want to be right and see that it is done right by

CONTINUED



Discussion Groups: CONTINUED

themselves. This attitude may have been fostered by having to live by oneself or through the educational system that encourages and rewards individual accomplishments through competition. While acknowledgment of their accomplishments is generally appreciated and welcomed, they do not like others reviewing their work for mistakes. Serving self is a high ideal.

Interdependence: An interdependent mindset is at the heart of good teamwork that flows from and is integral to, serving team leadership. With this mindset, we are all in it together and seeking to work cooperatively and as a community. Each contributes to the welfare of the other, and together we can accomplish more than if we acted as dependent or independent individuals. Synergy comes from the interactive effort of the group where the talents and skills of each person are utilized for the maximum benefit of the group or the organization. Performance reviews are two-way interactive exercises of learning and improving, for the sake of the whole and their contribution to that whole. Serving others is a high ideal. This is the unselfish mindset of the serving team leader.

To see the differences between dependent, independent and interdependent mindsets, try this exercise. Enlarge this outline so that the spaces can be filled in. Other categories of decision-making can be added as the exercise is used at different times.

ISSUE	DEPENDENT	INDEPENDENT	INTERDEPENDENT
<p>1. Organizational Decisions Who is included? Who is given the information? Who is responsible for seeing that the decision is carried out?</p>			
<p>2. Meetings Who is responsible for calling them? Who determines the agenda? Who controls the list of invitees? Who determines the seating arrangement? Who chairs the meeting? Who determines if the meeting is a success? Who is responsible for follow-up?</p>			

CONTINUED

Discussion Groups: CONTINUED

ISSUE	DEPENDENT	IN DEPENDENT	INTER DEPENDENT
<p>3. Inter-office Communications Who determines what kind of information is sent out? Who controls the content? Who controls the distribution list? On what basis is it determined?</p>			
<p>4. Handling of mistakes or conflict Who causes the conflict, or is to blame for the mistake? How are disagreements resolved? Who takes responsibility for dealing with problems?</p>			
<p>5. Budgets Who creates budgets? Who determines what input is required? Who makes the final decisions? On what basis are those decisions made?</p>			
<p>6. Performance Reviews Who initiates the process? Who determines what is to be evaluated? Who is evaluated? Who determines rewards for good performance? Who and what determines how poor performance is to be handled? Who handles the follow-up?</p>			

CONTINUED



Discussion Groups: CONTINUED

ISSUE	DEPENDENT	INDEPENDENT	INTERDEPENDENT
<p>7. Public Recognition Ceremonies Who determines who is to be recognized or commended? Who plans or orchestrates the program? Who decides what the award should be? Who shares in the award?</p>			
<p>8. Office Décor Who determines the size and configuration of offices? Who determines what an employee may have in her/his office? Who determines the furnishings?</p>			
<p>9. Business Travel Who determines if a trip is necessary? Who determines who should be included? How is the expense account determined or allotted? Who receives a report on the trip?</p>			
<p>10. Strategic Planning Who determines who is involved? Who controls the contents of the strategic plan? Who is responsible for follow-up?</p>			

This exercise was adapted from one that I saw Ann McGee Cooper conduct in one of her workshops on October 2003.

CASE STUDIES

Applying the Principles of Team Leadership

(See Appendix ii at the end of this CD for guidelines for using case studies.)

As Principal Rob Smith is preparing for work at Confederation High School, he receives a phone call indicating that his Grade 7 teacher will be absent because his wife has just given birth to a baby and all is not well at the hospital. Rob quickly hunts through his list of substitute teachers and finally finds Helen, who is available on short notice to teach the class that day. As a serving team leader, what does Rob do when Helen arrives at the school that morning?

By noon, there is a discipline problem in the class. A student who had not done the homework assigned for the day, said to Helen, "You are only a sub and I don't have to do what you say Miss Know-It-All." Several in the class audibly snicker. Helen orders the student to the principal's office. How should Rob handle this situation as a serving team leader?

Group Exercise:

In 75 words or less, write an advertisement for hiring a serving team leader. Compare ads.

Things to look for:

- What words were used to describe the desired leader?
- Was the organization also described as being supportive of team leadership?
- Were things unique to your organization included?
- Would the respondent be your ideal serving team leader?

FILM STUDY

Frank Capra's *It's A Wonderful Life* is the story of George Bailey, played by Jimmy Stewart, who gives up his personal ambitions to work for his family and the Bedford Falls community and in so doing becomes a servant-leader. A Christmas eve visit with his guardian angel enables George to see his life from another perspective. This ancient classic remains as powerful, uplifting and moving an epic as it was when it was first created. It also demonstrates many of the trials, temptations and victories that come through trying to be a servant-leader for your employees, family, and community.

In his book, *The Servant as Leader*, Robert K. Greenleaf writes:

"The servant-leader is servant first. He begins with the natural feeling that one wants to serve and not to be served first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant to make sure that the other person's highest priority needs are being served. The best test is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely to become servants? And what is the effect on the least privileged in society: will they benefit, or at least, not be further deprived?"



FILM STUDY CONTINUED

Discussion question:

Where in this film are these themes or principles of servant-leadership to be found?

Here are some examples to look for:

1. Caring is an early childhood trait - Bailey, saving his brother and Mr. Gomer
2. Cares for poor people through Bailey Park loans to families
3. Giving up personal dreams for the welfare of others
4. Temptation to give up work for Potter's salary offer
5. Loss can lead to discouragement with things of personal value - family and house
6. What really counts in life are friends
7. Serving others pays off for them and the server
8. You can make a difference when you are in other people's lives
9. Character counts
10. Not all power is with the wealthy and controlling people
11. Uncontrolled anger can damage relationships
12. Make the best of difficult situations - father's death, mistake at the drug store
13. Generosity of George Bailey vs. Mr. Potter
14. Serving brought no personal financial gain
15. Self-sacrifice - it cost George and Mary their honeymoon to rescue the business
16. Serving is based on seeing the need of the people
17. Values shine through - caring for Suzanne when she is sick and George is in turmoil

PRAYER

While you have entrusted me, oh God, with this organization and all of its people, I realize that it is not mine but yours; they are not my people but your people.

I am not trying to own them but to acknowledge that they are yours. I am merely your humble servant, charged by you and them to lead them according to your plan and will. Because it is not my organization, I am dependent upon you to show me the way. The purpose of any organizational structure that we may create is to serve your purposes and, by doing so, to bring glory to your Name. While I may choose to place the people that you have entrusted into my care into certain positions, they are yours and I need to know if this does not fit your call on their lives or when the talents that you have given to them are going unused. I can see only so much of them but you know their hearts. Make me sensitive to their needs and aspirations to serve you so that I, in turn, may serve you and them as your servant.

So often when I reflect on the task of leading this organization, I feel overwhelmed. My mind and body seem incapable of functioning well under this heavy responsibility. This is when I know that my mind and body, like my soul, belong to you. Whatever health and energy that I have for this leadership task comes from you, and I depend upon you daily to give me the physical and mental capability to perform as you would have me do. Enable me to see where your resources are to be found, and how to acquire and use them well. This is your organization God; it's not mine.



EFFECTIVE TEAM LEADERSHIP: LEARNING TO LEAD THROUGH RELATIONSHIPS

CHAPTER 4: **A Meaningful Team Vision**

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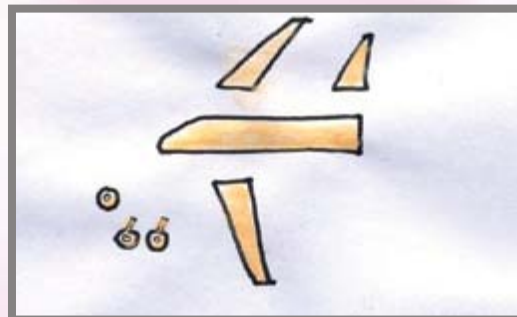


PARTS OF CONSTRUCTION

OBJECTIVE: To learn the importance of having a unified vision through the construction of separate parts of a single object.

- PROCEDURE:**
1. Divide the participants into groups of four. If five are used as a group, then the instructions for creating WINGS are halved to one wing per person and six straws each.
 2. Give each group a packet of instructions for constructing the tail, wheels, wings, and body. These are placed face down in the group. Each participant takes one sheet of instructions but cannot show it to anyone else. Using only the allotted number of straws, and without talking or motioning to others, follow the construction instructions on the sheet. You may have to explain that the straws can be joined together by twisting the end and shoving it into the end of another straw.
 3. Tell the groups that each member is constructing a part of a greater whole, the identity of which (the vision) is not yet known.
 4. Allow 5 - 10 minutes for construction.
 5. When the individual parts have been constructed, provide each group with a role of masking tape to complete the assembly phase of the whole object (still unnamed) without talking. Allow another 5 - 10 minutes.

- DEBRIEF:**
1. How did they feel during the initial construction phase?
 2. How did the group feel and communicate during the assembly stage?
 3. What was the problem when they could not envisage the larger object?
 4. How does this apply when we do not have a unified vision for what we are doing? Every part is necessary to make the whole but in the right proportion and place.
 5. Problems with perceptions following instructions?
 6. What was the most frustrating part of this process?
 7. What kind of information were you missing?
 8. How would the exercise have worked differently if you all knew from the outset that you were constructing an airplane?
 9. What have you learned from this exercise?
 10. How must the body of Christ work together?
 11. How must organizations work without creating silos between departments, units, different locations, etc.?



PARTICIPANTS: UNLIMITED NUMBER OF GROUPS OF FOUR (OR FIVE WHEN NECESSARY) PEOPLE PER GROUP.

EQUIPMENT: FOR EACH GROUP 32 STRAWS, A ROLL OF 1/2" MASKING TAPE (TO BE GIVEN OUT LATER IN THE EXERCISE) AND A SET OF 3 X 5 INSTRUCTION CARDS AS FOLLOWS:

INSTRUCTION CARD 1 TAIL AS ULTIMATELY PART OF A BIGGER OBJECT, YOU ARE TO CONSTRUCT A TAIL USING NO MORE THAN TWO STRAWS. *CLUE: ONLY A FISH WOULD BE HALF SATISFIED WITH THIS TAIL.*

INSTRUCTION CARD 2 WINGS AS ULTIMATELY PART OF A BIGGER OBJECT, YOU ARE TO CONSTRUCT A PAIR OF WINGS USING NO MORE THAN 12 STRAWS IN TOTAL. *CLUE: THEY SOAR AS ON THE WINGS OF AN EAGLE.*

INSTRUCTION CARD 3 WHEELS AS ULTIMATELY PART OF A BIGGER OBJECT, YOU ARE TO CONSTRUCT THREE WHEELS, ONLY TWO OF WHICH HAVE SUPPORTING LEGS, USING NO MORE THAN FIVE STRAWS IN TOTAL. *CLUE: IT DOES NOT ALWAYS USE THESE WHEELS TO MOVE.*

INSTRUCTION CARD 4 BODY AS ULTIMATELY PART OF A BIGGER OBJECT, YOU ARE TO CONSTRUCT A BODY, THAT HAS NO LEGS OR ARMS, USING NO MORE THAN 15 STRAWS. *CLUE: IN NORMAL USE THE BODY IS ALSO REFERRED TO AS A*

32 STRAWS PER GROUP

1/2" MASKING TAPE

SET OF CARDS



PARTS OF CONSTRUCTION CONTINUED

Variations of this exercise

Allow the groups to talk during the assembly stage. Then you can contrast what it was like when the individuals worked without communication and how their coming together fostered working towards a common vision.

To learn the importance of having a unified vision through the construction of separate parts of a single object



SAME PICTURE

OBJECTIVE: To help the team develop and unite around a common vision for becoming a strong team.



PROCEDURE: Instruct each team to visualize what kind of a team they would like to be on, and to create a collage from the words and pictures in their magazines to visually explain how this team would function well as a productive team. The collage will be glued on the flip chart paper or poster board. After 15 to 20 minutes, each team signs their collage and attaches it to the wall for others to see. Ask someone in each team to explain briefly their collage to the rest of the participants.

PARTICIPANTS: AS MANY TEAMS OF 4 - 6 PEOPLE AS YOU WISH.

EQUIPMENT: FOR EACH TEAM - TWO OR THREE DISPOSABLE MAGAZINES CONTAINING LOTS OF PICTURES OR ADS FOR EACH PERSON, A COUPLE OF PAIRS OF SCISSORS, GLUE STICKS, MARKERS OF DIFFERENT COLORS, AND A SHEET OF FLIP CHART PAPER OR LIGHT POSTER BOARD. PARTICIPANTS COULD BE ASKED TO BRING THEIR OWN OLD MAGAZINES. EACH TEAM SHOULD WORK AROUND A TABLE.

DEBRIEF AS A GROUP:

- 1) Did your group have difficulty agreeing to a common vision for the optimum functioning of the team? Why?
- 2) How much does your collage differ from your current reality?
- 3) What did you hear from other team reports that your team would like to incorporate into its vision?
- 4) What would it take for the team to work towards this vision?
- 5) What could you personally do to enable the vision to be accomplished?
- 6) What action steps do we want to take as a team to accomplish this vision?
- 7) How will we monitor our progress? (Displaying the collage prominently in the workplace and regularly referring to it will help.)

- 2 OR 3
MAGAZINES
- 2 PAIRS
SCISSORS
- GLUE STICKS
- MARKERS
- FLIP CHART

**To help the team develop and unite
around a common vision for
becoming a strong team**

A DOLLAR TREASURE

OBJECTIVE: To learn that the greatest value comes from what we can do to serve others.

PROCEDURE: Ask each group: "What is the best thing that you can get for one dollar?" Write down your best value. If you think of a better one, write it down and cross out the others.



DEBRIEF: At first the group will think of something they can buy for a dollar at a dollar or discount store such as a candle for light and warmth or some food product. After a while they will start to think of leveraging their investment. For example, you could buy something for a dollar and then sell it for more. Hopefully, they will eventually start to think about what they could do for others that would be of even greater value. For example, you could buy a stamp and send a letter to a friend or someone who is lonely. You could send a letter to someone and ask them to duplicate or e-mail it to others so that you could raise money for building a Habitat for Humanity house or providing a meal at the local homeless shelter.

PARTICIPANTS: ANY NUMBER OF GROUPS OF 3 TO 5 PEOPLE.

EQUIPMENT: PEN AND PAPER FOR EACH GROUP.



A PEN PER GROUP

A PAPER PER GROUP

Debrief Questions:

- 1) How did the dollar feel when you saw that you could use it to benefit or serve others?
- 2) Why is meaning in our lives connected to serving others?
- 3) How can we be more creative in serving others without breaking the bank?

To learn that the greatest value comes from what we can do to serve others



CREATIVE BALANCE

(Adapted from Calderon Consulting)

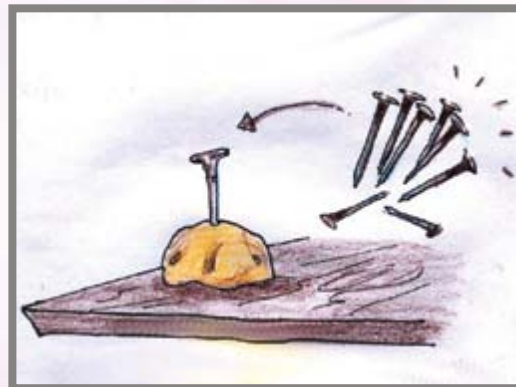
OBJECTIVE: To get a group to work creatively as a team by translating a vision into reality.

PROCEDURE: Decide whom among the four will be an observer of the team as the other three complete the exercise. The observer is given a sheet of instructions on what to observe and report on this group effort.

Push one nail through the middle of the potato (to a depth of approximately one and a half inches into the potato but be sure that it does not protrude to the other side) so that the flattest part of the potato is on the table and the nail is sticking out of the potato about two inches. If the potato doesn't have a flat side you can cut a slice off to make it flat.

Each team is then to figure out a way of balancing the other 10 nails on the flat head of the nail sticking out of the potato. The 10 nails are not allowed to touch the potato or the table. No other materials can be used.

After a few minutes of trying, you may wish to hint that they will have to make a shape with the 10 nails and balance that shape on the nail in the potato. Allow as much time as you wish.



PARTICIPANTS: ANY NUMBER OF GROUPS OF FOUR PARTICIPANTS.

EQUIPMENT: A POTATO, ROUGHLY THE SIZE OF A TENNIS BALL, AND ELEVEN 3.5 INCH REGULAR NAILS (NOT FINISHING NAILS AS THEY MUST HAVE SUBSTANTIAL FLAT HEADS ON THEM) FOR EACH GROUP OF FOUR PARTICIPANTS. AN APPLE CAN ALSO SUBSTITUTE FOR THE POTATO. A SHEET OF OBSERVER QUESTIONS FOR EACH GROUP AND A PEN.

-TO FIND OUR HOW TO DO THIS EXERCISE GOOGLE - TEAM BUILDING GAMES: NAIL BALANCE

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A POTATO	ELEVEN 3.5" NAILS	QUESTION SHEETS	PEN PER GRP

DEBRIEF: The observer reports to the team on the following questions:

Observer questions:

- 1) Did everyone in the group contribute ideas? If not, what was observed about the quieter member/s?
- 2) Did anyone dominate the activity and, if so, to what effect?
- 3) Did the group get discouraged? If so, what happened then?
- 4) Who thought up the creative solution or visualized what was needed? How successfully was this idea communicated to the group?

Questions for group discussion:

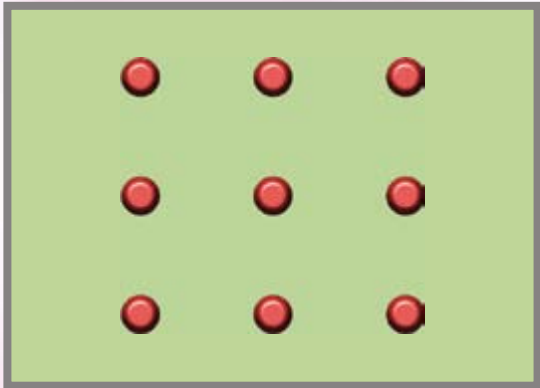
- 5) What did it take to be successful?
- 6) Why do groups require balance in order to succeed in their task?
- 7) What lessons from this exercise could be applied to leadership for it to benefit or serve others?



THE NINE DOT EXERCISE

OBJECTIVE: To get people to think outside the box.

PROCEDURE:
 Ask participants to put nine dots on the paper, forming a square with approximately one inch between each dot.
 Ask participants to connect all dots using no more than four straight lines and without retracing any steps. The Hoberman Sphere can also be used to introduce this exercise to show the need to enlarge one's scope of thinking.



PARTICIPANTS: UNLIMITED

EQUIPMENT: A SHEET OF PAPER AND PEN OR PENCIL FOR EVERYONE.

□	□
PENCIL PER PERSON	SHEET OF PAPER PER PERSON

To get people
to think
outside
the box

9 DOT PUZZLE - solution

DEBRIEF:

- 1) Why did it take so long before you realized that the nine dots could not be connected except by drawing outside of the box?
- 2) How does this apply to thinking in your organization?
- 3) How do you get people to think outside the box in vision casting?



CARD TOWER

OBJECTIVE: To assist teams in improving their planning, communication, and delegation skills as well as learning from their mistakes.

PROCEDURE: *Round One:* Using only one deck of cards (and no other materials), in five minutes each team is to construct the tallest freestanding tower possible. Measure and record the height of the tallest tower and all other towers.

Round Two: Using the second deck of cards, see if the teams can build a taller tower this time. Each team has three minutes to plan what they are going to do, without touching any of the cards, and set a goal of how high they think that they can build their tower. They are then given five minutes to construct a tall freestanding tower with only the cards from the second deck.



PARTICIPANTS: ANY NUMBER OF TEAMS OF 3 TO 6 MEMBERS EACH.

EQUIPMENT: TWO SETS OF DIFFERENT COLORED PLAYING CARDS FOR EACH TEAM, A SMALL TABLE FOR EACH TEAM TO WORK ON, AND A MEASURING TAPE FOR THE FACILITATOR. IF PLAYING CARDS ARE NOT AVAILABLE YOU CAN USE CARD STOCK OF THE SAME SIZE OR 3" X 5" INDEX CARDS. SINCE SOME TEAMS WILL CHOOSE TO FOLD THE CARDS, THE DECK MAY NOT BE REUSABLE.



DEBRIEF:

- 1) How many teams surpassed their first effort with the second tower?
- 2) What enabled them to do this?
- 3) What was the impact of the planning time on the results?
- 4) Did it help to have a specific goal in mind?
- 5) What happened if a member of the team accidentally knocked the cards down? How did the rest of the team react to this accident?
- 6) How does this activity relate to the workplace?
- 7) What does this exercise tell us about how, by working together, we can achieve better results as a team?
- 8) What can you do individually that would help the team achieve better results?



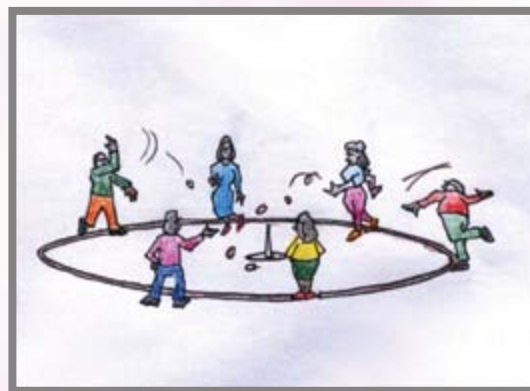
RING TOSS

OBJECTIVE: To get people to think outside the box in producing good teamwork.

PROCEDURE: Divide the participants into groups of five - seven (same number in each group). Each person is given two rings and each group stands around a circle. A spindle is placed on the X of each circle. The object is to place all of the group's rings onto the spindle without anyone touching the ground or pavement between the spindle and the circle with any of their body parts. Groups will quickly realize that the spindle is too far away for anyone to reach it on their own or to throw their individual rings onto it, so they will have to work together as a team to accomplish this exercise. The task is completed when all of the teams' rings are on the spindle. When a team has succeeded in placing all of their rings on the spindle, challenge them to find another way of accomplishing the task. For the fastest teams, challenge them to come up with three or four different ways of doing this exercise.

DEBRIEF: There are many ways to do this if the team is creative in its thinking, such as suspending one of the team members (usually the tallest person) over the circle to drop all of the rings on the spindle, reaching in and grabbing the spindle and placing the rings on the spindle and then replacing the spindle in the centre of the ring, using any object to get the spindle out of the ring such as a chain of rings, a belt, stick, shoe laces tied together, putting down a piece of clothing and stepping on it to get the rings on the spindle, etc.

- 1) What made it work for the team?
- 2) How did the team create new ideas?
- 3) What happened when an idea did not work?
- 4) How did the team feel when it had completed the task?
- 5) What are the lessons from this exercise that relate to experiences in the workplace?



PARTICIPANTS: ANY MULTIPLE OF 5 TO 7 PEOPLE.

EQUIPMENT: THIS EXERCISE IS BEST DONE OUTSIDE ON PAVEMENT OR ON FLAT GROUND. TWO LARGE RINGS (2" DIAMETER PAPER HOLDING RINGS WORK VERY WELL) FOR EACH PARTICIPANT. FOR EACH GROUP YOU WILL NEED ONE SPINDLE OR SPIKE FOR HOLDING PAPERS (AVAILABLE AT LARGE STATIONERY STORES). YOU WILL ALSO NEED A LARGE NAIL (4-5") TO WHICH A PIECE OF 5' STRING IS ATTACHED AND SEVERAL PIECES OF CHALK DEPENDING ON HOW MANY TEAMS THERE ARE. AN "X" IS PLACED ON THE PAVEMENT. HOLDING THE NAIL IN THE CENTRE OF THE X, DRAW A CHALK CIRCLE AROUND THE NAIL USING THE END OF THE STRING TO GET THE PROPER DIAMETER FOR THE CIRCLE. THIS IS EASILY DONE IF ONE PERSON HOLDS THE NAIL IN PLACE WHILE ANOTHER PERSON WALKS AROUND WITH THE CHALK MARKER AT THE OTHER END OF THE STRING. IF THE EXERCISE IS BEING DONE ON DIRT THEN DRAW THE CIRCLE IN THE DIRT. IF THE EXERCISE IS BEING DONE INSIDE, YOU COULD DO THE SAME THING WITH MASKING TAPE ON THE FLOOR OR CARPET INSTEAD OF THE CHALK.

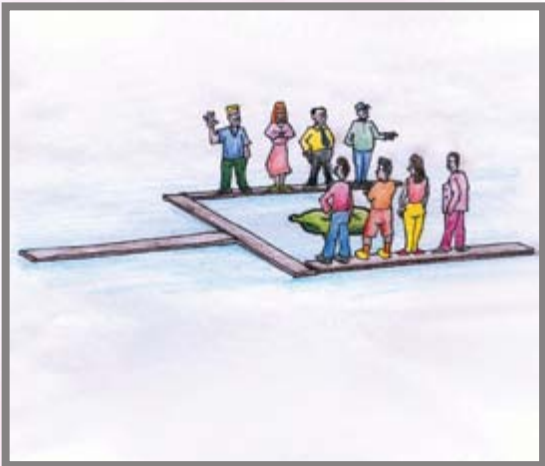
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TWO RINGS PER PERSON	SPINDLE	NAIL	STRING	CHALK (OR TAPE)



CUP OF TEA

(Adapted from an original exercise by Karl Rohnke)

OBJECTIVE: To help the team develop and unite around a common vision for becoming a strong team.



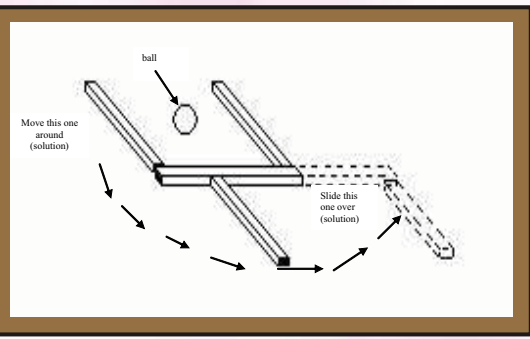
PROCEDURE: Arrange 2"x 4" boards in the shape of a cup as shown in the diagram. Place the tea bag (ball/cushion) as shown inside the cup. Have the participants stand on the boards with an equal number on each board (not more than four on a board). The challenge is, without stepping off the boards (i.e. without touching the floor), to move the boards so that the tea bag is no longer inside of the cup or "U" made of boards by moving as few boards as possible and ending up with the cup in a different position. Only two boards need to be moved. If teams solve it by moving three boards, challenge them to do it again by moving only two boards. This is a great metaphorical activity of trying to solve a problem when you are on top of it without having the advantage of looking at the problem from other

PARTICIPANTS: 8 - 16

EQUIPMENT: FOUR - 2" X 4" X 8' BOARDS, ONE BALL OR CUSHION SUCH AS A TEA BAG.



To help the team develop and unite around a common vision for becoming a strong team



DEBRIEF:

- 1) What steps did the team use to solve the challenge?
- 2) What are the challenges to solving a problem when you are on top of it and cannot view it from a distance?
- 3) How would a servant-leader solve this problem?



HOLE-IN-ONE

(Adapted from an original exercise by Madeline Constantine)

OBJECTIVE: To learn how to work as a team by focusing on the end goal.

PROCEDURE: Place the ropes, with one end knotted through the holes, near the sides. Set the ball on the ground near the board. Tell the group that the ball must be transported from point A to point B, located approximately 10 yards away, without rolling off the board, touching the string/ropes except where the rope touches the board, or falling through the hole between points (basically, the ball may only touch or be touched by the wood). The ball is then deposited into the receptacle. Players must hold the ropes at the ends without wrapping the rope around their fingers. The ball can only be touched by a player in order to start over if the ball is dropped. All members of the group must participate. (Include goal setting as an objective of this activity by asking the group to come up with a number of "touches" they believe it will take to achieve their outcome. A touch would include a human touch, the ball touching a string/rope, or the ball touching the ground. This will add another dynamic to the planning process.)



PARTICIPANTS: 6 OR MORE PEOPLE

EQUIPMENT: A 9" TO 12" DIAMETER LIGHT BALL. 3' BY 3' PLYWOOD BOARD WITH A HOLE LARGE ENOUGH FOR THE BALL TO FALL THROUGH (THE HOLE CAN BE ON OR OFF CENTER). HOLES ARE DRILLED ON TWO OPPOSING SIDES OF THE BOARD FOR ROPES OR STRING TO FIT THROUGH (SEE DIAGRAM). ONE 4' STRING OR LIGHT ROPE FOR EACH PERSON. ONE CONTAINER FOR THE BALL TO BE DROPPED INTO. BLINDFOLDS FOR THE CHALLENGE WILL GREATLY INCREASE THE DIFFICULTY.



DEBRIEF: 1) Why was the task completed or not completed?

2) What was your role in the activity?

3) What planning occurred before the first attempt? How did this change as the challenge went along?

4) How did communication between the leader and the players occur?

5) How does having a common vision factor into this exercise?

6) Were you able to meet your goals? Why? Why not?

7) What would make this activity easier?

8) If you were to do this again, what would you do differently?

9) What sort of leadership would be easiest to follow for the completion of this activity? Why?

10) What happens when you get your eyes off the ball?

11) What happens in your workplace when you get your eyes off the vision of the organization?



ORANGE EXERCISE

(Adapted from an original exercise by Kathryn D. Cramer.)

OBJECTIVE: To sharpen your team's creative edge by looking for hidden benefits in something.

PROCEDURE:

- 1) Divide the group into pairs.
- 2) Give an orange to each pair.
- 3) Let members examine the fruit for one minute, holding it, smelling it, looking at it and feeling it.
- 4) Give them three minutes to list, as individuals, as many qualities and attributes of the orange as they can.
- 5) Brainstorm: Allow three minutes to think about the wide range of benefits and opportunities their orange offers. Note how the world at large could be better off because of that orange.
- 6) Compare the attributes noted in the second step with the benefits previously listed. Note the differences between those lists.



PARTICIPANTS: ANY MULTIPLE OF TWO.

EQUIPMENT: AN ORANGE FOR EVERY TWO PEOPLE.

ONE ORANGE PER PAIR

**To sharpen your team's creative edge
by looking for hidden benefits in something**

DEBRIEF: When considering qualities and attributes, most people stick to basics such as color, texture, aroma, shape and visible flaws. They think about the object's beneficial qualities such as preventing disease, flavoring a roasted chicken, or seeding the landscape with orange trees, only when prodded. But once they begin looking for those potential positive qualities, they seem endless. This exercise teaches team members to look for hidden benefits, even during times of upheaval.

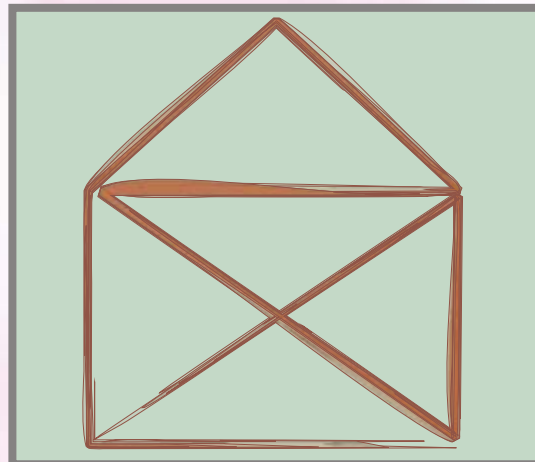


ROPE HOUSE

(Adapted from an original exercise by Chris Cavert and Mary Todd)

OBJECTIVE: To emphasize the importance of good communications in problem solving.

PROCEDURE: Ask the group to stand in a straight line facing one direction and then give them a rope to hang onto. Tell them they can slide their hands along the rope but they can't let go and/or trade places in the line. Their task is to form a house without the rope doubling back on itself. (You may need to provide a sketch of the end product for them to see.)



PARTICIPANTS: 5 - 20

EQUIPMENT: ONE 30' - 40', 1/4" OR LARGER ROPE.



DEBRIEF:

- 1) What problems arose that could have been overcome through better communication?
- 2) How were those problems dealt with?
- 3) What team work skills were required?
- 4) How long did it take for all participants to understand what the team was doing to accomplish the task?
- 5) What are the requirements or guidelines for good communication in our workplace for solving problems?
- 6) Do we follow those requirements? If not, why?

To emphasize the importance of good communications in problem solving

Variation of this exercise

Form a five point star, instead of a house, that crosses in the middle. Once they think the task is complete, ask them to slowly lower the star to the ground and step back to admire their work. This is a really difficult exercise and most teams do not succeed. Be prepared to debrief the frustration of team members before they return to their work.

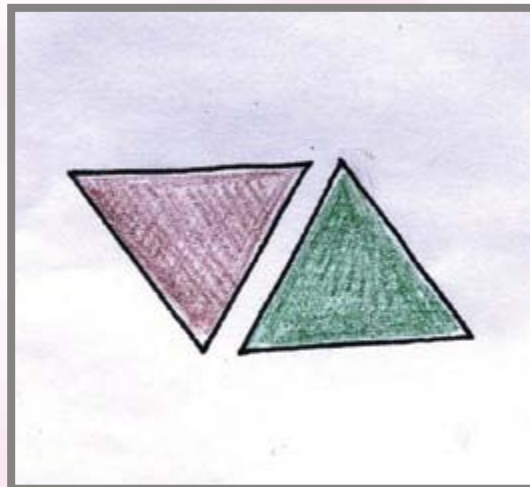


TRIANGLES

(Adapted from an original exercise by John Newstrom and Edward Scannell)

OBJECTIVE: To encourage a group to use its collective insights to be more creative and to generate alternatives by building on one another's ideas.

PROCEDURE: Ask each group to arrange the sticks so that they progressively create eight different configurations of equilateral triangles as follows: one triangle, two, three, four, and finally eight triangles. You should be able to trace out the number of triangles. From one to four, there is more than one way to make the configuration. Any number of sticks up to six can be used in each configuration of equal sided triangles. Sticks may be placed across one another or may stick out from the triangular configuration. To illustrate the process, use the six sticks to construct a single square and then two squares. This could be done on an overhead, or on an overhead transparency. The cards are to be placed sequentially with one on the top. When everyone agrees that the triangle(s) has been constructed, the group turns over the card to the next number and tries to construct the next set of triangles using the six sticks. The purpose of the cards is to ensure that the group knows what they are trying to construct and so the facilitator can quickly see which configuration any one group is working on. The group that completes all eight triangles first wins.



PARTICIPANTS: ANY NUMBER OF GROUPS OF EQUAL NUMBER OF THREE OR FOUR PEOPLE.

EQUIPMENT: SIX POPSICLE STICKS, COFFEE STIR STICKS OR STRAWS FOR EACH GROUP (CARDBOARD CUT INTO 1/4" BY 6" STRIPS WILL ALSO WORK). A SET OF SMALL CARDS CONSECUTIVELY NUMBERED ON ONE SIDE FROM ONE TO EIGHT, WHICH CORRESPONDS TO THE NUMBER OF TRIANGLES TO BE CONSTRUCTED, IN LARGE NUMERALS FOR EACH GROUP (PLAYING CARDS WILL ALSO WORK WELL WITH THE ACE BEING ONE). A TRANSPARENCY OR FLIP CHART PAGE SHOWING THE ANSWERS. THIS

6 POPSICLE STICKS (OR STRAWS) PER GROUP | CARDS | FLIP CHART

DEBRIEF:

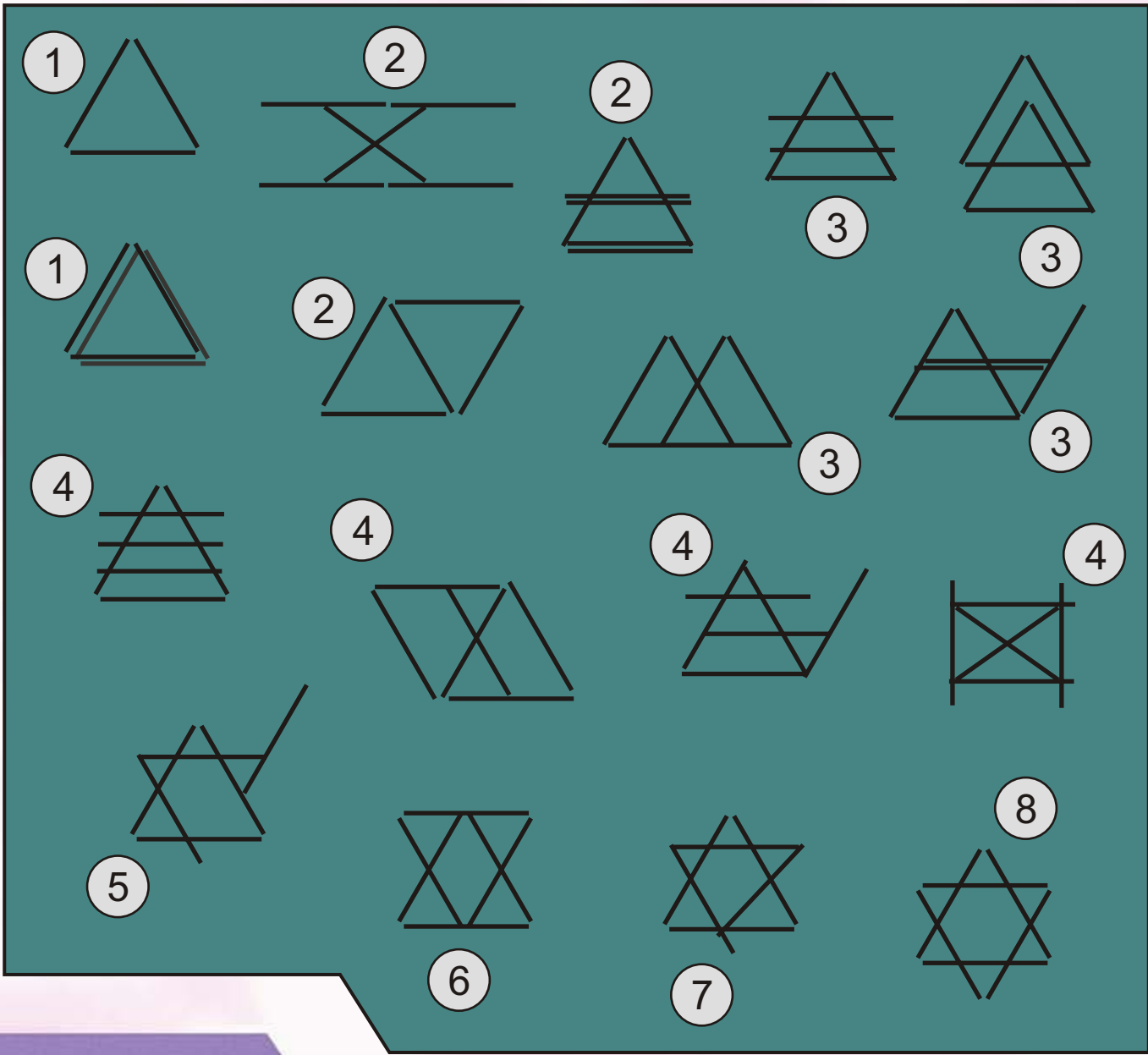
- 1) Which group was able to complete all eight configurations? How did they do this?
- 2) How did your group function as a team? Were ideas shared and tried?
- 3) How did you feel when your idea did not work but someone else's idea did?
- 4) What limitations did we place on ourselves that prevented us from completing this exercise?
- 5) How did we recognize someone's spatial gifts in the group?
- 6) Are there examples of how progressive creativity can be used in your workplace?



TRIANGLES CONTINUED

Variations of this exercise

- 1) Using groups of three people, give each person two sticks that they have to place.
- 2) Do the exercise on the previous page but without talking or pointing.
- 3) Have each group construct two different configurations of one to four triangles. You may wish to give each group 12 straws so that they can construct two sets of each number at the same time.
- 4) Similar to number three, have each group construct the number of different triangles for each number as in three triangles for number three and four triangles for number four. In this case, they could use 24 sticks for each group.



DISCUSSION GROUPS

1) Read the story of Moses sending out the spies to explore Canaan and their report in Numbers 13:1; 17-20, 26; 14:26. What went wrong? To what extent was this a problem with the vision and the mission given to them by Moses?

2) If your organization is in the process of formulating or revising your vision, former chairman of Herman Miller, and author of several books on leadership, Max DePree, offers these discussion questions to get you started:

- a. *Why must we have a vision?*
- b. *What can vision do for us?*
- c. *Why is vision valuable?*
- d. *Does our vision give us hope? Or is it simply a fantasy?*
- e. *How do we make use of vision?*
- f. *Can we connect our vision to our daily tasks?*
- g. *Why do some people not catch the vision?*
- h. *How is vision related to renewal or innovation?.*
- i. *Is vision part of our creative force?*
- j. *Against what can vision become a barrier?*
- k. *Is vision our bottom line?*
- l. *What kind of vision gives an organization health?*
- m. *How does vision teach us about ourselves?*
- n. *How can our vision unite, inspire, and give hope?*

(DePree, M. (1997). *Leading Without Power: Finding Hope in Serving Community*. San Francisco, CA: Jossey-Bass. pp.118-19.)

3) According to George Barna, following are six benefits emanating from pursuing the advancement of the vision:

- a. Amore intense relationship with God, since he reveals the vision when we are sufficiently humbled before him and relying on him to justify taking it on;
- b. Greater clarity of purpose, since his vision is perfect,

CONTINUED

Read the story of Moses
sending out the spies
to explore Canaan



DISCUSSION GROUPS CONTINUED

- encompassing, and comes with his blessing;
- c. A compelling reason to persevere in the face of resistance and difficulty and to take risks because one is pursuing God's directive, not merely a good idea or opportunity;
- d. The comfort of pursuing God's agenda rather than choosing among competing human expectations and agendas;
- e. The freedom to reject great opportunities by using vision as a filter, thus sparing you from being pulled in too many directions or joining forces with inappropriate partners; and
- f. Inspiring people with hope, attracting people to a cause of value and significance, building community through the sharing of a common purpose, and sustaining people through a meaningful end.

Has your organization and you as a leadership team experienced some or all of these benefits and, if so, what that has meant for your organization? If not, then what is it that your organization has been missing and what would you like to do about this?

A further and related set of questions would be:

- a. Has the pursuit of your shared vision brought you closer to God?
- b. Has the pursuit of your shared vision brought you closer together or is it too much in the hands of one or a few people?
- c. Does everyone in the organization understand the vision?
- d. How is your vision communicated so that it continually inspires people's passion for it, reinforces their support of it, and refocuses their activities in support of it?
- e. How do you know if your followers are still committed to the vision?
- f. Is the vision a primary filter through which you evaluate policy and budgetary options? Did the decision advance the opportunity for the employees and/or volunteers to get closer to the fulfillment of the vision? Did they recognize this?
- g. Have you made a significant decision for the organization without reference to the vision and its advancement? Were your options evaluated on the basis of the vision?
- h. If you were not present for a meeting, would vision thinking be on the table?
- i. Do you explain the vision to new hires and evaluate their suitability relative to their capacity and desire to see the vision fulfilled?
- j. Are people in the organization so energized by the vision that they are continually looking for new ways to fulfill it?

- 4) Are you a leader who promotes the vision of the organization? Here are some questions to help you assess yourself. Rate yourself on a scale of 1 to 10 with 1 being needing work or improvement and 10 being very good.
- a. If you did not mention the vision, would other people in the organization?
 - b. I love to talk about the vision and do so freely and with boldness.
 - c. The vision is so natural to me that I am at ease talking about it to anyone inside or outside the organization.
 - d. I can paint a word picture that

CONTINUED



DISCUSSION GROUPS CONTINUED

fully describes the vision of the organization so that it can be easily understood by everyone.

- e. I can illustrate the operationalizing of the vision through an analogy and with examples.
- f. I enjoy being in groups of people where I can share the vision.
- g. I cannot help but be excited by the vision, and this is noticed by others who catch my enthusiasm.
- h. I can speak as easily to new hires as the old timers about the vision of the organization.
- i. I am always finding new ways to communicate the vision and therefore keep it fresh.
- j. There is nothing that I would rather do than see this vision fulfilled.

5) By looking at the Institutional Life Cycle, determine where you think your organization is on this life cycle.

- a. What are the reasons for placing it at that point?
- b. What are the challenges that you face in the organization?
- c. How are these challenges related to the strength of your vision and mission?
- d. If your organization is at the bureaucratic stage, review the symptoms of this stage and see which ones apply to your organization. What can you do to turn the organization back to its prime performance level?

6) Assuming that you have all the knowledge and technical skills that you require, why would you or anyone else want to join your organization? Record the responses on an overhead or flip chart. The object of this exercise is to see how they position their organization in terms of having an attractive vision. If pay scales or other tangible perks of the job are the main reasons, then the organization has lost its attractiveness for meaningful employment. This should also lead to a discussion about how the vision is being developed and promoted in the organization. "There is no more powerful engine driving an organization toward excellence and long-range success," wrote Burt Nanus in "Visionary Leadership", "than an attractive, worthwhile, and achievable vision of the future, [that is] widely shared." If you do not have a vision for your organization or one of its departments, then it is time to develop one.

To get started,

- a. List the strengths and weaknesses of the organization (including resources).
- b. List the expectations of your major constituencies.
- c. Review the vision of the founder/s of your organization.
- d. List what God expects of you.
- e. Brainstorm around the question "How can our organization make a difference in the world?" Or "How can your organization contribute to your ideal future?" In doing so, think outside of the box. Do not let the past or the present become a strait jacket for your thinking.
- f. Encourage input from all participants.
- g. Complete the following sentence as a starter:

CONTINUED



DISCUSSION GROUPS CONTINUED

Our organization intends to make enormous progress over the next few years by: becoming, specializing in, extending, forming, building, striving to be, harnessing...

- h. Record on a flip chart and assess: Is it attractive, realistic, and credible?
i. Can your vision meet the following criteria set out by John Maxwell :

- a) The credibility of a vision is determined by the leader.
- b) The acceptance of a vision is determined by the timing of its presentation.
- c) The value of a vision is determined by the energy and direction it gives.
- d) The evaluation of a vision is determined by the commitment level of people.
- e) The success of a vision is determined by its ownership by both the leader and the followers.

(Maxwell, *Workbook*, p.176.)

- j. Do the same in writing a mission statement for your organization.

Here is a simple format to get you started:

Name of the organization will _____ for _____ by _____.

This format tells what the organization is, what it intends to do, for whom it intends to do it, and by what means or how it intends to do it. This formula will simply get you started. Once you have the vital components in mind, you may wish to write a more succinct mission statement.

- 7) If someone has recently left your organization and you are not sure why, check to see if they experienced a meaningful encounter with the vision through your team leadership. One way to do this is to look at them through Tom Terez's 22 keys to meaning in the workplace. Another is to question whether you have met their basic needs at work.
- a. Most employees want to do well in their work. Did you provide them with the right training, supplies, environment, authority and contacts to do that?
 - b. Most employees want to feel personally fulfilled in what they do. Did you learn the person's goals and help fulfill them?
 - c. Most employees like to be part of a cohesive working group. Did you give them enough opportunity and time to feel at home with the group and encourage them to participate in group activities?
 - d. Most employees want support from dependable leaders. Did you give the employee enough time to speak with you when they needed or wanted to?
 - e. Most employees want to be part of something bigger. Did the employee buy into the vision

CONTINUED



DISCUSSION GROUPS CONTINUED

and mission of the organization being pursued through discernible organizational values? If the answer to any of these questions is no, then you need to review how to implement your vision and mission in a meaningful way. Remember that people who know that they are working for a noble purpose are more loyal, dependable, and inspired to contribute. God never promised that life would be easy, but he did send us team leaders who can lead the right way.

8) When we find that our Christian means of doing things are at odds with those of the business world, servant-leaders need to reflect on how they lead. Larry Julian in his book *God is My CEO*, has provided a comparison that is worth reflecting on and discussing it in a group. (Julian, p. xix.)

UNWRITTEN BUSINESS RULES	GOD'S PRINCIPLES
Achieve results	Serve a purpose
What can I get?	How can I give?
Success = dollars	Success = people
Work to please people	Work to please God
Fear of the unknown	Living with hope
Leadership is being first	Leadership is being last
Take charge; surrender means defeat	Let go; surrender means victory
The end justifies the means. Get to the outcome regardless of how you accomplish it.	The means justify the end. Do the right thing regardless of the outcome.
Short-term gain	Long term legacy
Slave to the urgent	Freedom of choice
You can never produce enough	Unconditional love

9) One of the fundamental responsibilities of a leader is to keep the vision fresh in the minds of the people and always look for new ways to implement it. The team leader will put this challenge to the people to get their ideas.

CONTINUED



DISCUSSION GROUPS CONTINUED

The Hoberman Sphere is one way of illustrating the need to expand our thinking by opening up new and larger windows to see through. (A Hoberman Sphere can be purchased in large toy stores.) Write the vision and the mission on a flip chart or overhead and then have the group brainstorm on new ways of implementing the vision and improving the mission delivery. The vision should engage at some level our mind, heart and soul. Or, in other words, we should find some intelligence quotient (IQ), emotional quotient (EQ) and spiritual quotient (SQ) being derived from our vision and mission statements. For an explanation of the importance of IQ, EQ and SQ, see Danah Zohar's widely acclaimed book, *Rewriting the Corporate Brain* (Zohar, p.14). Brainstorming works best if some rules are followed so that the exercise does not turn into aimless chatter. (See Chapter 4.)

- 10) An interesting exercise is to ask employees what is meaningful or valuable to them in their work and then ask supervisors what they think is meaningful for their workers. Compare the two lists. This can be done by asking them to list their own things or giving them a selected list and asking them to rate items in order of importance. You could use the template below that was developed by the United States Chamber of Commerce in 1986 and compare your results to theirs. (Sims, p.121)

Workers' Desire	Employee Ranking	Employer Ranking
Appreciation	1	8
Feeling in on things	2	10
Help with personal problems	3	9
Job security	4	2
Good wages	5	1
Interesting work	6	5
Promotions	7	3
Management loyalty to workers	8	6
Good working conditions	9	4
Tactful disciplining	10	7

It is noteworthy that the three highest values to employees - appreciation, feeling in on things, and help with personal problems - are all intrinsic to good team leadership while at the same time they are the three lowest values that employers think that their employees want. What employers think their employees want - good wages, job security, and promotions - rank only as middle level values for employees.

CONTINUED



DISCUSSION GROUPS CONTINUED

Employers will never foster meaning in the workplace with this kind of misperception. Clearly, how the vision is being reached through the mission requires some significant adjustment. Does the leadership in your organization have a good understanding of what employees desire from their work? As Bill Pollard of Service Master reminds us, "Employee motivation can be handled in a variety of ways, but it starts with trying to understand who they are and why they work, not just what they do and how they do it." (Harrell, p.165.)

- 11)** It is seldom easy to birth a new vision in an organization, John Maxwell illustrated this in an address in 1996 before a group of pastors at the Crystal Cathedral. Consider his 10 stages. Do these stages correspond with your experience in implementing a vision in your organization? Can you cite examples where Jesus experienced the same challenges with implementing his vision?
- God brought it. (A dream was birthed out of a burden)
 - I thought it. (Could it be that God is going to use me?)
 - I caught it. (Grabs my heart and emotions - the feeling of the dream)
 - I sought it. (The hunger for the dream)
 - A few shot it. (Be a dream builder not a dream buster)
 - I got it. (It became part of my very being, mind, heart and soul)
 - Some more fought it. (Some did not want to see it succeed)
 - I taught it. (Describe the visionary picture with the horizon, sun, path, flowers, and yourself included, with the others or your followers)
 - The people bought it. (Where there is no faith in the future, there is no purpose in the present)
 - They brought it to others. (The vision was spread by many people who had wholeheartedly bought into it and took ownership of it)
- 12)** As a means of evaluating your mission statement, you may wish to look at the mission statements of other organizations whose purpose or operations are somewhat akin to your own. Here are some questions for consideration in evaluating mission statements:
- Is the mission statement clear enough to be understood by all employees or volunteers?
 - Is the mission statement brief enough to be easily remembered by everyone?
 - Does the mission statement specify what business the organization is in and who is served by it (not just what its products or services are).
 - Is there a direction for advancement indicated or implied in the mission statement?
 - Does the mission statement reflect the distinctiveness of the organization that sets it apart from others?
 - Is the mission statement broad enough to allow flexibility in its implementation without becoming so broad that it, and the organization it describes, lacks focus?
 - Does the mission statement provide a measuring stick for decision making?

CONTINUED



DISCUSSION GROUPS CONTINUED

- h. Does the mission statement reflect attainable goals?
- i. Is the mission statement in keeping with the culture and values of the organization?
- j. Are people energized by working towards the mission or is it only for a plaque on the wall?

If it can be said by most people in your organization that your organization's mission statement meets most of the above criteria over time, then you have an appropriate mission statement and this review will have strengthened the reviewers' resolve to support it in all they do.

13) Discuss in your group these questions that lead to an understanding of whether you are finding personal meaning in your workplace.

- a. Which of these gives you the most meaning in your job?
 - Being associated with a good organization
 - Serving others
 - Service to future generations
 - Realizing my full potential to serve
 - Producing a good product or service
 - Being associated with an ethical organization
 - Making money
 - Being creative
 - Other?
- b. How much does work contribute to your sense of purpose in life?
- c. How often do you feel forced to compromise your basic values at work?
- d. What words would you use to describe your organization? Are they positive or negative words?
- e. Is your spirituality encouraged or discouraged in your workplace?
- f. Do you feel joy in serving your colleagues at work?
- g. What gets you through difficult times on the job?
- h. What has your organization done that you are most proud of? Ashamed of?
- i. I would recommend my organization to others as a good place to work.

**How much does work contribute
to my sense of purpose in life?**

FILM STUDY

Tucker: The Man and His Dream

This is a film about a man who dares to have a dream ahead of its time and to pursue it to its completion, in spite of the odds against him. Preston Tucker had invented an armored car for use in the Second World War but it was rejected because it was too fast and armored cars were not supposed to travel more than 35 miles per hour. At the end of the war, the visionary entrepreneurial Tucker is into another scheme. A beleaguered bookkeeper, Preston Tucker has a dream of a radical new automobile with an inexpensive fuel injector system, a rear-mounted engine, shatter-proof glass windows, moving headlights, moving fenders, disc brakes, pop-out windows, seat belts, and an aerodynamic design that would wow people. Tucker catches the vision but opposition from the Detroit car manufacturers with political connivance is daunting and eventually has his plant shut down. Tucker is relentless in pursuing his vision against all odds with seemingly impossible deadlines. Eventually, 50 cars are produced but Tucker is sued on trumped up charges for fraud. The climax comes when he is acquitted by showing the jury his 50 cars in 1948. They are ahead of their time but the big three car manufacturers eventually come to adopt his inventions. Only 50 Tucker Torpedo cars were ever produced but 46 were still in use in 1998 when the movie was produced. Tucker was undeterred and went on to his next vision of producing refrigerators.

Discussion Questions:

- 1) What motivated Tucker as a visionary leader?
- 2) Why was he willing to continue in the face of rejections?
- 3) What weaknesses do you see in this visionary leader?
- 4) Did these weaknesses account for the ultimate failure of his vision?
- 5) What qualities in Tucker enabled him to produce, against considerable opposition, the 50 Tucker Torpedos, and why did this feat require visionary leadership?
- 6) Why was Tucker so far ahead of his time as a visionary?
- 7) What lessons can we learn about visionary leaders from observing Tucker?

Key incidents to watch for:

- a. How Tucker sold the idea of a new and safer car at the dinner in Washington.
- b. What had to be assured in order to get the lease for the building to house the plant.
- c. The double and controlling role that the Chairman of the Board, Bennington, played.
- d. Tucker's response when his designer is almost killed.
- e. How he stalled for time when his prototype would not function as planned for the unveiling.
- f. The supportive role of Tucker's wife vs. Bennington.
- g. Why there was so much skepticism about a rear engine car.
- h. Tucker's use of Howard Hughes to find an alternative engine.
- i. Tucker's response when Abe announces that he does not think that he should continue to be involved with the project.
- j. Tucker's reaction when the plant was closed.
- k. How Tucker persuaded the jury to acquit him.
- l. Tucker's next dream revealed when he is driving away at the end.



CASE STUDIES

Feeling Overwhelmed by the Daily Challenges of Leading

Here she was in her office looking out across the campus. She sighed heavily as she reflected on the demanding challenges that she had faced during her first six months as president of Union Christian College. Prior to becoming president at Union Christian College, she had been an accomplished scholar in her field and rated as an excellent teacher in another college. Administration was not foreign to her as she had had a stint as chair of the psychology department and more had recently been promoted to Dean of the faculty. The faculty at Christian College had hailed bringing her on board as a step in the right direction for the college. Her predecessor, who had come from a pastorate in a large church in the sponsoring denomination, had never really understood academic life. Both the faculty and the board of trustees were expecting her to lead the college into a new era of prominence in Christian higher education. To her dismay and astonishment, the faculty's support had changed into opposition almost overnight when she had proposed significant changes in academic organization with accompanying resource re-allocations along with some changed job responsibilities and accountabilities. Somehow, they could not manage to see the changes as being in the best interests of the institution. But faculty opposition was not her only challenge.

Enrollment was slowly but steadily declining and that meant decreased tuition revenues upon which the college was so dependent. The college's small endowment had not grown much over the previous five years and it provided no reserve in a time when inflation and the declining economy were making everything more expensive to operate. At the edge of the campus was a new construction site and space for badly needed student parking but the very thought brought back painful memories of protracted and emotionally-draining negotiations with the county council. Would they ever be able to get started, she wondered. Maybe her adherence to a core liberal arts curriculum needed to be rethought in the light of what other, apparently more successful, Christian colleges and universities were doing. Certainly there were alumni who were saying that their time at Christian College had not prepared them for the challenges of the job market.

Then there was the Board of Trustees that would be meeting in two weeks. They had been so persuasive and supportive in convincing her to take up the presidency, but now they seemed divided over the strategic direction for the college. Some of the newer members seemed to be confused about the mission of the college.

She glanced at her desk and saw a story in the *Chronicle of Higher Education* of a sister school that had just lost half of its basketball team in a tragic accident. "Oh God," she prayed, "please don't let that happen here. I don't know what I would do. How could I face so many grieving parents?"

Then her mind turned to her own children and the personal challenge of finding enough time to spend with her husband and their two teenagers. They had been so supportive of her taking the position and jokingly called her "President Mom." But she knew that deep down they worried about how tired she seemed when the family wanted to do something together. She knew that she could not keep pushing herself this way; something would have to change or she wouldn't make it through the rest of the year. "Why," she wondered, "when I am trying to serve God, has my life become so difficult?"



Discussion Questions:

1. To what extent is the president's problems related to visioning?
2. What should she do to change this situation?

CASE STUDIES

A Conflict in Implementing a Vision

In choosing a new president the trustees had great expectations. They wanted to increase the public profile of Christian College, reaffirm its Christian foundations in the academic areas and, through entrepreneurial and creative initiatives in the corporate world, see the college placed on a stronger financial basis as a small business so that students would not have to shoulder so much of the operational costs of the institution through annually rising tuition.

Their selection seemed ideal. At age 46, the new president had five years experience as president of a smaller college, a doctorate in the field of higher education, a nationally recognized position as a leader in Christian education, and a decidedly entrepreneurial flare and business sense in his personality. As the chairman of the board remarked, "We feel that in this day and age of rampant change in higher education, that could be a good added dimension."

Perhaps the new president is best understood through one of his favorite quotations from John Burke: "Those who would carry on great public schemes must be proof against the worst fatiguing delays, the most mortifying disappointments, the most shocking insults, and most of all the presumptuous judgment of the ignorant upon their designs." The new president promised a new and exciting vision for Christian College. He spoke about increased use of technological tools for learning, the sharing of ideas with other Christian universities nationwide, greater fundraising through a higher profile and branch campuses. Underlying every public pronouncement was the need to change in order to retain its market share of students and to adapt to a changing world. Precisely what those changes were to be and how they were to be implemented were not spelled out in any detail by the new president. But his words seemed electrifying. "We must be an educational beacon of hope grounded in the person and claims of Christ as a perspective for learning, not allowing ourselves to fall prey to the lowered expectations of a decaying society. . . . The only limitations we have are those we place upon ourselves; for we deny the power, character, and resources of a limitless God, if we engage in small thinking," he proclaimed to the community. Everyone interpreted his words as they heard them and were keen to have a hand in shaping

whatever new unified vision would emerge for Christian College.



CASE STUDIES CONTINUED

Within several months of the new president taking over there were serious differences between the president and the trustees over leadership style, strategic direction and the general philosophy of governance. The trustees wanted a hand in the fashioning of the new vision and direction but, in the common parlance of one faculty member, the new president was saying to the trustees, "Just trust me. I'm good. Leave me alone." Board meetings were cut from one and a half days to six hours and the monthly newsletters from the president were discontinued. But the trustees wanted cost studies, consultant reports on new initiatives that the president thought were unnecessary. While many issues accentuated the differences between the president and the board, one of the most difficult ones to rationalize was this energetic president negotiating at an initial stage for a land purchase for a new undergraduate campus without the knowledge of the trustees. "It just blew me away." said the chairman of the trustees on hearing the news over the phone, "I said, wait a minute, the board has never heard a word of this, I have never heard a word of this. . . and all of a sudden he's out there looking at real estate." The issues had become too diverse and efforts at reconciliation seemed to point out the differences even more. The president resigned 10 months after his appointment.

