

MANAGER'S HANDBOOK

Developed through the project Cooper Active



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PREFACE



About the project

Aims and objectives

The main aim of the project is to increase the quality and validation of non-formal education in youth work through adaptation, extension and dissemination of a single unified methodology and standards for quality in the conduct of non-formal educational activities.

Objectives:

- to provide a frame of reference for the Quality Assurance and evaluation of transnational education projects, cooperation arrangements, and qualifications/certificates;
- make a contribution to “consumer protection” for learners, trainers, employers and other stakeholders by promoting the transparency and binding nature of learning offers as well as the recognition of skills and qualifications;
- are aimed at improving the learning-oriented framework for international educational cooperation and creating a solid basis for mutual trust, thus contributing to the merging of the European education systems;
- Recognition of the competences acquired in non-formal education, recognition of the professionalism and the contribution of the coaches (trainers) in non-formal education, lobbying for legislative changes, recognizing the contribution of non-formal education;
- promote transnational cooperation in non formal education by helping to remove obstacles to vocational and geographical mobility and opening access to the labor market.

**Results:**

- Established a single, unified system for quality control in the conduct of non-formal educational activities;
- In-depth understanding of how to maintain and develop the quality of non-formal education and its validation;
- Extended disciplinary horizons of young people, their knowledge and skills; developed professional ability to share and disseminate the acquired experience with colleagues and trainees in the national and international level;
- Created long-term partnerships with similar organizations in the field of non-formal learning, local and European authorities, built networks;
- In long term the project is expected to lead to important institutional outcomes primarily in the integration of qualitative methods and standards in the work of the

youth NGOs and trainers in conducting non-formal activities. Through the created online platform for distance learning and the proposed innovative forms is expected the skills and qualifications of the workforce to be improved and to increase the relevance of the education and training systems according to the labor market.

- The project activities will be implemented in collaboration with eight leading international organizations from Europe, Asia, Africa and America, which will strengthen the impact of the project at national and international level regarding the application of the latest and best practices in the field of non-formal education.

Partner Organizations:

	International Development Alliance, Bulgaria		
	European Civil Resource Centre, Bulgaria		Siawns Teg Limited, United Kingdom
	Sofiiski Universitet Sveti Kliment Ohridski, Bulgaria		Associazione People Help the People, Italy
	Asociatia Support for Youth Development, Romania		Noble Aims Welfare Association, Pakistan
	Asociatia Fluturele Visator, Romania		ORPAS - Obras Recreativas, Profissionais, Artisticas e Eociais, Brasil
	Inercia Digital S.L., Spain		Solid Ambitions Africa, Ghana

fppt.com

INTRODUCTION

In the last decade, non-formal education has developed in various ways, trying to gain its recognition in the field of education. The project Cooper Active, through different activities, aims at getting the non-formal education at the same level of formal education. The discussions about the importance of non-formal education have been led at European level and different European programs are now focusing on non-formal education as a main tool in order to promote the statute of new concepts like: Ngo management, leadership, youth worker, coaching, mentorship and so on. Although they are not yet fully recognized as part of the educational system, we are focusing on getting them certified as jobs in the educational system.

Considering the new direction of the European youth policies, we have developed this handbook for Ngo Managers in order to give them a starting point on what Ngo Management means, what should be the structure of an Ngo and its various departments. All the activities, definitions and concepts presented here are the result of a thorough research. We focused on getting information from across the ocean (US) or from sources that are not so popular in the field of non-formal education in Europe. This handbook can be adapted to any situations / types of activities that the reader considers fit. Also, in the Resource part, at the end of the hand-book we are presenting other resources that can be used.

The European Commission has developed a series of manuals and t-kits for managers, youth workers and so on and we wanted to present some complementary activities that can be used together. If, at any point, the reader considers that the activities can be improved or they can be given a different perspective, we kindly invite the reader to proceed in doing that.

We hope that this hand-book will be useful mostly for the Ngo managers, but it can also be useful for youth workers, trainers, leaders, coaches and so on in their work in the field of non-formal education

Cooper Active Team

Note: *This handbook does not aim at becoming a management manual, since there are a lot of resources out there that the Ngo managers can use. This handbook is aimed at providing a helpful tool that Ngo managers, and not only, can use in their line of work, in order to develop the quality of their team using non-formal activities. The aim of this handbook is to provide them with some practical non-formal activities that can be used inside an organization.*

MANAGER AND MANAGEMENT

"Passion is the number one thing that I look for in a manager. IQ is not really that important. They need to be able to work well with others and the ability to get people to do what you want them to do. If you could put 10% of your future earnings on one of your classmates, you would pick the one that's most effective at working with people. These are qualities that are elective. If you could pick one to sell short, it would be the person that no one wants to work with. When I took over Solomon I had to pick the best person to run it. I interviewed 12 people for 15 minutes each and I asked myself, "Who would I go into a foxhole with?" I never look at grades or where you went to school."

- Warren Buffett

Manager – definition

A Manager is the person responsible for planning and directing the work of a group of individuals, monitoring their work, and taking corrective action when necessary. For many people, this is their first step into a management career.

Managers may direct workers directly or they may direct several supervisors who direct the workers. The manager must be familiar with the work of all the groups he/she supervises, but does not need to be the best in any or all of the areas.

It is more important for the manager to know how to manage the workers than to know how to do their work well. A manager may have the power to hire or fire employees or to promote them. In larger companies, a manager may only recommends such action to the next level of management. The manager has the authority to change the work assignments of team members.

There are many management functions in business and, therefore, many manager titles. Regardless of title, the manager is responsible for planning, directing, monitoring and controlling the people and their work.

Source: <http://management.about.com/od/policiesandprocedures/g/manager1.htm>

Management

Definition and functions

Management is the process of reaching organizational goals by working with and through people and other organizational resources.

Management has the following 3 characteristics:

1. It is a process or series of continuing and related activities.
2. It involves and concentrates on reaching organizational goals.
3. It reaches these goals by working with and through people and other organizational resources.

Management: An Overview

Management is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Since organizations can be viewed as systems, management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system. This view opens the opportunity to manage oneself, a pre-requisite to attempting to manage others.

Definition of Management

The Management Process

Management functions include: Planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal.

There are several different resource types within management. Resourcing encompasses the deployment and manipulation of:

Human resources

Financial resources

Technological resources

Natural resources

Different type of Management Styles

There are different types of management styles, and the management process has changed over recent years. The addition of work teams and servant leadership has changed what is expected from managers, and what managers expect from their employees.

Traditional Management

There is a hierarchy of employees, low level management, mid-level management, and senior management. In traditional management systems, the manager sets out expectations for the employees who need to meet goals, but the manager receives the reward of meeting those goals.

Team Management

In a team management arrangement the manager is a guiding hand to help the members of the team work together to solve problems but doesn't dictate policy and the entire team receives the reward of meeting those goals.

Servant Management

With this approach, the manager helps supply resources the employees need to meet company goals. In servant leadership, the organization recognizes employees as experts in their field and work to help them work efficiently.

No matter which type of management style is used by an organization, the main objective of managers is to help employees reach company goals and maintain company standards and policies.

Source: Boundless. "Definition of Management." Boundless Business. Boundless, 21 Jul. 2015. Retrieved 05 Jan. 2016 from <https://www.boundless.com/business/textbooks/boundless-business-textbook/management-8/an-introduction-to-management-59/definition-of-management-283-7212/>

Source: <https://creatinggrowthwithifrah.wordpress.com/2015/04/29/working-in-retail-its-all-about-that-servant-leadership/>



When we seek to
discover the best
in others, we
somehow bring
out the best in
ourselves.

William Arthur Ward

Management functions:

The 4 basic management functions that make up the management process are described in the following sections:

1. PLANNING
2. ORGANIZING
3. INFLUENCING
4. CONTROLLING.

PLANNING: Planning involves choosing tasks that must be performed to attain organizational goals, outlining how the tasks must be performed, and indicating when they should be performed.

Planning activity focuses on attaining goals. Managers outline exactly what organizations should do to be successful. Planning is concerned with the success of the organization in the short term as well as in the long term.

ORGANIZING: Organizing can be thought of as assigning the tasks developed in the planning stages, to various individuals or groups within the organization. Organizing is to create a mechanism to put plans into action.

People within the organization are given work assignments that contribute to the company's goals. Tasks are organized so that the output of each individual contributes to the success of departments, which, in turn, contributes to the success of divisions, which ultimately contributes to the success of the organization.

INFLUENCING: Influencing is also referred to as motivating, leading or directing. Influencing can be defined as guiding the activities of organization members in the direction that helps the organization move towards the fulfillment of the goals.

The purpose of influencing is to increase productivity. Human-oriented work situations usually generate higher levels of production over the long term than do task oriented work situations because people find the latter type distasteful.

CONTROLLING:

Controlling is the following roles played by the manager:

1. Gather information that measures performance
2. Compare present performance to pre-established performance norms.
3. Determine the next action plan and modifications for meeting the desired performance parameters.

Controlling is an ongoing process.

Source: <https://managementinnovations.wordpress.com/2008/12/03/define-management-its-functions/>

Management comprises planning, organizing, staffing, leading/directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal.

In for-profit work, the primary function of management is meeting the needs of various stakeholders of the organization, such as customers, debtors, and owners.

In the public sector of countries that are representative democracies, voters elect politicians to public office, who then hire managers and administrators to oversee the everyday responsibilities that support those elected to office.

Since an organization can be viewed as a type of system, managers provide the necessary human action, so the organizational system produces planned outcomes or goals desired by the various stakeholders.

Theoretical Scope

At first, management may be considered as a type of function, one which measures financial metrics, adjusts strategic plans, and meets organizational goals. This applies even in situations where planning does not take place. From this perspective, Henri Fayol (1841–1925) considers management to consist of six functions: forecasting, planning, organizing, commanding, coordinating, and controlling. He was one of the most influential contributors to modern concepts of management.

In another way of thinking, Mary Parker Follett (1868–1933) defined management as "the art of getting things done through people." She described management as philosophy. Some people, however, find this definition useful but far too narrow. The phrase "management is what managers do" occurs widely, suggesting the difficulty of defining management, the shifting nature of definitions, and the connection of managerial practices with the existence of a managerial cadre or class.

Another perspective regards management as equivalent to "business administration" and thus excludes management in places outside commerce, for example in charities and in the public sector. More realistically, however, every organization must manage its work, people, processes, technology, etc. to maximize effectiveness and accomplish its goals.

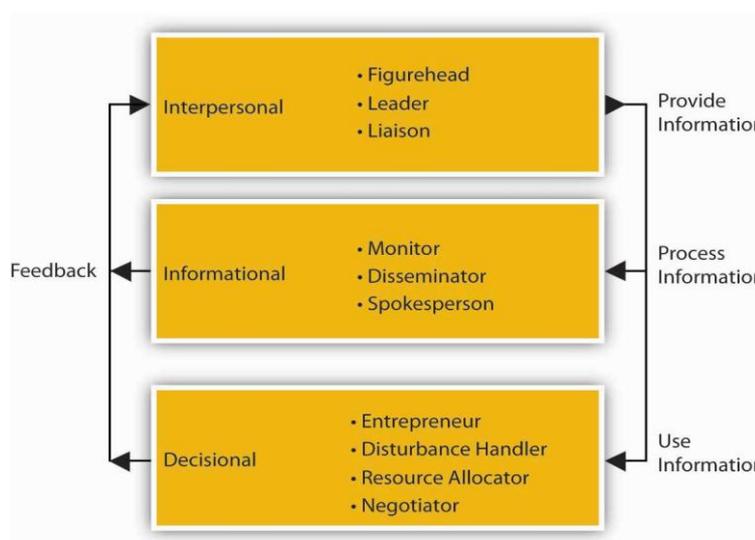
Nature of Managerial Work

In the for-profit environment, management is tasked primarily with meeting the needs of a range of stakeholders. This typically involves making a profit (for the shareholders), creating valued products at a reasonable cost (for customers), and providing rewarding employment opportunities (for employees). Nonprofit management has the added importance of attracting and retaining donors.

In most models of management/governance, shareholders vote for the board of directors, and the board then hires senior management. Some organizations have experimented with other methods (such as employee-voting models) of selecting or reviewing managers, but this occurs only very rarely. In the public sector of countries that are representative democracies, voters elect politicians to public office. Such politicians hire managers and administrators.

Several historical shifts in management have occurred throughout the ages. Towards the end of the 20th century, business management came to consist of six separate branches, namely:

1. Human resource management
2. Operations management or production management
3. Strategic management
4. Marketing management
5. Financial management
6. Information technology management (responsible for the management information systems)



Source: http://catalog.flatworldknowledge.com/bookhub/2199?e=carpenter-ch01_s01

Motivation is a basic function of management because without motivation, employees may feel disconnected from their work and the organization, which can lead to ineffective performance. If managers do not motivate their employees, they may not feel their work is contributing to the overall goals of the organization (which are usually set by top-level management).

Source: Boundless. "Defining Management." Boundless Management. Boundless, 12 Aug. 2015. Retrieved 05 Jan. 2016 from <https://www.boundless.com/management/textbooks/boundless-management-textbook/introduction-to-management-1/principles-of-management-17/defining-management-113-3961/>

ROLES OF A MANAGER

Mintzberg's Management Roles - Identifying the Roles Managers Play

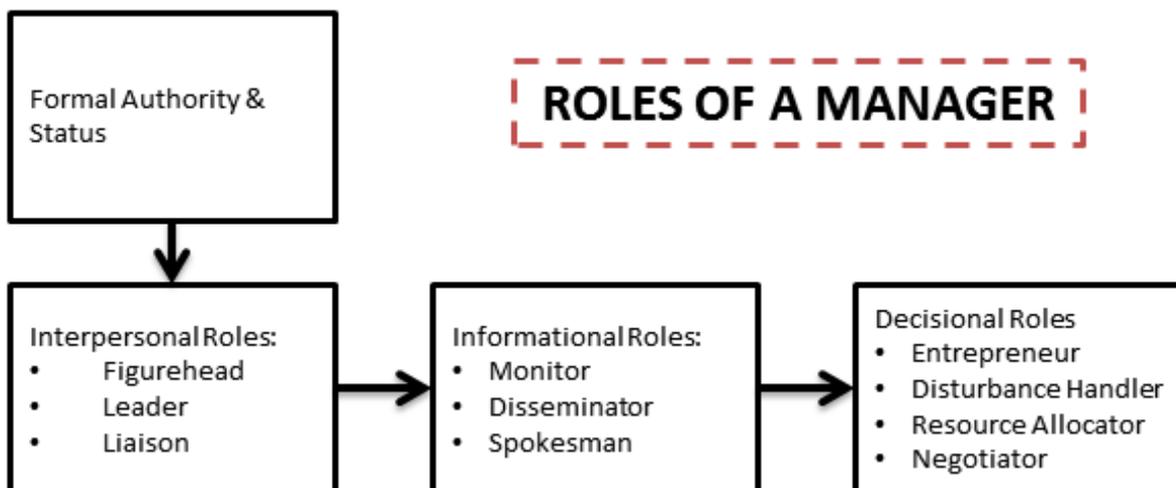


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Amanda Lewis

As a manager, you probably fulfill many different roles every day.

