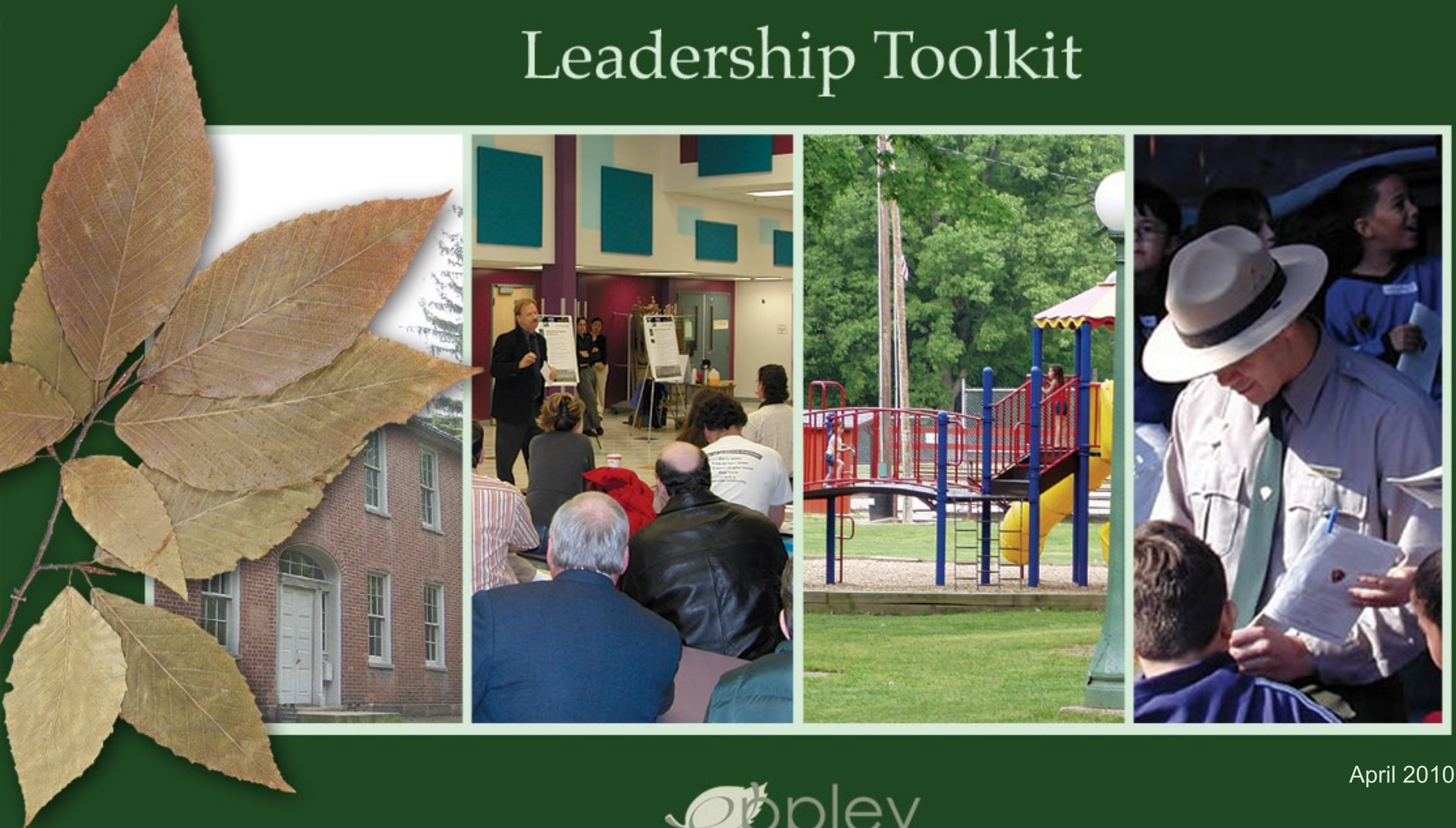
Leadership Toolkit



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Leadership
Tool Kit

Eppley Institute for Parks & Public Lands
Indiana University
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Preface

Why a Leadership Tool Kit?

Leaders facilitate actions when confronted with a problem, opportunity, or situation. To do this, they often use a procedure, process or method to break down, understand, and address that situation. These processes and methods are similar to the tools a journeyman has in their toolbox, or similar to an apprentice starting out to become a journeyman in the trades or guilds. It is often best to start with an understanding of what tools are needed, and how they are used and maintained. The metaphor of a master craftsman is appropriate in that they keep their tools sharp, clean, and in excellent condition so that they can use them to deliver a craftsman quality effort.

The concept of leadership is an ongoing challenge for those in leadership roles. The challenge stems from how leadership differs from and compliments management; the changing focus on task vs. relationships, people vs. things, and management vs. leadership creates opportunities for a leader to establish credibility. All leaders must possess the basic competency to use a proper "tool," based upon the given situation, to facilitate solutions and a path forward.

This 'tool kit' is designed to enable leaders and their followers to succeed in improving process, productivity and problem solving. The 'tool kit' will also contribute to the credibility of the leader by helping followers through various scenarios and issues.

Steve Wolter, May 2008

Acknowledgements

This booklet is the result of two semester-long projects to create a 'leadership tool kit' required of graduate students enrolled in Indiana University's R520-Organizational Leadership in Parks, Recreation & Public Land Organizations in Spring 2007 and 2008. The content is almost wholly that of students who worked to create a usable, easily referenced and accessible document of leadership facilitation and management techniques. The end result was edited and formatted for use by the Eppley Institute for Parks & Public Lands at Indiana University, and for use in the National Park Service's Facility Management Leaders Program.

Contributors to the Leadership Toolkit were Natalee Hird, Brandi Crist, Kellen Edelbrock, Brian Arnold, Nakia Brown, Gina Castaldi, Trisha Cooksey, Matt Dellamonica, Tiffany Mast, Junhyoung Park, Jun Surk Park, Ben Smith, Michael Valliant, Mattie White, Paula Bell, Cary Hair, Rachel Westberg, Andrea Mercatante, Adam White, and Tahira Wilson for Assistant Professor Stephen A. Wolter's class.

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Chapter 1:
Organizing Projects and People

This chapter offers various suggestions, methods, processes, and techniques that can be used in order to organize projects and people within your organization. Many examples in this chapter can be used throughout the entire project time period, to show the status and step-by-step outline for project completion. Other examples can be used to organize the people working within the project as a way to evaluate their status.

This chapter presents the following options for organizing projects and people: The Planning Cycle, Critical Path Method, Return and Report Meetings, Gantt Chart, Myers-Briggs Type Indicator, Work Breakdown Structure, Mission Statement and Stakeholder Analysis. Although there are numerous techniques available to assist in organizing projects and people, the following eight techniques outlined in this chapter serve as a foundation for further exposure to more comprehensive techniques.

This chapter also includes tools that will help to organize and manage effective teams. These tools are: Agenda Building, Conducting Effective Meetings, and using a Backout Schedule.

Critical Path Method (CPM)

Objective:
To give a graphical view of a project that determines the order of the most critical activities and to complete a project in a predicted amount of time. When set up appropriately, CPM will define the necessary amount of time for the project to be completed.

When to use:
During complex projects where project planners want to gauge the amount of time needed to complete a plan.

Group size:
Not specified.

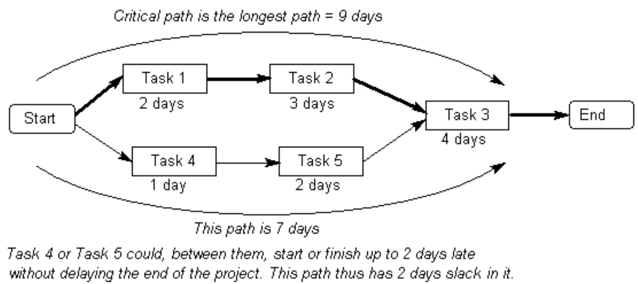
Time frame:
Once tasks are outlined, a predicted time will be evaluated.

Materials required:
None.

Procedure:

1. Identify specific tasks.
2. Determine and list the most logical order these tasks must be completed in.
3. Draw a network diagram using the logical order of the tasks. No event can take place until all the tasks leading up to that event are completed.
4. Estimate the completion time for each individual task.
5. Identify the longest path through the network (critical path).
6. Complete the tasks at the beginning of the diagram first and move on to other tasks as each preceding task is completed.
7. Update the CPM diagram as the project progresses and changes.

Example:



The critical path is the longest sequence of tasks that must be completed without delaying the event or project. Tasks not on the critical path have more flexibility for completion time and may not affect the final end date of the project. These tasks are labeled as "slack".

Network diagrams utilize estimated task completion times from past experiences or from knowledgeable persons in the field.

CPM will identify the earliest and latest start time required to complete the project, as well as the earliest and latest finish time required to complete the project given that all tasks leading up to those times have been completed.

References:

Macomber, H. (2002). *Critical path method: Fool me once, fool me twice!* Reforming Project Managers. Retrieved April 7, 2007 from http://webloghalmacomber.com.

NetMBA (2006). Cpm – critical path method. Retrieved March 5, 2007, from http://www.netmba.com/operations/project/cpm/.

Syque. (2002). *Quality World, The Journal of the Institute for Quality Assurance.* Retrieved April 7, 2007, from http://syque.com/quality_tools/tools/TOOLS16.htm.

Gantt Charts

Objective:
To display the progression of a project, from starting to ending date. Gantt charts allow for quick understanding of the status of each task within a project by a simple glance at the charts.

When to use:
Gantt charts make it easy to identify and track the progress of tasks in smaller projects. These charts can be used to show the progression of small projects where certain tasks must be completed over an extended amount of time (weeks, months, years). It can also display activities and tasks for very complex projects extended over a long time period.

Group size:
Not specified.

Time frame:
Time needed for this tool depends on the necessity of the project. The time unit for Gantt Charts is typically in weeks or months.

Materials required:
Knowledge of spreadsheet/bar chart creation tools, or other charting computer programs.

Procedure:

1. Identify tasks required to complete and list the final project on the vertical axis of a chart, in the order they need to be completed.
2. Label the horizontal axis of the chart with units of time appropriate to the amount of time necessary for completion of each task (i.e. days, weeks, months).
3. Label the project completion date on the chart – the date that all tasks must be completed by.
4. For each task on the vertical axis, identify the amount of time each task will take to complete.
5. Block out the amount of time each task will take to complete, including start and finish dates for each task.

Example:

Use Gantt Charts to display simple tasks or activities against a time period. These charts are normally presented horizontally.

Alternatives, as appropriate for each method/tool/process:
Can be used in conjunction with Work Breakdown Structure.

References:

Kerzner. H. (2003). Project Management. A Systems Approach to Planning, Scheduling, and Controlling (8th ed.). New Jersey: John Wiley & Sons.

Microsoft Corporation (2007). Gantt charts. Retrieved April 7, 2007, from http://office.microsoft.com/en-us/excel/HA010346051033.aspx.

NetMBA (2006). Gantt chart. Retrieved March 5, 2007, from http://www.netmba.com/operations/project/gantt/.

Work Breakdown Structure (WBS)

Objective:
Plots out all necessary work of a project in an organized, "top-down" hierarchical tree format and assigns accountability for completion of specific project tasks.

When to use:
Use at the beginning of a project when dealing with a large, complex project containing many components that can be broken down into smaller and more manageable tasks.

Group size:
Depends on size of project team. (Project leader may distribute out the WBS among the various departments involved, or collaboration during initial planning stages may vary group size).

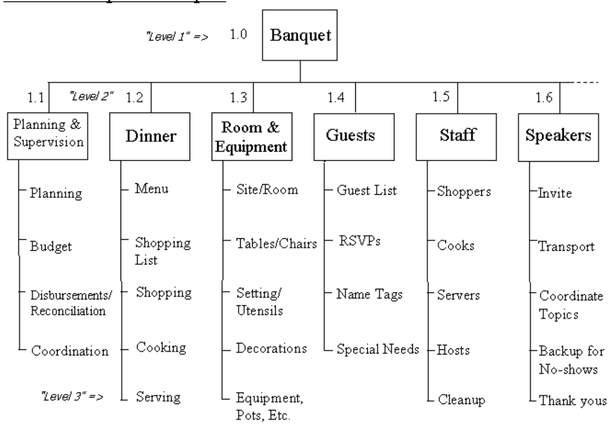
Time frame:
WBS can be used during initial the planning stages of a project as well as throughout the project to aid in tracking work progress.

Materials required:
Spreadsheet knowledge, project knowledge.

Procedure:

1. Start with the main project or objective at the top of the structure.
2. Breakdown all the work tasks into headings of their own under the main objective.
3. Plot out specific equipment/items/task for each work task subheading under the appropriate project component.
4. Monitor the progression of the project as each equipment/item/task is completed.

WBS Example - Banquet



Example:
WBS can identify and plot out products needed to complete the necessary outcome or list of processes that are necessary to complete each subheading in order to reach the main objective.

Alternatives, as appropriate for each method/tool/process:
Can be used along with Gantt Charts to track task completion.

References:
NetMBA (2006). Cpm – critical path method. Retrieved March 5, 2007, from http://www.netmba.com/operations/project/wbs/.

Work breakdown structure. Retrieved March 5, 2007, from http://www.hyperhot.com/pm_wbs.htm.

Mission Statement

Objective:
The purpose of a mission statement is to set a clear reason for an organization's existence; a roadmap for an organization. A mission statement is not only for the leadership or management team of an organization but for each and every employee. The mission statement serves multiple purposes, including the following:

- Defines the purpose and values of an organization.
- Sets a clear path for employees.
- Focuses employee effort toward a common goal.
- Helps employees to connect with their work, and feel that their work for the organization is vital.

When to use:
Mission statements are of vital importance at the outset of a company and also at any time that an organization is undergoing change or restructuring. The mission statement should be easily accessible to employees daily in order to remain at the forefront of their minds. It is used to motivate and inspire employees as well as being a guide for performance.

Group size:
Not specified.