High expectations on both sides had been dashed in disappointment and regret. A president who was very popular with most students and faculty had, by his own public admission "wanted to go too far, too fast, too soon." The chairman of the board agreed and told the community: as trustees, we felt it necessary to be well aware of what's going on both on and off the campus. We felt that a considerable degree of involvement was not only appropriate, but was necessary for us to fulfill our responsibilities. . . . The difficulties were in working relationships, bringing the established board together with entrepreneurial vision. Leadership style to me means process. We needed more process than [the president] felt we needed.

We needed more information than [the president] felt we needed. . . . When working relationships are increasingly a source of conflict and surprise and knee-jerk reactions, you can tolerate it for awhile, then changes need to be made. . . . It boils down to who is in charge. . . . Our goals didn't differ dramatically. It was just too much, too fast with too little consideration to established process. . . . I loved his external style, if only we just could have crafted a "partnership."

Why did it have to come to an end? Even the chair of the board had to admit, "That's a frustrating process to admit that grown men with all the experience we had couldn't sit down and say, 'Can't we get from here to there without getting into any squabbles?' But we just finally concluded that we couldn't."

Comments in the student newspaper over the president's resignation and pay out were mixed but concluded with, "The board must move carefully and swiftly in the next presidential search. Finding a servant-leader who fits with the vision of the [college] should be of higher priority than a financial supervisor and public relations official. It better be, because the university's future depends upon it."



Discussion Questions:

1. This is a true story. Why did things go wrong in this situation?
2. How would you have handled this situation differently from the beginning?

THE VALUES ALIGNMENT TEST

This exercise is designed to help you clarify the values that you and your organization or prospective employer believe in. These are what you value most and will stand up for, speak out for, and do. Those who know you and the organization will recognize in you a strong and unwavering commitment to these values. By comparing your values with that of the organization, you can determine how well you fit with the organization.

Instructions: Using the list of values on the left and any others you wish to add, indicate in the first column (Org.) all those that apply to your organization or prospective organization. In the second column (Pers.) mark those values, principles, or character traits that best define who you are and what you stand for. Select the top ten from Org. and Pers. And list them in order in the table below starting with the most important (1). By comparing the two columns in the table, you will see how well you fit with your organization.

**By comparing your values
with that of the
organization,
you can determine how
well you fit with the
organization.**





THE VALUES ALIGNMENT TEST

Org.		Pers.		Org.		Pers.	
			Adaptability				Knowledge
			Achievement				Leadership
			Accountability				Learning, formal
			Advancement				Learning, informal
			Adventure				Listening
			Attentiveness				Location
			Authority				Long-term view
			Balance (Work & Home)				Love
			Being the best				Loyalty
			Belonging				Making a difference
			Breathing space				Meetings
			Caring				Money
			Caution				Opportunities
			Challenge				Organizational growth
			Collegiality				Partnering
			Comfort				Peace
			Commitment				Positive spirit
			Communication				Power
			Community				Prestige

CONTINUED



THE VALUES ALIGNMENT TEST CONTINUED

Org.		Pers.		Org.		Pers.	
			Compassion				Profit
			Competition				Productivity
			Confidence				Purpose
			Contribution				Quality
			Control				Recognition
			Cooperation				Relationships
			Creativity				Relaxation
			Customer satisfaction				Reliability
			Dignity				Resilience
			Discontent				Respect/valuing
			Discretionary time				Responsibility
			Diversity				Results
			Empathy				Reverence
			Energy				Risk taking
			Enthusiasm				Safety
			Entrepreneurship				Security
			Environmental awareness				Service
			Ethics				Socializing
			Fairness				Spirituality
			Faith				Stamina
			Family/Friends				Status
			Focus				Success
			Forgiveness				Teamwork
			Friendship				Territory

CONTINUED



THE VALUES ALIGNMENT TEST CONTINUED

Org.		Pers.		Org.		Pers.	
			Harmony				Tolerance
			Honesty				Traditions
			Humor/fun				Trust
			Improvement				Unity
			Independence				Vacations
			Influence				Variety
			Information				Vision
			Initiative				Wealth
			Innovation				Wisdom
			Integrity				
			Intelligence				
			Involvement				
			Justice				

TABLE

Org.		Pers.	
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	



PRAYER

Dear God,

I recognize that even as a leader I cannot and should not try to control everything. I do not want to stifle my people through endless rules and regulations for their every action. As your servant I am striving to build a community of strong interpersonal relationships that are guided by the same commitment to your vision for our organization.

I need to be certain that it is your vision and not just some dream of my own. Enable me to know with confidence that I am working for your vision and not my own. When the light on your vision grows dim, let me see the path ahead through your light.

The purpose of our organization is to serve you. Our mission says who we are and what we are about. As your servant, may I never lose sight of the fact that this is your work and not mine. We exist to bring glory to you in all that we do as individuals and collectively in this organization. You have given us what we have, not to glory in it, but to use it for your purposes.

What we do, we want to do right in your sight. In this we need your guidance to find the right values that will enable us to be a healthy community who are becoming better people who are drawn together in a better organization. If we adopt the wrong values then nothing else will work. Give us your guidance, we pray.

While I can do much to keep these right values in the forefront of what we do and model them myself, it is only your Spirit that can enable them to take root in the hearts of everyone in the organization. Help me to respect and work with those who do not see these values or choose not to live and work by them. Enable them to grow in their acceptance and embrace of these values.

Infuse the right values in all our hearts by starting with me, oh God, so that we may fulfill your vision for the organization in the right way.

**The purpose of
our organization
is to
serve You, Lord**



EFFECTIVE TEAM LEADERSHIP:

LEARNING TO LEAD THROUGH RELATIONSHIPS

CHAPTER 5:

Effective Communications

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DISCUSSION GROUPS

1) Methods of Communication

Dr. John Maxwell has identified 10 methods of communication found in different Greek words used in the Bible. In a discussion group, identify how and when you use each method. The purpose of this exercise is to sharpen one's awareness of the different ways we communicate in order to influence others and change their minds.

- 1) Direct - to change someone's mind through the presentation of evidence (Exodus 13:17).
- 2) Entice - to lure or invite someone in an attractive way so that they agree to change their mind (2 Peter 2:14).
- 3) Persuade - to bring a person to the point that they have full confidence in the direction being taken by the leader (Matthew 27:20).
- 4) Teach - to use information and logic to inform a person (2 Timothy 2:2).
- 5) Appeal - to encourage someone to act in response to your words (2 Kings 8:3).
- 6) Admonish - to warn someone of the consequences that flow from an action (Acts 20:31).
- 7) Win over - to win someone back from an opposing view (Matthew 18:15).
- 8) Insist - to compel someone to change their thinking or intended action (Luke 24:29).
- 9) Convince - to build up one's convictions to the point that they are fully persuaded (2 Timothy 3:14).
- 10) Encourage - to help and strengthen someone to change by coming alongside them (1 Thessalonians 5:11).

2) Discerning Communication Blunders

Make a list of the communication blunders that you would not want to see in your organization. Some possibilities are listed below, but you must tailor your list to the communication culture you want to develop or enhance in your own organization. Once you have determined which blunders are the most troublesome at this time, develop a skit that demonstrates the adverse consequences of each of these unacceptable practices.

1. Spread gossip about another person.
2. Criticize a colleague in front of others.
3. Never thank people for a job well done.
4. Call people by a name that they do not like.
5. Criticize anyone who does not do something exactly the way you would do it.
6. Forget to tell someone to do something and then blame them for not doing it.
7. Blame your mistakes on someone or something else.
8. Have a temper tantrum and then justify it because it made you feel better.
9. Withhold communicating information to your personal advantage but not that of the team.
10. Say "I can't" when you could.



3) Reflection Questions on Individual and Group Listening:

- 1) How do you listen? Are you conscious of the process you go through in order to listen well, or do you just hear what others say rather than listen to them?
- 2) When do you listen? Are there times when you are more likely to listen than at other times, as when you are in a hurry to meet a deadline or you are trying to multi-task? When sending a message, do you consider whether it would be a good or appropriate time for the receivers of this message to hear it?
- 3) Whom do you listen to? Are there certain people whose views you respect so much that you are all ears to learn from them, whereas you deliberately tune out others?
- 4) Where do you listen? Are you a better listener in your office or on the shop floor? When someone wants to speak with you, do you find or create a good listening environment?
- 5) What do you listen for? Before the person speaks, have you predetermined what you want to get out of the conversation or presentation and close your receptivity to all else? How does what you listen for vary with the subject or your responsibilities for the message being transmitted? Are you listening for body language and emotions as well as content?
- 6) How do you indicate that the right message has been heard? As the receiver, how do you show the sender that you have listened to their message? What is your follow-up process for completing the feedback loop?

**Whom do you listen to?
Are there certain people whose views
you respect so much that you are all ears
to learn from them,
whereas you deliberately tune out others?**

4) Handling Difficult Issues in Communication

Design a short skit that will show how a non-team-leader and a serving team leader would handle these situations:

- a) Speaking to a co-worker who has behaved offensively towards another employee;
- b) Providing feedback to a supervisor about her behavior;
- c) Approaching a supervisor who does not follow her own policies;
- d) Confronting a colleague who is withholding information that is vital to your work;
- e) Or another difficult scenario in your place of employment.



CASE STUDIES

1. COMMUNICATING AS A TEAM

IN THE MEDICAL LABORATORIES DEPARTMENT OF A LARGE URBAN HOSPITAL

CYNTHIA (the Head of the Medical Laboratories Department): I just met with the Senior Hospital Administrator (Joe Dinehart). He told me he is getting flack from some hospital board members because they have heard that the doctors are complaining that they are not getting their test results back fast enough for good patient treatment. Dinehart has heard the same complaint from some doctors as well, and wants to know what we are going to do about this. These board members are on his back for fear that, in the current state of anxiety over health care services the doctors might tell the press that one of their problems is with the Medical Laboratories Department (MLD) and the hospital will then be in another public relations fiasco. I need to get back to Dinehart in a couple of days with an action plan or we are going to be in big trouble. I tried to find out more details about the complaints and who the complaining doctors were, but he said that it didn't matter. What I do know is that we have got to come up with something and do it fast or we may find ourselves in hot water that won't just be in Dinehart's office.

ADAM: So we really don't know what kind of problem we have or how many doctors are making these complaints about our testing services?

CYNTHIA: You've got it.

DAVE: It wouldn't make any difference if it was one complaint or 20. If Dinehart and some board members think we're doing a poor job, then we might as well face it, we're doing a poor job. That'll be noted on our appraisal reports and cited in Dinehart's report to the board.

ELLEN: Well, I think that Dinehart and the board members are way out of line. Does Dinehart know how many different kinds of tests we do - urinalysis, blood cultures, liver function tests, CBC and electrolytes, and on it goes. This is not simple stuff. MLD handles as many as 300 requests for tests per day and there's just no way that we can keep every single doctor making these requests completely happy. Besides, I wonder if all these tests they order on patients are really necessary? We just get started on some of these routine tests and then there is a cardiac arrest in the Operating Room or Emergency and we get three or four of these priority requests and we have to drop everything to do OR's tests. If Dinehart wants better service, then tell him that we need more people to do the testing.

DAVE: You can forget that kind of thinking because we have already been told that there is no surplus in the hospital's budget.

SUSAN: I've got a couple of unhappy doctors that I know of right now. And short of spending every waking hour here at work, I really don't see how I can solve their problems.

CYNTHIA: Well, we've got to figure out a way to not only

CONTINUED



CASE STUDIES CONTINUED

make Dinehart happy, but to make all our doctors happy.

ADAM: So what we know shapes up like this: one, Dinehart is unhappy because he has some unhappy doctors and board members on his back; two, Dinehart apparently doesn't want to tell us who is complaining; three, we have no idea what the size of the problem is; four, we do know that we have some unhappy doctors. Whatever the size of the problem might be, it's irrelevant so long as Dinehart thinks it's a big problem. I suggest we start figuring out what kind of a problem we have and go about finding ways to solve it.

Dave: What if it turns out that we really have a problem with Dinehart? You know, it's his perception of us that's wrong. Maybe he thinks we are not working hard enough.

Susan: I think Adam is saying that we don't know what the problem is. It may be all or partly, the way Dinehart sees us or it may be that we do have some problems with our doctors. If these doctors don't like our work, then I wish they would come and tell us instead of running off to Dinehart.

Cynthia: Well, I don't think it's our work that's an issue here. I mean we haven't been told that our work is not good. What Dinehart is ticked about is the fact that our response time isn't what he thinks it should be on test requisitions.

Adam: I think we all agree we have a problem. We know part of the problem is the way Dinehart sees us. The way he sees us, however, has nothing to do with the service we provide directly to the doctors. I mean, he's on our backs because some board members are giving him grief, and they're giving him grief because some doctors are complaining to these board members. How about taking some steps to find out which doctors are unhappy and why.

Ellen: Well, it can't be our OR or ER doctors who are complaining because they get priority attention on their requisitions.

Susan: But that is only on their cardiac enzymes. They ask us for other non urgent tests as well.

Cynthia: Yeah, that's right. I think the first thing we should do is review all of our test requisitions, find out which ones are still open and how long they've been open since we received them.

Ellen: Well, I think we need better information than that. And we need to look at the priority cardiac tests and the standard ones separately, and I also think that we need to know what kind of test results are causing the problem for the doctors. I mean, is it OR's troponin tests, is it CKs or is it CBCs? Maybe it is in our test reporting software when our computers shut down.

CONTINUED



CASE STUDIES CONTINUED

Adam: OK, so step one is to review our test requisitions for the past six weeks and then make a breakdown by standard tests and priority tests. And within the standard tests, make a further breakdown into which tests seem to take the longest for us to complete.

Susan: Well that sounds fine for the long term, but what about right now? We need to do something to stop the bleeding, assuming that there is some. We need to get at these complaints immediately, otherwise Dinehart is just going to assume that we're incompetent or not willing to do something about the problem.

Adam: I think you're absolutely right, Susan. We must do something that can show results very quickly. Perhaps we can go down two tracks at the same time. First, do what Susan suggests and take immediate action to provide some quick results. Second, find out what the full nature of our problem is and then put in place a permanent fix.

Cynthia: Well, let's all bring in our test requisitions which are still incomplete. Maybe together we can figure out ways to get some of those done in a hurry.

Dave: Sounds okay to me. What I think we should also do is give a status report to all those doctors who have open requisitions. You know, give them a call, or send an email and let them know we're working on their problem and how far along we are, or when we're going to start on their requisitions if they haven't been started yet.

Ellen: Okay, you all might have time for this but I sure don't. And all the time I spend on the phone calling doctors is time not spent working on their requisitions. Now I think that our problem is that we don't have the time or the staff to do our tests and calling doctors is just going to make things worse.

Adam: Well whatever we do, we sure need to do it as a team. We have a team problem no matter which doctors are unhappy. It seems like Dave's idea might be good. Anyone got an idea about how we can go about resolving Ellen's objections?

Susan: Well there's a couple of things I can think of. We might use our office staff to contact the doctors. We might use email, or find a way where we can branch one email message to a number of doctors at one time.

Cynthia: I can work with Susan on this. We'll propose a standard way of staying in touch with our doctors and have a plan to you by tomorrow. Is that okay with you Susan?

Susan: That's fine. It's probably something we should have done on our own a long time ago.

Adam: All right, let's review what we're planning to do and see if we're all together. One, we need to start working on a long term solution

CONTINUED



CASE STUDIES CONTINUED

and the first step is to review requisitions from the past six weeks and find out which kinds of tests are taking the longest to finish. Two, Cynthia suggested that we bring together all our open requisitions and see if we can work as a team to finish as many as we can immediately. Three, Cynthia and Susan are going to address Dave's suggestion: that we start giving all our doctors, who have open requisitions, regular reports on their status. Well then, I guess we need to assign some responsibilities for reviewing our open requisitions for the past couple of days and fix a time for a team meeting to see how we can work together to close out some of these requisitions.

Dave: You know all our open requisitions are in the same database and all we need is a printout to make a quick review. Why not meet tomorrow? I'll bring copies of the printout for everybody and we can get on with it.

Cynthia: I think we need to do one more thing. We need to make a personal call to any doctor that we think might be unhappy enough to be making these complaints to Dinehart or the board. But before you make the call, please have a definite plan in mind for closing out their requisitions or we will be in more trouble with them.

Ellen: Well, you all have certainly been successful in creating more work for me. I will do my best, but I just don't know where I'm going to find the time for what you all have agreed to do.

Adam: When we started working as a team we all agreed that we would make a tough decision by team consensus. If I'm hearing Ellen right, we better test these decisions we seem to be making right now. We won't hear from Cynthia and Susan until tomorrow for a method about calling our doctors. Are we all in agreement on that? Let's start with getting together tomorrow for a meeting to review our open requisitions. Anybody got a problem with that?

Ellen: Okay, don't get me wrong. It's not that I don't agree with what everyone wants to do. I just don't know where I'm going to find the time to do it. But I will come to the meeting and review the open requisitions.

Dave: I've already said I was coming. I'm bringing the printouts.

Adam. Okay, so we're all agreed on this one? How about calling the doctors that we think might be unhappy? Are we agreed on this?

Susan: I'm all for it, but maybe we should set a time for completing these calls.

Ellen: Well, since we've all agreed to do the impossible, we might as well target a completion of next Monday.

Adam: Is that all right with everybody? Okay. Well, I guess that leaves us with a major review of the time that it has taken for us to complete our tests in the last six weeks. I would like to take this one. I'll put together a plan that we can all review when we meet tomorrow.

CONTINUED



CASE STUDIES CONTINUED

Cynthia: Sounds good to me. How about the rest of you? Thanks again for jumping on this problem and I suspect we'll all have plenty more ideas when we meet again tomorrow.

Discussion Questions:

- 1) What is the typical response of people to not having enough time to complete their work?
- 2) While Cynthia was the senior person at this meeting, who led the meeting?
- 3) What qualities did this person have to lead the meeting and where do you see these demonstrated?
- 4) Most of us have Ellens in our organizations. How did the leader deal with her?
- 5) What is the usual way that people like Ellen would be dealt with in an organization?
- 6) What aspects of team leadership do you see demonstrated in this case study?

CASE STUDIES

2. FAULTY LISTENING

While this is an actual case, names have not been used to protect the identity of the corporations involved. A sales team was negotiating to sell a new computer system valued at \$150 million to a purchasing agent for Corporation B. The sales team made a persuasive pitch on the service they would deliver, their prompt response to problems, and the speed of repairs.

Corporation B's purchasing director said, "Fine. Now put each one of your promises in writing because we cannot afford to be without our computer system. Furthermore, we want guarantees that if anything happens and the computer system isn't fixed within 24 hours, you'll pay us damages."

"We'll make our best efforts," replied the sales team's chief, but we can't be held liable for all the things that can go wrong. Lightning can strike, you know."

"You're fooling around with us!" interrupted Corporation B's purchasing agent. "First you tell us about your great service, then you're not willing to commit yourself to what you promised!"

"That's not true," protested the sales chief who was taken back by the agent's response. "Let me explain."

But the agent refused to listen. "You're not negotiating in good faith," he complained. "We can't deal with you."

The sales chief made a last ditch effort: "Let's talk about it. Maybe we can put some of it in writing." But the agent had already made up his mind. He got up and walked out the door.

What happened? When the sales chief refused to go along with the agent's demand, the agent became angry and went on the attack. The sales chief defended himself, but this just fueled the agent's anger. When the sales chief tried to explain, the agent wouldn't listen. Nothing seemed to work.

CONTINUED



CASE STUDIES CONTINUED

Faced with the breakdown of the talks, the sales chief arranged a private meeting with the purchasing agent. This is how he began, "I've been trying to understand your concerns. Correct me if I'm mistaken, but as you and your colleagues see it, we've been misleading you, saying we're prepared to give all this service but not to put it in writing and be held liable for it. That seems to be bad-faith negotiating. So you are angry and don't see the point in continuing. Is that right?"

"That's right!" the agent replied with some tone of annoyance. "How can we trust what you say? If we were negotiating the sale of a fleet of trucks and told the buyer the safety specifications for the trucks but then said we wouldn't put them in writing, the buyer would walk right out the door. And he'd be right to leave. If we won't be held accountable, we shouldn't be in the truck manufacturing business. If *you* won't be bound by your promises, you shouldn't be in your business!"

"You're absolutely right," acknowledged the sales chief. "I'd feel the same way if I were you."

Surprised by the sales chief's response, the purchasing agent asked, "Then why won't you agree to put your promises in writing and agree to pay damages if you don't live up to your commitment?"

The sales chief responded, "We will put our promises in writing. Damages are an issue we have trouble with but we are willing to discuss them. First I want to see if I can clear up what's gotten us stuck. I think I'm only beginning to understand it myself. I hear you saying that you have what you might call a 'scientific mindset' for precision. In this mindset, there is no tolerance for ambiguity or error because people's lives may be at stake. So if you promise a certain safety specification, you'd better be sure you're on target. And, of course, everything has to be clearly specified in writing. Am I making sense?"

"Yes, what you're saying is right, but I don't see what it has to do with our problem," said the purchasing agent.

"Well let me try to explain why I think it has everything to do with our problem. You see, in our business we also have our need for precision, but we're primarily in the business of providing a service. We're more of a relationship culture. We see our relationship with our customers as all-important. If the customer is not happy, we're not happy. That's why people call us the 'Ma Bell' of computer systems and services. It's kind of this way. When your mother tells you she's going to make your lunch and drive you to school, you don't say to her, 'Now, Mom, put it in writing and I'm going to hold you liable for damages,' do you?"

"Of course not," replied the agent.

"You just expect that she'll do the best she can. Now obviously there's a big difference between a family and a business, but this gives you a sense of where we're coming from. We make oral promises and fully expect to deliver on them. Our track record, as I have already shown you, is very good. We're not used to meeting with a lot of skepticism and a demand for damages from a client. That's why, I think, we collided with each other at the last meeting. You were coming from one space with your expectations, which was absolutely right for you, and we were coming from another. Does this make any sense to you?"

"It's beginning to. Let me ask you. . ."

It was agreed by both the agent and the sales chief to restart the negotiations and a contract was signed for the purchase of the new computer system.



CASE STUDIES CONTINUED

Discussion Questions:

- 1) How was the sales chief able to get the negotiation back on track?
- 2) What role did emotional intelligence play in restarting the negotiations?
- 3) Note, it is easier to listen to someone who has listened to you. What was the turning point for the purchasing agent?

CASE STUDIES

3. A CRYPTIC COMMUNICATION CULTURE

Performance-based measurement had become a new mantra for the largest employer in the city. Several members of the school board decided that teachers should also be held more accountable and this could help weed out some of the poor performers who should be replaced. Parents and tax-payers should know whether the school system was giving them good value for the money spent on educating children. The school district superintendent was instructed by the board to design and implement a system of performance-based measurement for all teachers and classes in the district. The superintendent emailed each of his principals with a directive which stated that every teacher in their school was to develop a set of performance objectives for each class they taught. These objectives were to be submitted when school opened next September. If teachers needed help in writing their objectives, the superintendent had engaged the services of a consultant who would be available through his office for one month prior to school opening to help them formulate their objectives.

Upon receiving the email from the superintendent, the principal of Brookwood Elementary School, John Klassen, sent his teachers the following memo: "Dear Colleagues, Our District Superintendent has asked me to tell you that the District Board decided at its last meeting that written performance objectives for each of your classes must be handed in to my office at the beginning of the next school term. During tomorrow's professional development day, you will receive specific instructions on how these objectives are to be written."

In response, one Grade four teacher sent the principal a note asking, "Is there something wrong with how we are teaching? If not, then why do we have to spend time writing out our objectives for you?"

Another teacher saw Klassen in the staff room and told him, "I do not see how writing objectives will help my classroom teaching. It sounds to me like another bureaucratic way to divert me from what I should be doing, designing and developing new lesson plans."

In response to these and other questions from teachers, the principal sent a second memo to his teachers announcing: "I was told by the superintendent to get performance objectives for every class we teach here at Brookwood. If you have any questions, contact our superintendent, Dr. Passover, at 754-8876."

CASE STUDIES CONTINUED

Discussion Questions:

- 1) Evaluate the merits of the communications sent out by Passover and Klassen.
- 2) How would you have handled this situation if you were Dr. Passover?
- 3) How would you have handled this situation if you were Principal Klassen?
- 4) What is wrong with the communication culture at Brookwood Elementary School?

POUR ME A GLASS

OBJECTIVE: To realize how difficult it is to fully communicate what you want someone else to do if they are not in sync with you.

PROCEDURE: In groups of three to five ask the participants to write out no more than 10 steps for pouring the glass decorations into the glass. The steps will then be followed in a demonstration to see how adequate they are. Choose one set of instructions to follow (others may be tried if there is time). Have someone in the group read out the instructions one at a time as the demonstrator follows them with as much mishandling or mispositioning as possible. The reader can not deviate from the original list that he/she wrote. The demonstrator takes advantage of any vagueness in the instruction that can be misinterpreted, as in how high or where to hold the pitcher, how fast to pour.

DEBRIEF: 1) What was wrong with the instructions? Why was that?
 2) What do we need to do to ensure accurate communication? (Envision it from the receiver's perspective)
 3) What misunderstandings have we witnessed in our organization as a result of faulty or incomplete communications?



PARTICIPANTS: DEMONSTRATOR AND AUDIENCE

EQUIPMENT: ONE SMALL PITCHER OR MEASURING CUP WITH A POURING LIP AND A CLEAR GLASS OR PLASTIC CUP. THIS EXERCISE CAN BE DONE WITH COLORED WATER OR POP, IF SPILLING IS NOT A PROBLEM. OTHER THINGS CAN BE A GLASS FULL OF MARBLES, WHITE KIDNEY BEANS, OR COLORED GLASS DECORATION BITS USED TO BRIGHTEN AQUARIUMS AND GLASSWARE. THE ADVANTAGE TO THE LATER IS THAT THEY WILL NOT ROLL AWAY WHEN THEY DO NOT GO INTO THE GLASS. A TOWEL UNDER THE GLASS IS HELPFUL FOR CONTAINING THE SPILLS.

SMALL PITCHER

CLEAR GLASS

TOWEL



RED BLUE GREEN

(Adapted from Calderon Consulting)

OBJECTIVE: To understand that familiarity may hinder growth by limiting how we see and communicate messages.

PROCEDURE:

Part 1:

- 1) Ask the group to read together and out loud the words on the sheet. This will be easy for them to do.
- 2) Ask the group to read the color and not the word. For example, instead of saying blue that is written in green they would say green, and so on. This will be much more difficult and the entire group will not be able to make it to the end

Part 2 : Have the group read the text. The text is self-explanatory as most of the group will be able to read it in unison.

DEBRIEF: Part 1:

- 1) Discuss why they could do the activity so easily the first time and not the second (our brain had to transpose what we say in the second round to something other than what was written)
- 2) How does it feel to not be able to do this? Did it make a difference that the whole group or most of the group could not do the second exercise?
- 3) What lessons from this exercise can we apply when we try to communicate new information in our organization?
- 4) What happens when you change the way you do something in the organization too quickly?

Part 2 : What does this tell us about our communications at the office?

Variations of this exercise

Turn the chart upside down or on its side and repeat.



PARTICIPANTS: UNLIMITED.

EQUIPMENT: *PART 1* - A SHEET OF FLIP CHART PAPER, A LARGE WHITE BOARD OR A COLOR TRANSPARENCY, AND SIX COLORED MARKING PENS. ON THE SHEET PRINT IN LARGE LETTERS "RED, GREEN, BLUE, YELLOW, BLACK, ORANGE." PUT THREE OR FOUR WORDS ON A LINE AND USE EIGHT LINES. THE COLOR OF THE PEN USED TO WRITE THE WORD CAN BE ANY COLOR OTHER THAN WHAT THE WORD DESCRIBES. FOR EXAMPLE, BLUE CAN BE WRITTEN IN RED, ORANGE, YELLOW, OR ANY OTHER COLOR EXCEPT BLUE, AND GREEN CAN BE WRITTEN IN BLACK, ETC. MIX THE ORDER OF THE WORDS AND THE COLORS USED EACH TIME.

PART 2 WRITE THE FOLLOWING TEXT ON AN OVERHEAD OR FLIP CHART SO THAT EVERYONE CAN READ IT. *INETRSTEINIG: AOCCDRNIG TO A RSCHEEARC AT CMABRIGDE UINERV TISY, IT DEOSN'T MTTAER IN WAHT OREDR THE LTTEERS IN A WROD ARE, THE OLYN IPRMOETNT TIHNG IS TAHT THE FRIST AND LSAT LTTEER BE AT THE RGHIT PCLAE. THE RSET CAN BE A TOTAL MSES AND YOU CAN SITLL RAED IT WOUTHIT PORBELM. TIHS IS BCUSEAE THE HUAMN MNID DEOS NOT RAED ERVEY LTETER BY ISTLEF, BUT THE WROD AS A WLOHE. AMZANIG HUH?*

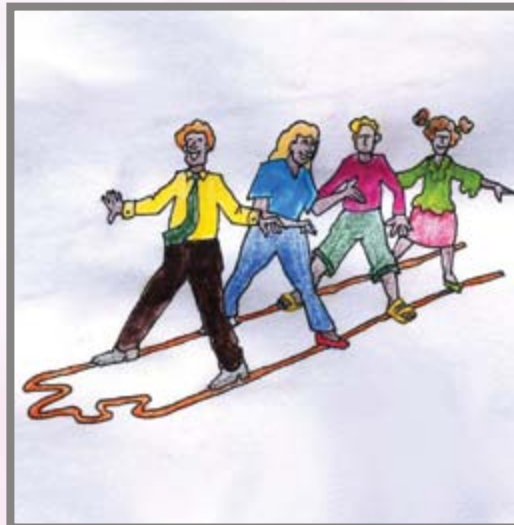
FLIP CHART SHEET
 WHITE BOARD
 6 COLORED MARKERS



ROPE SORT

OBJECTIVE: To demonstrate that we can communicate with more than our words.

PROCEDURE: Lay the rope out on the floor so that it forms two parallel lines about one foot apart. Have the participants stand on the rope, with one foot on each rope. Tell them that they have to sort themselves out by birthday with January 1 on the right end and December 31 on the left end. They cannot talk during this exercise and they have to keep both feet on the rope (i.e., cannot step onto the floor).



PARTICIPANTS: UP TO 30

To demonstrate that we can
communicate
with more than our words

EQUIPMENT: ONE 60' PIECE OF ½" - 1" ROPE OR TWO PIECES HALF THIS LENGTH.



DEBRIEF:

- 1) When the participants stop moving around, check their order by having people call out their birthdays in order to see if everyone is in their proper place.
- 2) How did you decide to communicate?
- 3) What other ways are there to communicate? Participants normally use fingers to communicate the month and the day. Other methods would be to write out the information for others, tap the numbers out, look at birthdays on their driver's license, etc., the point being that we use more than our tongue to communicate, and we need to be aware of this.



BACK TO BACK

OBJECTIVE: To see how accurately we can describe something to another person.

PROCEDURE: Person A cannot show person B the diagram or describe what it is. A and B sit down back to back either on chairs or on the floor. A then has to describe to B what he has in his drawing in such a way that B can recreate the diagram but A cannot tell B what the total diagram is about. For example, A can only issue instructions to draw a line of a certain length. Person B is not allowed to talk during the exercise. After five minutes, let A and B compare diagrams to see if B has been able to duplicate A's diagram based on A's instructions.

For the second part, while still back to back, person B takes 30 seconds to arrange the 10 pieces in the ziplock bag into a figure or shape where every piece touches another piece. Person B then communicates in five minutes the position of each piece of the construction paper so that A can create an identical design with his/her 10 pieces. Person B cannot tell A what the whole object is (i.e., a boat). He can only describe where to place the objects. Person A is not allowed to talk during the exercise. After five minutes, compare designs.

Variations of this exercise

Allow for the person making the design to ask questions of the designer. Why was it easier when the person doing the construction could ask questions?

DEBRIEF:

- 1) Where did you have trouble in recreating the exact design? Why?
- 2) What did the person recreating the design appreciate about the instructions that were given?
- 3) What did you learn about good communication in this exercise?



PARTICIPANTS: ANY NUMBER OF GROUPS OF TWO.

EQUIPMENT: FOR THE FIRST PART, A SIMPLE DIAGRAM ON A 8 1/2 X 11 PIECE OF PAPER FOR PERSON A AND A BLANK PIECE OF PAPER OF THE SAME SIZE AND PEN FOR PERSON B. A SUGGESTED DIAGRAM IS A STICK MAN CARRYING A HAND BAG CLIMBING THREE STEPS TO A PLATFORM WITH THREE STEPS ON THE OTHER END OF THE PLATFORM. IT IS HANDY FOR EACH PARTICIPANT TO HAVE SOMETHING TO WRITE ON (A CLIPBOARD, MAGAZINE, OR BOOK). FOR THE SECOND PART - PERSON B HAS A ZIPLOCK BAG WITH 10 PIECES OF DIFFERENT SHAPED PIECES OF CONSTRUCTION PAPER CUT OUT FROM A 8 1/2 X 11 PIECE OF CONSTRUCTION PAPER. THESE CAN BE JUST ODD SHAPES OR IT COULD BE AN OBJECT THAT HAS BEEN CUT INTO 10 PIECES. PERSON A HAS AN IDENTICAL SET OF PIECES.

PEN & 2 PIECES OF PAPER PER GROUP	CLIPBOARD (BOOK)	BAG	10 CUT PIECES PER PERSON



Listening Exercise:

THE STORY

OBJECTIVE: To see which details people remember most in a story and which details people have the most problems remembering.

PROCEDURE: Read the story to the audience. Ask four people to volunteer as storytellers. The four leave the room but cannot talk to each other. The story tellers are invited back one at a time to tell the audience the story as well as they can remember it. The audience scores each storyteller based on which points the storyteller correctly mentions. The scores for each storyteller are totaled to see who has the highest number of points.

To see which details people remember most in a story

DEBRIEF:

- 1) Which points did most storytellers remember and which ones were most forgotten?
- 2) Was there any difference in scores between the first and last storyteller? Were more points remembered by those who had heard the story most recently?
- 3) Ask the storytellers to say which parts of the story they had the most difficulty remembering? What conclusions can we draw from this listening exercise?



PARTICIPANTS: FOUR PLUS AUDIENCE

EQUIPMENT: THE STORY AND SCORING SHEET. THE STORY: JOHN FRIESEN, A CHICKEN FARMER LIVING NEAR ABBOTSFORD, HAD JUST PUT A NEW TIN ROOF ON HIS BARN. THREE DAYS LATER, A WIND STORM SWEEPED DOWN THE VALLEY AND RIPPED THE NEW ROOF OFF THE BARN. JOHN FOUND THE ROOF TWO FARMS AWAY, TWISTED AND BADLY MANGLED. BILL SMITH, THE POSTMAN, TOLD JOHN THAT IF HE SENT THE TWISTED ROOF TO THE FORD MOTOR COMPANY IN OAKVILLE, ONTARIO, THEY WOULD PAY HIM CASH FOR THE SCRAP METAL. JOHN PUT THE METAL INTO A LARGE CRATE AND SHIPPED IT TO OAKVILLE. FIVE WEEKS PASSED AND JOHN HAD NOT HEARD FROM THEM. HE WAS ABOUT TO TELEPHONE THEM WHEN HE RECEIVED A LETTER FROM THEM SAYING: "DEAR SIR: WE DON'T KNOW WHAT HIT YOUR CAR, BUT WE HAVE REPAIRED THE DAMAGE AND YOUR NEW CAR WILL BE DELIVERED IN 10 WEEKS."

THE STORY

SCORING SHEET


THE STORY WORKSHEET

Storyteller	#1	#2	#3	#4
John Friesen				
Chicken farmer				
New tin roof				
Abbotsford				
Wind storm hit three days later				
Twisted and mangled				
Two farms away				
Bill Smith, the postman				
Send to Ford				
Oakville				
Money for scrap metal				
Metal into a large crate				
Five weeks passed				
Letter came				
“Don't know what hit your car?”				
Repaired the damage				
New car				
Delivered in ten weeks				

Totals _____



BUILDING A STORY

Adapted from an exercise by Brian Cole Miller.

OBJECTIVE: To get people to work together through communication.

PROCEDURE: Each group should sit or stand in a circle or around a table. Each group will create its own story about the organization or work culture, one word at a time. The first person begins with "Once upon a time," to which the next person adds only one word which connects and makes sense to all previous words. If a new sentence is to be started then the person who wants to end the sentence must say "period," but it must truly be the end of a sentence before you can say "period." Participants must say their word loudly and clearly so that everyone can hear it. If a person wishes to pass, they point to the next person. The instructor can end the exercise at any time.



PARTICIPANTS: ANY NUMBER OF GROUPS WITH 6 TO 15 PARTICIPANTS EACH.

EQUIPMENT: NONE



To get people to work together through communication

DEBRIEF:

- 1) What did you find easy and difficult about this exercise?
- 2) Could you have told a better story on the same subject yourself? Why?
- 3) Why did people pass? How did the others feel about having people pass?
- 4) Did you think that someone hijacked the story by the word they added? What was the impact of this?
- 5) How does this exercise relate to what happens in the office?

Variations of this exercise

- 1) Have people point to who goes next.
(Debrief: How did this make people feel as part of the group?)
- 2) Do not take turns but just let anyone add a word.
(Debrief: Who spoke up the most and what was the impact of this?)



LISTEN BEFORE YOU SPEAK

Adapted from an exercise by Brian Cole Miller.

OBJECTIVE: To demonstrate how difficult it is to listen and summarize an argument on a controversial topic.

PROCEDURE:

- 1) Have the participants join up in pairs.
- 2) Give one person in each pair four cards.
- 3) The person with the cards chooses a topic from one of the cards and speaks nonstop about her/his views on the subject for three minutes. The rest of the cards remain hidden.
- 4) The other person listens without saying anything or changing their body language.
- 5) After three minutes, the listener has one minute to summarize what she/he has heard. There is no questioning or debating about what was said or heard.
- 6) Reverse roles and choose another subject from the cards.
- 7) The instructor provides a 30 second warning that their time is coming to a close.



PARTICIPANTS: ANY NUMBER OF PAIRS.

EQUIPMENT: TWO 3X5 INDEX CARDS FOR EACH PERSON. WRITE A CONTROVERSIAL SUBJECT ON EACH CARD SUCH AS ABORTION, CAPITAL PUNISHMENT, COST OF HEALTH CARE, CHILDREN'S RIGHTS, LANDLORD'S RIGHTS, ETHNIC CLEANSING, SKATEBOARD PARKS, AIDS, DRUG CULTURE, TEENAGE SEX, MY FAVORITE MOVIE OR TV SHOW, USE OF TVS IN THE HOME, AND ONES THAT WOULD RELATE DIRECTLY TO YOUR ORGANIZATION SUCH AS PREFERRED PARKING SPACES, PROFESSIONAL DEVELOPMENT, UNIONS, MANDATORY RETIREMENT AGE, OVERTIME PAY, FLEXIBLE WORKING HOURS.

How would this listening exercise apply in the workplace?

DEBRIEF:

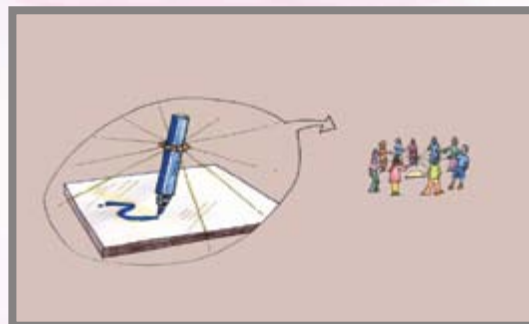
- 1) How did the listener feel without being able to respond or interject?
- 2) How did the speaker feel when there was no feedback? What kind of feedback would the speaker have liked?
- 3) Were there any differences between the monologues?
- 4) Did the listener have an accurate summary?
- 5) How would this listening exercise apply in the workplace?

TWO INDEX CARDS
PER PERSON



BULL WRITE FOR STAFF AND MANAGERS

OBJECTIVE: To demonstrate the importance of both horizontal and vertical communications in an organization and the need for everyone to see the bigger picture of what they are doing. To demonstrate that working in silos is not a healthy way of doing business in an organization.



PROCEDURE: 1) Divide the group into two parts of 20 staff and five managers. Have the managers wait outside the room for further instructions.



2) The staff then form a circle with each person taking hold of the loop end of each string so that you end up with spoke wheel effect. The marking pen in the ring should face down towards the floor. The staff must hold on to only the loop end of their string. They are then to wait in this position until the managers have been given their instructions. At that point, staff will be asked to close their eyes for the remainder of the exercise and to follow the directions of the manager assigned to them. Assure them that no one will get hurt. If there are not twenty people, it is possible to have some people double up by holding two strings.

3) Instruct the managers that they are responsible for supervising four staff people or slightly fewer if you have less than 20 (every staff person must be supervised by a manager). Explain that the staff people are standing in a circle with each person holding a string that goes to a ring that holds a

marking pen. When the managers enter the room, the staff will be asked to close their eyes for the remainder of the exercise. They have no idea what they are to do other than the managers will give them instructions. The instructor then places the white board under the pen and removes the top of the pen so that the pen can be maneuvered to write on the white board. The managers are given instructions from the CEO to get their staff to print the word SUCCESS on the white board. The managers cannot speak to each other.

PARTICIPANTS: 25 BUT CAN BE ADJUSTED SLIGHTLY UP OR DOWN.

EQUIPMENT: 20 STRINGS TIED TO A 1 ½" OR 2" SOLID RING. THERE SHOULD BE A SMALL LOOP, BIG ENOUGH FOR A FINGER TO SLIP THROUGH, ON THE OTHER END OF EACH STRING. TAPE A NON-PERMANENT FELT PEN SO THAT IT IS SUSPENDED IN THE MIDDLE OF THE RING BUT USE ENOUGH TAPE TO ENSURE THAT THE MARKING PEN IS HELD SECURELY AND UPRIGHT IN THE RING. A WHITE BOARD OF APPROXIMATELY 3' X 2'. THAT WILL FIT ON TOP OF A SMALL TABLE (THE TABLE IS OPTIONAL AS THIS EXERCISE CAN BE DONE ON THE FLOOR). A PAPER TOWEL OR CLOTH FOR ERASING THE PEN MARKS ON THE WHITE BOARD.

				
20 STRINGS	RING	FELT MARKER	TAPE	WHITE BOARD/ERASOR

CONTINUED



BULL WRITE FOR STAFF AND MANAGERS

CONTINUED

They can only communicate with other managers by sign language. A manager speaks only to his/her staff. They cannot tell their staff what they are doing as in, "We are writing a word or drawing the letter S." They can tell only their staff to move their string to the right or left or up or down, or pull or release tension on their string. Managers cannot go inside the staff circle. Managers are not allowed to plan their strategy in advance. They have a responsibility to carry out the directive received from the CEO. Allow the managers 10 minutes to complete the exercise, with a warning time after eight minutes. Have the staff open their eyes and guess what the managers were trying to get them to write on the white board.

Second phase: Erase any markings on the white board. Ask the managers to step away from the circle. With their eyes open, ask the staff to print the word SUCCESS. Remind the staff that they must hold onto only the loop end of their strings. The staff will be able to organize themselves to do this quite easily and with a great sense of accomplishment.

To demonstrate the importance of both horizontal and vertical communications

DEBRIEF:

The first phase of the exercise.

- 1) Ask the staff how they felt during this part of the exercise.
- 2) Ask the managers how they felt.
- 3) Why was it impossible to accomplish the task?
- 4) Explain this is what happens when an organization works with isolated departments that are all trying to produce a product or service but there is no communication between the departments, only vertical communication from above in the organization.

The second phase of the exercise.

- 1) Why was the staff able to complete the exercise so easily (they could all see the bigger picture of what they were trying to do and worked together on a common task).
- 2) How did they organize to accomplish the task?
- 3) What are the criteria for good horizontal communications in an organization?



ASSESSING YOUR LISTENING SKILLS

Good listening skills can make you a more productive, connected and empowering TEAM leader and TEAM member. Answer the following questions to see how well you score and then ask your immediate colleagues and those you supervise to do the companion 360 degree feedback assessment on your listening skills. By comparing the results, you will know whether you are a good listener.
 Circle your response to each statement as follows: 1= Almost never; 2= Rarely; 3= Sometimes; 4= Frequently; 5= Almost always.

Behaviour:		AN	R	S	F	AA
1	I seek to understand the other person before trying to be understood.	1	2	3	4	5
2	I consciously think about how I am listening to someone who is speaking to me as opposed to only thinking about what I am going to say to that person as a response.	1	2	3	4	5
3	I look people in the eyes when I am listening to them.	1	2	3	4	5
4	I allow the speaker to finish without interrupting him/her.	1	2	3	4	5
5	I actively try to remember important facts that I am hearing.	1	2	3	4	5
6	I make a point of remembering the name of someone whom I have just been introduced to and I am now listening to.	1	2	3	4	5
7	I repeat or paraphrase vital information to a speaker when I am not sure that I have heard or understood her/him correctly.	1	2	3	4	5
8	I am able to concentrate on what a long-winded person is saying without letting my mind wander.	1	2	3	4	5
9	I do not get agitated when I hear something with which I disagree.	1	2	3	4	5
10	I tune out distractions, like the telephone, when listening to someone.	1	2	3	4	5
11	I listen "between the lines" to understand the underlying meaning.	1	2	3	4	5
12	My body language shows that I am actively listening.	1	2	3	4	5
13	I am regularly affirmed by people that I have heard them correctly.	1	2	3	4	5



ASSESSING YOUR LISTENING SKILLS

CONTINUED

Behaviour:		AN	R	S	F	AA
14	When listening to someone on the phone, I do not get distracted by what is on my desk.	1	2	3	4	5
15	A teammate's tone of voice and body language will tell me more about how they feel than the words he/she uses.	1	2	3	4	5
16	I reflect a teammate's feelings in my response to them as in "You seem upset by."	1	2	3	4	5
17	I offer an "uh-huh" or "okay" or a nod to let the speaker know that I am tracking with her/him.	1	2	3	4	5
18	I do not try to complete someone else's sentence even though I may be familiar with the subject.	1	2	3	4	5
19	When someone is critical of me, I try to find out more rather than get angry or upset.	1	2	3	4	5
20	I enjoy finding out about other people and why they think the way they do.	1	2	3	4	5

SCORING:

80 or higher: An excellent listener

70-79: A better than average listener

55-69: You have room for improvement

54 or lower: Begin serious work to improve your listening skills.



CHECKING SOMEONE ELSE'S LISTENING SKILLS (360 DEGREE FEEDBACK)

Good listening skills can make a more productive, connected and empowering TEAM. Please evaluate _____ on their listening skills. This exercise is designed to help this person improve, where necessary, their listening skills. Based on what you observe of this person, circle the appropriate response to each statement as it applies to that person:
 1= Almost never; 2= Rarely; 3= Sometimes; 4= Frequently; 5=Almost always.

Behaviour:		AN	R	S	F	AA
1	Seeks to understand the other person before trying to be understood.	1	2	3	4	5
2	Appears to think about how he/she listens to someone who is speaking as opposed to only planning a response to the speaker. (Usually depends on how fast they try to respond.)	1	2	3	4	5
3	Makes eye contact when listening to a speaker.	1	2	3	4	5
4	Allows the speaker to finish without interrupting her/him.	1	2	3	4	5
5	Actively focuses on remembering important facts.	1	2	3	4	5
6	Remembers names of people whom he/she has just met.	1	2	3	4	5
7	Repeats or paraphrases vital information when not sure that he/she has heard or understood the speaker correctly.	1	2	3	4	5
8	Able to concentrate on what a long-winded person is saying without letting their thoughts wander. (Usually demonstrated by body language.)	1	2	3	4	5
9	Does not get agitated when he/she hears something with which he/she disagrees.	1	2	3	4	5
10	Able to tune out distractions when listening to someone.	1	2	3	4	5
11	Listens "between the lines" to understand the underlying meaning.	1	2	3	4	5
12	His/her body language shows that he/she is actively listening.	1	2	3	4	5
13	People indicate that he/she has heard them correctly.	1	2	3	4	5



CHECKING SOMEONE ELSE'S LISTENING SKILLS (360 DEGREE FEEDBACK) CONTINUED

Behaviour:	AN	R	S	F	AA
14 Able to stay focused during telephone conversations.	1	2	3	4	5
15 Can correctly read the body language of others.	1	2	3	4	5
16 Reflects a teammate's feelings in his/her response to them as in "You seem upset by."	1	2	3	4	5
17 Offers an "uh-huh" or "okay" or a nod to let the speaker know that he/she is tracking with her/him.	1	2	3	4	5
18 Does not try to complete someone else's sentence even though she/he may be familiar with the subject.	1	2	3	4	5
19 When someone is critical of her/him, he/she tries to find out more rather than get angry or upset at the critic.	1	2	3	4	5
20 Enjoys finding out about other people and why they think the way they do.	1	2	3	4	5
	1	2	3	4	5

SCORING:

80 or higher: An excellent listener

70-79: A better than average listener

55-69: Has room for improvement

54 or lower: Needs serious work to improve his/her listening skills.



CLOSED AND OPEN QUESTIONS

OBJECTIVE: To raise awareness of open and closed questions and how they are used.

PROCEDURE: Each person is given a card. They are to circulate around the room and, holding their card up to another person, ask an open(o) question about the other person's work and then turn the card over for a closed(c) question. If they are correct, the other person places a check mark on their card. Then the other person asks a C and then an O question about the person's work and are checked if correct. (A closed question could be: "How many hours per week do you work here?" or, "When did you join the organization?" or, "Do you like your job?" An open question would be: "How do you begin your work each day?" or, "What made you choose to work with this organization?" or, "Tell me about your happiest day on the job?" or, "What is it like to work in your department?") If the person can ask a closed and open question on the same subject, (i.e., by transposing the question), then they receive double check marks for both. (For example, "What is the name of your supervisor?" as a closed question and "What is one thing that your supervisor does to encourage you?" as an open question. Or "Have you ever met the CEO?" vs. "What is it like to work with the CEO?"; or, "Did you come to work yesterday?" vs. "What did you do at work yesterday?") The person then moves onto another person but must ask a different open and closed ended question each time. The idea is to get as many check marks as possible for a correct open and correct closed question. There are no check marks for incorrect questions in either category. Questions are not to be answered in this exercise or necessarily be capable of being answered by the person. The point is to be able to distinguish between the two kinds of questions.



PARTICIPANTS: UNLIMITED

EQUIPMENT: ONE 3X5 CARD FOR EACH PARTICIPANT. WITH A MARKING PEN PRINT A LARGE CAPITAL "O" ON ONE SIDE AND A LARGE CAPITAL "C" ON THE OTHER SIDE OF THE CARD.

ONE CARD PER PERSON

MARKER

DEBRIEF:

- 1) Do you have more check marks for correct open or correct closed ended questions?
- 2) Did you find it easier to ask open or closed questions?
- 3) Did you have difficulty thinking about how you could transpose a closed question into an open question?



ENHANCING TEAM PRESENTATIONS

OBJECTIVE: To get people to listen to other points of view beyond their own.

PROCEDURE: Ask four volunteers to come to the front of the room and give each one a card. Each card will have one word written on it: bike, walk, car, bus as the best means of traveling around. Each person is to explain to the group in one minute why what they have written on their card would be the best way to accomplish the following tasks that the facilitator reads out:

- Picking up a snack at the grocery store one kilometer from your home.
- Getting to a job interview three kilometers away from your home.
- Going to visit your mother who lives 20km from your home. The rest of the group should note what arguments the presenters use to make their case.

DEBRIEF:

- Participants should see some of the following reasons arise in the presenters' arguments: a person's status, convenience, speed, cost, health, security, past experiences, doing the right thing, time for presentation, safety, etc.
- Ask the presenters how hard they found it to present an argument that may not be what they actually believe.
- Ask the note takers whether they found it hard to believe certain arguments and why that was. (i.e., not well framed, illogical, incomplete ideas, lack of passion, etc.) Did they have trouble determining what was best in the situation being evaluated?
- How does this exercise relate to your work situation? What criteria do you use in evaluating a presentation by your colleagues?



PARTICIPANTS: 10 TO UNLIMITED

EQUIPMENT: FOUR 3 X 5 CARDS AND PEN AND PAPER FOR EVERYONE.



4 CARDS



ONE PEN AND PAPER PER PERSON

Variations of this exercise

There are many different scenarios that could be used in this exercise. For example, the best way to get people involved in thinking through issues raised at a staff meeting are: Card one: Get people to role play. Card two: Get people into small groups for discussions Card three: Have everyone take notes while the senior person in the group speaks followed by a question period. Card four: Have more than one person speak to parts of the issue under discussion. Scenarios maybe: a) discussing how to improve sales; b) trying to resolve a conflict over who is responsible for determining the specifications of an item to be purchased from a supplier; c) deciding where staff and administrators should be allowed to park in relation to the main office building.



BRIDGE BUILDING

OBJECTIVE: To evaluate a team operation through mutual observation and feedback.



EQUIPMENT: one roll of 60 sheets of newspaper (sheets not pages) held together with an elastic band, one roll of 1/2" or 3/4" masking tape, four round balloons of equal size (9"-12") but different colors, and one good size telephone book for each group of four. The instructor will require a watch or stop watch to keep time.

And a sheet of instructions for each observer with the following directions:

PARTICIPANTS: ANY NUMBER OF GROUPS OF FOUR.

Questions for observer:

1. Was a team leader chosen? If so, how? If not, why not?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60 SHEETS OF NEWSPAPER	4 BALLOONS	1 TELEPHONE BOOK PER GROUP	ELASTIC BAND	TAPE	STOP WATCH	SHEETS OF INSTRUCTION

2. In the planning phase:

- Did everyone on the building team contribute ideas? If not, were quiet team members encouraged or asked for their thinking? (a mark of a well-functioning team.)
- Did anyone dominate the decision making? If it was the team leader, did everyone assume that he/she was the decision maker? If someone other than the team leader dominated the decision making, did the team leader attempt to balance the situation?
- Did the team stop at the first strategy or create several options to choose from? Were anyone's ideas ignored or not commented on? Why?
- Was a plan made for how to best use the materials?
- Was a plan made for how to best use the talents on the team? Did everyone have a job to do?
- Was a contingency plan created in the event that the first idea did not work?

3. In the building phase:

- Did the team follow the agreed-upon plan?
- How were mistakes corrected?
- Did every team member perform their jobs? If not, how did the team leader or the team ask for accountability?
- Was there any time when a team member was not engaged in the building process? Why?

4. What could the team have done to be more successful as a team?

5. What could each team member have done to enable the team to be more successful in accomplishing their task?

PROCEDURE: Each group of four people selects one person to act as an observer while the other three function as a team to build a bridge with the materials given to them. The bridge must be strong enough to support the weight of the telephone book and high enough for the telephone book to pass vertically under it without touching the bridge's supports. The telephone book is to be used for testing the bridge and cannot be part of the construction.

CONTINUED

BRIDGE BUILDING CONTINUED

- 1) The bridge does not need to have a roadway leading up to the main part of the bridge. Only the balloons, newspapers and masking tape can be used in the construction of the bridge. The bridge can be built on the floor or a table but these form only the base for the bridge.
- 2) The observer may not participate in the building of the bridge or talk to the team members. His/her job is to observe and to evaluate how the team functioned according to the questions on the observation sheet. He/she may not show their questions to the team members.
- 3) The team is given five minutes to plan how they will build the bridge, during which time they may not touch any of the building materials.
- 4) The instructor will say when the building can commence.
- 5) The objective is to see which team can build and test the bridge the fastest.
- 6) When the bridge is ready to be tested, the team summons the instructor to validate the test. If successful, the teams' time is recorded for comparisons.
- 7) When the bridge has passed the test, the observer will debrief the team on their collective and individual performance based on the observer's questions.
- 8) Bridges should not be dismantled until other teams have had an opportunity to compare designs and the instructor gives the okay.

Evaluating the Feedback:

- 1) After the team has heard the evaluation of their observer, each team member will then evaluate the observer's feedback on the following basis:
 - a) Do I know how we performed as a team?
 - b) Do I know how I performed as an individual member of the team?
 - c) Do I know what I should continue to do and what I should change if the exercise were repeated?
 - d) Do I know how I can help my teammates to work better as a team?

The objective of this two-way feedback is to improve individual and team performance. In a successful and full evaluation, the observer (like a supervisor on the job) must also be evaluated.

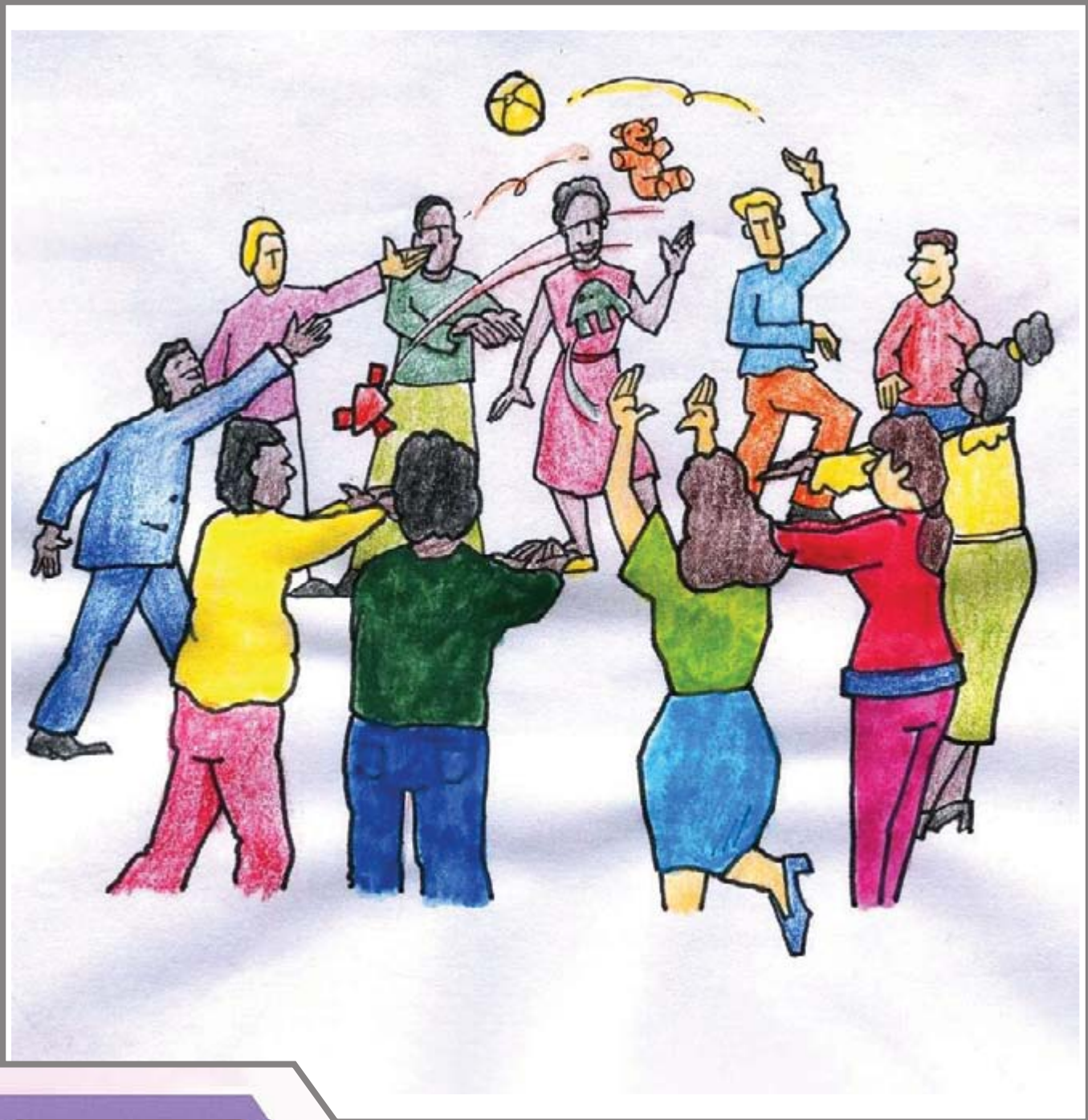
You can always do better. A winning team has done this exercise in 45 seconds. The average is eight minutes.

**To evaluate a team operation
through mutual observation
and feedback**



GROUP JUGGLE

OBJECTIVE: To improve communication within groups, emphasize the importance of focus, the limits of multitasking, and the leader's overall responsibility.



