

## "Unaccustomed As I Am ..."

### **Purpose**

To develop oral communication skills.

### **Description**

In a small group of no more than 6 people, participants make a 3 minute oral presentation of a subject of their choice, followed by a constructive peer critique.

### **Time**

30 minutes

### **Resources**

An ample supply of 3"X 5" cards, copies of Exhibits 20.1 and 20.2 for each participant.

### **Presentation**

1. Before the scheduled session distribute copies of Exhibit 20.1, Exhibit 20.2 and a supply of 3"X 5" cards to all members of the group. Instruct them to select one subject from the list and prepare a 3 minute oral presentation about that subject. If they choose, they may make notes for their presentation on the 3"X 5" cards.
2. At the beginning of the session make sure that all members of the group have one copy of Exhibit 20.2 for each person who will be making a presentation. Briefly review the content with them and inform them that they are to complete one copy of Exhibit 20.2 for each presenter.
3. Select the presenters by their last name alphabetically. After each presentation lead a peer critique of the presenter's delivery based on the criteria in Exhibit 20.2.

## Exhibit 19.5 -- Conclusion

Compelled by forces stronger than his desire for coexistence, namely tradition, pride, ego and mistrust, the matador caught the bull unaware and drove the sword deep into the beast's body, striking a vital organ. The bull staggered, dazed by the wound. A roar of accolades from the spectators dulled the beginning of a sense of remorse as the matador turned toward the crowd and bowed deeply to accept the fruit of his glorious victory.

Staggering in pain, and knowing that he had been mortally wounded, the bull looked at the matador through glazed eyes. He was filled with sadness both for himself and for the matador, for he knew what he must now do. Mustering the last of his great strength, the bull lunged at the matador catching him completely off guard. Lance like horns gored the matador piercing his heart. Then, with a shake of his mighty head the bull collapsed next to the fallen matador as silence swept over the crowd.

## Exhibit 20.1 -- Subject List

Below is a list of possible subjects about every day situations. You may select any one of the subjects for your oral presentation. After you have selected a subject prepare a 3 minute oral presentation. Use the supply of 3"X 5" cards that were provided to you with this list for any notes you choose to make. You may refer to these notes during the presentation but do not read your entire presentation from them.

1. How to tie a shoe.
2. How to prepare a favorite meal.
3. About one of your hobbies.
4. About an activity that you are involved with outside of work.
5. A brief report about a book that you have recently read.
6. A brief review about a movie that you have recently seen.
7. What you would promise if you were a candidate for political office (any office) in your state or province.
8. What career you would choose if you had a second chance.
9. How a computer works.
10. How a combustion engine works.
11. The basic elements of the game of golf.
12. What should be done to eliminate drugs from our schools.

In your presentation use examples, statistics, quotes from well known people, references to your subject that have appeared in the news media or other supporting information. Do not be superficial or frivolous -- even with a subject that seems very simplistic.

You will be critiqued by others in your group based on the criteria in Exhibit B. Therefore, study Exhibit B before your presentation so that you can become familiar with the standards that will be used to critique your presentation.

## Exhibit 20.2 -- Oral Presentation Critique Form

Please use one copy of this form to critique the oral presentation of each member of your group. Your own oral presentation will be critiqued by others in your group who are using the same form. Be as specific as possible and make sure that your comments, although frank, are constructive.

The primary purpose of this exercise is to develop oral communication skill and personal confidence. It is not a contest. Therefore, a numerical rating scale that would tend to grade presenters has been intentionally omitted. The focus is on development -- not evaluation.

1. **Preparation:** To what extent did the presenter adequately prepare for his or her presentation? Is there evidence that the presenter took this assignment seriously? If so, what is it?
  
2. **Presence:** What was the nature of the personal presence that the presenter conveyed? Was he or she nervous, confident, relaxed, annoyed, etc.?
  
3. **Organization:** How well were the presenter's thoughts organized? Did he or she make a logical, sequential presentation of the subject?
  
4. **Delivery:** How smoothly did the presenter make his or her oral delivery? Was he or she appropriately articulate using correct pronunciation and grammar? Was the presenter's voice monotone or varied? Was the delivery labored or was it made with confidence and enthusiasm? Was there good eye contact with the audience?