Time frame:
Ongoing. The mission statement is used as a roadmap for an organization. It is used to motivate and inspire employees as well as being a guide for performance.

Materials required:
Mission Statement

Example:
PepsiCo: "To be the world's premier consumer products company focused on convenient foods and beverages. We seek to produce healthy financial rewards to investors as we provide opportunities for growth and enrichment to our employees, our business partners and the communities in which we operate. And in everything we do, we strive for honesty, fairness and integrity." (Pepsi-Cola Company)

References:
Daft, R. L. (2008, 2005). *The Leadership Experience, Fourth Edition.* Thompson South-Western.

Pepsi-Cola Company. (n.d.). Retrieved April 19, 2008, from http://www.pepsi.com/corporate/company_info/index.php

The Planning Cycle

Objective:
Ideal for middle-sized projects, the Planning Cycle brings together all aspects of planning into a logical, cohesive process.

When to use:
This tool is best used for basic, mid-sized ongoing projects.

Group size:
Not specified.

Time frame:
Use before the implementation of a project.

Materials required:
None.

Procedure:

1. Analysis of Opportunities**.** Before beginning a project, the project manager must first decide which opportunity to pursue for a project.

2. Identifying the Aim of Your Plan. This provides the opportunity to focus the plan and create a vision/mission statement for the project.

3. Exploring Options. In this stage, the project manager brainstorms various ways of completing the task.

4. Selecting the Best Option. After brainstorming the various options, the project manager needs to select the best option to achieve the task.

5. Detailed Planning. During this part of the cycle, the project manager creates an actual plan for completing the project.

6. Plan Evaluation. Before implementing the plan, the project manager needs to evaluate the plan and decide if it is worth implementing.

7. Plan Implementation. The actual plan is implemented.

8. Closure of Plan. Once the project is complete, the project manager can "close" the plan.

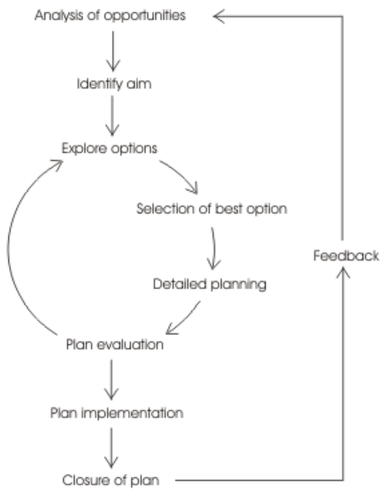
It is important to remember that the planning cycle is not a linear process. Instead, it works as a cycle so that a project manager and their team can "cycle" back to a previous step to address the needs of the project.

References:

Manktelow, James (2003). The planning cycle: A planning process for middle-sized projects. Retrieved March 22, 2007, from Mind Tools Web site: http://www.mindtools.com/pages/article/newPPM_07.htm.

Example:

Figure 1. The Planning Cycle



Return and Report Meeting

Objective:
The Return and Report Meeting provides project managers and team members with the opportunity to give support and feedback for followers. These meetings will also allow for managers to work with team members on goal management and performance evaluation.

When to use:
Managers can use the Return and Report Meeting to communicate with team members and provide them with encouragement and direction. Additionally, the meeting can be used as a management function and not be limited to project management (supervision meetings).

Group size:
Could be done with a group of people, but is best when conducted between two individuals.

Time frame:
Return and Report Meetings could last throughout the duration of a project.

Materials required:
None.

Procedure:

The following list provides suggestions for conducting a meeting. The meeting content will rely heavily on the nature of the relationship between the two parties involved:

1. Establish a positive, optimistic environment. This environment can be created by the positioning of those involved. Everyone should maintain eye contact and exhibit positive body language. The meeting can be started with informal conversation--the goal is for the project manager to make their team member comfortable.

2. The project manager should provide a brief review of the assignment or task that the team member is responsible for accomplishing.

3. Next, the project manager needs to determine what the team member has done in relation to the task or goal at hand. It is important that the focus is on the results of the team member's efforts and how they are measured.

4. Provide both verbal and nonverbal communication. The project manager needs to provide the team member with affirmation as they are describing their accomplishments. Additionally, the project manager needs to be reassuring, positive, and honest.

5. Lastly, the project manager's focus should be on what needs to be done for the team member to complete the task. The project manager should try to be understanding when tasks are not completed as planned yet hold the team member accountable. It is crucial for the project manager to help the team member set goals

and communicate the resources they need to complete the task. Before ending the meeting, the project manager needs to show their appreciation for the team member's contributions and ensure them that their work is important to the success of the organization.

Example:
An example of the return and report meeting would be any typical supervision meeting between employer and employee, advisor to pupil and project manager and teammate.

Alternatives, as appropriate for each method/tool/process:
Use traditional supervision meetings as another method.

References:
Pace, R. W &, Stephan, E.G (2002). Powerful leadership: How to unleash the potential in others and simplify your own life. Upper Saddle River, NJ: Prentice Hall.

Myers-Briggs Type Indicator (MBTI)

Objective:
The purpose of the MBTI is to help you understand yourself and others. It provides a lens for looking at others, while increasing your knowledge of your own behavioral pattern. Personality type indicators are used to determine how individual differences affect the way in which individuals gather information, build relationships, solve problems, and make decisions.

When to use:
Type indicators are great tools to use when you want to learn more about those you work with. They are great to use during staff/organization retreats or as an icebreaker for new employees.

Group size:
Not specified.

Time frame:
No time frame is required and can be used at any time.

Materials required:
Myers-Briggs Type Indicator Instrument.

Procedure:
Participants select responses to questions that describe them accurately on the (MBTI).

Example:

Type	$\mathbf{IS_{I}T_{E}J}$	$\mathbf{IS_{I}F_{E}J}$	$\mathbf{IN_{I}F_{E}J}$	$\mathbf{IN_{I}T_{E}J}$
Type	$\mathbf{IS_{E}T_{I}P}$	$\mathbf{IS_{E}F_{I}P}$	$\mathbf{IN_{E}F_{I}P}$	$\mathbf{IN_{E}T_{I}P}$
Type	$\mathbf{ES_{E}T_{I}P}$	$\mathbf{ES_{E}F_{I}P}$	$\mathbf{EN_{E}F_{I}P}$	$\mathbf{EN_{E}T_{I}P}$
Type	$\mathbf{ES_{I}T_{E}J}$	$\mathbf{ES_{I}F_{E}J}$	$\mathbf{EN_{I}F_{E}J}$	$\mathbf{EN_{I}T_{E}J}$

Alternatives, as appropriate for each method/tool/process:
The *DISC* Classic Personal Profile System

References:
Daft, R. L (2005). *The Leadership Experience(3rd ed.)*. Mason, OH: South Western.

Wikimedia Foundation , (2002). Myers-Briggs Type Indicator. Retrieved March 28, 2007, from Wikipedia, the free encyclopedia Web site: http://en.wikipedia.org/wiki/Myers_briggs.

Stakeholder Analysis

<u>Objective:</u>
The stakeholder analysis is a technique used to identify, assess and prioritize those most affected by a project.

<u>When to use:</u>
During the early stages of project development to win support and gather the opinions of stakeholders.

<u>Group size:</u>
Not specified.

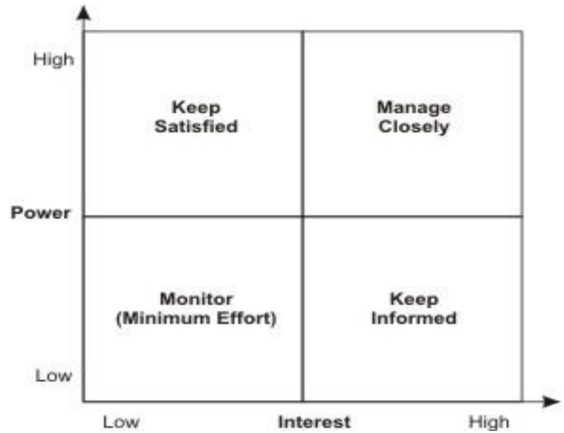
<u>Time frame:</u>
Use before the implementation of a project.

<u>Materials required:</u>
None.

<u>Procedure:</u>
1. <u>Identify stakeholders.</u> Identify those who have interest in, power over, and influence the project to be implemented.
2. <u>Prioritize stakeholders.</u> After identifying the stakeholders, prioritize those stakeholders. This can be done by

organizing based on their power and interest in the project.
3. Understand stakeholders**.** Decide how each stakeholder can affect the project, and consider the best ways to handle the stakeholder (i.e. communicating information, how involved do they need to be in the process and what motivates them).

Example:



High power, interested people: need to be most engaged throughout the project.
High power, low interest: keep them satisfied, but do not overwhelm with details.
Low power, interested people: since these people can be very helpful during the process keep them adequately informed.
Low power, less interested people: be sure to monitor them, but do not give them too much unnecessary information.

Alternatives, as appropriate for each method/tool/process:
The stakeholder analysis matrix (to be used instead of the Power/interest grid outlined under the example portion) is another tool that can be used to organize those affected by a project.

References:

Manktelow, James (2003). Stakeholder analysis: Winning support for your projects. Retrieved April 22, 2007, from Mind Tools Web site: http://www.mindtools.com/pages/article/newPPM_07.htm.

Agenda Building

Objective:
Agenda Building allows for thorough planning and preparation for a meeting.
Specific Objectives:

- To determine what needs to be accomplished.
- To identify the people who need to be there.
- To block out adequate time for accomplishing the meeting's purpose.
- To clarify logistical arrangements needed.

When to use:
Use throughout a project to update team members on progress and status of tasks, milestones and deliverables.

Group size:
Not specified.

Time frame:
Anytime during the project.

Materials required:
None.

Procedure:

1. Write down the purpose of the meeting.
2. List the meeting topics and put them into logical order.
3. Write a desired outcome statement for each topic.
4. Identify the method for working with each of the topics. For example:
    a. The leader presents information.
    b. The group reviews results.
    c. Conduct question and answer.
    d. Reach decision or consensus.
5. For each topic, note who will lead the process and how long it will take.
6. Determine the meeting location.
7. Identify potential pitfalls and think through appropriate preventions to deal with them.
8. Review overall agenda and adjust if needed.

References:
Management Excellence Program, Toolkit.

Conducting Effective Meetings

Objective:
To ensure meetings are well-run and productive.

When to use:
Use throughout a project to update team members on progress and status of tasks, milestones and deliverables.

Group size:
Not specified.

Time frame:
Anytime during the project.

Materials required:
None.

Procedure:
1. Prepare
   - Send out agenda ahead of time.
   - Ensure team members know what to do to prepare.

2. <u>Conduct the meeting</u>

- Start on time.
- Agree on desired outcomes, agenda, roles, and operating procedures.
- Match member's expectations with the agenda.
- Clarify how the group will make decisions.
- Keep the meeting on track by using the agenda, operating procedures and decision-making process.
- Encourage Participation.
- Periodically summarize what has happened during the meeting.
- Use effective listening skills.
- Ask open-ended questions.
- Suggest a process or tool when needed.

3. <u>Close</u>

- Summarize agreements.
- Create an action plan and next steps to be taken.
- Check for understanding.
- Debrief to determine what was effective and what needs improvement.

References:

Manager Excellence Program, Toolkit.

Backout Scheduling

Objective:
Identify key deliverables for the accomplishment of a project.

When to use:

- When there are many interdependent tasks to schedule.
- To keep track of work in a complex group project or task.
- To assess the kind of assistance team members might need.

Group size:
Not specified.

Time frame:
Anytime during the project.

Materials required:
None.

Procedure:

1. Create a list of key deliverables: tasks, reports, presentations, or other things which are required of the group to satisfy a stakeholder or fulfill a group assignment.
2. Determine activities necessary for each deliverable.
3. Define the time necessary to complete each activity.
4. Sequence the activities according to the time they will take and when they must be accomplished.
5. Determine who is responsible for each activity and fill names in on the form.
6. Ensure the whole group is in agreement and can commit to the schedule.

References:

Management Excellence Program, Toolkit.

Chapter 2:
Building Interpersonal Effectiveness

Effective interpersonal communication is essential to success in the workplace and in life. These tools provide different opportunities for individuals or teams to improve their skills in areas that are important in communication.

Active Listening

Objective:
The goal of active listening is to improve mutual understanding. Active listening is an intent to "listen for meaning," in which the listener checks with the speaker to see that a statement has been correctly heard and understood.

When to use:
Active listening is used in a wide variety of situations including employment interviews, counseling, and journalistic settings. In groups, it may aid in reaching consensus. It may also be used in casual conversation to build understanding.

The benefits of active listening include getting people to open up, avoid misunderstandings, resolve conflicts and build trust.

Group size:
Individual exercises. Techniques can be used for role-play within a group. This type of practice is very helpful for these techniques.

Time frame:
Techniques are easily learned but mastery requires practice. The time frame is difficult to define.

Materials required:
Time and this information.

Procedure:
Learn and employ the techniques. Each technique provides example sentences.

Encouraging

Show an interest in what the speaker is saying. Ask for more information.
"Can you tell me more…?"
"What do you think about…?"

Validating

Affirm the worth of the speaker, and the validity of his or her ideas and feelings. You can validate the person's viewpoint even if you do not agree with it.
"You have really tried to be fair."
"I can understand why you might feel…"

Restating

Briefly paraphrase the main points to let the speaker know you have heard and understood. This is a simple but powerful way of building trust and decreasing anger or frustration in the other person. Restating, also, does not necessarily imply agreement.
"So you intend to…"
"It sounds like you have…"

Reflecting

While restating deals with the content of what is being said, reflecting deals with the feelings you are hearing. Feelings are sometimes more important than content. Briefly reflecting the feelings the speaker has described is important, but be careful not to assume or project feelings.

"This has been a frustrating week for you."

"You were excited about..."

Clarifying

Brief questions can help you be sure you understand correctly, and can give you additional information.

"Do you mean…?"

"Where did this happen?"

Centering

Centering questions can bring the speaker back to what is most important to them or help the speaker stay on track.

"What is your most important concern in all of this?"