For instance, as well as leading your team, you might find yourself resolving a conflict, negotiating new contracts, representing your department at a board meeting, or approving a request for a new computer system.

Put simply, you're constantly switching roles as tasks, situations, and expectations change. Management expert and Professor Henry Mintzberg recognized this, and he argued that there are ten primary roles or behaviors that can be used to categorize a manager's different functions.



Source: <http://www.edunote.info/2012/10/mintzbergs-10-managerial-roles.html>

The Roles

The 10 roles are then divided up into three categories, as follows:

Category	Roles
Interpersonal	Figurehead Leader Liaison
Informational	Monitor Disseminator Spokesperson
Decisional	Entrepreneur Disturbance Handler Resource Allocator Negotiator

Source: MINTZBERG ON MANAGEMENT by Henry Mintzberg. Copyright © 1989 by Henry Mintzberg.

Let's look at each of the ten managerial roles in greater detail.

Interpersonal Category

The managerial roles in this category involve **providing** information and ideas.

1. **Figurehead** – As a manager, you have social, ceremonial and legal responsibilities. You're expected to be a source of inspiration. People look up to you as a person with authority, and as a figurehead.
2. **Leader** – This is where you provide leadership for your team, your department or perhaps your entire organization; and it's where you manage the performance and responsibilities of everyone in the group.
3. **Liaison** – Managers must communicate with internal and external contacts. You need to be able to network effectively on behalf of your organization.

Informational Category

The managerial roles in this category involve **processing** information.

4. **Monitor** – In this role, you regularly seek out information related to your organization and industry, looking for relevant changes in the environment. You also monitor your team, in terms of both their productivity, and their well-being.
5. **Disseminator** – This is where you communicate potentially useful information to your colleagues and your team.
6. **Spokesperson** – Managers represent and speak for their organization. In this role you're responsible for transmitting information about your organization and its goals to the people outside it.

Decisional Category

The managerial roles in this category involve **using** information.

7. **Entrepreneur** – As a manager, you create and control change within the organization. This means solving problems, generating new ideas, and implementing them.
8. **Disturbance Handler** – When an organization or team hits an unexpected roadblock, it's the manager who must take charge. You also need to help mediate disputes within it.
9. **Resource Allocator** – You'll also need to determine where organizational resources are best applied. This involves allocating funding, as well as assigning staff and other organizational resources.
10. **Negotiator** – You may be needed to take part in, and direct, important negotiations within your team, department, or organization.

Applying the Model

You can use Mintzberg's 10 Management Roles model as a frame of reference when you're thinking about developing your own skills and knowledge. (This includes developing yourself in areas that you consciously or unconsciously shy away from.)

First, examine how much time you currently spend on each managerial role. Do you spend most of your day leading? Managing conflict? Disseminating information? This will help you decide which areas to work on first.

Next, get a piece of paper and write out all ten roles. Score yourself from 1-5 on each one, with 1 being "Very skilled" to 5 being "Not skilled at all."

Once you've identified your weak areas, use the following resources to start improving your abilities in each role.

Figurehead

Figureheads represent their teams. If you need to improve or build confidence in this area, start with your image, behavior, and reputation. Cultivate humility and empathy, learn how to set a good example at work and think about how to be a good role model

Leader

This is the role you probably spend most of your time fulfilling. This will give you a thorough understanding of your current abilities.

Next, learn how to be an authentic leader, so your team will respect you. Also, focus on improving your emotional intelligence— this is an important skill for being an effective leader.

Liaison

To improve your liaison skills, work on your professional networking techniques.

Monitor

To improve here, learn how to gather information effectively and overcome information overload. Also, use effective reading strategies, so that you can process material quickly and thoroughly, and learn how to keep up-to-date with industry news

Disseminator

To be a good disseminator you need to know how to share information and outside views effectively, which means that good communication skills are vital.

Learn how to share organizational information with Team Briefings. Next, focus on improving your writing skills.

Spokesperson

To be effective in this role, make sure that you know how to represent your organization at a conference. You may also want to read our articles on delivering great and working with the media

“The best executive is the one who has sense enough to pick good men to do what he wants done, and self-restraint to keep from meddling with them while they do it.”

— Theodore Roosevelt

Entrepreneur

To improve here, build on your change management skills, and learn what not to do when implementing change in your organization. You'll also need to work on your problem solving and creativity skills, so that you can come up with new ideas, and implement them successfully.

Disturbance Handler

In this role, you need to excel at conflict resolution and know how to handle team conflict. It's also helpful to be able to manage emotion in your team.

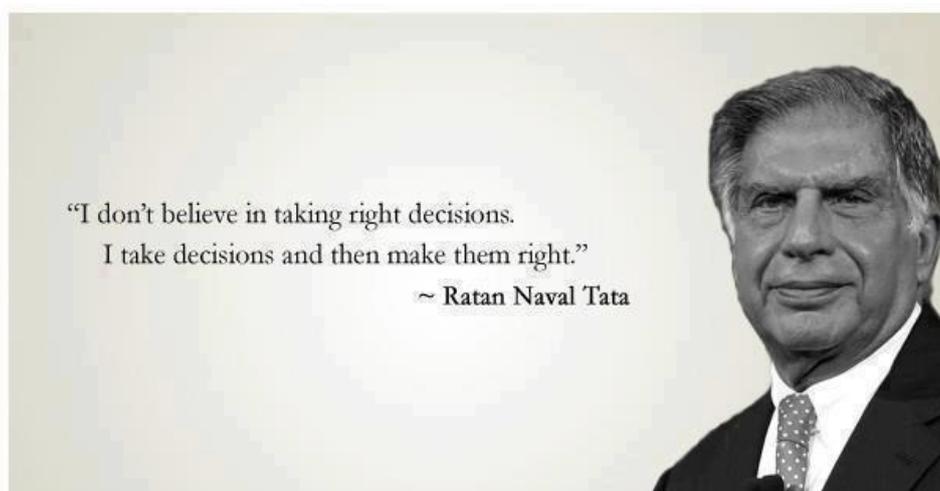
Resource Allocator

To improve as a resource allocator, learn how to manage a budget, cut costs, and prioritize, so that you can make the best use of your resources. You can also use VRIO Analysis to learn how to get the best results from the resources available to you.

Negotiator

Improve your negotiation skills by learning about Win-Win Negotiation and Distributive Bargaining.

Source: <https://www.mindtools.com/pages/article/management-roles.htm>



Source: <https://www.pinterest.com/ndimcampus/management-quotes/>

The Role of Manager

Leader

This vague term describes first and most important trait most managers should have and only few have. If I'm a team member I expect my manager will show leadership and charisma. I want to be ignited to follow his ideas. I need to be sure he knows why and where we are heading. I have to see him around when problems arise. I eager to be managed by someone I'd like to follow even if no one told me so. A good manager is also a good leader but these two are not the same. What a pity it isn't common mixture.

Coach

Help newcomers with learning the organization. Help inexperienced with gaining experience. Help everyone with growing. Help those with problems with fixing them. Easy? No, not at all. First, you need to know who needs what. Then, you need to know how to reach people so your helping hand won't be rejected. Finally, you need to work carefully and patiently sharing your knowledge in experience in a way which doesn't frustrate or dishearten people. Repeat when finished.

Shield

As a line manager you have some senior management over your head. This is a bad news. Actually there's usually a lot of crap flying over there and, because of the gravity, it's going to land down on heads of your team. There will be blame games. There will be pointing fingers. It is your time. Be a shield. Take enough bullets on your chest for the team. You'll earn respect. You'll earn a bunch of loyal followers. And that's how you earn your spurs.

Advocate

As a manager you're also an advocate. Devil's advocate to be precise. You have to present and defend different decisions made up there, in the place where only C-level execs are allowed. Sometimes these decisions you won't like. But for your people you're still the face of the company so don't play the angry boy and act like a man. We don't always do what we want. After all, they pay you for this, remember?

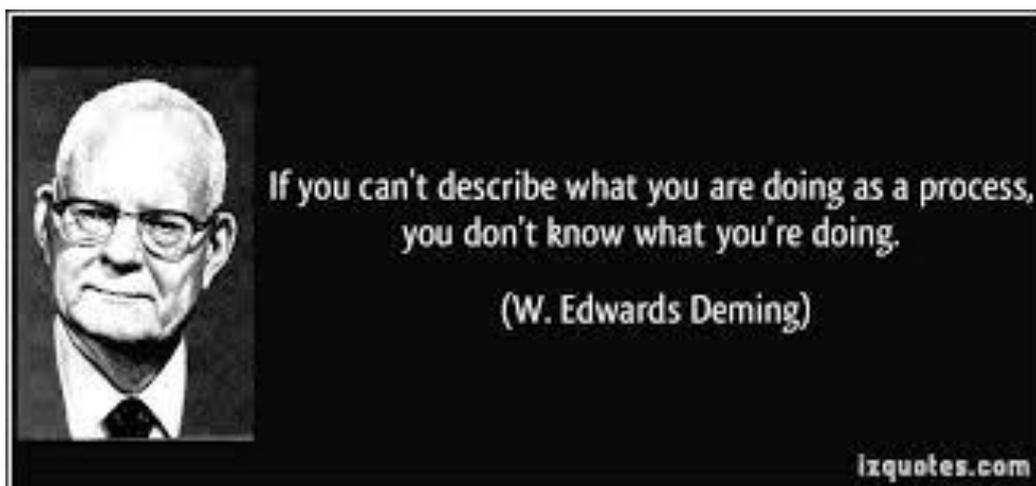
Motivator

Sometimes everyone needs a kick in the butt to get back to work at full speed. It would be quite a pleasant task but unfortunately kicking butts is used as a metaphor here. It's all about motivation. And I have a bad news here, there's no easy answer for a question what motivates people. You have to learn each of your people individually. Oh, forgot to mention, it takes quite a lot of time to learn what drives all these people.

Adviser

Yes, an adviser. Not a decision-maker. At least not unless you really have to make a decision by yourself. People will come to you asking different things. Well, they will if they think your opinion may add some value and you're capable to understand what the hell they are talking about. Of course you can guess or shoot or use magic 8 ball but you better learn (oh no! more learning) what the problem really is and help your team to solve it. Note: it is different than solving it for them, even if you know the answer. If an association which comes to your mind is delegation I must praise your reasoning.

Source: <http://brodzinski.com/2010/07/manager-role.html>



Source: http://herdingcats.typepad.com/my_weblog/2014/08/quote-of-the-day-all-things-project-are-probabilistic.html

The Role of Management in an Organization

Management is tasked with generating an organizational system and integrating operations for high efficiency.

KEY POINTS

- Management may be described as the people who design an organization's structure and determine how different aspects of the organization will interact.
- Management entails six basic functions: planning, organizing, staffing, leading, controlling, and motivating.
- Different levels of management will participate in different components of this design process, with upper management creating the initial organizational architecture and structure.
- Organizational design is largely a function based on systems thinking: identifying the moving parts within an organization that add value and ensuring that these parts function together as an effective and efficient whole.
- Organizational design is less static in modern organizations; therefore, management must actively adapt organizational design to various challenges, opportunities, and technological improvements to maintain competitive output.

Management and Organizational Design

Management can be described as the people who design an organization's structure and determine how different aspects of the organization will interact. When designing an organization, managers must consider characteristics such as simplicity, flexibility, reliability, economy, and acceptability. Different levels of management will participate in different components of this design process, with upper management creating the initial organizational architecture and structure.

Organizational design is largely a function based on systems thinking. Systems thinking involves identifying the moving parts within an organization that add value and ensuring that these parts function together as an effective and efficient whole. Perspective is essential in systems thinking: a manager's role in organizational design is to refrain from thinking of departments, individuals, processes, and problems as separate from the system and instead think of them as indivisible components of the broader organizational process.

Modern organizations exist within a framework of globalization and constant technological disruptions; as a result their organizational design is less static than in the past. Management must actively adapt organizations to meet various challenges, opportunities, and

technological improvements to maintain competitive output. Because the organization is always changing, the problems of process and design are essentially limitless. Using a systems approach, managers view their objectives as moving targets and actively engage in expanding the organization day by day.

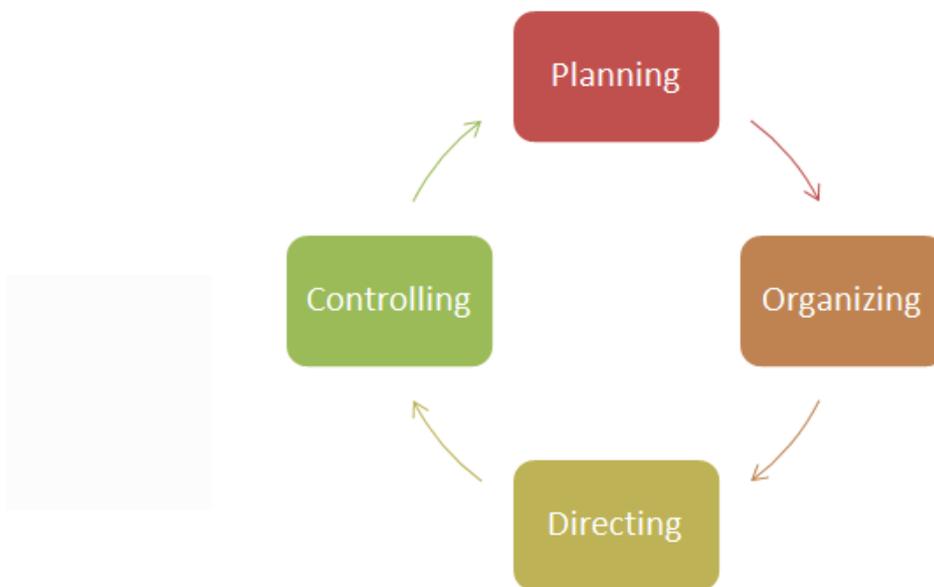
Management Processes

Organizations can be viewed as systems in which management creates the architecture for the system of production. Managers' role in organizational design is central but must be understood in the context of their overall responsibilities within the organization.