## Vacation Time

### Purpose

To help develop team problem solving skills.

### Description

Triads of employees assume the role of a group of friends who are trying to select a vacation city based on weather data that one of them has received from a computer weather service. Note: this exercise is especially popular with technical employees.

### Time

30 minutes

### Resources

Exhibits 21.1, 21.2 and 21.3 plus paper and pencils or pens for each triad and a flip chart with marker.

### Presentation

1. Divide the class into triads (groups of 3 people). Arrange the seating of the triads so that they can work together as a team.
2. Distribute one copy of Exhibits 21.1 and 21.2 to each triad. Read the situation and instructions in Exhibit 21.1 aloud.
3. Inform the group that they have only 15 minutes to choose their vacation city. Then commence the exercise.
4. At the end of 15 minutes halt the exercise. Distribute one copy of Exhibit 21.3 to each triad and discuss the interpretations.
5. Conduct a debriefing. Inform the class that the objective of the exercise was to focus on the team problem solving skills and behaviors that were demonstrated by members of the triads. Ask the triads to assess their problem solving behavior in this exercise, especially with respect to the following criteria:

- a. What method did the triad use to understand the weather symbols and relate them to the report?
- b. What specific criteria did the triad use to decide among the three cities?
- c. Did all triad members participate in the analysis of the problem or did one member dominate?
- d. How was a final decision reached? Was there consensus?

## Exhibit 21.1 -- Weather Report

You are one of three people who are planning to take a vacation to a distant city in the very near future. You are taking advantage of a last minute space available tour in order to save money. One of you has access to an INTERNET Weather Service through a personal computer. You have just obtained the latest weather information for three vacation cities. Based on this information you must decide which city will be your destination.

Below is the weather information from the INTERNET Weather Service. Information contained in Exhibit 21.2 will help you to interpret this information.