"What would be most helpful to you at this point?"

Attending

Pay attention to the speaker! This is the most important aspect of excellent listening. Do not let yourself be distracted. Your eye contact, posture, and other non-verbal body positions all indicate full attention. Focus on the speaker rather than your own thoughts and possible responses. Good listening is a gift of respect that you can give to those around you.

Alternatives, as appropriate for each method/tool/process:
Role-play in pairs or larger groups for practice and critique.

Reference:
Gross, B., 1995. Mediating Interpersonal Conflict. Education for Conflict Resolution, Inc., PO Box 275, North Manchester, IN 46962.

The Fine Art of Restating

Objective:
Learn to put briefly into your own words the essence of what the speaker has told you, including both information and feelings.

When to use:
Restating is an effective way of lowering the intensity of emotion in a stressful of conflicted situation, especially where anger or frustration are the dominant feelings.

Group size:
Individual exercise. Techniques can be used in a group as role-plays. This type of practice is very helpful for these techniques.

Time frame:
Best practiced in role-plays or in actual conversations.

Materials required:
Time and this information.

Procedure:
Restating serves several purposes:

- It lets the other person know that you are trying to understand.
- It offers the opportunity for clarification where there may be misunderstanding.
- It shows respect for the other person and validates the importance of what they have to say.
- It slows the pace of the interchange.
- It reduces anger by moving with the other person's concerns rather than moving against them with defensiveness or counter-attack.

Tips for effective restating:
Keep it brief. You need only restate the essence, or the main points of what you have heard. In fact, the more upset the other person is, the more you need to be very brief in your restating.

It is not usually necessary to preface your restatement with a phrase like, "What I hear you saying is…" Restating can be as simple as, "So you felt that the committee's decision was unfair" or "You hadn't expected that."

Do not add your own interpretation or response to what you have heard; that will be more appropriate and effective at a later time.

Sometimes you may want to ask the other person to restate what you have said: "I'd like to be sure that we understand each other. Before you respond, would you summarize briefly what you heard me say?"

Allow your word choice and tone of voice to mirror some of the feeling you hear from the other person.

Alternatives, as appropriate for each method/tool/process:

Reference:

Gross, B., 1995. Mediating Interpersonal Conflict. Education for Conflict Resolution, Inc., PO Box 275, North Manchester, IN 46962.

Two-Way Communication Exercise

Objective:
Two-way communication is important to ensure that information is communicated accurately, and that the receiver understands what the sender is saying. If one-way communication is being used, misunderstandings between the receiver and the sender might occur. The sender might not understand the feedback that the receiver is understanding (or not understanding) the message. This exercise compares and demonstrates these two forms of communication.

When to use:
Use to improve two-way communication in a group.

Group size:
Seven people is ideal—one leader, one sender, two observers, and three group members.

Time frame:
10 minutes to set-up; Approximately 30 minutes to do the exercise and debrief.

Materials required:
Each participant needs two pieces of paper and a pencil. The leader needs the materials: "Square Arrangement I" and "Square Arrangement II," and a copy of the Tables should be put on newsprint or a whiteboard. The diagrams and tables are below.

Procedure:
The leader selects a sender and two observers. The sender will be the person who communicates clearly and loudly.

The sender sits with his back to the group. He is given "Square Arrangement I." The sender is told to study the arrangement carefully for two minutes in order to be prepared to instruct the group members on how to draw a similar set of squares on their paper. The leader should make sure the other group members do not see the diagram.

The first observer is asked to note the behavior and reactions of the sender during the exercise and make notes. The second observer is asked to make notes on the behavior and reactions of the group members. Facial reactions, gestures, posture, and other nonverbal behaviors can be observed.

The group is given the following instructions: "The sender is going to describe a drawing to you. You are to listen carefully to his instructions and draw what he describes as accurately as you can. You will be timed, but there is no time limit. *You may ask no questions of the sender and give no audible response*. You are asked to work independently."

The Tables are placed in the front of the room. The sender is told to proceed to give instructions for drawing the first figure of squares as quickly and accurately as he can. The leader should ensure that there are no questions or audible reactions from the group members. When the sender is done with "Square Arrangement I," the leader records the time it took in the proper space on the first table. Each member of the group is asked to write down on his paper the number of squares he thinks he has drawn correctly in relation to the one described.

The leader instructs the sender to turn and face the group members. He gives the sender "Square Arrangement II" and tells him to study the relationship of the squares in the new diagram for two minutes in preparation for instructing the group members on how to draw it.

The group is given the following instructions: "The sender is going to describe another drawing to you. This time he will be in full view of you and you may ask him as many questions as you wish. He is free to reply to your questions or amplify his statements as he sees fit. He is not allowed to make any hand signals while describing the drawing. You will be timed, but there is no time limit. Work as accurately and rapidly as you can."

The sender is told to proceed.

When the sender is done giving instructions for the second figure, the time is recorded in the appropriate space on the first table. The group members are asked to again, guess the number of squares they have drawn correctly and to record the number on their paper.

A median for guessed accuracy on the first drawing is obtained by recording the number of group members who guessed zero, one, and so on in the second table. The median guessed number is found by counting from zero the number of group members guessing each number until you reach half the members of the group. The median is recorded in the first table.

The same method is repeated to get the median of accurate guesses for the second drawing.

Members are shown the master drawing for the first set of squares and the relationship of each square to the preceding one is pointed out. Each square must be in the exact relationship to the preceding one as it appears on the master drawing to be counted as correct. When this is done, the members are asked to count and record the actual number correct. A similar count is taken for the second drawing.

The median for accuracy for the first and second drawings is obtained and placed in the first table.

The group should discuss the results:

1. What may be concluded from the results in terms of time, accuracy, and level of confidence?
2. What did the observers record during the exercise? How did the behavior of the sender and the group members vary from one situation to another? The group members and the sender should comment on what they were feeling during the two situations.
3. How does this exercise compare with situations you find yourself in at work, school, or at home? How might you change your behavior in relating to your friends, acquaintances, or work colleagues as a result of what you have experienced during this exercise?

<u>Typical Results</u>: The one-way communication (the first drawing) exercise is generally quicker, though less accurate, and the confidence of the receiver lower. The two-way communication portion of the exercise takes longer, but is likely to be more accurate and the receiver will likely have higher confidence in the message received. The sender might be more frustrated or disturbed by the two-way communication. The non-verbal cues that can be transmitted are also important clues to understanding and effective communication.

Example Materials:

Table 1

Medians	I	II
Time Elapsed:	___	___
Guess Accuracy	___	___
Actual Accuracy	___	_____

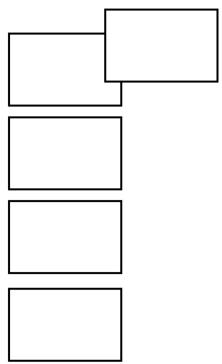
Table 2: First Trial

Number Correct	Guess	Actual
5	_____	_____
4	_____	_____
3	_____	_____
2	_____	_____
1	_____	_____
0	_____	_____

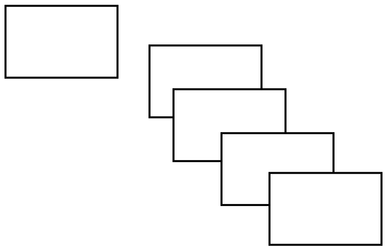
Table 3: Second Trial

Number Correct	Guess	Actual
5	_____	_____
4	_____	_____
3	_____	_____
2	_____	_____
1	_____	_____
0	_____	_____

Square Arrangement I



Square Arrangement II



Reference:

Johnson, D. W. (1972) Reaching out: Interpersonal effectiveness and self-actualization. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Division of Money Exercise: Identifying Conflict Management Style

Objective:
Conflicts arise in every relationship. It is important to handle conflicts appropriately and in constructive ways, leading to a higher quality relationship. This exercise will help individuals examine their style of handling conflicts through the use of a conflict situation.

When to use:
To identify and examine individual conflict styles.

Group Size:
At least three people. A large group can be divided into triads.

Time frame:
Minimal to no set-up. 25 minutes to do the activity and de-brief.

Materials required:

- Individuals should have a quarter to contribute to the activity.
- A piece of paper and writing utensil for each participant.

Procedure:

1. Divide into triads. Each person contributes 25 cents to the triad. The 75 cents should be placed in the middle of the group.

2. The triad has 15 minutes to decide how to divide the money between two individuals. Only two individuals can receive the money. "Chance" procedures such as drawing straws or flipping a coin, cannot be used. Participants must negotiate within the triad to reach a decision. *The purpose of the exercise is to get as much money for yourself as possible.*

3. As soon as the triad reaches a decision, individuals should write out answers to the following questions:
    a. What were your feelings during the exercise? Be as specific and descriptive as possible.
    b. What behaviors did you engage in during the exercise? Be specific and descriptive.
    c. How would you characterize your style of resolving the conflict in this exercise?

4. In each triad, individuals should give each other feedback concerning the feelings, behaviors, and conflict styles of each other.

5. In the larger group, individuals should describe what was learned about his/her style of dealing with conflict and any other observations about what they learned about themselves.

Reference:

Johnson, D. W. (1972). *Reaching out: Interpersonal Effectiveness and Self-Actualization*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

How Do I Respond to Conflict? Personal Evaluation

Objective:
Determine your response to conflict.

When to use:
Reaction to conflict may differ from interaction to interaction and over time this survey can be used repeatedly to evaluate your response to conflict.

Group size:
Individual person. Survey could be copied and given to others on your team.

Time frame:
15-20 minutes.

Materials required:
Survey form, scoring sheet, and conflict response figure.

Procedure:
Fill out the survey, compile scores on the scoring sheet, and compare scores to the conflict response figure. Picture yourself in a situation where your interests differ from those of another person. This could be at home, at

work, at school, or in any relationship. Thinking of this situation, look at the following pairs of statements and circle either the “A” of the “B” to indicate the one which is more likely to be your response. In some pairs, it may seem that neither choice fits you well, but choose the one that is closest to what you would probably do. Look at the Conflict Response Modes figure to see how you score.

Conflict response survey

1. A Sometimes I let the other person be responsible for solving the problem.
   B Rather than talk about the things about which we disagree, I prefer to focus on our areas of agreement.

2. A I look for a compromise solution.
   B I try to deal with all of the issues concerning each of us.

3. A I am often firm in seeking what I want.
   B In order to preserve our relationship, I might try to sooth the other person’s feelings.

4. A I seek a compromise solution.
   B I might give up what I want in favor of the other’s wants.

5. A I would generally ask the other’s help in finding a solution.
   B I usually do what is needed to avoid unnecessary tension.

6. A I try to avoid making things difficult for myself.
   B I try to ensure that my interests prevail.

7. A I will concede some points if the other person will do the same.
   B I prefer to postpone dealing with a problem until I have time to think it over.

8. A I am often firm in seeking what I want.
   B I prefer to get all the issues on the table immediately.

9. A I believe that not all differences are worth working out.
   B I make an effort to uphold my interests.

10. A I am firm in seeking what I want.
    B I seek a compromise solution.

11. A I prefer to get all the issues on the table immediately.
    B In order to preserve our relationship, I might soothe the other person's feelings.

12. A I sometimes avoid taking a position which might cause disagreement.
    B I will let the other person win on some issues if I can also win on some of mine.

13. A I might suggest a middle ground.
    B I might push to be sure my point is made.

14. A I make my suggestions and ask for the other person's suggestions.
    B I try to explain the benefits of my position to the other person.

15. A I usually do what is needed to avoid unnecessary tensions.
    B In order to preserve our relationship, I might soothe the other person's feelings.

16. A I try to avoid hurting the other person's feelings.
    B I try to persuade the other person to see the advantages of my idea.

17. A I am often firm in seeking what I want.
    B I usually do what is needed to avoid unnecessary tensions.

18. A To keep the other person content, I might relinquish my position.
    B I will let the other person win on some issues if I can also win on some of mine.

19. A I try to get all the issues on the table right away.
    B I try to postpone dealing with an issue until I have time to think about it.

20. A I would rather work through differences immediately.
    B I look for a fair settlement in which both of us have some gains and losses.

21. A In dealing with a disagreement, I try to consider the other's wishes.
B I generally prefer a direct discussion of the problem.

22. A I try to find a middle ground between our different positions.
B I try to see that my interests prevail.

23. A I usually try to see that both of us get what we are seeking.
B Sometimes I let the other person be responsible for solving the problem.

24. A If the other person seems intent on his/her position, I would look for a way to accommodate.
B I try to get the other person to agree on a middle ground solution.

25. A I try to get the other person to see the advantages of my point of view.
B In dealing with differences, I try to consider the other person's view.

26. A I suggest middle ground solutions.
B I usually try to see that the other person's needs are met as well as my own.

27. A I sometimes avoid taking a position which might cause disagreement.
B To keep the other person content, I might relinquish my position.

28. A I am often firm in seeking what I want.
B I usually try to enlist the other person's help in finding a solution.

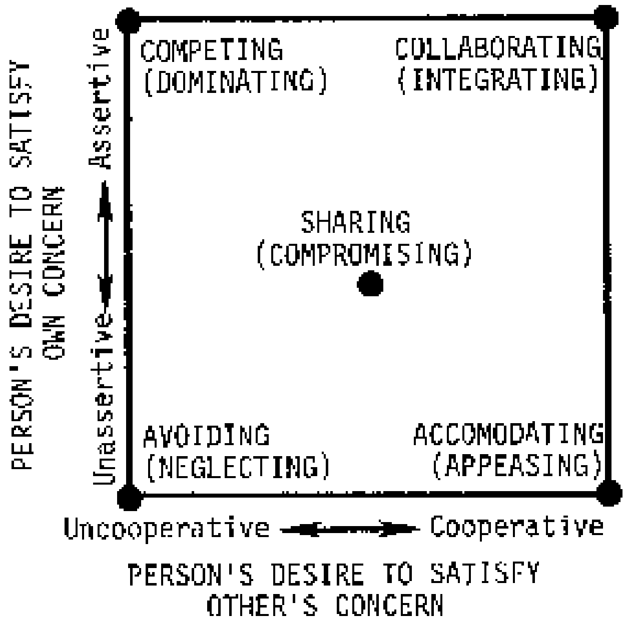
29. A I suggest a middle ground solution.
B I believe that not all differences are worth working out.