GROUP JUGGLE CONTINUED

PROCEDURE: Participants stand in a close circle (elbow room only) with their hands cupped in front of them. One person is designated "the beginner" and beside that person "the finisher." Instruct the participants that you will give the beginner a ball (start with an easy object) and he/she is to throw it to a person in the circle who is not standing on either side of him/her. Each person can receive and throw the ball only once. The ball is tossed around the circle and ends up with the finisher. Avoid throwing the ball to every second person around the circle, in other words, mix up the pattern by throwing it to someone across from you in the circle. As each person receives and throws the ball to the next person,

they drop their hands to their side so that it is easy to determine who has not yet received the ball. Participants must remember who they received the ball from and tossed it to because this pattern will be repeated. Let the exercise begin so that the pattern is set. Once the first round has been completed, repeat the exercise by introducing different objects to the beginner with the same pattern for throwing being repeated with each object. The facilitator must emphasize that the same pattern is followed by each object. When it becomes chaotic with people dropping the objects or having too many in their hands, stop and restart the exercise to get the pattern firmly fixed in the participants' minds. When the finisher receives the ball, have him/her place it at their feet.

PARTICIPANTS: MINIMUM OF 10 AND UP TO 20 IN EACH GROUP.

EQUIPMENT: A BAG FULL OF SMALL, UNUSUAL SHAPES/OBJECTS (BALLS, STUFFED TOYS, NOISE MAKERS, SQUARES, SMALL RUBBER ANIMALS, ANYTHING THAT FEELS UNUSUAL OR UNCOMMON ITEMS LIKE WIGGLIES, ETC.) THAT CAN BE THROWN AROUND WITHOUT HURTING SOMEONE. THESE OBJECTS CAN BE PURCHASED AT PET, TOY, AND DISCOUNT STORES. THE NUMBER OF OBJECTS SHOULD EQUAL THE NUMBER OF THE PARTICIPANTS.



BAG



ONE ASSORTED OBJECT PER PERSON

DEBRIEF: As more objects are introduced, the process may become chaotic as people drop the objects or objects collide in mid air. Stop the exercise at this point and ask what the problem is -(lack of focus, someone not ready, someone forgot the pattern, objects colliding etc.) Ask if they could do it better. What would it take to do it better?(making eye contact, calling out a person's name before throwing an object to them, determining at what level and pace you will throw your objects.) Restart the process and try again. Save the most unusual or more- difficult-to-handle objects to the end of the exercise. All objects should go through the exercise so that as much activity as possible can take place at the same time.

Debrief again on:

1. What makes it work?
2. What is the responsibility of each group member?
3. How did you feel when someone you threw an object to dropped it? Whom did you blame?
4. How does this exercise relate to our work?
5. When do we not focus at work and what do we need to do about this?
6. What do the fallen objects represent in real life? (People falling through the cracks.)
7. What does the leader have to do in this exercise? (Participate as well as be aware of how the whole is working out, where the problems are, and what can be done to fix them.)



GROUP JUGGLE CONTINUED**Variations of this exercise**

Instead of using multiple objects with one pattern, use just three objects with different patterns. Start off one at a time to establish the first pattern, followed by a second pattern for the second object and then repeat with the third object and another pattern. Then, do the exercise with all three objects at the same time. In each case each object begins with the beginner and ends with the same finisher. Then use the first pattern for all three objects following each other.

+Debrief:

- 1) Which is easier and why? Relate this to multitasking. What does this tell us about how we should organize our organization or team?
- 2) After the initial pattern has been set, run a competition for doing it the fastest, either against the clock or against other groups of the same size. Use the same debrief as the original exercise.
- 3) Once the pattern has been established, quietly have one person step out of the circle and walk around it while the group continues passing the objects.

++Debrief:

- 1) What happened and how did the group feel? What happens when one member of the team opts out or is not present? What do we do to adjust?
- 2) Instead of using multiple objects, toss two objects at the same time to the same person. This is especially good for a small group of people.

+++Debrief:

- 1) Was there anything you could have done to eliminate the problems that you encountered?
- 2) How does this relate to problems we have in the workplace and what do we do to solve these problems?

**To improve communication within groups,
emphasize the importance of focus,
the limits of multitasking and the leader's
overall responsibility**



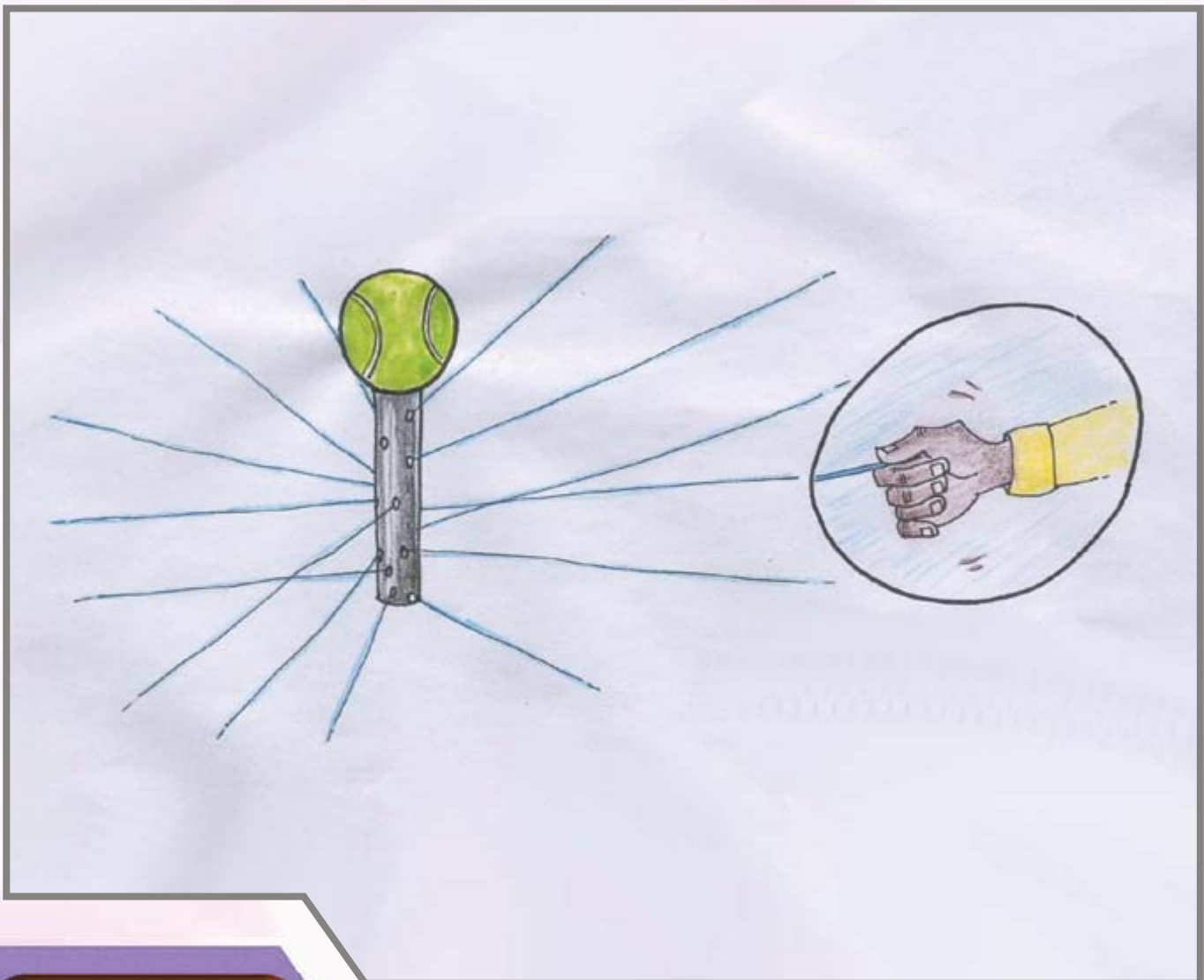
BALL TRANSFER

OBJECTIVE: To enable a group to work together as a team with emphasis on who takes the leadership and how communication takes place.

PROCEDURE: The participants are instructed to form a circle around the pipe and each participant is to pick up the end of a cord. If there are more cords than participants, several participants may need to hold two cords. The pipe is set on the ground with a ball on top of the pipe. Begin with the tennis ball. The team is to raise the pipe without letting the ball fall off. Each participant must remain at the end of their cord.

CONTINUED

PARTICIPANTS: 10 TO 12 IN ANY ONE GROUP WITH THE SAME NUMBER IN ANY ADDITIONAL GROUPS.



BALL TRANSFER CONTINUED

Only the instructor or a designated extra person may replace the ball on the pipe if it falls off. The object is to get the team to work together by keeping enough tension on their cords so that the ball does not fall off of the pipe. The team is then to move the ball on the pipe a certain distance (usually about 30'-40') and then to pass through at least one narrow area -- a doorway, if this exercise is being done inside, or markers on the ground outside). Each person must pass through the narrow area before returning to their original position. If the ball falls off, everyone must stop where they are until the ball is replaced on the top of the pipe. The instructor or a designate keeps track of how many times the ball falls off and the total time that the exercise requires. The larger ball is much more difficult to keep on the pipe and may be substituted for the tennis ball once the group has moved through the narrow area. You should allow the team to practice raising the pipe with the ball on it several times before the exercise begins, if it is to be a competition.

EQUIPMENT: A 2" TO 3" PIECE OF 2" DIAMETER PVC PIPE THAT HAS 12 HOLES DRILLED AT RANDOM AROUND THE PIPE. A PIECE OF 10' LIGHT CORD OR HEAVY STRING IS PASSED THROUGH EACH HOLE AND TIED ON THE INSIDE OF THE PIPE SO THAT IT WILL NOT SLIP OUT OF THE HOLE. WHEN THE STRINGS ARE STRETCHED OUT FROM THE PIPE THEY SHOULD FORM A CIRCLE WITH THE PIPE BEING VERTICAL TO THE GROUND (I.E., ONE END FACING UPWARDS AND THE OTHER TO THE GROUND). A TENNIS BALL AND A LARGER LIGHT BALL THE SIZE OF A VOLLEY BALL. A STOP WATCH.



DEBRIEF:

1. Who gave leadership?
2. What frustrations did the group feel?
3. How were these resolved?

4. Why did some members not contribute to the discussion of how to do this exercise?
5. What made the exercise go well or not so well?
6. How could this exercise be used to improve teamwork and communications in the workplace?

Variations of this exercise

1. Have teams compete with each other. Groups receive a 15 second penalty for every time the ball falls off the pipe. The winner is the fastest group.
2. Have one team made up of women and another of men. Debrief on how they communicated. Mix the groups up and find out who gave the leadership in the mixed group. Did the men lead and communicate differently than the women? How did the men and women change their interactions in the mixed group compared to the all male and female teams? Or, do this with discernibly different groups of participants such as sales vs. office workers.
3. Have the group move a clear plastic cup with the water in it (three quarters full) from ground level to the top of a table or platform, by using light ropes or strings tied evenly to and around a strong elastic band (stretched), without tipping over, spilling the water, or dropping the cup.



FEEDBACK

(Adapted from an original exercise by Steve Sugar and George Takacs)

OBJECTIVE: To help a team prioritize their activities, promote group feedback, create dialogue, and begin a project.

PROCEDURE: Divide the group into teams of four to six members. Write an appropriate sentence on the flip chart. Distribute a pad of post it notes to each team. Have each team complete the sentence on each post it note. Have each team post their completions on a flip chart under the sentence. Have everyone select the three best responses. This should be the basis for further discussion and reflection.

The sentences can vary according to the desired outcome. Here are some samples:

- The next major task that this team should focus on is . . .
- What I want to know most about our organization is . . .
- The most important task for this team at this time is . . .
- The best use of our time today would be . . .
- The next step in solving our problem should be . . .
- To make this work we need to have the following resources . . .
- The best thing that could happen to this team is . . .
- I believe that it will take our team about [hours, days, or weeks] to solve this problem . . .
- To solve this problem we need more information on . . .
- The best thing about this team is . . .
- The thing that we most need to change in order to be a successful team is . . .
- The thing that most concerns me about this team project is . . .



PARTICIPANTS: UNLIMITED NUMBER OF GROUPS OF 4-6 PARTICIPANTS.

EQUIPMENT: FLIP CHART AND MARKER OR OVERHEAD TRANSPARENCY AND PROJECTOR, DIFFERENT COLORED PADS OF 3" X 5" POST IT NOTES AND A PEN OR PENCIL FOR EACH PLAYER.



DEBRIEF:

None needed as the results speak for themselves. The object is to improve brainstorming communications and bring it to a conclusion.



EFFECTIVE TEAM LEADERSHIP:

LEARNING TO LEAD THROUGH RELATIONSHIPS

CHAPTER 6:

Developing Other Leaders Who Will Serve

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SHARE THE TASK

OBJECTIVE: To demonstrate why delegation is important in preventing the leader's burn out and utilizing a team's resources.

PROCEDURE: Out of sight of the participants, the facilitator places the objects on the flip chart paper or poster board so that they are spread over all of the eight squares but there should not be the same number of objects in each square (a couple of the objects could be placed on some of the lines dividing the squares). Place the cover sheet over the objects so that the participants cannot see them until the exercise begins. The objects must be far enough away from the team members so that they cannot see what is on the table or floor.

Ask the team, or teams, to choose as their leader someone who has a good memory for details. That leader(s) is allowed to go to the objects that the facilitator uncovers and is given one minute to memorize what objects she/he has seen before they are covered again. The person then returns to their team and a member of the team records all of the objects that the leader can remember seeing. Allow three minutes for recording. Objects must be identified by their color and nature, as in the examples above. The facilitator then checks the list to ensure that all listed objects are legitimate and the total number of correct ones are tallied for each team. The color and object must match.

The leader is then asked to instruct the team to do the same thing. Allow three minutes before the team members (less the leader) then go to the table (one team at a time) and are given one minute to identify the objects before the objects are covered again. The team then returns to the leader and tells the leader what they have seen, and the leader records the list. The facilitator then verifies which of the listed objects are legitimate and the correct total for each team. At this point, the facilitator can do this by reading off the list of the correct objects for the team to check. Find out which is the best team (having the largest number of correct objects listed), and which team has the largest increase between the leader's original list and the team's list.



PARTICIPANTS: ONE TO SIX TEAMS OF FIVE TO NINE MEMBERS EACH. ALL TEAMS MUST BE THE SAME SIZE.

EQUIPMENT: ONE SHEET OF FLIP CHART PAPER OR POSTER BOARD RULED INTO EIGHT EQUAL SQUARES. 40 TO 50 COMMON SMALL OBJECTS THAT CAN BE IDENTIFIED BY A PREDOMINANT COLOR FOR EACH OBJECT. PARTICIPANTS SHOULD NOT HAVE ANY DIFFICULTY IN IDENTIFYING WHAT THE OBJECT IS. EXAMPLES: A BLUE PEN (EVEN THOUGH THE PEN MAY HAVE SOME GOLD WRITING ON IT), BROWN MUG, WHITE GOLF BALL, YELLOW PENCIL, WHITE BOTTLE TOP, RED CLOTHES PIN, SILVER QUARTER, SILVER PAPER CLIP, GREY MASKING TAPE, YELLOW POST-IT-NOTE, ETC. YOU CAN HAVE MORE THAN ONE OF THE SAME OBJECT AS LONG AS THE COLOR IS DIFFERENT. A COVER SHEET THAT WILL HIDE THE OBJECTS PLACED ON THE FLIP CHART PAPER OR POSTER BOARD. THIS EXERCISE CAN BE DONE ON EITHER A TABLE OR THE FLOOR. A PIECE OF PAPER AND PEN FOR EACH TEAM TO RECORD THEIR ANSWERS. CLOCK OR WATCH FOR TIMING.

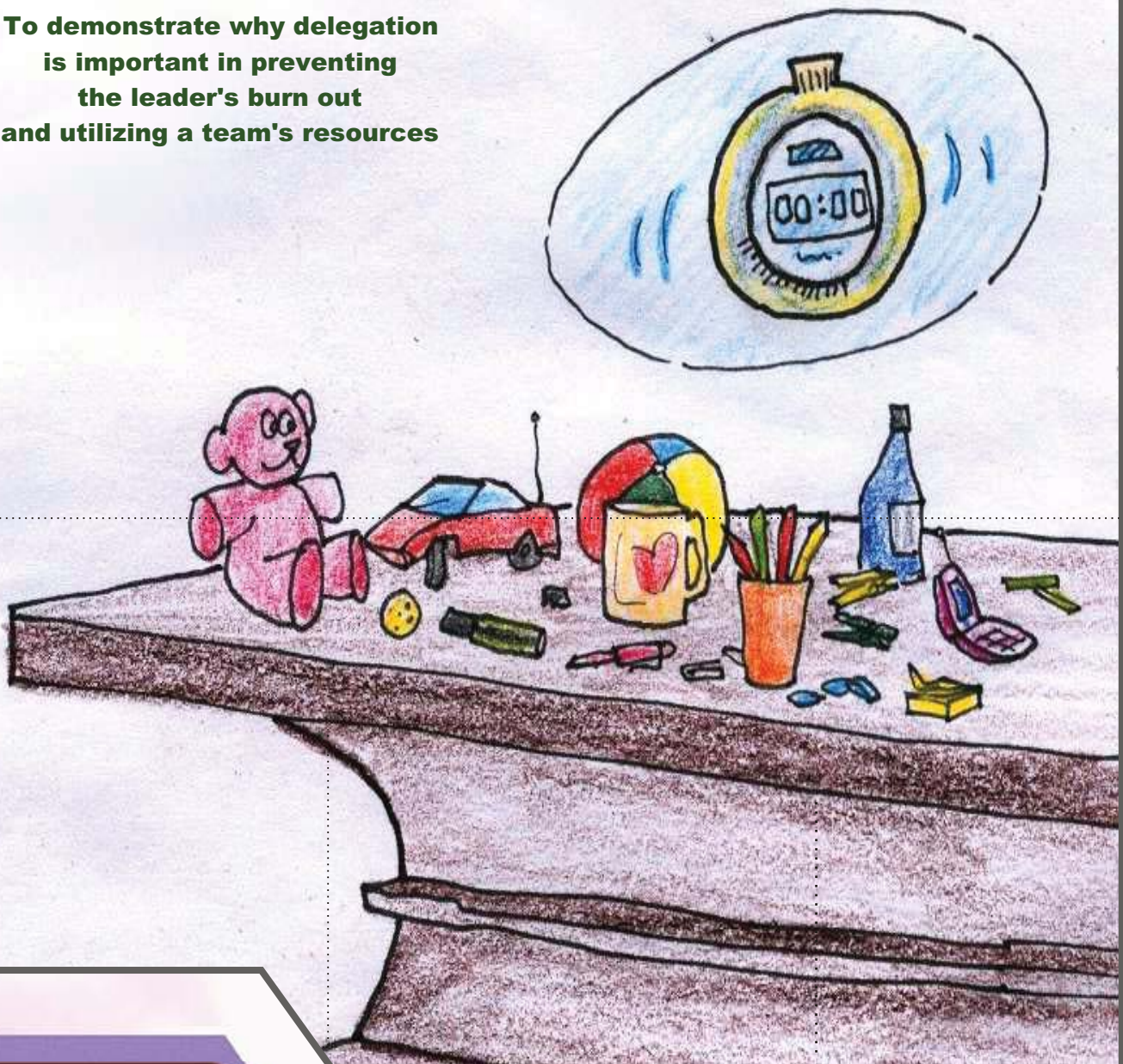
				
FLIP CHART SHEET	40-50 OBJECTS	COVER SHEET	PEN & PAPER PER TEAM	STOPWATCH



SHARE THE TASK CONTINUED

- DEBRIEF:**
- 1) Why was it possible to increase the number of objects between the two lists?
 - 2) How did each team leader delegate the task? What strategy was used?
 - 3) How did team members feel when only the leader was involved in the exercise?
 - 4) What is the benefit of involving everyone in the task?
 - 5) How does this illustration relate to our work situation? How and when do we delegate work to other people?
 - 6) What would it take to improve our delegation process so that we can all reap more of the benefits?

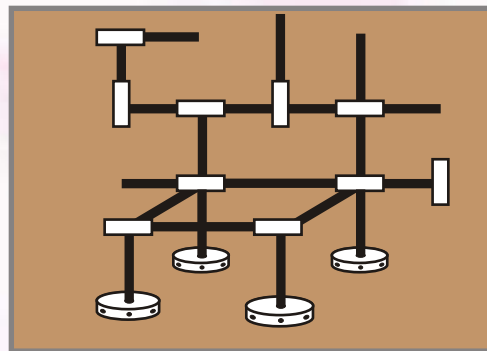
To demonstrate why delegation is important in preventing the leader's burn out and utilizing a team's resources



TINKER TOYS

OBJECTIVE: To learn how to be developmental in improving performance/productivity.

- PROCEDURE:**
- 1) Group (A) constructs in four minutes an object which uses all of the pieces given to them (one set) while the others wait outside of the room.
 - 2) Group (B) is invited into the room and given two minutes to observe the object before it is covered. This group then has no more than eight minutes to construct a replicate using the second set of identical tinker toys. They are encouraged to finish in less than five minutes as this is a competition for the fastest construction.
 - 3) The original object is uncovered by group A and the number of pieces Group B put in the correct place are recorded along with the time that it took for the construction.
 - 4) A third or fourth group go through the same procedure as Group B with the number of their correct pieces and time being recorded for comparative purposes.
 - 5) Using the same original object, the exercise is repeated three or four times to see if the group can reduce it's errors and construction time.



PARTICIPANTS: 2 - 4 TEAMS OF THREE TO FOUR PEOPLE. EACH TEAM MUST HAVE THE SAME NUMBER OF PARTICIPANTS.

EQUIPMENT: TWO IDENTICAL SETS OF A MIX OF NOT MORE THAN 25 PIECES OF TINKER TOYS. STOP WATCH. PAPER AND PEN FOR RECORDING RESULTS. A LARGE TOWEL FOR COVERING THE OBJECT BEING CONSTRUCTED.

2 SETS OF 25 TOYS STOPWATCH PAPER & PEN LARGE TOWEL

DEBRIEF:

- 1) What enabled the group to improve its accuracy and time? (positioning, deciding who would do what)
- 2) What was most difficult about this exercise?
- 3) How did the group decide who would do what in the construction? (What delegating took place? Did empowerment or strengths factor into who did what?)
- 4) What does this tell us about improving productivity in the workplace?

To learn how to be developmental
in improving
performance/productivity

TINKER TOYS

CONTINUED

Variations of this exercise

- 1) Change the original design for each sequence.
- 2) Shorten or lengthen the observation/planning time.
- 3) Rotate the team that is constructing the model.
- 4) Use lego pieces instead of tinker toys.
- 5) Use colored pipe cleaners instead of tinker toys.

**What does
this tell us
about
improving
productivity
in the workplace?**

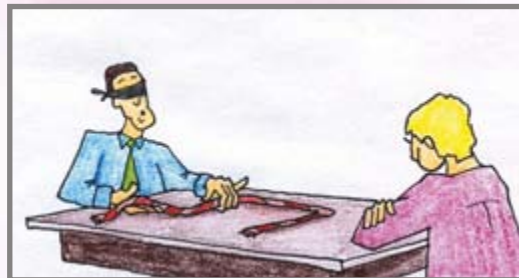


SQUARING THE ROPE IN PAIRS

OBJECTIVE: To experience going from the directive stage to the empowerment stage.

PROCEDURE: This is best done when the pair are sitting across a table from each other. In pairs, person A takes hold of the cord and closes his/her eyes. Person B then orally directs/encourages Person A in how to lay out the cord so that it forms a perfect square. When the square has been formed, A opens his/her eyes to see how well it represents a square.

Without either person touching the cord, Person A now tells Person B that Person B will construct a square without any instructions or feedback from A. Person B closes his/her eyes and forms the cord into a square while A watches but does not say anything. When B thinks that the square is completed, he/she can open his/her eyes and examine how well he/she did.



PARTICIPANTS: UNLIMITED NUMBER OF PAIRS.

EQUIPMENT: FOR EACH PAIR OF PARTICIPANTS A 6' LENGTH OF CORD OR THICK STRING THAT IS VERY FLEXIBLE AND WILL HOLD ITS SHAPE WHEN BENT.



Variations:

- 1) Repeat and reverse roles.
- 2) Make a circle rather than a square.

DEBRIEF:

- 1) Which square was more accurate?
- 2) How did Person A feel during the first part of the exercise, totally dependent upon B to get the job done?
- 3) How did Person B feel in the second part of the exercise, having to do it without supervision but on his/her own to complete the task?
- 4) What would it take to get a more accurate square?

**To experience going from
the directive stage to
the empowerment stage**

THE NUMBERS PUZZLE

OBJECTIVE: To appreciate that there may be more than one way to reach the same team goal.

PROCEDURE:

- 1) Everyone is instructed to write down a three digit number in which all digits must be different (no repeats) e.g. 123.
- 2) Now reverse the numbers (e.g. 321) and subtract the smaller number from the larger number as in $321 - 123 = 198$.
- 3) Reverse this new number (e.g. 198 becomes 891). If your answer ends up being only two digits, then add a 0 to the front of the number in order to create a three digit number. (For example, if your number was $786 - 687 = 99$ then your new number would be 099.)
- 4) Add these two new numbers together: $198 + 891 = 1089$.
- 5) Regardless of the number originally chosen, everyone's answer will be 1089. (If someone does not have 1089, have them recheck their math.) The facilitator could ask several people what their answer is to demonstrate that everyone has the same number.

Can we look at different ways to get to the same team goal?



PARTICIPANTS: UNLIMITED

EQUIPMENT: PEN OR PENCIL AND A SMALL PIECE OF PAPER FOR EVERYONE.

PENCIL & PAPER PER PERSON

To appreciate that there may be more than one way to reach the same team goal

DEBRIEF: Everyone started with a different number but in the end everyone came up with the same 1089. Explain that that is what teamwork is all about. Every team member brings something different to the team, but in good teamwork the object is to accomplish the same goal together. Discuss how this applies at work. What differences do we bring to the team? How can these differences be used to accomplish the team's goal? Discuss the importance of everyone following the same instructions in order to produce the team's goal. Can we look at different ways to get to the same team goal?

SUPER SAVE

(Adapted from Calderone Consulting)

OBJECTIVE: To demonstrate the importance of having someone support you when you take a risk.



PROCEDURE:

- 1) Tie one end of the string to the key and the other to the stem of the glass so that the glass can hang upside down.
- 2) In your right hand, hold a pencil or pen horizontally in front of you so that it is pointing to the audience.
- 3) Drape the string over the pencil.
- 4) Lift the key end of the string until it is horizontal with the pencil.
- 5) Release the key and the glass will fall towards the floor.
- 6) At the last moment, the key will wind around the pencil and stop the glass from descending any further.

PARTICIPANTS: INSTRUCTOR AND AUDIENCE.

EQUIPMENT: ONE INEXPENSIVE STEMMED GLASS, A PIECE OF STRING (36" TO 45" LONG), ONE HOUSE KEY, ONE PENCIL OR PEN.

STEMMED GLASS

STRING

KEY

PENCIL

**To demonstrate the importance
of having someone
support you
when you take a risk**

DEBRIEF:

- 1) Why did the glass not hit the ground? (Practice this beforehand to ensure that you have the right length for the string.)
- 2) How does this apply to the workplace? (In delegating tasks, a good leader knows how much rope to give a person before putting the breaks on. Sometimes you have to let go and trust others to come through on their end).

GROUP EXERCISES

1) Hiring a servant-leader.

Ask the group to come up with 12-15 questions that they would ask in hiring someone from outside of their organization for a senior leadership position in your organization. In doing so the group should be aware that the candidate will have other interviews in the organization. This group's task is to determine if the person is, and would be, a good servant-leader for the organization. Some guidelines to follow are:

- 1) Make the candidate feel comfortable.
- 2) Do not ask closed ended questions.
- 3) Remember, if you show your hand at the outset you may get a candidate who will just be saying what they think you want to hear rather than being a genuine servant-leader.

When the exercise has been completed you can compare your questions to the following ones:

50 POSSIBLE INTERVIEW QUESTIONS FOR A NEW SUPERVISOR WHO IS TO BE A TEAM LEADER

Sample of Opening Interview Questions:

1. Why do you want to be a leader in this organization?
2. Leadership is very important to the future of this organization, would you describe your leadership style.
3. What gives you the greatest satisfaction as a leader?
4. Why have you been successful in your leadership?
5. Describe a Biblical leader who resembles your style of leadership.
6. What opportunities about this leadership position excite you?
7. Who do you consider to be great leaders and why would you choose them? Or describe one or two people who have influenced your leadership style.
8. Describe the organization that best displays the kind of leadership that you admire.
9. What is your passion and how does it motivate you as a leader?
10. How would you describe the leadership style of your last supervisor and how does it differ from your style of leadership?

Sample Questions for Determining the Candidate's Team Leadership:

11. What qualities do you look for in hiring your staff? Or: What do you think followers should see in their leaders?
12. What would you like your employees/colleagues to say about your leadership?

CONTINUED



13. What values do leaders whom you admire possess? Or: What values do you promote through your leadership?
14. What are the principle lessons of leadership that you have learned in your previous position(s)? Or: Tell me about the life experiences that have shaped your view of leadership.
15. What excites you about leading an organization?
16. How do you know if you are doing a good job as a leader?
17. What kinds of problems do your co-workers ask you to help them solve?
18. Describe what you consider to be one of your greatest achievements in your current position.
19. How would you handle an employee who has made the same mistake three times?
20. What lessons have you learned through a recent conflictual situation in your workplace?
21. What are your greatest strengths and weaknesses as a team leader? How do you deal with your weaknesses? Or: Can you describe any leadership skills that you have to rely on others to provide?
22. What process would you follow in developing a mission statement for the organization?
23. How do/would you encourage people to develop their potential in the organization? Or: Tell about a situation in which you were able to develop the potential of another employee.
24. What characteristics do you look for in successful employees? Or: What have you valued most highly about those whom you have worked with in the past?
25. If you were hiring an assistant for yourself in this position, what qualities would you look for?
26. To whom and how do you hold yourself accountable for your performance at work?
27. Describe an act of servant-leadership that you have witnessed in your organization. Or: Give us an example of when you have been on the receiving end of team leadership.
28. Tell us about a time when your ability to lead well depended upon your ability to listen.
29. How does a "healthy" team operate in the workplace?
30. What is your vision for an ideal staff meeting?
31. If you could have the ideal organizational structure, what would it look like?
32. How does leadership fit into your personal mission statement or your goals in life?
33. What have you been doing to ensure that someone committed to team leadership will succeed you in your current position?
34. What does it mean that to lead is to serve and to serve is to lead?
35. You have indicated that you are a Christian. How could Jesus' model of team leadership be relevant to your working environment?
36. How would you respond if someone whom you lead is advanced into a leadership role ahead of you?
37. What are the attributes of a good listener?

CONTINUED



38. What enjoyment do you find in leading your organization/department?
39. How would you model team leadership to others in your organization?
40. Draw a diagram that would explain how you would like to see decisions made.
41. Describe a scenario that shows the difference between task-oriented and people-oriented leadership?
42. As a team leader, how would you structure/organize a meeting of your team?
43. How should team leaders handle mistakes?
44. In an ideal office situation, where would you place your office and why?
45. Tell me about the custodian who services your office area.
46. We have received some complaints about the lack of cleanliness in our part of the building. How would you handle these complaints?
47. How will you know if you have succeeded in serving the organization through this position?

Some sample closing questions to give the candidate an opportunity to assess his/her fit with the organization's leadership style:

48. What would you like this organization to do for you?
49. How can we as an organization best support you in your personal development?
50. Do you have any questions about what we expect of our leaders in this organization?

At the end of preparing for this interview, if the candidate answered all of your questions with what you were looking for, would you have found a team leader? If not, the interview has been a waste of time.

The measure of a leader is not the number of people who serve the leader but the number of people served by the leader.

Team leadership means understanding the needs of those being served.

2) Group Exercise: Identifying a Potential Team Leader.

Identify the critical things that you look for in a leader. To guide your thinking, you may wish to look at what CEO Fred Smith used at FedEx to identify potential leaders in his organization.

How do we identify those who are capable of learning leadership over time?

- 1) Leadership performance in the past.
- 2) The capacity to create or catch a vision.
- 3) A constructive spirit of discontent with the status quo.
- 4) They have practical ideas.
- 5) A willingness to take responsibility.
- 6) A record of completing tasks.
- 7) Enough mental toughness to face criticism.
- 8) Respect from peers and colleagues.

CONTINUED



- 9) Respect from family members.
- 10) A quality that makes people listen to them.
- 11) How do they handle mistakes?
- 12) What will they do in order to be liked?

It's critical to distinguish between the skill of performance and the skill of leading the performance. The most gifted athletes rarely make good coaches. The best violinist will not necessarily make the best conductor. Nor will the best teacher necessarily make the best head of the department. What would you add to or take off this list?

3) Group Exercise: Unleashing the training. Note Jesus' frustration as a trainer and relate this to your own organization.

Both the multitudes to whom he ministered and the disciples had great difficulty understanding Jesus' teachings.

The call to understand and learn

- Matt. 15:10 - And after He called the multitude to Him, He said to them, "**Hear, and understand.**"
- Mark 7:14 - And after He called the multitude to Him again, He began saying to them, "**Listen to Me, all of you, and understand**"
- Will they ever learn or understand? the frustration of a teacher
- Matt. 16:11a - "**How is it that you do not understand** that I did not speak to you concerning bread?"
- Mark 9:32 - But they **did not understand** this statement, and **they were afraid to ask Him.**
- Mark 4:13 - And He said to them, "Do you not understand this parable? And how will you understand all the parables?"

Why are they not learning?

- John 8:43 - "Why do you not understand what I am saying? It is because **you cannot hear My word.**"
- Mark 12:24 - Jesus said to them, "**Is this not the reason** you are mistaken, that you do not understand the Scriptures, or the power of God?"
- Luke 24:45 - Then **He opened their minds** to understand the Scriptures.

Consequences of them not learning or understanding

- Matt. 13:19a - "When anyone hears the word of the kingdom, and does not understand it, the **evil one comes and snatches away** what has been sown in his heart."

They finally understood

- John 12:16 - These things His disciples did not understand at first; but when Jesus was glorified, then they remembered that these things were written of Him, and that they had done these things to Him.

4) Group Exercise: An instrument for evaluating a coach in the workplace

Evaluate the workplace coach based on the following characteristics that produce a healthy teamwork atmosphere. Circle the correct response as follows: 1 is never present (NP), 2 is occasionally present (OP), 3 is undecided (U), 4 is usually present (UP), and 5 is almost always present (AP). 3 should be used sparingly as it indicates that you do not know your coach very well. These characteristics are based on the work by Tom Peters and Nancy Austin in *A Passion for Excellence*.

QUESTIONS: My Coach		NP	OP	U	UP	AP
1	Challenges me to do my best	1	2	3	4	5
2	Sets a good example for me	1	2	3	4	5
3	Keeps confidences	1	2	3	4	5
4	Explains the reasons for instructions and procedures	1	2	3	4	5
5	Helps me work through my own decisions	1	2	3	4	5
6	Demonstrates a genuine care about how I am doing	1	2	3	4	5
7	Gives me my just credit for accomplishments	1	2	3	4	5
8	Is empathetic and understanding of my situation	1	2	3	4	5
9	Listens very well	1	2	3	4	5
10	Is easy to talk to	1	2	3	4	5
11	Keeps commitments	1	2	3	4	5
12	Keeps me focused on the right goals	1	2	3	4	5
13	Is proud of others whom he/she has coached	1	2	3	4	5
14	Never says "I told you so" in a demeaning way	1	2	3	4	5
15	Corrects my performance in private	1	2	3	4	5
16	Never flaunts authority or power	1	2	3	4	5
17	Is available to meet with me when I need him/her	1	2	3	4	5
18	Does not hound me about past mistakes	1	2	3	4	5
19	Celebrates my successes with me	1	2	3	4	5
20	Does not hide bad news from me	1	2	3	4	5
21	Is patient while I learn	1	2	3	4	5
22	Wants to stretch my skills and experiences	1	2	3	4	5
23	Makes me feel confident in what I do	1	2	3	4	5
24	Is a stable influence during a crisis or a problem	1	2	3	4	5

QUESTIONS: My Coach		NP	OP	U	UP	AP
25	Gets everyone involved in solving a problem	1	2	3	4	5
26	Likes to spend time with me and the team	1	2	3	4	5
27	Sets realistic goals for my learning	1	2	3	4	5
28	Communicates philosophy and values of the org.	1	2	3	4	5
29	Treats me as a valuable individual	1	2	3	4	5
30	Enables me to grow and mature in the job	1	2	3	4	5

If your total score is above 140, you have found an excellent coach for you and your team. If your score is between 130 and 139, you have found an average coach and you need to discuss with your coach how the coach can improve in the areas where you scored less than 4. If your score is between 75 and 129, your coach needs to do extensive work on developing better coaching skills with you. If your score is less than 75, then you cannot possibly be successful with this coach. If you have more than three scores of 3 (U), you do not know your coach well enough to assess her/him and this evaluation instrument is not valid.

5) Group Exercise: Developing an Employee This exercise can be done by an individual or a group. Have each person in the group think of someone who is either performing inadequately or developing at too slow a pace, given their potential or the needs of the organization. Decide which person the group wishes to focus on. List all of the things that are holding the employee back under personal issues and task issues. Under personal issues you may have such things as a bad attitude, not liking their supervisor, upset at not being promoted, family illnesses, etc. Under task issues you may include inability to adapt to new computer software, traveling too much, too much responsibility in a given area, etc. Now determine which of the six stages of development that they are most in need of and create a six stage developmental plan that includes new assignments and moves that can be discussed with the employee, with the objective of improving both their capacity and desire to perform well.

6) Group Exercise: Developing a Learning Organization When the Public Service of Canada decided to switch its training and reward system from management to leading, it had to wrestle with government departments becoming learning organizations. A cross-department working group came up with the following characteristics of a learning organization:

- 1) Constant and rapid change is welcomed and engaged in actively and consciously.
- 2) Change is seen as a stimulus for creativity and for active problem solving.

- 3) Change offers scope for continuous individual growth and organizational adaptation.
- 4) The work environment is open to constant improvement (employees take initiatives and managers support employee creativity).
- 5) The worker is capable of constant achievement.
- 6) Employees actively question, reflect upon and share together in redefining the meaning of the work that they do.
- 7) Conventional training as we know it today is a support for the continuous opportunity to learn while working.

[Public Service Working Group on Training and Development in Facing the Future: Transitions and Transformations (nd)., Touraine, QE: Canadian Centre for Management Development, p.7.]

Evaluate these objectives in the light of a true learning organization. What would it take to make a learning organization from this basis?

7) Group Exercise: Developing a Culture for Encouraging Initiatives. In her book *The Change Masters*, Rosabeth Moss Kanter highlights the following attitudes which stifle initiative. As a group, develop the opposite to each and outline how you would make it happen so that team leaders can be developed in this organization.

1. Regard any new idea from below with suspicion - because it's new, and because it's from below.
2. Insist that people who need your approval to act, first go through several other levels of management for approval.
3. Ask departments or individuals to challenge and criticize each other's proposals. (That saves you the job of deciding; you just pick the survivor.)
4. Express your criticisms freely and withhold your praise. (That keeps people on their toes.) Let them know they can be fired at any time.
5. Treat identification of problems as signs of failure, thus discouraging people from letting you know when something in their area isn't working.
6. Control everything carefully. Make sure people count anything that can be counted, frequently.
7. Make decisions to reorganize or change policies in secret, and spring them on people unexpectedly. (That also keeps people on their toes.)
8. Make sure that requests for information are fully justified, and make sure that it is not given out to managers freely. (You don't want data to fall into the wrong hands.)
9. Assign to lower-level managers, in the name of delegation and participation, responsibility for figuring out how to cut back, lay off, move people around, or otherwise implement threatening decisions you have made. And get them to do it quickly.
10. And above all, never forget that you, the higher-ups, already know everything important about this business.

8) Group Exercise: Transmitting Your Learning to Others. So often what inhibits the development of other leaders in an organization is the failure to share the learning experience or lesson. In the group, ask several people to share briefly an outline of a decision or project and what they learned from participating in it that could impact future decisions of projects. The focus needs to be on the process as well as the end results. How was what you learned from this experience transmitted so that others in the organization could learn from your experiences (report, video, brainstorming, etc.)? If such transmittal was not done, develop a plan for doing so as a learning organization.

9) Group Exercise: Improving Your Coaching Feedback.

The coach's purpose in feedback is to improve the player's performance, not put the player down. The focus always needs to be on the behavior rather than the person.

Look at the following situations:

- a) The employee is regularly late for meetings. Instead of saying, "Why can't you ever be on time?" try "We need your input into our discussion right at the beginning of these meetings and this is the second time this week that we have missed it."
- b) The employee has been making a lot of errors. Instead of saying, "How can you keep making these stupid mistakes?" try "How should we assess the errors you have made this week?"
- c) A deadline is looming. Instead of asking, "Are you going to meet the deadline?" try "How is the work coming on your report for Thursday's meeting? Is there anything I could do to help you?"
- d) Inefficient procedure. Instead of saying, "That's a waste of time" try "Have you ever thought of a faster way of doing this?"

Have the group suggest their own workplace conversions and/or complete these:

- A) Dominating discussion. Instead of "You're talking too much" try...
- B) Employee is not paying attention at a meeting. Instead of "Alright, Harry, listen up" try...
- C) Safety issue. Instead of "You're going to kill yourself trying to lift that box" try...
- D) Foul language. Instead of "Oh shut up you big mouth" try...
- E) Dozing off during a meeting. Instead of "Didn't get enough sleep last night?" try...
- F) Improper procedure. Instead of "That's not the way to do that" try...
- G) Cleanliness. Instead of "This instrument is still dirty" try...
- H) Typos in a letter or memo. Instead of "There are seven typos on this page" try...

FILM STUDY

NORMA RAE

The Story

This award winning film describes the growth of Norma Rae Webster from a frustrated mill worker into an effective charismatic union organizer and leader who brings about important changes in the lives of her co-workers. It is based on the true story of Crystal Sutton who, in the 1970s, worked for the J.P. Stevens and Company textile mill in Roanoke Rapids, Virginia, and successfully organised a branch of the United Textile Workers of America. The movie is set in the O.P. Henley Textile Mill and begins with a portrayal of Norma Rae as a prisoner of a stifling routine life in which she works in a noisy, hot, and humid sweat shop. She is the mother of two children, her husband was killed in a bar fight and she is now in a tawdy, part-time relationship with an abusive married man. She is dependent upon her parents, who also work in the same mill, as did their parents. The film chronicles Norma Rae's increasing emancipation from her social environment and her constructive channelling of her rebellious energy into an independent lifestyle and leadership in the mill and the town, that is dominated by the oppressive white mill bosses. The film highlights charismatic styles of leadership, empowerment, and contrasts the different styles of leadership of men and women.

Key Characters:

Norma Rae is the stifled mill worker who becomes an unlikely leader in organizing a union for the workers. She can do things which her mentor, Reuben, cannot do.

Reuben Warshofsky is a well-educated, cosmopolitan, New York raised and based Jew, who comes to town to organize a branch of the union. In doing so, he empowers Norma to become a leader in her own right.

Sonny Webster is a divorced man who marries Norma Rae.

White Bosses at the O. P. Henley Textile Mill.

Important episodes to note:

1. The initial encounter between Reuben, Norma's father, and briefly Norma, describes the social setting that Reuben is entering and the challenges that he will confront as a big, city-bred union organizer.
2. Sonny Webster arrives at Norma's house to apologize for clowning around at work and to ask her out for a drink. The scene tells us a lot about Norma's situation and personality.
3. Reuben addresses an organizing meeting in a local, poor, black church. Note the leadership strategies that Reuben uses to convince his listeners to join the union.
4. Reuben arrives at the mill to inspect the bulletin boards for union notices. In the confrontation with the three mill bosses, what leadership style does Reuben demonstrate? What is the impact on Norma Rae?
5. Norma's leadership style develops through many incidents:
 - a) Norma trying to enlist her pastor's support .
 - b) The lunch counter scene between Norma and Reuben just after Reuben has ordered Norma to leave

CONTINUED



- the union's headquarters for unjustly attacking a male co-worker.
- c) After several white mill hands have beaten up a black mill hand, Norma discovers that the company has posted a notice on the bulletin board that incites racism. While she is copying down the notice, she is confronted by several mill bosses. She then stands on a table to incite the workers.
6. After Norma's release from jail, why is it so important for her to tell her children about her activities and her past? What is the cost of doing right?
7. Reuben's farewell speech to Norma deals with her qualities that have made her a leader.
8. Evaluate Norma and Reuben as charismatic leaders.

Discussion Questions:

- 1) What qualities and circumstances made Norma a leader? Did being a woman help?
- 2) What was the role of Reuben in developing Norma as a leader?
- 3) Describe where you see the stages of leadership development - directive, coaching, supportive, empowering, delegating, training.
- 4) Could a man have orchestrated the development of a union in the same way? Why, or why not?

Alternate Film Study: *The Horse Whisperer*.

PRAYER

Oh Lord, I am but only one person. If this organization is to be limited to my abilities, it will fall short of what you can do through all of us. Help me

to identify other team leaders in this effort. Show me what each one can do well, how to recruit and develop them in the right positions and responsibilities. To do this well, I need intuition and sensitivity that can only come from you as you know your people, their hearts and minds better than anyone else. My trust is ultimately in you guiding my selection of every team leader.

When I empower or delegate to others, I want to be sure to release them from my control so that they can succeed only with your help and guidance. The more I lead, the more I find myself dependent on the skills and experiences of others. They are better at doing some things than I am, and I must recognize this as you have given them to me. But each one can only serve if their gifts are being fully utilized in your service. Enable me to see them as you made, developed and see them. My vision is limited, but yours is forever and I need to know where they fit in your longer scheme of things. They are the leaders who will take the organization into the future. I cannot do this alone, God. Bring them before me, and point me in the right path for developing their leadership.



EFFECTIVE TEAM LEADERSHIP:

LEARNING TO LEAD THROUGH RELATIONSHIPS

CHAPTER 7:

Effective Teamwork

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FILM STUDY

THE FLIGHT OF THE PHOENIX

(A study in the use of relational and task power within the construct of situational leadership and the four leadership styles: visionary, relational, strategic, and operational leaders)

The Story

This is a 1965 film based on Elleston Trevor's novel, when a cargo plane carrying several oil rig workers and two British soldiers crashes in the North African desert during a sandstorm. They are without radio contact or directional bearing needed for them to trek out to safety. At first, they expect to be rescued and appear to have ample supplies of food and water. As the days go by, however, it becomes apparent that being rescued is not likely to happen as they are too far off course for anyone to find them. It is at this point that they have to resort to their own creativity if they are to get out of the desert alive, by trying to rebuild the aircraft before they all perish from the heat, lack of water, and hostile Bedouin. As the pressure mounts, so does the need for leadership, and this produces significant personality and perceptual conflicts between Captain Frank Towns and Heinrich Dorfmann, with Captain Harris and navigator Lew Moran providing their own contributions to the struggle for real leadership. These divergent characters have to learn how to work together for the common good. Both Towns and Dorfmann are driven to the breaking point before Moran intervenes to save the project. This is situational leadership at its best. Note: the more recent version (2004) of the Flight of the Phoenix does not portray the characters in the same light needed for this exercise.

Key Characters

Frank Towns (Jimmy Stewart), the determined captain of the aircraft and positional leader of the expedition.

Lew Moran (Richard Attenborough), the drunken navigator who caused them to be so far off course in the first place, who comes to play the critical role of intervening between the headstrong and feuding Towns and Dorfmann.

Captain Harris (Peter Finch), the British captain who demands that something needs to be done, even if it is unreasonable in the circumstances.

Sergeant Watson, the other British soldier, who resists Captain Harris' positional leadership.

Heinrich Dorfmann, a model aircraft designer, who provides the plan for reconstructing the aircraft that would eventually fly them out.



Discussion Questions:

1. Why does Towns emerge as the leader in the first five days (up to his fifth day's entry in his journal) after the crash?
2. Towns' argument with Captain Harris about taking a group to march out.
3. What does a leader do with someone like Cobb? Did Towns do the right thing in going after him?
4. Why does Dorfmann choose to tell his plan to Lew Moran?
5. What is Towns' basis for arguing against Dorfmann's plan?
6. Is it appropriate for Dorfmann to take extra water? Why does Moran put his face in his hands at this end of the scene?
7. Evaluate the way Captain Harris handles Sergeant Watson over going out to reconnoitre the Bedouin.
8. Why does Towns insist on trying to start the engine? Was Captain Towns right in putting Dorfmann in charge? What role is again emerging for Lew Moran?
9. In the final scene, when Towns receives instructions from Dorfmann on firing the cartridges in the Kaufmann Starter, who is the real leader and why?
10. In what scenes do you see situational leadership emerging from Harris, Towns, Dorfmann and Moran?
11. Compare and contrast the strengths and weaknesses of the leadership styles of Towns and Dorfmann.
12. Evaluate this movie on what it teaches about good or bad teamwork and team leadership.

FILM STUDY

HOOSIERS

(A study in transformational team development and leadership through coaching)

The Story

This film is based on the real-life exploits of the undermanned Milan High School men's basketball team who, against all odds, won the Indiana State Championship in 1954 in a "David vs. Goliath" match-up. On the surface, it appears to be a simple film with an engaging story built around a team and their coach, who achieve their goals. In fact, it is a study in Coach Dale's leadership that involves rehabilitating his career and overcoming his past failure as a coach, reassessing his prior convictions about coaching and leadership, changing how he communicates with and motivates the team, and changing his decision-making norms. He faces significant challenges, including: how to handle opposition from within and without the team; inadequate resources; differing visions on how to develop a winning team; deciding when to alienate certain supporters; risk taking; and empowering others. While there is much excitement and action around the actual games, the focus must be on Dale's leadership of a team effort and its changing manifestations.

Key Characters:

- Norman Dale, a disgraced college basketball coach, who after losing his previous job for striking a player, spends ten years in the navy before he is offered the opportunity to coach the Hickory High School Huskers Basketball Team in Indiana.
- Cletus, the principal of Hickory High School, who gives his old friend, Norman Dale, a chance to get back into coaching and make a fresh start with his life.
- Myra Fleener, the assistant principal at Hickory High School, who resents athletics and is glad that Jimmy, the star of the team, is not willing to play basketball after the death of the previous coach.
- George, the former assistant coach, whose coaching style is at odds with Dale's coaching, which leads to rivalry between the two.
- Jimmy, the star player who, at a critical moment, returns to play for Coach Dale.
- Rade is a skilled offensive player, whose streak of independence leads to clashes with Coach Dale.
- Shooter is an alcoholic ex-basketball coach and the father of one of the players (Everett) whom Dale makes assistant coach amidst much controversy.
- Ollie, the shortest player on the team, who is much maligned but never gives up and, in the end, comes through in an important game.

**A film based on the real-life exploits of the
undermanned Milan High School men's basketball team**

Discussion Questions:

1. Coach Dale's first public meeting with the community boosters for the Hickory team. Could Dale have handled this situation better? Compare with a second meeting when Dale introduces the team to the community.
2. The first team practice. Why does Dale respond differently to George, Ollie and Buddy?
3. Evaluate Dale's decision to remove Rade from the game and to play with only four players.
4. Why does Dale offer to make Shooter an assistant coach under certain conditions?
5. How has Coach Dale modified his leadership style from the beginning of the film in contrast with the end, especially the final decision of the state championship game?
6. Even if the Huskers had not won the state championship, which leadership qualities do you see in Coach Dale and which are lacking?
7. What are the ingredients for successful teamwork portrayed in this film?

A BIBLICAL STUDY IN TEAM BONDING

In his book, *Taking the Lead: Following the Example of Paul, Timothy, and Silvanus* (pp 31-38), Ron Jenson provides some insights on how Jonathan, the son of Saul, became an intimate friend of David. The two became as brothers, working together in spite of Saul's dislike for David. Jenson points out six themes of this relationship that are worth studying and discussing. They also provide a good measuring stick for how a team leader relates to other team members.

- 1) Self-sacrifice for another person on the team (1 Samuel 18:4).
- 2) Concern for another person on the team (1 Samuel 19:2).
- 3) Verbal support for a team member in front of his detractors (1 Samuel 19:4).
- 4) Genuine openness with other team members (1 Samuel 20:1).
- 5) Availability to assist the other team members (1 Samuel 20:4).
- 6) Affection based on demonstrated commitment to another team member (1 Samuel 20:41).

A SAMPLE TEAM COVENANT

EVANGELICAL FREE CHURCH OF LETHBRIDGE
SENIOR PASTOR'S TEAM COVENANT
August 1998

Preamble:

I am a person who brings both strengths and weaknesses to any role I occupy, including "Senior Pastor" of this ministry. One of the strengths in a multiple staff is to celebrate a diversity of skills, styles and personalities. In order to celebrate diversity, rather than squelch it, we are best served by a collective understanding of what "team" means.

A team can be defined as two or more persons moving along a path of interaction toward a common goal or purpose. A team functions because:

- It helps people accomplish more than they could, working individually
- It allows people to use their gifts, skills, and talents more effectively
- It promotes a higher level of production of all involved
- It promotes deeper relationships on the part of the participants.

Team members need to work together to discuss ideas and to generate alternative and creative solutions. Members need to contribute ideas and allow others to expand and build on those. **It is key that everyone on the team has opportunity and feels freedom to offer ideas - even risky and silly-sounding ideas - without being ridiculed or ignored.** Team members don't hide conflict, but rather resolve it. It is key that this be a team effort, and that there be no factions developing around the differences during or beyond meetings. It is absolutely critical that the differences be kept within the team and not be carried outside it.

The communication of team members needs to be frequent and in-depth. Communication should be with, **CONTINUED**



A SAMPLE TEAM COVENANT CONTINUED

and not about, team members. It is off limits to talk to others about somebody if you have not first talked to the person. It is the responsibility of all team members to approach conflict and disagreement non-defensively, and to discuss differences open-mindedly. On a team, no one "wins" an argument. Do not let the sun go down on emotions that follow from differences.

In order to model the manner and method of working with one another, it is essential that we have a clear understanding of how we will work together, relate together and influence each other. In order to demonstrate what we will expect of others, it is important for us to agree on a few foundational principles.

Respectfully submitted by
The Senior Pastor

Hence, we covenant with one another to:

1. Love one another in ministry (Romans 15): bearing one another's burdens (vs 1); edifying one another (vs 2); thinking with one another, rather than against one another (vs 5); worshipping with one another (vs 6); accepting one another (vs 7); admonishing one another (vs 14); sharing material resources with one another (vs 25- 27); praying with one another (vs 30); and refreshing one another (vs 32).
2. Move forward with confidence while acknowledging and celebrating the foundation we have.
3. Engage in frequent and in-depth mutual conversations regarding our persons, processes, and purposes so as to arrive at the best possible solutions and then to stand together in solidarity regarding the decisions. We agree to avoid staff cliques, splits due to lobbying and the like. We will not talk about each other but to each other. We will also keep our staff conversations and personal perspectives confidential.
4. Respect and appreciate the expertise, strengths and interactions of the others.
5. Live and serve with godliness, honesty, and integrity. We will seek to be open in regard to our calendar and its demands. We will do everything within our ability to assist one another whenever possible. We will seek to model God-dependence in our lives.
6. Serve together with diligence, effectiveness, efficiency and good stewardship of time, talent and treasure. We will help each other to be reputable and trustworthy, and will do our best to protect each other from unfair outside criticism.
7. Complement each other's strengths, minimize each other's weaknesses, and have a maximum impact on each other's continuing development. It is understood that delegation of responsibility will increase with time, but even so, every effort should be made toward interdependence rather than independence of function.
8. Inspire each other to give leadership through mutual conversation that moves from listening, to information, to decision, to action plan and then to actual implementation.

We will be precise about expectations, standards and ongoing evaluation toward continuous development of those whom we lead.

CONTINUED



A SAMPLE TEAM COVENANT CONTINUED

- 9. Create a positive culture in which we will seek to give people maximum freedom to develop their talents. We will encourage careful thinking while discouraging critical thinking.
- 10. We will encourage each other privately and publicly, urging each other to dwell on that which is true, noble, pure, right, admirable and praiseworthy. We will confront each other privately, kindly, and biblically.

Summary: When all is forgotten, we will remember Micah 6:8, "He has shown you, O man, what is good. And what does the Lord require of you but to do justly, to love mercy, and to walk humbly with your God?"

I commit myself, as a member of this staff team, to uphold the ingredients of the above covenant by God's grace.

.....
signatures

.....
signatures

This covenant will be reviewed, refined and re-signed annually by all members of the team.

Exercise:

Considering your own organization and team, write your own team covenant that can be discussed and amended by your team.

DISCUSSION EXERCISES

LOOKING FOR TEAM DYSFUNCTIONS

Often teams start well with lots of enthusiasm for the initial task. Over time, however, they may face obstacles that derail them, other priorities take precedence, they turn into a committee and lose their team spirit, or they get into a routine that gets boring. Whatever the reason, they go into a slump. Here are some questions that team leaders and their teams can ask as a means of diagnosing their problems so that they can be dealt with appropriately.

Questions to ask yourself as a team leader and/or team.

- 1. Do we still need a TEAM in order to accomplish what we are to do?
- 2. Should we start a new TEAM with a different purpose?
- 3. Do our supervisors still support our TEAM effort? If not, why?
- 4. How does what we do in our TEAM contribute to the rest of the organization?

5. Do we have definite accomplishments to point to as a TEAM. If not, why?
6. Are our TEAM goals fresh and attractive in the light of what else is happening around us?
7. Do we still derive inspiration from our TEAM's mission?
8. Is our TEAM's mission still relevant to today's strategies and goals?
9. Are our goals in the minds of our members when they act as a TEAM and as individuals?
10. What have we done to improve TEAM processes and meetings?
11. Is our TEAM covenant current?
12. When did we last conduct an internal evaluation of our TEAM covenant as a means of addressing the TEAM's problems?
13. Are we looking at the RPR formula (results, processes, relationships) in assessing our TEAM's successes?
14. Are our TEAM assignments based on the four quadrants of leadership styles and the Strengths Finder Profile? Are we doing what we are good at doing, like to do, and what the organization needs done?
15. Do we have a TEAM culture that takes teamwork seriously?
16. What steps are taken regularly to enhance that TEAM culture and spirit?
17. Does our reward system reflect the value of contributions to the TEAM effort?
18. Is every member aware of everything TEAM members and the TEAM are doing?
19. What steps have been taken to refresh the TEAM's thinking (input from outsiders and other teams)?
20. Have we learned good teamwork practices from observing other TEAMS outside of our area or discipline?
21. Do we regularly use TEAM assessments and diagnostic instruments to find out how we are doing as a TEAM and what we could be doing better?
22. Do we have an identifiable purpose for every TEAM meeting?
23. Have our TEAM meetings become routine, or are they still dynamic and fun?
24. Do TEAM members indicate that they want to come to TEAM activities?
25. Do TEAM members conceal their weakness or mistakes from one another?
26. Do TEAM members ask for and provide constructive feedback to each other?
27. Do TEAM members tend to jump to conclusions about others without attempting to clarify them?
28. Do TEAM members solve conflicts quickly and thoughtfully?
29. Does the TEAM avoid controversial subjects?
30. Does the TEAM involve all TEAM members in discussions?
31. Does the TEAM repeatedly or regularly revisit TEAM decisions after they have been made?
32. Does the TEAM produce results on time?
33. Does the TEAM rely too much on one TEAM member to get things done?
34. Does the TEAM quickly identify potential TEAM functioning problems, such as distractions?
35. Does the TEAM get itself tied up in excessive bureaucracy?

*More thoughts on this subject can be derived from Lencioni, P. (2002), *The Five Dysfunctions of a Team*. San Francisco, CA: Jossey-Bass and Lencioni, P. (2005); and *Overcoming the Five Dysfunctions of a Team: A Field Guide for Leaders, Managers, and Facilitators*. San Francisco, CA: Jossey-Bass.*

**Do we regularly use
TEAM assessments
and
diagnostic instruments
to find out
how we are doing
as a TEAM
and
what we could
be doing better?**

As an alternative to a team discussion, the team leader could use the following instruments for making team assessments, followed by team discussions and action.

A GENERAL TEAM EVALUATION BY TEAM MEMBERS

Please indicate, by circling the appropriate number, the extent to which each statement represents how your team normally functions. 1 = seldom or almost never. 2 = rarely. 3 = sometimes. 4 = frequently. 5 = almost always, or with very few exceptions. The purpose of this evaluation is to determine the team's strengths and areas for improvement.