Management operates through functions such as planning, organizing, staffing, leading/directing, controlling/monitoring, and motivation. These functions enable management to create strategies and compile resources to lead operations and monitor outputs.

The functions of management

Management operates through functions like planning, organizing, staffing, leading/directing, controlling/monitoring, and motivating



Source: <https://www.boundless.com/management/textbooks/boundless-management-textbook/organizational-structure-2/defining-organization-23/the-role-of-management-in-an-organization-141-4007/images/management/>



Source: http://herdingcats.typepad.com/my_weblog/2014/08/quote-of-the-day-all-things-project-are-probabilistic.html

Management Hierarchy

All levels of management perform these functions. However, the amount of time a manager spends on each function depends on the level of management and the needs of the organization—factors which play a role in organizational design.

- Top-level managers include the board of directors, president, vice-president, CEO, and other similar positions. They are responsible for planning and directing the entire organization.
- Middle-level managers include general managers, branch managers, and department managers, all of whom are accountable to the top-level management for the functions of their departments. They devote more time to organizing and directing.
- First-level managers include supervisors, section leads, foremen, and similar positions. They focus on controlling and directing.

As a result of this hierarchy, upper management will view the organizational design from a macro-level and consider all moving parts of the organization. Middle-management will generally focus on operations within functional or geographic areas. Lower-level managers will look at specific processes within functions or regions. From an organizational-design perspective, the higher managers are in the organization, the broader the view they will take and the greater number of moving parts they will consider.

Source: Boundless. "The Role of Management in an Organization." Boundless Management. Boundless, 21 Jul. 2015. <https://www.boundless.com/management/textbooks/boundless-management-textbook/organizational-structure-2/defining-organization-23/the-role-of-management-in-an-organization-141-4007/>

NGO - STRUCTURE AND MANAGEMENT

Definition

The term, "non-governmental organization" or NGO, came into use in 1945 because of the need for the UN to differentiate in its Charter between participation rights for intergovernmental specialized agencies and those for international private organizations. At the UN, virtually all types of private bodies can be recognized as NGOs. They only have to be independent from government control, not seeking to challenge governments either as a political party or by a narrow focus on human rights, non-profit-making and non-criminal. As of 2003, there were reportedly over 20,000 NGOs active in Iran. The majority of these organizations are charity organizations, and thus would not fall under the category of development-oriented NGOs.

In this document the term NGO is primarily used for organizations other than charitable organizations. The structures of NGOs vary considerably. With the improvement in communications, more locally-based groups, referred to as grass-roots organizations or community based organizations, have become active at the national or even the global level. Increasingly this occurs through the formation of coalitions with other NGOs for particular goals, such as was the case in the case of the Bam earthquake for example. A civil society is composed of three sectors: government, the private sector and civil society, excluding businesses. NGOs are components of social movements within a civil society. In the case of Iran, where civil society is not yet mature, NGOs can have an important role in strengthening the foundations of an emergent civil society.

The issue of independence is an important one in the credibility of an NGO. It is hard for NGOs not to come under any governmental influence. Individual governments do at times try to influence the NGO community in a particular field, by establishing NGOs that promote their policies. This has been recognized by quite common use of the acronym GONGO, to label a government-organized NGO. Also, in more authoritarian societies, NGOs may find it very difficult to act independently and they may not receive acknowledgment from other political actors even when they are acting independently. On the other hand, development and humanitarian relief NGOs need substantial resources, to run their operational programs, so most of them readily accept official funds. It is thus important for the NGO to have transparency in its operations and goals so that its relationship



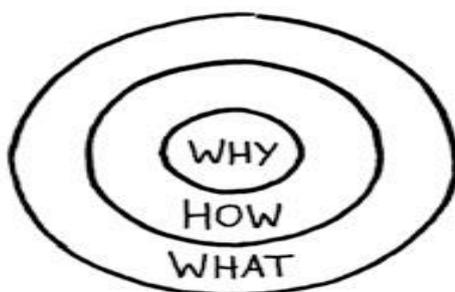
Source: <https://www.pinterest.com/nonprofitorgs/socialgood/>

The WHY?

When an NGO approaches solving a problem, they can pursue the following structure:

- Gather information on the issue
- What exactly is the problem?
- What is causing the problem?
- Who are the persons/organizations responsible (for e.g. it could be a particular department of the government/an industry)?
- What are the consequences going to be? Assess magnitude, quality and prevalence.
- What are the alternatives/possible solutions?
- How much would they cost? Is it better to invest the money in other projects?
- Talk to people in the community to hear different views that will enable a holistic view of the issue.
- Talk to people who are in-charge and hear their side of the issue. Tell them about the problems that you see.
- You may be able to work towards solving problems together if you do not see yourself as hostile parties.
- Connect with people to increase awareness
- Ask older, influential or respected people in the community to address public gatherings.
- Use the media (newspapers and the internet) to generate interest, communicate the facts and discuss options.
- Write polite, succinct articles for magazines and newspapers identifying the issues.
- For fundraising purposes, let people know why funds are needed and how they will be used. Transparent and detailed accounts are imperative to build trust.
- Link up with other NGOs to maximize the effect of the effort.

The Golden Circle



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What

Every organization on the planet knows WHAT they do. These are products they sell or the services they offer.

How

Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

Why

Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. It's a purpose, cause or belief. It's the very reason your organization exists.

Source: <https://www.linkedin.com/pulse/20140320190531-82754-great-leaders-start-with-why>

Structure and Management

Organizational Structure of an NGO

What does a typical NGO's organizational structure look like? What types of staff members work in an NGO, and what are their responsibilities? This document was developed based on email queries received by the NGO Café, as a part of its outreach to the wider NGO Community, under the banner of "How to Start an NGO".

The wide variety and complexity working on different themes, at different levels, or targeting different audiences, make it extremely difficult to create a generic outline of an organizational structure. In general, a typical NGO's organizational structure is illustrated in Figure 1. Note that this organizational structure, or its adaptations, is in fact a part of the NGO's by-laws¹, and specific features and details are explicitly outlined in the by-laws.

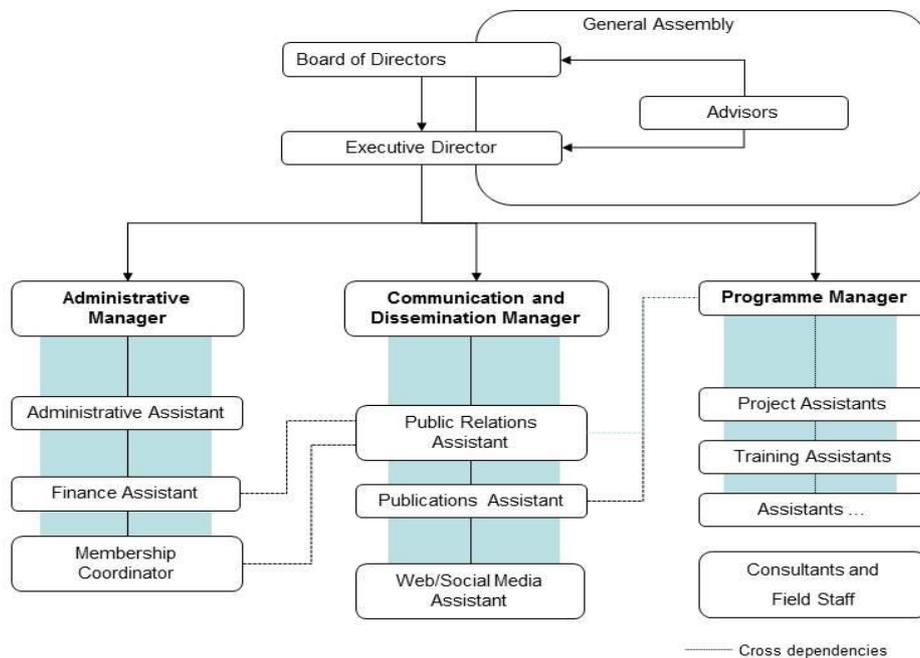


Figure 1: The typical organizational structure of an NGO

Top Management:

The top management of an NGO consists of three entities - the Board of Directors, the General Assembly, and the Executive Director (See Figure 2).

1. At the top is the Board of Directors of the NGO. An NGO Board is a legal requirement in most countries in order to get it officially registered with the local authorities. Many NGOs stipulate that membership in a board is voluntary and non-remunerative². Board meetings are kept closed, though written proceedings, reports and minutes may be made public for transparency purposes.

Depending on the type of NGO, a Board may be responsible for a number of tasks, for example hire and supervise the Executive Director, develop and approve budgets, etc. Board members will also be expected to champion the NGO's cause, and represent the NGO to the larger community. Many NGOs also expect board members to help raise fund for their projects³.

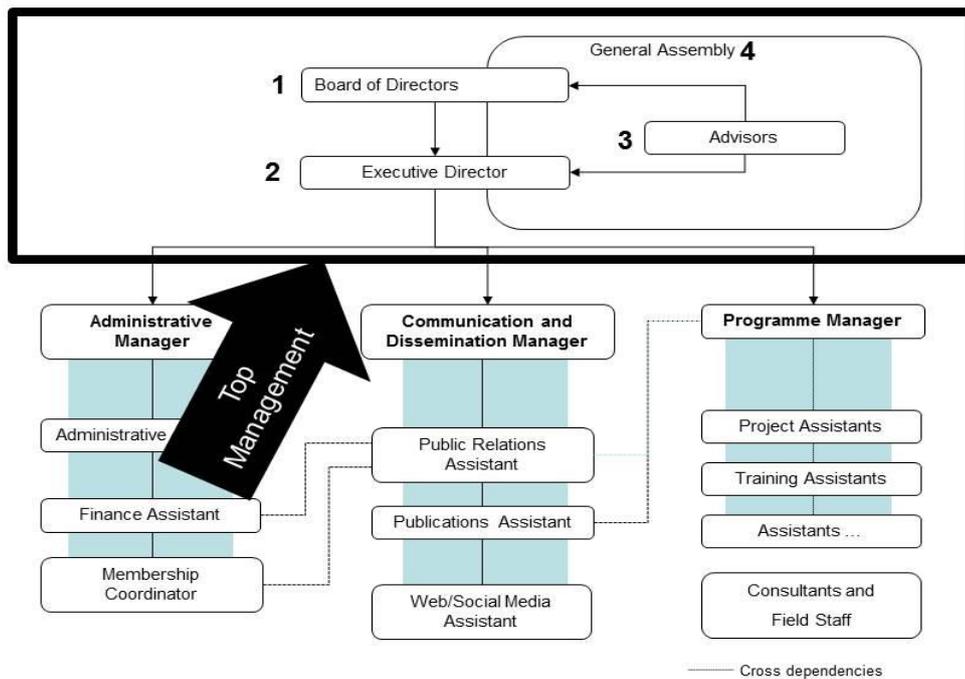


Figure 2: The block representing the NGO's top management

2. Next comes the Executive Director, who may also be called by other names such as Coordinator, Chief Operating Officer, or CEO. He or she is responsible for the overall direction in which the NGO moves, and the responsibility for managing the day-to-day

activities of the NGO. The Executive Director is also member of the board - usually its Executive Secretary. He or she reports to the Board.

3. The Board of Directors and the Executive Director may be assisted by advisors. These advisors are optional, but are useful to create a good image of the NGO, and enhance its "brand name" besides providing specialist advice for the NGO.
4. In some cases, a General Assembly may be set up at this level. Especially in cases where the NGO is a membership-based NGO, the General Assembly is a group of all such members, including its board members and staff members. The General Assembly usually meets annually or biannually, and is held sequential to a Board Meeting.

While day-to-day decisions activities and management are taken care of by the board, the executive director and the staff members, the highest body that guides and advises the overall development and progress of the NGO. A general assembly may or may not be required by law, but such a body helps in creating a good transparent image for the NGO, in building trust with its partners and stakeholders, and in public relations and fund-raising activities.

Depending on the NGO's by-laws, members of the General Assembly can also participate in the meetings by proxy, usually deferring to the Executive Director to cast their vote when needed.

Staff Members

Staff members of an NGO are responsible for the day-to-day functioning, and implementing of its programmes and projects. They report to the Executive Director, who overall is responsible for the NGO's activities. (See Figure 3) Staff members of an NGO fall into three groups - responsible for activities related to (1) administration, (2) publicity and (3) programmes/projects.

1. Administrative activities are led by an administrative manager. This manager may have several staff members assisting him/her, including a Finance Assistant or a Membership Coordinator. Besides the financial management of an NGO, a Finance Assistant may also be responsible for fund-raising activities of the NGO. This means that he/she will have to work closely with the staff members responsible for communications and dissemination, as well as those responsible for programmes/projects. In the case of larger NGOs, this fund-raising responsibility may fall under a separate position specifically set up for the purpose. The membership coordinator manages the NGO's members, membership fees, customer relations etc.