**City A:** 231818 40 SCT C120 BKN 0406 R+ VCNTY.

**City B:** 231717 30 SCT 6+ 3215G30 OCNL C20 BKN -X 1SW-.

**City C:** 231818 25 SCT 45 SCT C200 BKN 0715 OCNL C25 BKN 45 BKN.

## EXHIBIT 21.2 - WEATHER SYMBOLS

### KEY TO AVIATION WEATHER OBSERVATIONS

SKY AND CEILING	VISIBILITY		
<p>Sky cover contractions are for each layer in ascending order. Figures preceding contractions are base heights in hundreds of feet above station elevation. Sky cover contractions used are:</p> <p><b>CLR</b> = Clear: Less than 0.1 sky cover.  <b>SCT</b> = Scattered: 0.1 to 0.5 sky cover.  <b>BKN</b> = Broken: 0.6 to 0.9 sky cover.  <b>OVC</b> = Overcast: More than 0.9 sky cover.</p> <p>— = Thin (When prefixed to SCT, BKN, OVC).  —X = Partly obscured: 0.9 or less of sky hidden by precipitation or obstruction to vision (bases at surface).  X = Obscured: 1.0 sky hidden by precipitation or obstruction to vision (bases at surface).</p> <p>A letter preceding the height of a base identifies a ceiling layer and indicates how ceiling height was determined. Thus:</p> <p><b>E</b> = Estimated  <b>M</b> = Measured  <b>W</b> = Vertical visibility into obscured sky  <b>V</b> = Immediately following the height of a base indicates a variable ceiling.</p>	<p>Reported in statute miles and fractions (V = Variable)</p> <p><b>WEATHER AND OBSTRUCTION TO VISION SYMBOLS</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>A</b> Hail  <b>BD</b> Blowing Dust  <b>BN</b> Blowing Sand  <b>BS</b> Blowing Snow  <b>D</b> Dust  <b>F</b> Fog  <b>GF</b> Ground Fog  <b>H</b> Haze  <b>S</b> Snow  <b>SG</b> Snow Grains  <b>SP</b> Snow Pellets  <b>SW</b> Snow Showers </td> <td style="width: 50%; vertical-align: top;"> <b>IC</b> Ice Crystals  <b>IF</b> Ice-Fog  <b>IP</b> Ice Pellets  <b>IPW</b> Ice Pellet Shower  <b>K</b> Smoke  <b>L</b> Drizzle  <b>R</b> Rain  <b>RW</b> Rain Showers  <b>T</b> Thunderstorms  <b>T+</b> Severe Thunderstorms  <b>ZL</b> Freezing Drizzle  <b>ZR</b> Freezing Rain </td> </tr> </table> <p>Precipitation intensities are indicated thus:  Light; (no sign)      Moderate; +Heavy</p> <p><b>WIND</b> Direction in tens of degrees from true north, speed in knots, 0000 indicates calm. G indicates gusty. Q indicates Squalls. Peak wind speed in the past 10 minutes follows G or Q when gusts or squalls are reported. The contraction WSHFT, followed by GMT time group in remarks, indicates windshift and its time of occurrence. (Knots x 1.15=statue mi/hr).</p> <p><b>EXAMPLES:</b> 3627 = wind from 360 Degrees at 27 knots;  3627G40= wind from 360 Degrees at 27 knots, peak speed in gusts 40 knots</p>	<b>A</b> Hail <b>BD</b> Blowing Dust <b>BN</b> Blowing Sand <b>BS</b> Blowing Snow <b>D</b> Dust <b>F</b> Fog <b>GF</b> Ground Fog <b>H</b> Haze <b>S</b> Snow <b>SG</b> Snow Grains <b>SP</b> Snow Pellets <b>SW</b> Snow Showers	<b>IC</b> Ice Crystals <b>IF</b> Ice-Fog <b>IP</b> Ice Pellets <b>IPW</b> Ice Pellet Shower <b>K</b> Smoke <b>L</b> Drizzle <b>R</b> Rain <b>RW</b> Rain Showers <b>T</b> Thunderstorms <b>T+</b> Severe Thunderstorms <b>ZL</b> Freezing Drizzle <b>ZR</b> Freezing Rain
<b>A</b> Hail <b>BD</b> Blowing Dust <b>BN</b> Blowing Sand <b>BS</b> Blowing Snow <b>D</b> Dust <b>F</b> Fog <b>GF</b> Ground Fog <b>H</b> Haze <b>S</b> Snow <b>SG</b> Snow Grains <b>SP</b> Snow Pellets <b>SW</b> Snow Showers	<b>IC</b> Ice Crystals <b>IF</b> Ice-Fog <b>IP</b> Ice Pellets <b>IPW</b> Ice Pellet Shower <b>K</b> Smoke <b>L</b> Drizzle <b>R</b> Rain <b>RW</b> Rain Showers <b>T</b> Thunderstorms <b>T+</b> Severe Thunderstorms <b>ZL</b> Freezing Drizzle <b>ZR</b> Freezing Rain		

## Exhibit 21.3 -- Weather Report Interpretation

1. City A: Forecast for the 23rd of the month. Valid time 18Z to 18Z (1800 hours, or 6:00 PM, to 1800 hours the next day). Scattered clouds at 4,000 feet, ceiling 12,000 feet broken, surface winds from 040 degrees at 06 knots with heavy rain in the vicinity.
2. City B: Forecast for the 23rd of the month. Valid time 17Z to 17Z (1700 hours, or 5:00 PM, to 1700 hours the next day). Scattered clouds at 3,000 feet, visibility 6+ miles, surface winds from 320 degrees at 15 knots. Gusts to 30 knots, occasional ceiling 2,000 feet broken, sky partly obscured, visibility 1 mile in light snow showers.
3. City B: Forecast for the 23rd of the month. Valid time 18Z to 18Z (1800 hours, or 6:00 PM, to 1800 hours the next day). Scattered clouds at 2,500 feet. Scattered clouds at 4,500 feet, ceiling 20,000 feet broken, surface winds from 07 degrees at 15 kts. Occasional ceiling 2,500 feet broken, broken clouds at 4,500 feet.

The desired vacation city is a matter of individual preference. City A is Dallas, City B is Toronto and City C is Honolulu and the month is November.

## Value Analysis

### Purpose

To develop a team's analytical and task skills and to familiarize them with the concept of value analysis.