1	Being a member of this team is an enjoyable experience.	1	2	3	4	5
2	We function well as a team.	1	2	3	4	5
3	We function more as a team of members than a committee of individuals.	1	2	3	4	5
4	In contrast to individual efforts, our teamwork produces discernible and positive results.	1	2	3	4	5
5	Everyone on the team is aware of our mission and team goals.	1	2	3	4	5
6	Our teamwork inspires me to work better.	1	2	3	4	5
7	As a team, we regularly evaluate our work.	1	2	3	4	5
8	As a team we regularly evaluate our meetings.	1	2	3	4	5
9	We share openly so there are no secrets among team members.	1	2	3	4	5
10	We regularly improve how we function as a team.	1	2	3	4	5
11	We adhere to a working team covenant.	1	2	3	4	5
12	Our interpersonal relationships are healthy.	1	2	3	4	5
13	There is respect for our team leader.	1	2	3	4	5

14	We take steps to improve or sustain a positive team culture.	1	2	3	4	5
15	Our rewards and recognition systems support our teamwork culture.	1	2	3	4	5
16	Team members are aware of what others are doing towards the team effort.	1	2	3	4	5
17	We learn from the operations of other teams (inside or outside our organization).	1	2	3	4	5
18	Our team meetings are intellectually invigorating (not routine and boring).	1	2	3	4	5
19	We have open and frank discussions at our team meetings.	1	2	3	4	5
20	Every team member is encouraged to participate in all discussions and decisions.	1	2	3	4	5
21	Decisions are adequately considered with relevant information and opinions being expressed.	1	2	3	4	5
22	Conflicts within the team are settled amicably.	1	2	3	4	5
23	Controversial issues are openly and freely discussed within the team.	1	2	3	4	5
24	The team meets its deadlines for producing the desired results.	1	2	3	4	5
25	Potentially dominating team members are held in check so others can participate.	1	2	3	4	5
26	Excessive bureaucratic procedural rules are eliminated.	1	2	3	4	5
27	Team tasks are distributed so that they do not regularly fall too heavily on one or a few team members.	1	2	3	4	5
28	Our teamwork sparks creative thinking.	1	2	3	4	5
29	Everyone on the team feels respected and listened to as a valuable member of the team.	1	2	3	4	5
30	I look forward to continuing to serve on this team.	1	2	3	4	5

Totals

Your total score from all questions



If your total score is between 120 and 150, you have a well functioning team. Keep up this positive team culture. If your total score is between 90 and 119, you need to improve your weak areas. If your total score is less than 90, your team has serious dysfunctional issues that are hindering good teamwork. You need to discuss and implement the fundamentals of good teamwork.

ASSESSING YOUR TEAM AND TEAM LEADER'S PERFORMANCE

(Circle the appropriate response. Score on the basis of: 1 = Strongly disagree; 2 = Disagree somewhat; 3 = Neither disagree nor agree; 4 = Agree somewhat; 5 = Strongly agree. The results of this assessment should be discussed with the team.)

Statement	SD	DS	N	AS	SA
1. There is good attendance at meetings and people are on time.	1	2	3	4	5
2. Team meetings begin and end on the scheduled time.	1	2	3	4	5
3. Agendas for meetings are known in advance.	1	2	3	4	5
4. Members want to participate in team activities.	1	2	3	4	5
5. Members enjoy serving on the team.	1	2	3	4	5
6. Everyone has the same information for making decisions.	1	2	3	4	5
7. Everyone is encouraged to express themselves.	1	2	3	4	5
8. We value the input and expertise of all members.	1	2	3	4	5
9. We function well together as a team.	1	2	3	4	5
10. Team members speak positively about each other.	1	2	3	4	5
11. The team rather than individuals, receives credit.	1	2	3	4	5
12. Every member does their fair share of the work.	1	2	3	4	5
13. We have a good system for resolving conflict on the team.	1	2	3	4	5
14. We do fun things together as a team.	1	2	3	4	5
15. We know where we are heading and we reach our goals.	1	2	3	4	5



16. Our contribution as a team to the org. is worthwhile.	1	2	3	4	5
17. Our team has creative ideas to offer the organization.	1	2	3	4	5
18. I feel encouraged by my team mates.	1	2	3	4	5
19. I want to learn from others on the team.	1	2	3	4	5
20. My talents and giftedness are being used in team activities and planning.	1	2	3	4	5
21. I enjoy participating in team meetings and activities.	1	2	3	4	5
22. I contribute as much as others to the team.	1	2	3	4	5
23. When I leave a team meeting, I understand my responsibilities.	1	2	3	4	5
24. I am growing as a potential future team leader as a result of serving on this team.	1	2	3	4	5
25. Our team leader is good at organizing team activities.	1	2	3	4	5
26. Our team leader inspires the team.	1	2	3	4	5
27. Our team leader encourages my participation in the team's activities.	1	2	3	4	5
28. I am satisfied with the way our team leader conducts meetings.	1	2	3	4	5
29. Our team leader delegates responsibilities and tasks and ensures that there is follow-up.	1	2	3	4	5
30. Our team leader models good serving team leadership.	1	2	3	4	5

Compare ratings on this instrument over time to see if there has been improvement in the weak areas.

AN INDIVIDUAL TEAM PLAYER COMPETENCY PROFILE

Please read each statement below and indicate the extent to which you regularly demonstrate the competency described by circling **one number** on the scale. 1 = seldom or almost never. 2 = rarely. 3 = sometimes. 4 = frequently. 5 = almost always, or with very few exceptions.

The purpose of this evaluation is to determine your strengths and areas for improvement as a team member.

1	I keep other team members informed and up-to-date regarding my work.	1	2	3	4	5
2	I actively participate in all activities involving team members.	1	2	3	4	5
3	I positively affirm other team members as they utilize their abilities and make contributions.	1	2	3	4	5
4	I publicly give credit for the input and expertise of other team members.	1	2	3	4	5
5	I arrive at all team activities on time.	1	2	3	4	5
6	I bring conflicts within the team into the open in an effort to resolve them.	1	2	3	4	5
7	I speak positively of my team's efforts.	1	2	3	4	5
8	I seek to induce a cooperative atmosphere when the team meets.	1	2	3	4	5
9	I believe that others on the team regard me as a good team player.	1	2	3	4	5
10	I am keen to learn from other team members.	1	2	3	4	5
11	I believe that I do my fair share of the work on the team.	1	2	3	4	5
12	I show respect for the opinions of my teammates by actively listening to them.	1	2	3	4	5
13	I support and am ready to contribute to activities that support or build team spirit.	1	2	3	4	5
14	I do not hesitate to defend the team's reputation whenever required.	1	2	3	4	5
15	I actively ask for ideas and opinions from other team members so as to develop an agreed upon decision or plan.	1	2	3	4	5
16	I actively support the implementation of team decisions.	1	2	3	4	5
17	I want my teammates to believe that I think their contributions to the team are important.	1	2	3	4	5
18	I freely share all of my knowledge, skills and expertise with the team.	1	2	3	4	5

19	I encourage the involvement of all team members in team activities.	1	2	3	4	5
20	I like to make teamwork fun, or at least enjoyable.	1	2	3	4	5

If you have a total score of 80 to 100 you are a strong team player. If your score is 60-79 you need to work with your team leader to improve your teamwork. If your score is below 60, you need to re-evaluate your membership on the team as you are a negative influence.

A LISTENING PROFILE FOR A TEAM LEADER

Please read each statement and indicate the extent to which you exhibit the listening behavior described in the statement when you interact one-on-one with your teammates or during a team meeting.
 1 = seldom or almost never; 2 = rarely; 3 = sometimes; 4 = frequently; 5 = almost always, or with very few exceptions.
 The purpose of this evaluation is to determine how well you listen to your teammates.

1.	I tend to interrupt my teammates with questions or thoughts that aren't necessary.	1	2	3	4	5
2.	I keep focused on what others are saying.	1	2	3	4	5
3.	I focus on both what and how a teammate is saying something, even if they are long-winded.	1	2	3	4	5
4.	I use paraphrasing techniques such as "What I hear you saying is . . ." to ensure clear communication.	1	2	3	4	5
5.	If a teammate is angry about something, I listen and let him or her express themselves.	1	2	3	4	5
6.	Even if I feel a person is wrong about something, I let him or her finish his or her thoughts before I respond.	1	2	3	4	5
7.	I avoid formulating my answer before a teammate completes his or her question.	1	2	3	4	5
8.	I know that I can learn a lot from listening carefully to my teammates.	1	2	3	4	5

9.	Even if I have heard the question before, I let the member finish before I respond.	1	2	3	4	5
10.	I take notes on the key points presented by a teammate.	1	2	3	4	5
11.	I say things such as “uh-huh” and “O.K.” to let the person know I'm listening.	1	2	3	4	5
12.	I avoid trying to complete a teammate's sentences, even though the issue may be familiar to me.	1	2	3	4	5
13.	I try to tune into a teammate's feelings by asking such questions as “How do you feel about . . .?”	1	2	3	4	5
14.	During the course of a team discussion, periodically I will summarize what's been said or agreed to.	1	2	3	4	5
15.	I believe that listening is hard work and requires energy on my part.	1	2	3	4	5

If your total score is between 60 and 75, you are an exceptionally good listener. If your total score is between 45 and 59, you have a few areas in listening that require improvement. By asking others to evaluate your listening skills, you can easily determine which areas require your attention and reassessment. If your total score is less than 45, your team is suffering because of your poor listening skills. Drastic change is called for before your team will function well as a team.

See the resource section of Chapter five for a team member's assessment of a team leader's listening skills.

A TRANSACTIONAL FLAWS TEST FOR TEAM LEADERS

Team Leader's Self Assessment

While this test can be taken as a personal self assessment, it is most effective when team members point out the flaws in their team leader that they would like to see corrected. From his extensive coaching of executive level leaders, Marshall Goldsmith (pp. 40-41) has identified 20 of the most common behavioral flaws found in leaders. These 20 flaws have been put into an assessment instrument.

CONTINUED

Please indicate, by circling the appropriate number, the extent to which each statement represents how your team leader normally functions.
 1 = seldom or almost never; 2 = rarely; 3 = sometimes; 4 = frequently; 5 = almost always, or with very few exceptions.
 The purpose of this evaluation is to determine which, if any, behavioral irritants require change.

	TRANSACTIONAL FLAW	1	2	3	4	5
1.	As a team leader, I need to win at all costs and in all situations, even on unimportant issues.	1	2	3	4	5
2.	I want to add my opinion to every topic that the team discusses.	1	2	3	4	5
3.	I want to pass judgment on everything a team member does or says.	1	2	3	4	5
4.	I make destructive comments in the form of sarcasms and cutting remarks that make me sound witty and sharp.	1	2	3	4	5
5.	I use negative qualifiers like "No," "But," or "However," to tell team members that I am right and they are wrong.	1	2	3	4	5
6.	I feel the need to show team members that I am smarter than they think I am.	1	2	3	4	5
7.	I use emotional volatility as a controlling technique.	1	2	3	4	5
8.	I seek to share my pessimism, even when not asked, through such phrases as, "Let me explain why that won't work."	1	2	3	4	5
9.	I knowingly withhold information from the team as a means of maintaining my advantage over them.	1	2	3	4	5
10.	I give proper recognition to team members by praising their efforts.	1	2	3	4	5
11.	I claim credit for team successes by overestimating my contribution to any team success.	1	2	3	4	5
12.	I expect team members to accept or excuse my annoying behaviours.	1	2	3	4	5

13.	I deflect blame away from myself and onto events and other people from our past	1	2	3	4	5
14.	I give preference to my favorite team members	1	2	3	4	5
15.	I do not like to take responsibility for my weaknesses, admit wrong, or recognize how my inappropriate actions affect others.	1	2	3	4	5
16.	I show disrespect for my team colleagues by not listening to them.	1	2	3	4	5
17.	I like to express gratitude to team members.	1	2	3	4	5
18.	I punish “the messenger” of bad news or results instead of focusing on the failure as a team responsibility.	1	2	3	4	5
19.	I seek to blame anyone but our team for poor results or team dysfunctions.	1	2	3	4	5
20.	I need to be “me” so team members just have to accept my unusual or annoying behaviors.	1	2	3	4	5

Low scores are the best for all items except 10 and 17 where a good score should be on the high side. Team leaders should not exhibit many of these irritants. The purpose of this scoring is to make the team leader aware of his/her annoying behaviors by comparing his/her score on each of the 20 items with the score given by the team members. Coaching on how to correct these transactional flaws can be found in Goldsmith's (2007) book, *What Got You Here Won't Get You There: How Successful People Become Even More Successful*.

TEAM MEMBER'S ASSESSMENT OF THE TEAM LEADER'S TRANSACTIONAL FLAWS

While this test can be taken as a personal self assessment, it is most effective when team members point out the flaws in their team leader that they would like to see corrected. **CONTINUED**

From his extensive coaching of executive level leaders, Marshall Goldsmith (pp. 40-41) has identified 20 of the most common behavioral flaws that he has found in leaders. These 20 flaws have been put into an assessment instrument. Please indicate, by circling the appropriate number, the extent to which each statement represents how your team leader normally functions.
 1 = seldom or almost never; 2 = rarely; 3 = sometimes; 4 = frequently; 5 = almost always, or with very few exceptions.
 The purpose of this evaluation is to determine which, if any, behavioral irritants require change.

	TRANSACTIONAL FLAW	1	2	3	4	5
1.	My team leader, needs to win at all costs and in all situations, even on unimportant issues.	1	2	3	4	5
2.	My team leader wants to add his/her opinion to every topic that the team discusses.	1	2	3	4	5
3.	My team leader wants to pass judgment on everything a team member does or says.	1	2	3	4	5
4.	My team leader makes destructive comments in the form of sarcasms and cutting remarks that make him/her sound witty and sharp.	1	2	3	4	5
5.	My team leader uses negative qualifiers like "No," "But," or "However," to tell team members that he/she is right and we are wrong.	1	2	3	4	5
6.	My team leader likes to show team members that he/she is smarter than we think he/she is.	1	2	3	4	5
7.	My team leader uses emotional volatility as a controlling technique.	1	2	3	4	5
8.	My team leader seeks to share his/her pessimism, even when not asked, through such phrases as, "Let me explain why that won't work."	1	2	3	4	5
9.	My team leader knowingly withholds information from us as a means of maintaining his/her advantage.	1	2	3	4	5

10.	My team leader gives proper recognition to team members by praising their efforts.	1	2	3	4	5
11.	My team leader claims credit for team successes by overestimating his/her contribution to any team success.	1	2	3	4	5
12.	My team leader expects team members to accept or excuse his/her annoying behaviors.	1	2	3	4	5
13.	My team leader deflects blame away from himself/herself and onto events and other people from our past.	1	2	3	4	5
14.	My team leader gives preference to his/her favorite team members.	1	2	3	4	5
15.	My team leader does not like to take responsibility for his/her weaknesses, admit wrong, or recognize how his/her inappropriate actions affect others.	1	2	3	4	5
16.	My team leader shows disrespect for his/her team colleagues by not listening to them.	1	2	3	4	5
17.	My team leader likes to express gratitude to team members.	1	2	3	4	5
18.	My team leader punishes “the messenger” of bad news or results, instead of focusing on the failure as a team responsibility..	1	2	3	4	5
19.	My team leader seeks to blame anyone, but our team, for poor results or team dysfunctions.	1	2	3	4	5
20.	My team leader needs to be himself/herself so team members just have to accept his/her unusual or annoying behaviors.	1	2	3	4	5

Low scores are the best for all items except 10 and 17 where a good score should be on the high side. Team leaders should not exhibit many of these irritants. The purpose is to make the team leader aware of some of his/her annoying behaviors by comparing his/her score on each of the 20 items with the score given by the team members.

A TEAM LEADER'S TEAM MEETING DIAGNOSTIC EVALUATION

Please use the following seven point scale to indicate your agreement or disagreement with the descriptors of your team meeting.

(SD)		(SA)
Strongly disagree	Undecided	Strongly agree
1 2	3 4 5	6 7



1	Members openly resist the idea of another meeting.	1	2	3	4	5	6	7
2	Meetings generally do not start or end on time.	1	2	3	4	5	6	7
3	When a member offers an idea, other members do not ask questions or demonstrate active listening.	1	2	3	4	5	6	7
4	It is not always clear what topic we are discussing.	1	2	3	4	5	6	7
5	One or two members dominate the meeting.	1	2	3	4	5	6	7
6	Not everyone gets an opportunity to speak on every subject.	1	2	3	4	5	6	7
7	Follow-up meetings are scheduled rather than going overtime	1	2	3	4	5	6	7
8	The team leader's opinions seem to have more weight than others.	1	2	3	4	5	6	7
9	Team members start to disagree before they understand what's being said.	1	2	3	4	5	6	7
10	Team members complain about team meetings but don't voice their concerns during meetings.	1	2	3	4	5	6	7
11	There is never an assessment at the end of meetings to see whether the group has achieved what it set out to do.	1	2	3	4	5	6	7
12	People react to new ideas by making fun, uttering put-downs, or ignoring the idea, rather than questioning and exploring it further.	1	2	3	4	5	6	7
13	Not everyone seems engaged in the team meetings.	1	2	3	4	5	6	7
14	After the meeting, there is confusion about what was agreed upon and who is responsible for implementation.	1	2	3	4	5	6	7

15	Few team decisions are made by consensus.	1	2	3	4	5	6	7
16	The group often cannot make decisions because it does not have the necessary information, or people have not done their homework.	1	2	3	4	5	6	7
17	No effort is made to evaluate the effectiveness of our team meetings.	1	2	3	4	5	6	7
18	We rush through items towards the end of our team meetings.	1	2	3	4	5	6	7
19	Some members are openly anxious to finish the team meeting.	1	2	3	4	5	6	7
20	Team members arrive late, or leave early.	1	2	3	4	5	6	7
21	Arguments that have no real bearing on the topic of the meeting often break out.	1	2	3	4	5	6	7
22	When a serious conflict occurs between some members, no one in the group attempts to help.	1	2	3	4	5	6	7

If your total score is between 22 and 44, your team meetings are going extremely well. If your total score is between 45 and 88, you have generally good meetings but some attention needs to be directed towards improving specific areas. If your total score is above 89, you have serious work to do to improve your team meetings as your team is generally dysfunctional.

OUR TEAM MEETINGS DO NOT SEEM TO GO WELL: WHAT SHOULD I DO AS A TEAM LEADER?

Below are some of the symptoms of dysfunctional team meetings that can be fixed, over time, with appropriate action by the team leader.



SYMPTOMS	CURES
As each team member finishes speaking, the next speaker starts a new topic. There is no building on ideas, thus no continuity of discussion within the team.	Have each person acknowledge the comments of the last speaker. Make it a rule from the Chair to finish a point before moving forward.
Members tend to argue their viewpoint, trying to convince others that they're right rather than understanding either the issue or anyone else's input. In short, there is too little listening among team members.	Train members to paraphrase what is said in response to their point. Use a flip chart to record all sides of an issue. Be sure that everyone understands these differing views before attempting to move to a decision.
As soon as a problem is mentioned, someone who understands the problem, proposes a solution and the discussion moves to another topic.	Be sure that everyone understands the problem and the proposed solution. Invite alternative solutions to be evaluated.
Whenever someone disagrees with a team decision, the dissenting view is ignored.	A team leader should watch out for dissenting views and make sure that they are fully aired. You could do this by having someone else paraphrase the dissenting opinion.
The group uses brainstorming and voting to reach all decisions.	Be sure that other decision making processes are used periodically.
Conversations often go nowhere for 20 or 30 minutes.	Set a time limit on each speaker and topic and halfway through evaluate how it's going. Use periodic summaries and push for closure.
Members may speak in an emotional tone of voice.	Never ignore the emotions in favor of just listening to the facts.
Team members hold frequent side discussions on what they're thinking.	Draw all side chatterers back to the general conversation. This is a whole team effort.

CONTINUED



Some team members don't realize they've become sidetracked on an issue until they've been off topic for quite awhile.	Decide if you want to accept the digress or delay the particular issue. Never hesitate to draw a team member back to the main topic under discussion at the time.
Only the real extroverts, or those with "power," do most of the talking. Some team members say little at most meetings.	Use round robins to get input from all team members. Call on members by name to give their opinions.
There is no closure to most topics and little constructive team action takes place between meetings.	Reach a clear decision and record it. Have an action planning form available. Bring actions forward at the next meeting.
There is little achieved week after week.	Do a meeting evaluation, and discuss the results before the next meeting. Discuss amendments to the team charter for improving the process.

CONDUCTING A QUICK TEAM MEETING PROCESS CHECK

Quick process checks are best done during a lengthy meeting of half to a full day's duration. The danger in lengthy meetings is that members may not stay on track, time is wasted on non-essentials, and members lose interest and focus. A quick process check lets members express their feelings about how the meeting is going, thereby enabling corrective action to follow before more time is wasted or poorly utilized. A survey of feelings after the meeting is over will not enable the team leader and the team as a whole to get back on track. A quick process check can be done verbally by asking members directly, or in written form by posting the survey below on a flip chart or white board near the door. Use the time just before a break or lunch to do the process check. When members return from the break, ask them to interpret the survey results and brainstorm ideas for improving the remainder of the session. Then act on their suggestions immediately to salvage the meeting.

At the end of the meeting, you may also wish to do a quick exit survey in a similar fashion. The results of this survey should enable the team leader to see what needs to be improved and to arrange to engage the team members in a discussion thereon. In neither of these quick surveys should an attempt be made to identify who has said what. Treat the results as a team problem to be solved by the whole team. If a team member chooses to speak about his or her ratings, that is their choice.



A Quick Process Check for Team Members

How is this team meeting going so far?

Progress: To what extent are we achieving our goals?	Poor	Satisfactory	Excellent
	1 2 3 4 5 6 7		
Pace: How is the pace of the meeting?	Too slow	Just right	Too fast
	1 2 3 4 5 6 7		
Process: Are we using the right processes?	No	Somewhat	Yes
	1 2 3 4 5 6 7		
Pulse: How are you feeling about this meeting?	Totally frustrated	Satisfied	Energized
	1 2 3 4 5 6 7		

A Quick Team Meeting Exit Survey

Indicate your assessment of the items below by circling the number that best represents your response.

Results: How well did we achieve what we needed to as a team?	Poor	Satisfactory	Excellent
	1 2 3 4 5 6 7		
Use of time: How well did we use our time?	Poor	Satisfactory	Excellent
	1 2 3 4 5 6 7		
Participation: How well did we do on making sure everyone was involved equally in the meeting?	Poor	Satisfactory	Excellent
	1 2 3 4 5 6 7		
Decision Making: How well thought-out were our decisions as a team?	Poor	Satisfactory	Excellent
	1 2 3 4 5 6 7		
Action Plans: How clear and doable are our action plans? Does each team member understand what they are responsible for?	Poor	Satisfactory	Excellent
	1 2 3 4 5 6 7		
Organization: How well was the team meeting run?	Poor	Satisfactory	Excellent
	1 2 3 4 5 6 7		

AN INSTANT TEAM TROUBLE INDICATOR FOR THE TEAM LEADER

This is a checklist of the warning signs of a dysfunctional team. Do any of the signs exist, to any extent, on your team? Please check either **Yes** or **No**.

- Yes ___ No ___ **1. No Shows.** Key team players are consistently absent.
- Yes ___ No ___ **2. Come Late/Leave Early.** A variation of the first sign is when key players consistently arrive after the meeting begins or leave before important business is completed.
- Yes ___ No ___ **3. Substitutes.** Team members begin to send other people in their place. This is especially troublesome when the substitutes are neither briefed nor empowered to make decisions.
- Yes ___ No ___ **4. Chronic Complaining.** Team members complain about the leader, the mission, the work quality, and other items outside the meeting.
- Yes ___ No ___ **5. Formal/Stuffy.** After the team has been in existence for some time, the team climate should be relaxed and informal.
- Yes ___ No ___ **6. Domination.** A few team members monopolize the discussion and unduly influence team decisions.
- Yes ___ No ___ **7. Drop Outs.** Too many team members are silent when decisions are being made.
- Yes ___ No ___ **8. Missed Deadlines.** Too many team members are not meeting deadlines that the team is counting on.
- Yes ___ No ___ **9. Extraneous Discussion.** Members regularly talk about items not on the agenda and not related to the work of the team.
- Yes ___ No ___ **10. Unclear Mission or Goals.** Team members either cannot state the mission or goals of the team, or there are very different views of the mission or goals among the members.

The results of this survey should enable the team leader to see what needs to be improved and to arrange to engage the team members in a discussion thereon.

DESIGNING YOUR CORE TEAM VALUES

George Barna has designed the following team-based core values for church leadership. (Use this basic document to evaluate or design your own core team values.)

1. The church promotes the identification and application of personal spiritual gifts, used for the good of the worldwide church, the benefit of the local body of believers, and the joy and fulfillment of the individual in the service of God (1 Cor. 12:4-8).
2. All of the church ministry's efforts are geared toward promoting God's kingdom, not individual agendas or splinter group priorities (Matt. 6:33).
3. All work that is done by the church is to be done with excellence, with the realization that we are working for God, not for men or institutions (Col. 3:23).
4. The body of Christ is best served through collaboration, not competition. Whenever possible, congregants will work together toward a common outcome, rather than vie for resources and commendations based on individual productivity (Matt. 20:20-28).
5. The church reflects the unity of God when its leaders work in close-knit cooperation toward a commonly held vision from the Lord. Rather than seek leadership from individuals of extraordinary ability, this church strives to build teams of God-gifted believers, combining their unique and complementary abilities toward the fulfillment of that vision. Teamwork focused on God's will for the church is always supported more readily than isolated individual efforts (Acts 6: 1-6).
6. The health of this ministry is witnessed by reliance upon multiple leaders rather than upon the direction provided by a single leader. While the church esteems the Senior Pastor as the individual whom God has ordained to provide the ultimate direction to His people, the pastor succeeds by empowering the other leaders God has brought to the congregation, who use their gifts and abilities in service to God and to the body of believers (Acts 15:1-22).
7. This ministry is to be evaluated not only according to what it does, but also according to how it ministers; in addition to the results we produce, we will also be judged by the processes through which those outcomes are achieved. The church does not accept the notion that God's vision will be pursued and fulfilled by the congregation "at any cost" since there are various methods, behaviors and perspectives that may lead to desired results through reliance upon inappropriate means (Rev. 3:1-3). (Barna, G (2001), *Building Effective Lay Leadership Teams*, Ventura, CA: Issachar Resources.)

All of the church ministry's efforts are geared toward

promoting God's kingdom,

not individual agendas or splinter group priorities

DETERMINE WHAT TEAMS EXPECT THEIR LEADER TO BE

Rank the following 10 competencies in order of importance and then compare your answers with the results of extensive surveys among employees:

- Imaginative
- Courageous
- Intelligent
- Honest
- Fair-minded
- Broad-minded
- Dependable
- Inspiring
- Forward-looking (anticipating change)
- Competent.

What surveys show

1 _____	Honest _____
2 _____	Competent _____
3 _____	Forward-looking _____
4 _____	Inspiring _____
5 _____	Intelligent _____
6 _____	Fair-minded _____
7 _____	Broad-minded _____
8 _____	Courageous _____
9 _____	Imaginative _____
10 _____	Dependable _____

Drawn from 7 years of surveys: How to Use Team Building to Foster Innovation throughout Your Organization by Eric Skopec and Dayle M. Smith.



Assessment of a Serving Team Leader (Team Leader Version)

Below is a list of statements that describe behaviors that team leaders/playing coaches in organizations can direct toward their team members. Read each descriptive statement, thinking of how you normally work with members of your team. Circle the number that most closely represents how you act or feel.

1 = Strongly disagree or never happens (SD); 2 Disagree and seldom happens (D); 3 Neither agree nor disagree, use sparingly (N); 4 Agree and happens sometimes (A); 5 Strongly agree and happens regularly (SA).

	Statement	SD	D	N	A	SA
A	GENERAL TEAM CHARACTERISTICS					
1	I have an efficient and well functioning team.	1	2	3	4	5
2	I can select my own team members.	1	2	3	4	5
3	I ensure that new team members understand the functions and operations of the team.	1	2	3	4	5
4	Our organizational structures support teamwork.	1	2	3	4	5
5	Team members regularly tell me they want to be on our team.	1	2	3	4	5
6	Our team enjoys working together.	1	2	3	4	5
7	I set a good example as a team leader/member.	1	2	3	4	5
8	I enjoy serving the team and do so with enthusiasm.	1	2	3	4	5
9	I am an inspiration to the team.	1	2	3	4	5
10	I ensure that the interests of the team always supersede my personal interests.	1	2	3	4	5
B	GOAL(S)					
11	I ensure that the team has a clearly defined goal(s).	1	2	3	4	5
12	I keep the team focused on achieving the goal(s).	1	2	3	4	5
13	I ensure that the team's goal(s) advance the organization's mission.	1	2	3	4	5
14	I use the goal(s) to regularly inspire the team to action.	1	2	3	4	5

15	I do not allow the goal(s) to be compromised for political reasons.	1	2	3	4	5
16	I ensure that the team understands any change in the goal(s).	1	2	3	4	5
17	I regularly explain the context for the goal(s) in fresh and exciting ways.	1	2	3	4	5
18	I or we set attainable milestones leading towards the goal(s).	1	2	3	4	5
19	I continually emphasize the importance of good teamwork in reaching our goal(s).	1	2	3	4	5
C	ENSURING A COLLABORATIVE CLIMATE					
20	I create a safe climate for openly sharing ideas.	1	2	3	4	5
21	I openly support the discussion of ideas originating with other team members.	1	2	3	4	5
22	No subject is off limits for discussion.	1	2	3	4	5
23	The team does not have unresolved issues or ones that by their nature could not be resolved.	1	2	3	4	5
24	I openly encourage and reward collaborative behaviors.	1	2	3	4	5
25	I never divulge a confidence.	1	2	3	4	5
26	I create an environment for productive problem solving.	1	2	3	4	5
27	I regularly practice empathy with all team members.	1	2	3	4	5
28	I prevent outside pressures from interfering with the proper functioning of a collaborative team.	1	2	3	4	5
29	I explain the reasons for instructions and procedures.	1	2	3	4	5
30	I am regarded by the team as an exceptionally good listener.	1	2	3	4	5
31	I seek neither the limelight nor the final word on decisions.	1	2	3	4	5
32	I never flaunt my authority as a team leader.	1	2	3	4	5
33	I do not hesitate to give credit to others.	1	2	3	4	5
34	I do not hold grudges or play favorites.	1	2	3	4	5
35	I never embarrass anyone in front of the team.	1	2	3	4	5
36	I speak of "we" instead of my team.	1	2	3	4	5

37	I am a stabilizing influence during a crisis or when the team is working under pressure.	1	2	3	4	5
38	I ensure that every member of the team is involved in all team activities and decisions.	1	2	3	4	5
39	I effectively communicate what team members need to know and be in order to be effective.	1	2	3	4	5
40	I inspire loyalty in the team.	1	2	3	4	5
41	I strive to generate a positive team spirit.	1	2	3	4	5

D CONFIDENCE BUILDING

42	I work at building the self-confidence of all team members.	1	2	3	4	5
43	I ensure that team members understand issues.	1	2	3	4	5
44	I build trust through assigning responsibilities.	1	2	3	4	5
45	I act fairly and impartially towards all team members.	1	2	3	4	5
46	I focus more on opportunities than problems.	1	2	3	4	5
47	I encourage participation by asking questions.	1	2	3	4	5
48	I understand my responsibility to teach team members how to function within a team.	1	2	3	4	5
49	I keep my promises.	1	2	3	4	5
50	I encourage the open and frank discussion of team problems.	1	2	3	4	5
51	I am straightforward in presenting issues and responding to questions.	1	2	3	4	5
52	I know when to be tough and tender with team members.	1	2	3	4	5
53	I recognize the individuality of team members.	1	2	3	4	5
54	I am proud of the team and they know it.	1	2	3	4	5
55	I make sure that everyone on the team feels appreciated for their contribution to the team effort.	1	2	3	4	5

E DEVELOPMENT OF TEAM MEMBERS

56	I individually coach team members on their skill development.	1	2	3	4	5
57	I am actively developing future team leaders.	1	2	3	4	5
58	I am patient in my development of others.	1	2	3	4	5



59	I encourage team members to get appropriate training.	1	2	3	4	5
60	I allow team members to work on their own development.	1	2	3	4	5
61	I meet team members by walking around as well as in team meetings.	1	2	3	4	5
62	I encourage team members in doing the right things the right way.	1	2	3	4	5

F KNOWLEDGE BASE / COMPETENCE

63	I have a general knowledge of the technical issues involved in reaching our goal(s).	1	2	3	4	5
64	I am open to receive technical input from those more knowledgeable than I am.	1	2	3	4	5
65	I am recognized by those outside of the team as being credible in the field(s) in which the team works.	1	2	3	4	5
66	I am competent in leading the team to a decision on complex problems or tasks.	1	2	3	4	5
67	I offer personal guidance and direction when a team member is learning something new.	1	2	3	4	5
68	I ensure that all the information is available for making team decisions.	1	2	3	4	5
69	I ensure that all the resources (funds and personnel) are available for making team decisions.	1	2	3	4	5

G PERFORMANCE

70	I make individual and team performance expectations clear.	1	2	3	4	5
71	I work with the team to set our values.	1	2	3	4	5
72	I ensure that rewards and incentives match the achievement of our goals.	1	2	3	4	5
73	I regularly assess team performance in both results and collaborative processes.	1	2	3	4	5
74	I give regular and useful feedback to team members.	1	2	3	4	5
75	I am willing to confront members on poor team performance.	1	2	3	4	5
76	I recognize superior performance by the team or a team member(s).	1	2	3	4	5



77	I genuinely care about our team members and how they are doing.	1	2	3	4	5
78	I celebrate successes with the team.	1	2	3	4	5
79	Team goals are met.	1	2	3	4	5
80	Team goals are met on time.	1	2	3	4	5
		1	2	3	4	5

What are my strengths as a team leader?

What changes would improve my effectiveness as a team leader?

Name of your team:

These characteristics of effective team leaders have been drawn from Tom Peters and Nancy Austin in their book, *A Passion for Excellence*, and from the study of what 6,000 team members and leaders told Frank LaFasto and Carl Larson about teams as recorded in their book, *When Teams Work Best*.



**Assessment of a Serving Team Leader
(Team Member Version)**

Below is a list of statements that describe behaviors that team leaders/playing coaches in organizations can direct toward their team members. Read each descriptive statement, thinking of how your team leader normally works. Circle the number that most closely represents how he/she acts.
 1 = Strongly disagree or never happens (SD); 2 Disagree and seldom happens (D); 3 Neither agree nor disagree, use sparingly (N); 4 Agree and happens sometimes (A); 5 Strongly agree and happens regularly (SA).

Name of your team:

	Statement	SD	D	N	A	SA
A	GENERAL TEAM CHARACTERISTICS					
1	He/she has an efficient and well functioning team.	1	2	3	4	5
2	Can select his/her own team members.	1	2	3	4	5
3	Ensures that new team members understand the functions and operations of the team.	1	2	3	4	5
4	Our organizational structures support teamwork.	1	2	3	4	5
5	Team members regularly say they want to be on our team.	1	2	3	4	5
6	Our team enjoys working together.	1	2	3	4	5
7	Sets a good example as a team leader.	1	2	3	4	5
8	Enjoys serving the team and does so with enthusiasm.	1	2	3	4	5
9	Is an inspiration to the team.	1	2	3	4	5
10	Ensures that the interests of the team always supersede his/her personal interests.	1	2	3	4	5
B	GOAL(S)					
11	Ensures that the team has a clearly defined goal(s).	1	2	3	4	5
12	Keeps the team focused on achieving the goal(s).	1	2	3	4	5
13	Ensures that the team's goal(s) advance the organization's mission.	1	2	3	4	5
14	Uses the goal(s) to regularly inspire the team to action.	1	2	3	4	5

15	Does not allow the goal(s) to be compromised for political reasons.	1	2	3	4	5
16	Ensures that the team understands any change in the goal(s).	1	2	3	4	5
17	Regularly explains the context for the goal(s) in fresh and exciting ways.	1	2	3	4	5
18	We set attainable milestones leading towards the goal(s).	1	2	3	4	5
19	Continually emphasizes the importance of good teamwork in reaching our goal(s).	1	2	3	4	5
C	ENSURING A COLLABORATIVE CLIMATE					
20	Creates a safe climate for openly sharing ideas.	1	2	3	4	5
21	Openly supports the discussion of ideas originating with other team members.	1	2	3	4	5
22	There are no subjects that are off limits for our discussion.	1	2	3	4	5
23	The team does not have unresolved issues or ones that by their nature could not be resolved.	1	2	3	4	5
24	Openly encourages and rewards collaborative behaviors.	1	2	3	4	5
25	Never divulges a confidence.	1	2	3	4	5
26	Creates an environment for productive problem solving.	1	2	3	4	5
27	Regularly practices empathy with all team members.	1	2	3	4	5
28	Prevents outside pressures from interfering with the proper functioning of a collaborative team.	1	2	3	4	5
29	Explains the reasons for instructions and procedures.	1	2	3	4	5
30	Is regarded by the team as an exceptionally good listener.	1	2	3	4	5
31	Seeks neither the limelight nor the final word on decisions.	1	2	3	4	5
32	Never flaunts his/her authority as a team leader.	1	2	3	4	5
33	Does not hesitate to give credit to others.	1	2	3	4	5
34	Does not hold grudges or play favorites.	1	2	3	4	5
35	Never embarrasses anyone in front of the team.	1	2	3	4	5
36	Speaks of "we" instead of his/her team.	1	2	3	4	5

37	Is a stabilizing influence during a crisis or when the team is working under pressure.	1	2	3	4	5
38	Ensures that every member of the team is involved in all team activities and decisions.	1	2	3	4	5
39	Effectively communicates what team members need to know and be in order to be effective.	1	2	3	4	5
40	Inspires loyalty in the team.	1	2	3	4	5
41	Strives to generate a positive team spirit.	1	2	3	4	5

D CONFIDENCE BUILDING

42	Works at building the self-confidence of all team members.	1	2	3	4	5
43	Ensures that team members understand issues.	1	2	3	4	5
44	Builds trust through assigning responsibilities.	1	2	3	4	5
45	Acts fairly and impartially towards all team members.	1	2	3	4	5
46	Focuses our energy more on opportunities than problems.	1	2	3	4	5
47	Encourages participation by asking us questions.	1	2	3	4	5
48	Understands his/her responsibility to teach team members how to function within a team.	1	2	3	4	5
49	Keeps his/her promises.	1	2	3	4	5
50	Encourages open and frank discussion of team problems.	1	2	3	4	5
51	Is straightforward in presenting issues and responding to questions.	1	2	3	4	5
52	Knows when to be tough and tender with team members.	1	2	3	4	5
53	Recognizes the individuality of team members.	1	2	3	4	5
54	Is openly proud of the team and its accomplishments.	1	2	3	4	5
55	Makes sure that everyone on the team feels appreciated for their contribution to the team effort.	1	2	3	4	5

E DEVELOPMENT OF TEAM MEMBERS

56	Individually coaches team members on their skill development.	1	2	3	4	5
57	Is actively developing future team leaders.	1	2	3	4	5
58	Is patient in his/her development of others.	1	2	3	4	5



59	Encourages team members to get appropriate training.	1	2	3	4	5
60	Allows team members to work on their own development.	1	2	3	4	5
61	Meets team members by walking around as well as in team meetings.	1	2	3	4	5
62	Encourages team members in doing the right things the right way.	1	2	3	4	5

F KNOWLEDGE BASE / COMPETENCE

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66	Is competent in leading the team to a decision on complex problems or tasks.	1	2	3	4	5
67	Offers personal guidance and direction when a team member is learning something new.	1	2	3	4	5
68	Ensures that all the information is available for making team decisions.	1	2	3	4	5
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G PERFORMANCE

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73	Regularly assesses team performance in both results and collaborative processes.	1	2	3	4	5
74	Gives regular and useful feedback to team members.	1	2	3	4	5
75	Is willing to confront members on poor team performance.	1	2	3	4	5
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77	Genuinely cares about our team members and how they are doing.	1	2	3	4	5
78	Celebrates successes with the team.	1	2	3	4	5
79	Team goals are met.	1	2	3	4	5
80	Team goals are met on time.	1	2	3	4	5
		1	2	3	4	5

What are his/her strengths as a team leader?

What are some changes that would improve his/her effectiveness as a team leader?

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THINKING ABOUT TEAMWORK

One of the best examples of a team in action is to be found in the biblical story of Jesus' healing of the paralytic found in Mark 2:1-5. If you let yourself imagine what was happening in this scene, in the context of a typical flat roof Middle Eastern home of that period, it is possible to find 32 examples of teamwork represented in this story.

To enable participants to think about what teamwork really involves, let them examine this passage and record as many examples of teamwork as they can find.

“A few days later, when Jesus again entered Capernaum, the people heard that he had come home. So many gathered that there was no room left, not even outside the door, and he preached the word to them. Some men came, bringing to him a paralytic, carried by four of them. Since they could not get him to Jesus because of the crowd, they made an opening in the roof above Jesus and, after digging through it, lowered the mat the paralyzed man was lying on. When Jesus saw their faith, he said to the paralytic, 'Son, your sins are forgiven.'”

Discussion Question: What team leadership skills are demonstrated in this story of teamwork?



CARD FLIP CONTINUED

DEBRIEF: This is usually done by talking with the participants rather than asking them questions. What they thought was the middle card was quite different when they viewed it from a different perspective and could not see the denominations of the cards. We think that we know how something works but seeing it from a different perspective, changes our understanding. This is a good exercise for introducing the topic of change in an organization, or that what we see of leaders on the outside may be different from their hearts.

BALLOON TABLE

(adapted from Calderone Consulting)

OBJECTIVE: To demonstrate that if we all share in the burden, we can accomplish more than by trying to do it ourselves. Delegation works.



PROCEDURE:

Ask each person to blow up their balloon to less than full capacity (but approximately the same size) and tie it off. It is helpful if the instructor first inflates one to illustrate the appropriate size. Place all balloons on the floor as close together as possible. Place the table upside down on the balloons. Ask the participants if they think that the balloons would support a person, in addition to the weight of the table? Ask for a volunteer. Assist the volunteer to step gently onto the underside of the table as close to the centre as possible, possibly holding onto one of the table legs for support. The instructor (or another person) may hold the table legs to create stability and to ensure that the table does not slide on the balloons. Ask for a second volunteer and repeat with as many volunteers as you wish. Around table that is large enough for eight people to sit at will support eight people with no difficulty. The issue will be more of the space required to get all of the people on the inverted table rather than the actual number of people. People should not stand at the very edge of the inverted table.

PARTICIPANTS: 15-20 PEOPLE IN ANY SINGLE GROUP.

EQUIPMENT: A 10" - 12" ROUND HELIUM QUALITY BALLOON FOR EACH PERSON AND A ROUND TABLE LARGE ENOUGH FOR SIX TO EIGHT PEOPLE.



BALLOON TABLE CONTINUED

DEBRIEF:

- 1) Point out that if an individual were to stand or sit on their balloon, it would most likely break.
- 2) Why were we able to put several volunteers on the table without the balloons bursting?
- 3) How does this apply to our work situation (spreading the load, working together)?
- 4) If a balloon breaks during the exercise, the reason is that that balloon was bigger than the rest and consequently was bearing too much weight instead of sharing it. How does this relate to someone who is trying to do too much of the team work singlehandedly.
(He is sure to burn out.)
- 5) What is the lesson for good teamwork in all of this?

Variations of this exercise

DEBRIEF: Remove several balloons and see what happens. How many balloons could you remove before the rest burst? We can lose one or two people without consequence, but eventually everyone gets hurt when the load is spread over too few people. Let the participants decide which balloons to remove. Have them write their names on their balloons to individualize the exercise.

**When we all share
in the burden,
we can accomplish more
than by trying
to do it ourselves.**

PAPER CLIP

OBJECTIVE: To demonstrate that by working together we can accomplish more than by working as individuals.

PARTICIPANTS: UNLIMITED

PROCEDURE: Ask participants to list the number of uses they can think of for a paper clip. These may be ways they use a paper clip, have seen others use them, or can imagine how a paper clip could be used. Allow two minutes for them to make their list. Ask those that have listed more than eight uses to raise their hands and keep going up until you have only the two participants with the most number of uses remaining. Ask one of these finalists to read his/her list. Ask the second finalist to add any other uses that were unique to his/her list. Add the totals of both lists so that you have a grand total for the two finalists. Ask other participants if they had uses that were different from the lists of the two finalists. What is the total number of uses that the entire group came up with?

EQUIPMENT: ONE LARGE PAPERCLIP AND A PEN OR PENCIL AND A PIECE OF PAPER FOR EACH PARTICIPANT.



PAPER CLIP CONTINUED

DEBRIEF: Compare that final number to the number of the best person in the group (the finalist). This shows the importance of gathering ideas from a large number of people.

How would you apply this to your working environment?

THE HUMAN CATERPILLAR

OBJECTIVES: To discern how groups of eight to 10 people can work together as a team. To find out who takes leadership in the group and how others respond to that leadership. To discover how the group makes decisions that involve all of them following a set pattern to accomplish a goal. To discover the keys to effective two-way communication in a team effort. To find out how they incorporate new people into the group. This exercise can be used as a substitute for Trolleys.



PARTICIPANTS: ANY SMALL MULTIPLE OF 8 TO 10 PEOPLE. ONE TO FOUR GROUPS WORKING AT THE SAME TIME IS THE IDEAL. IT IS IMPOSSIBLE FOR THE INSTRUCTOR TO OBSERVE MORE THAN FOUR GROUPS AT ONE TIME.

EQUIPMENT: A 2½' LONG X 1" - 2" WIDE CLOTH TIE FOR EACH PARTICIPANT. ROPE CAN BE USED PROVIDING IT IS MADE OF A SOFT FLEXIBLE FIBER.

PROCEDURE: Have each group or team of people line up one person behind the other. Give each person (except the first person), a tie to tie their ankles together, alternating left feet and right feet. The first person ties his left ankle to the left ankle of the second person in line. The third person ties his right ankle to the right ankle of the second person. The fourth person ties his left ankle to the left ankle of the third person and so on down the line with the last person having only one ankle tied and the other one free. In the end, the ties will form a zig zag between the people. One person in the group may wish to assist in tying the ankles together. When they are ready, the team needs to move together like the legs of a caterpillar so that the entire group travels a short distance of 50 - 100 feet.

2½' LONG X 1" - 2" WIDE CLOTH TIES

DEBRIEF:

Throughout the exercise, the instructor will observe many instances of good and bad teamwork that can be referenced in the debriefing.

THE HUMAN CATERPILLAR CONTINUED

DEBRIEF:

1. Why did it take so long before the group could move in cadence?
2. How did the group feel when progress was not being made?
3. Who gave leadership and why did the rest of the group accept or not accept that leadership? Was the leader the one in front or at the end, or the person with the loudest voice? Did the leadership make any difference?
4. What enabled the group to succeed?
5. What would you do differently the next time to be more successful?
6. What is the key to good communications in this exercise? (Good communications must be two-way so that the people in the front know what is happening at the rear and vice versa, or the group will not be able to move together. It is the role of the leader to hear the followers and the role of the followers to communicate with the leader when they are having trouble, something that usually does not happen as some people are taking steps and dragging the other person along. For example, the first few people may be trying to step out and in the process drag others behind them. This will prevent the group from moving effectively in unison.)
7. Are there analogies in this exercise to how you function in your workplace? Some people drag others along, or the leader is so far in front that he/she is oblivious to what is happening and there is no unity among the team.
8. How could this exercise help develop teamwork in your working environment?

Variations of this exercise

- 1) After the group has circled an object, stop them and reverse the direction of two of the participants by facing them backwards (but in their same positions) and retying their ankles. Since they will be in close proximity to someone else, it is best to have a male facing a male or a female facing a female.

Debrief: How did the people facing backwards feel about the exercise in this new position?

Were they able to adapt or did the team adapt to their circumstances? For example, they may have been working on a cadence of "left right, left right", which in the new configuration would mean that the reversed participants would have to hear "left" but think "right." Could they have found other commands that would have made it easier for all participants to master? The reversed participants symbolize new people joining an already functioning team or group.

How do we treat new employees when they enter our workplace?

- 2) Repeat the exercise after further training to see if they have learned how to work better as a team.
- 3) If several groups are doing the exercise together, have them compete with each other or time one group against the other. Debrief on what they need to do to improve their teamwork.
- 4) Mix the groups up to see if they can work equally as well with another set of participants by employing good teamwork skills.

TEAM BINGO

OBJECTIVE: To enable team members to get to know more about each other. This exercise is especially helpful when the team is first formed or you have several new members joining the team.

PROCEDURE: To learn more about your fellow team members, each of you has a bingo card. Find a person who fits the requirement or can answer the question in each square. When you find that person, have them sign the square. The winner will be the person who first completes the squares in the bingo card with a straight line (horizontal, vertical, or diagonal) and shouts out “bingo.” If after 15 minutes no one shouts “bingo,” the winner will be the person who has the most squares signed.



PARTICIPANTS: EIGHT OR MORE MEMBERS OF THE SAME TEAM.

EQUIPMENT: A BINGO CARD AND PEN FOR EACH PARTICIPANT.

BINGO CARD & PEN PER PERSON

DEBRIEF:

1. What did you learn about someone on the team that will help the team work well together?
2. How can the diversity in the group work to our advantage as a team?

**Enabling team members
to get to know more
about each other,
especially when the team
is first formed.**

B I N G O

Find someone who plays a musical instrument. Find out when they play this instrument.	Find someone who has played on an athletic team. Learn what position they played and why.	Find someone who has led another team in a workplace. What did this team do?	Find someone who has been a captain of a sports team.	Find someone who has coached a kids' sports team, when, and where?
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Find someone who has worked on a team with someone from another culture or ethnic background.	Find someone who has chaired several team meetings. What was the most important lesson that person learned in doing so?	Find someone who has mediated in a conflict at work. What did they learn from this exercise?	Find someone who has organized a community project. What was that project?	Find someone who has been a member of another team at work for at least two years.
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Find someone who has taken a seminar or attended a workshop on teamwork. When and where?	Find someone who has a relative or close friend who is a member of an organized team or high performance group. What is the nature of this team or group?	FREE	Find someone who has been a member of a championship team or high performance group. Which team or group was it?	Find someone who had a favorite coach. What one thing did they learn from that coach?
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Find someone who regularly watches professional team sports. Which sport is it and why?	Find someone who knew what they wanted to be when they grew up and actually became it.	Find someone who had a good laugh in the past week. What caused them to laugh?	Find someone who knows what the acronym TEAM stands for.	Find someone who has seen a team of disabled athletes play. What impressed you about them?
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Find someone who admires a leader from the past. Was this person a team leader?	Find someone who owns a team jersey. Find out why.	Find someone who has scored points (goals or baskets, etc.) for their team. When and where?	Find someone who has competed in an individual sport. Which one and when?	Ask a question of your choice about this person.
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SAVE THE TWEETY BIRD

OBJECTIVE: To improve teamwork through evaluation and feedback. This will be done by creating a prototype device that will protect the mythical Tweetybird's egg from cracking in the event that it falls out of the nest. The device must be strong enough to protect the egg being dropped five feet to the floor/ground.



PROCEDURE: The team of three builders has four minutes to plan the activity (during which the materials may not be touched) and five minutes to build the prototype device. At the conclusion of the five minutes for building, each device will be tested to see if it can protect the egg from breaking when it is dropped five feet to the ground. Those whose egg breaks will be eliminated from the competition. Those whose egg survives will go on to compete in a second round that is a 5'6" drop and so on, raising the drop by 6" each round until a winner is found.

PARTICIPANTS: ANY NUMBER OF GROUPS OF 4 PARTICIPANTS.

EQUIPMENT: (FOR EACH TEAM OF THREE BUILDERS AND ONE OBSERVER): SIX STRAWS, FOUR MARSHMALLOWS, 30' OF DUCT TAPE, 1 LARGE EGG. NO ADDITIONAL MATERIALS CAN BE USED APART FROM THE FLOOR or GRASS or TABLE TOP (IF USING A TABLE). THE INSTRUCTOR WILL NEED A MEASURING TAPE AND A STOP WATCH. EACH TEAM OBSERVER WILL NEED A PEN AND A PIECE OF PAPER TO MAKE NOTES FOR THE DEBRIEF.

DEBRIEF by the observer:
Was a team leader chosen? If so, how? If not, why not?

In the planning phase:
Did everyone contribute ideas? If not, were quiet team members encouraged or asked for their thinking?

- Did anyone dominate decision making? If it was a team leader, did everyone assume he/she was the decision maker? If someone other than the team leader dominated decision making, did the team leader attempt to balance the situation?
- Did the team stop at the first strategy or create several options to choose from? Did anyone's ideas get ignored or not commented on?
- Was a plan made of how to use the materials?
- Was a plan made of how to use the talent on the team? Did everyone have a job to perform? Did they work as a cohesive team or as a group of individuals?
- Was a contingency plan created in the event that the idea didn't work?
- How effective was communication among team members, both oral and body language?

In the construction phase:

- Did the team follow the agreed-upon plan?
- How were mistakes corrected?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 STRAWS	4 MARSH-MALLOWS	DUCT-TAPE	1 EGG	PEN & PAPER	STOPWATCH & MEASURING TAPE

CONTINUED

SAVE THE TWEETY BIRD CONTINUED

Did all perform their roles? If not, how did the team or team leader ask for accountability? At the conclusion of the debriefing, the observer will explain what he/she was trying to accomplish through the feedback. Each team member will then evaluate the observer's feedback on the following basis:

- Do I know how we performed as a team?
- Do I know how I performed as an individual team member? Strengths and areas for improvement.
- Do I know what I should continue to do and what should be changed if the exercise were repeated?
- Do I know how I can help my teammates to work better as a team?

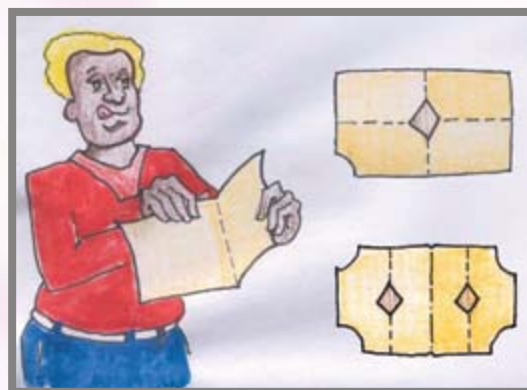
OBJECTIVE: To recognize that even with everyone following the same instructions, the end result may be very different depending on how the individuals interpret those instructions and the perspective that they bring to the exercise.

PROCEDURE: Distribute an 8 ½" X 11" paper to each person. Instruct the participants to take the sheet of paper in both hands and close their eyes while following the instructions:

- 1) Fold the paper in half;
- 2) Fold the paper in half a second time;
- 3) Tear off the upper right hand corner;
- 4) Fold the paper in half again;
- 5) Tear off the upper right hand corner;
- 6) Participants may now open their eyes, unfold their papers, and hold them high in the air to see if they can find others who have the same design.

During the exercise, some participants may ask questions, but the instructor's reply should always be to follow the instructions given.

PAPER FOLD & TEAR



PARTICIPANTS: UNLIMITED

EQUIPMENT: A SHEET OF 8 1/2" X 11" PAPER FOR EVERY PARTICIPANT

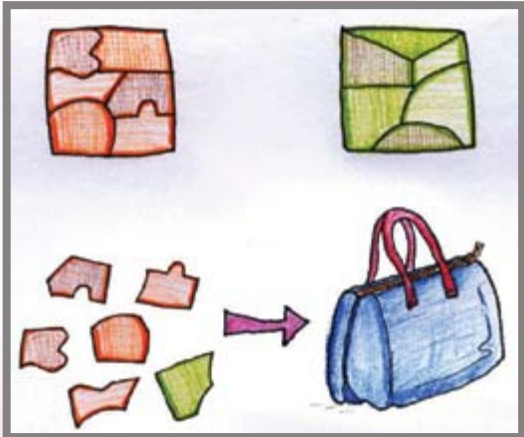
1 SHEET OF PAPER PER PERSON

DEBRIEF: This is usually done by taking them through what happened, or you could ask them questions. There will be several different designs depending on which way they folded the paper (e.g. top to bottom, or sideways) and how big of a corner they tore off. The point of the exercise is to show that they all had the same instructions, but the results are very different, depending on how they followed the instructions. This is the way we all work and the point of teamwork is to get everyone working together (i.e., understanding and following the instructions in the same way for the benefit of the whole).

SQUARES

OBJECTIVE: To discover that you may need to look beyond your immediate team members for a solution to your problem.

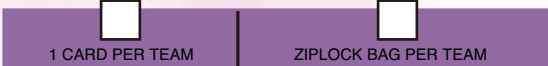
PROCEDURE: Each team of four people (can also be done with three or five members as long as all teams are the same size) is given a ziplock bag and told to take the pieces out of the bag and assemble a complete square. The first team to complete their puzzle wins.



PARTICIPANTS: ANY NUMBER OF MULTIPLES OF FOUR ON A TEAM.

You may need to look beyond your immediate team members for a solution.

EQUIPMENT: ONE 6" X 6" CARD (PER TEAM), CUT INTO SIX DIFFERENT SHAPED PIECES. EACH CARD WILL BE DIFFERENT. NOTE: THIS EXERCISE CAN ALSO BE USED WITH THE EQUIPMENT USED FOR THE BROKEN SQUARES EXERCISE. PLACE THE SIX PIECES INTO A ZIPLOCK BAG WITH FIVE PIECES FROM THE SAME SQUARE AND ONE FROM ANOTHER SQUARE SO THAT THERE IS NO COMPLETE SQUARE IN EACH BAG.



- DEBRIEF:**
- 1) How did you feel when you discovered that your team did not have all of the pieces to complete your square?
 - 2) Who gave up a piece that was not needed before finding the one that they needed? Why did you do that?
 - 3) Who had to convince another team to give you a piece you needed before they found their missing piece? How did you convince them?
 - 4) How does this process relate to what happens in your workplace (the silo mentality)?
 - 5) What happens to the organization when one team member or whole team does not have an attitude of sharing for the benefit of the entire organization?
 - 6) How can we help others get what they need in order to succeed?

TEAM PROCESSING

OBJECTIVE: Wal-Mart is known world wide for its efficiency in distributing goods received from its suppliers to its stores. Storage costs are eliminated through a precise on-time delivery system. This is an exercise to see how well your team can distribute balls and bits most efficiently. The object is to see how many balls or bits can be processed in one minute.



PROCEDURE: The six or seven team members stand evenly around the circle. Team members may not enter the circle at any time. A penalty of one deduction from the teams' total will be applied for each violation. To process a ball or bit, must be processed by the person with the green bag or pail picks out a ball or bit and tosses it to another member until everyone touches it, and it is placed in the red bag or pail. At no time may any team member toss the ball or bit to the person next to him or her. The team will have 10 minutes to orient themselves to the task, and practice before they do the one minute test. At the end of the one minute test, a team member will explain to the audience the benefits of their processing system. The team with the most number of balls or bits in the red bag at the end of the one minute test will be declared the

PARTICIPANTS: ANY NUMBER OF TEAMS OF 6-7 MEMBERS (ALL TEAMS MUST BE OF THE SAME SIZE)

EQUIPMENT: 20 BALLS AND BITS (THE SAME OBJECTS CAN BE USED IN THE GROUP JUGGLE EXERCISE) AND TWO LARGE BAGS OR PAILS MARKED "GREEN" AND "RED" FOR HOLDING THE BALLS AND BITS. CHALK OR A STICK FOR DRAWING A CIRCLE ON PAVEMENT OR IN THE DIRT. USE A MEASURING STICK TO DRAW A CIRCLE 10' IN DIAMETER.

20 BALLS & BITS

2 PAILS

CHALK OR STICK

To see how well your team can distribute balls and bits most efficiently!

DEBRIEF:

- 1) What was the process used to determine the best strategy?
- 2) What was the benefit of the practice time?
- 3) Did your team improve over its best practice time to the final test? Why, or why not?
- 4) How does your team prepare itself for a competitive process such as submitting a bid?

PYRAMID CUPS

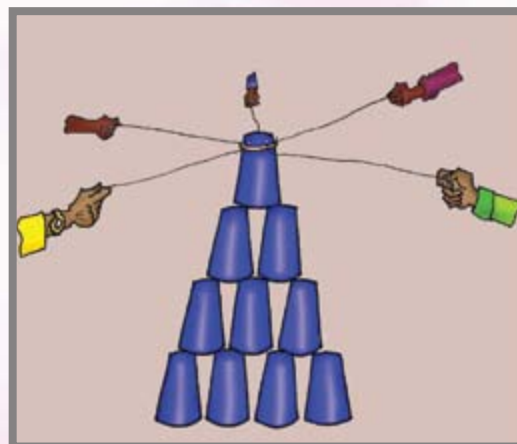
OBJECTIVE: To get people to work together as a team and to discover how leadership is given and received among different people.

PROCEDURE: The cups are placed at random on the floor or ground with two to three inches between them. The five people form a circle around the cups and each person picks up a string. The instructor explains that they are to build pyramid cups (four on the bottom, three - two in the middle and one on top). They can only use the elastic band to move the cups, by putting the stretched band around the end of the cup. This done by pulling together as a team on their strings. They must stay at the end of their strings and cannot touch the cups with any of their body parts or use anything beyond the strings and elastic band to move or lift the cups.

DEBRIEF: If more than one group is doing this exercise, the winner is the group that first completes the building of the pyramid.

1. What made the operation successful?
2. How did they deal with seeming failures (a cup rolls off of the table onto the floor, several cups are knocked off the pyramid, one person releases their string too soon, etc.)?
3. What communication skills did they use?
4. How did they feel when they completed the task?
5. How could they improve the next time, and shorten their time?
6. How could this exercise be used to demonstrate the necessity of good teamwork in the workplace?

of the exercise. For this purpose you should use four strings instead of five. Five strings make the exercise more difficult so that the participants do not just pull their strings from the four different compass directions, which makes it perfectly balanced. The fifth string forces them to adjust more of the tension in pulling the elastic band open to grasp the cup and then releasing it from the cup.