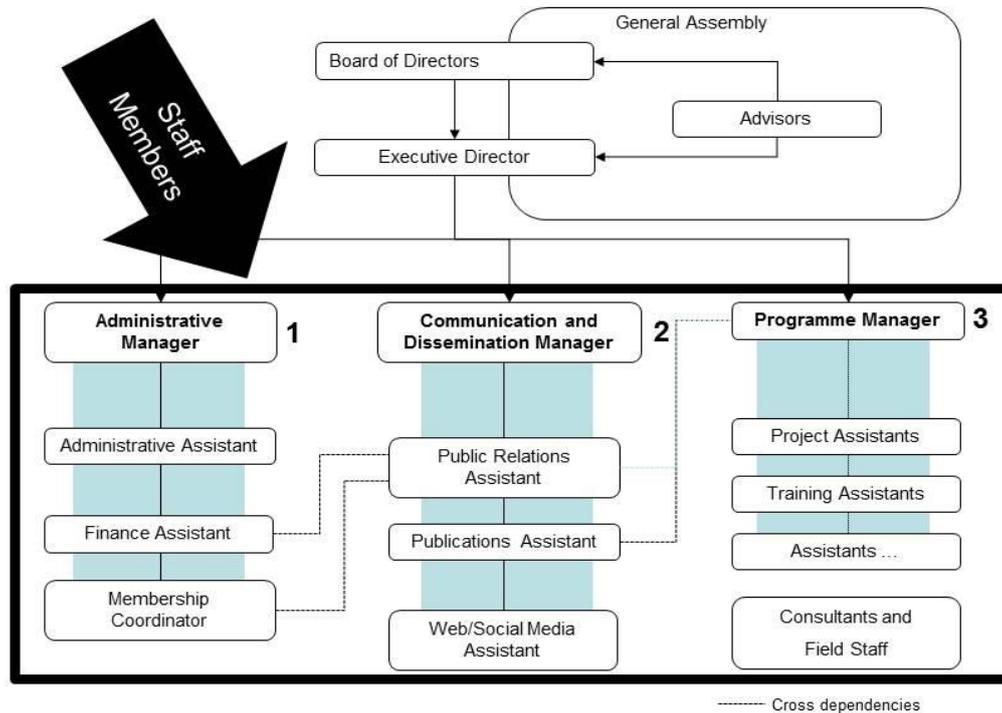


Figure 3: The block representing staff members of an NGO

2. Communications and dissemination activities are the responsibility of a staff member at the level of a manager. This manager may be assisted by other staff members such as a Public Relations Assistant, a Publications Assistant, or a Web/Social Media Assistant. The Public Relations assistant works closely with both the Finance Assistant and Membership Coordinator on one hand, and the Programme Manager on the other, to publicize its activities and build a "brand name" for the NGO. Similarly, the publications assistant will have to work with the public relations and web/social media assistant in order to make sure the NGO'S publications are disseminated widely and in a timely manner.
3. Programme and project activities of an NGO are led by a manager. This is, of course, the biggest part of an NGO's activities, and forms its structural core. A Programme Manager may be assisted by several Project Assistants, Training Assistants, and other Assistants, depending on the number and size of the projects being implemented. Short-term external consultants, who provide specific services for projects, or field staff who are hired to implement projects in the target community, also fall under this section.

The staff positions and responsibilities outlined above are not, of course, fixed. NGOs can have other staff members too, or shared/related responsibilities can be held by one person. For example, related responsibilities of Membership Coordination and Public Relations can be handled by the same staff member. In cases where an NGO is just starting, or in the process of developing, this consolidation will particularly be true, where one staff member may be handling more than one and related responsibilities.

Details of all staff members, their roles and responsibilities, and overall NGO structure are concretized by including them in the NGO's by-laws. By-laws are needed for the legal registration of an NGO, and can be added to, or changed, with the approval of the Board of Directors and the General Assembly. The organizational structure itself may change over time, depending on how the programmes and projects are and new ones initiated.

Source: <http://www.gdrc.org/ngo/org-chart.html>

“The behavior of any bureaucratic organization can best be understood by assuming that it is controlled by a secret cabal of its enemies.”

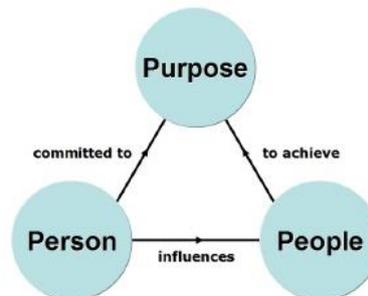
— Robert Conquest



Source: <https://www.acquia.com/blog/six-ways-your-ngo-site-can-increase-membership-and-donations>

THE MANAGER AS A LEADER

A leader is "a person who influences a group of people towards the achievement of a goal". A mnemonic for this definition would be 3P's - Person, People and Purpose as illustrated by the following diagram.



Source: <http://www.vtaide.com/gleanings/leader.htm>

“Leading is not the same as being the leader. Being the leader means you hold the highest rank, either by earning it, good fortune or navigating internal politics. Leading, however, means that others willingly follow you—not because they have to, not because they are paid to, but because they want to.” – Simon Sinek

Source: https://www.goodreads.com/author/quotes/3158574.Simon_Sinek

Leadership:

- “1. The individuals who are the leaders in an organization, regarded collectively.
2. The activity of leading a group of people or an organization or the ability to do this.

Leadership involves: establishing a clear vision, sharing that vision with others so that they will follow willingly, providing the information, knowledge and methods to realize that vision, and coordinating and balancing the conflicting interests of all members and stakeholders

A leader steps up in times of crisis, and is able to think and act creatively in difficult situations. Unlike management, leadership cannot be taught, although it may be learned and enhanced through coaching or mentoring. Someone with great leadership skills today is Bill Gates who, despite early failures, with continued passion and innovation has driven Microsoft and the software industry to success.

3. The act of inspiring subordinates to perform and engage in achieving a goal. “

Source: <http://www.businessdictionary.com/definition/leadership.html>

Board Problem

The same few board members show up at

Strategy

Contact all board members and discuss their Solving Organization Problems in NGOs every meeting to rehash familiar issues.

Problem

The organization is “chasing dollars” by inventing new initiatives primarily to attract available funding, contorting existing programs to match funders’ special interests, or responding to Requests for Proposals indiscriminately.

Strategy

Clarify the mission, and revise programs to make them more relevant. Concentrate on funding opportunities that clearly fit this new direction. Adopt a more proactive approach to funders. Financial Management

Problem

Cash flow problems and projected budget deficits are chronic.



Strategy

Pare expenses by dropping or curtailing nonessential services. Develop new sources of income based on revised programs. Internal Communications Problem Strategy Staff members don’t willingly speak out on critical problems and feel disconnected from important decision-making. Create an operational policy that outlines procedures for involving staff. Give senior staff opportunities to work with the board.

Source: <http://www.business2community.com/strategy/isnt-strategy-performing-way-want-01377237#CafSefwJPhZhQ1F3.97>

External Relations Problem

The organization’s reputation has diminished; there is confusion among outsiders about its mission and programs.

Strategy

Inform funders and other constituents of your progress as you revise goals and programs. Be sure that messages about newsworthy accomplishments are conveyed to key audiences.

Challenge # 1.

How strong of a leader are you? Assess your overall leadership ability by self-evaluating ten vital leadership skills.

Activity: Leadership Strengths Survey

Take a moment to appraise your leadership ability. Below are ten leadership skills. Under each skill are several clarification statements.

Rate yourself: **1. Weak Skill, 2. Average Skill, 3. Strong Skill.**

	Ability to convey overall expectations.
1 2 3	1. My team members know what my expectations are. I regularly state and reinforce my expectations.
	Ability to establish strong working relationships.
1 2 3	2. I have developed strong, personal work relationships with my team.
1 2 3	3. My working relationships are consistently geared to achieving quality.
	Ability to motivate people to improve their work production.
1 2 3	4. I have developed and maintained a motivational climate.
1 2 3	5. I work diligently to reward people and keep them involved in their work.
	Ability to strategize for improvement.
1 2 3	6. I have a systematic strategy to manage change.
1 2 3	7. I effectively convince and empower people to make meaningful change.
	Ability to guide and coach team members.
1 2 3	8. I play a key role in helping team members improve their work performance.
1 2 3	9. I am seen as a guide who helps others move toward quality.
	Ability to convey both organizational and personal work values.
1 2 3	10. I clearly make decisions from a consistent set of core values.
1 2 3	11. I communicate my values clearly and often.
	Ability to build and sustain trust.
1 2 3	12. My team members trust me.

1	2	3	13. I uncover and address those conditions that serve as "trust busters."
			Ability to conduct productive meetings.
1	2	3	14. I conduct effective and productive meetings.
1	2	3	15. I have meetings that are open, trustful, and focused.
			Ability to resolve team conflicts.
1	2	3	16. I work to resolve conflicts quickly and meaningfully.
1	2	3	17. I have a clear and consistent methodology to resolve conflicts.
			Ability to clarify and problem solve issues.
1	2	3	18. I identify and isolate issues quickly.
1	2	3	19. I address issues by making informed and timely decisions.

Rating Scale: 38-45 –Strong; 30-37-Good; 29 or below--Need to strengthen

Challenge # 2

Are you actively engaged with your team? You are a team leader but you are also an integral part of the team. You not only establish the team’s direction and standards, you also set its tone and model team interaction. Assess your personal participation as a team participant.

Activity: Rate Yourself as a Team Player

The following questions focus on your behavior as a team member. Answer each question honestly. Describe your behavior as accurately as possible.

1. I offer facts, opinions, ideas, suggestions, and relevant information during our team discussions.

Never 1 2 3 4 5 6 7 Always

2. I express my willingness to cooperate with other team members.

Never 1 2 3 4 5 6 7 Always

3. I am open and candid in my dealings with the entire group.

Never 1 2 3 4 5 6 7 Always

4. I support team members who are on the spot and struggling to express themselves intellectually or emotionally.

Never 1 2 3 4 5 6 7 Always

5. I take risks in expressing new ideas and current feelings during a team discussion.

Never 1 2 3 4 5 6 7 Always

6. I communicate to other team members that I am aware of and appreciate their abilities, talents, capabilities, skills, and resources.

Never 1 2 3 4 5 6 7 Always

7. I offer help and assistance to anyone on the team in order to improve the team's performance.

Never 1 2 3 4 5 6 7 Always

8. I accept and support the openness of other team members, supporting them for taking risks and encouraging individuality.

Never 1 2 3 4 5 6 7 Always

9. I share materials, books, sources of information, and other resources with team members in order to promote the success of all teams.

Never 1 2 3 4 5 6 7 Always

10. Five things I might do to increase the effectiveness of our team include:

- _____
- _____
- _____
- _____
- _____

“The basis of leadership is the capacity of the leader to change the mindset, the framework of another person.”

Warren Bennis

Challenge # 3.

Are you meeting your responsibilities as a team leader? As a team leader you must clarify, establish, and sustain basic team responsibilities. When leaders fail to meet these basic responsibilities, teams will often not perform up to their potential or expectations

Activity: Team Leader Responsibilities to the Team

Read through the list of responsibilities of the team leader to a team below and assess your performance for each:

1= I need to work on this, 2= I do okay with this, 3= I do this very well.

1 2 3	Help the team develop and progress
1 2 3	Help the team align its goals with the larger organization
1 2 3	See that the team stays organized
1 2 3	Help team members understand their jobs
1 2 3	Provide timely feedback on their performance
1 2 3	Let them know what they are doing right
1 2 3	Let them know what they need to improve on
1 2 3	Provide necessary information to do the job
1 2 3	Keep them informed about issues that concern them
1 2 3	Provide problem solving for the team to help eliminate part shortages
1 2 3	See that the team gets the required training
1 2 3	Reward the team for major accomplishments
1 2 3	Be loyal to the team
1 2 3	Make management aware of team problems and concerns
1 2 3	Mediate conflicts

Challenge # 4.

Do you model appropriate interpersonal skills? On a daily basis leaders need to model interpersonal skills appropriate for the work environment. Frequently a team’s effectiveness is in direct proportion to its leader’s ability to connect positively to its team members.

Activity: Interpersonal skills

On a daily basis leaders model interpersonal skills appropriate for the work environment. Assess how you do with each of the interpersonal skills identified below:

1= Weak skill, 2= Adequate skill, 3= Strong skill.

1 2 3	I willingly share my expertise and experience
1 2 3	I energize the people around me
1 2 3	I support new ideas, suggestions, and risks
1 2 3	I set high but appropriate work standards
1 2 3	My expectations are clearly communicated
1 2 3	I encourage others to participate
1 2 3	I have a reliable antenna to determine how others are feeling
1 2 3	I willing pass on required information in a timely manner
1 2 3	I am an active listener
1 2 3	I work quickly and effectively to resolve conflicts
1 2 3	I provide feedback that is both helpful and sensitive
1 2 3	I discipline in a timely and fair manner
1 2 3	I clearly and repeatedly model my core work values
1 2 3	I am an adept problem solver
1 2 3	I am an advocate for meaningful change

Select **three skills** that you would like to strengthen and identify **two actions** that you can use to improve:

Skill 1: _____

Skill 2: _____

Skill 3: _____

Action 1: _____

Action 2: _____

Challenge # 5.

How do your team members view you as a leader? It is important for team leaders to gauge accurately how they come across to their team members. All too frequently team leaders assume that they are perceived one way when in reality the team members are seeing them very differently. There are ten basic roles of a team leader. Assess how your team sees you performing each of the essential roles.

Activity: How do your team members view you as a leader?

Below are ten basic roles of a team leader. How do your team members see you?

For purposes of this self-reflection exercise, identify how you are viewed by your team members. Then break down the percentages, 10% see you as a referee, 25% see you as a visionary, etc.

In the first column, identify the percentages based on how your team members see you doing each role and in the second column identify the percentage of time you actually spend in each role.

Manager's Roles	Percent of time that you feel the team sees you for each listed role..	Percent of time you feel you actually spend in each role.
Problem solver		
Referee (settles interpersonal conflict)		
Process Manager (ensures that goals are met)		
Procurer (finds and manages resources)		
Visionary		
Developer (implementer of processes)		
Crisis Manager (puts out everyday fires)		
Motivator		
Task Master (makes certain that people are doing their jobs)		
Counselor (works with team members to help with personal issues)		
Risk Taker		
Technical expert		



Source: <http://1000advices.com/guru/leadership.html>

Challenge # 6.

What leadership behaviors dominate your team interaction? Analyze your daily actions with your team. Are there some leadership behaviors that take up too much time or detract from what you feel you should be doing?

Activity: Leadership Behavior

Think about your daily interaction with your team. Generally speaking, determine the breakdown of behaviors that define that interaction. Using the list of behaviors below, determine the amount of time (in percentages) that you spend on each behavior. Then in the second column, determine what you feel would be ideal distribution of time (in percentages).

Behavior	Percentage of time spent on each behavior	Ideally the percentage of time you would devote to each behavior
Telling		
Guiding		
Directing		
Explaining		
Clarifying		
Persuading		
Encouraging		
Collaborating		
Observing		
Monitoring		
Disciplining		
Soothing		

Would I follow myself?



Follow Up Questions

Are there some behaviors that are taking up too much of your leadership time? Why?

Are there some strategies that you can employ that would move you closer to your ideal distribution of behavior?

Challenge # 7.

Have you covered basic team groundwork? When building a team there is a basic foundation that needs to be laid.

Activity: Groundwork for Strong Teams

As you assess your team, ask yourself if you have done all you can to create an environment for strong team development.