### Description

Participants work in teams to function analyze a common lead pencil. Learning is further enhanced by a facilitator lead group discussion about the basic concept of value analysis.

### Time

30 minutes

### Resources

Teams of 4 to 6 people each. One copy of Exhibits 22.1 and 22.2 for each participant. One copy of Exhibit 22.3 for the facilitator. One common lead pencil with eraser for each participant. Flip chart with pad and marker.

### Presentation

1. Divide the group into teams of 4 to 6 people each. Arrange the teams at tables where they can work together and complete a written assignment.
2. Distribute one copy of Exhibit 22.1 to each participant. Also, make sure that each participant has a common pencil with eraser tip.
3. Instruct the teams that their assignment is to conduct a function analysis of a pencil, recording their analysis on Exhibit 22.1. Explain what function analysis is (refer to Exhibit 22.3).
4. Allow 10 minutes for this activity. Halt the activity and ask the teams at random to report their analysis. Summarize the reports of their analyses on a flip chart.

5. Distribute one copy of Exhibit 22.2 to each participant. Briefly discuss the concept of value analysis.
6. Conduct a debriefing in which the focus is on the team behaviors that occurred during the exercise among the various teams. Concentrate on both task behaviors (how they went about performing the assignment) and on interpersonal behaviors (how they interacted with each other).

## Exhibit 22.1 -- Function Analysis Form

You have been assigned to a research team that has been assigned to analyze the components of a common lead pencil. Your first task is to identify all of the individual components of the pencil and determine the basic function of each component. Use this form to record your observations about the pencil.

Use only two words to describe the function of each component, a verb and a noun. For example, the basic function of a chair is to "support weight;" the basic function of a light bulb is to "provide illumination." Many objects have important secondary functions as well as a basic function. However, in this exercise we will concentrate on only the basic function of the pencil.

Component	Basic Function
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

## Exhibit 22.2 -- Function Analysis of a Pencil

Below are the basic functions of the components of a pencil.

Component	Basic Function
1. wood	1. support lead
2. graphite (lead)	2. make mark
3. paint (main color)	3. protect wood
4. rubber	4. erase mark
5. metal or plastic band	5. retain rubber
6. glue (wood is in 2 halves)	6. bond wood
7. paint for lettering	7. provide advertising
8. paint for number (No.2, etc)	8. identify hardness

Optional: If the exercise facilitator allows extra time try to determine the most important secondary function of each component. For example, the most important secondary function of the wood is to "protect fingers" (from direct contact with the lead). Then see if you can creatively think of other ways that the basic function could be accomplished.

## Exhibit 22.3 -- Value Analysis

Value Analysis (VA), also known as Value Engineering, is a problem-solving method in which you determine the function, or purpose, or an object, component, product or service and then find other ways by which you can perform the function (if it's really needed) at lower costs. At the same time, however, you must maintain the original quality level.

In many ways VA follows the basic concept and principals of work simplification. In work simplification the objective is to conserve material, manpower, energy, space and time. VA also has much in common with other problem-solving methods. For example, VA follows a rational or scientific process much the same as is used in decision-making and problem-solving methods in general:

1. Identify the problem.
2. Gather facts.
3. Analyze the facts.
4. Develop alternatives.
5. Evaluate alternatives.
6. Decide and act.

In VA, these steps have slightly different names. Also, the six VA steps together are called the VA Job Plan. VA Job Plan is a systematic way for carrying out a VA study. These steps are:

1. Selection Phase - This is an important step in which you must carefully select the VA target and define it as precisely as possible.
2. Information Phase - Here you gather as many facts as possible about the target (problem), including everything you can find about its costs.
3. Function Analysis Phase - We will thoroughly study this later. However, the main activity here is to define both the primary and secondary functions of what you are studying.
4. Creative Phase - In this phase you develop ideas regarding alternative ways by which you can perform essential functions.
5. Evaluative Phase - Now you critically evaluate alternatives, select the best and discard un-necessary functions.

6. Action Phase - In this wrap-up phase, you turn ideas into reality. You now develop action plans and implement your solution.