PARTICIPANTS: ANY MULTIPLE OF FIVE

EQUIPMENT: 10 CLEAR PLASTIC CUPS (SIX OR EIGHT OUNCE) FOR EACH GROUP. A SMALL ELASTIC BAND (SMALL ENOUGH THAT IT CAN BE STRETCHED TO GO AROUND THE END OF THE CUP) TO WHICH FIVE 3' STRINGS ARE ATTACHED WITH LOOPS SO THAT THEY CAN SLIDE AROUND THE ELASTIC BAND. IT IS ALSO HELPFUL TO MAKE A SMALL FINGER LOOP IN THE OTHER END OF EACH STRING.



Variations of this exercise

If you have used different leadership styles (visionary, strategic, relational, operational), this is a great exercise to demonstrate the differences between the four styles of leadership as each role will become apparent in the execution

TRUST CIRCLE

(Raccoon Circle up and down)

OBJECTIVE: To demonstrate how important trust and communication are to producing good teamwork. This is a good exercise to do before engaging in an activity requiring trust among team members.

PROCEDURE: Anyone who cannot do a full knee bend or squat should not participate in this exercise. Some women with short skirts may also wish to not participate in this exercise. The participants form a circle around the rope circle, standing close together (not quite shoulder to shoulder). While the weight of the group does not have to be evenly distributed around the circle, the exercise will work best if the weight is dispersed. Each person grasps the rope with two hands (fingers down). If only one group is doing the exercise (or you choose one group as a demonstration to the others), the instructor should be part of this circle. The participants' feet are placed just inside the circle as they lean back from the rope with outstretched arms. At this point, they should all balance off one another. The whole group squats together, relying on the others to support them. Do not sit on the ground but come back up to your starting position. If you are using webbing, try to keep it flat. The circle should move up and down at exactly the same pace. Repeat several times and then try a wave motion around the circle with some participants going down while others are coming up.



PARTICIPANTS: ANY MULTIPLE OF 8 TO 20 PEOPLE.

EQUIPMENT: A PIECE OF 1" ROPE OR WEBBING (CALLED A RACCOON CIRCLE) WITH THE ENDS SECURELY TIED TOGETHER TO FORM A CIRCLE. THE LENGTH OF THE ROPE NEEDED WILL DEPEND UPON THE NUMBER OF PEOPLE INVOLVED. YOU USUALLY NEED 2' OF ROPE FOR EACH PERSON INVOLVED.

ROPE(RACCOON CIRCLE)

Variations of this exercise

Have one person deliberately not work with the group. What is the impact? How do the others feel?

DEBRIEF:

1. What did it take for all of us to do this together so that one side did not fall over or sit on the floor (trust, cooperation, and eye or verbal contact with the people opposite you)?
2. What happens if one person does not cooperate? What do other people have to do?
3. When there is a wave coming, what does the rest of the team have to do?
4. How does this relate to our workplace? (We all have to work together to accommodate one another, in this case adjusting for different weights or a concentration of heavier people on one side.)
5. How do we see trust working in our organization to produce the same results of oneness as in the exercise?
6. How do we build trust among team members at work? Does the leader have a planned strategy for doing so?

BRIDGE BUILDING

OBJECTIVE: To evaluate a team operation through mutual observation and feedback.

EQUIPMENT: ONE ROLL OF 60 SHEETS OF NEWSPAPER (SHEETS NOT PAGES) HELD TOGETHER WITH AN ELASTIC BAND, ONE ROLL OF ½" OR ¾" MASKING TAPE, FOUR ROUND BALLOONS OF EQUAL SIZE (9"-12") BUT DIFFERENT COLORS, AND ONE GOOD SIZE TELEPHONE BOOK FOR EACH GROUP OF FOUR. THE INSTRUCTOR WILL REQUIRE A WATCH TO KEEP TIME.



A SHEET OF INSTRUCTIONS FOR EACH OBSERVER WITH THE FOLLOWING DIRECTIONS:

1. Was a team leader chosen? If so, how? If not, why not?
2. In the planning stage:
 - Did everyone on the building team contribute ideas? If not, were quiet team members encouraged or asked for their thinking? (a mark of a well-functioning team.)
 - Did anyone dominate the decision making? If it was the team leader, did everyone assume that he/she was the decision maker? If someone other than the team leader dominated the decision making, did the team leader attempt to balance the situation?
 - Did the team stop at the first strategy or create several options to choose from? Were anyone's ideas ignored or not commented on? Why?
 - Was a plan made for how to best use the materials?
 - Was a plan made for how to best use the talents on the team? Did everyone have a job to do? - was a contingency plan created in the event that the first idea did not work?
3. In the building phase:
 - Did the team follow the agreed-upon plan?
 - How were mistakes corrected?
 - Did every team member perform their jobs? If not, how did the team leader or the team ask for accountability?
 - Was there any time when a team member was not engaged in the building process? Why?
4. What could the team have done to be more successful ?
5. What could each team member have done to enable the team to be more successful in accomplishing their task?

PARTICIPANTS: ANY NUMBER OF GROUPS OF FOUR.

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60 SHEETS OF NEWSPAPER	ELASTIC BAND	TAPE	4 BALLOONS	TELEPHONE BOOK	STOPWATCH

PROCEDURE: 1) Each group of four selects one person to act as an observer while the other three function as a team to build a bridge with the materials given to them. This bridge must be strong enough to support the weight of the telephone book and high enough so that the telephone book can pass vertically under the bridge without touching the bridge's supports. The telephone book is to be used for testing the bridge and not as part of the construction. CONTINUED

BRIDGE BUILDING CONTINUED

The bridge does not need to have a roadway leading to the main part of the bridge. Only the balloons, newspapers and masking tape can be used in the construction of the bridge. The bridge can be built on the floor or a table, but these only form the base for the bridge.

- 2) The observer may not participate in the building of the bridge or talk to the team members. His/her job is to observe and to evaluate how the team functioned, according to the questions on the observation sheet. He/she may not show the questions to the team members.
- 3) The team is given five minutes to plan how they will build the bridge, during which they may not touch any of the building materials.
- 4) The instructor will say when the building can commence.
- 5) The objective is to see which team can build the bridge and test it the fastest.
- 6) When the bridge is ready to be tested, the team summons the instructor to validate the test. If successful, the team's time is recorded for comparison.
- 7) When the bridge has passed the test, the observer will debrief the team on their collective and individual performance based on the observer's sheet of questions.
- 8) Bridges should not be dismantled until other teams have had an opportunity to compare designs, and the instructor gives the okay.

Evaluating the Feedback:

- 1) After the team has heard the evaluation of their observer, each team member will then evaluate the observer's feedback on the following basis:
 - a) Do I know how we performed as a team?
 - b) Do I know how I performed as an individual member of the team?
 - c) Do I know what I should continue to do and what I should change if the exercise were repeated?
 - d) Do I know how I can help my teammates work better as a team?

The objective of this two-way feedback is to improve individual and team performance. In a successful and full evaluation, the observer (like a supervisor on the job) must also be evaluated.

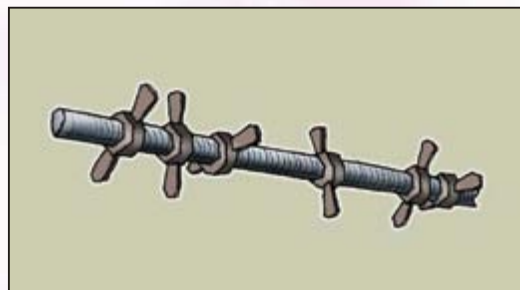
You can always do better. A winning team has done this exercise in 45 seconds. The average is eight minutes.

**To evaluate
a team operation
through mutual observation
and feedback.**

GOING NUTS

(Adapted from an original exercise by Chris Cavert)

OBJECTIVE: To enable a team to find a way to have every member share in completing a task while recognizing and using the strengths of different members



PROCEDURE: Present the rod to the group. Ask them to take the nuts off as fast as possible. One player to a nut or one nut to a player, either way is fine. That's it. Seem easy?

PARTICIPANTS: AS MANY SETS AS YOU WISH, MINIMUM IS 6 PARTICIPANTS.

To enable a team to find a way to have every member share in completing a task

EQUIPMENT: ONE 12" SECTION OF 5/8" THREADED ROD AND ONE 5/8" NUT OR WING-NUT FOR EACH PLAYER (IF YOU WANT TO ADD GREATER CHALLENGE, THROW A FEW MORE IN). SET UP THE ACTIVITY BEFORE HAND BY TURNING ALL THE NUTS ONTO THE ROD AND LEAVE THEM EACH AT DIFFERENT PLACES ALONG THE ROD.



DEBRIEF:

- 1) What was the group's initial reaction/expectation?
- 2) What was the first problem encountered? What was the solution?
- 3) Was there any support during the activity? How did it help or hinder progress?
- 4) When the first few players finished, what did they do? Does this same thing happen elsewhere?
- 5) Did anyone "go nuts?"
- 6) How could we apply what we learned from this exercise to our workplace?

Variations of this exercise

Create a One-Way rod by carefully crimping the last few threads on one end (it should be difficult to notice). This will prevent the nuts coming off in one direction, thus the One-Way Off concept. Most groups don't realize this until it is too late. To extend the exercise, have teams put the nuts back on the rod.

MARBLE MOVERS

(Adapted from an original exercise by Jackie Gerstein)

OBJECTIVE: To demonstrate how team members must work together to help each other accomplish a task.

PROCEDURE: Place the container of marbles on the ground or floor. Have the players sit cross-legged in a circle around the container at a distance where they can just reach the container with their Marble Mover. They must stay in their same spot throughout the activity. If the player is left handed, have him/her place his or her cup next to his/her left hip. If right handed, next to his/her right hip. Tell the group, "You can use only one hand to hold the Marble Mover, and that one hand must remain behind the tape mark at the opposite end from the spoon at all times." The task is complete when all the marbles in the container are gone and everyone has some marbles in their cup (at least two).

The objective is to have the team share the marbles. It will be very difficult for a player to drop marbles in his/her own cup. They do, however, need to try dropping marbles in everyone's cup. Watch for players who hold back or drop out of the exercise.



PARTICIPANTS: 4 - 8

EQUIPMENT: A MARBLE MOVER: FOR EACH GROUP MEMBER (A 3' LONG 1/4" DOWEL WITH A PLASTIC SPOON TAPED TO ONE END AND A TAPE MARK ALL THE WAY AROUND THE DOWEL 3" FROM THE OTHER END), A PLASTIC COFFEE CUP FOR EVERY PLAYER, AND A FRISBEE TYPE CONTAINER (YOU WILL NEED A LOW LIP EDGE FOR THIS - ONE). PUT THREE MARBLES IN THE CONTAINER FOR EACH PLAYER BUT DO NOT TELL THEM IN ADVANCE HOW MANY MARBLES ARE IN THE CONTAINER.



DEBRIEF: 1) Who realized the need to help each other?

- 2) Was it hard to accept help from other people? Why?
- 3) What were some problems you encountered as you tried to help?
- 4) How did you work through the problems?
- 5) Did everyone feel they received their fair share? (If too many marbles get dropped into the same cup, a traffic jam is created.)
- 6) Who had to speak up to receive their share?
- 7) What would be the equivalent challenges that we face in the workplace and how do we deal with them?

Variations of this exercise

The same objective can be accomplished by dividing the participants into groups of four. Two 2' by 2' cardboard squares (or carpet squares) are needed for each group. One person stands on a square. When the signal is given to begin the exercise, the other square may be placed in front by a team member so that the person can move onto that square. The three team members work to place the squares in front so that the person can step onto the next square without touching the floor or the ground, and complete a distance of 20-30'. This is a race in which the winner depends upon how well the team works together and their strategy.

PIPELINE

(Adapted from an original exercise by Lenny Diamond)

OBJECTIVE: To enable a team to find a way to have every member of the team share in completing a task while recognizing and using the strengths of other members

PROCEDURE: The objective of the activity is for the group to devise a method for moving a marble through a series of the hand-held paper rolls and then successfully drop the marble into a receptacle located 20' to 30' away (depending on the size of the group), as quickly as possible. The paper rolls cannot touch each other or the ground. The player controlling the marble in his or her tube cannot move his/her feet as long as the marble is in the tube. No one can move arms beyond the width of his or her body space. Only the first person can touch the marble. You cannot squeeze the roll in order to impede the movement of the marble. The receptacle cannot be moved. Any violation of the above guidelines (or if the marble drops on the floor), requires starting over.



PARTICIPANTS: 6 - 10 OR GROUPS OF THE SAME SIZE WITH EQUIPMENT FOR EACH GROUP.

EQUIPMENT: A PAPER TOWEL ROLL FOR EACH MEMBER OF THE GROUP (OR A CARDBOARD FABRIC ROLL OR ½ INCH PVC PIPE THAT IS CUT INTO 12" LENGTHS), ONE MARBLE, A SMALL RECEPTACLE, AND ANY TYPE OF AREA (AN INSIDE AREA INVOLVING FURNITURE IS MORE CHALLENGING). CUT THE ENDS OF EACH ROLL AS SHOWN IN THE DIAGRAM.



DEBRIEF: 1) How did you contribute to the activity?

- 2) What roles were assumed during the activity?
- 3) How was the first person chosen (the toucher of the marble)?
- 4) Did anyone else want to be the first person? Why?
- 5) What was the group reaction to dropping the marble?
- 6) What type of problem-solving occurred?
- 7) When did you start working as a team?
- 8) Were any members left out of the exercise?
- 9) Did certain members dominate the exercise? Why?
- 10) How do we handle similar situations in our workplace and with our work teams?

Variations of this exercise

- 1) Use more than one marble at the same time but not in the same tube.
- 2) Place a time limit on the task (one minute from start to finish).
- 3) Non-verbal, one handed, several members blindfolded, if you have the time.
- 4) Mark each tube with tape or felt pen four inches from each end of the tube. Participants can only hold onto the tube in the centre section between the two marks on the tube.
- 5) Number each tube one to ten and have participants handle the marble in the order on their tube.
- 6) Cut one or more tubes so that the cuts are not the same on each end but one is opposite to the other, thereby forcing that player to adjust.

BALLS AND BITS

OBJECTIVE: To work as a team in designing a scheme for transferring objects as quickly as possible from one location to another.

PROCEDURE: Have each group stand around an 8' diameter circle drawn on the floor or ground. The sack with balls and bits is on one side of the circle and the empty sack is on the opposite side. The sacks cannot be moved. The participants may move around as long as they do not enter the circle. The objective is to transfer each item, one at a time, from one sack to the other and every person in the group must touch each object but cannot give or receive an item from the person standing next to them. The groups are given ten minutes to devise their strategy and to practice. The objective is to see how many objects can be transferred from one sack to the other in one minute. Any item that is dropped inside the circle cannot be retrieved and will result in a penalty loss of one item. When a team takes an item out of the first sack, the person doing so will shout, "out", thereby signaling that a new item is in play. When the item is deposited into the second sack, the person doing so will shout, "in" so that the other team members will know that they can start with another item. Only one item can be in play at any one time.

Begin the exercise with a one minute time limit. Blow the whistle at the end of one minute so that all teams know when to stop the exercise. Only items actually in the second sack when the whistle blows will count. The winner is the team that moves the most items from one sack to the other sack in one minute, less any penalties for objects dropped within the circle. This exercise could be repeated several times if time permits, before a winner is selected. Have a spokesperson from each team explain why their system should work best.



PARTICIPANTS: ANY NUMBER OF TEAMS OF SIX PEOPLE.

EQUIPMENT: A COLLECTION OF 15 SMALL BALLS AND OBJECTS FOR EACH GROUP (YOU COULD USE MATERIALS USED IN GROUP JUGGLE) THAT ARE PLACED IN A CLOTH SACK OR PAIL. A SECOND SACK OR PAIL. A STOP WATCH AND WHISTLE FOR THE FACILITATOR.

15 BALLS/OBJECTS PER GROUP

2 PAILS

STOPWATCH

WHISTLE

To work as a team in transferring objects quickly from one location to another.

DEBRIEF: 1. Did the winning team have the best system design? Why or why not?
2. Why did some teams do better than others?
3. If you were to do this exercise again, would you change your strategy? Why?

4. Do we judge our team performance on results or processes or both in our workplace?
5. What is the danger in using just results or just processes in our evaluations?

USING YOUR STRENGTHS FINDER PROFILES TO BUILD A TEAM

OBJECTIVE: To demonstrate how to use the strengths of team members to accomplish a task.

PROCEDURE: Ask the team members to share their individual strengths with the team. Give the team a project to work on. For example, you are the New Church Building Team that is to prepare a proposal for funding that will be sent to a Granting Foundation. Determine what will be required to develop such a proposal and, based on the strengths in the group, who should be responsible for developing and presenting each part of the proposal.

PARTICIPANTS: UNLIMITED NUMBER OF TEAMS

EQUIPMENT: HAVE EACH PARTICIPANT COMPLETE THE STRENGTHS FINDER PROFILE AND BRING THE RESULTS TO THE GROUP.

 STRENGTHS FINDER PROFILE

To demonstrate how to use the strengths
of team members
to accomplish a task.

DEBRIEF: Ask the team to explain how they would use the strengths of the members of the team to complete the task. This should include such things as envisioning the project, identifying potential or known obstacles to the proposal, identifying resources available, research of needs, design, and costs, designing the proposal, graphics, writing the proposal, presenting the proposal, evaluating the process, etc.

DEVELOPING TEAMS FOR BIBLICAL LEADERS

OBJECTIVE: To identify the leadership characteristics of well-known Biblical leaders and what kind of people they need to surround themselves with in order to build a strong, complementary team for their ministry. This exercise will help people identify the variety of people that God used for significant leadership tasks.

PARTICIPANTS: UNLIMITED

EQUIPMENT:

HAND-OUTS OF 5 BIBLICAL LEADERS

EQUIPMENT:

Handout of characteristics of five biblical leaders as follows:

1) _____

Likes authority

Loves a challenge and an argument

Acts quickly and decisively on strongly held convictions

Not afraid to confront and thrives on controversy

Willing to go through anything, including adversity, for the sake of the task

Likes varied activities (dislikes staying in one place for a long period of time)

Passionate about what he does

Logical, orderly approach to tasks

Likes clearly delineated practical goals

Strong will power

Hard on people, especially those with whom he is teamed in ministry

Impetuous

Haughty and domineering

Asks "what" questions.

PROCEDURE:

Ask the participants to work in teams of three to five to identify who these Biblical leaders are (1 - Paul, 2 - Peter, 3 - Deborah, 4 - Abraham, 5 - Moses). Since teams are designed to complement different personality types, ask the participants to list the qualities they would look for in designing a well-rounded ministry team around these five leaders.

DEVELOPING TEAMS FOR BIBLICAL LEADERS CONTINUED

2) _____

Spokesperson for anyone, any time, anywhere
 Impulsive, often speaks before thinking
 Needs to feel accepted in a group, wants to please
 Passion for caring for and helping people in need
 Easily influenced by others
 Conforms easily, fearing loss of approval
 Bold speaker with above average verbal skills
 Enthusiastic, with an eager response to life
 Energized by people, people-oriented, tender, sympathetic
 Motivates others
 Deals forcefully with situations
 Highly emotional
 Disorganized and optimistic
 Can be erratic and inconsistent
 Easily forgets promises and obligations
 Wants freedom from control and detail
 Prefers to deal with people rather than things
 Asks "who" questions because of interest in people

3) _____

Willing to work under God's anointing in unconventional ways
 Committed to the task at hand
 Uses available resources rather than worrying about what is not available
 Willing to take the first step to accomplish a task
 Committed to a vision and a task
 Willing to take action even when some others are unwilling to follow
 Inspires great trust in others to face enormous odds
 Has a legal mindset
 A problem solver rather than an avoider
 Asks the "explanatory" questions

4) _____

Will lead when asked, but prefers a private life
 Prefers to work for God behind the scenes
 Without questioning, would do anything for God

DEVELOPING TEAMS FOR BIBLICAL LEADERS CONTINUED

Great trust in God and willing to act on His promises
Remains steady on course, persistent and patient
Completes tasks
Loyalty in leadership
Prefers the status quo to change
Dislikes conflict
Takes advantage of others
Places a high value on personal security
Asks the “how” questions

5) _____

Likes the private life and background
Does not like confronting or standing before people
Likes security
Willing to endure rather than seek change
Likes long periods of careful, persistent activity
Critical of others
Likes personal attention and reassurance
Likes carefully defined and sharply delineated responsibilities
Likes a precise and exact job description
Likes to focus on precise details and loves to search out the facts
Has a passion for accuracy; a perfectionist
Loves to comply with authority and follow the rules
Likes to work in controlled situations
Conscious of his limitations
Willing to delegate to others once he sees the advantages of doing so
Uncompromising once the direction is set
A good diplomat
Asks the “why” questions

DEBRIEF: *Here are some suggested responses:*

For #1 Paul Needs people who recognize the needs of others / will research facts before jumping into something / will calculate the risks of a decision / will deliberate with him

For #2 Peter Needs people who develop a positive working climate / support him in expressing his individuality / will focus on the tasks at hand / can systematically organize activities / will research the facts / will follow through on commitments

DEVELOPING TEAMS FOR BIBLICAL LEADERS CONTINUED

For #3 Deborah

Needs people who are willing to fight for the cause / are willing to follow through to the end / will do the tough tasks / can act on the vision.

For #4 Abraham

Needs people who recognize limits and clear boundaries / know that the task is doable / will work alongside in a cooperative activity / will get into the action / will work in unpredictable environments / are flexible in procedures.

For #5 Moses

Needs people who will make quick decisions / are willing to confront / will offer lots of reassurance / will support him during tough times / will confront unpopular decisions / will be accountable for rash actions.

What kinds of people do you need to complement you in building your team?



PRAYER

Dear God,

I know that you never intended us to work alone, that is why you gave us families, communities and churches. But the challenge of working in these environments as a team is a challenge that I cannot do without your guidance and wisdom. To begin with, getting the right players on the team is so important and I know too well the dire consequences that come from having the wrong people on the team. Please give me insight to make the right choices in recruiting the team. Enable me to see their hearts and not just their accomplishments. Don't let me be fooled by choosing a team of "yes" people and ignoring the richness of the input that comes from diversity and especially from those who see things from a perspective different than my own. Make me aware of any biases that would prevent me from having the right players on the team to achieve what you have called us to do as a team.

I cannot understand what these team members should contribute to the team except that I see how you have gifted and prepared each one of them. Help me to see whom they really are and therefore what they can contribute to the whole for your glory. Give me the wisdom to know which tasks can best be assigned to which individual so that you will be glorified in their accomplishments for the team's sake. Give me patience to work with those on the team as you worked with your team of 12 imperfect disciples.

My heart's desire is that we become of one mind in serving each other for the greater collective good. May my service to them be seen as building them up to serve you better.

Oh Lord, building and leading a team is an awesome responsibility that I cannot do without you. We need you as our real team leader to coach us in how to function as a team and not as a group of individuals. Oh Lord, this assignment as a team leader is a daunting task, for which I am totally dependent on you. I know that you will not let me down, because the work of the team is not mine but yours and for your glory! This is your team, and I am but your faithful servant in leading it for your purposes.

**We need you as our real team leader
to coach us in how to function as a team
and not as a group of individuals**



EFFECTIVE TEAM LEADERSHIP: LEARNING TO LEAD THROUGH RELATIONSHIPS

CHAPTER 8: **Managing Conflict in a Team**

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CONFLICT STRATEGIES: WHAT IS YOUR PREFERRED STRATEGY?

The proverbs listed below can be thought of as descriptions of some of the different conflict resolution strategies. Proverbs state traditional wisdom, and these reflect traditional wisdom for resolving conflicts. Read each of the proverbs carefully. Using the following scale, indicate how each proverb compares with the way you typically act in a conflict.

5 = Very 4 = Frequently 3 = Sometimes 2 = Seldom 1 = Never

- _____ 1. It is easier to refrain than to retreat from a quarrel.
- _____ 2. If you cannot make a person think as you do, make him or her do as you think.
- _____ 3. Soft words win hard hearts.
- _____ 4. You scratch my back, I'll scratch yours.
- _____ 5. Come now and let us reason together.
- _____ 6. When two quarrel, the person who keeps silent first is the most praiseworthy.
- _____ 7. Might overcomes right.
- _____ 8. Smooth words make smooth ways.
- _____ 9. Better half a loaf than no bread at all.
- _____ 10. Truth lies in knowledge, not in majority opinion.
- _____ 11. He who fights and runs away lives to fight another day.
- _____ 12. He hath conquered well that hath made his enemies flee.
- _____ 13. Kill your enemies with kindness.
- _____ 14. A fair exchange brings no quarrel.
- _____ 15. No person has the final answer but every person has a piece to contribute.
- _____ 16. Stay away from people who disagree with you.
- _____ 17. Fields are won by those who believe in winning.
- _____ 18. Kind words are worth much and cost little.
- _____ 19. Tit for tat is fair play.
- _____ 20. Only the person who is willing to give up his or her monopoly on truth can ever profit from the truths that others hold.
- _____ 21. Avoid quarrelsome people as they will only make your life miserable.
- _____ 22. A person who will not flee will make others flee.
- _____ 23. Soft words ensure harmony.
- _____ 24. One gift for another makes good friends.
- _____ 25. Bring your conflicts into the open and face them directly; only then will the best solution be discovered.
- _____ 26. The best way of handling conflicts is to avoid them.
- _____ 27. Put your foot down where you mean to stand.
- _____ 28. Gentleness will triumph over anger.
- _____ 29. Getting part of what you want is better than not getting anything at all.

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- _____ 30. Frankness, honesty, and trust will move mountains.
- _____ 31. There is nothing so important that you have to fight about it.
- _____ 32. There are two kinds of people in the world, the winners and the losers.
- _____ 33. When one hits you with a stone, hit him or her with a piece of cotton.
- _____ 34. When both give in halfway, a fair settlement is achieved.
- _____ 35. By digging and digging, the truth is discovered.

Scoring: enter the values you gave for each answer above into the chart below, and add up the total in each column.

Avoiding	Competing	Accommodating	Compromising	Collaborating
_____ 1	_____ 2	_____ 3	_____ 4	_____ 5
_____ 6	_____ 7	_____ 8	_____ 9	_____ 10
_____ 11	_____ 12	_____ 13	_____ 14	_____ 15
_____ 16	_____ 17	_____ 18	_____ 19	_____ 20
_____ 21	_____ 22	_____ 23	_____ 24	_____ 25
_____ 26	_____ 27	_____ 28	_____ 29	_____ 30
_____ 31	_____ 32	_____ 33	_____ 34	_____ 35
_____ TOTALS ➔	_____	_____	_____	_____

The higher the total, the more frequently you tend to use that strategy; the lower the total, the less frequently you tend to use that strategy. A full description of each style is found in Chapter 8.

When tensions rise, one tends to go into default mode for handling conflict. This is why it is so important to understand who we are and how we react naturally to a conflict, whether it be with another team member or with the team generally.



You could test your default mode by answering these questions:

1. If you checked into a hotel room and found that the service person had not left you a wash cloth, what would you do?
2. If your supervisor at work asked you to work an extra hour on the night that you had planned to see your son play basketball, what would you do?
3. If your supervisor at work told the rest of the team in a team meeting that Jason should be praised for his work on the procedural manual but did not mention your name and you had done 40% of the work on the manual, what would you do?
4. If the team decides to order in pizza for lunch but it is not the kind of pizza that you like, what would you do?
5. If the team leader asks you to pick up the slack for one day for another team member, what would you do? Would it make a difference whether the other team member's slack was based on her being ill the previous week or just being lazy in completing her work because deadlines were not important to her?
6. In team meetings you often sit beside Andrea who has an annoying habit of tapping her pencil on the table. It drives you up the wall and disrupts your concentration. What would you do?
7. Team meetings regularly start 10 minutes late because Tim cannot get there on time. What would you do?
8. At a team meeting another team member inferred that the reason the team was behind in its productivity was that you had been preoccupied with other issues. What would you do?
9. Several team members seemed to blame Susan and Mike for the team's poor performance, but you knew that some of the responsibility rested with you as well. What would you do?
10. In a team meeting that you are leading/chairing, Sally says that Ted is an "irresponsible idiot." What would you do?

What kind of situations, scenarios, or statements regularly get under your skin or bother you when working closely with others?

DEVELOPING A WIN-WIN RESOLUTION TO A CONFLICT:**the Gym Use Case*****Instructions***

Divide the participants into pairs and give one person the instruction sheet for the role of Phil Jackson, and the other the instruction sheet for the role of Bob Jones. Ask each to read through their scenario and then go to a quiet place away from other participants and negotiate a solution based on their instructions. They should not show their instructions to each other. When they have negotiated a mutually satisfying agreement (a win-win scenario) then they need to come back together for a group debriefing.



The Gym Use Case: *Role for Phil Jackson*

You are Phil Jackson, the esteemed coach of the Christian College Saints men's basketball team. This has been a tough season for the team as several of your players sustained injuries during the first half of the season. Although the final game of the season was not until April 17, by the end of February it seemed clear that the Saints did not have a chance of making the playoffs this year. At that point, the captain of the team, Mike Weaver, who was also a graduating senior, asked if the graduating class could book the gym for the evening of Friday, April 24 for a final hoopla party. You agreed. After all, making the playoffs this year was a statistical impossibility so there was no need to reserve the gym for the evening of the first game of the league playoffs.

The team seemed to pick up speed and morale in the last few games, when some of the injured veterans were able to play again, but you could still not win enough games to make the playoffs. But on April 17, the league announced that one of your arch rivals was being disqualified from the playoffs because they had used an ineligible player in their last couple of games. That meant that the Saints would now qualify for the first round of the playoffs and the team they would play was the second place (Vikings), the very team they had beaten in the last two regular season games. The Saints were ecstatic.

The first two games of the playoffs were to be played in your gym at 8 p.m. on the evenings of April 24 and 25, which gave the final home court advantage to the other team for the next game and any others that would be necessary in the best of five playoff games.

You needed the gym every night for practices leading up to April 24 in order to get the team ready.

You remembered that the graduating class, with your sign off, had booked the gym last February for the evening of April 24.

A quick check with your opponents indicated that they could not host the first game of the playoffs in their gym and moreover, they wanted no changes in the schedule as they had already booked their hotel rooms for the evening of the 24th in your city. If you defaulted on this first playoff game there would be too much pressure on the Saints to win all of the remaining games in the series.

Mike Weaver had already been to see you to tell you that it was very important for him to make it to the playoffs in his final year with the Saints. Besides, you owed it to him given the leadership that he had given to the team in the last three years.

Before the campus became embroiled in a dispute between the graduating class and the Saints, you decided to go and see Dr. Bob Jones, the faculty advisor to the graduating class, to see if you could get him to give up the Grad Executive's plans for the campus-wide advertised grads' hoopla evening in the gym on the 24th.



The Gym Use Case: *Role for Bob Jones*

You are Dr. Bob Jones, a faculty member at Christian College, and the faculty advisor to the graduating class. The Executive of this year's graduating class has planned a special graduating party in the gym for the evening of Friday, April 24. The date was selected and booked in February when it appeared that neither the men's nor the women's basketball teams would have any chance of making the playoffs. The regular season ended the weekend before the playoffs were scheduled to begin. On Friday, April 17, the league announced that one of the teams in the men's league had been disqualified from the playoffs for using ineligible players. This means that the Christian College Saints will now advance to the first round of the playoffs and were given home court advantage for the first two games to be played on the evenings of April 24 and 25.

The graduating class has engaged an outstanding Christian rock group, Jesus Zings, for the evening of the 24th, at a special price of \$10,000 and, according to the signed contract, you have paid a non-refundable deposit of \$5,000 to the group.

It was such a coup to get Jesus Zings that the campus has been plastered with advertising for the last two weeks, besides a couple of feature promotional articles in the *Mars Hill* student newspaper. Total advertising costs thus far have been \$2,000.

The graduating class executive has already purchased materials for decorating the gym and will need two hours to do so as much of what they want to do has to be hung from the ceiling. The grand finale is a net of balloons hanging from the time clock in the center of the ceiling that the grads have to spear in order to get the individual prizes that will be concealed in each balloon. Total expenditures thus far on decorations and prizes are \$1,000.

A caterer has been engaged to provide snack foods and drinks after the concert. The executive has a signed contract with the caterer for \$3,000 with a non-refundable deposit of \$1,000.

You know that the coach of the men's basketball team is anxious to take his team into the playoffs and the team captain, Mike Weaver, is in the graduating class. Before the campus gets embroiled in a dispute between the graduating class and the Men's basketball team, you have decided to go see Coach Phil Jackson to ensure that your grads do not get short changed.

Group discussion questions when the pairs have found a win-win solution.

1. What are some of the win-win solutions that you found? Was there more than one possibility?
2. What did it take to come up with a win-win solution?
3. Had you not been able to reach an agreement, what would the end result have been?
4. Describe a conflict you are presently engaged in with others in your organization or team. What would a win-win solution look like? What would it take to obtain a win-win solution?
5. How can you promote understanding for achieving win-win solutions on your team?



CASE STUDY

Getting teams to work together

The Hospital for Sick Children in Toronto, Ontario, Canada is one of the leading pediatric healthcare and research facilities in the world. It employs a staff of more than 5,000, plus another 1,200 in its research institute. A few years ago, patients needing a non-emergency MRI appointment had to wait an average of nine months, and sometimes more than a year. When the Supreme Court of Canada ruled that long wait lists for medical care had to be reduced as a matter of one's charter rights, the pressure was on to reduce them. The bottleneck here was in the Diagnostic Imaging Department which, through its MRI or CT scan, provided a detailed view of a patient without any incisions. The procedure requires the combined effort of four groups: nurses, technologists, anesthetics, and radiologists. When it came to increasing patient flow without sacrificing the quality of the images, the work of the nurses and the technologists seemed to make the greatest difference.

One certain way to get a clear picture is to sedate the patient so the child does not move while in the MRI. But sedation takes a while to wear off and in the meantime it ties up nurses in the recovery area, thereby slowing down the process. Working without sedation carries risks. If the child moves, the procedure must be repeated. That slows down the process and, in the case of a CT scan, the child would receive a double dose of the radiation that creates the image. The technologists were most concerned with getting a crisp image and wanted sedation, whereas the nurses, who were mostly concerned for the medical care of the child during the procedure, argued against sedation. If the child did not move, a CT scan could be completed in three to four minutes but it could take up to two hours for sedation to wear off, during which the child would be under the care of a nurse. This led to arguments between the techs who felt that the nurses "bulldozed" through the process, and the nurses seeing the techs as "button-pushers." Neither felt like the other side respected their expertise. Because of these disagreements, or turf wars, other forms of cooperation also broke down. Neither side was eager to jump in and help with shared responsibilities. The techs stayed in their control rooms next to the imaging machines, and the nurses stayed at the nursing station. Communication broke down, so the two groups were not properly coordinating when one patient would be done and the next should come in. With this prevailing hostility, that over time had become entrenched in the hospital's culture, there could be no reduction in wait times. The problem was rooted in both sides not knowing or respecting each other's roles. (Wagner & Harter, p.4).

WHAT WOULD YOU RECOMMEND?

After two unsuccessful tries at solving this problem through changing directors, the hospital appointed a new managing director of the Diagnostic Imaging Department, Susan Jewell. Although Susan had no prior nursing or managing experience in such a department, she did know how to work well with people. Before rushing into the fray with a solution, she listened to all the people involved on both sides of the dispute. She tried to understand their opinions, and gathered the facts about waiting times. Among her conclusions:

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Some of the people currently managing employees had lost credibility with the staff and needed to be let go or reassigned; she needed to be a strong advocate for the department to the rest of the hospital; several areas needed to be remodeled to improve patient flow; and the working hours of the imaging machines needed to be lengthened. But ultimately, nothing was going to improve much with the dissension between techs and nurses (Wagner & Harter, p.5).

Susan set the goal of the “hand-in-hand, skipping down the CT hallway.” There would be physical renovations in the CT area, and the heads of the two feuding areas agreed that they needed to hire a facilitator and organize a retreat aimed at getting the techs and nurses to work better together.

The retreat started with some ice-breaking exercises before they got down to the main business. Ground rules were laid out: only one person could speak at once, there was to be no blaming, no grandstanding, but lots of constructive feedback. The issues were put on the table and then they did a role-playing exercise in which the techs played the part of the nurses and vice versa. Then the real underlying issues came out.

Through exaggerated misperceptions and a certain amount of ribbing, the two groups got to some of the real issues between them. "Oh, could you try this kid without sedation? He's really cute," said one tech pretending to be a nurse. Another tech-turned-nurse sat down and began reading a magazine. Not to be outdone, one of the nurses playing the role of a tech deadpanned, "I don't care. Sedate them!" . . . Using the humor as a springboard, the techs and nurses started discussing the real issues: why they recommended for or against sedation in certain situations, how both professions felt a lack of respect, where a failure of communication or courtesy interfered with the work, and how they could make improvements (Wagner & Harter, pp.5-6).

Much of the discussion focused on who should be responsible for various aspects of the process. In the end, they agreed that the decision about sedation was in the sole domain of nurses, and scanning had to be done by a tech. Beyond that, there was room for better cooperation between them. They could work together to make up a bed after a scan instead of expecting the other to do it. It was all based on more communications between the two groups. They also undertook to write a praise note to someone on the other side. Their focus was no longer on protecting their own turf, but on the bigger issue of helping their young patients through what was for most of them a very traumatic experience. Nervous children were treated to humor, playing games, a clown act, singing, face painting, and toys as rewards. Instead of a “we” vs. “them” mentality, it was “now we are in this together for the kids”. To reinforce their new respect for each other, the techs and nurses have Friday lunches together in the control room. And with the new cooperative teamwork, MRI wait times declined as much as from 41 weeks to 4 weeks and CT wait times from 27 weeks to 3 days (Wagner & Harter, p.7).

In your area, what would it take to get conflicting or standoff groups to work together for the larger interest?

Try a reverse role play to understand the other side in a conflict.

DISCUSSION EXERCISE

**Applying the principles of Matthew 18
to a conflict that has disrupted healthy teamwork in the church.**

Mark had asked his friend Jacob on the stewardship team to build him several custom-designed wall cabinets to hold Sunday School materials. By having the work done in-house, Mark hoped to save on his team's Sunday School budget. Jacob was happy to do so and agreed that he would bill Mark's department for the cost of the materials but not his labor. Soon afterwards Jacob received the design and measurements from Mark and work on the cabinets began. Along the way, however, Mark asked Jacob to make "a few little adjustments" to the original design. Jacob was willing to make the adjustments but wanted Mark to pay for the extra materials required, and especially for the fancy hinges that Mark now wanted installed on the cabinets. That ticked Mark off because Jacob was his friend whom he thought could surely do the "little extra" without raising the cost.

Jacob's attitude was really bugging Mark so he brought it up with his other team members over coffee one day after church and told everyone that Jacob was not a very good team member because he wanted to charge for every "little extra" he did instead of accommodating his friend Mark. After all, they both were working for the same church. That got the Associate Pastor, Sid, into a snit because Jacob was supposed to be working on cabinets for his office and they were long overdue. Sid reasoned that the delay in his project must be because Jacob was spending time making revisions to Mark's cabinets. Mark was convinced that Jacob was being petty about wanting to charge for the extra materials. This conversation was overheard by another team member who was a good friend of Jacob's and told Jacob what Mark said about him.

Jacob was angry! He was trying to help Mark, even though Mark was changing his mind and causing Jacob to do extra work to complete the cabinets. The next day Mark and Jacob exchanged some tough words with each other in which Mark accused Jacob of being "a miserly penny pincher" and Jacob shot back with "It wouldn't be a problem if you were more decisive." Feeling maligned by Mark's comments, Jacob decided that he would not do any more work on Mark's cabinets until Mark's department agreed to pay for the extra materials. Meanwhile, Mark made it known around the church that Jacob was uncooperative. Mark even talked about going elsewhere to get his cabinets made and leaving Jacob with the costs of the materials he had already ordered and used. The dispute escalated in the church's rumor mill as both Jacob and Mark tried to justify their actions. But that was not the end of the matter as Mark and Jacob's wives were in the same ladies bible study group.

One day after bible study, Jacob's wife, Michelle, decided to let Mark's wife, Leanne, know what she thought about how unfairly Mark was treating Jacob. The next week Michelle was not at the bible study so Leanne decided to tell the other ladies what had happened so they could "pray for Jacob to change his ways." One of the ladies in the bible study class, Patsy, was quite concerned about what was happening between Mark and Jacob and decided that she should see Michelle. It was a difficult meeting and Patsy was shocked to hear a very different story about what had gone on from Michelle. Patsy could hardly believe that it was the same incident. This caused her to question whether Leanne was telling the truth.

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Patsy went back to Leanne and told her what Michelle was saying about Mark's conduct. Leanne denied that Mark had done anything wrong. As far as she was concerned, it was all Jacob's fault for not helping his friend Mark. Besides, she argued, the extra costs were not a big deal for Jacob to absorb into the stewardship budget which was much bigger than Mark's Sunday School budget. Patsy was even more confused but she was determined to get to the bottom of this trouble before the whole church got embroiled in it. Before Patsy could get much further, however, she received a telephone call from Leanne telling her to "butt out and mind her own business." That was easier said than done because Michelle would no longer come to the bible study group if Leanne was there and that had the whole bible study group talking about the problem.

Meanwhile, Mark and Jacob still had to work together on the church's elder team. But that was becoming more difficult because they would not speak directly to each other when the elders met and Jacob felt that Mark was taking cheap shots at any proposal that he brought to the elders. Mark resented Jacob's "superiority attitude" at the elder team meetings and was determined to see him snidely "put in his rightful place." As the tension mounted between these two antagonists, the team atmosphere dissipated quickly into an unsavory competition for one-up-manship between Mark and Jacob. The sad part is that while everyone involved was feeling bad about the tension in the air, no one knew what to do about it with these two strong-willed antagonists.

Discussion Questions:

1. Neither Mark nor Jacob wanted a conflict to destroy their friendship as brothers in the Lord's work, so in light of Matthew 18, what went wrong in this situation?
2. What Christian principles ought to have been applied in this situation?
3. If you had been the leader of the elder team, how would you have handled this situation?

CASE STUDY**Competing Ministries**

First Church is a 125-year-old traditional congregation located in Appleton, a mid-sized city in a well-known apple-growing district. The senior pastor is a well-known community leader who preaches excellent sermons but has little interest in the administration of the church. The church has grown in recent years to an average worshipping attendance of 1000, spread over two services.

The senior pastor, the associate pastor for pastoral care, the associate pastor for youth ministry, the director of children's ministry, the director of music, and the business manager/administrative assistant make up the full-time staff. At one time each staff member felt primarily accountable to the lay leaders in his or her area of ministry. Staff salaries were even budgeted within the ministry area budgets.

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The director of music, for example, was paid out of the music budget rather than a comprehensive personnel budget. Staff offices were located near their ministry areas so that the pastor for youth ministry had his office in the youth wing of the church and the music director's office was next to the choir rehearsal room, and so forth.

First Church, then, had various tents of ministry set up within one large congregation. Staff tended to minister to their own immediate constituents to whom they had developed lines of accountability and close relationships. Staff meetings, led by the senior pastor, were held every other week. They usually lasted one hour and focused on calendar coordination, making sure there was no overlap in the use of facilities and that there was some order and logic to the scheduling of special events. The annual staff meeting for the preparation of the budget was a tug-of-war competition for resources to fund the various ministry areas.

Over time, the staff relations at First Church had become strained as each member imagined that others were encroaching on his or her areas of ministry. One year, for example, the music ministry received a larger portion of the budget increase, which infuriated the youth leader. The youth pastor along with other key volunteer youth leaders spread the word among those concerned about youth ministry in the congregation that the youth ministry did not get its fair share. They put pressure on the elders to remedy the situation. Some parents, angry after hearing the gossip that First Church no longer valued the youths of the congregation, threatened to change churches.

The music director thought the youth pastor was over-reacting and spreading erroneous information. He felt that both his program and his ministry were threatened by a perception that some people had that “youths were being sacrificed for a grand Christmas cantata.” A few parents in the choir quit the choir in protest. Other choir members and the elders on the music committee rallied support among their friends to defend the music program from these allegations.

The board of elders met to discuss the growing dissatisfaction among the youths' parents, choir members, and congregational leaders. Some at the meeting suggested delaying a planned playground renovation and adding those funds to the youth ministry budget in an amount equal to the increase in the music budget. The elder responsible for children's ministry went ballistic. They had waited patiently for two years for that playground renovation. “Parents of young children would be furious over this delay,” he argued. In the end, the elders voted to reduce the amount given to the music ministry so that the music ministry and the youth ministry would each receive the same amount of the total budget increase for that year. Their decision produced hurt feelings all around and more resentment and further fragmentation among both the staff and their loyal constituents. The various tents of ministry seemed further apart than before, and the congregation was more divided along ministry lines.

WHAT WOULD YOU ADVISE?

Guidelines to a possible response to the case study in competing ministries

Presenting problem: Budget allocation between music and youth ministries.

Core Problem: Individual ministries in the church are operating as silos, resulting in inadequate horizontal communication and leaders becoming territorial and overly protective, which the leadership style and organizational structure encourages. The church cannot function as a whole for God's glory.

Advice:

1. Identify the problems with a ranking exercise
2. Seek the guidance of the Holy Spirit through prayer and the Word to solve these problems.
3. Stop the bleeding (gossip), senior pastor's responsibility, through teaching leading to reconciliation and forgiveness (especially, but not limited to, the youth pastor).
4. Review, clarify, or create a vision and mission for the church to which all ministries are to be accountable in everything they do.
5. Determine, probably with the help of an outside facilitator, a model of operation leading to servant leadership and team-based ministry.
6. Provide ongoing training in servant-leadership and team-building through understanding its Biblical mandate, teaching and experiential learning, to develop the right attitudes, such as win-win. This begins with the senior pastor but must include all church leaders.
7. Provide training in conflict management.
8. Board of Elders to learn their responsibilities as a board to understand the importance of "going to the balcony" in order to see the bigger picture.
9. Address issue of financial accountability through centralized staff salary budget.
10. Role clarification of ministries that are responsible to the whole church and not just their immediate constituencies.
11. Restructure staff meetings to reinforce servant leadership and teamwork around the accomplishment of the mission.
12. Restructure physical layout of church to bring the pastoral team together.
13. Begin a servant leadership development program.
14. Establish a feedback mechanism.
15. Establish a review process, assessment criteria, and adjustment mechanism in order to accomplish the church's mission as required in the future. Celebrate successes and give God the glory for the transformation.

Some Biblical texts that would be applicable are:

- Isaiah 1:18 - let us reason together
- John 15:17 - love one another
- 1 Corinthians 1:10-17 and 3:1-23 - there should be no divisions
- 1 Corinthians 12:1-31 - the importance of the whole body of Christ
- Philippians 2:4 - look to the interests of others

CASE STUDY

Conflict between the CEO and the Board Chairman at a Christian School

The executive director and board chairman of the organization expressed grave concern at a board meeting over a financial short-fall in the institution's budget. The discussion led to their requesting assistance in long-range planning. The executive director was the fourth person to hold the position and had already served four years. Her predecessor had been persuaded to leave after a ten-year tenure because board members felt the organization's educational offerings had declined in quality and appeal. No assessment of the reasons for decline had been done at the time (other than speculation), and although the organization experienced a minor upsurge in registrations the following year, attendance reverted to previous levels and was suffering a slow, steady decline at the time the organization requested help.

As preparation began to help the board engage in strategic planning, pervasive distrust between the executive director and the board chairman was noted. All of the reasons for this situation were not apparent, but one major reason seemed to be a lack of clarity about each one's specific role and set of responsibilities. The executive director cited several instances in which she felt her authority with staff had been undermined by the board chairman's inappropriate interventions in day-to-day operations. No resolution to these problems had occurred, and the resulting feelings of both the director and the chairman infected every communication or transaction between them. This relationship made it difficult for the staff and board to communicate with optimum clarity or accuracy of information because their interaction was so colored by old baggage. The strong emotions that were bankrolled from the past made it difficult for either one to listen to the other with care. Past unresolved conflicts interfered with the work that needed to be done. Until they acknowledged and dealt with these difficulties directly, substantive progress could not occur. An intervention was designed to help the organization's staff and trustees examine themselves at both the personal and organizational levels. As the emotional smoke cleared, it was easier for them to see what was their work and what was the organization's work.

It is important to help organizations in this kind of situation work simultaneously on being and doing on the internal and external issues. The challenge is to not get bogged down in either dimension, but to work to reintegrate them so that the leaders of an organization can operate from a basis of health and integrity. When a group is able to accomplish this degree of integration between being and doing, the sense of group cohesion, trust, and accomplishment grows.

WHAT WENT WRONG IN THIS SITUATION?

Case Studies;

Analysis of case studies are an excellent way to improve the team's ability to manage conflict without getting immediately into their own issues and prejudices. Team members are usually very capable of providing their own case studies. When these case studies have been written out in not more than one page each, the team can use the following rules for analyzing them:

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1. What is the real issue, as opposed to the present problem, that needs to be solved?
2. Who are the primary and secondary stakeholders in this case?
3. What are the Biblical principles or organizational values that must be applied or preserved in this case?
4. What are some possible options or solutions (brainstorm for both inside and outside of the box ideas)?
5. What are the pros and cons of each proposed solution?
6. Which solution is the best, given the values to be preserved, the short and long term interests of the stakeholders, the desired image of the organization, and the resources and time available? Can you explain why this option or solution was chosen?
7. How will God be glorified through this solution?
8. How and by whom is this solution to be implemented?
9. What needs to be communicated to whom about this solution?
10. How will we know if we have a successful resolution to the situation?

Developing a charter of rules for team engagement in a conflict.

While it is wise for all teams to have a written or unwritten set of rules for promoting healthy team engagements, they become particularly important when conflicts arise and people's emotions are more likely to become entangled in issues. Such a charter of rules is best developed by the team itself and should be one of the first orders of business of a new team. The charter can then be amended as necessary when its work proceeds. The charter should be prominently displayed so that it can be easily referred to, or team members can be held accountable to it.

Here are a few ideas to start the process. *As a team we commit ourselves to:*

1. Not engaging a third party in an interpersonal dispute among team members except as a mediator or witness.
2. Not personalizing issues. Stick to the facts and the problem without trying to assign blame to an individual. It is always a team problem regardless of who may have contributed to it.
3. Do not use negative or disparaging labels to describe team members such as, "inflexible," "wishy-washy," "opinionated," "know-it-all." That will hinder good communications among team members.
4. Starting meetings on time with all of the team members present.
5. Not passing on rumors of conflict. Bring all disagreement into the open for a team resolution.
6. Not interrupting when another team member is speaking (except when the team leader is ensuring the proper conduct and flow of business).
7. Not engaging in side conversations when a matter is being discussed.
8. Practice team solidarity by not discussing disagreements and discussions with those who are not on the same team.
9. Not using email to discuss sensitive or emotionally-charged issues. Talk to each other directly about these matters.
10. Ensure that collaboration is the norm to aim for at all times.

FILM STUDY

John Q is a story of a poor man who fights the health care system in order to save his son, who is in need of a heart transplant. In the process, he finds himself in conflict with the hospital administrators, his insurance company, and ultimately with the police when, in desperation, he takes hostage the operating room staff. While the director of the film clearly has a message in the film about the impact of the United States health care system on the common man, that is not your focus in watching the film, nor is it an evaluation of the actors and the plot, but only how the various stages of the conflict were managed or mismanaged by the actors. The focus of the film is not on managing a conflict within a team but on conflicting positions.

The Story:

John Archibald is a factory worker in a mining town in Illinois. His wife, Denise works as a grocery store clerk. On a Sunday afternoon, John's young son Michael is playing baseball when he suddenly collapses while running the bases. He is taken to Hope Memorial Hospital in Chicago where it is discovered that he has fallen into heart failure and urgently needs a transplant. A transplant costs \$250,000 which John and Denise cannot afford and his insurance plan will not cover. A less expensive policy has restrictions that are too limiting and Denise does not have any benefits from her job.

John and Denise make every effort to raise the money as they must make a down payment of \$75,000 in order to put Michael's name on the donor's list to receive a new heart. In spite of their personal sacrifices and appeals, they cannot raise that much money and Denise is told that the hospital is going to release Michael to go home to die.

An irate John takes matters into his own hands. On Saturday, September 29, 2001, John enters the hospital with a pistol hidden under his jacket. John begs Dr. Turner to help him and promises to find a way to repay him, and then points the gun at the physician's head and orders him to give his son a new heart. They enter the emergency room, and he holds the hospital at gunpoint, threatening to kill the hostages if his son does not get the operation. An ambulance arrives at the hospital with a gunshot victim, who John reluctantly allows into the hospital to be operated on by Dr. Turner, saving the man's life. The paramedics become aware of the hostage situation and notify police. A prolonged standoff ensues, in which John threatens to begin killing hostages if his son is not put on the heart transplant waiting list.

Prolonged struggles take place among the hostages and John. A SWAT unit inserts a sniper into the building via an air shaft. The sniper shoots John, but the shot causes only a minor wound. After taking the shot, the sniper's leg falls through the ceiling tiles and the outraged John gets up and pulls him out of the air shaft and subdues him. John's gunshot wound is treated by the emergency room staff, and using the bound SWAT policeman as a human shield, steps outside to the sight of dozens of policemen pointing weapons at him, as well as a large crowd gathered to support his cause. John demands that his son be brought to the emergency room, where he claims that the surgeons inside are ready to perform a procedure to save his life. The police give into his demand in exchange for the SWAT sniper.

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Once his son arrives, John reveals his intention to commit suicide so his heart can be used to save his son. He persuades Dr. Turner to perform the operation. John goes to say his last goodbyes to Michael, telling him to obey his mother and live honestly and responsibly. Meanwhile, Denise is told about a woman killed in a car accident miles away, who has been flown to the hospital for organ recovery. She runs to the ER and stops her husband from shooting himself, and John allows the hostages to go free. Michael is given the life-saving operation, and after watching the procedure with Denise, John is taken into police custody. He is later cleared of charges for attempted murder and armed criminal action, but is found guilty of kidnapping and was expected to serve three to five years in prison for his actions.

Key Characters

John Archibald - Michael's father played by Denzel Washington.

Denise Archibald - Michael's mother played by Kimberly Elise.

Michael Archibald - the son who needs a heart transplant

Dr. Raymond Turner - Michael's doctor at Hope Memorial Hospital in Chicago

Ann Heche - the bureaucratic hospital administrator

Robert Duvall - a veteran police hostage negotiator

Ray Liotta - a quick-tempered police chief

Discussion Questions:

1. What kinds of conflict were portrayed in this movie?
2. What could be done to manage these various conflicts better?
3. If John Q had been a Christian, would the outcome have been different?
4. In the light of all that he had done to save others, was John Q's sentence justified?

UP NEXT:**Exercises on Managing Conflict**

- * **Cross the Line**
- * **Raccoon Circles**
- * **Helium Tubes**
- * **Healing broken relationships**
- * **Pride & Prejudice**
- * **Appreciation**
- * **Play by the rules**
- * **Touch the ball**
- * **Thinking outside the dots**

CROSS THE LINE

OBJECTIVE: To get participants to negotiate a solution that is collaborative rather than competitive, that will demonstrate the value of win-win solutions, and that serves the interests of both parties.

PROCEDURE: Ask pairs of participants to stand opposite each other and to imagine a line (or use a piece of cord) between them on the floor. If possible provide some space between the opposite pairs. Have participants join hands across the imaginary line with hands above their waists. Tell the participants that the objective is to convince the other person to cross the line without using force. Participants will often try to use competition to get the other person to cross the line by pulling or pushing. You cannot cross the line on your own accord. You must have the permission of the other person before you can cross the line. Participants should come to realize that the best way is to collaborate and have each other cross the line.



PARTICIPANTS: UNLIMITED PAIRS

EQUIPMENT: NONE NEEDED BEYOND SOME SPACE TO MOVE IN. A PIECE OF CORD 3' LONG COULD BE USED FOR EACH PAIR BUT IT IS NOT NECESSARY.



To demonstrate the value of *win-win* solutions

DEBRIEF:- The easiest way is to persuade the other person to change places with you or to agree to cross the line if the other person does. This is a win-win solution but it is interesting how our competitive spirit will often lead to getting the other person to cross the line without you doing so at the same time, which ends in a stalemate as neither person will give in and let the other person cross the line.

1. Do the participants recognize the value of looking for a mutual solution?
2. Why did it take so long for you to come to a collaborative solution to the challenge of getting the other person to cross the line?

RACCOON CIRCLES - TRADING PLACES

OBJECTIVE: To encourage a group to work together and communicate verbally and non-verbally so that collaboration becomes the means of operation.



- PROCEDURE:**
1. Ask each group to form a circle and place the raccoon circle folded in half in a circle in the middle of the participants.
 2. Ask each person to point to a partner that is across the circle. Explain that the point is to trade places with that person but you both must step into the webbing circle at the same time without touching it.
 3. Get the group to try this once, and then increase the challenge by asking them how fast the whole group can trade places.
 4. Ask the group if they have any questions or concerns.
 5. Start the exercise.
 6. To increase the challenge, time the group from start to finish. Challenge them to see if they can improve their time. If one person touches the webbing, the time is negated.

PARTICIPANTS: ANY NUMBER OF GROUPS WITH 10 TO 14 MEMBERS EACH. EACH GROUP MUST HAVE AN EVEN NUMBER OF PARTICIPANTS.

EQUIPMENT: ONE RACCOON CIRCLE OR ROPE EQUIVALENT FOR EACH GROUP.



Variations of this exercise

Once the group has successfully traded places, a way to increase the challenge is to have two partners try to trade places at the same time.

**To encourage a group
to work together
and communicate**

DEBRIEF:

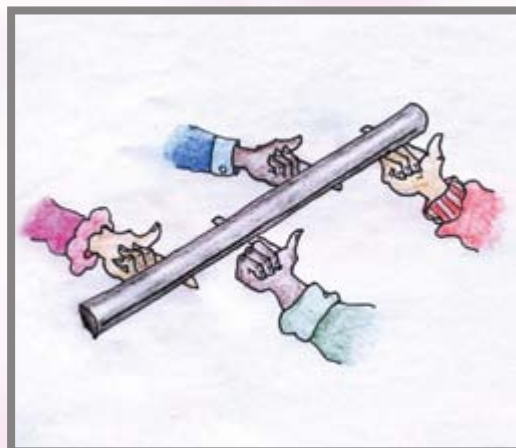
1. How did you and your partner communicate before going through the circle?
2. Was anyone frustrated during this activity?
3. What did you have to do to collaborate instead of compete?
4. How do you foster a spirit of collaboration in your workplace?



HELIUM TUBES

OBJECTIVE: To learn how to work together as a team by serving the interests of the whole. To think how the whole team can function successfully rather than as a bunch of individuals.

PROCEDURE: Divide the participants into two equal groups and have them face each other. Have each person stick the index finger of their right hand parallel to the ground and at approximately chest height. Explain that they are going to balance the PVC pipe on their outstretched fingers and together lower the pipe to the ground. To do this, they must keep their finger parallel to the ground at all times, not cup their thumb around the pipe, or stick a finger into the end of the pipe. They cannot touch the pipe except with the index finger of their right hand. At all times everyone must keep their index finger touching the downside of the pipe. To begin the exercise, place the PVC pipe on their outstretched right hand index fingers and place their left hand on top of the bar to hold the pipe in position until the instructor says that the exercise is to begin. If the instructor is working with only one pipe, he/she may wish to hold onto the end of the pipe to steady it. When the command is given to remove their left hand from holding the pipe, they are to work together to lower the pipe to the ground while keeping the pipe touching their index finger at all times. Focus on touching the pipe at all times with their index fingers. This exercise will also work if there is an odd number in the group as long as there is no more than one more person on either side of the pipe, (i.e., five facing six).



PARTICIPANTS: 10 TO 16 OR ANY MULTIPLE OF THAT NUMBER.

EQUIPMENT: A VERY LIGHT POLE SUCH AS AN ALUMINUM TENT POLE, BAMBOO GARDEN STAKES TAPED TOGETHER WITH A 1" OVERLAP, OR A ONE INCH DIAMETER PVC PIPE WILL WORK WELL. THE EMPHASIS SHOULD BE ON KEEPING IT AS LIGHT AS POSSIBLE AS THIS EXERCISE WILL NOT WORK WITH HEAVIER OBJECTS LIKE BROOM HANDLES OR LARGER PVC PIPES. FOR 10 PEOPLE THE POLE SHOULD BE AT LEAST 8' LONG. FOR EASE OF TRANSPORT, THE PVC PIPE MAY BE JOINED IN CONVENIENT LENGTHS. YOU CAN ALSO ADD ON ANOTHER SECTION TO ACCOMMODATE MORE PEOPLE. GROUPS LARGER THAN 16 DO NOT WORK WELL TOGETHER ON THIS EXERCISE. AT THAT POINT, YOU SHOULD USE MORE THAN ONE POLE.