Yes	No	Yes, but needs work	
			The team has had an opportunity to develop strong working relationships
			The team understands the purpose of teams and how they fit the goals of the organization.
			Decision making is clear
			The team has a standardized process for solving problems
			The team has clear norms
			The team has discussed methods for working as a team
			The team members understand their roles
			The team has regularly scheduled team building discussions and/or activities
			The team has a process for inducting new members
			The team has discussed and agreed upon team work expectations

Challenge # 8

How well do you manage change? Business teams are continually changing whether they want it or even know it. New personnel, new economic conditions, new needs, new policy, new directives, etc. all add up to an ever-changing work environment. Effective team leaders understand the need for harnessing and directing change. Assess your ability to lead change.

Activity: Change Facilitation

How well do you lead change? Assess your “change behavior” by asking yourself how well you address the positive change actions listed below:

Team Leaders / Managers:

- Continually gather data to help assess needs and direction.
- Exude optimism, helping teams understand that they will change successfully.
- Are adaptable and eagerly seek better ways of doing "business."
- Can see the "big picture" and communicate it to the team and get them excited about it.
- Help team member's work through their fear of change by appraising the "change tolerance" of each individual and subsequently training, coaching, and motivating them to adopt a change.
- Can prioritize change strategies and implement them in a timely manner.
- Aren't afraid of failure and are willing to take calculated risks.
- Articulate what needs to be done and to prepare teams for impending change.

"The basis of leadership is the capacity of the leader to change the mindset, the framework of another person." Warren Bennis

Challenge # 9.

Do you create an environment for team success? Team leaders set a tone, model behavior, and create a team ethos. This ethos can range from one that is vibrant and that encourages team success to one that works against the stated goals of the team. Assess the atmosphere for team success that you encourage.

Activity: Creating an Atmosphere for Team Success

Researcher Martin L. Maehr writes that working and learning accelerate in a "success-based" psychological environment. He identifies five initiatives that work to support such a success atmosphere:

1. Teams establish goals together in a true give and take process.
2. Teams are rewarded for attaining their "personal best."
3. Teams share problem-solving experiences.
4. Teams have structured self-assessment strategies in place.
5. Teams work on time and energy management skills.

Assess each of the five as they relate to your team. Identify strengths and weaknesses.

Challenge # 10.

How well do you communicate with your team? Each team leader has a unique communication style with his or her team. How effective is yours? Assess your communication skills by creating a communication profile.

Activity: Communication Profile

Perhaps the first step toward improving your communication skills is to get a profile of your communication style. Use the simple survey below to begin thinking about your communication style. When you are done with the survey, list your strengths and weakness and, subsequently, make a conscious effort to bolster identified weaknesses: **1="no," 2="usually," 3="yes."**

1. **1 2 3** Is my communication straightforward and clear?
2. **1 2 3** Do I effectively adjust to the setting and circumstances?
3. **1 2 3** Do I restate what I've heard to indicate that I understood?
4. **1 2 3** Do I avoid selective listening?
5. **1 2 3** Do I listen for the intent or meaning of a message?
6. **1 2 3** Do I make eye contact and am I attentive?
7. **1 2 3** Am I respectful of other speakers?
8. **1 2 3** Do I ask sincere and meaningful questions?
9. **1 2 3** Am I a good observer of other people?
10. **1 2 3** Do I take responsibility for what I say?
11. **1 2 3** Does my communication have an "edge?"
12. **1 2 3** Do I frequently ask for feedback?

Challenge # 11.

How well do you address team problems? As a team leader you are continually putting out fires and solving problems. It is important as a team leader to understand how you approach problems. Assess your method of problem solving.

Activity: Problem Solving Guidelines

Consider a problem that your team has faced recently. As you review it, answer the self-assessment questions below:

- Did you have a thorough understanding of the problem?
- Did you gather data or information to help clarify the issue?
- Did you have an understanding of the root cause(s) of the problem?

- Did you brainstorm possible solutions and then select the course of action that key players thought was the best?
- Did you evaluate your solution? How?
- Did you incorporate the solution into the working operations of your team?
- Did you discuss how the solution could change other areas and strengthen the team as a whole?

"It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership." - [Nelson Mandela](#)

Challenge # 12.

How well do you make decisions? Decision making is a process of deciding to move into the future following a particular course of action. Because things are not always certain in business, your team relies on your judgment and assessment as a decision maker. Assess how you approach making decisions.

Activity: Explore Your Decision Making Style

Recall an important team decision. Then assess your leadership role by answering the following questions. Use the rating continuum:

1= Not done well; 2= Done somewhat well; 3= Done very well

- 1 2 3 Did you gather adequate data, background, and/or information about the issue?
- 1 2 3 Did you concisely and clearly state the purpose or need for the decision?
- 1 2 3 Did you clearly state the desired outcomes?
- 1 2 3 Did you prepare all team members to consider and discuss the issue?
- 1 2 3 Did you give team members the information/time to reflect on the situation?
- 1 2 3 Did you encourage active and open discussion of the issue?
- 1 2 3 Did you set and explain the guidelines for the decision?
- 1 2 3 Did you manage and focus the discussion?
- 1 2 3 Did you offer pros and cons for the various options?
- 1 2 3 Did you get a commitment from team members for the decision?
- 1 2 3 Did you clearly outline the action plan and timetable?

Did you score 24 or above? Consider reframing your approach with those items you marked with a 1 or 2.

NGO MANAGER – ACTIVITIES

Team management

4-Word-Build Exercise?

Choose a word, idea or concept that you want the group to explore.

This could be:

- An idea you are providing some training in - for example I have used it for the words 'Mediation', 'Conflict', 'Teamwork', 'Communication' etc..
- A new initiative in your organization - the exercise will enable you to find out what people's understanding of it is at the moment.
- A difficult situation that it has been hard to discuss - for example it could be 'smoking breaks' or some other issue.

The exercise:

Ideally groups of 4, 8, 12, 16 etc. but this is not essential - other numbers work as well.

First of all give each person in the group a sheet of paper and a pen.

Ask each person to write down 4 words that come up for them when they think of the word or concept being explored. They should not consult with others, just write down their own ideas. If they seem hesitant, point out that there are no 'right' or 'wrong' words, just their own ideas.

For example, if the word being explored is 'conflict' someone may have written:

War - Argument - Disagreement - Fight

Next, ask the members of the group to form pairs. If there is an odd number of people, a group of 3 can also be formed. In the pairs, there will now be 2 people with 8 words between them which represent, for them, the word being explored, in this case 'conflict'. Ask them to agree on 4 words to keep from the 8 original words, and therefore they will also have to eliminate 4 words.

"Never doubt that a small group of thoughtful, committed people can change the world. Indeed. It is the only thing that ever has." - Margaret Mead

This can lead to a lot of discussion about the words and the reasons why they chose them. Through doing so they will come to understand each other's reasons for the words they chose and how they understand the original word or concept. Their decision to keep or eliminate a word will need some form of decision making and the means by which this happens can, in itself, be of interest later in the exercise.

This exercise is taken and adapted from the book [Playing with Fire](#)

The book contains many other innovative exercises to help explore communication and conflict.

For example, for 'conflict', the 2 people may have:

War - Argument - Disagreement - Fight

and

Anger - Difference - Change - Disagreement

and they may agree on

Anger - Change - Argument - Disagreement

So now the pair have 'their' 4 words for the word or concept being explored. (In the case of a group of 3 they will have reduced their original 12 words down to 4) Next ask each pair to join with another pair and do exactly the same thing. That is, there will be groups of 4 people discussing 8 words and they will need to reduce the 8 words down to 4. (Again, if the numbers don't quite work, you may create different sized groups. This further discussion of the original word, this time with each pair bringing their learnings and insights from their own discussion, creates even deeper exploration of the word or concept.

The outcome of this will be groups of 4 people with their group's 4 words to represent the word being explored. This process can obviously continue again and again, but ideally you need to end up with about 8 words for the whole group of people you are working with



Next, the review:

Ideally, have the whole group's 8 words visible to all, for example on a flip-chart or whiteboard, with the original word or concept above the list of 8 words.

Various different questions can then be asked about the exercise.

Choose from some or all of those given below and, of course you can create other questions that you feel are relevant:

- Ask for any observations any of them have about the final words.
- Ask if there are any new insights into the original word that they gained through the exercise.
- Ask how they felt about doing the exercise.
- Ask what, if anything, they learned from doing it.

The group will already have had a rich discussion of the word or concept the exercise is exploring, but now they can see where they got to *as a group*. This is likely to have led to various insights and learnings for many of them and sharing them in the group is likely to increase this.

Depending on the original intention for exploring the word, this can lead to:

- a wider understanding of the different views about a training topic being given
- a more consensual decision and greater shared vision about a new initiative
- a greater insight into the relevant issues affecting or causing a difficult situation

It will not be possible to list all the different possible nuances and aspects that can arise in facilitating these different applications of the exercise, as they will be very dependent on the context of the situation. But hopefully it can be seen that this is a very non-threatening, all-involving exercise that can tease out the different views and understandings held by the members of the group that are associated with the word or concept being explored.

A common cause of communication breakdown in groups or organizations can be a range of different interpretations of a basic idea or concept. There can be many assumptions that there is a shared view when in fact there is not.

This exercise can vastly increase the level of consensus regarding a particular topic or initiative or concept or issue and its potential for application is extremely broad.

One of the other very useful aspects of the exercise can arise when there is a discussion of:

'How did you come to the decisions in your pair or group with regard to which words to keep and which ones to drop?'

This can lead to a lot of insights into 'how' each person present took part in the process of the decision making, irrespective of the word:

- Were they passive in one group and more active in another?
- Did they try to 'dominate' the discussion and decision reached?
- Did they take into account the contributions of others?
- Did they feel listened to in their group? etc.

Various questions can be asked and discussion of the answers enables reflection and observation on the approaches used to come to decisions in a group. It is important that there is not deemed to be a 'better' way or a 'worse' way of doing so but that it is used to identify the kinds of approaches used. Obviously if an approach is used which is genuinely not felt to be effective then the approach should be challenged and not any particular person.

Anyone could be prone to using the approach at some time, even if one person is seen to use it more than others. It is unlikely to lead to a useful discussion if finger pointing occurs.

It is a very useful Teamwork exercise when used in this way and if this is the intended focus then the original word is of lesser importance.

Of course you could actually use the word 'Teamwork' for the exercise and see if the words that come up for the whole group match the experience of the group members in carrying out the exercise!

That can then lead to another interesting discussion with regard to the group's perception of itself compared to the reality experienced in carrying out the task.

Source: <http://conflict911.com/cgi-bin/links/jump.cgi?ID=19134>

**“CONFLICT IS THE BEGINNING OF
CONSCIOUSNESS.”**

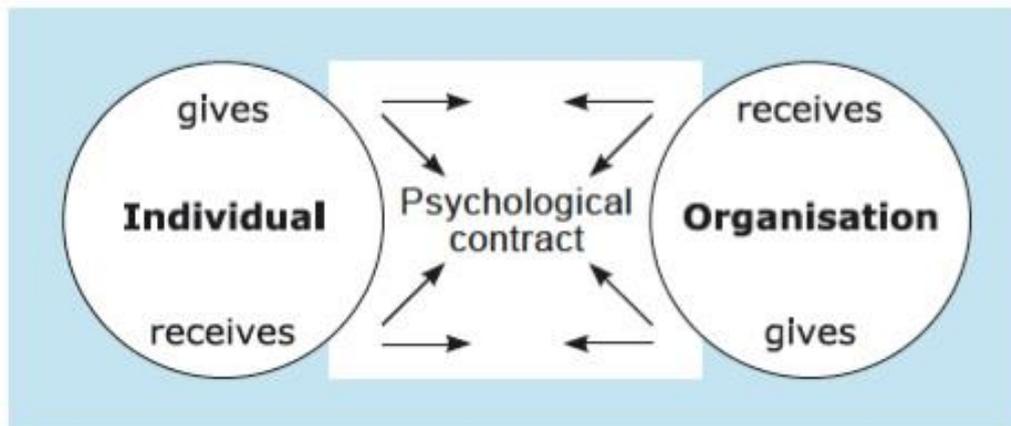
M. ESTHER HARDING

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The Psychological Contract

The Psychological Contract is increasingly significant in organizational management and development.

The Psychological Contract 'Iceberg' model diagram assists explanation and exploration of the subject.



Source: <http://www.open.edu/openlearnworks/mod/page/view.php?id=34552>

Ask group members to create their own version of the Psychological Contract 'Iceberg' diagram - individually, in pairs or teams, and review/discuss as appropriate for your situation.

Versions of the 'Iceberg' may be mapped according to different perspectives, for example - how people see it currently; how they'd prefer it to be; from a personal, departmental or workforce standpoints.

The exercise can be used as a basis for all sorts of learning and development activities, for example relating to:

- motivation and attitude
- work/life balance and wellbeing
- organizational structure and purpose
- alignment of people with organizational aims
- work/management/leadership relationships with employees
- mutual awareness (employee/employer) and organizational transparency - and especially in identifying hidden or confused perceptions which may be obstacles to improving employee/employer relationships

Refer to the Psychological Contract theory and within it whatever related learning concepts might be helpful to your situation.

Development forum

This might be the most powerful activity for people in organizations on this page. Perhaps ever. Try it and see. It contains some radical and innovative organizational development principles. These ideas will be too much for many organizations to handle, not to mention certain CEO's who will pooh their pants at the very thought of it all. It goes way beyond team-building games and pure team-building activities. See what you think:

The activity is particularly ideal for conference or auditorium situations. Big company gatherings to 'motivate' everyone. You know the sort of thing. The CEO says to the HR department, "Guys, we've got this conference coming up. All the staff will be there. I'm going to open it up and give everyone a great big pep-talk. Yes, Pep-talk. Get everyone motivated and focused on the new challenges ahead. The need for everyone to learn new skills, to be more customer focused, more joined-up, to be more committed and to adapt to all the changes that we need to make, including the ever-increasing risk of redundancy (so that I can float this baby in a couple of years and make a bloody fortune/so that headquarters/central government can meet its efficiency gains and targets)..."

"Go on" says the HR team, (thinking, "Is he in the real world?")