The most unusual of these phases is the one called Function Analysis. Function is a characteristic that a component, product or service accomplishes which is described by two words, a verb and a noun (more on this later). A Basic Function is the primary purpose of a product or service - its main reason for being - or that which directly and essentially contributes to the primary purpose. A Secondary Function is some purpose other than the main reason why the component, product or service exists. Function Cost is the cost of all of the elements that together accomplish a function.

Now let's simplify those definitions through some easy-to-understand examples. First, the reason why VA users describe a function in only two words, a verb and a noun, is to keep it simple and to stimulate creativity! The more words you use to describe a function the harder it will be to determine what the main purpose of it is and, the more difficult it is to be creative.

Let's think of some common objects to illustrate what we mean by the word function. What is the main purpose, or basic function, of a chair? You might say "to sit on". But is that really the most basic function? Does that enhance our chances to be creative? If we say that the function of a chair is "to sit on" and then look for other ways to perform the function, we will probably look for other conventional things "to sit on". But, if we recognize that the basic function of a chair is to "support weight" (a verb and a noun) then the sky is the limit as we seek other ways to perform that function. What else supports weight? Concrete blocks, rocks, tree stumps, bean bags, the floor, pilings and a lot more. Remember in brainstorming it is a lot easier to pare down a long list than it is to puff up a short one.

Try one more example. Is the basic function of a glass, or cup "To drink from?" Again that is too narrow. How about "contain matter?" Once again, we open up our scope of alternatives. A tremendous number of other objects can contain matter. In fact, you probably will think of so many that the next problem will be to cut the list down to a practical few that could perform that same function at lower cost without adversely affecting quality.

It is fairly easy to distinguish between a basic function and a secondary function. Consider paint on a wooden house. The primary or basic function is to protect wood. But, few people would paint their house an ugly color. Appearance is an important secondary function. Similarly, a dining room table might have as its basic function: support weight. But most people would be very particular about the specific style of table that they selected. "Provide appearance" can, in certain

cases, even be the primary function. In most cases, it is also fairly easy to determine function cost. In order to do so you simply add up the costs of all of the elements that together make up a function. For a lead pencil that would include wood, rubber, glue, metal or plastic, and paint.

## We or Me?

### Purpose

To help participants distinguish between situations when team problem solving is more appropriate than problem solving by individual contributors.

### Description

Paired teams of from 4 to 6 people each brainstorm a list of situations when team problem is either appropriate or not appropriate. They then exchange lists and critique each other.

### Time

20 minutes

### Resources

Note pads and pencils or pens for each team. Flip chart with pad and marker.

### Presentation

1. Divide the group into an even number of teams of from 4 to 6 people each at tables. Pair the teams but instruct them that each team will initially be working independently.
2. Ask each team to appoint one person to record the list that their team will develop during the exercise.
3. Assign one half of the teams the task of developing a list of work related problems or situations that can be most effectively handled through team problem solving. Assign the other half of the teams the task of developing a list of work related problems or situations that can be most effectively handled by the independent action of individual contributors.
4. Inform the teams that they will be allowed 5 minutes to develop their list and then commence the exercise.

5. Halt the exercise at the end of 5 minutes. Instruct the paired teams to exchange lists. Then tell them that during the next 5 minutes they are to critique each other's lists. Begin this part of the exercise.
6. Halt this part of the exercise at the end of 5 minutes. Allow the paired teams to give each other feedback on their respective critiques. Then summarize their conclusions on a flip chart.
7. Conduct a brief group discussion about the teams' conclusions. Identify the common elements among their conclusions that help establish those situations when team problem solving should be used.

**Note:** Refer to the appendixes and use any of the material in that section that will help you facilitate this activity effectively.

## Yea Team!

### Purpose

To help members of work teams critique and improve their team effectiveness.

### Description

This is a short facilitator guided team building intervention. Team members complete a brief questionnaire that focuses on crucial team behaviors. They then share their assessment of team behaviors with other members of the team and discuss how they might use the assessment as a basis for improvement.

### Time

30 minutes

### Resources

Teams of from 4 to 6 people each. One copy of Exhibit 24.1 for each team member. Flip chart with pad and marker. Note paper, pencils or pens.