DEBRIEF:- In almost every case the pipe will rise before it is actually lowered. Indeed, it may take several tries and restarts before they get to actually lowering the pipe together. Throughout the exercise the instructor must remind the participants to keep their right hand index fingers touching the pipe and parallel to the ground.

CONTINUED



DEBRIEF:- CONTINUED*Questions:*

- 1) Did anyone misunderstand the instructions and think that they were to raise the pipe?
- 2) Did anyone purposefully try to raise the pipe?
- 3) Why was it so difficult to lower the pipe? (Everyone understood the instructions and were working towards the common goal of lowering the pipe yet it did not happen. *Reason:* Working as a group of individuals rather than as a team.)
- 4) Did anyone think that someone else was trying to raise the pipe and, if so, what was done about it?
- 5) Why do we blame others when the project goes wrong?
- 6) What made it successful in the end? How did the team work through the problem to a solution.
- 7) How does this exercise relate to our workplace habits?
- 8) Could you do it better another time? Let them try.
- 9) What would be the ultimate in teamwork in order to accomplish this exercise? (They may not realize this at the outset. There needs to be only two points of contact in order to lower the pipe. Instead of spreading out their fingers, have them put their fingers together towards either end of the pipe (so that the pipe remains balanced). With their fingers touching each others', it is easy to work together as the joined fingers remain as a single point of contact with the pipe thereby making the lowering of the pipe very easy, based on only two focal points. This is the kind of solution we need to strive for in thinking about good teamwork. Together Everyone Achieves More.
- 10) What could you do in your workplace to promote better teamwork?

To learn how to work together as a team

by serving the interests of the whole.

To think how the whole team can function

successfully

rather than as a bunch of individuals.

HEALING BROKEN RELATIONSHIPS

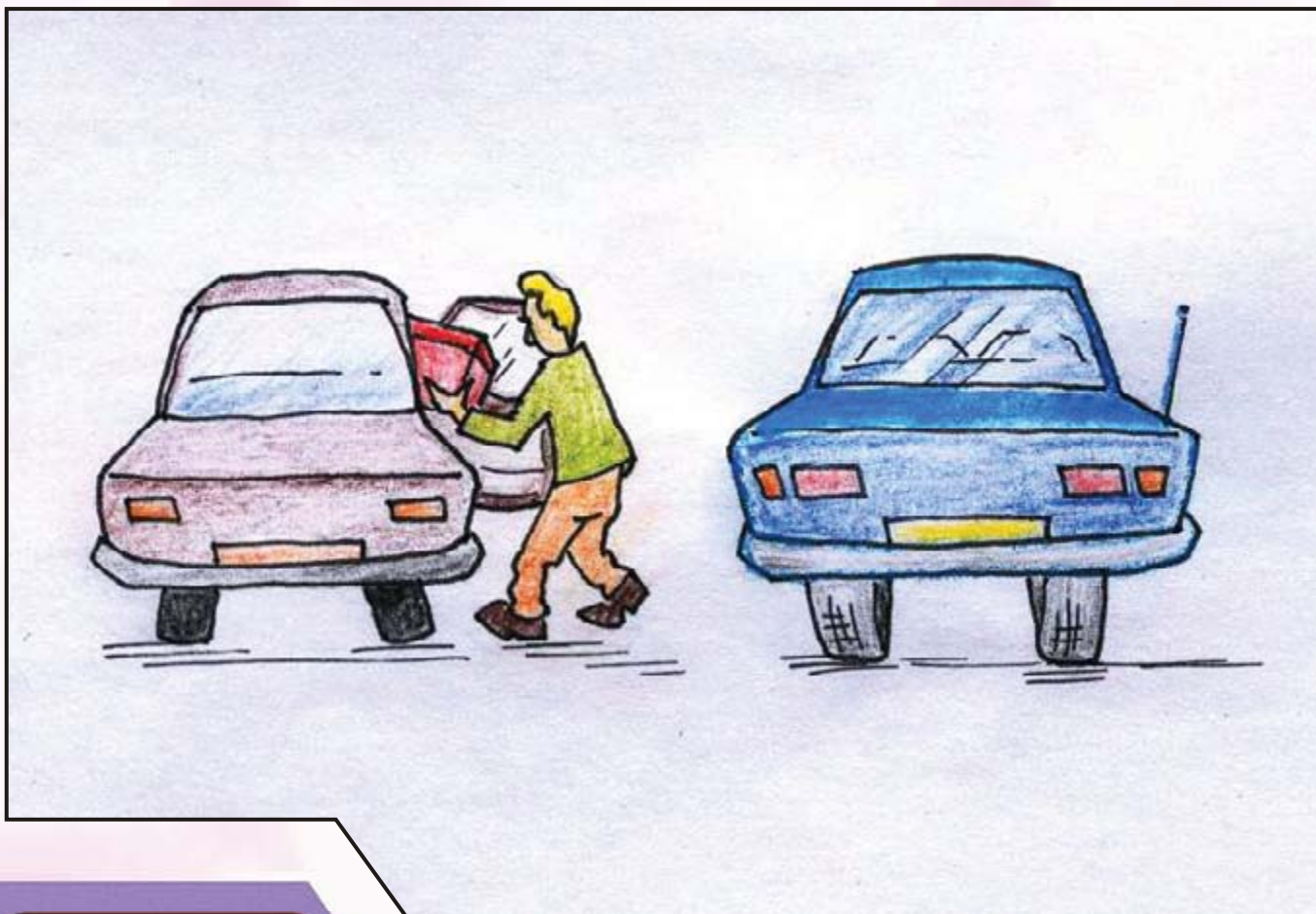
OBJECTIVE: To help teams understand how they can reduce conflict by becoming aware of the dangers of “group-think,” listening to different points of view and demonstrating appreciation for other points of view, listening to points of view that are not your own, and creating more win-win solutions.

PARTICIPANTS: 10 - 60

EQUIPMENT: A LARGE ENOUGH ROOM WITH MOVABLE CHAIRS SO THAT THE TOTAL NUMBER OF PARTICIPANTS CAN BE DIVIDED INTO FOUR GROUPS THAT CAN TALK WITHOUT INTERFERING WITH ANOTHER GROUP.

PROCEDURE:
Read the following scenario to the entire group or give every person a copy.

CONTINUED



PROCEDURE:- CONTINUED

Sam and Daryl work in the same sales department of Watson Technical Services. Over the last two years they have become very good friends, often eating lunch together, playing together on the company's softball team, and with their families visiting each other's home as they both have children the same age who, following the company's annual picnic, have discovered that they like playing together. When Sam's family moved into a new house, Daryl helped them move in and paint a couple of rooms. It seemed like an ideal relationship for both Sam and Daryl and their families.

The only problem was that their assigned parking spots at work were side by side. On three separate occasions, Sam dinged Daryl's car when opening his car door. The first two occasions Daryl noticed the dings but did not say anything to Sam because the paint was not damaged. Sam knew that he had dinged Daryl's car but didn't say anything. After all, his car was older and lots of people had dinged it before he purchased it so a few dings were no big deal. Then one day Daryl brought his wife's brand new car to work. It so happened that that day Sam had decided to take some empty boxes home from work. He was carrying as many as he could at one time and in opening his car door and putting the boxes into the back seat, he really dinged Sam's wife's car. This time it was more than a ding, it was a serious scratch, an indent and the metal was clearly visible under the scratched paint. When Daryl came out to go home he noticed the scratch and knew that his wife would be very upset so he went around to see the car dealer to find out what it would cost to repair the damage. The dealer said that the dent could be easily popped out but the whole door would have to be repainted at a cost of \$500. That was the exact amount of his deductible on the car insurance policy and to make a claim would surely drive up the insurance rate next year. As he suspected, his wife was very upset when he arrived home and demanded that the next day Daryl get Sam to pay for the repair to her car. The next day Sam and Daryl arrived for work at the same time and Daryl showed Sam the damage he had done to his wife's car and what it would cost to fix it. Sam's response surprised Daryl. Sam simply said, "That's too bad. That is the problem with these small parking stalls" and walked into the office.

What would you do? You must pick one and only one of the following options and cannot create your own option. After I read the four options, you will have 15 seconds to write down your selection.

Option A. Daryl should insist that Sam pay the \$500 for fixing Daryl's wife's car with the threat of speaking to their boss about the situation.

Option B. Since it was not a deliberate action that caused the damage, Sam and Daryl should agree to split the cost of fixing the car and each would try to be more careful in the future.

Option C. Daryl should ding Sam's car to see how he would like it and then ask the parking authority for another parking spot.

CONTINUED



PROCEDURE:- CONTINUED

Option D. For the sake of their families ongoing relationship, Daryl should not do what his wife demanded but get the car fixed at his own expense.

Once each participant has chosen his or her preferred option, all the people who choose Option A should go to one part of the room, all those who choose Option B should sit in another area, and so on.

The facilitator would then ask each group to take five minutes to prepare a presentation that would persuade people from other groups to reconsider their choices and to join the presenting group. One person from each group will act as the spokesperson to make a one minute presentation on behalf of his or her group. After the five minute preparation time is up, have each group present their case and after each presentation ask if anyone would like to join that group as a result of the presentation. (It is unlikely that anyone will decide to change groups.) After each group has presented their case, allow an open discussion for anyone who wishes to talk. Allow five to seven minutes for this open discussion and then see if anyone wishes to change groups.

DEBRIEF:

Debrief as a group around these discussion questions:

- 1) How successful were you at convincing others to change their minds and to join your group?
- 2) Why were you so unsuccessful in getting others to join your group?
- 3) How did you demonstrate empathy with the feelings or opinions of other groups?
- 4) Did you spend more time trying to convince others that you were right compared with trying to understand their point of view?
- 5) Is it difficult for someone to leave a group even if they change their opinion? Why?
- 6) How does this procedure relate to how you solve problems within the work team?
- 7) What can be done to ensure that we really listen to the opinions of others?
- 8) How can we avoid group think where people tend to think and act alike in order to not upset the members of their group?
- 9) What would be a win-win solution to this situation?

Variations of this exercise

Have the groups work on a win-win solution. After four or five minutes have one or two people (depending on how big the groups are) join each of the other groups and continue for another four or five minutes working towards finding a win-win solution. Have one or more groups who believe that they have found a win-win solution, share their solution with the rest and invite comments.

Debrief: - What did it take in this situation to develop a win-win solution?

PRIDE AND PREJUDICE

OBJECTIVE: To demonstrate how people feel when they are repeatedly responded to in an unexpected manner by people in the same organization or group. This exercise shows how our responses to team members are conditioned by the way we perceive them. It demonstrates how we feel and react when others put a damper on our ideas or are super critical of them.

- PROCEDURE:**
1. Participants are divided into groups of five with each group going to a circle of chairs. The groups should be spread out in the room so that they cannot hear the other groups or see their labels.
 2. Have each group shut their eyes and the instructor will place one of the sticky notes on each person's forehead (or, if using labels on the person's clothing where they cannot read their own label but the rest of the group can (on front of shoulder or under their chin).
 3. Announce that the discussion topic for each group will be "To identify an income generating activity that will raise money for the church to (here you can substitute anything, such as sending a missions team to Mexico, redecorating the church, renovating the kitchen, etc)."
 4. The group can now open their eyes and must respond to the team member who is speaking according to their label. So if the person with the "Laugh at" sign suggests an idea, then the rest of the team members just laugh at it and pay no attention to it and move onto the next suggestion from another person and proceed accordingly.
 5. After 15 minutes have the participants remove their labels and look at them.

coming from the person whose label read "Agree with" when you thought that there was a better idea but you could not get support from others for your idea. Each person should share their feelings.

2. Why is it impossible for the group or team to get consensus on a good idea in this kind of situation?
3. How does this exercise relate to how decisions are made in committees/teams in your organization?
4. What can you do to break out of this mold?
5. What is the role of the chairperson in this kind of a situation?



PARTICIPANTS: ANY NUMBER OF GROUPS OF FIVE PEOPLE.

EQUIPMENT: *FOR EACH GROUP*

1. FIVE STICKY NOTES, OR MEDIUM SIZED POST-IT NOTES OR STICK-ON LABELS ON WHICH ARE PRINTED IN LARGE LETTERS ONE OF THE FOLLOWING: LAUGH AT, IGNORE, AGREE WITH, DISAGREE WITH, IRRELEVANT.
2. FIVE CHAIRS ARRANGED IN A CLOSE CIRCLE.

5 CHAIRS

5 STICKY NOTES

DEBRIEF: 1. How did people feel about the way other people on the team responded to their suggestion? i.e., you may feel frustrated or angry when every time you made a suggestion, other people laughed at you. One may feel hurt or devalued when every time you made a suggestion the rest of the team ignored what you said and moved onto another idea.

One might feel devalued when everyone kept endorsing the idea

APPRECIATION

OBJECTIVE: To show team members the importance of each other's contribution for the total functioning of the team.

PROCEDURE: The facilitator asks people to come to the bowl or box and take a minimum of three Hershey Kisses each. One will be for you to enjoy, the others are to be given to colleagues who have made a difference in your life, i.e., people whom you have especially enjoyed working with on the team or you wish to thank, and three or more Hershey Kisses for everyone whom you would like an opportunity to work with more closely because of what they do or the kind of person they are (character, attitude, etc.). You must explain your reason for giving a Hershey Kiss.



PARTICIPANTS: THE ENTIRE TEAM.

EQUIPMENT: A LARGE TRANSPARENT BOWL OR BOX FILLED WITH HERSHEY KISSES, OR OTHER SMALL INDIVIDUALLY WRAPPED CANDIES, PLACED ON A TABLE. THERE MUST BE AT LEAST THREE HERSHEY KISSES FOR EVERYONE WHO IS PARTICIPATING.



LARGE TRANSPARENT BOWL



HERSHEY KISSES

To show team members the importance of each other's contribution for the total functioning of the team.

DEBRIEF: *(as a group)*

- 1) How did it feel to receive a Hershey Kiss?
- 2) How did it feel to give out a Hershey Kiss?
- 3) Why did some people receive more Hershey Kisses than others? What can we do as a team to ensure that all team members contribute and are recognized as a team player? (This is a tricky question and must be handled with great sensitivity in order to achieve a positive outcome for the team.) Behind this exercise is why some people choose to give out more Hershey Kisses than others. Was it their generosity, longevity with the team, their role, attitude, etc.?
- 4) What can we do to ensure that everyone is recognized appropriately for their contribution to the team and to our lives?



PLAY BY THE RULES

(Adapted from an original exercise by Cathy Chapplow)

OBJECTIVE: To understand what it feels like when other people play to win by different rules.

PROCEDURE: Divide the participants into groups of four to six players and have each group assemble around a table. Number the groups one to four, or more if you have five or six groups so that each group knows its number. If it is not obvious from their location which is table one and two, etc., then place a large number prominently on each table. Each group will receive an instruction sheet and a pack of cards. They are allowed five minutes to learn the instructions and to practice the game at their table, without moving to another table, and then the instruction sheet will be taken away from all groups. This is an easy card game to learn and to play. There are two instruction sheets with only one variation between them. Distribute an instruction sheet to each group and alternate between the groups the sheet that has the Ace high and the one that has the Ace low. For example, if group one has the Ace high instruction sheet, then group two will have the Ace low instruction sheet, and group three will have Ace high sheet. Note: The participants do not know that there are two different instruction sheets and must not be told this.



PARTICIPANTS: FOUR TO SIX GROUPS OF 4 TO 6 PLAYERS.

EQUIPMENT: A PACK OF PLAYING CARDS FOR EACH GROUP. THE PACK CONTAINS 28 CARDS AND IS MADE UP OF CARDS FROM ACE TO SEVEN OF EACH SUIT. EACH GROUP WILL SIT AROUND THEIR OWN TABLE WITH ONE OR TWO EXTRA CHAIRS AT EACH TABLE.

PACK OF CARDS PER GROUP

TABLES AND CHAIRS

Variations of this exercise

Debrief on the basis of understanding or showing prejudice towards different cultural groups.

- DEBRIEF:**
- 1) When and how did you discover that not everyone was playing by the same rules?
 - 2) How did this realization make you feel?
 - 3) Did this realization change the way you played? i.e., did you adopt a different strategy for playing?
 - 4) Did you think that those who were not playing the way you were, were dishonest or cheating? How did you respond to this in your feelings and thinking?
 - 5) When you find yourself in a situation where other people are responding or playing differently, do you feel like giving up?
 - 6) What would be an equivalent situation where different people play by different rules in your workplace?
 - 7) How do you react in this situation?
 - 8) What do you try to do in this situation?
 - 9) If players had been permitted to talk between rounds, what do you think the result would have been?

PLAY BY THE RULES

CONTINUED

Play By the Rules Instruction Sheet

Cards: In your pack of 28 cards, Ace is high. (Note: the other instruction sheet will have the Ace as low as per the above note.)

Deal: Choose a dealer who will shuffle the cards and deal them out one at a time so that each player receives four to seven cards depending on the number of players.

Procedure: The player to the left of the dealer begins by playing any one of his/her cards by putting it face up in the middle of the table. The next player to the left will play next by placing one of her/his cards in the same suit (example hearts) beside the first card. Each player in turn plays one of her/his cards in the same suit until everyone has played one card. The object is to get a winning trick.

Winning Tricks: When each player has played one card, the player who put down the highest card in the same suit (example hearts) wins the trick. If a player does not have a card in the same suit played by the first player, then he/she may play any card but cannot win the round. In this game, spades are trumps. Therefore, if you do not have a card to play in the same suit as the original card put down in this round, and you have a spade, you may trump all other cards played by putting down a spade. A spade of any number will trump all other cards (hearts, diamonds, clubs) of whatever number. If more than one player lays down a spade in a single round, then the trick is won by the person with the highest spade. The winner of the trick takes all of the cards played and places them face down in a pile beside herself/himself that are not to be touched again in this round. This winner then leads off the next round by playing any card from his/her hand that he/she wishes. The game goes on until all cards have been played or the facilitator announces that this will be the last round played. The player with the most number of tricks wins the game. If two players tie for the most number of tricks, then both players win. When the round is complete the winner or winners move up a table from table number one to two, or two to three, or three to four, and the table four (or the highest numbered table) winner remains at their table. The player or players who have the fewest tricks move down to the next lowest numbered table four to three, three to two, two to one and the loser at table one remains at table one. Players who are neither the winner of tricks nor the loser of the round remain at the same table for the next round. The next round begins with the person sitting to the left of the seat of the last dealer shuffling the cards and dealing them out to the players. That dealer then plays the first card and the process begins again. The objective is to win the most number of games and get to the highest numbered table and stay there.

Tournament begins: When the practice round has been played, in the first five minutes of this exercise, then the instruction sheets are gathered up or taken away and the tournament begins. At this point there is to be no more talking, writing or signaling by any player.

CONTINUED



PLAY BY THE RULES CONTINUED

The facilitator determines when the round is complete and any group that has not finished their play completes only that trick and stops. When the round is complete, the winner, or winners, move up a table from table number one to two, or two to three, or three to four, and the table four (or the highest numbered table) winners remain at their table. The player, or players, who have the fewest tricks move down to the next lowest numbered table (four to three, three to two, two to one) and the loser at table one remains at table one. The next round begins with the person sitting to the left of the seat of the last dealer, shuffling the cards and dealing them out to the players. That player then plays the first card and the process begins again. The tournament usually involves four or five rounds or enough time for several players to move. As the game progresses, the groups will become mixed up with players who think and play as though Ace is high and those who think that Ace is low (the conflict). Thus there may be several people who think that they have won or lost a particular round and will move to another table. The winners will eventually move up to the highest table number and compete among themselves. The winner remains at that table while the losers move table to table to the lowest table (one). The losers move downwards (one table at a time) to table number one and compete with each other at that table. Players who are neither the winner of tricks nor the loser of the round remain at the same table.

Variations of this exercise:

Debrief on the basis of understanding or showing prejudice towards different cultural groups.

**To understand
what it feels like
when other people
play to win
by different rules**

TOUCH THE BALL

(Adapted from an original exercise by Karl Rohnke)

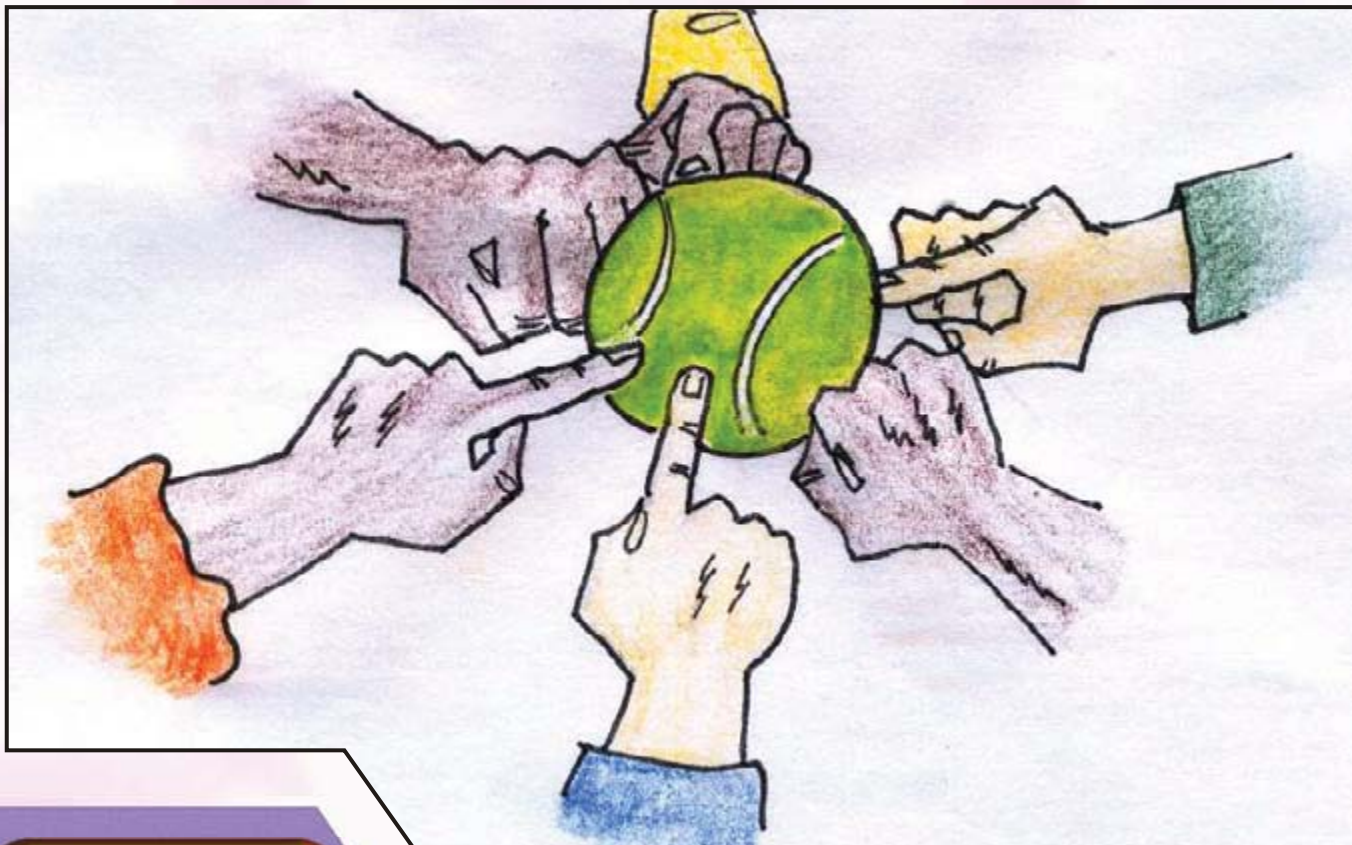
OBJECTIVE: To get a group to work together as a team to hold a tennis ball or empty pop can without touching each other. The focus should be on planning, teamwork, and good communication by all participants.

PROCEDURE: Two people of about the same height hold the tennis ball between them with their noses. The other eight players then try to touch the tennis ball in order to hold it without touching another team member so that the original two holders can back away from touching it with their noses. If the ball drops to the floor or ground or participants touch each other, the exercise must begin again from the beginning. If more than one team is doing this exercise it is helpful to have an extra person as a referee for each team to ensure that the participants do not touch each other accidentally.

PARTICIPANTS: ANY NUMBER OF GROUPS OF 10 PEOPLE.

EQUIPMENT: ONE TENNIS BALL OR EMPTY POP CAN FOR EACH GROUP OF TEN PARTICIPANTS.

1 TENNIS BALL PER GROUP



TOUCH THE BALL CONTINUED

- DEBRIEF:**
1. Who initiated the planning for this exercise?
 2. Did that person assume leadership throughout or who gave leadership for the accomplishment of the task?
 3. To what extent were the two people holding the ball with their noses involved in the planning of the exercise? Why or why not?
 4. Was the original plan followed or adapted and why and how?
 5. What was learned about successful teamwork through this exercise, especially communications among team members?
 6. How could the lessons from this exercise be applied in your workplace?

Variations of this exercise:

1. Change the size of the ball and number of participants
2. Reverse the process and have the two volunteers who held the ball with their noses come back in and hold the ball with their noses while the other players back off.
3. Make it a competition between the teams.
4. Use clenched right fists instead of noses to start the exercise.

**To get a group to work together
as a team
by focusing on
planning,
teamwork,
and
good communication.**

THINKING OUTSIDE THE DOTS

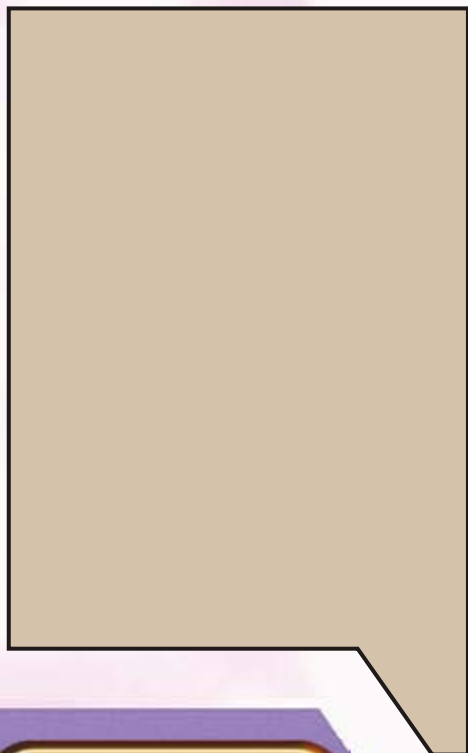
(Adapted from an original exercise by Daniel Midura and Donald Glover)

OBJECTIVE: To work as a team to join all dots in the puzzle with four lines. This is an adaptation to the usual paper/pencil exercise for learning to think outside the box.

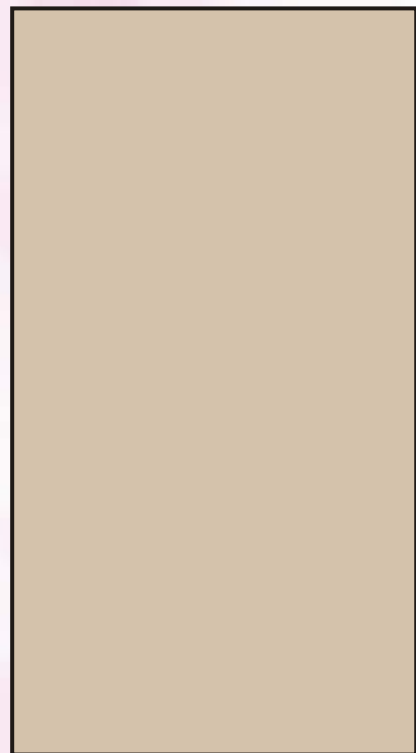
PARTICIPANTS: ANY NUMBER OF GROUPS OF FOUR PEOPLE.

PROCEDURE: Create a three-by-three patterned square with the discs three feet apart. Place the cords at the side of the square. The cords can be tied together or remain separate. The five players are to position themselves with the cords so that the cords are suspended above the discs. Every cord must pass over a disc once and can cross itself but no part of the cord can overlap another cord. All discs must be covered (have a cord passing over top of the disc). If a cord touches the floor or ground, the exercise must be restarted. Only four lines must be used to cover all nine discs.

EQUIPMENT: NINE 5" DIAMETER PLASTIC DISCS OR CARDBOARD CIRCLES OF SEVERAL DIFFERENT COLORS. IF THE EXERCISE IS BEING DONE OUTSIDE, STONES WILL WORK JUST AS WELL ON PAVEMENT OR THE GROUND, AS LONG AS THEY CAN EASILY BE SEEN. FOUR 6' STRETCH CORDS OR PIECES OF APPROXIMATELY 1" SEWING ELASTIC (FOUND IN FABRIC STORES) THAT CAN BE EASILY STRETCHED TO A LENGTH OF 9'.



**Learn
to
think
outside
the box**



THINKING OUTSIDE THE DOTS CONTINUED

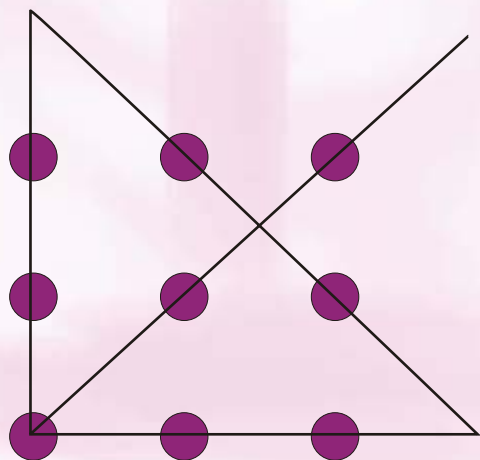
DEBRIEF:

1. What were some of your challenges or problems at the outset?
2. When did the team realize that it had to work outside of the parameters of the nine discs in order to solve the problem?
3. Were there conflicts among team members on what should be done and, if so, how were these resolved? How were various ideas treated?
4. Why did it take so many tries before all of the discs were covered?
5. Did the team work well as a team or did someone dominate and others were not heard?
6. How could you use this exercise to stimulate out of the box thinking in your organization?
7. What limits us from thinking outside of the box to find solutions to our problems?

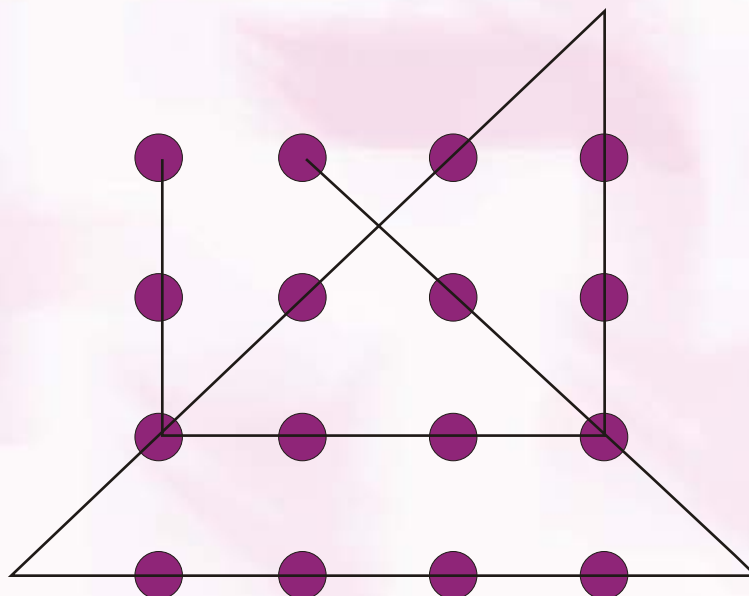
Variations of this exercise

1. If the team is already familiar with the nine dot exercise, enlarge the exercise on the same principle and design to be a 16 or 25 disc puzzle. As the width and height of the puzzle each increase by a single disc, the number of cords required increases by two. Thus a four disc by four disc puzzle requires six cords (four 6' cords and two 12' cords) and seven people and a five by five disc puzzle requires eight cords (three 6' cords, three 12' cords, two 15' cords) and eight people. If the team cannot solve the problem in the allotted time, you may wish to give them some paper and pencil to figure it out.
2. If someone drops a cord, that person can no longer talk during the completion of the exercise.
3. Make it a competition among teams.

**How could you
use this exercise
to stimulate
out of the box thinking
in your
organization?**

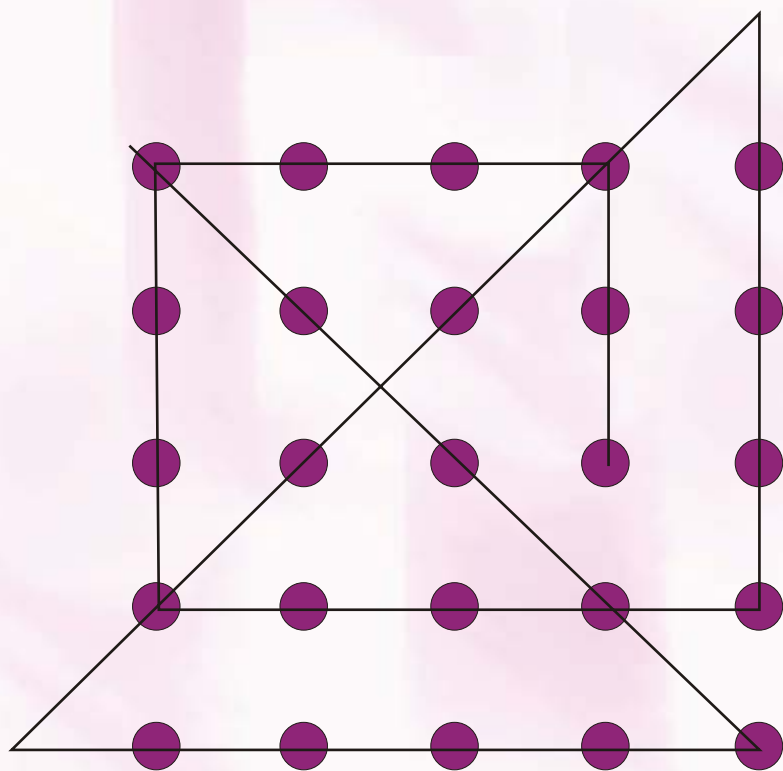


9 DOT PUZZLE



16 DOT PUZZLE

Thinking Outside the Dots



25 DOT PUZZLE

PRAYER

Dear God, conflict produces confusion, turmoil and upsets in my organization such that I dread it like a plague for it's destructive, lingering consequences. By your grace, I must learn to see through the foggy confusion and chaos in order to glimpse the light of hope. Instead of running from conflict, help me embrace it as a means of strengthening our team's resolve to accomplish our mission. Help me to understand the adversaries in each conflict, for they are all part of your creation. Help me to see their perspective on the issues at hand. Help me to choose the right path in leading them to a better future. Do not let me waver in my resolve to find your solution in these matters of conflict. As your leader, I know my responsibility for managing conflict well through positive processes and Biblical principles so that both positive results and sound interpersonal relationships may emerge or prevail. Give me the strength, oh God, to serve you when the going gets tough. May oneness in spirit be our guiding principle. Like Daniel of old, I know that I cannot do this on my own. But if you will show me the better way, I shall follow because it is all about you being glorified through our actions and not about the advancement of our own selfish ways.

**Help me to choose
the right path
in leading them
to a better future**

EFFECTIVE TEAM LEADERSHIP:

LEARNING TO LEAD THROUGH RELATIONSHIPS

CHAPTER 9:

Leading Organizational Change Through Teams

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DISCUSSION EXERCISES

From the following list of James O'Toole's 33 reasons on why people resist change, identify which ones most often come into play during a specific change effort in your organization, and then discuss how you, as a team leader, could handle these symptoms of change resistance.

1. Homeostasis – change is not a natural condition.
2. Stare decisis – presumption given to the status quo; burden of proof is on change.
3. Inertia – takes considerable power to change course.
4. Satisfaction – most people like the way things are.
5. Lack of ripeness – the preconditions for change haven't been met; the time isn't right.
6. Fear – people fear the unknown.
7. Self-interest – the change may be good for others but not for us.
8. Lack of self-confidence – we don't think we are up to the new challenges.
9. Future shock – overwhelmed by change, we hunker down and resist it.
10. Futility – we view all change as superficial, cosmetic, and illusory, so why bother?
11. Lack of knowledge – we don't know how to change or what to change to.
12. Human nature – humans are competitive, aggressive, greedy, and selfish and lack the altruism necessary for change.
13. Cynicism – we suspect the motives of the change agent.
14. Perversity – change sounds good but we fear that the unintended consequences will be bad.
15. Individual genius versus group mediocrity – those of us with mediocre minds can't see the wisdom of the change.
16. Ego – the powerful refuse to admit that they have been wrong.
17. Short-term thinking – people can't defer gratification.
18. Myopia – we can't see that the change is in the broader self-interest.
19. Sleepwalking – most of us lead unexamined lives.
20. Snow blindness – group think, or social conformity.
21. Collective fantasy – we don't learn from experience but view everything in the light of preconceived notions.
22. Chauvinistic conditioning – we are right; they who want us to change are wrong.
23. Fallacy of the exception – the change might work elsewhere but we are different.
24. Ideology – we have different worldviews, inherently conflicting values.
25. Institutionalism – individuals may change but groups do not.
26. “Natura no facit saltum – “nature does not proceed by leaps.”
27. The rectitude of the powerful – who are we to question the leaders who set us on the current course?
28. “Change has no constituency – the minority has a greater stake in preserving the

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status quo than the majority has in changing.

29. Determinism – there is nothing anyone can do to bring about purposeful change.
30. Scientism – the lessons of history are scientific and therefore there is nothing to learn from them.
31. Habit
32. The despotism of custom – the ideas of change agents are seen as a reproach to society.
33. Human mindlessness.

(Boyett, p.51. provides this summary taken from O'Toole, pp. 161-64.) Or you could use Morgan McCall's more detailed list of 68 reasons (p.168).

Here is an example of the analysis that might emerge from this exercise using a true life story.

A missions' organization hired Samuel to lead a short-term missions department. The organization had a long history of sending Western missionaries to foreign cultures to do church planting on a long-term basis. Samuel believed that recent demographic trends in North America indicated that churches now wanted a less centralized, more dynamic, and highly personal approach to missions. Consequently, Samuel began recruiting aggressively for one or two-week programs. Within three years, Samuel had increased the number of people who went on short-term mission trips from 2,000 per year to over 6,000. The increased numbers put a great deal of pressure on the career missionaries who had to host these short term mission teams. In his fourth year with the organization, Samuel's aggressive style had alienated so many of the career missionaries around the world that he was fired and the number of short-term mission teams went back to pre-Samuel levels.

From O'Toole's list, the primary factors for resistance to Samuel's changes were:

1. *Homeostasis* – Church planting is a long-term process, especially in a cross cultural context where language and cultural differences can complicate the process. Career missionaries regard their mission agency as a source of stability. When that stability was upset, they resisted.
2. *Self Interest* – Career missionaries are busy people who viewed catering to short term missions teams as a distraction from their true ministry, the planting of a local church. Because of his insistence that they accommodate short term mission teams, some career missionaries came to view Samuel as someone who was primarily interested in building a name for himself and who was not interested in truly helping the career missionaries in their ministry.
3. *Future Shock* – as the career missionaries struggled through the changes of cross cultural ministry, the added changes imposed from the home office by Samuel often felt overwhelming.
4. *Lack of Knowledge* – Samuel did not

CONTINUED



CONTINUED

understand the true nature of cross cultural church planting. He felt that as long as he could get churches excited enough to recruit short-term missions teams, that he had succeeded. He did not understand the real impact that short-term missions teams can have on a long term ministry.

5. *Cynicism* – Samuel regarded too many of the career missionaries as “old fuddy-duddies,” who were out of touch with reality and consequently he did not trust their negative feedback. They, in turn, did not trust him. Without the bonding of mutual trust, the change effort was doomed to failure from the beginning.
6. *Perversity* – Although Samuel sincerely wanted to help the career missionaries and the mission organization in general, the unintended consequences actually weakened many missionaries' ministries.
7. *Chauvinistic Conditioning* – Because the missions' organization was actively working in more than 50 countries where there was a wide variety of languages and cultures in both rural and urban settings, there already existed a considerable gap in understanding between the home office and the career missionaries in the field. This historic cultural factor was not appreciated by Samuel. Thus there was already a predisposition among career missionaries to think that the home office was hopelessly out of touch with their reality on the field. Samuel's aggressive activities exacerbated this problem.
8. *Ideology* – There were differing worldviews between Samuel, who thought that success meant rapid growth in the short term missions department, and the career missionaries, whose measure for success was in the establishment of strong and mature national churches. This divided the organization into adversarial camps.
9. *Pace of Change* – Many career missionaries felt that the changes they were asked to make by Samuel were coming too quickly.
10. *Habit* – Most of the career missionaries already had a full schedule of ministry activities before they were asked to host short term teams. But Samuel asked the career missionaries to drop all their normal ministry duties while they hosted a cycle of short term teams for several weeks at a time in succession. Many career missionaries reasoned that they could not do that without harming their long-term ministry to which they were committed and were responsible for.
11. *Satisfaction* – Most of the career missionaries were perfectly satisfied with the way things were before Samuel took over.
12. *Ego* – If the current social trends continue in North American churches, it could mean that the traditional, long term missionary would become a thing of the past and some of the career missionaries feared becoming an endangered species in the Lord's work.
13. *Short-Term Thinking* – Many career missionaries viewed short term teams as a drain on their resources rather than a potential source of resources because they took so long to get acclimatized before they could make a significant contribution on the field.

It is important to assess beforehand the suitability of the change agent for the task at hand. In Samuel's case, he was regarded as an outsider since he had not worked in a cross cultural context nor had he ever planted a church.

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A more thorough hiring process would have indicated that Samuel liked to work independently. He had been hired by the CEO without any consultation with the staff in the department that he was to head. Consequently, his staff did not feel that they could challenge his ways because he was the personal appointee of the CEO. There were good reasons for their fear as Samuel used political pressure to get his way knowing that he could count on the unquestioned support of the CEO. In winning particular arguments over increasing the numbers and setting new recruitment records, he lost credibility with his staff. It was not that Samuel lacked in good ideas or passion for the job, it was a problem of how they were to be implemented. In most failed attempts at change, as with this one, there were problems and attitudes on both sides that needed to change before the change effort could be successful.

Discussion Exercise: "We can't" or "We can."

When chairing a meeting or in working with a team, it is not unusual to have someone who regularly wants to limit the group's actions to what has been without trying to move forward in a different way. Below are some common warning signs from change resisters that require consideration, but not automatic blockage to a proposed course of action or idea. Opposite the WE CAN'T, have the group fill in WE CAN equivalent and then discuss how you can move from the negative to the positive.

WE CAN'T

1. "We've tried that before and it didn't work."
2. "Our situation is different."
3. "We don't have the money."
4. "That's not our responsibility [or job]."
5. "We're too busy."
6. "That's too much for us to do."
7. "We don't have the time or people."
8. "Our equipment is too obsolete."
9. "What is the point of doing this when senior management will say no?"
10. "The union will fight us all the way."
11. "We've never done it this way before."

WE CAN

CONTINUED



CONTINUED

WE CAN'T

12. "It isn't in our budget."
13. "You can't teach an old dog new tricks."
14. "Let's not get too far ahead."
15. "The directors or board will not accept this."
16. "That's not in our policy manual."
17. "We don't have the authority."
18. "That's too 'ivory tower' [or academic] for our organization."
19. "I don't like the idea."
20. "We're not ready for that yet."
21. "That's not our problem."
22. "We'll be the laughing stock of the organization if this doesn't work."
23. "Oh no, here we go again."
24. "Where did that idea come from?"
25. "That's never been tried before."
26. "So what does that have to do with us?"
27. "What's your hidden agenda in this?"
28. "Maybe it will work for you, but not in our department."
29. "That's ridiculous."
30. "We have always done it this way."

WE CAN

EVALUATION EXERCISE

ASSESSING YOUR WILLINGNESS TO EMBRACE CHANGE IN YOUR WORKPLACE

Within your organization (business, office, church, school, etc.) there are two very different styles of operations. In one (unit, department, section) Supervisor Janis/James (do not let the gender of your supervisor factor into your decision about change) runs a very efficient and well regimented day. Every employee working in this unit knows exactly what they have to do and when to do it. Each person is assigned a number of tasks and deadlines for which they are personally held responsible. The work week unfolds as close to Janis/James' plan as possible. Janis/James arrives a half hour before everyone else to ensure that all new information is added to everyone's work assignment file.

CONTINUED



CONTINUED

The stock room is immaculate and always well stocked. Everything has its assigned place. Notices are meticulously lined up on their appropriate bulletin boards. Janis/James is not overbearing but very firm in what she/he expects of everyone and not one to be played with or to engage in small talk. She/he spends most of her/his time in his office doing paper work but is always ready and willing to answer your questions. Only rarely during the day is she/he seen around the unit. Janis/James is known as the organization's administrator par excellence. Efficiency and order are the trademarks of Janis/James unit and everyone knows it.

Similar operations in another (unit, department, church, branch, building) stand in marked contrast to what is happening under Janis/James' supervision. The supervisor, Rita/Randy begins each day with a team meeting of all employees in the unit. The roundtable discussion deals with what is new, what needs special attention that day, and a look at the day's possible pressure points that may require a team effort. Supplies, especially for the photocopier, sometimes run out and the stock room is arranged haphazardly according to what has just come in and what shelf space is available at the time. Notices on the bulletin boards are posted wherever there is space. Leading up to Halloween, cut out pumpkins and ghosts contributed by the children of some of the employees appear on the walls and it is not unusual for an employee to wear a mask to cheer everyone up. Rita/Randy's unit has a very relational atmosphere with great camaraderie among the employees. Rita/Randy spends most of her/his time coming alongside of employees needing that extra hand or encouragement. "Management by walking around" is definitely her/his style. The unit's paperwork is divided among the employees so that no one has too much of it. Rita/Randy could be the life of any party with her/his jovial and all inclusive attitude. She/he is as good with one-liners as she/he is with good jokes, but never at anyone's expense. Instead of rigid rules and schedules, laissez-faire seems more like the order of the day.

Choose which unit you would feel most comfortable working in? Assuming that you have been working comfortably in that environment for the past 18 months, you are now informed that due to a vacation scheduling adjustment, you are being reassigned to work in the other unit for the next month. If your new assignment involves going from Janis/James' unit to Rita/Randy's unit, you should answer questions (a) to (j) in PART A. If your new assignment involves going from Rita/Randy's unit to Janis/James' unit, you should answer questions (k) to (t) in PART B.

PART A.

How would you respond to this change? On a scale of 1 to 10, circle your comfort level with 1 wanting steadfastly to remain as you are in Janis/James unit and 10 embracing the temporary change to Rita/Randy's unit.

CONTINUED



CONTINUED

a) I am nervous about working in this different environment.

I would like to experience how they do things in Rita/Randy's unit.

1	2	3	4	5	6	7	8	9	10
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b) I am concerned about working with people I do not know very well.

I am looking forward to meeting other employees with whom I have not worked before.

1	2	3	4	5	6	7	8	9	10
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c) I feel comfortable being here now that I mastered all that I need to know in order to work in Janis/James' unit.

I am looking forward to learning new procedures in Rita/Randy's unit.

1	2	3	4	5	6	7	8	9	10
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d) I thrive on the status quo

A change would be good for me and give me new challenges.

1	2	3	4	5	6	7	8	9	10
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e) I like to know exactly what I have to do when in my daily work schedule.

I can easily embrace a more unpredictable schedule as a temporary experiment.

1	2	3	4	5	6	7	8	9	10
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f) I like to make changes in my work only when I deem it necessary.

Having others arrange my work for me will enable me to contribute better to the overall system.

1	2	3	4	5	6	7	8	9	10
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g) Because of her/his experience, I am content to let Janis/James make most of the decisions on how the unit should operate.

I would like to try Rita/Randy's collective problem solving with her/his colleagues.

1	2	3	4	5	6	7	8	9	10
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

h) This is a serious business and I do not appreciate those who appear to be taking it lightly.

Having some fun on the job would help me get through the week.

1	2	3	4	5	6	7	8	9	10
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

i) Why change if things are going well for me where I am?

A change is always as good as a rest.

1	2	3	4	5	6	7	8	9	10
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

j) I enjoy working under someone who thinks the way I do about this business.

I am open to the challenge of working under someone who sees things differently than I do.

1	2	3	4	5	6	7	8	9	10
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

Scoring Instructions: Your total score _____

Add all of the numbers that you have circled. If you have a score of 10 to 40 you will have trouble embracing change. If your score is between 70 and 100 you are someone who can easily adapt to change. If your score is between 41 and 69 you are flexible and can adjust but not one who eagerly embraces change in your work environment. Generally the lower your score, the more resistant you are to change and the higher your score, the more likely you are to seek out change opportunities.



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PART B.

How would you respond to this change? On a scale of 1 to 10, circle your comfort level with 1 wanting steadfastly to remain as you are in Rita/Randy's area and 10 embracing the temporary change to Janis/James' area.

k) I am nervous about working in this different environment.

I would like to experience Janis/James' operation first hand.

1 2 3 4 5 6 7 8 9 10

l) I am concerned about working with people I do not know very well.

I am looking forward to meeting other employees with whom I have not worked before.

1 2 3 4 5 6 7 8 9 10

m) Now that I have worked in Rita/Randy's unit, I am not keen about changing supervisors.

I am looking forward to learning new procedures in Janis/James' unit.

1 2 3 4 5 6 7 8 9 10

n) I thrive on the status quo.

A change would be good for me and gives me new challenges.

1 2 3 4 5 6 7 8 9 10

o) I like the "go with the flow" atmosphere in Rita/Randy's unit.

I can embrace a more predictable schedule as an experiment.

1 2 3 4 5 6 7 8 9 10

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p) I like being able to do things with the team and at their pace.

I am not sure I want to try working on my own.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

q) I feel most comfortable when the team brainstorms a solution to a problem that we can all agree upon.

I am willing to be held responsible for making my own decisions, knowing that I could talk to Janis/James at any time.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

r) Having some fun on the job helps me get through the week.

I find the idea of trying a more somber workplace attractive.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

s) I like the excitement of not knowing what each day will bring.

Adjusting to a rigid schedule could make me a more efficient employee.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

t) Why change if things are going well for me where I am?

A change is as good as a rest.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Scoring Instructions: Your total score _____

Add all of the numbers that you have circled. If you have a score of 10 to 40, you will have trouble embracing change. If your score is between 70 and 100 you are someone who can easily adapt to change. If your score is between 41 and 69 you are flexible and can adjust but not one who eagerly embraces change in your work environment. Generally, the lower your score, the more resistant you are to change, and the higher your score, the more likely you are to seek out change opportunities.



Discussion Exercise:

Ideas for prompting discussion about change	What	Where	When	Who	How
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Understanding the present system	What is happening? - the process as it currently operates.	Where does it occur?	When is it most often done?	Who is involved, both primary and secondary actors?	Why is it done this way? - the original and present motives
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Questioning what is	Why should it be done?	Why do it in this place or places?	Why does it have this timeline?	Why should these people be involved?	Why should it continue to be done this way?
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Is there a better way?	Can we do it better? Are our objectives being met?	Can we do it elsewhere?	Is there another time that this could be done?	Should others be involved in doing this? Either new people or new associates.	What are the benefits in changing what, how, and why we do this?
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WHAT IS THE NEW / ALTERNATIVE PLAN AND THE COST / BENEFIT THEREOF?

CASE STUDY

George Halstead's Efforts at Leading Change at Fraser Valley Community Church

In 2002, Fraser Valley Community Church (FVCC) in Abbotsford faced a daunting challenge. Throughout the early 1990s the Fraser Valley had grown rapidly and the entire economy had shifted from being predominantly agricultural to one of light industry and numerous strip malls topped by one gigantic shopping plaza. While the church's elder board still had a few farmers on it, the majority of elders were now from the new retailing and industry sectors thereby reflecting the changed composition of the congregation and the community in which the church was located. FVCC's senior pastor had seen this coming. While there was no question about the spiritual vitality of any of the elders, he worried that the naturally aggressive businessmen would try to bring their business mentality into the governance and vision for the church. Drawing from his business experience, the chairman of the board was increasingly talking about the church being more "market and customer driven" as a vision for a progressive church entering the next millennium.

By 2001, most of the older generation at FVCC had heard a lot about the chairman's vision but had not yet seen much change. Attendance at FVCC had increased only marginally in the last few years in spite of moving to a new and larger sanctuary with an adjoining facility that could accommodate and was designed for larger Sunday School and youth outreach programs. The senior pastor was excited by the opportunity to share the good news of the gospel with more people in the community. Of particular interest to the 11 person pastoral staff was the perceived need to increase attendance in Sunday School where it was thought that the members' biblical knowledge could be increased and reinforced while the pulpit ministry would focus more on topical issues and evangelism. With the strong support and encouragement of the board chair, the elders and senior pastor brought forth George Halstead as a candidate for Pastor of Christian Education. The congregation enthusiastically bought into this young pastor's vision and unanimously elected him to direct the Christian Education Department.

Halstead was both a pastor and a teacher with strong bible college and seminary preparation. This was important among a pastoral staff who respected such education and preparation for ministry. As a part time associate pastor during his seminary days, he had combined his leadership and people skills to develop an impressive youth ministry focus at his previous church. He challenged the staff and, on occasion, the senior pastor, to move faster with change in order to reach out to more youth in the neighborhood. Rumor had it that one day Halstead would become the next senior pastor at FVCC.

Halstead's appointment generated excitement among the many volunteer teachers in the Christian Education Department. Everyone knew he would do something; no one was disappointed. He started by spending half his time with these volunteer teachers. He ignored other members of the pastoral staff and appealed to the volunteers to make the senior pastor's vision a reality for the church. He appointed teams of Sunday School teachers to come up with recommendations to which he swiftly gave his support. He

visited adult Sunday School classes with the intention to listen instead of talk, to evaluate

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before making suggestions for improvement. He even engaged a Sunday School consultant to work with his senior Sunday School superintendents in order to craft a strategy for how best to grow the Sunday School program. When that study was complete, he threw out the current budget and asked the superintendents to submit new plans for growth based on a renewed commitment to evangelism. Finally, he worked with the senior pastor and chairman of the board to make the Sunday School program more sensitive to the needs of the people in the program. Because one of Halstead's best friends was the manager of a new Wal-Mart store in Abbotsford, some equated his strategy with the new Wal-Mart stores that were moving into the competitive retail business in the area. He did not deny that he was impressed by the strategies of the big retailer, for he wanted FVCC to be known as the "explosive growth church" in the Lower Mainland. At the same time, he was convinced that this was God's plan for the church and spent much time praying to that end in meetings with his teachers and secretary.

At the end of Halstead's first year in office, enthusiasm for change among his volunteer teachers was high. He was convinced he had the right strategy. He was also comfortable delegating administrative matters to his assistant. He continued, however, to reserve all critical promotional issues for his personal attention.

Although generally optimistic, Halstead knew that more challenges lay ahead. Community awareness of FVCC's new vision for explosive growth had risen faster than the numbers in Sunday School and youth programs actually warranted. As far as Halstead was concerned, the Education Department remained stalled and the older and more influential pastors on the staff of FVCC prevented him from obtaining additional funds in the church's budget for the hiring of another full time youth pastor and a part time seminary intern.

He was also troubled by the absence of personal initiative and accountability among many of the long time Sunday School teachers. Too many of them wanted the Board and pastoral administrative committee to approve new outreach programs before they would offer their wholehearted support. He had complained about this throughout his first year, but had found no solution. Accordingly he asked a team of his more supportive teachers to work with the consultant to figure out an organizational approach to overcome the hesitancy of those who did not seem to want to work towards the new goals of youth evangelism.

Meanwhile, he redirected much of his personal time to challenging the Senior Pastor and other pastors to become more aggressive about change in the church. Within his Christian Education Department, he continued to speak out about the need to be more outreach driven and to work more like a team with himself as the coach. He also continued his practice of appointing teams to come up with recommendations that he could act on quickly.

The reorganization team of teachers and the consultant

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completed their work toward the end of Halstead's second year. They told him that future progress required the giving of more authority to teachers in the designing of their own curriculum and the means of promoting it.

Halstead enthusiastically approved the recommendations. Another round of excitement and energy swept through the Christian Education Department as teachers and youth group sponsors applauded the new approach and eagerly attended meetings designed to help them with curriculum design that would complement and reinforce the messages from the pulpit. This was the first time that an overall plan of action had been developed for the Christian Education Department.

While the plan seemed to be Halstead's major accomplishment in year three, this plan was not as enthusiastically received by his pastoral colleagues as it had been by his teachers. They were not supportive of providing additional funds from the church's budget for its implementation. The senior pastor, in Halstead's opinion, continued to waffle in the face of the reluctance of his pastoral colleagues. When Halstead began voicing his criticisms, he heard those in other departments questioning, "What has Halstead actually done with all of his hype to increase numbers in the Sunday School and youth programs?" He knew that they had a point. Putting aside the outreach aspects of his programs, all of the pastoral staff knew that in spite of Halstead's efforts, the percentage of the adults, children and youth within the church family who were now engaged in his programs had increased only 10% over his three years in office. Privately, he believed that he had failed to translate his enthusiasm for change into results. Evangelism was more of a slogan than a reality.

He also felt that too many members of the pastoral staff were letting him down. Too few of them would give more than lip service support to his consultant's plan. In church and staff prayer meetings he noticed that he was one of the few who earnestly prayed for the work of his department. It was not so much that they objected to his enthusiasm and plan, but that they would not offer him any encouragement or hope for obtaining the resources needed to make it a reality. When the youth tried a car wash in the church parking lot to raise money for a missions/evangelistic outreach, none of the other pastors showed up to support their endeavors. Gradually, Halstead was becoming discouraged and was heard to admit to a few of his close friends that maybe God was telling him to seek another outlet for his ministry zeal.

George Halstead was a good leader. Unlike many potential leaders who permit self-doubt and weakness to overwhelm them, he demonstrated the courage to tackle one of the church's most critical challenges. Although he did an excellent job of preparing the Christian Education Department's teachers for change, he failed to substantially raise the number of youth and children in the various programs. Neither his fellow pastors, nor the number-conscious Chairman of the Board of Elders, could be persuaded to grant him more resources, either in finances or personnel, to implement his plan of action

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They mistook his appeals for more prayer to those ends as a subtle way of trying to win the support of influential members of the congregation and to put pressure on them to accede to his requests.

WHY WAS GEORGE HALSTEAD'S LEADERSHIP NOT ENOUGH TO EFFECT HIS DESIRED CHANGE IN FRASER VALLEY COMMUNITY CHURCH?

CASE STUDY**Young's Leadership at Evergreen Christian Press**

In mid-2005, Linda Murray took on the job as head of the Evergreen Christian Press' (ECP) Christian Education Department, dubbed "The Solution Team." For years the department's primary purpose had been to develop and distribute printed Sunday School materials. Church statistics had shown very decisively that Sunday School attendance had been declining dramatically over the last 20 years. The team had been created as a critical strategic change initiative. Like other traditionally driven presses, ECP had to figure out how to shift from emphasizing textbook curriculum alone to selling the churches on multimedia and power point materials with animated figures and attractive visuals. Instead of just selling their textbooks, Linda was leading the team into a whole new concept of delivering full solutions to the churches' problem with declining Sunday School attendance. Instead of just being sales representatives, the team would now offer Christian Education directors and Sunday School teachers workshops and consultations on how to use the new electronic materials as well as servicing their related software needs. This strategic transition required many people throughout the department to change specific skills, behaviors, and working relationships.

An important challenge for Linda was to get Janet Young, a leading Christian education textbook salesperson, and others, to learn how to move from selling textbooks to selling electronic teaching capabilities. To begin, Linda used a full day at a national Sunday School conference to engage sales people in identifying the implications of solution and capability selling for how they did their work. Most people at the conference, including Janet, knew how important that was to the church's future Sunday School outreach programs. Despite their many reservations, they cooperatively joined with Linda in working throughout the day.

They crafted an excellent "from/to" description of the specific behavior and skill changes to be made. Janet and the others articulated what solution and capability selling meant for how they should reallocate their time, the specific skills and knowledge they needed, how their key internal and external contacts would shift, the larger role that teams would have, and how the criteria for their personal success would differ. Moving from being printed sales supply people to servicing electronic programs was a huge change for everyone. At the same time, everyone understood Linda's reasoning on why this change was the only alternative if ECP was to succeed in the future.

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People at the Sunday School conference also discussed the real concerns that always accompany fundamental change. After more than a decade of spiraling growth when denominations were switching from producing their own materials to buying ECP's products, ECP had gone through some downsizing and more was expected as the impact of declining Sunday School attendance began to impact their market. That is why Linda hoped that servicing their new electronic products would become a key part of the sales staff's jobs.