And predictably the CEO continues: "So, after I've warmed them up - an hour or so should do it - it's over to you guys to put together some activities which will get everyone involved and focused on the changes they need to make, so they can all improve their skills, increase service levels, save time and money, take the burden off their managers, and generally come up with some ideas for becoming more effective. Empowerment they call it don't they? I want to empower them all to be more productive. And to stop all the whining and moaning. That would be good too. Oh, and by the way we've got no money to spend on it; the hotel is costing us a bleeding fortune as it is."

And then it's over to you.

And here's what you do:

First resist the temptation to leave the company. The people need you. And you like a challenge. What doesn't kill you makes you stronger, remember.

Second, think about using this activity and then discuss it with your CEO. If he/she likes the idea you've half a chance that they'll allow you to go through with it:

The development forum 'gameshow' activity

It's for a large group - especially at a conference or corporate presentation - group size between about 50 up to 250 people as an ideal maximum, although double this is possible with some organizational and logistical tweaks. Eight teams of fifteen people, i.e., 120 people is an example of a workable team structure. Other team sizes and combinations are perfectly possible. The activity can take between two and four hours, although less or more than this is possible with careful facilitation and structuring.

The object of this activity is to engage the participants in:

- thinking deeply about their own development and how to optimize it, and
- working together to suggest how the organization can improve.

The activity, and the planning leading up to it, will hopefully help the CEO and senior managers to understand more about their responsibilities for their people and their organization, and perhaps to reappraise their leadership philosophy and purpose.

Important outcomes of this activity will be that:

- people begin to align more closely with the organization, and crucially: vice-versa
- people start to think differently about the organization - "it can be more than a job if you want it to be.."
- the organization gets to hear and see what its people are truly capable of
- the organization hears how its people can and want to help improve themselves and the organization
- the organization (and particularly the CEO) commits to supporting its people in doing the above

Make no mistake - this is not for the faint-hearted - this is not for CEO's and organizations who say one thing and then do another. This is not for organizations and CEO's who want to line their own pockets and don't give a shite about their people. This activity is more than a game - it's a philosophy.

Split the group into teams of function or job type. Between four and a dozen teams, up to about twenty people per team. If you have more than twenty in a single team split the team into two, for example, 'customer service north' and 'customer service south'.

Organize the seating so that team members are sitting together - either around their own team table, or in blocks if the seating is fixed in a theatre or auditorium. Imagine the BBC 'Test the Nation' studio format if you've seen it. Each team contains people of a similar responsibility/role/function, playing together as a team.

Teams need to appoint a team leader, and this responsibility can rotate so a number of team members experience the responsibility. Team leaders are responsible for ensuring that everyone in the team has the opportunity to contribute. Setting up sub-teams within teams is perfectly okay if it ensures everyone has greater input. This can be at each team leader's discretion.

An optional exercise at this point is to ask each team to design and make their own team flag, representing the strengths/values/philosophy/challenges of their team. Materials and timings at the discretion of the facilitator depending on the event. This is an optional quick introductory exercise - no need to spend ages on it. Don't do it if the people want to get on with the business at hand, which will very commonly be the case.

The facilitator (a sort of quiz-master or compere role) must prepare suitable questions in advance, and it is essential to involve the CEO in doing this because there are big implications that need buy-in and support from the top. Failure to do this will expose the

facilitator/organizer and disappoint the people when nothing happens afterwards. A central aim for this activity is that outputs must be followed up.

The questions must be carefully designed and powerful, to get people thinking about:

- their own personal strengths, passions, (including hobbies and pastimes), dreams, ambitions, and how these relate (because they do - believe me) to their effectiveness, happiness, maturity, tolerance, creativity, resilience, adaptability, and value etc., as people at work, and
- their ideas and suggestions for how the organization - in any and every way - can be improved; from personal development relating to job skills and whole-person development, to customer service and quality of delivery, management, communications and IT, health and safety, ethics and corporate social responsibility - the whole shebang.

The basic format of the activity is:

The whole gathering is asked a question. Teams confer amongst themselves, and appointed spokes-people give the answers for their own team in turn. All the answers for a question are reviewed, and then voted on to identify which answer(s) are considered best by all teams, or a 1-2-3 ranking of the three best liked answers. Then the facilitator moves on to the next question. Allowing 30 minutes per question (this will vary according to type of question, number of teams, etc.), you can see that a two hour event will allow four questions at most, so plan carefully. Careful design of questions is very important.

Here's an example of a question:

What does each team consider to be its three greatest personal passions, outside work? And how might each of these passions, if developed further, benefit the person at work, the organization and the customers and suppliers of the organization? (Obviously a team of fifteen or twenty people will represent more than three 'passions' - in which case guide the teams towards discussing and selecting the best three from within their own team.)

Before teams begin to consider the question, the facilitator will need at this point to help people understand and believe the extent to which each person's passion (each person's special capabilities, loves, and they dreams they pursue, typically outside work) relates to their development as individuals, their personal fulfilment, and how valuable and transferable these skills, knowledge, behavior and experiences are to the organization and their work. (You will probably need to explain this to the CEO before planning this event as well, and if he doesn't see it then proceed with caution unless you're lucky enough to have a CEO who is blessed in the 'blind faith' department.)

The teams are then given a few minutes to confer and consider their answers. To an extent you need to be flexible in how long you allow - there's no point in cutting useful discussion short if you can adjust the schedule accordingly.

After an agreed/suitable time period, each team's spokes-person gives their team's answers in turn, which are recorded by the facilitator on stage or at the front of the auditorium, on a

suitable viewing system (flip-chart sheets and blue-tack are perfectly okay if you like to use them) so all teams can see every other team's answers.

Review and invite questions and comments from the participants.

Then ask the teams to cast votes for each of the other team's answers, by which the facilitator then allocates scores for each team. The scoring system for the activity is flexible at the discretion of the facilitator, but must obviously be consistent and fair. For example ask each team to confer and award three votes for the best answer, two points for 2nd best, and one point for 3rd best.

(You have the option to award prizes for teams and individuals during and certainly at the end of the activity. Be creative and think about these prizes - think about some awards which relate to people's personal passions and interests - not just bottles of booze.)

Example of next question:

Choosing one passion from your team's suggestions, or from another team's suggestions, which relates to significant and valuable personal development and organizational benefit, suggest a way which the organization can help people to develop that passion, with all the skills, experiences and learning involved. (The organization must, after the event, consider all of these ideas, and try to help make them happen where possible - so people should try to come up with ideas that are practicable and realistic - and which demonstrate a good result and benefit for people and the organization, relative to the efforts and costs involved.)

You get the idea? It's serious stuff. It extends development way beyond job skills into life skills - develop the whole person - and the organization must see that this is important too.

Follow this format using other carefully designed powerful questions.

Here are examples of questions relating to organizational development:

- Consider and suggest three ways that the organization can improve its communications and cooperation between departments.
- Consider and suggest three ways that the organization could involve its people earlier in responding to the need for organizational change.

If you were the CEO how would you treat people differently compared to current practices?

In what ways could the organization reshape its aims so that people find it easier to support and align with them?

Provide three examples of obvious daft management practice that need sorting out desperately, preferably with some suggested remedial actions.

- What's wrong with this organization that even a ten-year-old child could see in a day of being here?
- How can the organization provide more personal meaning and relevance to you in your work?

At the completion of the activity you will have received a vast amount of well-considered suggestions, ideas, feedback and information about your people and their capabilities. You will see how different functional teams view each other and the organization. You will receive and give people the opportunity to contribute significant ideas and suggestions for improving the organization's weaknesses and failings, in any aspect that you wish to expose (you are asking the questions, remember).

If you focus on personal development, you will understand and appreciate, and help your people to understand and appreciate, that the most important characteristics, skills, and experiences are those which people can develop for life, not just to meet the needs of a job skills analysis, or a flaky appraisal process that just goes through the motions.

Certain roles offer more obvious opportunities to overlap development for life and development for work - i.e., to develop job performance and capability through developing the whole person. Other jobs might initially seem to offer no overlap at all, but be assured, all jobs offer plenty of potential overlap between the person's life development and job/organizational benefit. Truck drivers have dreams too. So do shop-workers. So do laborers, cleaners and soldiers. We all have dreams and passions that we want to follow and related capabilities that we want to develop, many of which are extremely and directly transferable to work performance. In fact I'd challenge anyone to think of a job role that would not gain from developing the job-holder's whole-life passion or dream or true potential. Try me, send me any suggestions where you think no overlap exists and I'll show you where it does and publish the examples here.

Aside from transferable capabilities, there is also the effect on a person's general state of well-being and feeling of self-worth. When people develop as people they become more mature and tolerant. They become more peaceful and contented with themselves. They become more self-managing, self-reliant, self-determining, confident, helpful, and considerate - you name it, they become better people. Isn't that what we want in organizations - grown-up self-sufficient people who largely manage, motivate and look after themselves?

Even the CEO who doesn't give a tuppenny-haypenny shite about the people - he still wants these qualities in his people, doesn't he?

X-Theory directors everywhere - wake up and smell the bleeding coffee - help your people develop as people, in the ways they want to, and your organization will fly.

One day all organizations will achieve sustainable success when they align themselves with their people's whole-person whole-life needs, and when they do everything possible to help people develop as people for life, not just for work. This activity framework will provide a useful and stimulating introduction to that philosophy; for the leaders - even the X-Theory dinosaurs - and the people.

Source: <http://www.businessballs.com/teambuildinggames.htm>

'Maps' Game

This is a simple activity with lots of variations, to suit many games requirements. For groups of any size, split the group into teams of up to five people per team. This also works as an individual exercise and for pairs and teams of three, although obviously the team-building benefit increases with the size of the teams. Issue each team with a sheet of flip-chart paper, a pencil and a marker pen, and give them five minutes to draw a map of a part of the world, for example, Europe, Africa, South America, the states of the USA, Asia, the counties of England, Scotland, Wales, etc. Anywhere that might relate to the group and its responsibilities or territory. It's a challenging exercise which is a lot of fun when teams display and compare their maps.

Increase the degree of difficulty by asking for capital cities or county/state capital towns to be added, or population's estimates, etc. Reduce the level of difficulty by providing a list of countries or states or counties, towns, statistics, etc., which people can then work from. Orientate the exercise to your own organization or business by asking for information to be mapped relating to your key customers, branches, markets, etc., - anything that's relevant to your purposes. As the facilitator all you need is a copy of the correct version to issue to groups afterwards. The exercise is good for people of all ages, including youngsters

Exercises and ice-breakers with specific subject

It is easy to devise exercises, activities, ice-breakers and games for specific subject training, such as first aid, trade-skills, driving, health and safety, etc., by adapting other generic exercises, and particularly the two examples below. Look at generic exercises and insert your particular subject or theme. Simply alter the instructions so that delegates are limited to the subject concerned, be it customer service, safety, or in these examples, first aid:

A simple ice-breaker idea for group or team introductions:

1. Ask people to think of two personal first aid (or customer service, health and safety, etc.) experiences from their past - one good and one bad. Then ask each person to describe their experiences briefly in turn to the group. Note the key points on a flip chart.

Another ice-breaker and participation activity:

2. Put as many different items of first aid (or other items relevant to specific training subject) as there are delegates, into the middle of the table. In turn each delegate must close their eyes and reach out to touch an item. The one they touch they must then briefly describe a personal incident or witnessed incident featuring the item. Note the key points on a flip chart.

In both of these exercises decide before-hand how to review the experiences and examples given, for example, start a brainstorm session with the group, have a group discussion, summarize the key learning points, summarize the key areas of interest among people, discuss the difference between feelings and apparent problem/success/outcome.

Statements Exercises

A very flexible activity. For groups of any size. Split the group into teams of four to five members. For larger groups the split teams can self-facilitate provided you explain the exercise and keep an eye on things. If the group size is no more than four or five obviously you facilitate.

Prepare a number of 'statement cards' (or pieces of paper) each containing a different statement, (statements to suit your purposes - examples below).

Team members then pick (blind) a statement and complete it by adding their own words aloud to the team. Each team member does this for each statement in turn. Then a different team member picks a new statement and the process continues. Encourage the team to discuss briefly the important points arising of opportunity, threat, and consensus (agreement) for each statement, and to 'park' these points on a flip-chart or sheet of paper for review later when all teams reconvene as a whole group.

Statements examples:

Statements for a session on general work attitudes and opportunities:	Statements for a session about improving service levels:	Statements for a session about developing and using people's potential:	Statements for a session about ideas for improving morale:	Statements for a session on personal feelings and social views :
I most enjoy about work.... I least enjoy about work.... I hate it when my boss... Working in my current team... The biggest opportunity...	Customers would be happier... Customers cancel... Customers argue... Meetings with customers.... We could improve...	My under-used potential... Staff can help... I could instead... If managers let/help us we could... To be more effective I'd...	Information about the company... People leave... Staff would be more committed... People would attend/want training... A career here....	My favourite food... I like it when... My favourite place... Holidays... Family and friends... (ice-breaker only - no need for significant review)

Preparation for this activity takes just a couple of minutes: to think of a suitable subject area and purpose, to think of suitable statement beginnings (the less words the better because it enables people more interpretation freedom) and then to type or write them onto a sheet, and cut into separate cards or slips of paper - one statement per card/slip.

A variation on the exercise, and even easier to prepare, is to invite the team members to write their own statement beginnings onto a slip of paper each, fold the paper and put into the middle of the table with other people's statements, and have the team pick and speak about each one in turn.

When creating (or instructing the team to create) statements, try to accentuate the positive rather than inviting people to be negative, although if there are serious negatives you are best knowing about them than not.

(Developed from a suggestion by F Kelly)

'Personality Tree'

For any group size - This interesting activity will take 30-60 minutes.

Split the group into teams of three to five people. Explain first that there is not necessarily any psychological correlation between what you are about to ask the group to do, and the personalities of the group. The purpose of the activity is to develop personal self-awareness, to develop mutual awareness among the teams' members, to stimulate feedback from other team members, and generally to assist team-building and bonding through getting to know each other better. The activity helps Johari Window development, which is a useful reference model for the teams. The exercise is simple: Issue each team of 3-5 people with colored pens, markers, or crayons, and a sheet of paper per team member (A4 is fine, bigger sheets are great if there's enough room and some big marker pens or paints and brushes).