30. A I try to avoid hurting the other person's feelings.
B I generally share the problem with the other person so we can work it out together.

How Do I Respond to Conflict?
Scoring Sheet
On each line, circle the letter you circled for that number on the questionnaire

	Forcing	Collaborating	Compromising	Avoiding	Accommodating
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			A	B	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				A	B
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		
21		B			A
22	B		A		
23		A		B	
24			B		A
25	A				B
26		B	A		
27				A	B
28	A	B			
29			A	B	
30		B			A
Total the number of letters circled in each column. The totals will reflect your momst natural responses to					

Conflict Response Modes



Reference:

Gross, B., 1995. Mediating Interpersonal Conflict. Education for Conflict Resolution, Inc., PO Box 275, North Manchester, IN 46962.

Confrontation Skills: Suggestions for More Effective Interpersonal Confrontation

Objective:
Confrontation can be very difficult, and some avoid it completely; this results in unresolved issues that continue to grow. This reflection activity can be used to learn more about how to confront others.

When to Use:
To learn more about how and when to confront someone.

Group Size:
Individual.

Time Frame:
Approximately 10 minutes.

Materials Required:
The suggestions listed below.

Procedure:
Read the suggestions on how to confront others and reflect on what it means to you. How can you utilize the suggestions?

Examples:
Suggestions in Effective Interpersonal Confrontation Skills.

When to Confront

Not every issue on which you disagree with someone merits confrontation, but some do. Not every relationship matters enough for you to justify the emotional energy of confrontation, but some do. When you care a lot about both the issue and the person, it may merit confrontation.

Plan the Confrontation

Effective confrontation requires planning. Think through how you will approach that person, and what you will say, and how the person might respond. Prepare yourself mentally and emotionally.

Seek a Safe Environment

The confrontation will more likely result in a positive outcome if the environment feels "safe" to the person that you are confronting. "Unsafe" environments include: in front of a large group of people, or across from your desk if you are the person's superior. Try to find informal, neutral, or "home" turf for the person you are confronting.

Ask Permission

Most people respond better to confrontation if you give them the opportunity to help schedule it. Inform the person that there is an important issue that you would like to discuss. Ask when would be a good time to get together to talk about it. The person may prefer to do it right then, but will appreciate the opportunity to have declined.

Be "Hard on the Issues, Soft on the Person"

When confronting, it is important to be open about the issues that concern you. Indirect communication, or "beating around the bush," is often perceived as manipulative and confusing. Dealing clearly with the issues does not mean you also have to be hard on the person. Affirm things you appreciate about the person even while you are identifying issues that concern you.

Own your Feelings and Beliefs

During the confrontation, speak for yourself, not for others who are not present. Own your concerns through the use of "I-Statements" such as, "I felt angry and confused last Thursday when you said that no one in our group cared about you. I care a lot about you and it hurt me to hear you say that I don't."

Be Honest About Your Own Preferences

The general reason for confronting is that we are hoping for a change of behavior in the person we are confronting. Thus, it is generally helpful to be honest about your preferences, rather than to leave the person guessing as to what you are hoping to see.

Be Prepared to Listen

Any time we confront someone we are asking them to take our concerns seriously. Often these concerns are of a personal nature. It is essential that we be prepared to listen to the person after we have shared our concerns. A possible way of helping this to happen is: "Thanks for listening so carefully when I shared my concerns with you. I don't expect you to instantly agree with everything I say, and I really want to hear your perspective."

Be Willing to Be Confronted, as Well as to Confront

When someone else confronts you, concentrate first on understanding his or her concerns. This is best done with paraphrasing and active listening. Even with all of these considerations, confrontation is still difficult and leaves both people feeling vulnerable. Such a process is not without risk, and there is no assurance that we will maintain control of it.

Alternatives, as appropriate for each method/tool/process:

A role-playing exercise for use with groups.

Reference:

Gross, B., 1995. Mediating Interpersonal Conflict. Education for Conflict Resolution, Inc., PO Box 275, North Manchester, IN 46962.

Obstacles to Communication

Objective:
Learn to recognize responses that impede communication. Active listening promotes effective communication. These responses tend to do just the opposite.

When to use:
Avoid these during conversations and interactions where effective communication is important.

Group size:
Individual. Techniques can be used in a group as role-plays. Role-plays are very helpful for these techniques.

Time frame:
As with active listening, these techniques are easily learned but mastery requires practice. The time frame is difficult to define.

Materials required:
Time and this information.

Procedure:
Learn how to avoid these responses. Each provides example sentences.

<u>Examples:</u>

Advising

"What you should do is…"
"Well, I'll tell you what I'd do."

Commanding

"You go and tell her you're sorry–right now!"
"You had better…"

Diagnosing

"Your problem is that you…"
"You're just feeling guilty about…"

Discounting

"Cheer up, it'll get better."
"It can't be all that bad…"

Judging

"You have no manners."
"That was a stupid idea."

Lecturing

"Don't you know that…?"
"How many times do I have to tell you…?"

Preaching

"You ought to know better than to…"
"If you were honest, you would…"

Threatening

"If you do, I'll…"
"This is the last time I will…"

Reference:

Gross, B., 1995. Mediating Interpersonal Conflict. Education for Conflict Resolution, Inc., PO Box 275, North Manchester, IN 46962.

General References

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Marshall, E. (1982). Interpersonal Helping Skills. Jossey-Bass.

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Chapter 3:
Getting Group Involvement

Participation and involvement are considered to occur when participants take part or share in something. The techniques listed in this chapter should be used to increase group participation and involvement.

Discussion Partners

Objective:
To start a discussion.

When to use:
Use after the facilitator poses a question to the group.

Group size:
At least 4 or more in the group.

Time frame:
From 3-10 minutes.

Materials required:
None.

Procedure:
After the facilitator poses the question to the group the participants break up into groups of two and discuss the question for a few minutes. After they have discussed their answers to the question they report back to the group as a whole what they talked about.

Example:
Facilitator: What can we do to improve the campus?
Participants break up into groups of two and discuss. After discussing for five minutes they report back:

1. Increase green space.
2. Replace old/run down signage.
3. Increase number of parking spots/lots.

Alternatives, as appropriate for each method/tool/process:
This technique can also be done in groups of three.

References:
Bens, Ingrid (1997). Facilitating With Ease!. Sarasota, FL: Participative Dynamics.

Tossed Salad

Objective:
To share ideas within the group and increase discussion ideas.

When to use:
Use when participants want their ideas to remain anonymous and the facilitator would like to increase activity.

Group size:
At least 4 or more participants for this technique to work effectively.

Time frame:
2 to 30 minutes, depending on the group size.

Materials required:
Empty box or bowl, small slips of paper, pens or pencils.

Procedure:
Place the empty box or bowl in the middle of a table. Hand out small slips of paper to everyone and ask them to write down one good idea per slip of paper. Once they have an idea down on a slip of paper put it in the box or bowl. When everyone is finished have someone "toss the salad." Pass the box or bowl around the table

and have each person take out as many slips as they put in. Take turns going around the table and have people share the ideas on their slips. Discuss and refine the most promising ideas together.

Example:

Facilitator: Write down your ideas for possible improvements on campus.

Each person takes 3 slips, writes down one idea per slip, and places the 3 slips into the box in the middle of the table. Once everyone is finished writing, the box is passed around the table and everyone takes out 3 slips. One-by-one the participants share the ideas on the slips that they chose and discuss the ideas as they are brought up. The ideas that are brought up multiple times or the ones that the participants discuss at length are then brought up by the facilitator to discuss and refine with the participants.

References:

Bens, Ingrid (1997). *Facilitating With Ease!*. Sarasota, FL: Participative Dynamics.

Issues and Answers

Objective:
To solve a large list of issues in a minimal amount of time.

When to use:
Use to address a long list of issues within a minimal amount of time.

Group size:
At least 3 per group/issue.

Time frame:
Up to five minutes per issue.

Materials required:
One sheet of flip chart paper per issue, markers, and a bell or whistle to signal the five minutes are up.

Procedure:
Place each issue on a separate piece of flip chart paper and distribute the sheets around the room.

Analysis Round:
Ask all the members of the group to go to one of the issue sheets and discuss that problem with everyone else that went to that sheet. Make sure there are at least three people per issue and that the group is distributed evenly. Allow up to five minutes for the subgroup to analyze and discuss the issue. The group should write down all of their notes on the top half of the flip chart paper. Signal that it is time to change and have everyone move to another sheet. The group should then read what the previous group wrote, analyze those notes, discuss the issue, and add any additional notes. This round is usually shorter than five minutes. Repeat this until everyone is back to their original sheet.

Solution Round: Once the analysis round is complete, ask everyone to return to their original sheet. They should then think of solutions and record them on the bottom half of the flip chart paper. As before, signal when it is time to change and have everyone circulate until they are back to their original sheet. At the end, everyone walks by each sheet, reads the solutions, and places a check mark by one or two ideas that they think are the best. Once everyone has done this and is seated again, the facilitator goes through the ideas on each sheet with the group as a whole and asks small groups to create action plans for the ideas on one of the sheets.

Example:
Issues: Green space, signage, parking space, and student fees.

Each sheet of flip chart paper gets an issue and the sheets are distributed throughout the room. The group splits up by issue, and the first five minutes are devoted to writing notes about the issue. The subgroups rotate and the next three minutes are devoted to writing notes about the next issue. This is repeated two more times. The participants then return to their original issue and brainstorm and record possible solutions for five minutes.

The subgroups rotate as before and brainstorm and record for the next three minutes. This is repeated two more times. Everyone reconvenes into one large group as the facilitator gathers the flip chart sheets. The facilitator then goes through each sheet separately with the group and assigns small groups to create action plans for the ideas on each sheet.

References:

Bens, Ingrid (1997). *Facilitating With Ease!* Sarasota, FL: Participative Dynamics.

Talk Circuit

Objective:
Create a “strong buzz” and let people get to know one another.

When to use:
Use when there is little to no participation in a large group.

Group size:
15+

Time frame:
30 minutes.

Materials required:
Paper and pen.

Procedure:
Pose a question to the group and then allow the group a few minutes to write their individual responses. The group will then split up into partners. Have everyone sit “knee-to-knee” and share their ideas. One person will be the facilitator while the other person speaks. After two or three minutes signal for the partners to reverse roles. After an additional two to three minutes stop the discussions and ask everyone to find a new partner.

Repeat the process two more times, but with a little less time for these discussion rounds. Once the discussions are done discuss the ideas as a large group and record on a flip chart.

Example:
You are facilitating a group discussion about possible changes in the organizational structure of your organization, but no one is voicing their opinion or possibilities. You then implement the Talk Circuit technique to bring everyone's ideas to the surface.

References:
Bens, Ingrid (1997). *Facilitating With Ease!* Sarasota, FL: Participative Dynamics.

Pass the Envelope

Objective:
To pull as many ideas from the group as possible, within a given time frame.

When to use:
Use when the activity calls for a large number of ideas to be generated in a given amount of time.

Group size:
Any.

Time frame:
Varies, given the number of group members.

Materials required:
Envelope, blank slips of paper, pen or pencil.

Procedure:
Give each member of the group an envelope filled with a specific number of blank slips of paper. Give the group a question to answer and have everyone write down their ideas on the blank slips of paper. The participants then place the slips of paper back in their envelope and pass the envelope either to the next

person or all around the group. Once the passing has stopped have each participant read the contents of their envelope to themselves. Have the participants break into groups of two and discuss the positive and negatives of each idea in the envelope, and any other idea that they can think of. The participants should then pair up into groups of four and filter the contents of their envelopes into practical action plans. After this, bring everyone back together and collect ideas for the question posed.

Example:
Question: What are possible ways our organization can increase public involvement?
The facilitator then passes out the envelopes to the group and the activity begins.

References:
Bens, Ingrid (1997). Facilitating With Ease*!* Sarasota, FL: Participative Dynamics.

Buzz Group/Huddle Method

Objective:
To break a group into smaller subgroups, and to encourage interaction.

When to use:
Used when increasing participant interaction, or to ease tension in the group.

Group size:
Any.

Time frame:
Buzz Group: Can vary, due to number of topics and group members. Huddle Method: Under 10 minutes.

Materials required:
None.

Procedure:
The facilitator poses a question to the group as a whole and then breaks the group up into subgroups of 2-4 participants. The participants then talk about the question and possible answers or solutions to the question. For the Huddle Method, there is a specific time limit to the discussion. The groups then reconvene into one

large group and present their ideas to the group as a whole.

Example:
Question: What is the number-one difficulty that students face on campus? The facilitator then breaks the groups up into subgroups, which discuss this topic for 5 minutes, and then reconvene to present their ideas to the group as a whole.

References:
Edginton, C.R., Hudson, S.D., Scholl, K.G. (2005). Leadership for Recreation, Park, and Leisure Services, *3rd Ed.* Champaign, IL: Sagamore Publishing.

Chapter 4:
Getting Group Agreement

Reaching consensus in a group setting can be a tricky issue, but there are several techniques that can ease the process along. Using groups to make decisions and solve certain problems can prove to be beneficial as several different perspectives are brought into the mix, and people can build off each other's ideas. Building consensus also "respects the intelligence and dignity of all individuals (Straus, 2002, p. 59), which can boost individual self-confidence and stimulate group members to perform at a higher level. The following eight techniques provide a variety of ways to build consensus among groups with varying amount of members.

Nominal Group Technique

Objective
To gather a large number of ideas in a limited amount of time and, through voting, reach a group consensus; it is beneficial in generating ideas, solving problems, and prioritizing. It also allows for each member of the group to make contributions through participating and voting even if they do not tend to be vocal contributors. Nominal group technique also prevents "silly or impractical ideas [from] being rammed down the throats of others because they simply get voted out" (Gilbert, 2004, p. 129).