Solution selling had first been introduced several years earlier and there were some success stories among other national publishers. But most informal discussions at the conference ignored the success stories in favor of anxiety, panic, anger, and lack of confidence. The optimistic part of Janet believed she could make the changes needed. The pessimistic part heard herself and her colleagues saying the following things to themselves:

- 1) "The industry has completely shifted. Our strength is our existing printed textbook customers, where we have to do something awful to lose them. But I'm afraid we will lose them unless we do things differently and partner with them in solving their problem of declining Sunday School attendance."
- 2) "ECP is making way too many changes and throwing them at us all at once."
- 3) "Too many sales people just don't honestly feel they need to use the team solution approach."
- 4) "The CEO only cares about getting more profit out of the Christian Education Department. Is that our vision?"
- 5) "We never stay the course. Solution selling will just be one more fad in the Sunday School business."
- 6) "There's no sense of urgency about the changes needed. To be blunt, the basic attitude of too many of our sales people is, 'I don't give a hoot about this or that solution. I can still make my monthly sales targets doing what I have always done, selling textbooks.'"
- 7) "How can we ever get the Sunday School software development people to listen? They just won't. Their attitude is, 'Our job is to decide what and how to produce it. Your job is to sell it!'"

On returning home from the conference, Janet knew she faced a major personal challenge. She remained convinced that performance depended on learning the skills, behavior, and working relationships laid out in the from/to job description. Still, on her first day back, she asked herself, What exactly should I do? When do I begin to change? How do I go about it?"

The from/to job description was not the only thing on her desk or on her mind. Other items included an appointment calendar filled with specific customer calls with orders for textbooks and follow-ups, including the accompanying travel arrangements to go to some future conferences for Sunday School teachers

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There were also internal meetings on topics such as new portable technologies that Linda wanted her to learn; the coming year's approach to compensation and bonuses; the latest hardware proposals coming out from the software designers; and an explanation of ECP's push for total quality. Highlighted among all of these entries were due dates for reports to Linda on conferences she had attended as an ECP sales representative. There were also sales call summaries to do and the first draft of the next year's sales plan that was supposed to be completed before the end of the month. Then there were the personal, non work-related matters that she cherished and longed to participate in. Janet also kept thinking about other complicating factors. What about her desire to remain in ECP's Preferred Club of top performers? That meant giving attention to her current year's sales quota that, naturally, was expressed in terms of quantity of Sunday School textbooks sold, not the sale of solutions or capabilities? She had to admit that she wasn't sure she knew much about the workings of the new technologies and the people, other than Linda, who were driving ECP's solutions and capabilities thinking. Deep down she had a nagging feeling that she might not be able to learn how to sell in the way the from/to job description so neatly described. She knew her textbook products well but not how to sell solutions for increasing Sunday School attendance. After all, wasn't that the job of the churches, not those who supplied them with their materials.

As Janet sat at her desk staring at her appointment calendar and pondered these things, she was not alone. Most other sales people who had just returned from the conference were going through the same thing and asking themselves the same questions. When it came time for Janet to work, what do you think she chose to do? Practice the new skills and behaviors listed in the from/to chart? Not a chance. Like most of the other sales associates at ECP, she concluded in her heart that neither she nor Linda, nor her customers, associates, or family were confident that she knew how or when to make the changes happen. Consequently, Janet and most of her colleagues in the Christian Education Department put the from/to document in a drawer or a briefcase, and proceeded to the next appointment on their calendars.

That did not mean that the from/to document, and all that it implied, was forgotten or went away. For example, some of Janet's colleagues did try to apply the new skills and behaviors. Others, like Janet, continued to worry about the change because, as the conference demonstrated and future events probably would confirm, selling textbooks instead of solutions and software simply wouldn't be enough to keep them employed at ECP. Still, with all the reasons for change apparent, Janet felt that proceeding with the work listed on her calendar made more sense than pursuing changes that she didn't fully grasp. Furthermore, she lacked the confidence she needed for pulling off such a change by herself. Janet chose, in other words, to keep pondering the changes but not to act on them right away. Maybe, just maybe, there would be a miracle that would see Sunday School's wanting to use more of ECP's textbooks again.

WHAT WOULD IT TAKE TO GET JANET TO MAKE THE REQUIRED CHANGES?



Compare your insights with the following analysis of this case study.

Clearly, getting Janet Young to learn solution and capability selling would take more than a new sales organization and a day's work at a national Sunday School conference. In opting to wait and see, however, Janet did not close the doors to a change. She remained anxious and reluctant. And because of that, she represents the classic test for anyone who aspires to lead real change in organizations: How can you enlist the Janet Youngs of this world to join you in taking responsibility for performance and change?

To succeed, you must find an actionable way of identifying and responding to the root causes of reluctance in people like Janet. This means paying more attention to people than to descriptions about such things as strategy and organizational design. It also means moving beyond the familiar refrains voiced in organizations facing broad-based changes such as:

- "She says one thing but does another."
- "She just doesn't get it."
- "They'll never go along with this."
- "Sure, she seems willing to give it a try, but her boss won't let her."
- "She doesn't really believe anyone is serious about this."
- "They would do it, but they don't have the right equipment and buying it will never get approved."
- "It's all business politics anyway."
- "Like a herd of buffalo, she is just waiting around for someone to tell her what to do."
- "Everyone knows this is just another fad. So, lets just keep our heads low like we did before."
- "She hasn't changed in 20 years. Why should she start now?"

Comments like those and the ones after the national Sunday School conference are inevitable. Each says something about the reluctance or readiness of "he," "she," and "them" as well as the speaker. But taken as a whole, they shed little light on why and what you might do to enlist others in joining your change effort.

So what should you do? If you pick up a self-help book, or listen carefully to expert psychologists or psychiatrists, or observe an Alcoholics Anonymous meeting or something like it, you will find a variety of explanations for what adults must do to change behavior and how to do it. You will hear about 12 steps, support groups, taking control, and the need for matching will and skill, most of which is truly fascinating and helpful, and some, to be sure, is pure nonsense.

If, however, you focus on the similarities instead of the differences in what you read and hear, you will discover a pattern that most employees, including university graduates like Janet Young, go through a time when they learn new skills or behaviors.

First, how we behave is a function of what we believe; what we believe is a function of how we perceive reality. Our perceptions of reality, in turn, are a function of how we and others behave.

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Fundamental change, then, depends on modifying what we believe, which is based on how we perceive reality. For example, Janet believed that ECP needed to make the shift to selling solutions instead of only Sunday School textbooks. But she also perceived that ECP's "reality" had yet to seriously tackle the new challenge when she considered the company's approach to compensation, printed textbooks, and reporting structures. Consequently, her behavior continued to focus on business as usual, as did that of most of her colleagues in sales in the Christian Education Department. In the chicken-and-egg question posed in this snapshot of Janet, too many people chase the illusion of only fixing organizational designs instead of getting people to take responsibility for change through performance-based action and experience.

Secondly, we change behavior only if we have both the will and the skill to do so. By definition, however, reluctant people facing behavior-driven change lack both will and skill. Thus, the natural solution is to provide only one alternative: be directive. This, however, raises a problem. In many cases, the leader has yet to learn the skills, behaviors, and working relationships needed for change. So, although the leader, Linda, may need to be directive, she must find some basis for doing so other than existing expertise and experience.

A third way of looking at Janet's situation can overcome the weaknesses of the first and second methods without sacrificing any of their strengths. With it, you can identify and address the specific and actionable sources of reluctance of the people you need to enlist in change. This includes the following:

1) Developing both the understanding of the need for change and the desire to do it. These can come in either order. But without an understanding of what and why they need to change as well as the desire to do so, employees will seldom, if ever, take the other necessary steps. People usually develop a rational, intellectual understanding of the need for change more quickly than the emotional desire to make it happen. Most of us, for example, agree with the need for such behaviors as collaborative problem solving, constructive listening, and mutual accountability in delivering team performance, total quality, customer service, and process reengineering. But behavior change is a matter for the heart, gut, and nerve as well as the mind. Until we feel emotionally compelled to change behavior or to learn through practicing something like more constructive listening, we will not do so.

Our emotions, in turn, derive from complex motivations ranging from basic security, belongingness, self-respect, and meaning, which explains why threatening, "we must do this or else" cause more adults to change faster than do mere opportunities for self-improvement. Janet understood intellectually what and why solution selling was needed. And furthermore, a part of her desired the chance to make those changes. Thus the opportunity with Janet required finding some way for her to experience solution selling.

2) Assessing the minimum capability required to learn new skills, behaviors, and relationships. If you can't shoot a puck straight, then you probably won't become a professional hockey player, regardless of how well you understand the challenge

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or how much you want to make it into the NHL. But the emphasis here is on "minimum." You should avoid the all too common mistake of assuming that "he or she or I *cannot* do this" when the real problem is that "he or she or I *will* not do this."

We know that Janet does not know how to sell solutions and software applications. The question the leader must ask is whether she has the minimum competencies to learn. For example, does she have the minimum questioning and listening skills needed for the consultative aspects of solution selling? Does she have the minimum problem-solving skills needed to work collaboratively with other ECP professionals? Does she have the minimum technical and business skills needed to understand the economics of solution selling? Clearly she does. Indeed, it would be rare to find someone in her position and with her proven track record as a member of ECP's Preferred Club who did not have that capability. The challenge for Linda is to believe in and work with Janet through the changes.

3) By Linda Murray putting together some plan of action, however rudimentary, Janet will never learn solution selling without a plan for converting her level of understanding and good intentions into action. The plan can be as simple as "I think I'll invite a software expert into the next meeting with customer X." Or it can involve working with other ECP professionals who understand better service and technology. The best laid plans seldom lead to action in a performance context. Do not, for example, equate time spent preparing plans with impact. Completeness can help. But some organizations use planning exercises as an excuse to deflect action instead of as a device to spur it on. Like the playing of any sport or musical instrument, each one of us have to experience it before it becomes part of what we do well.

Nothing does more for a person's understanding and desire than the experience of change itself. To enlist people like Janet in taking responsibility for change, the leader must use ingenuity and creativity to improvise ways for them to experience what otherwise remains just talk. Then reinforce such changes through rewards.

- 1) Nothing succeeds like success itself. The most powerful reinforcer is performance. For example, when sales people like Janet actually experience the closing of deals with customers based on selling solutions and software, they make huge strides in developing the understanding, desire, plans, and actions needed for further learning and change
- 2) Throughout the period of transition the compensation and information systems, career paths, reporting structures, budgeting, planning and review routines, and other impersonal realities of organizational life must come to reflect the desired end of the change being requested. If, for example, ECP's Linda Murray had asked Janet to sell the software line instead of textbooks while still compensating her mostly for selling her textbooks, there is little likelihood that she would have embraced the needed change. One challenge in this process is how time consuming, expensive, and risky it may be to alter such compensatory arrangements. For example, a fundamental restructuring of the ECP's sales force compensation system would have consumed the better part of a year, even to prepare, and then another several months to communicate and operationalize

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the new system. Moreover, exactly how best to alter such organizational arrangements, in advance of learning, whether the new skills and behaviors make any difference to performance, is not always clear. For example, what would happen if ECP had shifted dramatically to compensating solution selling, only to discover it lacked sufficient technical expertise and customer understanding of how to use the software needed to succeed in attracting more people into Sunday School programs?

Leaders of change cannot ignore design/system issues; they must, for example, acknowledge when existing arrangements conflict with the desired changes. But neither should leaders focus so much on fixing them that they and the organization fall into the trap of managing decisions and designs instead of leading people.

- 3) The most constructive reinforcement for people going through change comes through other people experiencing it as well, and the response of the change leader to that change. The more time Janet could spend with other people trying to learn the skills and behaviors needed for solution selling, the more likely she and they were to succeed. And the more those interactions happened in the context of experiencing solution selling, the more likely she and others would discover what worked, what didn't, and how to improvise and get better. How well, for example, did she really understand the problem that the churches were having in declining Sunday School attendance? After all, she was supplying them with textbooks, not motivating people to use them. Was it a problem with declining Sunday School attendance or was it broader than that and connected to declining church attendance in general?

The reality of fundamental change is that organizational realignment cannot take place until the change is nearly complete. There are simply too many unknowns that depend on experiencing change on its own terms. Thus, if you wish to guide individuals to take responsibility for their own change, you must devote your own time and attention to making certain that they receive the support and criticism needed to sustain their effort, especially from one another and from the change leader.

People rarely learn new skills and behaviors on the first try. Instead, most people experience a high level of anxiety until they have fully integrated the new way of working into their daily efforts. Once that happens, the leader no longer has to worry about behavior change or reluctance, only performance. But until then, the leader cannot manage behavior and skill change in himself or herself or others without monitoring the progress and issues arising from each person's effort.

In assessing that personal effort, the leader might ask:

- Does the person have the intellect and the skills called for by the implications of the change in order to meet their performance goals?
- Is the person emotionally feeling in his or her heart that working relationships can contribute to the goal?
- Does this person embrace the change as a challenge?
- Does the person have a flair for action and compatible personal goals?
- Does the person work well within a team that is charting new ground and strategies for changing behaviors?

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To help lead employees through a change effort, leaders must keep the whole picture in mind at all times by continually asking the following questions, if natural reluctance is to be overcome:

- a) Does the person intellectually understand the need for change, including why the new skills, behaviors, and working relationships matter to the larger organization's performance as well as to their own personal performance?
- b) Does the person intellectually understand the specific behaviors and skills called for by the change? Can they articulate the from/to implications of the change for how they spend their time, their performance goals and objectives of their work, what they must be good at, and with whom they need to interact and toward what purpose?
- c) Is the person emotionally invested in the change? Does the person feel in his or her heart that learning the new skills, behaviors, and working relationships is essential? Does the person have a compelling sense of the performance consequences, both to him, or herself, and the organization's chances of success or failure?
- d) Does the person have the minimum capabilities required to make the change?
- e) Does the person have a plan of action in place? Does that plan call for action and a personal commitment to specific performance goals in a specific time frame in addition to training and awareness building?
- f) Has the person taken action? Has he or she experienced change in a performance context involving specific and relevant goals (as opposed to attending training or awareness-building sessions alone)?
- g) What kind of reinforcement do you as the leader and others provide the person when he or she took action? What kind of reinforcement might you give this person when he or she takes further action?

The traditional focus on strategic direction, organization design, and up-front training belies a leadership approach bent on explanations. You keep saying to yourself, "If only I can explain why and how this is going to work, they will get it and move forward." Intellectual understanding, however, is only one part and the part that most people grasp most quickly. The far more powerful elements of change require experiencing it. Accordingly, the leader must look relentlessly for opportunities for people to experience the desired new behaviors and performance approaches. This is far more intense a challenge than contributing to debates about strategy and design.

Helping people experience change and its consequences goes beyond the superficial involvement implied by the popular notion of buy-in. In the most practiced form of buy-in, people affected by decisions attend workshops or meetings so they can question, discuss, and buy in. Once they have bought in, they are expected to change. Such sessions do help increase people's awareness and understanding of change. They also help managers who listen well to identify sources of reluctance

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But the kind of one-time involvement and buy-in that results from such meetings definitely falls short of the sustained understanding, desire, action, and reinforcement necessary to induce significant behavioral or skill change.

The primary objective of change must be performance, not change itself. Leaders who get lost debating the intricacies of strategies and organizational designs, instead of leading real people and the real work that they do, always find it difficult to keep performance firmly in focus among the people they are enlisting to change. They also lose sight of the power of a fundamental purpose to create understanding, desire, and action in pursuit of change. But higher purpose, whether it goes by the name of vision or mission or strategic intent, also requires concrete performance objectives to become real and tangible. Although seemingly obvious, this principle is quite slippery and often difficult to follow. For example, at Trinity Western University in British Columbia, Canada, we can become enthralled by the magnitude of the mission and its appeal to our sense of Christian mission and calling, but without seeing it reflected in our graduates, the dream will not last. Graduates are a measure of our performance and that realization sustains efforts to do the same for those who come behind. Otherwise, we would be satisfied with just one good choir or national scholarship.

Behavior and skill change is intensely personal. Leading such change is also personal. It is about enlisting the people who matter into a cohesive force, a "we" who will join the leader in making both change and performance happen. The combined power of reluctance and resistance to change ought to caution the leader against declaring victory too early. But don't confuse reluctance with resistance. Don't give up on people, or yourself, too easily. Instead, quickly sign up those who are ready, and then, together with them, work hard to identify and overcome the sources of reluctance preventing other people from joining you, the leader, in meeting the challenges ahead.

Discussion questions on this case study.

- 1) What would you add to this analysis of how Janet Young could have been brought to the point of productive change as a learner in a learning organization?
- 2) What could she and Linda, representing Evergreen Christian Press, have done that would have helped this transition?
- 3) Now put yourself in the position of a Christian Education Director in your church. Your church is one in which Sunday School attendance is declining. Janet Young comes calling on you to attempt to sell you her new solution software package. How would you respond? What would it take for you to buy and implement the package in your Sunday School?

CASE STUDY

Changing the Style of Worship

Six months into his new ministry at Westhaven Church, Pastor Tim was delighted when several young musicians in the church approached him with a proposal to introduce some contemporary praise choruses into the Sunday worship services. "That's just what we need," Tim thought. "It might be just the thing to head off losing our young people to the new church on South Boulevard." Tim had a vision for working with young people and had worked hard to draw together a core group of 15 eager teens and young adults, something Westhaven had lacked for a very long time in its congregational mix. "I'll put you on next Sunday," Tim told the would-be chorus leader and his team. With excitement, Tim and the musicians all joined in a time of prayer committing the new direction to the glory of God.

On Sunday morning Westhaven's 150 members heard an unfamiliar sound emanating from the platform of their normally sedate and traditional church: the music of an electric guitar and keyboard. The words to the contemporary praise chorus beamed from the overhead projector onto a blank wall at the left front of the sanctuary. The well-thumbed hymnals rested unused in their pew racks.

People looked to the left, the right, and even behind with puzzled expressions. Was anyone raising their hands? Clapping? Should they sing, ...? Reactions to the new music ranged from open enthusiasm (a few), to neutral compliance (most), to grim silence (a number of older members). Church chairman Phil Douglas was in the last group, staring stonily toward Pastor Tim's chair to the left of the pulpit.

Following the service, the elders summoned Pastor Tim to the Fireside Room. The new music was to be stopped immediately and permanently. When Tim attempted to explain patiently why he felt some change in music style was needed, he was pointedly told that as a newcomer to Westhaven he was "perhaps not aware" that most of the money that ran the church was provided by well-respected, long-time members, members who tithed, a value seemingly unrespected by the younger group. Tim's biblical messages were appreciated - most Sundays - but the elders simply could not permit an inexperienced young pastor to jeopardize the financial security of the church. Tim protested but the elders were adamant: organ, piano, and hymn books were the pattern at Westhaven, not guitars, keyboards, and overhead projectors. They had gone along with other changes Tim had introduced but there was a limit, and it had now been reached.

Over the next several months Pastor Tim tried several times but without success to convince the elders to allow another experiment. He watched in frustration as his young adult core group moved from disappointment, to anger, and finally to disillusionment, eventually drifting in and out of services from week to week until a number simply stopped coming. The elders, who had been welcoming and cooperative during the early months of Tim's ministry, became cool and unwilling to consider other new ideas he proposed.

Late one evening, only two weeks after his first anniversary at the church, a deeply discouraged Tim wrote a rather bitter letter of resignation and dropped it in the mailbox of each elder.

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The next month, as Tim and his wife loaded their rental truck, they were visited by Tom Fredricks, the youngest elder and the only one who had remained warm toward the pastoral couple. "Tim," Tom asked quietly, "Did you know that the month before you came your young chorus leader had broken an engagement with Jennie Douglas, the daughter of the church chair?" As Tim backed the truck out of the drive and turned down Oak Street, the thought of that broken engagement stuck in his mind. "That's what went wrong," he thought. "If only I'd known."

The next Sunday after church, Phil Douglas and his wife Eileen read the Bible at a dinner table that had an empty seat; Jennie had begun to attend the church on South Boulevard and had taken to staying for the fellowship meal afterwards. With sadness and sincerity, Phil and Eileen prayed: "Thou knowest we love deeply the young people in our church, O Lord. Provide for us, we pray, a pastor who can minister to their needs."

WHAT WENT WRONG WITH THIS CHANGE EFFORT? WHAT RESPONSIBILITY DOES PHIL DOUGLAS HAVE FOR THIS FAILURE? WHY IS IT LIKELY THAT BOTH PHIL DOUGLAS AND PASTOR TIM WOULD REPEAT THEIR ERRORS?

FILM STUDY

Coach Carter. *A study in change management*

The Story

In 1999, Ken Carter, a successful sporting goods store owner, accepts the job of basketball coach for his old high school in a poor area of Richmond, CA, where he had been a champion athlete. Dismayed by the poor attitudes demonstrated by the players on the Richmond Oilers, as well as their losing record, Carter sets about to change both. He immediately imposes a strict regime typified in written contracts with every player that included stipulations for respectful behavior, a dress code and good grades as requisites to being on the Oilers. The initial resistance from the boys is soon dispelled as the team, under Carter's leadership, becomes an undefeated competitor winning all nine of their first games with him as coach. When Carter learns that too many players are doing poorly in class, he takes immediate action. To the outrage of the team, their parents, the school and the community, Carter cancels all team activities and locks the gym until the team shows acceptable academic improvement. Carter has to fight to keep his methods, determined to show the boys that they need to rely on more than sports for their futures. In the end, he finds that he has affected them more profoundly than he ever expected. As Carter himself says, "I came to coach boys; you became men." Six members of the team went on to play basketball at the college level and five of them on scholarships. The movie is based on an inspirational true story.

Key people:

Coach Ken Carter - the coach of the Richmond High School Oilers basketball team.

Principal Garrison - the school principal.

Damien Carter - the coach's son

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who leaves St. Francis High School to play basketball with his dad.

Kenyon Stone - a player who wants to attend college, but has a pregnant girlfriend, Kyra.

Timo Cruz - a player who waivers between playing on the team and dealing in drugs.

Some key interchanges:

Coach Ken Carter: "Losing starts now." "If you listen and learn, you will win games." "You are a student first, a basketball player second." "We have failed each other."

Coach Ken Carter: "When we step on the floor, every second that clock is ticking we are pedal to the metal, we run the ball, we pressure the ball and, most importantly, we control the tempo of the game. We make them play Richmond Oiler ball."

Coach Ken Carter: "What is your deepest fear?"

Timo Cruz: "Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine as children do. It's not just in some of us; it is in everyone. And as we let our own lights shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others."

Coach Ken Carter: [*to the people in attendance at the board hearing*] "You really need to consider the message you're sending these boys by ending the lockout. It's the same message that we as a culture send to our professional athletes; and that is that they are above the law. If these boys cannot honor the simple rules of a basketball contract, how long do you think it will be before they're out there breaking the law? I played ball here at Richmond High 30 years ago. It was the same thing then; some of my teammates went to prison, some of them even ended up dead. If you vote to end the lockout, you won't have to terminate me; I'll quit."

A disgruntled parent: "Basketball is the only thing these boys have got."

Coach Ken Carter: "Gentlemen, we have reached our goal, let's play ball."

Coach Ken Carter: [*to his players after losing in the state championships*] "You men played like champions and never gave up. You have achieved something that some people try to achieve their whole lives You have achieved victory within."

Discussion Questions:

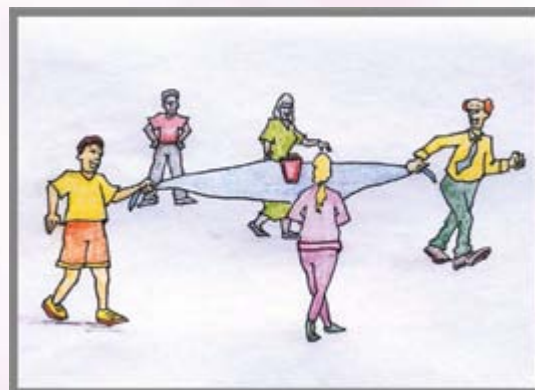
- 1) Why did Ken Carter take on this seemingly impossible coaching position?
- 2) What role does vision play in this film about change?
- 3) What leadership qualities made Coach Carter a successful change agent and where in the film do you see these displayed?
- 4) How does Carter handle opposition from his players, Principal Garrison, parents, and the community who attend the meeting with the board?
- 5) What role is there for compromise or changing one's mind as a change agent?
- 6) How does Carter change boys on the inside?
- 7) What do we learn from this movie that can be applied to our working environment?



DON'T SPILL THE BEANS OR SUCCESSION PLANNING

OBJECTIVE: To enhance group/team work and team communication in succession planning.

PROCEDURE: Fill the cup with the coffee beans to almost overflowing (rounded top). Place the cup in the centre of the unfolded and spread out napkin on top of a table or on the floor. Four people have to lift the cup by pulling only on the four corners of the napkin without spilling any of the coffee beans. At no time can any part of the napkin be lifted higher than the top of the cup. In other words, you cannot wrap the napkin around the cup but must balance the cup on the stretched out napkin. The group is to move the cup about 15 yards or around several obstacles without spilling the beans. If the beans spill, the group must stop moving and scoop all of the beans back into the cup before proceeding. The fifth person (and the sixth if divided into groups of six) follows the team and the leader gives him or her a running account of how to do the exercise. At some point (maybe half way through) the fifth person will take over the lead from the person who has been offering the instructions (succession). The transition must take place while the cup is being balanced and the group/team is moving. If the beans spill, then the group must start over again because the succession plan failed.



PARTICIPANTS: ANY MULTIPLE OF FIVE OR SIX.

EQUIPMENT: ONE SMALL PLASTIC CUP (6 OZ.), ENOUGH COFFEE BEANS TO FILL THE CUP TO ALMOST OVERFLOWING, ONE CLOTH NAPKIN (OR THE EQUIVALENT) FOR EACH GROUP OR TEAM.



PLASTIC CUP



COFFEE BEANS



ONE NAPKIN PER GROUP

Variations of this exercise

- 1) If this exercise is done outside, you could use a cup full of water instead of coffee beans.
- 2) Have teams compete with each other.
- 3) Have more than one person take over the leadership (if six people are in the group).
- 4) Increase the difficulty by adding obstacles or stairs into the route.
- 5) This exercise can also be done in groups of four, without the substitution or succession emphasis, and is useful for demonstrating the differences of how men and women lead or work together.

DEBRIEF: 1) What did it take for the team to be successful?

2) Did the new player receive adequate instructions and encouragement from the outgoing leader before taking over a corner of the napkin?

3) What does it take to prepare a successor to lead the group/team?



BALLOON WALK

OBJECTIVES: To discern

how groups of 8 to 10 people can work together as a team. To find out who takes leadership in the group and how others respond to that leadership. To discover how the group makes decisions that involve all of them following a set pattern to accomplish a goal. To discover the keys to effective two-way communication in a team effort. To find out how they incorporate new people into the group. This exercise can be used as a substitute for trolleys or the human caterpillar. In a training session you may use one exercise at the beginning and another at the end to determine how well they have applied the principles for effective team work. Make sure to introduce some variety and a slightly different challenge



PARTICIPANTS: ANY SMALL MULTIPLE OF 8 TO 10 PEOPLE. ONE TO FOUR GROUPS WORKING AT THE SAME TIME IS IDEAL. THE INSTRUCTOR CANNOT OBSERVE MORE THAN FOUR GROUPS AT ONE TIME.

EQUIPMENT: A 10-12 INCH BALLOON FOR EACH PARTICIPANT.

PROCEDURE: Have each group or team line up one person behind the other. Give each person, except the first person, a balloon and have them blow it up and tie it off. They then place the balloon in the small of the back of the person ahead of them and support it by pressing their body against the balloon. When they are ready to begin, everyone is instructed to remove their hands from the balloons and place them on their own hips. Thus the balloons are suspended between the participants. When they are ready, they need to move together in unison so that the entire group travels a short distance of 50-100 feet. If any balloon falls to the floor, the entire group is required to stop and begin again from the spot where they stopped.

ONE BALLOON PER PERSON

DEBRIEF: Throughout the exercise the instructor will observe many instances of good and bad teamwork that can be referenced in the debriefing.

1. Why did it take so long before the group could move in cadence without dropping a balloon?
2. How did the rest of the group feel when progress was not made?
3. Who gave leadership and why did the rest of the group accept or not accept that leadership? Was

the leader the one in front or at the end, or the person with the loudest voice? Did it make any difference?

4. What enabled the group to succeed?
5. What would you do differently the next time in order to be more successful?
6. What is the key to good communication in this exercise? (Good communications must be two-way so that the people in the front know what is happening

CONTINUED



DEBRIEF: CONTINUED

at the rear and vice versa or the group will not be able to move together. It is the role of the leader to hear the followers and the role of the followers to communicate with the leader when they are having trouble. This communication doesn't usually happen in this task and the result is that some people take steps while others behind them don't. Without the pressure between the two people (front and back) to hold the balloon in place, the balloon falls to the ground. Are there analogies in this exercise to how you function in your workplace?

7. How could this exercise help develop teamwork in your working environment?.

To discern how groups of people can work together as a team

Variations of this exercise

1) After the group has circled an object, stop them and reverse the direction of two of the participants by facing them backwards but in their same positions and repositioning their balloons. Since they will be in close proximity facing someone else, it is best to have a male facing a male or a female facing a female.

Debrief:

a) How did the people facing backwards feel about the exercise in this new position?
b) Were they able to adapt or did the team adapt to their circumstances? For example, they may have been working on a cadence of left right, left right, which in the new configuration would mean that the reversed participants would hear "left" but have to think "right". Could they have found other commands that would have made it easier for all participants to master? The reversed participants symbolize new people joining an already functioning team.

c) How do we treat new employees ?

2) Repeat the exercise after further training to see if the teams have learned how to work together.

3) If several groups are doing the exercise, have them compete with each other or time one group against the other. Debrief on how they could improve their teamwork.

4) Mix the groups up to see if they can work equally as well with another set of participants by employing good teamwork skills.

5) Put the exercise into the context of a rowing crew with four to eight rowers facing one way and a coxswain facing them. Try this exercise with the coxswain facing the direction that they are moving and then reverse him/her. You could also have more than one team competing with each other.



CARD SEQUENCING

OBJECTIVE: To see what happens when everyone shares a common vision for what they are and learns how to improve the execution of their mission. The main focus is, "How can we do it better the next time?"

PROCEDURE:

1. Distribute face down one set of cards to each group (i.e., hearts only).
2. Have the group scatter the cards face down on the table or floor.
3. Participants can stand or sit around the table or on the floor.
4. Choose a referee from among the group.

Rules for Card Sequencing Exercise (to hand out)

1. All 13 cards must be face down on the table or floor. No one may touch any card before a round begins.
2. The operative word to begin a round is "GO." This operative word will be heard in different ways either as a command or in a sentence.
3. Between rounds, teams will have a maximum of 60 seconds to plan strategy for the next round.
4. Cards cannot be bent or folded.
5. Cards are placed face up in the referee's hands in sequence, beginning with the ace (as 1) through to the jack, queen, and finally the king.
6. No one player can put two cards in sequence into the referee's hands. i.e., if a player puts in a 3, that same player cannot put in a 4. Every player must put in four cards with one player putting in the 13th card (king).
7. Cards must be placed in the referee's hands one at a time (not in a pre-arranged pile or touching each other).
8. The referee verifies that the cards are in sequence and that no player has put in more than one card in sequence. If the cards are not in the right order, or fall on the floor or table, they must be placed in the right order in the referee's hands.
9. When all the cards are in the referee's hands in sequence, the team raises their hands and shouts "done."
10. Teams strive to win through creative planning and execution. Improving in the next round should be the team's objective. Each round will be timed to determine the winner.



PARTICIPANTS: YOU CAN HAVE AS MANY GROUPS OF 4-5 PLAYERS AS YOU WISH, BUT THERE MUST BE THE SAME NUMBER IN EACH GROUP.

EQUIPMENT: DIVIDE A DECK OF PLAYING CARDS INTO CLUBS, DIAMONDS, HEARTS, AND SPADES. STOP WATCH. A RULE SHEET FOR EACH GROUP.

		
DECK OF CARDS	STOPWATCH	1 RULED SHEET PER GROUP

CONTINUED



PROCEDURE: CONTINUED***The aim in this exercise is to***

- Complete the task in the shortest time possible.
- Learn how to do it better in subsequent times by 1) strategically placing the cards face down on the table in sequence, 2) predetermining who will pick up each card, 3) changing positions, including that of the referee.
- Reinforce the lessons of teamwork, planning, ordering, strategizing, leadership, and thinking outside the box in order to be creative.

Second Round:

- Allow 60 seconds for planning.
- Repeat the exercise several times to determine the fastest group and note how they have cut their time and why.

Modifications:

Use several tables for distributing cards, odd and even cards:
In the gathering stage, switch the referee.

To see what happens when everyone shares a common vision and learns how to improve the execution of their mission

DEBRIEF:

- 1) What enabled you to improve your time in the second and third round? (Strategically placing the cards and determining who would do what when).
- 2) How does this relate to vision and mission implementation?
- 3) What lessons can be applied from this exercise to your organization?
- 4) In identifying improvement needs, do you look at
 - a) customer or client needs
 - b) which activities consume people's time
 - c) collecting statistical data
 - d) when and where problems occur
 - e) time wasters
 - f) which resources are needed when
 - g) reducing the most obvious causes of variation
 - h) streamlining processes
 - i) making plans to systematically eliminate waste
 - j) re-designing the workplace
 - k) experiments that will have the greatest impact on improving the quality of the product or service being provided.



THE CASH GAME

(Adapted from an original exercise by Thiagi)

OBJECTIVE: To understand how change management works by learning the consequences of changes.

PROCEDURE: The facilitator will give \$20 to the person who can be the first to give the facilitator \$2.67 in the most number of coins. Give teams four minutes to accomplish the activity. People can work together or independently. They can do whatever they like to acquire the \$2.67. Teams may develop or people may try to do the activity on their own.

The facilitator will give \$20 to the person who can be the first to give the facilitator \$2.67 in the most number of coins



PARTICIPANTS: GOOD FOR 15 OR MORE PEOPLE.

EQUIPMENT: ONE 20 DOLLAR BILL.
(NOTE: THIS EXERCISE WILL ONLY WORK IF PEOPLE ARE CARRYING MONEY WITH THEM AT THE TIME OF THE EXERCISE.)



\$20 BILL

DEBRIEF:

- 1) Did you change plans at all?
- 2) Did you find out what coins others had?
- 3) Did a group win, or an individual?
- 4) How did teams develop? (proximity, money value, friends)
- 5) Would anything have changed if the stakes were higher? For example, what if you were offered \$100? You had less time? If you knew how many coins the other teams had?
- 6) Did you create a win-win situation?
- 7) What steps did you take to develop a winning strategy? (List these on a flip chart.)
- 8) How do these steps compare with what you do in the workplace to create a winning change strategy?

To understand how change management works
by learning the consequences
of changes



ENCOURAGE MEMBERS' CREATIVE THINKING

(Adapted from an original exercise by Susan Clayton)

OBJECTIVE: To wake team members up to creative thinking by changing the group's dynamics. This exercise works well when a team becomes lethargic.

PROCEDURE: 1. Ask team members to stretch their minds by coming up with 30 different uses for an ordinary toothpick.

2. Share these two restaurant scenarios and ask your team to come up with 15 different approaches to each:

- A. The house specialty is homemade bread. But the chef burned all the rolls half an hour before opening time. The rolls normally take two hours to make.
- B. A rowdy party of wealthy regulars is disturbing the enjoyment of other restaurant patrons including a group of regional newspaper reporters visiting for the first time.

3. Print out this row of letters: **BSAINXLEATNTEARS**. Tell team members that it contains a hidden word. Crossing out six letters will reveal it. One solution is to think of the phrase "six letters" not numerically but as two words: "six" and "letters." When they've crossed out six letters, the word "banana" remains.

Here's a second solution: Eliminate all incidences of the first six letters: B, S, A, I, N, and X. The word "letter" remains. People generally stop when they find an answer to the puzzle. But creativity demands more: Your team members must keep looking for additional answers and solutions.



PARTICIPANTS: UNLIMITED

EQUIPMENT: NONE



NONE

**To wake team
members up
to
creative thinking
by changing
the
group's dynamics**



CHANGE COMMUNICATION

(Adapted from an original exercise by Jan Kupecz.)

OBJECTIVE: To demonstrate how important accurate communications are in getting a group to change what it is doing.



PROCEDURE:

- 1) Ask the participants to stand with at least three feet between them.
- 2) Show only the first line of arrows on the overhead and ask the participants to do what the arrows indicate as the facilitator points to each arrow in sequence.
 - Arrow facing upwards means take a step forward.
 - Arrow facing downwards means take a step backwards.
 - Arrow facing to the right means take a step to the right.
 - Arrow facing to the left means take a step to the left.
- 3) Show the second line of arrows. Instructions: do the opposite to what the arrow indicates. i.e., if the arrow points up, then take a step backwards.
- 4) Show the third line of arrows. Instructions: do not move but say the opposite to the arrow being pointed to by the facilitator.
- 5) Show the fourth line of arrows. Instructions: do what the arrows shows but say out loud the opposite. i.e., if you move to the right say "left." If you move forward say "back."
- 6) Show the fifth line of arrows. Instructions: do the opposite to what the arrows indicate but say out loud what the arrow indicates. i.e., if the arrow points down, then move forward but say "back." If the arrow points to the left, then move to the right but say "left."
- 7) Show the sixth line of arrows. Instructions: do and say the opposite to what the arrow indicates. i.e., if the arrow points to the left, then move to the right and say "right." If the arrow points upward, then move backwards and say "back."
- 8) Show the seventh line of arrows. Instructions: when the facilitator points to the first arrow, do the opposite to what the arrow indicates. When the second arrow is pointed to, do not move but say the opposite. Repeat this sequence for the arrows on the seventh line.

PARTICIPANTS: UNLIMITED

EQUIPMENT: OVERHEAD PROJECTOR AND THE ARROWS TEMPLATE.



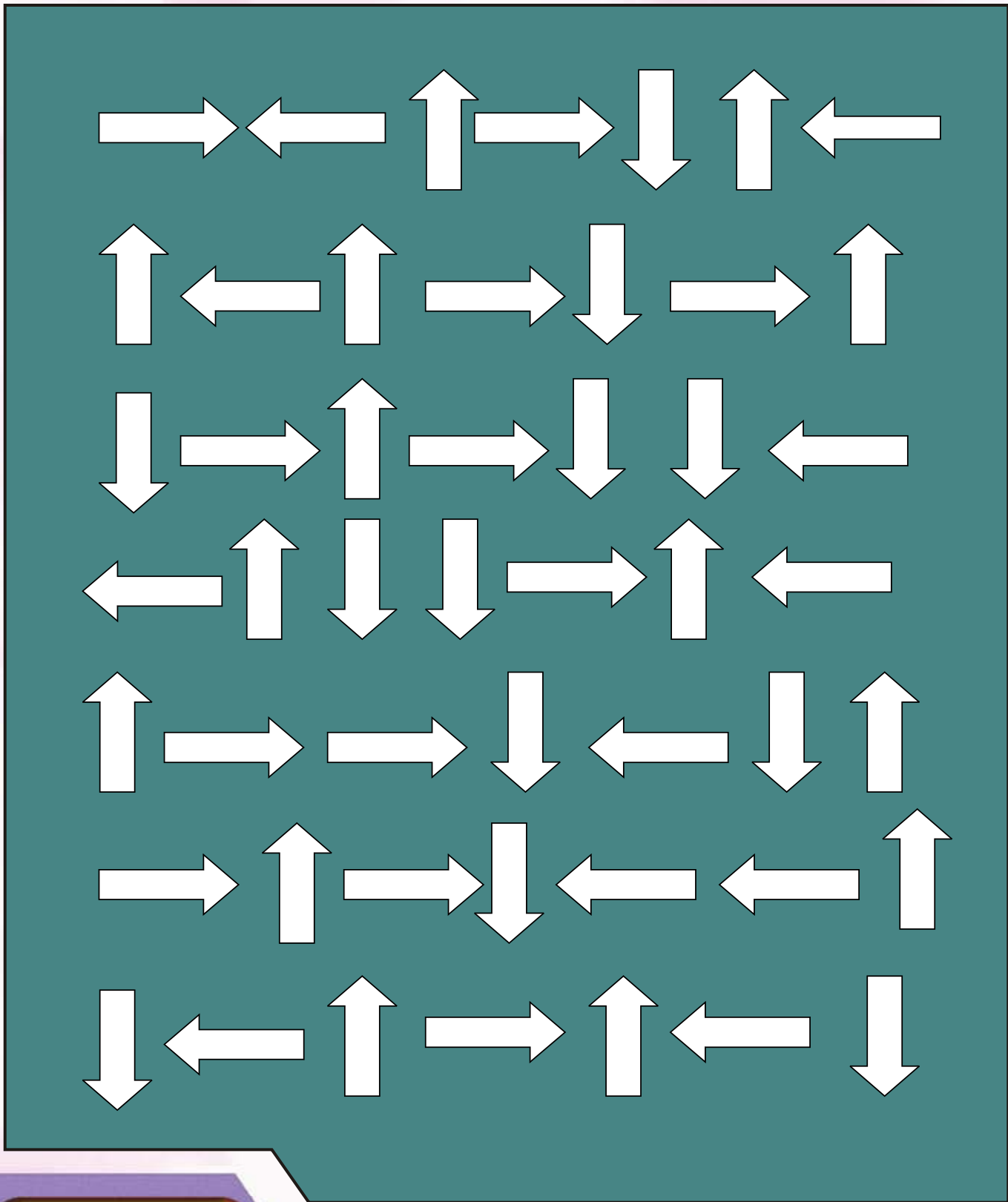
DEBRIEF: The first two lines will be quite easy for most people to follow. Then you will begin to lose some of the participants in the sequence as you move to subsequent lines and instructions.

- 1) Why did the group find it more difficult to keep in sequence as the task and instructions changed?
- 2) How did those of you feel who could not keep up with the rest of the group?
- 3) How does this exercise relate to how we manage change in our organization? What are the keys to making our instructions in the workplace more effective?



CHANGE COMMUNICATION CONTINUED

Arrow Sheet

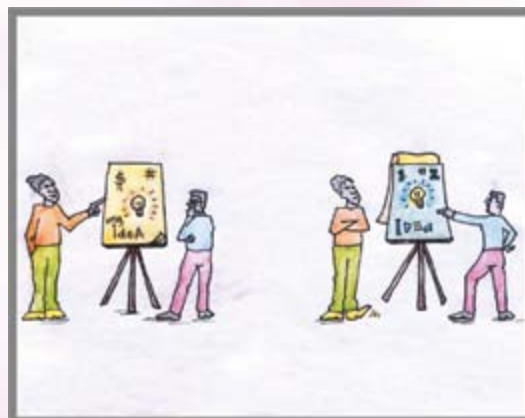


IDEALIZATION

(Adapted from an original exercise by John Newstrom and Edward Scannell)

OBJECTIVE: To allow participants to create their ideal project and the means for seeing it realized in their workplace.

PROCEDURE: The board of directors of the organization has just given your team \$500,000 to improve the operations of the organization. The team can use this money however they wish as there are no strings attached to its use, other than it must be the ideal project for improving the operations of the organization. Or another way to look at it is -- If there was one thing that you could change about this organization, what would that be? The overall project must be within budget and approximate costs must be allocated to processes or capital expenditures. For example, the costing should include: capital equipment, repairs, personnel, training, consultant fees, space needs, renovation costs, etc., that are required to make the project a reality. The team is to share its top priority for improvement and be able to justify their choice before the other teams. The teams will then come together and decide among the various options which should be their top priority or a combination of several proposals that will become their top priority for the organization.



PARTICIPANTS: ANY NUMBER OF TEAMS OF PEOPLE.

EQUIPMENT: FLIP CHART AND MARKING PEN FOR EACH TEAM.

FLIP CHART PER TEAM

MARKER PER TEAM

DEBRIEF:

- 1) What would it take to convince the leaders of the organization to grant the budget for this project?
- 2) How convincingly did you make your arguments for the project? Could they be improved? How?
- 3) How did you deal with dissent, prioritizing, conflict, reaching consensus in the team?

Variations of this exercise

Have individual members of the team make their list before they share with the other members of the team. This will ensure more thoughtful input than getting the results from group think.

This exercise could be extended to cover more detailed planning around these questions:

WHY

- 1) Why am I /we so committed to this project that I am prepared to sacrifice other things for it?
- 2) Why should others want to buy into this project?
- 3) Why is this important for the organization and its constituents?
- 4) Why is this the best idea for the organization?



Variations of this exercise**CONTINUED****WHAT**

- 1)What do we have to work with?
- 2)What is needed in terms of additional resources?
- 3)What means can be used to get those resources?
- 4)What will it take to make this idea better?

WHO

- 1)Who needs to be included in this process?
- 2)Who needs to buy into this idea?
- 3)Who will be allies in seeing this project through?
- 4)Who will benefit from the successful completion of this process?

WHERE

- 1)Where should we get started?
- 2)Where is there likely to be resistance?
- 3)Where can we find additional help for seeing this project through to a successful completion?
- 4)Where should our energy be focused at this point?

WHEN

- 1)When should we begin making a plan?
- 2)When should this plan be presented?
- 3)When should we begin to implement our strategy?
- 4)When should we evaluate our progress and processes?

HOW

- 1)How can we improve on this idea?
- 2)How can we know that we are on track?
- 3)How can we persuade others to get on board with us?
- 4)How can we show others that this is the best way forward?

**To allow participants
to create their ideal project
and the means for seeing it
realized in their workplace**



PROGRESSIVE TOWER BUILDING

(Adapted from an original exercise by Ryan Walter)

OBJECTIVE: To have each group construct the highest free standing tower in 15 minutes. To understand the process and feelings around change and how a group handles change.

PROCEDURE:

Phase One. Explain the objective and distribute the building materials to each group. No additional construction materials can be used. The planning and construction process begins.

Phase Two. After five minutes, the facilitator suddenly announces (no indication of this is to be given in advance), that each group is to leave its tower and materials and begin work on another group's tower.

Phase Three. After another three minutes of construction time, the facilitator announces that each group is to leave this tower and begin work on another group's tower.

Phase Four. After another three minutes of construction, the facilitator announces that the group is to return to its original tower and complete their construction in the remaining four minutes. Materials cannot be taken from one construction site to another construction site. The facilitator determines the tallest free standing tower and may award a prize to the winning group.

PARTICIPANTS: ANY NUMBER OF GROUPS OF 3 TO 5 PEOPLE. THREE IS THE PREFERRED NUMBER FOR A GROUP BUT ALL GROUPS MUST BE OF THE SAME SIZE. THERE MUST BE A MINIMUM OF 3 GROUPS FOR THIS EXERCISE.

EQUIPMENT: FOR EACH GROUP A PACKAGE CONTAINING FIVE CHENILLE STICKS (PIPE CLEANERS), FIVE CRAFT STICKS (POPSICLE STICKS), 15 STRAWS, A SMALL ROLL OF ½" MASKING TAPE 3' LONG (THE MASKING TAPE COULD BE WOUND AROUND THREE 1" STRAW PIECES IN A BUNDLE). A WATCH OR CLOCK FOR TIMING. THIS EXERCISE CAN BE DONE AROUND A TABLE OR ON THE FLOOR.

5 CHENILLE STICKS | 5 CRAFT STICKS | 15 STRAWS | TAPE | STOPWATCH

DEBRIEF: (at the completion of the exercise by phases).

In Phase One

The first five minutes

1) After the first five minutes of

construction, how high was your tower? Which group had the highest tower at this point? (The facilitator may need to indicate this if you are working with many groups.)

2) How many groups spent most of their initial five minutes designing the kind of tower they were going to build (planning vs. actual building)?

In Phase Two

3) How did you feel or what did you think when you were told to move to another construction site and begin work on another group's design? (disappointed, frustrated, thought your design was better, etc.) Why? (your group was further ahead, didn't understand the other group's design, thought they had not used their materials very well, etc.)

CONTINUED



DEBRIEF: CONTINUED*In Phase Three*

4) Repeat question #3.

In Phase Four

- 5) When you returned to your original construction site, did you think that the other two groups that had worked on your original design had improved on or retarded work on your original plan?
- 6) Did your group build on what others had added or did you try to modify it in order to build an even higher tower?
- 7) Why did you think that your group won (highest tower) or lost?
- 8) How did your group adapt to change? Was this a positive or negative attitude that was displayed?
- 9) Did you find that changing to another construction site was more positive or more negative in enabling your group to reach its goal of constructing the tallest free standing tower? Did the changes improve or hinder how your group worked together as a team?
- 10) What lessons did you learn from this exercise about handling change?
- 11) How does this exercise relate to your working environment?
- 12) How could you use this exercise to encourage the development of a positive or productive attitude towards change management in your workplace or organization?

Variations of this exercise

- 1) Use different or more diverse construction materials.
- 2) Allow the groups to take all unused materials to their next construction site.



PRAYER

While I accept that leading change is an important part of my responsibility in the organization, but when I try, I hate being put at odds with the vast majority of our staff who dislike change efforts that disrupt their comfortable status quo. They are so comfortable with the way things are while I want to make it better. I want to anticipate what we will have to do in order to be ready for future challenges and opportunities. But it is risky to step out ahead of them. I long for them to see the future as I do. Please give me the words and the means to cast the vision for change in such a way that they will want to get on board. Show me allies with whom I can work in fashioning the change effort and then the patience to listen to them and work with them. There is no point in me having a vision of change that is meaningless to others.

In getting to the desired future I want to be sure that it is not just what I want, but what you want for us. That by pursuing that vision, we will be better equipped to carry out your purposes for the organization and to glorify you in the process. When we change, we do so in faith that you are leading us in the same way that you brought us to our current state.

I know that my limited vision will not allow me to see all of the consequences of the intended changes and some of these outcomes will be quite unintended. Help me bring comfort to those who worry unnecessarily about these unknowns and the loss of cherished ways of doing things. Do not let their fear of the future paralyze their desire to move forward. There can be no standing still. But we want your assurance that we are moving in the right direction, in the right way, and at the right speed. Because you alone know our future, show us what we need to cast aside and what we need to hold firmly to. Give us, I pray, the guidelines for making these decisions.

I cannot lead this change except you give me the words to reduce their anxieties, to increase their confidence that we are moving in the right direction, to surrender their future into my hands. This is an awesome responsibility and I cannot do it without you in my life, dear Lord. This is not a solo effort by me. Nor is this just about you and me. It must involve all of your people. Because you have entrusted this leadership position and the responsibilities for these people into my hands, I call on you for guidance along every step of the way through this change to a different future. I remain your faithful servant, to serve your purposes, through your people.



EFFECTIVE TEAM LEADERSHIP: LEARNING TO LEAD THROUGH RELATIONSHIPS

CHAPTER 10: Concluding Well as a Team Leader

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PASSIONATE WORK INVENTORY

Have you ever met a great leader who does not have a passion that is visible in what they do? Passionate leaders with a cause instil and draw out passion in others around them. That's because passionate leaders inspire others and find ways to connect with the feelings, hopes, and plans of their working colleagues. They make working conditions conducive to a passionate working environment.

Although we are called in Scripture to “work heartily as for the Lord” (Col. 3:23), we all find that our passion for what we do ebbs and flows with time and situations.

Take this quiz to gauge your passion for your ministry/work.

Answer each question on a scale of 1 to 8, with 1 being “not at all” and 8 being “to a great extent.”

Part A: Keys to passion

To what extent:

Score 1 to 8

- 1. Are you willing to take risks for advancing your passion?
- 2. Have you discovered work that you can be passionate about?
- 3. Have you created the right conditions to feel passionate about your work?
- 4. Do you have opportunities to learn more about advancing your passion?
- 5. Do you believe you have the skills to advance your passion?
- 6. Do you get energized through your study of the Bible and prayer?
- 7. Do you look forward to going to work?

“A” inventory score

Scoring:

42-56: High -- you're probably passionate about your work.

20-41: Average -- you may need to be more proactive in finding ways to become passionate about your work.

5-19: Low -- you probably are not doing work that you love.

PASSIONATE WORK INVENTORY CONTINUED

Part B: Passion pitfalls

Score 1 to 8

To what extent:

- 1. Is working to advance your passion exciting for you?
 - 2. Is your work meaningful to you?
 - 3. Is your workplace relatively free from manipulation, dishonesty, and lack of trust?
 - 4. Do you have opportunities to advance your passion through your work in the way you want?
 - 5. Do you feel you have the skills, knowledge, and ability to fulfill your duties?
 - 6. Do you receive encouragement to pursue your passion in the exercise of your responsibilities at work?
- "B" inventory score*

Scoring:

35-48: High - your work conditions are conducive to advancing your passion.

20-34: Average - your work conditions may not lend themselves to advancing your passion.

5-19: Low - your work conditions are not conducive to advancing your passion.

ARE YOU A LEADER IN TROUBLE -- ASSESSMENT?

Rate yourself on a scale of 1 - 10 in each area.

(1 = Troublesome for me; 10 = Not a problem for me.)

- 1. ___ I am continually blindsided by people or events.
- 2. ___ I no longer enjoy coming to work.
- 3. ___ Followers continually turn to others for leadership and advice.
- 4. ___ I dislike meetings with some of my own people.
- 5. ___ My staff do not trust me very much when it comes to making decisions.

CONTINUED

ARE YOU A LEADER IN TROUBLE -- ASSESSMENT? CONTINUED

6. ____ Several of my immediate reports have left the organization recently.
7. ____ I do not feel that I am growing in my position.
8. ____ I am not finding, recruiting, or developing new leaders.
9. ____ I am filled with worrisome insecurities about the future.
10. ____ I do not feel that I am on the same wave-length as my people.

THE HIGHER YOUR SCORE, THE STRONGER YOUR LEADERSHIP. IF YOU SCORED BETWEEN 40 AND 60, IT IS TIME FOR SOME SERIOUS REASSESSMENT OF WHAT YOU ARE DOING. IF YOU SCORED LESS THAN 40 YOU NEED TO BE SERIOUSLY LOOKING FOR ANOTHER ORGANIZATION TO WORK IN.

CASE STUDY**Restoring a fallen one to a position of leadership**

Christian College had never faced this situation before. The leading candidate for the advertised position of chair of the psychology department had been dismissed from a previous appointment at a sister institution. Four years ago, a lady in Professor Eddy's church had reported having a sexual relationship with him. The shock waves were felt everywhere because he was well known in Christian circles as a speaker on marriage relationships and had, what everyone believed, was a very loving and stable marriage. When the church elders began to investigate, they discovered that this improper relationship had been active on and off for eight years. Furthermore, it seemed to be related to a secret addiction to pornography. Professor Eddy readily admitted to this when he was confronted and sought help.

After two years of professional therapy and responsibility to an accountability group within his church, he applied for a position at Christian College. The College was impressed by his openness on these matters and the continuing strength of his marriage, but decided that it was too soon after the incidents had come to light to engage him.

Now it was four years after the revelation and it would be five years before he would be able to take up the position as chair of the psychology department. Apart from this past infidelity, he had the experience and maturity that the college was looking for. Clearly he had a repentant heart. Letters from his therapist, pastor and chair of the accountability group attested to his redemption and suitability for reinstatement into a teaching position. (In the meantime, his old position had been filled by someone else and was not available to him.) He offered to be subject to whatever restrictions or ongoing accountability process that Christian College would ask of him.

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Should the dean offer Professor Eddy an appointment?

When does Christian forgiveness extend to restoration?

Under what conditions do we reinstate one who has fallen to a position of leadership?

After two years of professional therapy and responsibility to an accountability group within his church, he applied for a position at Christian College. The College was impressed by his openness on these matters and the continuing strength of his marriage

CONTINUED

When approached about this behavior, and encouraged to dialogue in a more confidential and Scriptural manner, the typical response is one of skepticism and self-righteousness.

CASE STUDY

Handling internal political rivalry

Tensions have festered on Christian College's campus for many years between the faculty and two other groups: intercollegiate athletics and the Student Development Office. The lightning rods, the Athletic Director and Dean of Students, both have a tenure of more than 20 years at the college. In the course of the previous two years, recognizing that the process of natural attrition is working too slowly for their satisfaction, a small number of faculty have made it their agenda to openly discredit these programs and their personnel.

The complaints are all too common. The athletic program, we are told, recruits students who do not fit well with the institutional mission; needs of the varsity athletic program take precedence over needs of the faculty; grading standards are lower in Physical Education Department than elsewhere; certain coaches will do almost anything to ensure the ongoing eligibility of student athletes. The Student Development Office, according to the critics, is overstaffed and under productive; they don't communicate with faculty in a timely manner regarding individual cases of student discipline; and they don't adhere to high enough standards when students violate campus lifestyle requirements.

While the most outspoken critics maintained a mask of civility when needed, they have become openly negative, and their expressions of lack of confidence and trust have become quite bold. Snide quips are made in committee meetings; open attacks have occurred in faculty meetings; and inappropriately loud conversations have been held in the cafeteria.

When approached about this behavior, and encouraged to dialogue in a more confidential and Scriptural manner, the typical response is one of skepticism and self-righteousness.

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The parties being attacked would like to have frank but confidential discussions with those who have the concerns, but the sniping faculty seem unwilling to engage in such forthright dialogue.

How can the president bring about a peaceful resolution to this lingering problem?

CASE STUDY

Handling the critic

Christian College recently made some major changes in the Business/Management area with the addition of a new Vice President for Business and Finance and a new Controller. The new Controller inherited an accounting system which lacked written documentation and had been managed loosely for many years. He found practices which did not meet standard accounting practices and which did not lend themselves to appropriate accountability. As a result, the new Controller recommended to the President's Cabinet multiple changes related to cash advances, travel reimbursements, purchasing, use of credit cards, and several other areas. These changes were viewed by the cabinet as wise and a series of meetings were arranged to explain these changes to the campus community.

For the most part, the changes were received positively, until the meeting with the department chairs. At that meeting, one individual attacked the policy for requiring receipts for all expenditures, including 50 cent turnpike tolls, as punitive, unnecessary, and harassing. The individual's tone of voice, facial expression, and visible shaking suggested opposition to everyone present. By slamming his notebook shut and stomping out of the room, he further evidenced his displeasure. Throughout this tirade, the new Controller and the others present maintained their composure and attempted to humor him, but without success.

Immediately after the meeting, the faculty member called the new Controller and verbally attacked him, indicating that he was withdrawing all his contributions to the college until these policies were terminated. In spite of an uncommon effort by the new Controller to reason with the individual and to suggest that he would work with him, the individual hung up.

Discussion Question

How would you lead a discussion in the president's cabinet on what to do, knowing that this is part of a long string of uncivil responses by this individual to others on campus?

CASE STUDY

Ten flaws leading to a leader's derailment

These flaws were identified by a number of leaders as warning signs that a leader is creating a growing number of problems for himself or herself, for the people around them, and for the institution as a whole. Since it is easier to keep a leader who is balancing on the precipice from falling over than it is to lift a derailed one back onto the track, they are presented as helpful guidelines. These flaws have been adapted from McCall, W., Lombardo, M.M. (1982). *Off the track: Why and How Successful Executives Get Derailed*. Technical Report No.21, Greensboro, NC: Center for Creative Leadership.

Discuss which ones you regard as the most challenging ones and add others to the list from your experiences.

1. A failure to recognize specific performance problems within the office or institution. This is often marked by efforts to cover up the problem, trying to blame others, and a reluctance on behalf of the leader to attempt change.
2. Demonstrates insensitivity to others that is often revealed in an abrasive, intimidating or bullying style. It is most often evident when leaders find themselves under stress or preoccupied with their personal problems.
3. Arrogance that leads to intimidating others with their knowledge.
4. Betrayal of the trust of a colleague. Any sign of trying to be better than others or a failure to carry through on a promise will breed distrust that wrecks havoc with the institution's operational efficiency.
5. Over-managing by failing to delegate or build a team to handle issues. The transition to team leadership in a large institution means that delegation must become a way of managing and demonstrating trust in one's colleagues.
6. Playing politics for the sake of personal ambition or advancement. This behavior is bound to bruise people and create suspicion.
7. Poor staffing of positions with the result that the wrong people are in positions and are consequently bound to fail with embarrassment to themselves and their leaders.
8. Inability to think strategically. A preoccupation with details and technical issues that prevent some leaders from grasping the larger picture and vision for which they are responsible. Leaders must make the transition from doers to planners.
9. Failure to adapt to a superior with a different style than his or her predecessor. Such a failure inevitably appears as a conflict of interest or insubordination.
10. Over-dependence on someone else to lead one through the decision-making process. Ultimately, a leader must appear to stand on his/her own without a crutch.

FILM STUDY

Apollo 13 is the re-enactment of the real-life crisis that happened in April 1970 when a crippled spacecraft had to rely on the commander at Mission Control in Houston and his team to devise, under extreme pressure, a means to bring the spacecraft home safely.

The Story

The National Aeronautics and Space Association (NASA) officially established the Apollo Program in 1960. The program had trouble from the start as Apollo 1 astronauts were all killed in a fire on board the spacecraft during pre-launch on January 27, 1967. On March 3, 1969, Apollo 9 had to cancel its lunar landing because of a malfunction. But only eight months before the Apollo 13 crisis, the first astronaut had successfully walked on the moon. NASA increased its expectations of success in the future. The Apollo spacecraft was designed and thoroughly tested to support three men in space for periods of up to two weeks. The procedure was now established. The Command and Lunar modules would separate after establishing a lunar orbit. One crew member would remain in the Command Module, which would continue to orbit the moon, while the remaining two members would take the Lunar Module down to the moon's surface. After exploring the surface, taking pictures, conducting experiments, and gathering rock samples, they would return to the Command Module and return to Earth.