Each team member's task is to draw or paint a tree on their sheet. The tree must include root system, trunk, branches, leaves, buds, fruit, flowers and thorns. After (or before - the choice is yours) the trees are drawn use this 'key' to ask the participants to think about their trees in terms of their:

- roots = their life influences and beliefs
- trunk = life structure and particularly aspects that are quite firm and fixed
- branches = relationships and connections, directions, interests, how they spend time
- leaves = information and knowledge - and sources thereof
- buds = their ideas and hopes for the future, and their potential
- fruit = their achievements
- flowers = what makes them special, their strengths
- thorns = challenges, threats and difficulties

Ask team members to share and discuss their trees and interpretations with each other within their teams. Emphasize the usefulness of empathic listening and non-judgmental feedback.

The duration of the exercise is flexible depending on the type of people, and the need, benefit and willingness for sharing personal feelings. Adapt the key above to suit the areas of discussion you seek to encourage, for example you could add birds and bees to the situation to represent temporary 'partnerships' or travel or holidays; or you could add windfall dead branches and leaves to represent discarded 'baggage'; or change 'leaves' to mean 'skills', 'buds' to mean opportunities, etc. You can remove items altogether if they are not relevant to the situation.

(Ack F Kelly)

“The common question that gets asked in business is, ‘why?’ That’s a good question, but an equally valid question is, ‘why not?’ “

– Jeff Bezos, CEO of Amazon

The 'Dalai Lama' Personality Test

The famous 'Dali Lama' personality test seems to have started as a chain letter and email around the year 2000. It has nothing whatsoever to do with the Dalai Lama, and as a psychometrics instrument it has no standing at all, other than being top of the personality testing category loosely referred to as 'a load of nonsense'. The test appears in many varying presentational formats, which commonly promise lifelong happiness, wealth, avoidance of plague and pestilence, plenty of sex, yachts, etc., but the essential 'test' elements are consistent.

Question 1. Write down the following five animals in the order of your preference: Cow Tiger Sheep Horse Pig

Question 2. Write a word to describe each one of the following (preferably write five different describing words): Dog Cat Rat Coffee Sea

Question 3. Write down the name of a different person whom you associate with each of these five colors (each person must be known to you and important to you): Yellow Orange Red White Green

Question 4. (In the typical 'Dalai Lama chain letter email, question 4 asks for the person's favorite number and favorite day of the week, and subsequently links the answers to respectively: the number of friends to forward the email/letter to, and the day of the week on which the person's wish will come true, so it's as well to exclude question 4, unless you position it purely as a bit of nonsense.)

(At this point the chain letter normally suggests, for extra gravitas..."Be sure that your answers are what you really feel..." and then invites the respondent to make a wish.. world peace, meeting this month's target, a modest win on the lottery, Torquay United to avoid relegation.)

After people have written down and thought about their answers, you can reveal the interpretations:

Question 1: interpretation (Write down the following five animals in the order of your preference: Cow Tiger Sheep Horse Pig):

- Cow = CAREER
- Tiger = PRIDE
- Sheep = LOVE
- Horse = FAMILY
- Pig = MONEY

Question 2: interpretation (Write a word that describes each one of the following: Dog Cat Rat Coffee Sea).

The descriptive words are supposedly how you see or feel about:

- Dog = your own personality
- Cat = your partner
- Rat = your enemy or enemies
- Coffee = sex
- Sea = your life

Question 3: interpretation (Write down the name of a different person whom you associate with each of these five colors: Yellow Orange Red White Green). The people whom you identify with each color are supposedly:

- Yellow = a person you will never forget
- Orange = a true friend
- Red = a person you really love
- White = your twin soul or soul-mate
- Green = a person you will remember for the rest of your life (this is the usual interpretation of the Green person, although observant readers will notice that it is effectively the same as the Yellow person, so for added interest, here is an alternative more interesting Green):
- Green = someone who can teach you a lot about yourself

Just for interest only, the chain email/letter version added additional incentive for continuing the chain with the promise that by forwarding the message (or 'mantra') to specified numbers of people "...your life will improve..." according to the following scale:

- 0-4 persons = slightly (steady now)
- 5-9 persons = to your liking
- 9-14 persons = you will have at least 5 surprises in the next three weeks (presumably nice surprises)
- 15 or more persons = your life will improve drastically and "all that you have always dreamed will take shape.." (or words to that effect)

And the chain letter typically ends with a final sign-off: "If someone does not smile at you, be generous and offer your own smile. Nobody needs more a smile than the one that cannot smile to others..." (Which in itself is no bad thing to advocate).

Organizational Models Exercise

This is a simple and sophisticated modelling/modeling exercise, using very basic materials, for understanding and improving work structures of all sorts.

Group size: Any size, subject to splitting large groups into self-facilitating teams. Teams of three are usually optimal for speed and simplicity where several models are to be created. Groups bigger than five people typically require close facilitation if trying to agree a single model, (explained more below).

Duration:

Briefing 5 mins.

Activity 15-30 mins depending on complexity of organization/model.

Review 10 mins plus 5 mins per team/model. These timings are minimums and can be extended easily for more complexity and depth of debate/learning/workshop.

Preparation: A basic minimal approach requires zero preparation of materials.

The idea of this activity is for the group to create a model of their (or a relevant) organization using 'bits and pieces' from their pockets, bags, cases, etc. The organization(s) can be anything which fits the purpose of the training/group session, for example a business or service organization, a sales network, or a supply bid, or a school.

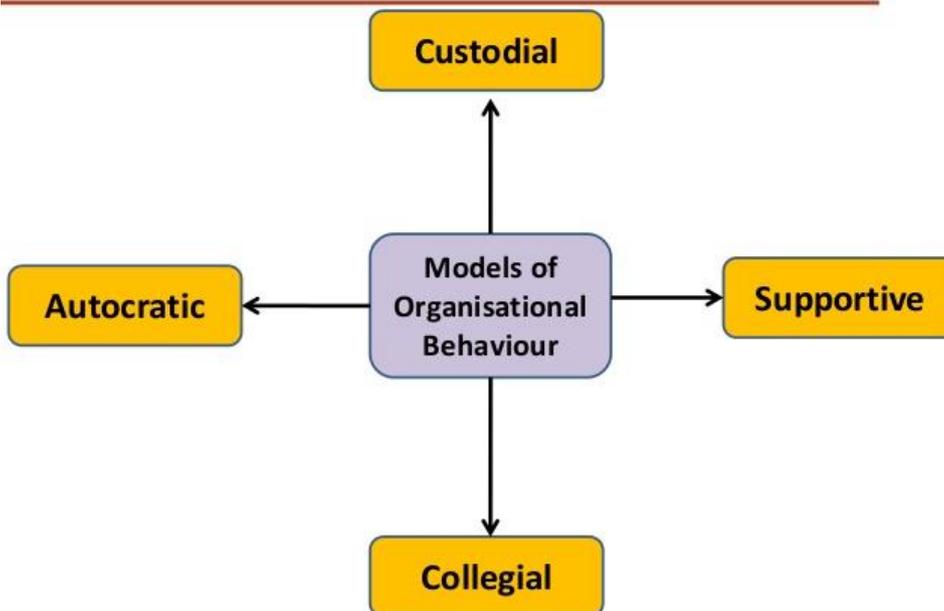
The use of random bits and pieces such as keys, combs, phones, tissues, etc., challenge and liberate people to think creatively and incisively about how an organization is structured and operating, including the crucial relationships/communications between working parts. Using visual tactile symbolic things enables a level of thinking and expression that's impossible with conventional language.

Models of complex work / business organizational situations should ideally include symbolization of non-physical aspects (e.g., communications, workflow, responsibility/authority, etc.) especially relationships between units within the model. Paper (torn, folded, cut, drawn on, etc.) may be used to show these factors.

The sourcing of 'bits and pieces' can be extended to office stationery and other small items which are available in the venue, or potentially outside too (stones, twigs, leaves, etc).

N.B. Limit the time to source 'bits and pieces', or this will take longer than the exercise itself. Optionally prepare a box of 'bits and pieces' beforehand (which is described in the unrelated 'this is me' exercise below this).

Organisational Behaviour Models



Source: <http://www.slideshare.net/searchanandu/organisational-behaviour-full-syllabus>

'Organizational modelling'

This 'bits and pieces' version requires no preparation/materials, and offers greater creative potential.

For example, to make it very quick and creative indeed, limit the bits and pieces to the items which people have in their pockets.

The activity is for groups of any size, and depending on the situation and purpose can be run as one whole group, or a number of smaller teams. Teams can work on models of the same organization (for comparative/mutual understanding purposes), or of different organizations, or 'in theory' vs 'in reality', or any other approach that suits the situation. The organization(s) to be modelled depends on the facilitator's aims, and the group's interests/needs.

This activity would fit very well within an organizational development workshop, where a group is expected to analyze a systemic structure/organization, and identify improvements which they'd agree at the workshop and implement after the group sessions.

Other types of organizational structures which can be modelled are for example:

- a number of related/interconnected work departments
- supplier/customer relationships
- marketing/sales networks and 'routes to market' or sales channels
- manufacturing/production/distribution/logistics structures and processes
- supply chains
- new business start-ups (business models, strategies, etc)
- stakeholder analysis/development
- mixed agency/contractors supply arrangements
- international management/distribution systems
- computerized systems and web/online development
- project management and product development
- and institutions such as schools, colleges, associations, etc.

Time limits are at the discretion of the facilitator, although note that this activity can grow to become highly engaging, complex and time-consuming. Therefore facilitators should be very clear about aims and limits before briefing the group/teams.

Consider also that the larger the group is, then the more the group will learn about each other's views and the structural problems and potential improvements while the activity is happening (i.e., before the review). This is because generally group size is inversely proportionate to group agreement (Large groups tend to find it more difficult to reach agreement than small teams.) So having one big group working on one big model requires more facilitative help during the activity, than having a few pairs or threes working on different models, which will generate relatively more learning in the review stage.

Review:

The major aim/outcome of this activity is to enable thinking, discussion and improved mutual understanding of how the organization (or more than one organization, or a sales network, etc.) is structured, including its communications, relationships, processes, responsibilities, and decision-making.

Significantly the activity enables a radically new view of things:

- how structures and connections should/could be
- how they actually are
- what needs fixing
- how to fix it, etc.

Where two or more teams are creating different models there is an opportunity for teams to guess the meaning of the other team's model.

Whatever, ensure adequate opportunity is given for models to be explained and discussed.

Tea and coffee memory game

This is a simple quick and easy exercise that people will enjoy, and which also demonstrates the importance of structuring and organizing information to maximize the effectiveness of communications. It's mildly competitive too, which increases engagement and fun.

The activity is for groups of about eight people - minimum five, maximum a dozen. Split larger groups into self-facilitating teams.

Materials required - pens and paper.

Preparation - zero (other than understanding and planning it).

Duration - about 30 seconds plus a review of 2-5 minutes as a quick activity, or 10-15 minutes review/discussion for more depth.

Instruction to group - Listen to and remember what each person says. Take it in turns to say what you'd like to drink: (tea, coffee, with or without milk, with how many sugars or without, or water, still or sparkling). When you've heard everyone's drink requests, (individually) write them down on a piece of paper, as correctly as you can recall them, including who wants what, rather than just a list of the choices.

We will then see who remembered the drinks order most accurately.

Review

1. Who remembered the most accurately? (Review what people have written. Congratulate/reward the winner.)
2. Ask the group to consider/discuss what helped or hindered their own memorizing process.
3. Ask the group what sort of system/structure would help memorization of these drinks orders? Extend this to the importance of structuring information of all sorts - especially random unstructured details - to help people access, absorb, retain and use it. The principle is widely applicable, widely ignored, and therefore a major opportunity to improve the effectiveness of communications, including to oneself.
4. To extend the activity/review to more depth - Ask the group what sort of structured systems of information and communications can improve our ability to absorb and retain information better?
5. Ask people listen to this list (call it out): "Ash, Dance, Pool, Oak, Wine, Jive, Football, Beer, Wood, Drink, Darts, Waltz, Game, Latin, Juice, Willow" - and then see how well people individually can recall and write the list. Don't revisit the correct list - just indicate how well people have remembered.

Then ask people to listen to this (call it out - it's the same words, but organized into a memorable structure): "Here are four categories, each with a heading and three items in each: 1st category is Game: Football, Pool, Darts - 2nd category is Drink: Beer, Wine, Juice - 3rd category is Wood: Oak, Ash, Willow - 4th category is Dance: Latin, Jive, Waltz" - and then see how well people can remember the categories and three items in each. There should be a major improvement.

Finally show this table for 30 seconds and ask people to memorize it:

Game	Drink	Wood	Dance
Football	Beer	Oak	Latin
Pool	Wine	Ash	Jive
Darts	Juice	Willow	Waltz

Ask people to (individually) reproduce the table. There should be a further major improvement, and perhaps 100% correct retention among all delegates. Partly this is due to familiarity, but mainly it is due to structure. This further demonstrates the significance of organizing information into a structure which aids communication and retention.

This principle applies very widely - to the communication of every sort of information - but is very commonly ignored. Communications of all sorts are often chaotic and not organized or structured at all.

The lesson is: The way we structure and organize information is critical to the ease with which people respond and use it.

Variations:

- To increase the competitive/fun aspect you can introduce biscuits and pastries to possible choices.
- And if there is a tie for the winner then have a play-off in which the tied winners have to memorize people's favorite meals, or holidays, or impressionist artists, whatever.
- Re-run the exercise using a structure to organize the information (i.e., people's refreshment choices) according to consistent terms or perhaps a simple coding system.

A particularly interesting reference theory is Nudge Theory ("Nudge theory is a concept in behavioral science, political theory and economics, which argues that positive reinforcement and indirect suggestions (to try to achieve non-forced compliance) can influence the motives, incentives and decision making of groups and individuals alike, at least as effectively - if not more effectively - than direct instruction, legislation, or enforcement...). A major tendency in all people is to prefer information/propositions which are easy to absorb, which depends on the structuring and organization of information. Additionally familiarity and repetition, which are also demonstrated in this activity, are major aspects of Nudge Theory.

'This is me'

This is an extremely flexible and easy-to-run exercise, for any group, any age, and any level.

The purpose of the exercise is to enable very free self-expression of each delegate's true self, dreams, passions, strengths, personality, situation, etc., (according to facilitator direction) enabling potential discussion/development afterwards according to overall session aims.

Mainly this activity can be used for:

- A quick personal introductions session for training/conference groups, or
- A longer exercise to start/extend exploration of mutual awareness, personal aims, life/career priorities, etc.