When to use
Nominal Group Technique is ideal for creating numerous ideas and reaching a consensus with a large group of people. It is beneficial in generating ideas and solving problems. Nominal group technique also works well when dealing with a controversial issue or when the leader wants to ensure participation all members of the group.

Group size
Minimum of 5-6 people.

Time frame
15-60 minutes, time may be adjusted.

Materials Required

- 3 or more index cards (3x5) for each individual.
- Pens for each individual.
- Chalkboard, dry-erase board, or flip chart.

Procedure

In order to accommodate larger groups, the leader may choose to make an adjustment to the following procedure by dividing the large group into smaller groups. The same procedure can then be followed in each of the small groups. At the end, however, add in a step to allow each of the small groups to share a group report to the larger group, a step for discussion among the entirety of the group, and then a step to allow each individual to vote on the ideas of the large group.

1. Set-up--Each individual should receive 3 or more note cards and a pen. The nominal group technique is best used when all individuals can sit around a table, but that is not necessary for implementation.
2. Introduction—The leader should introduce the meeting by stating the purpose of the meeting and the sincerity of the organization in seeking ideas from group members. Thereafter, s/he should explain the procedure that will be used to reach a consensus. The leader should then present the issue or the question that the group will be solving and/or answering. This question should be written on a board or flip-chart.
3. Silently and Individually Generate Ideas—Individuals should write down their ideas about the issue at hand on index cards without discussion.
4. Record Ideas—When the designated time has expired (suggested time of 10-15 minutes, but can adjust as needed), compile the ideas on a chalkboard, dry-erase board, or a flip chart visible to all members

of the group. In order to list these ideas on the board, the leaders should go around the table or room asking for only one idea from each individual at a time and recording that idea on the board. Individuals may choose to pass on one turn, but can contribute during a later round if desired. No discussion occurs at this point, though the leader should encourage individuals to build on the ideas of others as well as tolerate conflicting ideas from group members without arguing or discussing. Ideas may also be combined if they are similar and re-worded to encompass both ideas equally.

5. Group Discussion—The leader should open up the floor for discussion about the ideas that were generated. This step allows the group to discuss the ideas, specifically allowing individuals to ask for clarification about ideas that may not be fully understood. In addition, some ideas may be conflicting and discussion will allow individuals to discuss their disagreements without arguing. Discussion should be focused on clarification, however, and not on the importance or value of each idea. Ideas may be crossed off the list with unanimous agreement, and wording may be changed only with approval of the idea's originator.
6. Voting—Each group member should take another index card write down their top 5-7 ideas, rank them in order with the most important receiving the highest number and the least important receiving a 1. The leader then collects the cards and tallies the results on the board. The idea with the highest number will have the highest priority or importance. This method allows for anonymity in voting.
7. Discussion #2—The leader should again open up the floor for discussion. This time, the group can discuss the votes, and group members may choose to change their votes following the discussion.
8. Final vote—The final voting process should be conducted the same way the fist voting process.
9. Consensus—The final group consensus is reached after tallying the final votes from each individual. At this point, the leaders have a list of ideas with each one ranking in importance (or priority).

Example
An example of when to implement the nominal group technique would be when a group of class members need to collectively decide the requirements and design of a final class project. For example, the class members of HPER R520 could use the nominal group process to create requirements and headings for their leadership toolkit final project. Groups of 3 members could generate ideas and then report those back to the group as a whole by recording them on the board and then verbally explaining the ideas. The group as a whole would then discuss the ideas that were generated. Then, the group would take a vote to reach a consensus. After more discussion led by a facilitator, the group would vote again and reach a final consensus.

References:

Gilbert, J. (2004). *How to Eat an* Elephant. Bromborough, Wirral: Liverpool Academic Press.

Kelly, P. K., (1994). *Team Decision-Making Techniques*. Irvine, CA: Richard Change Associates, Inc.

Sample, J. A. (1984). *Nominal* Group *Technique: An Alternative to* Brainstorming. *Journal of Extension 22*(2). Retrieved April 6, 2007, from http://www.joe.org/joe/1984 march/iw2.html.

Open Space Technology

Objective
The objective of open space technology is to allow group members to voice their issues of concern and reach a consensus about actions that can be taken in addressing these issues. It allows group members to take initiative and ownership in developing change and implementing new ideas.

When to use
Open space technology is best used "when the work to be done is complex, the people and ideas involved are diverse, the passion for resolution (and potential for conflict) are high, and the time to get it done was yesterday"(Herman, 2007).

Group size
(15+).

Time frame
1 hour, or multiple days, most often used in 1-3 day workshops.

Materials required
- Large room that can be divided into several smaller areas (space is dependent on number of attendees).
- Flip chart.

• Markers.
• Paper and pens for each recorder.

Procedure

1. There is minimal preparation for open space technology meetings. The leader and/or facilitator should prepare by gathering materials needed. There is no need to prepare an agenda as the group members will prepare the agenda at the beginning of the meeting.

2. At the beginning of the meeting, the group meets and sets up in a circle (if size and space allow). The facilitator explains to the group how the meeting will work.

3. The facilitator should introduce the following principles of the open space meeting:
    a. The four basic principles of open space technology are the following:
        - "Whoever comes are the right people.
        - Whatever happens is the only thing that could have.
        - Whenever it starts is the right time.
        - When it is over it is over" (Stewart, 2007).
    b. The Law of Two Feet: "If you find yourself in a situation where you aren't learning or contributing, go somewhere else" (Stewart, 2007).

4. The facilitator will then invite everyone to write any issues of concern on a portion of a piece of flip chart paper and announce their issue of concern to the group. The people who voice issues of concern are called "conveners."

5. When a convener voices a topic, he/she chooses a time and place to meet and places their paper on the wall on the outer edge of the room. This process continues until no more people voice topics.

6. At this point, the group dismisses to go to the wall on which the topics are posted. Group members can then choose the topics they want to be able to discuss and see when and where those sessions will meet.

7. Sessions then meet for the majority of the remainder of the meeting. Each session should appoint a recorder to write down the key points and then post them on a designated news wall.

8. The sessions may choose to take a break depending on time allotment.

9. After the break, the sessions should make an effort to attach actions to the issues at hand in an effort to encourage the process to move forward.

10. The entire group then meets again in a circle to close the meeting. Group members are encouraged to share ideas and comments about the process (Corrigan, 2007).

Example

Open space technology is often used at conferences and workshops. For example, a one-day conference of physical education teachers in South Carolina may choose to use open space technology when dealing with the future of physical education in today's school system. The facilitator would begin the meeting by requesting the group of 60 teachers to form a circle around the large meeting room. The facilitator would explain the rules and how the procedure will work before asking attendees to write down their ideas on a piece of flip chart paper in the center of the room. Once an idea has been written down, it should be taken and posted on the wall at the outer edge of the room. In this situation, one teacher may chose to write down his concerns about funding new programs in physical education. This teacher would then write down the time he chooses to meet before he posts the paper on the wall. Once everyone who is interested writes down their ideas, the physical education teachers split up into the individual sessions on the ideas that were posted. In each session, the group should attach an action such as "pursue the options for fundraising" with the issue "funding new programs." The teachers could attend several sessions throughout the day, but at the close of the day, all teachers would gather in a circle once again to share ideas and comments. Action steps should be taken as decided on by the session groups.

References:

Corrigan, C. *Consulting in Organizational and Community Development*. Retrieved March 27, 2007, from http://www.chriscorrigan.com/openspace/whatisos.html.

Herman, M. *Open Space World*. Retrieved March 27, 2007, from http://www.openspaceworld.org/cgi/wiki.cgi?AboutOpenSpace.

Stewart, A. *Open Space Technology*. Retrieved March 27, 2007, from http://www.co-intelligence.org/P-Openspace.html.

Brainstorming/Filtering

Objective
Brainstorming is used to generate a wealth of ideas or solutions from which the group will reach a decision. The filtering part of the process will then reduce the wealth of ideas into a more manageable list before making a group decision.

When to use
Brainstorming/filtering should be used when a group needs to create a list of a wide variety of ideas or solutions. It is also beneficial when trying to tap into the group's creativity or when the group desires to consider all possible options. Brainstorming/filtering can be useful when coming up with new ideas, solving problems, or planning out group projects.

Group size
20-25 people.

Time frame
30 minutes, may be adjusted as necessary.

Materials required

- A dry-erase or chalk board in the room that all group members can see.
- Dry-erase markers or chalk as needed.

Procedure

Larger groups may require modifications. For example, groups can be broken down into smaller groups who generate ideas and report back to the large group.

1. Preparation
    a. Identify a recorder to write down the generated ideas on the dry-erase board or chalk board.
    b. Set a time limit as appropriate. (Approximately 5 minutes for the actual generation of ideas is usually appropriate. However, if the group is on the large side, more time may be needed.)
    c. Share the rules of the procedure with the team. Some suggestions are the following:
        - Do not criticize ideas.
        - Do not make edits to ideas.
        - Remember to emphasize the quantity of ideas, not the quality of the ideas at this point. The filtering process will allow the group to focus in on the ideas with more potential.
        - Be creative! There is no idea that is too crazy to throw out!
        - Piggy-back on the ideas of other group members.

2. Choose an appropriate method for brainstorming: free-wheeling or round-robin.
    a. Freewheeling: group members verbalize their ideas at any given point. There is no structure or waiting your turn.
    b. Round-robin: each group member takes a turn sharing an idea (if they have one to share) until there are no more new ideas.

3. Share ideas
    a. As the group shares ideas, the recorder writes them up on the board.
    b. Brainstorming should conclude when no more ideas are being generated, but everyone has had the opportunity to share. There should also be a "last call" for ideas to warn the group members that the end is approaching.

4. Create filters
    a. "Filters are sets of criteria or constraints that help you evaluate alternatives" (Kelly, 1994, p. 21). In other words, is the idea "appropriate and applicable" (Kelly, 1994, p. 21) when considering the filters.
    b. Some commonly used filters are time, cost, resources, and practicality.

5. Evaluate each idea under each filter
    a. Go down the list of ideas and apply each filter to each idea. If an idea does not pass through all of the filters on the list, then cross from the list.
    b. This process continues until there are a desirable amount of ideas still on the board. The filters may have to be applied 2 or more times before the list is small enough to be useful.

6. Vote (if necessary)
    a. If the list is still too large for the situation at hand, the group may need to vote on their top choices.
    b. Voting process
        - Give each group member a certain number of votes (for example, each person can vote 3 times).

- Take a vote either by raising hands or allowing each person to put a dot on the board next to their top three choices.
- Tally the votes.
- After the vote, the list should be more manageable and useful as the ideas are now prioritized.

7. Conclude the session
    a. Go over the list of ideas that remain on the board and clarify each idea to make sure the group agrees on the remaining ideas.
    b. Designate a member of the group to generate a report of the ideas for those people both within the group and outside the group who need to know the results.

Example

Brainstorming could be used when a group of professional staff needs to generate a list of ideas on how to show appreciation to student staff members in a campus recreational sports program. The recorder would present the group with the problem and ask for a list of ideas to be collected using the freewheeling method. Group members would then offer up ideas as they come up with them, piggy-backing off ideas of others as well. Towards the completion of the brainstorming session (approximately 5 minutes), the recorder would give a last call and any others ideas would be written down on the board before closing the session. Then, the group would create filters such as cost, time, practicality, and implementation. Each idea would be reviewed under the filters and eliminated if necessary. For example, providing student staff with beach vacations as a reward would probably be eliminated under the filter of cost. A vote would be taken if necessary, allowing each member 3 votes. The top ideas would then be considered for further investigation and implementation.

References:

Kelly, P. Keith (1994). *Team Decision-Making Techniques*. Irvine, CA: Richard Change Associates, Inc.

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University of Notre Dame Student Activities Office,(2001). *Brainstorming.* Retrieved March 28, 2007, from http://www.nd.edu/~sao/studentleadership/ officerresources/development/brainstorming.shtml.

Delphi Technique

Objective
The Delphi technique is used to "obtain the most reliable consensus of a group of experts" (Hwang & Lin, 1987, p. 169). The Delphi technique is also often used to predict the future, such as in sales forecasting.

When to use
The Delphi technique is unique in that it is useful even when the group members are not located in the same place. The Delphi technique is also beneficial when ideas and responses should be anonymous and when each group member needs to contribute, but face-to-face contact could create some biases (Kelly, 1994). This process can also be used when a majority ruling is beneficial and the issue does not require a unanimous consensus.

Group size
5-20 people are optimal.

Time frame
Hours or over several days.

Materials required
The ability for team members to communicate if they are not in the same geographical location (i.e. e-mail, paper and envelopes if information is to be mailed, etc.)

Procedure

1. Define the issue—The issue at hand needs to be decided as well as the details of the process to be followed (i.e. the number of suggestions or votes that each member will contribute during each round).

2. Round 1—In round 1, each group member should provide written ideas and give those to the designated member of the group, the facilitator. The facilitator then compiles all of the team members' ideas by either listing them verbatim, averaging them (when numerical responses are required), or paraphrasing the group's responses (Kelly, 1994).

3. Send out round 1 result—The facilitator then sends out the ideas to the group asking for a response from each member. For example, the facilitator may ask each member to pick their top 3 ideas out of the list from round 1.

4. Round 2—The group members review the ideas from round 1 and send in their "votes" for top ideas to the facilitator. The facilitator reviews the results from round 2 and acts accordingly. If the group reaches consensus in round 2, it is time to wrap up the Delphi session. If the group has not yet reached a consensus, the process continues with additional rounds following the pattern of round 1 and round 2.

5. Wrap up—Once a consensus is reached, it is time to wrap up the Delphi session. The wrap-up includes communicating the consensus to the members of the group and developing a plan for implementation of the decision if necessary.