Thus it seemed that Apollo 13 would be a routine 10 day lunar landing mission. It attracted little press or public interest until a routine maintenance procedure revealed a faulty thermostatic switch which caused an oxygen tank to overheat and explode, which damaged the power and caused the life-support systems to fail, thereby putting the lives of the three astronauts in danger of being stranded 205,000 miles from Earth. The most pressing problems centred around whether the crew had sufficient consumables to return to Earth (water which served a cooling function, battery power used for the mission and re-entry, oxygen used to support the crew's life, and lithium hydroxide used to filter the carbon monoxide from the atmosphere).

The movie describes the struggle of the astronauts and Mission Control technicians to improvise a new set of procedures to overcome repeated crises and to bring them back to Earth. The film reminds us of how many disruptions and discontinuities may be involved in leadership. Even the most carefully honed machines, people and plans are subject to breakdown. Overhead projectors and televisions do not work properly, plastic bags tear, jet engines flame out, cockpit lights short out, damaged coils malfunction, leaving a disabled spacecraft at the mercy of human wisdom and timely action that constitutes the challenge of leading under pressure. People are subject to violent deaths, strokes, ordinary infections, and diseases.

The film offers some compelling lessons on how leaders must deal with discontinuities and unexpected changes that make established routines not only useless but detrimental to the survival of both the crew members and their mission. Most viewers focus on Tom Hanks and the technical difficulties surrounding what is happening in the disabled spacecraft. While this is important, our leadership focus is on the Prime Flight Controller, Gene Kranz,

CONTINUED



and how he handles the challenges of leadership.

Key Characters

Jim Lovell is the Commander of Apollo 13.

Fred Haise is the lunar module pilot.

Ken Mattingly is removed from commanding Apollo 13 just 72 hours before the scheduled launch.

Jack Swigert replaces Mattingly on short notice and is not part of the original Apollo 13 team.

Gene Kranz is Prime Flight Controller and the focus of our study.

Pete Conrad is an astronaut

John Arthur is the flight controller who understands that the Apollo 13 crew must use as little power as possible if they are to make it back to Earth.

CAPCOM is the communications system with the astronauts. It is headed by an astronaut who is the only one who talks directly with the astronauts in the spacecraft.

EECOM is responsible for monitoring the functions of the spacecraft. It is headed by a command service module electrical and environmental engineer who monitors consumables on board the spacecraft, projects usage rate, and determines the length of time the systems will last. EECOM was the first to notice that something was wrong with Apollo 13.

Important episodes to note:

1. Mattingly being bumped from the mission.
2. Discussion of how to get the astronauts back safely by scraping the original plans. Note how Kranz and the technical support staff responded.
3. Why the members of Mission Control accepted Arthur's solution of reducing the power supply of the spacecraft in order for the astronauts to have a better chance of returning safely. Note the Swigert - Lovell dialogue.
4. As the astronauts make the "filter" to get the carbon dioxide level down, which was most important for the astronauts - equipment that performed as it was designed to or equipment that could be adapted for uses other than those for which it was defined?
5. In navigating the craft back into the atmosphere without the aid of the computer, the issue was improvisation or perish.
6. What role did problem-solving teamwork play in the module and Mission Control in the successful re-entry into the Earth's atmosphere?
7. Did preoccupations impede the attempts of individuals to solve the problems that they encountered?



FILM STUDY

The Guardian is the story of a servant-leader and teamwork among the elite swimmers of the United States Coast Guard

The Story:

After losing his crew and partner in a fatal crash, legendary Rescue Swimmer, Ben Randall, is sent to teach at "A" School in Louisiana, an elite training program for Coast Guard Rescue Swimmers. While wrestling with the memories of the loss of his crew members, he throws himself into teaching, turning the program upside down with his unorthodox, practical training methods. While there, he encounters a young, cocky swim champ, Jake Fischer, who is driven to be the best by breaking every swim record that had been set by Ben. Ben, in turn, puts Jake and others through tough exercises. During training, Randall helps mold Jake's character, combining his raw talent with the heart and dedication required of a Rescue Swimmer. After graduation from A School, Jake follows Randall to Kodiak, Alaska, where they face the inherent dangers of rescues in the Bering Sea. In his initial solo rescue, Jake learns firsthand from Randall, the true meaning of heroism and sacrifice, echoing the Swimmer's motto--"So Others May Live!" In the final rescue scene, Jake has to make the really tough decision as his mentor, the servant-leader Ben gives up his life so that Jake can live.

Key Characters:

Ben Randall - the legendary Rescue Swimmer in the US Coast Guard played by Kevin Costner.

Jake Fisher - the cockiest of the new group of recruits who becomes Ben's protégé.

Clancy Brown - Ben's commanding officer who sends Ben to teach at A school.

Hodge - a twice-failed recruit who this time becomes tough enough to succeed.

Discussion Questions:

1. What qualities of servant-leadership do you see in Ben and where are these to be found?
2. Why was Ben so tough on the new recruits?
3. Why is the Coast Guard's motto "So Others May Live" a fitting tribute to Ben?
4. Why is teamwork so important in the United States Coast Guard?
5. Leadership is connected to failing forward, courage, and perseverance. Where do you see this in the movie?
6. What are the key lessons that Jake learned from his mentor Ben?



PASSIONATE COMMUNICATION

OBJECTIVE: To illustrate how we act when we have passion vs. when we do not display passion. Passion is the energy of our souls that is found when we demonstrate intense emotion that leads to compelling actions. People either demonstrate passion for some object, activity, or concept, or they do not. Everyone recognizes when another person demonstrates passion about something.

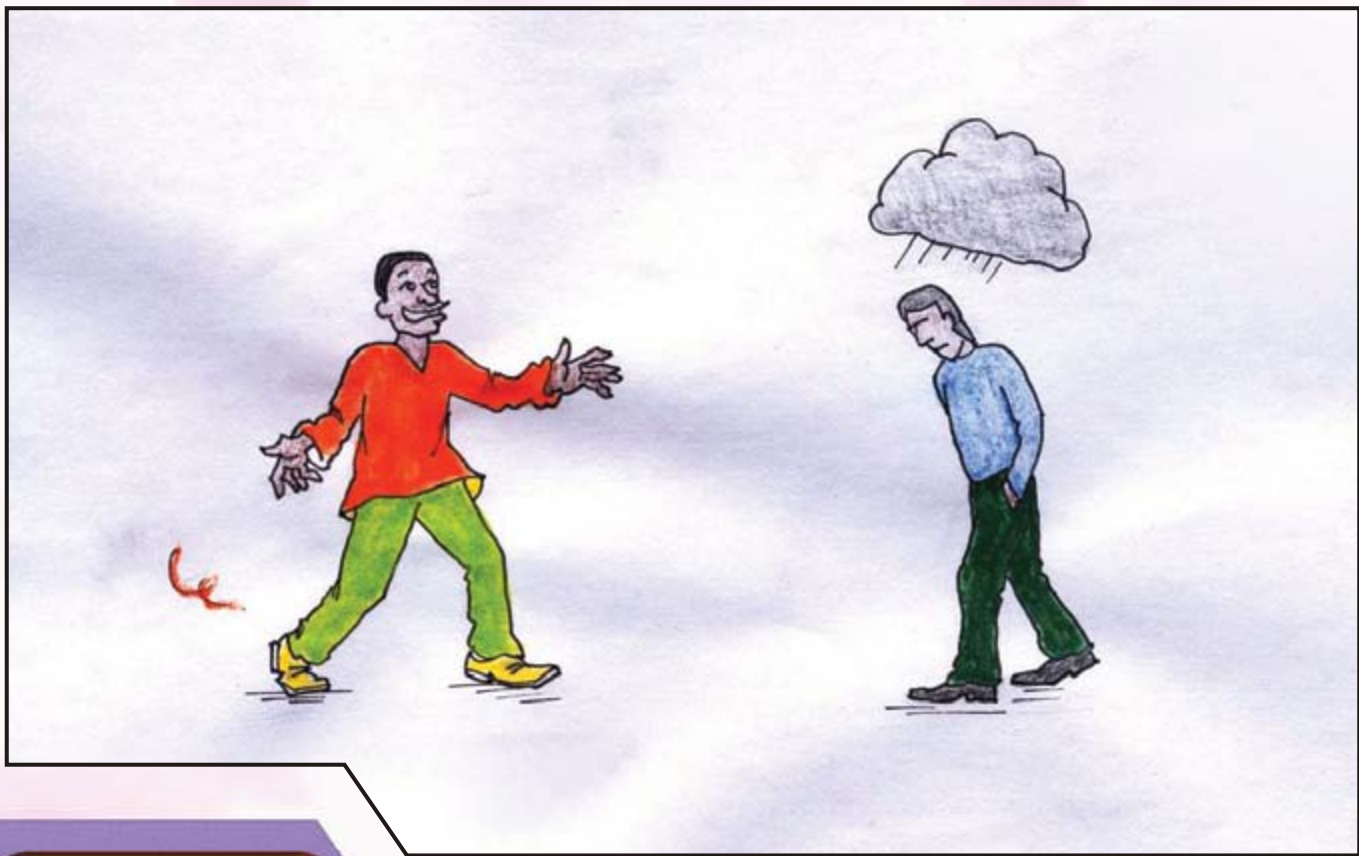
PARTICIPANTS: UNLIMITED

EQUIPMENT: NONE



PROCEDURE: Have all participants choose a partner. If someone is left out, make it a threesome. Greet each other as if you are exceedingly happy to meet a long lost friend.
Now greet each other as if you wish you hadn't met and are looking for an excuse to get away from this person.

DEBRIEF:
1) What is the difference?
2) Where does this passion come from?
3) How do you detect someone who is displaying phony passion?



TIME WASTERS

(Adapted from an original exercise by John Newstrom and Edward Scannell)

OBJECTIVE: To make the participants aware of how many time wasters there are and how they impact individual and team performance.

PARTICIPANTS: UP TO 50 DIVIDED INTO EQUAL SIZED TEAMS.

PROCEDURE: Ask each team to record on their flip chart what they think are the top ten time wasters for leaders.

EQUIPMENT: A FLIP CHART AND MARKER FOR EACH TEAM.

Some of the more common time wasters are poor planning, unnecessary meetings, telephone calls, lack of goals, email, lack of clear instructions, drop-in visitors, lack of self-discipline, procrastination, unorganized resources, personal distractions, and company gossip.

1 FLIP CHART AND MARKER PER TEAM



TIME WASTERS CONTINUED

DEBRIEF:

- 1) How did you know the answers?
- 2) Could you cite examples for each time waster that you have observed in your workplace?
- 3) How does working in a team affect the outcomes of this exercise?
- 4) Are meetings regarded as time wasters in your organization? Why?
- 5) What ideas do you have for using time more effectively in your workplace? This could also be directed towards the worst time wasters.

PRAYER

Oh God, in my mind and from my experiences, I know that disappointments, failures, and dissent are part of what comes with leadership, but still my heart does not respond well to them. At times they overwhelm me and I despair of this call to leadership as the goal seems to fade away and I am left alone. With so many people criticizing me and telling me it can't be done, I feel that I am trying to do the impossible. I get worn out in trying. My body aches, my spirit weakens, and I long for greener pastures. When I begin to despair, so do those closest to me who take their cues from me, whose moods are so attached to my own. When I get down on myself, I wonder if this responsibility for leadership is worth all of the hassles it brings. Maybe there is someone else who could do it better than I am.

Are you trying to tell me something through these negative feelings about my leading? Should I be actively looking elsewhere for your calling? Or, are you trying to strengthen me, as you did with Moses, to surmount these obstacles and to find a better way in closer proximity to yourself?

Like the Israelites wandering in the desert wilderness, I need to know that I am doing what you want me to do. I need some encouragement from you in human form to carry on. I need to know that someone cares for me. I have your promises that you will not forsake me and that you forgive me, for which I am profoundly grateful. I believe in you and want to be your servant. But I am losing confidence in myself to lead this organization in the right direction for your glory. Heavenly Father, if you want me to press on with this task, I need you to renew my spirit for leading. My passion for the task must be rekindled and only you can do that. Give me, I pray, I renewed vision for the future and the strength to serve you well to the end.



EFFECTIVE TEAM LEADERSHIP:

LEARNING TO LEAD THROUGH RELATIONSHIPS

CONCLUSION

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THE MEMORY GAME ON TEAM LEADERSHIP

OBJECTIVES: To review some of the basic principles included in serving team leadership. The theme of this exercise is built around the notion of the Vitamin "C"s of good team leadership. Vitamin C, or ascorbic acid, is vital for the growth and repair of tissues in all parts of our bodies and especially for healing wounds. A deficiency in vitamin C used to produce scurvy but in today's world is more likely associated with splitting and dry hair, gingivitis, rough skin, easy bruising, nosebleeds, pain in our joints, and generally decreased ability to ward off diseases. The body does not make vitamin C on its own and it is water-soluble, which means that your body can only retain it for a short period of time, thereby requiring regular doses which we get through fruits and vegetables. And so it is with the vitamin "C"s of team leadership. Without reflecting and acting regularly on the principles of team leadership, the selfish ways of leading for ego can take over and the benefit is lost.



PARTICIPANTS: ANY NUMBER OF GROUPS RANGING IN SIZE FROM 4 TO 10 PEOPLE.

EQUIPMENT: ONE SET OF CARDS IS NEEDED FOR EACH GROUP. CARDS CAN BE MADE FROM CUTTING CARD STOCK INTO 2" BY 2" SQUARES OR BY CUTTING 3"X5" INDEX CARDS IN HALF (2 1/2 X 1 1/2). PRINT EACH OF THE FOLLOWING "C" WORDS ON A CARD, BUT NOT THE EXPLANATION IN BRACKETS. YOU WILL NEED TWO SETS OF EACH CARD FOR EACH GROUP. YOU CAN EXPAND THE LIST OR CONTRACT IT ACCORDING TO HOW MANY PARTICIPANTS YOU HAVE IN A GROUP, HOW LONG YOU WANT THE EXERCISE TO GO ON, AND WHICH CHARACTERISTICS OF TEAM LEADERSHIP THAT YOU WISH TO EMPHASIZE.

PROCEDURE: This exercise is an adaptation of the memory game.

1. Shuffle the cards so that the matching pairs are mixed up.
2. Place the cards face down on a table in a rough square shape with a bit of space between each card so that they can be easily picked up or turned over.
3. The first person in the group turns over one card and then tries to find the matching card. This is not likely to happen in the first few tries until enough cards are known that players will remember where certain cards are located. If a player succeeds in turning over a matching pair,

CONTINUED

1 SET OF CARDS PER GROUP

- CHARACTER** (WHO WE ARE THAT ENABLES US TO HAVE A CARING, SERVING ATTITUDE.)
- CHEERFULNESS** (A SINCERE ATTITUDE THAT IS UPLIFTING TO OTHERS)
- COMPETENCE** (THE SKILLS REQUIRED AS A LEADER TO SERVE OTHERS)
- CALLING** (OUR GOD-GIVEN PERSONAL REASON FOR DOING WHAT WE DO)

CONTINUED

Conclusion



THE MEMORY GAME ON TEAM LEADERSHIP

CONTINUED

PROCEDURE con'td: then that player must explain to the group how that word connects to team leadership (some hints are found in the brackets behind the word in this sheet but are not available to the players). If the group believes that that player has understood this team leadership concept, then the player keeps the pair of cards and is allowed to try for another match. Whenever someone turns over two cards that do not match, or the player is unable to give an explanation that is satisfactory to the group, the cards are turned face down again and the next player takes her/his turn until all players have participated and all cards have been removed from the original square.

4. At the end of the exercise, the winning player is the one with the most cards.

CHALLENGE (A HEALTHY DISSATISFACTION WITH THE STATUS QUO)

COMMITMENT (PERSEVERANCE TO KEEP ON OVER THE LONG TERM)

COMMAND (YOURSELF AND NOT OTHERS)

CHARISMA (PERSONALITY AND ATTRACTIVENESS)

COMMUNICATION (LISTENING AND SPEAKING)

CANDOR (STRAIGHTFORWARDNESS IN EXPRESSION)

COMPLEXITY (SITUATIONAL RESPONSES)

CONGRUITY (WALKING YOUR TALK)

CONTEXTUALIZATION (SITUATIONAL DIFFERENCES ARE FACTORED INTO YOUR DECISIONS)

COMPETITION (A REALITY IN ALL WE DO THAT IS MEANT TO IMPROVE WHAT WE DO AND NOT TO CAUSE

OTHERS TO LOSE. IN SERVING TEAM LEADERSHIP COMPETITION MAY BE IN HOW WE CAN SERVE OTHERS BETTER OR IN A WIN-WIN CONCLUSION.)

COMPROMISE (IS BAD ONLY WHEN IT VIOLATES YOUR PRINCIPLES IN BRINGING OTHERS ON SIDE)

CONCURRENT (MORE THAN ONE LEADER CAN OPERATE FUNCTIONALLY AT THE SAME TIME IN ANY ACTIVITY)

COLLECTIVE (DEPENDS ON RESPONSIBILITY TO EACH OTHER AND THE TEAM)

COLLABORATIVE (ALL WORKING IN AN INTEGRATED WAY TOWARDS A COMMON GOAL)

CO-OPERATION (TEAMWORK RATHER THAN CONFLICT)

COALITIONS (NETWORKING CONNECTIONS)

COMPLETION (SEEING THE GOAL ACCOMPLISHED)

COURAGE (TO TAKE RISKS AND STEP OUT)

COMPANIONSHIP (RELATING TO GOD AND OTHERS)

COMPASSIONATE (CARING FOR OTHERS AND PRESERVING THEIR DIGNITY)

CAMERA (COPY READY OR ALWAYS ON DISPLAY)

CREATIVITY (INVENTIVENESS WITH PASSION)

CONVICTION (TO A DIRECTION AND PRINCIPLES)

CARING (SERVING OTHERS FIRST BEFORE SELF WITH A GENUINE SENSE OF THEIR WELL-BEING)

COACHING (DEVELOPING OTHERS)

CLIMATE CONTROL (BEING MINDFUL OF THE TONE WE SET FOR OTHERS IN WHAT WE DO)

COURSE (DEVELOPMENTAL LEARNING AS A JOURNEY NOT A DESTINATION)

CONSISTENCY (TO VALUES, PRINCIPLES AND YOUR WORD WALK THE TALK)

CONSTANCY (STAYING ON THE RIGHT TRACK)

CONFIDENCE (IN GOD WHO ENABLES YOU)

CHRISTIAN (WHAT GIVES LEADERSHIP ETERNAL VALUE)

Conclusion



THE MEMORY GAME ON TEAM LEADERSHIP CONTINUED

DEBRIEF:

Not normally necessary in this exercise as the lessons have been reviewed.

Variations of this exercise

1. Play in teams of two with the first team member turning over the first card and the second team member trying to find its match. In their next turn, the team reverses their order so the second member turns over the first card.
2. Change the explanation or connection so that they have to give a negative and a positive aspect of this servant-leadership principle. For example Charisma 1) positive - a servant-leader who practices charisma is conscious of the public image of what they are doing, 2) negative - a leader with charisma may be selfish and may use their natural attractiveness to sway others to their side without having substance or care for others in what is happening.
3. Change the words to reflect another topic.

**To review some of the basic principles included
in team leadership.**

**The theme of this exercise is built around
the notion of
the Vitamin “C”s
of good team leadership**



CROSS THE ROOM

OBJECTIVE: To review and reinforce essential teachings about team leadership in order to wind up a training workshop.

PARTICIPANTS: ALL PARTICIPANTS UP TO 50.

PROCEDURE: Begin with all participants standing in the centre of the room. Explain that the instructor will read a statement which will be either true or false. If they agree with the statement, they are to move to the side of the room with the AGREE sign. If they disagree, they are to move to the side of the room with the DISAGREE sign. After the group or individuals have moved, the instructor will give the right answer or ask one of the participants to explain why that is the right answer.

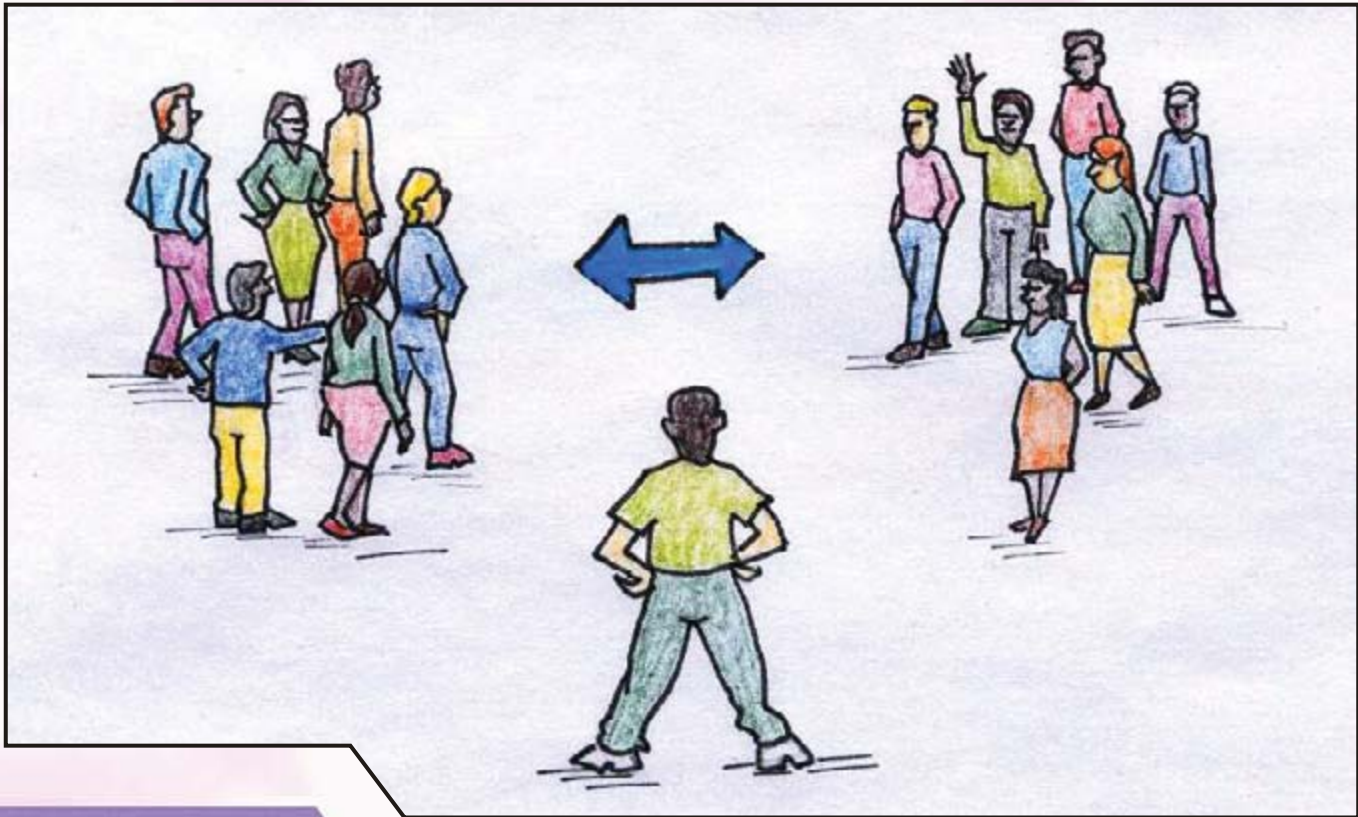
EQUIPMENT: A LARGE ENOUGH ROOM SO THAT THE ENTIRE GROUP CAN STAND IN THE MIDDLE OF THE ROOM AND STILL HAVE ROOM TO MOVE TO ONE SIDE OR THE OTHER AT LEAST 10 FEET FOR MOVING EACH WAY.

CONTINUED

CONTINUED



LARGE ROOM



Conclusion



CROSS THE ROOM CONTINUED

PROCEDURE con'td: If someone ends up on the wrong side for the first few questions, do not eliminate them but give them a second chance. Then make their decision count. If someone ends up on the wrong side of the room, that person is eliminated but can sit and watch the others so that the learning continues for everyone. Continue until there is a winner or group of winners that you wish to reward with prizes. (Depending on how hard the questions are, the instructor should be prepared to award several prizes or have a run off.)

DEBRIEF: No debrief is necessary as you have explained the points as you went along.

Variations of this exercise

1. You can heighten the learning expectation by saying at the outset of the course or workshop that there will be a test at the end.
2. You can include several brief scenarios that will force participants to work through the case to a conclusion or recommendation.

- and still be a leader. (Agree)
3. Team leaders work to serve their own interests first and those of their followers second. (Disagree)
 4. Team leaders are developed not born. (Agree)
 5. Authority is a poor substitute for leadership. (Agree)
 6. Team leaders are the meek who only serve others. (Disagree)
 7. A successful team is a group of many hands but of one mind on the mission. (Agree)
 8. Only women can excel at relational leadership. (Disagree)
 9. All leaders use power, but the purpose and method for using that power is different among different kinds of leaders. (Agree)
 10. Leaders are all about one's CASE = character, attitude, success, and experience. (Disagree)
 11. The Bible contains basic instructions for leadership excellence. (Agree)
 12. If you think with your heart, you will be a pushover. (Disagree)
 13. Compassion must go along with passion for a serving team leader. (Agree)
 14. Serving team leaders have type B personalities. (Disagree)
 15. Leadership is more position than action. (Disagree)

EQUIPMENT con'td:

On one side of the room put a sign high on the wall in large letters AGREE. On the opposite side of the room place a sign DISAGREE on the wall.

The instructor must have a list of questions pertaining to the training to which the participants can respond "agree" or "disagree". The questions should be mixed up between agree and disagree and should get progressively harder to answer. The number of questions you use will depend upon the time you have for the exercise and how much explaining you wish to do.

Some examples for questions would be as follows:

1. Team leaders work to develop other team leaders and not just followers. (Agree)
2. You can wash a follower's feet



CROSS THE ROOM CONTINUED

17. Team leaders try to recruit people who are different than they are. (Agree)
18. TEAM stands for Together Everyone Acquires Motivation (Disagree)
19. Team leaders Teach, Empathize, Ask questions, Motivate, and Serve. (Agree)
20. There is no conflict over processes on good teams. (Disagree)
21. Leaders are purveyors of hope. (Agree)
22. Asking questions is as important as making statements for a team leader. (Agree)
23. John Maxwell says leadership is "influence, nothing more and nothing less." Would this describe good team leadership? (Disagree)
24. For team leadership, it is very important to decide for whose benefit one leads. (Agree)
25. Being a servant and a leader is an oxymoron. (Disagree)
26. By definition, a good committee will be a good team. (Disagree)
27. Finding meaning in what you do is a high priority in servant-led organizations. (Agree)
28. A successful team must have members who represent three types of leaders. (Disagree)
29. Knowing other people's weaknesses enables you to build a strong team. (Disagree)
30. Fortune Magazine's annual report on the Best Companies to Work for In America always places a servant-led company at the top. (Disagree)
31. Fortune Magazine's annual report on the Best Companies to Work for In America has four servant-led companies in its top five. (Agree)
32. Two-way communications is a hallmark of a servant-led organization. (Agree)
33. In order to get things done well, praise softly and blame loudly. (Disagree)
34. Those leaders who regularly serve others, do not have to make tough decisions. (Disagree)
35. Personal emotions should play no part in today's workforce. (Disagree)
36. In the hiring process, case studies can be used to determine a person's values. (Agree)
37. Celebrations should only take place outside of mandated working hours. (Disagree)
38. These biblical leaders represent servant-leadership: Moses, Jesus, Rehoboam, David, Saul, Deborah, Gideon, Paul, and Timothy. (Disagree)
39. There is no greatness in team leadership. (Disagree)
40. Visionary leadership is the art of seeing things that are invisible to others. (Agree)

**To review and reinforce essential teachings
about serving team leadership
in order to wind up
a training workshop**

Conclusion



TWENTY QUESTIONS

OBJECTIVE: To review key concepts and information that has been presented or learned in the meeting, workshop, course, etc. To reinforce shared learning.

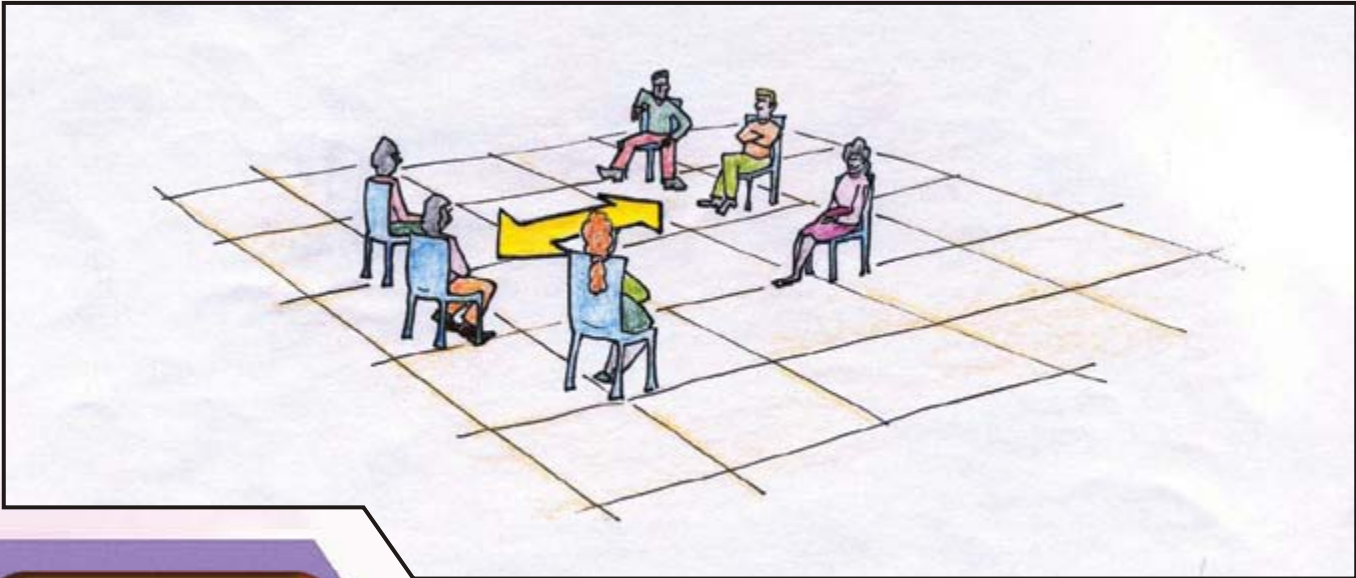
PARTICIPANTS: 6 - 30

- PROCEDURE:**
- 1) Divide the participants into two equal groups and have them sit facing each other with 5-10 feet between the two groups.
 - 2) Ask each group to come up with 20 (can be less depending on the time allotted for the exercise) questions related to the workshop that the other group should be able to answer.
 - 3) Each group alternates asking the other group a question to which they are allowed 30 seconds to consult and respond.
 - 4) The facilitator may rule out a question as being ambiguous or too difficult and ask the group for another question. The facilitator or the group asking the question determines whether the right answer has been given.
 - 5) The facilitator records the number of correct responses for each group to declare a winner.

EQUIPMENT: CHAIRS FOR EVERYONE TO SIT ON. PAPER AND PEN FOR EVERYONE.



DEBRIEF: Review of any missed points or doubtful responses.



Conclusion



JEOPARDY

OBJECTIVE: To review key concepts and information that have been presented in the meeting, workshop, course, etc. To reinforce shared learning.

PROCEDURE: Under each category and in each space, place a word or short phrase that someone must ask a question about, make a true statement about, or contain a question that must be answered.

For example:

LEADERSHIP: servant, power, influence, good, definition, Christian, born, developmental, motivation, managers vs. leaders, strengths, mission, diamond model, hope.

TEAMWORK: Biblical example, bad, consensus, conflict, TEAM=, meetings, delegation, success, chairperson, coaching, learning community, experiential learning, reverse pyramid.

COMMUNICATIONS: two-way, baton passing, listening, asking questions, body language, vulnerability, open, consultation, introduction, encouragement, vision, indirect, story telling.

CHARACTER: importance, integrity, trust, charisma, hiring, flaws, prayer, oxymoron, reputation, values, sterling, scandal, living in a fish-bowl, gossip.

HISTORY: Jesus, Robert K. Greenleaf, war, command and control, Southwest Airlines, political, Canadian, change, transformational, Fortune's Best Companies to Work for In America, trait theory, Moses, changes.

ATTITUDE: importance, tone, motivating others, passion, failure, "to lead is to serve," superior, boss, benevolent dictator, "not so with you," negative, "we have never done it that way before," "I can't."

Allow one person or group to select a category and try to respond to each word by making it into a sentence, or answering the question in the space within 10 seconds. If they are successful they can go on to the next space in that category and try again.



PARTICIPANTS: 4 PEOPLE OR FOUR EQUAL SIZE TEAMS.

EQUIPMENT: A JEOPARDY STYLE BOARD WITH SIX CATEGORIES ACROSS THE TOP AND SEVEN SPACES BELOW EACH CATEGORY THAT ARE COVERED UP WITH A POST-IT-NOTE.



CONTINUED

Conclusion



JEOPARDY CONTINUED

PROCEDURE con'td: If they cannot successfully complete the task in 10 seconds, then another player or team can try to do the same and earn a point for doing so correctly. If that other person or team is successful, then they get to choose another category or stay within the same category, and the process continues until there is a winning team based on all of the spaces being opened and responded to, or a certain number of points being accumulated.

DEBRIEF: When there is confusion or doubt about the correct response. This exercise also gives the facilitator feedback on how well information and concepts have been understood and learned

Variations of this exercise

You may go to the popular jeopardy television show and adopt any of their rules, such as different points awarded for different responses or questions.

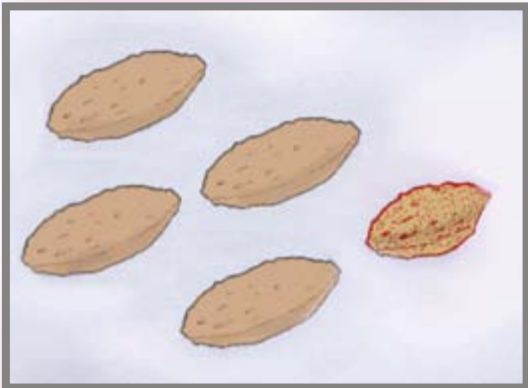
LEADERSHIP	TEAMWORK	COMMUNICATIONS	CHARACTER	HISTORY	ATTITUDE

Conclusion



NOT ALL LEADERS ARE THE SAME

OBJECTIVE: To see that while leaders may talk the same language, do the same things, and even look somewhat alike, the real difference is in the heart that produces different motivations, purposes and attitudes when it comes to serving team leaders.



PROCEDURE: Give each group a package of five cookies.

Discussion Questions:

1. What do you notice that is different about these cookies? (the obvious answer is between the one odd cookie and the four identical ones with regard to their size, texture, ingredients/taste, etc.) Relate to different kinds of leaders.
2. Look at the four identical cookies. One is a clone of the other. Do we have leaders who try to clone themselves on a model or mentor?
3. What sets a team leader apart from other kinds of leaders? i.e., what are their distinguishing characteristics?
4. Open the four cookies up to see that each one is different on the inside because of the different color of candy found on the inside of each cookie. Serving team leadership begins with the heart. What heart qualities must a leader have in order to qualify as a good team leader?
5. Do all team leaders have to look alike, act alike, and speak alike? Why, or why not?

PARTICIPANTS: ANY NUMBER FOR A DEMONSTRATION OR ANY NUMBER OF GROUPS OF 3 TO 6 PEOPLE.

EQUIPMENT: FIVE COOKIES FOR EACH DEMONSTRATION OR GROUP. ONE COOKIE IS TO BE DIFFERENT FROM THE OTHER FOUR (FOUR MUST BE SOFT COOKIES, PURCHASED OR HOME MADE, AND BE OF THE SAME SHAPE AND SIZE). A SMALL CANDY (M&M, MINI M&M, SMARTIES, REESE PIECES) OF A DIFFERENT COLOR IS PLACED INSIDE EACH OF THE FOUR COOKIES.



The real difference is in the heart that produces different motivations, purposes and attitudes when it comes to good team leaders

Variations of this exercise

Place a candy in the odd cookie and discuss what kind of heart motivation, attitudes and purpose drive this kind of a leader.

Conclusion



DISCUSSION EXERCISE

BE AWARE OF BACKSLIDING INTO COMMAND AND CONTROL LEADERSHIP

As in any kind of leadership, there is a natural tendency for leaders to slip back into the command and control mode of leading by increasing their personal power and disengaging from those being led, thereby reducing the input from the intelligence needed for good decision making and productivity through participation. While it is recognized that in a short term crisis situation, such as fire on the premises or a hostile takeover bid, that it may not be possible to give the practices of serving team leadership their full due, for the most part your working environment should be characterized by the qualities of good team leadership. When a crisis mode is required in an emergency, a leader should have built up enough credit with his/her volunteers/employees through their serving leadership practices of caring for the interests of those being served, that they will in the interest of the bigger whole, accept some short term autocratic direction. When the crisis has passed, then the default mode should always be that of a whole-hearted serving leader. Here is a checklist of reflective questions for serving team leaders to ask themselves and their teammates outside of an emergency situation, to ensure that they are not inadvertently slipping back into a command and control style of leadership.

1. Has anything changed in the way you make decisions?
2. Have you come to rely on the same group of advisors, favorites, team players when seeking advice?
3. Do you always consult in advance those who have or may have a stake in the decision?
4. Are employees and/or volunteers motivated to do good work without your constant supervision?
5. How often do you find yourself invoking rules, policies or regulations to get employees and/or volunteers to do something?
6. What information are you no longer sharing with your employees/volunteers? Would they be making better decisions if they had this information?
7. Are an increasing number of decisions being referred to you? Is this because of their concerns or your insistence?
8. Would your employees/volunteers regard you as transparent in what you do or decide?

CONTINUED

CONTINUED

9. What is the level of trust on your team right now?
10. When people make mistakes, are you less likely to forgive them than you used to be?
11. Do you enable your employees/volunteers to learn from their mistakes?
12. How often have you singled out a person or group to blame for a recent failure?
13. Do your employees/volunteers feel comfortable in risk-taking, or do they think that they need your permission to do almost everything?
14. How often have you privately and publicly recognized an employee/volunteer for doing good work in the past year?
15. Has every internal reorganization brought about a better result because it met both the organization's needs and those of the employees / volunteers? If not why not?
16. Has your motivation for doing what you do changed in the last while?
17. How prominent is the desire to serve others in your current list of personal motivators?
18. Are you deliberately and regularly investing in the development of other leaders?
19. Are you seeing less or more of your employees/volunteers in their places of work?
20. Are you still excited about coming to work each week as a serving team leader?

**Has anything changed
in the way you make decisions?**



FILM STUDY

The film, *Amazing Grace*, demonstrates serving team leadership through the life of William Wilberforce and his determination as a Christian to make a difference in the world through the abolition of the slave trade.

The Story

This is a true story of a British statesman and reformer, William Wilberforce, who, as a member of parliament, embarked on a 20 year struggle to abolish the slave trade throughout the British Empire. He accomplished his goal in 1807 and then went on to fight for legislation to abolish slavery in the British colonies. This happened just three days before his death in 1833. (The story is also told in Metaxas, E. (2007). *Amazing Grace: William Wilberforce and the Heroic Campaign to End Slavery*. San Francisco, CA: Harper.) About 1787, he met Thomas Clarkson and began to agitate to abolish the slave trade with the support of his long time friend, William Pitt, who later became Prime Minister. In 1792 Wilberforce was successful in having a bill passed in the House of Commons to gradually abolish the slave trade but it was defeated by the House of Lords. What makes this movie so significant for students of team leadership is how and why Wilberforce personally sacrificed for the greater cause of serving others who were being enslaved, brutalized, and killed. It is also a study in leading change as he faced and eventually overcame strong, mischievous, and calculated opposition by the majority of parliamentarians to his reforming ideas. His strategy and tactics for doing so provide great insights for serving team leaders who seek creative ways to change things without transgressing the law or provoking violent revolution. He was, at all times, a Christian gentleman of integrity who transformed the way business was done in the British Empire. Through his life-long struggle, he became known as the “conscience of parliament.” His efforts were also seen in prison reform, fair care for prisoners of war, improving hospitals, better care for the poor, the prevention of cruelty to animals, and social reforms in India. In the process, he discovered that he could serve God as well as a politician as he could as a member of the clergy. This is more than a documentary of an historic character, it is a challenge to all Christian leaders to make a difference in their community, country and world.

Key Characters

William Wilberforce (1759-1833), a very young British member of parliament who had an innate desire to help the oppressed as a philanthropist, statesman and orator. He was first elected to parliament in 1780 when he was only 21 years of age.

John Newton was a former slave trader who repented and became a preacher in the church attended by Wilberforce. He wrote the song *Amazing Grace*, the theme around which the movie is built, and fought to free slaves. His advice and testimony benefited Wilberforce.

CONTINUED



Conclusion

Film Study

Thomas Clarkson was a crusader devoted to abolishing the Atlantic slave trade. He enlisted Wilberforce in this crusade in 1782. Clarkson helped gather evidence that Wilberforce could use and was closely associated with a group of Quakers who were instrumental in condemning the horrors of slavery as inhuman.

James Stephen was a lawyer who had personally witnessed the slave trade in the West Indies and provided Wilberforce with testimonies of the horrors of slavery.

Duke of Clarence was the third son of King George III who genuinely believed that British slaves were well treated. He later ascended to the throne as King in 1830.

William Pitt was a teenage friend of Wilberforce who encouraged Wilberforce to lead the abolitionist movement through political means. He was elected Prime Minister at the age of 24 but fell ill and died the year before the slave trade was abolished. His support for Wilberforce is critical even though he had to defer his support temporarily when France declared war on England.

Henry Thornton was Wilberforce's cousin and friend who joined Wilberforce in the fight to abolish the slave trade. Thornton and his wife Marianne cared for Wilberforce when he was ill and introduced Wilberforce to his wife, fellow abolitionist Barbara Spooner, whom he married in 1797.

Olaudah Equiano wrote an eyewitness account of his life as a slave in Virginia and the West Indies and his involvement in the anti-slavery movement. His book was published in 1789 and was very important in providing a firsthand account of slavery. He eventually bought his freedom from slavery and campaigned to abolish the slave trade but died before the campaign succeeded.

Discussion Questions:

1. What motivated Wilberforce to devote his life to abolishing the slave trade?
2. Why could Wilberforce not win the campaign to abolish slavery on his own?
3. Why were moral arguments against the slave trade not enough to win the legislative debate?
4. Why was timing so important, as represented by British Prime Minister William Pitt?
5. Describe and assess the various tactics used by Wilberforce and his friends to overcome the opposition in parliament.
6. How does Wilberforce demonstrate serving leadership in this struggle to abolish the slave trade in the British Empire?
7. What lessons can we draw from Wilberforce's leadership as a change agent?
8. What would you want aspiring serving team leaders in your workplace to learn from this film?



PRAYER

Sometimes as a leader, called by You dear God, sustained by You, committed to You, I feel like I have poured myself into this leadership opportunity and cause with so little fruit for my labors. I know in my heart that it is not all in vain and that You work in all these endeavors to fulfill Your greater purpose. I pray that the labors of my heart and hands will not be in vain. I pray that all I do would be as unto You and for Your good purposes and eternal value. Please bless the works of my heart and hands for Your glory. Please empower me with wisdom and insight through Your Holy Spirit. Please guide me every step and every day, to have a part in reaching this world for You and ministering to those I love. May I never lose heart in Your service.
I remain your humble serving leader.

**Please empower me
with wisdom and insight
through Your Holy Spirit.
Please guide me
every step and every day,
to have a part in
reaching this world for You.**



EFFECTIVE TEAM LEADERSHIP: LEARNING TO LEAD THROUGH RELATIONSHIPS

APPENDIX I: Debriefing an Experiential Learning Exercise

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(This material has been adapted from the Facilitator's Guide to the Trinity Western University's Challenge Course.)

The Learning Process

What makes the learning process work in a group activity?

1. The participant: Has to be present and open to being aware of what is happening at the feeling level in order to have any learning occur.
2. Direction: The facilitator is responsible to instruct the participants in a clear understanding of the exercise's objectives and, when necessary, explain any potential hazards if their participation is incorrectly executed. The facilitator must outline the goals that the participants can achieve.
3. Disequilibria: Refers to an individual's awareness that a mismatch exists between old ways of thinking and new information. Disequilibria must be present for learning to occur.
4. Co-operative Environment: Establish an atmosphere where there is a spirit of co-operation rather than competition. This helps foster opportunities to develop team cohesiveness. Team bonding is cultivated through a structure that focuses on shared goals and the provision of time for good interpersonal communication to occur.
5. Unique Problem Solving Situations: A sequence of difficulty is developed. Team members should draw on their mental, emotional, and physical resources.
6. Feelings of Accomplishment: Success can lead to increased self-esteem, increased locus of control, improved communication skills and more effective problem solving skills.
7. Processing the Experience: Participants are encouraged to reflect and in some manner express the thoughts and feelings that they experienced during the exercise.
8. Generalization and Transfer: Assist participants in providing their own linkages, bridges, and connections to what they are learning so that they can integrate their personal insights and desired behaviors when they return to their work station.
9. Encouragement: The facilitator is to model positive behavior for the participants, understand where people are coming from, and what their limitations are. If there are people who absolutely refuse to participate, do not push them into an uncomfortable zone. Pressuring can cause anger in a person and this could lead to tension in the team between the facilitator and the participant. Every person is different. Participants who choose to attempt the activity with nervousness need to hear encouragement from

CONTINUED

The Learning Process CONTINUED

the facilitator and the other members of the team. Remember to keep comments real. The participant wants to be encouraged in things that they do well and then they can capitalize on these moves to finish the activity. Be aware of what you say and how you say it.

Encouragement from you and the team.

- “You should feel good” “Don't be scared” “You're not . . .” (The participant does not want others telling them how he or she is feeling.)
- “You can do it, I know you can” (Is this encouragement or pressure to perform?)
- “You could have done . . .” (Learn the lesson of how you could do it better the next time without agonizing over the past.)
- “Easy” “just” (Be careful because this can be a devaluing term in a team's or individual's success.)
- “Wish” “hope” “I'd like to . . .” (These are luck words, not action words.)
(adapted from *A Paradox Playground*)

The facilitator should know the participants' capabilities and know which parts of the exercise the participant can achieve. This is particularly important if there are team members with physical handicaps. In this situation, the facilitator should encourage team interaction with the participant in an orderly fashion to help everyone feel part of the team. Remember: too many voices can cause confusion. Communication should be used to lift people up, not to promote competition, discouragement or cause people to become upset. **BE AWARE OF WHAT OTHER PEOPLE ARE SAYING.**

“A gentle answer turns away wrath, but a harsh word stirs up anger. The tongue of the wise commends knowledge, but the mouth of the fool gushes folly. The eyes of the Lord are everywhere, keeping watch on the wicked and the good. A fool spurns his father's discipline, but whoever heeds corrections shows prudence (Proverbs 15:1-4).”

10. Tone Setting: You can set the tone before each activity in a variety of ways. Make sure you know and understand your team members and set a tone that is most relevant for them and what you want to accomplish.
 - a. Some exercises require a serious tone.
 - b. Some team exercises need a short task description to introduce the event. The objective of the exercise is . . .
 - c. Some team exercises require a creative story to introduce an event. “We were all out white water rafting and flipped the raft. Luckily everyone made it to this rock and we were able to pull these twopieces of wood out of the water. We now need to get to shore.”
 - d. Some teams benefit from analogies and metaphors related to the reason for the team's purpose. “It is the fourth quarter, you are behind in the game . . .”

Guidelines for Experiential Exercises

Each exercise will require creative problem solving, physical effort, and teamwork to accomplish the task.

The facilitator presents the parameters of the exercise to the team, serves as a clarifier of questions, acts as a safety valve to monitor and make sure the group attempts the task safely, and encourages and supports the team's attempts. The facilitator should not serve as an answer-person, telling the group how to do the task but as an observer of what behaviors the team and individuals within the team exhibit.

Guidelines for the Facilitator:

1. Check the site and the equipment in advance of the exercise. Be sure that the equipment is laid out in the order you will be using it. A disorganized facilitator leads to an ineffective team exercise.
2. Present the problem clearly, and be clear about what additional props or equipment are allowed or not allowed (especially things like tables and chairs in the room).
3. Support the group's efforts without telling them how to accomplish the task. Be willing to let them try any safe method even though you may know that it will not be successful.
4. Be patient.
5. Don't disengage from what is happening. Pay attention, observe behaviors, and be positive.
6. Remember that a positive learning experience does not always mean successful completion of a task no matter how much the facilitator or team may want that to occur. An incomplete task with a good debriefing can be a positive learning experience for the team.
7. Realizing that processing must be progressive, begin a processing session at a low level. The facilitator begins by asking him/herself the following questions: **CONTINUED**

**Check the site and the equipment in advance
of the exercise.**

Guidelines for Experiential Exercises

CONTINUED

- a. What is my goal or objective for the team's activities?
 - b. What are the most important questions to which I want the participants to respond?
 - c. At what level are these questions?
 - d. What questions should I use to lay the foundation for the important questions that will follow?
8. Use the Sounding Model. (As developed by Tom Leahy)
 This model can help a team of people share ideas and listen to each other while discussing possible solutions to a problem.

Sounding	Go around the team letting each person speak without interruptions. This is their chance to say what they want. You can set a time limit if there are people talking too long.
Discussion	The team then discusses the possible solutions or action plans relating to the information shared in the sounding.
Proposal	Team members put forth a proposal on what the team should do based on the discussion.
Vote	Team members vote on the proposal.

9. Your job is to make sure that the rules are followed by the team. If there is a question about how the rule is to be applied or interpreted, let them decide as they are responsible for the process and the outcome. If the facilitator gives them an interpretation then he/she is putting themselves into the team at a time when it is the team's ideas that are under investigation.

Debriefing/Processing

- 1. Definition: Debriefing is an activity that is used to encourage individuals to reflect, describe, analyze, and communicate what they have recently experienced.
- 2. Experiential learning phases
 - a. *Experience*: A structured experience sets the stage for learning. A data gathering process for the facilitator on what the team is like and where to go next in order to promote greater teamwork.
 - b. *Reflection*: Enables the participants to look back and examine what they saw, felt, and thought during the exercise.

CONTINUED

Debriefing/Processing CONTINUED

c. Processing: Time to share what they saw, felt and thought during the event. We want to help people to find out what happened at a cognitive, effective, and behavioral level before, during, and after the activity. People examine their patterns of thought, feelings, and behaviors that occurred and share them with respect to their value for personal and professional team effectiveness. They also consider ways to modify and enhance those particular aspects with regard to how they want to function as a team in the future.

d. Application to work experiences. The “Now what?”

Debriefing should not be looked upon as a separate activity but something that is connected to the exercise itself. For the long term benefit of the team, the debriefing will be as or more important than the activity itself. The preparation time of the facilitator must reflect this priority.

Be careful not to force the debriefing time. Do not tell the team what they learned or how they should feel. Ask open-ended questions. If the team is participating in the activity with a specific goal (e.g. team bonding, practicing effective communication) ask a question that tries to relate the subject to the activities (e.g. Did you feel that this was a team effort? How effective and helpful was communication at this point in the exercise?). Focus on the feelings people felt before, during and after the activity.

It is common for facilitators to come away from the activity feeling that it all worked perfectly. Missing is the perspective of the team member who didn't feel supported or another who felt marginalized. Facilitators must pay attention to both the verbal expressions of the participants and their body language, especially facial expressions. Often our scanning will miss these things. The debriefing time allows the team to come forth with their perceptions and conflicts. How much better it is for the team to have these issues emerge in a team talk session, than in the hallway afterward, or in a one-on-one with the team leader.

Talking things out as a team gives the participants the opportunity to gain strength, and become a more integral part of the change process. The shape, form, and outcome of a debrief time will vary and is dependent on the participation of all team members and the ability of the facilitator to enhance team participation and team spirit.

Some Tips for Debriefing

1. A well-orchestrated experience involves plenty of group interactions anyway, with feedback, encouragement and confrontation going on all the time. That is what “counseling on the run” is partly about. There is so much that goes on that, no matter how much we talk about it, some things will take a long time to sink in. Just because it is not always fed back

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Some Tips for Debriefing CONTINUED

to them does not mean it did not happen. By talking things out in the team it gives the team the opportunity to increase its cohesion and become a more integral part of the change process.

2. Listening and Observing. Good listening skills are fundamental. They involve: Being clear yourself, keeping priorities in order, staying focused, and not becoming preoccupied with other issues.
3. Collecting information, supporting it with note taking and co-leadership or co-observation. Sometimes you may wish to invite in a guest observer/debriefer.
4. Being an active listener. (Do something with what you hear. Connect it.)
5. Sequencing the Debrief
 - a. The "What?" What happened?
 - b. The "So What?" What does it mean? How can we learn from it?
 - c. The "Now What?" How do we apply it? How do we incorporate it into our workplace or relate it to the mission or goals of the team?
6. Make the debrief different each time. Allow another team member to do the debrief.
7. Allow the group to lead you in debriefs. Listen to their comments during and immediately after an event. You do not always have to debrief at the end.
8. When asking questions, be sure to provide enough "response time" for each team member to think. In the early stages a team forming a response time of 20 seconds is common before one of the members risks a response. Too often facilitators answer their own question because of discomfort with silence or the need to get the expected answer. Awareness of this is particularly important in correcting it.
9. Know the level of all questions you are asking before you ask them. That is the only way that you will know if the response is appropriate.
10. Try to challenge all participants at all levels of questioning.
11. Be aware of the quality vs. quantity issue. Is it more important to experience much or to make meaning out of that which is experienced?
12. The facilitator should be aware of the possibility that an inadequate vocabulary base might limit the team member's responses. The facilitator may have to teach the languages of feelings during debriefs by supplying a word for the emotion being implied by the team member's description of the effect of an experience.

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Some Tips for Debriefing CONTINUED

Here are some words that reflect feelings: happy, sad, mad, annoyed, delighted, frustrated, anxious, tense, nervous, content, irritated, euphoric, disturbed, on edge, depressed, safe, bothered, etc.

13. Always end on a positive note that people can take back to the workplace.

Use of Metaphors

You can use a metaphor in framing an activity to appear more like the work environment. Have participants describe their thoughts and feelings through metaphors.

After the team's experience with the activity, individuals can refer back to the activity at a later time and use it as a metaphor for how they're feeling in the work environment. Instantly, everyone on the team knows and understands what that person is trying to communicate as a result of this shared experience.

Team Assessment Tips

Some things to look for within the team during the activity:

- Proximity** - Are the individuals comfortable with the level of physical touching during the exercise?
- Discussion** - Are the individuals willing to discuss freely their experience?
- Enjoyment** - Are the individuals having fun?
- Stress** - How do individuals handle stress? (Yelling? Anger? Withdrawing?)
- Communication** - Do the individuals talk and listen to each other? Or do several try to talk at the same time?
- Feelings** - Are feelings expressed verbally or non-verbally?
- Togetherness** - Are team decisions made and implemented? This is particularly noticeable when the team has to switch to another plan.
- Tardiness** - Are things taking longer than they should?
- Rules** - Are the rules for the exercise being broken? Why?
- Motivation** - Are individuals looking forward to the exercise or are they bored before they start?

Communication

**Do the individuals talk
and listen
to each other?**

Structuring Good Questions

FIRST remember that the wording of the question determines the wording of the answer. The actual framing of a question demands a facilitator's time, energy, and careful preplanning.

SECOND the question must be designed with the other person in mind. Teachers and leaders tend to ask questions as if they were to answer them themselves. Remember that the language, the word choice, and the direction of thought are for the sake of the one who must answer. It may be helpful to practice writing the questions in advance of doing the exercise and then try them out on others before they are used.

A good question should have these characteristics

1. PERSONAL

Pronouns such as “you,” “our,” or “we” should be used.

2. CONSTRUCTIVE

A question for discussion must elicit a positive, creative response and not produce a gripe session. A question, which asks for the “most important improvement,” is worth much more to all concerned than one which asks for “our biggest weakness.”

3. SINGLE-SPECIFIC

Avoid any questions which split the focus of attention with a double-barreled target. Keep the sentences clear and to the point.

4. SELECTIVE

Words like “one” and “best” and “most important” will help a person dip into his/her storehouse of information and come up with his/her best.

5. CLEAR AND BRIEF

Few people have the ability to hear a complex question, translate it into their own thinking and hold it in their memories. When complexity regularly overwhelms them, they tend to give up, or become confused or frustrated. A clear, concise question in the language of the listener is the key link to a clear and concise answer.

Handling Team Frustrations

(either after an exercise or independently)

Have each individual write down the top 3 points from the session or their top three suggestions for handling a team problem in the workplace. The facilitator could also ask for an application based off of the information given. They then exchange their paper with other team members sitting near them. Each person assigns points to each item on the paper out of a possible 10 points with 10 being the highest rank and 1 the lowest.

For Example: Define Leadership
Leadership is influence

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Handling Team Frustrations CONTINUED

Leaders are storytellers
A leader is someone with authority

They then pass their papers onto the person next to them. The second person then distributes points for each of the items written. You can do this for 3 or more rounds depending on time. At the end, have people add up the points. The facilitator then asks for the items that scored the highest points. These can be written down on an overhead or flip chart for the whole group to see. The team has just created key points from the session or key items of application that need to be implemented.

Getting Going Again

If the team gets bogged down in an exercise, here are some questions that you could use to help them get moving again and back on track.

- What is happening that you do not want to happen?
- What behaviours are producing what you say you do not want to happen?
- Can you substitute some new behaviours or rules that would get the team restarted?
- Is there another way to do what you are trying to do?
- Are we all agreed on what the task is?
- What would you suggest to get us back on track?

During the debrief, you will want to focus on why the team became bogged down and what it did to get restarted.

**Talking things out as a team
gives the participants the opportunity
to gain strength, and become a more
integral part of the
change process**

EFFECTIVE TEAM LEADERSHIP: LEARNING TO LEAD THROUGH RELATIONSHIPS

APPENDIX II: Instructions for Designing and Using Case Studies

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Case studies should be at the heart of any applied learning program. Every team leader needs to know how to work through a case study as well as how to write one.

Purpose

To examine decision making processes, conceptualization, communication patterns, priorities, values, leadership, teamwork, working under pressure, how to use limited or selected resources.

To enable participants to work through a situation which may be analogous to an actual situation, without the pressure of that actual situation. In this situation, debriefing the case study may involve application of the lessons learned to the actual situation.

To introduce participants to a new environment or factors for decision making.

To elicit information or attitudes that could not be ascertained in a formal interview process. Case studies can be an especially important tool for hiring someone into a position as you can observe the working of their mind and speech in a situation which would be more akin to the working environment than responses to questions asked in an interview.

Format

They should be written in an easy to understand format and provide basic background information on the organizational setting to enable the participants to understand the case study. Most case studies should be a half to three pages in length depending on the depth of the analysis being asked for and the time allocated for finding a solution as a group or as individuals and whether they are given to participants in advance. It is easiest to use first names in the study as it promotes easy responses from the participants.

Case studies may be taken from many sources but those closest to the participant's own experiences or emotions will have the most meaning. It is often helpful to provide the participants with a model and then have them write case studies based on their experiences.

Outcomes

The nature of the case study will depend upon its purpose. Here are some suggested outcomes:

- 1) An evaluation of an action taken;
- 2) A recommendation for action;
- 3) The offering of advice to one or more of the participants;

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Outcomes CONTINUED

- 4) A decision to be made among several alternatives;
- 5) The development of an alternative decision or plan of action;
- 6) The application of a policy statement to a particular situation;
- 7) The determination of a leadership style;
- 8) Problem solving;
- 9) An evaluation of a possible solution;
- 10) Compare with another situation;
- 11) Questions to be asked in this situation or directed to certain principles in the case study;
- 12) How to report on this situation.

Questions for participants to think through

- 1) What is the real issue to be solved in the case study, which may be different from the presenting problem? Do you all agree on this?
- 2) Who are the stakeholders in this case -both principal and secondary?
- 3) What, if any, are the biblical principles or organizational values that must be applied or preserved in this case study?
- 4) What alternative solutions or options that need to be considered? (brainstorm for both inside and outside the box ideas)
- 5) What are the pros and cons of each proposed solution or option?
- 6) What do you think Jesus would do in this situation and why?
- 7) Which solution is the best, given the values to be preserved, the short and long term interests of the stakeholders, the desired image of the organization, and the resources and time available? Be sure that you can explain why this option or solution was chosen.
- 8) How should this solution be arrived at and communicated to the various stakeholders?
- 9) How will God be glorified through this solution?
- 10) How and by whom is this solution to be implemented?
- 11) What needs to be communicated to whom about this solution?
- 12) What lessons have been learned from this situation?
- 13) How will you know if we have a successful resolution to the situation?
- 14) What mechanisms would you put in place to evaluate the outcome of the implementation of this solution?
- 15) What application can be made from this case study to your working environment or organizational culture?