### Presentation

1. Arrange the group into normal work unit teams of 4 to 6 people each. Note: this exercise is designed to be used with people who customarily work together as a team.
2. Distribute one copy of Exhibit 24.1 to each team member. Ask the group to read the questionnaire.
3. Instruct the group to complete the questionnaire individually. Allow 10 minutes for this activity.
4. At the end of 10 minutes halt the activity. Then instruct the group to share their perceptions (responses to the questionnaire items) with the other members of their team. Tell them that through consensus they should identify opportunities for team improvement and select 1 or 2 of the top issues for further discussion.

5. Ask a representative from each team report on which specific improvement targets they have chosen and record these on flip chart paper for the whole class to see.
6. Before adjourning the group ask each team to set a date when they will again meet as a team for the purpose of continuing their discussion about how to improve their team effectiveness.
7. Optional: if appropriate continue your facilitation of this team development process by attending the scheduled team meeting and serving as facilitator.

## Exhibit 24.1 -- Team Improvement Analysis

Read each of the following questions carefully. Answer each question by placing a mark in the appropriate column to the right of the question. After you have completed this questionnaire share your assessment with your fellow team members and together determine which issues indicate opportunities to improve the effectiveness of your team.

- |   | Yes | No  |
|---|-----|-----|
| 01. Are all members of your team encouraged to participate in team discussions and problem solving activities?    | [ ] | [ ] |
| 02. Do all team members help to ensure that communication among team members is open, candid and honest?          | [ ] | [ ] |
| 03. When dealing with a problem or task does the team clearly define its objectives and set its goals?            | [ ] | [ ] |
| 04. Is time usually allotted to discuss the relevant feelings and sensitivities of team members?                  | [ ] | [ ] |
| 05. Does the team have a practice of continually seeking ways by which it can improve its own effectiveness?      | [ ] | [ ] |
| 06. Do team members constructively deal with any disagreement or conflict that may arise among its members?       | [ ] | [ ] |
| 07. Does each member of the team take personal responsibility for ensuring that the team achieves its objectives? | [ ] | [ ] |
| 08. Is there consensus testing when it seems that the team is near a decision?                                    | [ ] | [ ] |
| 09. Are team members flexible and adaptable in modifying their opinions in order to enhance team performance?     | [ ] | [ ] |
| 10. Is recognition for team accomplishments shared appropriately among all team members?                          | [ ] | [ ] |
| 11. Does the team use a rational process to solve problems?   | [ ] | [ ] |
| 12. Is team leadership properly structured and shared?  | [ ] | [ ] |

Note: Four or more "NO" answers strongly suggests a need for improvement.

## 10 Little, 9 Little, 8 Little Barriers

### Purpose

To acquaint participants with common barriers to effective communication and ways by which they can remove or minimize them.

### Description

Paired teams write communication barriers and ways to remove barriers on 3"X 5" cards. Each pair of teams then matches barriers to solutions, eliminating cards from both decks that match. The winning team pair is the one that has the fewest remaining cards.

### Time

20 minutes

### Resources

An ample supply of 3"X 5" cards and pens or pencils.

### Presentation

1. Divide the group into teams of 2-4 people each. Arrange the teams into opposing pairs across from each other at tables.
2. Distribute about 20 3"X 5" cards to each team.
3. Assign one team in each pair the subject of communication barriers and the other the subject of solutions that will remove or minimize communication barriers.
4. Instruct each team that when you say "GO" they will have 5 minutes to brainstorm their assigned subject, independently from their opposing team, and to write their list on the cards provided (only one barrier or solution per card).
5. Proceed with this part of the exercise. Call a halt at the end of 5 minutes.

6. For the remainder of the exercise have the pairs of opposing teams try to match barriers with solutions. Each solution card that is appropriate for a written barrier cancels out that barrier card.
7. The winning team pair is the one that has matched the most cards.

**Note:** Refer to the appendixes and use any of the material in that section that will help you facilitate this activity effectively.

## Appendix A

# Team Process Observer Checklist

Use this form to record your observations about key behaviors that occurred during the exercise among diads, triads or among larger teams.