Example

The Delphi technique could be used when an organization needs to designate a location for a staff retreat. For example, the facilitator could send an e-mail to request that each member of the six-member Staff Retreat Committee submit three possible locations for the retreat. Once each member has returned their ideas, the facilitator would compile the list of 15 ideas and narrow it down to only 12 as three of the locations were repeated. The facilitator would then send out an e-mail requesting each member to vote on their top two choices out of the twelve possible locations. When the facilitator receives the votes from round 2, a consensus may be reached. For example, if one location, the local lake, had 6 votes and the next-to-highest score was only a 3, a consensus would be reached to have the retreat at the local lake. To wrap up the session, the facilitator would e-mail the committee members and let them know that a consensus had been reached to have the retreat at the local lake.

References:

Hwang, Ching Lai & Lin, Ming-Jeng (1987). *Group Decision Making Under Multiple Criteria.* Berlin, Germany: Springer-Verlag.

Kelly, P. Keith (1994). *Team Decision-Making Techniques*. Irvine, CA: Richard Change Associates, Inc.

Consensus Card Method

Objective
The consensus card method allows each member of the group to use a visual aid to state their position on the issue during discussion. When everyone's visual aid shows that they agree, the group has reached a consensus. Consensus is reached when all team member cards are showing either green or yellow.

When to use
The consensus card method is best used when a controversial or complex issue needs to be discussed in a face-to-face setting when group members are unsure about how the other members feel about the issue.

Group size
5-15 people.

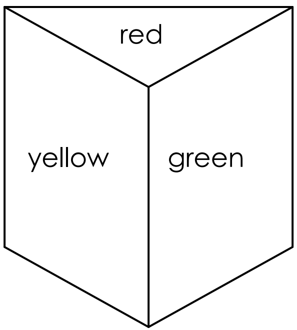
Time frame
90 minutes.

Materials required
- Red, yellow, and green paper.
- Scissors and tape.
- Flip chart, dry-erase board, or chalk board and appropriate writing utensil.
- A room set up so that all group members will be able to see everyone's cards during discussion.

Procedure

1. Define the issue and decide on the goal for the session.

2. Prepare for the session:
    a. Construct the cards (one for each group member).
        i. Each card should have one green side, one red side, and one yellow side.
        ii. The cards should be in the form of a triangle and should be able to stand on a table or flat surface. See diagram.



    b. Set up the room if necessary so that all group members will be able to see everyone's cards during discussion.

2. Explain the rules and how to use and understand the consensus cards.

3. Present ideas and engage in discussion: Each idea is presented one-at-a-time and the leader should encourage discussion of each idea. The leader should also write each idea on a flipchart or a board where everyone can see it. The leader should be aware of the colors of everyone's cards, and group members should change their cards as their opinions change. If a large amount of cards are displayed as red, the leader may have to encourage the group to start over with that idea.

4. Wrap up! The session is ready to be wrapped up when all cards are showing green or yellow, the leader has a list of ideas, and the group has agreed on action steps to be taken.

Example

The consensus card method could be used in a group of seven faculty and staff members who were designated to offer their opinions on the remodeling of a school library. The leader would prepare the cards before the meeting as well as lay out the rules and time frame to be conveyed to group members. The group would then discuss such features as the possibilities of computer cubicles, online catalog, carpet color, metal detectors, etc. As each idea is discussed, the group can offer up their opinion and change their card as appropriate. When all (or a majority, depending on the ground rules) members reach a consensus, the group can move on to the next feature. At the conclusion of the meeting, the group will have reached a consensus on the features in the remodeled library.

References:

Bressen, T. (1994). *Tree Bressen's Group Facilitation Site*. Retrieved March 26, 2007 from http://www.treegorup.info/topics/B10-consensus_points.html.

Cauwels, J., Salvatore, P., & Pinsonault, C. i*Business Acumen: Teamwork*. Retrieved April 4, 2007 from https://webapp.walgreens.com/cePharmacy/ programsHTML/IBAteamwork.html.

Kelly, P. Keith. (1994). *Team Decision-Making Techniques*. Irvine, CA: Richard Change Associates, Inc.

Stepladder Technique

Objective
The stepladder technique allows members of the group to enter the process at different stages allowing for new ideas and perspectives to be considered and ensuring that all members have a chance to contribute.

When to use
During situations with a generous time frame, the presence of all members at all times is not mandatory, and when the decision to be made is easy to define.

Group size
Best used in groups of 4-40; however, has been used in groups of as many as 200-300 members.

Time frame
Minimum of 90 minutes.

Materials required
No specific materials are required to implement this technique.

Procedure

1. Define the decision to be made or issue at hand.

2. Communicate the decision or issue to all group members.

3. Two of the group members, who will be known as the core group, begin to discuss the issue.

4. After the specific time allotment, a third group member joins the core group. The newest member of the group shares their initial thoughts and ideas before hearing those ideas of the core group.

5. After the specific time allotment, a fourth group member joins the core group. Once again, the newest member of the group shares their initial thoughts and ideas before hearing those ideas of the core group.

6. The process of allowing a new group member to enter the decision making process continues until all group members are present.

7. The entire group then discusses the issue and reaches a final group decision.

The structure can change slightly for larger groups. For example, the leader may choose to ask two or more group members to enter at a time instead of individually.

Example
The stepladder technique could be used in an organization for the adoption of a budget. For example, the president and treasurer could get together and determine the budget. Then, two more members of the eight-member committee would join them and offer their ideas and suggestions for the budget before hearing the thoughts of the president and treasurer. Then, the next two committee members would join the core group and offer their ideas and suggestions and then listen to the core group's ideas. Finally, the last group of two members would join the core group to complete the committee and offer ideas and suggestions before the committee has a whole would decide on the final budget.

References:
Nelson. (2004). Decision Making. Retrieved April 4, 2007, from http://64.233.167.104/search?q=cache:DHIZ5KNDOCgJ:www.management1e.nelson.com/pps/Chapter%252006.pps+stepladder+technique&hl=en&ct=clnk&cd=9&gl=us

Stepladder Technique. (2007, April 2, 2007). *In Wikipedia, the Free Encyclopedia*. Retreived April 4, 2007, from http://en.wikipedia.org/wiki/stepladder_technique.

Paired-Choice Matrix

Objective
The Paired-Choice Matrix is a technique that facilitates agreement when trying to narrow down a list of options by comparing them against each other.

When to use
A Paired-Choice Matrix is best suited for situations when the group has to choose between similar options. A difficult or involved decision can be broken down in to smaller, more manageable decisions, or when it is important to ensure that each option be examined fairly and objectively.

Group size
3-10 people.

Time
60-90 minutes.

Materials Required
A dry erase board, flip chart, or chalk board to write the matrix where it is viewable by all and the appropriate writing instruments for the designated board.

Procedure

1. Define the issue, solutions to be compared, and the goal of the session.
2. Prepare—create a matrix that will allow you to compare solutions, such as the following:

	Option 1	Option 2	Option 3	Total
Option 1				
Option 2	x			
Option 3	x	x		
Total				

   The options should be listed along the top row and far left column in the same order from left to right and top to bottom (as indicated above).

3. Compare options—Once the matrix is prepared, the group should compare each option, moving from left to right across each row, as you go down the column of options. For example, option 1 should be compared to option 2. After comparing options, the group should take a vote. The winning option should be placed in the corresponding box. Continue these processes until all pairs have been compared to one another and all boxes are complete.

4. Tally the score—along each horizontal line, add up the amount of times the corresponding option appears in that row. For example, the first row is option 1. Therefore, the leader would add up how many times "Option 1" appears in row 1 and indicate that amount in the total box. Do the same for each column.

5. Sum up the totals—The option with the greatest sum of totals (column total + row total) is the victor. In the case of a tie, the group can simply vote between the two.

6. Discuss—Allow the group to discuss the choices that were made and how the option will affect the issue.

7. Wrap up!—Close the session by reviewing the decision(s) made.

Example

The paired choice matrix could be used when a group of employees needs to decide on a company to contract with as their supplier of office supplies. There are several office supply providers available, but the company needs to choose only one in order to get a discounted rate on bulk purchases. The group members would each be assigned one company to research. The group would then meet one week later. At the meeting, the group would create a matrix such as the following:

	Off. Max	Staples	Off. Depot	Total
Off. Max				
Staples	x			
Off. Depot	x	x		
Total				

The shaded boxes indicate that the suppliers cannot be compared to themselves. The boxes to the left of the shaded boxes have an "x" to prevent suppliers being compared to another supplier more than one time. Then the group would compare each supplier by comparing the one in the column with the one in the row. The group would decide which supplier would be more beneficial and then write the "winning" supplier in the appropriate box. The total number of times the supplier was listed would be added up in the row and then indicated under the total column. After discussion, the box may look like the following:

	Off. Max	Staples	Off. Depot	Total
Off. Max		Staples	Off. Max	1
Staples	x		Staples	1
Off. Depot	x	x		0
Total	0	1	0	

Then, the tallies would need to be added for each supplier (row and column) such as the following:

Office Max: 1 row + 0 column = 1
Staples: 1 row + 1 column = 2
Office Depot: 0 row + 0 column = 0

A consensus has now been reached as Staples emerged the victor. Staples will be the company's office supply provider.

References:

Craine, K. (2002). *Paired Choice Matrix*. Retrieved April 4, 2007, from http://outputlinks.com/html/Columnists/news-9585.shtml.

Kelly, P. Keith. (1994). *Team Decision-Making Techniques*. Irvine, CA: Richard Change Associates, Inc.

Criteria Rating Technique

Objective
The Criteria Rating Technique uses a set of chosen criteria to make decisions between several alternatives (Kelly, 1994).

When to use
The criteria rating technique is best suited for decisions that will be made among several different alternatives or when strong opinions may make objective decision making difficult.

Group size
3-12 people.

Time frame
45-60 minutes.

Materials required
No specific materials are required to implement this technique.

Procedure

1. Begin the meeting by listing the alternatives to be decided between.

2. Determine criteria—The group must come up with a list of criteria that each option will be compared against. For example, some criteria may be cost, ability to produce, time available, etc.

3. Assign the weight—Once a list of criteria has been determined, the group must decide on a weight for that criteria. The total of the weights must be 100%. For example, if only two criteria were being used—cost and time—then the group might assign time a weight of 70% and cost a weight of 30%. The weight should indicate how important each individual criterion is in relation to the other criteria.

4. Rate the alternatives—The group must decide on a scale (the most common is a 10-point scale from 1-10, where 10 is the highest possible rating). Then, the group needs to rate the criteria for each alternative.

5. Pull out the calculator—The final score is calculated by taking the rating (ex: 8) and multiplying it by the percentage (ex: 30%). The example here would give a final score of 2.4. All of the criteria scores for each alternative are summed to give a grand total. The alternative with the highest score would then be the best option as agreed upon by the group. However, the group needs to discuss this further.

6. Evaluate—The group should then evaluate the final scores and discuss the order of alternatives. If adjustments need to be made to weights, make any necessary changes.

7. Determine the best alternative—The best alternative should then be determined as the one having the highest final score.

8. Wrap up!—Make sure that all members of the group are aware of the decision and instructions are clear if there are any actions steps to be taken.

Example

The criteria rating technique could be used by a selection committee who is trying to replace a retiring professor in the School of Education at a large university. The eight-member committee has narrowed down the list of candidates and has only five candidates remaining. The committee must then decide which three candidates to bring for on campus interviews. The chair of the committee leads the meeting by having the groups come up with decision criteria such as experience, education, and publications. Each criterion should then be assigned a weight according to importance of the criterion. The total of the weights should be 100%. For example, experience may be worth 20% while publications are only worth 5%. The group should then decide on a rating scale, such as a scale from 1-10 with 10 being the highest. Each candidate is evaluated under each criterion and given a rating for that criterion. For example, candidate #1 may receive an 8 in under education and a 4 under publications. Then, the group would calculate the score for each candidate by multiplying the percentage (weight) by the rating and then adding each of those together for a total score. The table may look like the following once it is completed (the parentheses indicate the score of the rating multiplied by the percentage/weight):

	Weight	Smith	Jones	Edwards	Woods	Owens
Experience	60%	6 (3.6)	3 (1.8)	2 (1.2)	9 (5.4)	8 (4.8)
Education	30%	8 (2.4)	6 (1.8)	6 (1.8)	4 (1.2)	7 (2.1)
Publications	10%	2 (.2)	8 (.8)	3 (.3)	5 (.5)	4 (.4)
Totals	100%	16 (6.2)	17 (4.4)	11 (3.3)	18 (7.1)	19 (7.3)

Therefore, the candidate named Owens would emerge with the highest score. The group could then discuss the outcomes and take the top 3 candidates to invite them for interviews.

References:

Kelly, P. Keith (1994). *Team Decision-Making Techniques*. Irvine, CA: Richard Change Associates, Inc.

University of Cambridge Institute for Manufacturing. *Criteria Rating Form, Weighted Ranking*. Retrieved April 4, 2007, from http://www.ifm.eng.cam.ac.uk/dstools/choosing/criter.html.

Chapter 5:
Group and Team Performance Enhancement

Enhancing team performance can be a difficult task. The tools in this chapter will help with that task. Activities which help to increase communication, team building and create cohesiveness are described in depth throughout this chapter. Some tools are for team-building retreats and group incentive programs, among others.

The tools listed throughout this chapter will help to enhance group and team performance. The overall goal of the tools is to ultimately create a cohesive team which communicates well together. By creating cohesiveness, the team will know each other's strengths and weaknesses and, in turn, work better together. Because communication is a key to success, increasing and developing communication will help raise overall group performance. In using these tools, each team will come to recognize weaknesses, strengthen those weaknesses and raise the team's performance level.

Project Goal Orientation and Brainstorming Session

Objective:

- Inform all team members of project goal.
- Begin brainstorming ideas and methods for achieving goal.
- Develop team cohesiveness by having all team members focused on goal in order to produce quality project.

When to use:
Use when putting a new team together and/or starting a new project.

Group size:
Not specified (all team members should attend).

Time frame:
Approximately 1-2 hours (dependent upon group).

Materials required:
Large writing surface (ex. flip chart or dry erase board).

Procedure:

1. Arrange time and place for orientation.
2. Inform and encourage all members to attend.
3. Team leader prepares paperwork, goal(s) list, reasons for needing to achieve goal, how project will benefit company, etc).
4. Conduct orientation/brainstorming meeting.

References

*Developed by Natalee Hird and Matt Dellamonica.

Team Incentives Program

Objective:

- Increase group and/or individual worker's motivation and cooperation to complete project/workload.
- Increase group cohesiveness.
- Decrease competitiveness among team members

When to use:
Use if group members are familiar with each other, have previously worked well together, and need additional means of motivation.

Group size:
None specified.

Time frame:
No specified length. The incentives program will be based on the parameters set forth in the program specific to organization (extra-points earned within a specified time period).

Materials required:
None.

Procedure:
Design incentives program based on organization's available resources.

1. Program can be incremental in terms of rewards or based on a point system. When specific tasks are completed, team as a whole or individual member earns ‘x’ number of points and rewards can be given as each point level is achieved. Each increasing level holds a more significant reward.

2. The reward system can be as complex or simple as each organization’s determines. Recognition for completed work and tasks (by group or member) with a reward may be very simple.

Examples:

1. Monetary rewards (ex: salary increase).
2. Extra paid vacation time and/or breaks.
3. Employee of the month with designated parking space.
4. Tickets to area professional games, performances, etc.
5. Complimentary lunch (ex-superior takes employee to lunch).
6. ½ day off.
7. Gift certificates to local restaurants, retail shops, etc.

References

Allred, S. (1999). Team Reward Systems. Retrieved April 9, 2007 from www.workteams.unt.edu/literature/paper-allred.html.

Bhattacherjee, D. (2005). The Effects of Group Incentives in an Indian Firm: Evidence from Payroll Data. *Review of Labour Economics & Industrial Relations, 19*(1), 147-173.

Stranded/Marooned on a Remote Island

Objective:
Develop team cohesiveness by learning each team member's values and problem solving skills.
Increase communication.

When to use:

- When placing new team members together.
- When team members are having trouble communicating ideas and thoughts.

Group size:
Divide team into 2-4 members per group.

Time frame:
30-45 minutes.

- 5-10 minutes of instruction.
- 20 minutes of brainstorming.
- 15-20 minutes of discussion.

Materials required:

- Flip chart paper
- Large dry erase board and markers (*Any large writing surface will suffice)

Procedure:

1. Facilitator gives background information and instructions.
    a. Divide large team into 2-4 member groups (dependent upon original team size). Provide paper or writing space on board for each group.
    b. Provide background info-team has visited a remote island. All the members of the large team are the only persons on the island, along with one tour guide who is vaguely familiar with the island's natural resources. What 5 survival items (excluding personal items-pictures, music, etc) would each group bring if they knew there was a chance they might be stranded on the island (length of being stranded can be determined by large team)?
2. Small groups brainstorm survival items.
3. Groups write survival items on flip chart or board.
4. Each group shares survival items and defends reasons for choosing those items.
5. Large group discussion concerning the communication and brainstorming process of activity.
    a. How do those processes apply to overall group performance?
    b. What can be changed or improved within the group?
    c. What communication processes were used in determining items? How do those processes apply?

References:

Clark, D. (1998). Icebreakers, warm-up, review, and motivator activities. Retrieved on April 16, 2007 from www.nwlink.com/~donclark/leader/icebreak.html.

Team Gutters and Mind Map

Objective:
Identify actions which help as well as hinder effective team productivity.

When to use:

- When team communication is not efficient or productive to meeting goals.

Group size:
Entire team, divided into groups of 4-7 members.

Time frame:
1 hour to 1 hour 15 minutes.

- 5-10 minutes of instructions.
- 30-40 minutes of mind mapping.
- 20-30 minutes of discussion.

Materials required:
Several sheets of flip chart paper and different colored marker per group.
Handout (with following information) *(see over)*.

"Gutters are designed to collect waters running off a house's roof and direct them towards a safe place. However, things other than water collect in the gutters. Leaves, fir needles, and pine cones accumulate in the gutter and block the drainage pipes. If these are not removed from the gutter, the overflowing water can saturate the soil next to the home's foundation and cause settling which then causes the foundation to crack. The overflowing water also rots the wood in the roof next to the gutters, causing extensive damage.

Our team has its own gutters. The gutters are team norms that help us do the job we are supposed to do. But problems within the team can be similar to leaves, fir needles and pine cones. If not resolved regularly, they can damage or destroy your team's effectiveness."

Procedure:

1. Divide team into smaller 4-7 member groups and provide necessary materials.
2. Inform team members that their assignment is to draw a visual representation of the analogy on the handout using a mind map (see example below). The center of the mind map should represent the team gutter. Each group should have separate area to work.
3. Facilitator should quickly demonstrate and explain mind mapping. Ensure all groups understand instructions.
4. After 30 minutes, collect all groups into large team and debrief with the following questions.
    a. What are similarities between all the groups' mind maps?
    b. What ideas stand out on each mind map?
    c. What lessons can we learn from each group's mind map?
5. Suggest that groups keep mind maps and review periodically to make sure they are focusing on behaviors and attitudes that help the team function well and keep unclogged gutters.

Example:
Mind map instructions:

1. Use a marker to draw small picture or phrase in center of paper representing the issue to be resolved (in this case team gutters).

2. Draw lines from center picture/phrase (using different colors for each line is helpful). Each problem line should represent a different aspect of the main problem or issue.

3. Write down phrase or draw a picture of what each problem line represents.

4. Similar to additional limbs on tree branches, add lines, if necessary, to problem lines that represent specific tasks or actions which may lead to that aspect of the problem.

5. Prioritize problem lines according to which ones the group feels are biggest problem.

**The mind map acts a visual representation of identifying team issues and problems. Do not become locked into instructions if a group does not fully understand mind mapping or develops a different version of what is presented here.

References:
Dickson, J. Team Gutters. Retrieved April 16, 2007 from www.jvdcreativity.com.

Helium Stick Activity

Objective:

- Increase communication among team.
- Assist team in learning how to work together.
- Observe actions of group members (who assumes role of leader, solution-maker, follower, etc.).

When to use:

Use when smooth, increased group communication is desired.

Group size:

8-12 team members per group (must be even #'s).

Time frame:

25-30 minutes.

- 5 minutes of instruction.
- 10-15 minutes of problem solving
- 10 minutes of discussion.

Materials required:

Helium Stick(s) (ex-tent rod or similar, lightweight, metal rod, approximately 10 ft. in length can be used).

Procedure:

**Do NOT initially present Helium Stick. Give preliminary instructions first.

1. Divide each group in half, making sure each person is facing another.
2. Ask each person to point index finger and hold arm out at waist level with elbow slightly bent.
3. Introduce Helium Stick NOW!
   (Facilitator can really play up the idea of the stick being made of helium to add excitement to activity.)
5. Place Helium Stick on pointed fingers. Group will need to adjust the level of their fingers so stick is level and horizontal. Every person's finger MUST be touching the Helium Stick.
6. Explain the challenge-the group must lower the Helium Stick to the ground. Remind the group that EVERY person's finger must be touching the stick at ALL TIMES! No one may pinch or grab the stick. It simply must rest upon the top of everyone's index fingers.
7. Group(s) begins lowering stick to the ground. Initially, the stick will rise because the pressure created by everyone's fingers is greater than the weight of the stick.
   *Some groups may become frustrated. Facilitator can offer suggestions. One suggestion may be for the group to stop, discuss a strategy and begin again.
   **If a group seems to be succeeding quickly, facilitator can be vigilant about fingers touching, or not touching, pole. (If all group members' fingers are caught not touching the pole, group must restart.) Also, an additional level of difficulty can be added. Place metal washers on the end of the pole. If a washer falls, the group must begin again. The pole still must be lowered ALL the way to the ground without the washers falling.
   ***Each group will eventually need to communicate, concentrate, and slowly lower the stick to the ground.

8. Debrief activity as a group (include all participants if large team was split into separate groups). Pose these questions to the group.

    a. What was your initial reaction as a group when beginning the activity?
    b. How well did your group cope with the challenge?
    c. What skills did it take to be successful?
    d. What solutions were suggested and how did other group members react?
    e. What would an outside observer have seen as the strengths and weaknesses of the group?
    f. What did you learn on an individual level about your communication style?

References:

Helium Stick: Description of a team building exercise. Retrieved on April 16, 2007 from http://wilderdom.com/games/descriptions/HeliumStick.html.

Emotional Intelligence Test

Objective:
By improving the Emotional Intelligence of each employee, “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Salovey, P. & Mayer, J.D. 1990), a leader can raise the performance of his or her entire group. Understanding where each employee falls on the Emotional Intelligence meter can better assist a leader in how he or she works with each employee and who the leader pairs up to work together on certain projects. In addition, leaders need to be able to understand their own feelings and needs, along with the ability to resolve them with long-term goals and with the needs and feelings of other people involved.

When to use:
To develop an understanding of current and new employee’s emotional intelligence.

Group size:
No specific size needed.

Time frame:
None.

Materials required:
Emotional Intelligence quizzes or handouts based on this theory.

Procedure:

See references for some starting points for where to find sample quizzes on Emotional Intelligence. Goleman (1998) writes that there are four main areas to focus on when looking at Emotional Intelligence:

1. Emotional self-awareness – knowing one's own internal states, preferences, resources and intuitions.
2. Self-management- involves controlling one's own emotions and impulses and adapting to changing circumstances. Managing moods, responding effectively to stress, situations of ambiguity or crisis; managing relationships with others to achieve mutual benefit.
3. Social awareness- the ability to sense, understand, and react to other's emotions while comprehending social networks.
4. Relationship management- the ability to inspire, influence, and develop others while managing conflict.

References:

Emotional Intelligence test (n.d.). Retrieved April 17th, 2008 from:
http://discoveryhealth.queendom.com

Goleman, D. (1998). Working with emotional intelligence. New York: Bantam Books 2005. Potentials Unlimited

Solovey, P. & Mayer, J.D. (1990). "Emotional Intelligence" Imagination, Cognition, and Personality, 9, 185-211.

“Confidence Building” presented by Executive Coaching Studio

Objective:
The objective of this seminar is to build up a person’s or group’s confidence to achieve a goal. Also, the participants will learn techniques and strategies to communicate with authority and confidence.

When to use:
When there are individuals or teams that lack confidence in themselves. This will help to heighten their confidence, building a closer team overall.

Group size:
The maximum allowed is 10 at a time. Give attention to everyone. If the group gets to large it will be difficult to give individual attention.

Time frame:
A one or two day training course, held at a business or an offsite venue.

Materials required:
None specified.

Procedure:

1. Learn techniques and strategies to communicate with authority and confidence.

2. Learn how to believe in your own ability and to back yourself.

3. Learn how not to be afraid of failure.

4. Learn how to be assertive when you feel inferior to others.

5. Learn all about confident body language and non-verbal communication.

Example:

Some groups and companies that used this: Friends Provident International, Lloyds TSB, Capital One Bank, Greencell, Faccenda, etc.

References:

"Confidence Building". Retrieved April 19, 2007, from http://www.executivecoachingstudio.com/confidencebuilding.htm.

“The Exploring Teamwork Workshop” presented by Center for Management and Organization Effectiveness

Objective:
One objective of this workshop will be to have an exciting learning experience that will increase the participant’s interest in, and commitment to, teamwork. This workshop will build and increase teamwork, by exploring a way to build team motivation and revitalize team commitment. The workshop will also offer tools and resources that will instill team cohesiveness. Finally, a goal of the workshop is to help the individual gain personal insight as to how individual actions and behaviors either add or detract from teamwork.

When to use:
When teams show a lack of communication, and/or when work is late and past due. It could also be effective when you want to prep your team to work cohesively to accomplish a goal.

Group size:
None specified.

Time frame:
Potentially completed in a 1- 3 day timeframe, at the location of your choice. CMOE offers its retreat lodge, Moose Meadows LLC., in the mountains just 45 minutes from Salt Lake International airport. This accommodates 16 people from 1 to 3 nights.

Materials required:

- Pre-workshop study material & exploring teamwork assessment.
- Comprehensive participant workbook and learning journal.
- Diamond model of teamwork.
- Hardbound copy of *Teamwork: We Have Met the Enemy and They Are Us* by Matt M. Starcevich & Steven J. Stowell.
- CMOE's new book *Teamwork: Some Assembly Required*.

Procedure:

1. Introduction and Orientation.
2. The meaning of and business case for a high-performance team.
3. Team project/Exercise.
4. Team tools, resources and processes.
5. Practical Solutions to real team issues and challenges.
6. Action plans.

Example:

Here are some companies that have used the CMOE team communication workshop:

AT&T, American Express, DHL, Exxon Mobil, Pepsico, Pfizer, PG&E…

References:

"The Exploring Team work Workshop." Retrieved April 15, 2007, from www.cmoe.com.

“Team Communication Workshop” presented by Training Services on Demand.

Objective:
One of the objectives of this workshop is to boost effectiveness through proven communications best practices. The focus will be to decrease the time lost in e-mail blizzards and no-results meetings. The workshop will also focus on the skills needed to work-through obstacles preventing effective communication, boost productivity, morale, and team spirit. The discovery of new ideas, best practices for meetings with management, voice mail/e-mail etiquette, and face-to-face communication will also be discussed.

When to use:
This workshop draws upon interpersonal communication insights and adds practical training in the communication processes by suggesting proven ground rules. This workshop is often used by teams who feel left "out of the loop," or complain that they are overloaded with extraneous communication.

Group size:
Generally, at least 7-10 persons should be involved in a team communication program. Although workshops may be comprised of smaller groups, experience shows that these groups may lack the diversity of perspective required for effective interaction. While there is no maximum enrollment for our team building programs, experience confirms that the program’s effectiveness may be lessened with more than 35-40 participants.

Time frame:
The workshop takes a half day to one full day. Completing the MBTI® questionnaire prior to the workshop will take some time. From receiving the MBTI® questionnaire, to scheduling and participating in the actual workshop, is approximately two to four weeks from start to finish.