1. What was the title of the exercise and what was its primary purpose?
2. Did it seem that exercise participants understood the purpose and objectives of the exercise?
3. Did the participants establish and follow a rational process for solving the exercise problem or reaching a decision?
4. To what extent did the participants focus on the problem as opposed to going off on a tangent or engaging in behaviors not related to the problem or decision issue?
5. How well did the participants manage their time?
6. What is your assessment of the quality of interpersonal communication among participants during the exercise?
7. How full and active was the participation among team members? Was responsibility for problem solving/decision making shared by all or vested in only a few?
8. Did conflict or disagreement arise? If so, how was it resolved?
9. Did the participants reach a conclusion and solve the problem or otherwise resolve the decision issue? If so, how effective was it?
10. In your opinion how successful was the exercise as a learning tool?

## Appendix B

# Role Play Observer Checklist

Please use the format below as a guide to critique the performance of the principal player(s) in the role play exercise.

1. Who were the principal players in the skit you observed and what were their roles?
2. What were the main learning objectives of the role play?
3. Overall how realistically did the participants act out their roles?
4. Describe the key behaviors that you observed which were related to the learning objectives of this exercise.
5. What were some of the expected and unexpected problems that arose?
6. How well did the players handle any perceptual differences?
7. List the most effective behaviors of the players during the role play.
8. List the least effective behaviors of the players during the role play.

## Appendix C

# Team Leadership Observer Checklist

The purpose of this form is to critique leadership practices that were observed during the exercise.

1. What was the title of the exercise and its primary purpose?
2. Was there an appointed leader? If not, did leadership evolve naturally during the exercise?
3. Overall, how effective was the leader in his/her leadership role?
4. Describe how the leader guided the team to focus on the problem or decision issue.
5. Describe how the leader guided the team to ensure that all team members actively participated in the team discussion.
6. How did the leader handle any conflict situations?
7. Was there any contest or competition for leadership? If so, describe what took place and how the leader handled it.
8. How effective was the team leader's leadership style?
9. How well did the leader help the team to accomplish its mission?

## Appendix D

# Session Critique Form

This form is to be completed by exercise participants in order to provide constructive feedback to the facilitator.

1. To what extent did you understand the purpose and objectives of the exercise?
2. Overall, how well were the learning objectives of the exercise accomplished?
3. Was the exercise fun?
4. How well prepared did the facilitator seem to be for the exercise?
5. Did the facilitator properly introduce the exercise and tie it i to the overall training program?
6. How effectively did the facilitator administer the exercise?
7. Did the facilitator conduct a meaningful debriefing after the exercise? If so, how effective was it?
8. How well will you be able to transfer principles learned from the exercise to real on-the-job situations.
9. Additional Comments:

## Appendix E

### Recommended Reading

Anderson, Terry D., *Transforming Leadership*, Amherst, MA, Human Resources Development Press, Inc., 1992.

Fernandez, John P., *The Diversity Advantage*, NY, Lexington Books, 1993.

Glanz, Barbara A., *The Creative Communicator*, Homewood, IL, Business One Irwin, 1993.

Harris, Philip R., *High Performance Leadership*, Glenview, IL, Scott Foresman and Company, 1989.

Kinlaw, Dennis C., *Developing Superior Work Teams*, Lexington, MA, Lexington Books, 1991.

Lundy, James L., *Teams*, Chicago, IL, Dartnell Corporation, 1992.

Mills, Daniel Quinn, *The Empowerment Imperative*, Amherst, MA, Human Resource Development Press, Inc., 1994.

Rinke, Wolf J., *Make It A Winning Life*, Rockville, MD, Achievement Publishers, 1992.

Swanson, Richard A., *Analysis For Improving Performance*, San Francisco, CA, Berrett-Koehler Publishers, Inc., 1994.

Thomas, Michael C. and Thomas, Tempe S., *Getting Commitment At Work*, Chapel Hill, NC, Commitment Press, 1990.

Tjosvold, Dean W. and Tjosvold, Mary M., *Leading The Team Organization*, NY, Lexington Books, 1991.

Zenger, John H., Musselwhite, Ed, Hurson, Kathleen and Perrin, Craig, *Leading Teams*, Homewood, IL, Business One Irwin, 1994.