Materials required:
In advance of the workshop, each participant should complete the MBTI® questionnaire. This simple assessment asks 93 questions, and gathers essential information that participants will use during the team communication workshop. TSOD will supply all materials and complete instructions prior to the workshop. Upon arrival workbooks will be provided for all members to use throughout the workshop.

Procedure:
This course is highly interactive, eliciting group feedback through professionally facilitated discussions, case-study exercises, and actual team scenarios. Through carefully crafted group exercises, team members will create ground rules and treaties that enhance team communication, plug information overload, and ensure that everybody's in-the-loop.

Example:
Here are some companies that have used the TSOD team communication workshop:

Exxon Mobil, PUMA Athletic, Morton Salt, Verizon, the Department of Justice, the Department of Labor, the Department of Defense, the GSA etc.

References:
"Team Communication Workshop," Retrieved on April 19, 2007, from www.tsod.com.

Chapter 6:
Adapting to Change

Understanding the process of change is vital to the success of any organization. Change can be intimidating and complex to undertake. However, it is of complete necessity in facilitating the growth and prosperity of an organization. In this chapter, we have focused on seven different types of change issues that you may come across in an organization: short-term change, long-term change, resistance to change, behavior change, new leadership changes, prioritizing change, and radical change.

Plan Do Check Act or PDCA

Objective:
For carrying out change, should be repeated for continuous improvement.

When to use:
Use for short-term changes or daily changes in organizations or when starting a new improvement project. Use for defining a repetitive work process.

Group size:
Organization-wide, depending on the size of an organization or a particular department facilitating change.

Time frame:
Not applicable: the workshop is meant to be implemented as part of an ongoing cycle.

Materials required:
Depends on organization; people, meetings, resources.

Procedure:

1. **Plan**-Recognize an opportunity and plan change.

2. **Do**- Test the change out on a small scale study.

3. Study-(**Check**)-Review the test, analyze the results and identify what was learned.

4. **Act**- Take action if the test was successful. If the change step did not work, go through the cycle again using a new idea.

Example:

Can be utilized in any organization, even schools. The Pearl River, in the New York School District, used this plan as a model for restructuring their work process, and then implemented it in the classrooms. It has been successful in planning the entire district's strategic planning, needs analysis, curriculum design and delivery, staff goal-setting and evaluation, and classroom instruction.

Alternatives, as appropriate for each method/tool/process:

Analyze change drivers on different levels of change, found in *The Change Management Toolbook*.

References:

Tague, N. (2004). The Quality Toolbox [Electronic version]. Second Edition, ASQ Quality Press, pp. 390-392. Retrieved from www.asq.org/learn-about-quality/project-planning-tools/overview/pdca-cycle.html.

Critical Mass

Objective:
To build an informal group of people who support change or an effort within the organization.

When to use:
Use when implementing a major change and as a tool to predict when resistance will occur.

Group size:
There is no exact number of people needed to implement this procedure.

Time frame:
Not applicable, however long the change takes. It is reported that this procedure can increase the speed of change.

Materials required:
People.

Procedure:
Begin with a scan of the people in the organization who are influential and trustworthy. Group these people in terms of how they feel about the change taking place. Next, use the people who support the change as

‘mobilizers’ of the effort. Explain their role in this effort, decide how to best communicate with each person, and determine how they can best influence others within the organization to understand that change is necessary.

Example(s):
A personal invitation from the sponsoring executive or change project leader to support the change: A briefing about the new direction, including concerns and danger points needing attention: Training on communication and conflict resolution: Participation in assessments, review meetings, and development programs: Regular information and updates to disperse into the organization: or, Additional consulting or management support to ensure success during the change process phases.

Alternatives, as appropriate for each method/tool/process:
Ralph Stacey’s agreement and certainty matrix.

References:
Anderson, L. & Anderson, D. (2002). How to Build a Critical Mass of Support to Accelerate Your Change. [Electronic version]. *Results from Change* Issue 13. Retrieved from www.beingfirst.com/resultsfromchange/pastissues/print.php?i=13.

Strategic Planning-Goals Based

Objective:
To facilitate long-term change in an organization.

When to use:
Use in various situations, depending on needs, culture, and size of the organization and the expertise of planners. This tool is used by first focusing on the mission, vision or values of the organization and then develops goals and strategies to work toward goals set by the committee and by development of an action plan, which is who will do what and by when.

Group size:
Planning team needed. Possibly use an outside professional to facilitate, if never done before.

Time frame:
Weeks or months to employ. Later becomes a yearly operating plan.

Materials required:
People, meetings, charts, graphs, and outside resources, such as professional in this area.

Procedure:

1. Development of the purpose, mission, vision, and values statements of the senior-executive team. This includes applying tests to the statements.
2. Communication of these documents, asking questions of clarification and suggestions for improvement. This communication is face-to-face, with senior executives presenting and listening.
3. Development of a document that spells out the purpose, mission, vision, and values of the organization.
4. Development of a communications plan presenting everyone with the following:
   ___What businesses are we in and why?
   ___Where we are going?
   ___What do we stand for as an organization?
5. Culture survey to establish a baseline against which change can be compared.
6. Changes in the information, accountability, and rewards to ensure compliance, commitment and creativity.
7. Development of supports for changed behavior.
8. Goal-setting sessions held. Criteria for these goals include the following:
   ___What we hope to accomplish.
   ___How this relates to the vision of the organization.
   ___How we will track progress.
   ___Communicating goals to the senior-executive team.
9. Strategy sessions to create action plans to accomplish the agreed-upon goals that are aligned with the organization's vision. Criteria of these plans:
   ___Who will do what, when, where, how, with what intent, and how results will be tracked.

___How the plan supports the realization of the organization's vision.
___Communicating plans to the senior-executive team as commitment statements.

10. Celebrations of achievements and learning from mistakes.

Example:
Series of small moves that keep an organization heading in correct direction. Proactive changes, not reactive. Start with a retreat for one full or half day. Includes introductions by board or chair or chief executive. Explains the reason for the process and who will be involved. Next organization will visit or revisit the vision or mission. Planners are asked to think about strategies before the next meeting. Next meeting focuses on completing strategies to implement dealing with each issue. A subcommittee is formed to draft the document, which includes an updated mission, vision and values. Also includes strategic issues, goals, and strategies. This will be distributed before the next meeting.

Alternatives, as appropriate for each method/tool/process:
Issues-based strategic planning, or Organic strategic planning.

References:
McNamara, C. (1997-2007). Field Guide to Nonprofit Strategic Planning and Facilitation. [Electronic version]. Retrieved from www.managementhelp.org/plan_/str_plan.html.

Strengths, Weaknesses, Opportunities, and Threats, or SWOT

Objective:
To address concerns with employee efficiency.

When to use:
Use when re-evaluating organizations' purpose, or needing evaluation of people and services.

Group size:
Organization-wide or sector-wide, dependant on how many people involved in those areas.

Time frame:
2 hours to a few weeks.

Materials required:
People in organization, paper cards.

Procedure:

1. Distribute cards and have everyone write strengths on it. Collect and display cards in front of group.

2. Repeat step one but focus on weaknesses. Match up the strengths as they contradict the weaknesses.

3. Repeat step one by moving to the analysis of opportunities.

4. Repeat step one by analyzing the threats. If you find that step difficult, try a session on ‘creating scenarios’.

Example:
Ask these questions in each step:
- What are we good at? How are we doing competitively? What are our resources?
- What are we doing badly? What annoys our customers?
- What changes of demand do you expect to see over the next years?
- What do other people do that we don’t do? What future changes will affect our organization?

Alternatives, as appropriate for each method/tool/process:
“The Five Why’s”or S.C.O.R.E. and 360 degrees of feedback.

Resources:
Pedler, M., Burgoyne, J., &Boydell, T. (1991). The Learning Company. A Strategy for Sustainable Development [Electronic version]. Retrieved from: www.change-management-toolbook.com/tools/an_01.html.

Yearly Transition Notebook

Objective:
To create a working tool that addresses many aspects of a job or position within an organization.

When to use:
Best to use when there is high turnover in a position, or the organization knows that new staff is forthcoming.

Group Size:
None (Everyone in the organization can make one on their own).

Time frame:
Updated yearly.

Materials required:
Three-ring binder, dividers for each section, and the use of a word processor and printer.

Procedure:
This is one of the most important tools an organization can use to help with succession and sustainability of a job or position. Think of this notebook as a blueprint of the job or position. Someone who knew nothing about the job should immediately understand what the job entails and what it is about after reading through the

document. The notebook should stay with the current job holder and be updated at least once a year. The notebook becomes most important when the current job holder does not return the next year.
Example: Some sample sections for the notebook:

1. Organizational Chart.
2. Mission, Goals and Objectives
3. Constitution and Bylaws.
4. Tentative Calendar of Events.
5. Sample Agendas
6. Full Summaries of Ongoing Items.
7. Copy of Most Recent Annual Report.
8. Tentative Dates and Deadlines for Items Due.
9. Vital contact information.

References:

www.sife.org

SIFE. Team Succession Toolkit. http://www.sife.org/global/pdfs/Team%20Succession%20Toolkit.pdf.

The Five Whys

Objective:

- To identify problems within an organization.
- To prioritize the changes that must occur before fixing the problems.

When to use:

Best used when an organization has several changes and deciding which one to deal with first is a problem.

Group Size:

Less than 20.

Time frame:

1 hour.

Materials required:

- Index Cards (6 per person).
- Blackboard or whiteboard.

Procedure:

1. Identify singular problems of your organization by brainstorming. Each person should write one problem on an index card answering the question: "What problems do we have to solve?"

2. Cluster problems and illuminate duplicates. Write all problems on the backboard or whiteboard.

3. Pick the symptom you want to start with by ranking: Every group member can distribute six votes: one for the most burning issue, one vote for the second, one for the third important problem etc. Identify the problem that received highest number of votes. (You might come back to the other problems in a second and in consecutive turns, until you have analyzed all issues.)

4. Ask the first WHY and get answers to the question. All answers will be displayed on the board (you have moved to the first level of answers).

5. Start with one of the answers. For every answer, ask a consecutive WHY. Continue the process until you have begun to answer or solve the problem.

Example:
A typical board after Step 3:

Problems	Votes	Rank
new marketing campaign did not attract new customers	✚✚✚✚✚✚✚ ✚✚	2
advertising campaign was very expensive	✚✚✚✚✚	4
salaries too low	✚✚✚✚✚✚✚	3
too much over-time	✚✚✚	5
increased customers complaints about new product	✚✚✚✚✚✚✚ ✚✚✚✚✚	1
high frequency of computer breakdowns in our office	✚✚	6

After Step 1, six problems have been identified with "increased customer complaints about new product" getting the most votes. This is the problem to address first.

In this example, the first WHY may be: "Why do we have increased customers complaints about our new product?"

The answer might be: "Because of the frequent occurrence of break-downs."

For every answer, ask a consecutive WHY five times.
In this example: "*Why do frequent break-downs occur*?"

References:

Ross, R (1994). The Five Whys Perspective. In P. Senge, A. Kleiner and C. Roberts The Fifth Discipline Fieldbook: Strategies and tools for building a learning organization. New York: Doubleday.

Leadership Styles for the Five Stages of Radical Change

Objective:
To help leaders focus on effective leadership styles.

When to use:
Process is best used when an organization is implementing a difficult radical change that may face opposition or difficulties.

Group Size:
None.

Time frame:
None (usually long-term).

Materials required:
None.

Procedure:
The five stages of radical change are:

1. Planning – Involves charting the course for the change.

2. Enabling – This stage focuses on explaining and convincing others that the change is needed and that their contributions will ultimately make the change successful.

3. Launching – This stage is where the change efforts commence.

4. Catalyzing – People should be the focus at this stage and their efforts should be commended. They are the ones who will make or break the change.

5. Maintaining – This is often the overlooked stage of the change process and requires overseeing, guiding people to continue their efforts and providing them with the motivation and assistance to do so.

Here is a table of four types of leadership styles to use at various stages of radical change:

Leader Style	Focuses On	Persuades By	Makes Changes	Learns By
Commanding	Results	Directing	Rapidly	Doing
Logical	Innovation	Explaining	Carefully	Studying
Inspirational	Opportunities	Creating Trust	Radically	Questioning
Supportive	Facilitating Work	Involvement	Slowly	Listening

Lastly, the following table will help you as a leader determine which leadership style/styles work best during each stage of implementing radical change:

Phase	Focuses	Style
Planning	Acquire Information Creative ideas Strategy formulation	Logical/Inspirational Inspirational Logical
Enabling	Explaining plan Convincing Empowering Assisting	Logical Logical Inspirational/support Supportive
Launching	Implementing Steps Meeting Goals Getting Results Assessing Progress	Logical Commanding Commanding Logical
Catalyzing	Inspiring Energizing Assisting	Inspirational Inspirational Supportive
Maintaining	Overseeing Progress Guiding Energizing Assisting	Logical Inspirational Inspirational Supportive

References:

Reardon, K. K., Reardon, K. J., & Rowe, A. J. (1998). Leadership Styles for the Five Stages of Radical Change. *Acquisition Review Quarterly*. Spring, 129-146.

Peer Coaching

Objective:

To provide feedback or instruction to others

Peer Coaching Is:

- Informal
- A short spontaneous talk as well as a longer, scheduled discussion
- A review and feedback technique that occurs between colleagues who choose to support each other
- A process that can be initiated by either party
- Caring and always intended to be constructive
- Builds individual skills in helping, listening, observing, and giving feedback

Peer Coaching Is NOT:

- Formal
- Evaluative
- Used for performance management purposes
- In written form

When to use:

- When you want to give feedback on others' ideas or plans
- When helping others to learn for the first time or to do something better
- When helping others think through a problem or issue and develop a solution or approach

Group Size:
Usually one-on-one.

Time frame:
None(usually long-term).

Materials required:
None.

Procedure:

1. Share your thoughts-Provide your input or feedback.

2. Help clarify– Ask questions to help the person reach clarity on the issue.

3. Offer Information – Provide additional help by giving the person suggestions or directing him or her to resources.

4. Wrap Up– Summarize key messages, action steps and outcomes of the discussion.