The activity approach is that there are no right or wrong answers. Everyone has value and meaning. Briefly, the exercise enables each delegate to create a metaphorical or symbolic representation of him/herself ('this is me...') using various random 'bits and pieces', or from symbolic things written/drawn on cards by the delegates.

This highly creative representational approach to self-expression/introduction is far more liberating, stimulating and engaging than verbal methods such as conventional verbal self-introduction, or interviewing each other, which are commonly used in group introductions.

The exercise minimum duration is 5 minutes including brief review, assuming the preparation is done by the facilitator

(Option 1). Add at least 5 minutes if the preparation is to be done by the delegates

(Option 2). The activity expands naturally to greater duration (easily to 30 mins) if more thinking and discussion/review time is encouraged by the facilitator.

As an introductions icebreaker - If using the activity as an introductions icebreaker (instead of the conventional around-the-table verbal self-introductions) then control timings tightly and limit the purpose to a simple introduction of each person's self, so a total time for the group is 5-10 mins max.

This is Me!



Nikki Snell

Source:

<http://www.blurb.com/b/4235845-this-is-me>

Preparation:

Option 1 - The facilitator must prepare a big box of 'bits and pieces' from which each delegate can select/assemble/combine a creative symbolic representation of him/herself. What the facilitator puts into the box can be very random indeed, for example:

- magazines with lots of pictures
- pairs of scissors
- nuts and bolts, and other small mechanical components
- small children's toys (especially models, tools, and symbolic items)
- playing cards
- coins
- junk from the kitchen drawer
- pebbles, fir cones, cankers, and other 'natural' things
- rummage sale bric-a-brac
- modelling clay
- paper, pens, pencils
- sticky tape, string, stapler, fixings
- takeaway menus
- cloth, ribbon
- small electrical components
- other random symbolic things

This list is not fixed or complete - it's just examples. Resist guessing what the delegates will find interesting - be as random and adventurous as you can be in compiling the box contents. Remember - and emphasize - that the exercise is symbolic. To avoid a rugby scrum spread contents of the box of bits on a table to make it easier for people to look and select.

Option 2 - Alternatively (less dynamic, but virtually zero preparation for facilitator) this method does not require a prepared 'box of bits and pieces'. Instead ask the delegates to draw or write 5-10 things on separate pieces of card (or paper) - about postcard size - and these cards, put into a central pool, or ideally tacked to a wall, or spread on the floor/table, will collectively equate to the 'box of bits and pieces'. Ensure cards can be clearly understood. Make available extra blank cards and pens for delegates who need them in the next creative representational stage. In prompting delegates what to draw/write, describe these things as: "symbols of what's important in life", or similar. This option 2 of the exercise produces a slightly different activity compared with Option 1, but in essence the process and methods and possible outcomes are the same.

Creative representational stage - Ask delegates each to use whatever bits and pieces they want to create a symbolic representation of him/herself. Depending on the context/aims of the session, the facilitator can give guidance as to whether this representation is of 'self', 'dreams', 'strengths', 'challenges', - or whatever suits the group development purpose. This flexibility applies to using the activity for simple personal introductions or as a bigger exercise. Or the facilitator may choose to leave the nature of self-expression completely open to the delegates' interpretation.

Review - This next stage is for delegates to present themselves ("This is me") using their creative representations. Depending on your precise purpose of the activity, control timings tightly if the exercise is for a simple personal introductions session, or allow more time for explanations and discussion if there is a wider purpose. Consider that the nature of the exercise is liberating and may cause delegates to 'open up' more than happens in conventional verbal introductions. If serious issues emerge then make a note of them, make a time to return to them, and deal with them later, individually or in the group, as appropriate.

The method of presentation is flexible - most obviously it can be on a table-top, or by tacking cards to a wall. You can ask that people take turns to present/explain themselves/their representations to the group, or for very large groups encourage more casual walking around and discussing with each other what the representations mean.

There are no right or wrong answers. A perfectly acceptable representation would be merely to hold up a single nut or bolt, and say "I am an engineer." Alternatively if a delegate chooses to create a 3D model of Africa, or a street, a school, a zoo, a hobby, a holiday, a garden shed, or the Starship Enterprise (subject to available time and materials) than any of this is perfectly fine too. It's about liberating and sharing people's self-expression, followed by whatever suits your session aims.

Variations:

- For a much bigger and more entertaining variation, include dressing-up clothes, wigs and props in the box of bits and pieces.
- Or similarly to increase scale and richness of the activity, include musical instruments in the box of bits and pieces.
- Issue each delegate with his/her own (different) box of bits and pieces and add a trading/swapping stage to the activity, in which delegates first have to trade/swap bits and pieces with other delegates to assemble the bits and pieces they want.
- You might find that people become quickly attached to their creations - they will become like an emblem or mascot. Allow them to keep them for the duration of the gathering if they wish, and forever if they wish, and if materials/budgets permit. For this reason avoid any significant expense in assembling the box of bits and pieces. (I am not suggesting people should keep dressing-up clothes and musical instruments - just inexpensive bits and pieces creations..)
- The exercise can be repeated at the end of certain types of courses, particularly where people's self-images can change as a result of their learning and development experiences. This adds a substantial new dimension to the activity, and its value as a reflective process.
- Related to the above point, this exercise can be linked to the following 'life dreams negotiating' game, below.

'Life Dreams Negotiating' Game



Source: <http://bizdharma.com/blog/the-most-essential-thing-before-you-negotiate/>

This flexible easy-to-run activity is ideally for groups/teams of about eight people, or you can easily adapt the exercise for different group numbers. Split large conference groups into self-facilitating teams of about eight. The exercise can be run with a group as small as four.

The activity purpose is -

- to explore life priorities, aims, needs, dreams, etc., (depending on the overall purpose of the course/meeting)
- to enable discovery, sharing, and evaluation of personal wishes/needs, and other people's wishes/needs
- to consider personal value systems alongside other people's value systems
- and to negotiate and agree compromises for collective values/wishes/needs, etc.

Duration guide - 30 minutes for 8 people. The facilitator can control this activity easily by stipulating times allowed for each stage, by which people have to make their decisions. There is no particular penalty for failing to reach agreement by the time allowed - the sense of wanting to achieve agreement is typically sufficient incentive (beside which, without agreement participants are effectively unable to progress to the next stage).

Preparation - Hardly anything is required - as a minimum you need just some blank cards, or stiff paper, postcard size or a bit bigger, and pens/pencils. Sufficient for each delegate to have 5-6 cards to write/draw on. Alternatively and additionally, to add an extra dimension and stimulate more senses, you can compile a big 'box of bits and pieces' to represent very symbolically the things that people consider important in life (for example a lemon or potato could represent food or nature, a car key could represent cars or transport or mobility, and a house key could represent security or a home - people may attach/explain their own meanings to symbolic bits and pieces, and/or to hand-drawn images or words).

The activity requires each delegate to choose three things that they consider most important in their lives, and then afterwards to discuss and negotiate with another person to agree a revised set of three things that satisfies their life-needs/wishes of the two people as a pairing.

Each pairing then repeats the process with another pairing, to agree a four-person set of three things.

And then the whole group (say of eight people) must discuss and agree a set of three things, which satisfies the entire group.

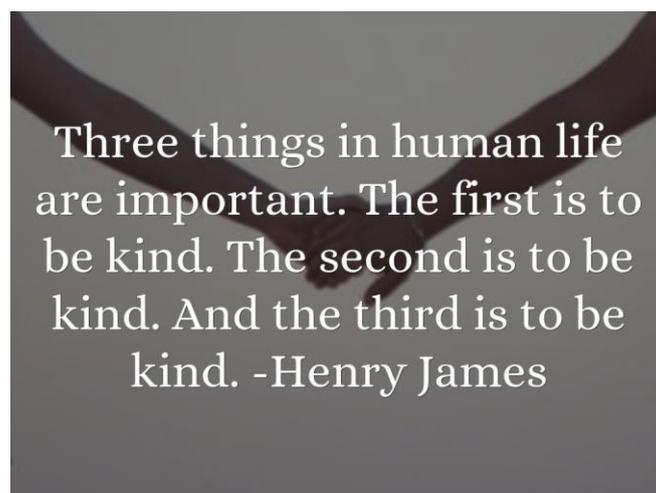
If you have a group of ten then you can ask people to work in threes alongside pairs. A group of nine could be split into 3 x 3, and then brought together as a whole. It's flexible provided you follow a basic joining together pattern in one or two steps, culminating in a whole group discussion/agreement.

Each 'thing' is represented by a card (postcard size or a bit bigger) carrying word or drawing, or by a physical item.

The exercise begins by people creating these cards - initially their individually chosen three things - or by selecting and attaching a meaning to three 'bits and pieces' from the box.

Review: Explore issues and feelings arising during and after the activity, for example:

- Ease/difficulty of selecting three things.
- Ease/difficulty in agreeing compromises and understanding other people's selections.
- How our feelings towards different things might have altered during the exercise.
- Levels of cooperation and competitiveness experienced, witnessed.
- What are common priorities/needs?
- What are immovable needs, if there are any?



Source:

<https://www.haikudeck.com/three-things-in-human-life-are-important-the-first-is-to-be-kind-the-second-is-to-be-kind-and-the-third-is-to-be-kind--henry-james-uncategorized-presentation-f6BmSop0BQ>

Communication

Improving Communication

- **Back-to-Back Drawing** – Divide your group into pairs, and have each pair sit on the floor back to back. Give one person in each pair a picture of a shape, and give the other person a pencil and pad of paper.
Ask the people holding the pictures to give verbal instructions to their partners on how to draw the shape – without actually telling the partners what the shape is. After they've finished, ask each pair to compare their original shape with the actual drawing, and consider the following questions:
 - How well did the first person describe the shape?
 - How well did the second person interpret the instructions?
 - Were there problems with both the sending and receiving parts of the communication process?
- **Survival Scenario** – This exercise forces your group to communicate and agree to ensure their 'survival.' Tell your group that their airplane has just crashed in the ocean. There's a desert island nearby, and there's room on the lifeboat for every person – plus 12 items they'll need to survive on the island. Instruct the team to choose which items they want to take. How do they decide? How do they rank or rate each item?

Eliminating Stereotypes and "Labeling"

- **Stereotype Party** – This is a fun exercise for a medium-sized or large group. Write on nametags many different 'personality types (see the list below), and pin or tape one tag to each person's back. Don't show people which tag is on their back – they'll be able to see everyone else's tag, but not their own.
Now, ask each person to figure out which personality type is on his or her back by asking stereotype-based questions of other people – “Am I a man?” “Am I an athlete?” “Am I an entertainer?” and so on.

Allow group members to answer only yes or no, and encourage participants to ask questions to as many different people as possible.

Here are some personality types you could consider:

- Auto mechanic.
- Olympic medalist.
- Professor.
- Fast-food restaurant worker.

Building Interdependence and Trust

- **Human spring** – Ask group members to stand facing each other in pairs. Their elbows should be bent, with their palms facing toward each other. Instruct them to touch their palms together, and gradually start leaning toward each other, so that they eventually hold each other up. Then, instruct everyone to move their feet further and further back, so that they have to depend solely upon their partners to remain standing.
- **Mine field** – This is a great exercise if you have a large room or outdoor field. Set up a 'mine field' using chairs, balls, cones, boxes, or any other object that could potentially be an obstacle and trip someone up. Leave enough space between the objects for someone to walk through.

Next, divide your group into pairs. Pay attention to who you match with whom. This is a perfect opportunity to work on relationships, so you might want to put together people who have trust issues with each other.

Blindfold one person, the 'mine walker' – this person is not allowed to talk. Ask his or her partner to stay outside the mine field, and give verbal directions, helping the mine walker avoid the obstacles, and reach the other side of the area.

Before you begin, allow partners a few minutes to plan how they'll communicate. Then, make sure there are consequences when people hit an obstacle. For example, perhaps they have to start again from the beginning

Source: https://www.mindtools.com/pages/article/newTMM_52.htm



Source: <https://dicktaylorblog.files.wordpress.com/2015/11/trust-building-big-size.jpg>

Volunteer management

Icebreakers and Group Energizers

33 Hidden Hands

Objective - To give participants practice in communicating with other team members and in making group decisions while sequencing a comic strip.

Group Size - Unlimited. Participants will work in groups of three to four members each.

Time Required - Twenty to thirty minutes.

Materials - A comic strip from the Sunday paper (duplicated so each work group has a copy); one envelope for each subgroup.

Preparation - Photocopy enough copies of the comic strip to provide one for each work group. Cut each strip into separate panels and place the panels in an envelope.

Process

1. Instruct the participants to form work groups of three to four members each. Distribute one envelope containing a set of comic strip panels to each team.
2. Direct the members of each team to open the envelope, place the panels of the comic strip face down without examining them, and shuffle them around the table.
3. While the panels are on the table face down, hidden from view, members of each team take turns drawing a panel (without showing it to others), going around until all panels have been chosen. Team members are allowed to describe their own panes as fully as possible, but they are not allowed to look at the panels of the other participants or to show their panels to others.
4. When the team members have agreed on which panel is first in the cartoon, (based on the participants' descriptions of the panels), they place it face down on the table. After they have placed all the panels face down in the order they have determined, they then turn them over to see if they have sequenced the comic in the proper order.

Discussion

Lead a discussion on the communication process used to describe the panels and the means by which group decisions were made. Explore ways in which members of the group could have improved the team's performance

By Lorraine L. Ukens - From *Getting Together: Icebreakers and Group Energizers*([link is external](#)), Jossey-Bass/Pfeiffer, 1997, pp. 106-107

Source: <https://www.energizeinc.com/art/getting-together-icebreakers-and-group-energizers>

Conflict solving

Outcomes Identification Exercise

Facilitator's Opening Statement:

"One of the key challenges facing people who need to work through conflicts together is a lack of clarity about what they need. What they expect regarding how those needs are met at the workplace, and the relative priority of these expectations, is at the heart of this exercise. By clarifying desired outcomes from their work together, participants can begin to build an agenda that seeks to affirm those desires in practice."

Step 1: Individually, each participant should 'brainstorm' a list of responses to the following question:

"What outcomes do I desire from my workplace?"

An alternative question may be: *"What expectations do I seek to fulfill from my work with my co-workers?"*

Take 3 minutes of quiet time to write down as many answers as possible to the focus question.

Step 2: Going around the circle, each group* member should identify one desired outcome to share with the others. The facilitator should record these responses on flip chart paper. Go around the circle a couple of times... if a 'desired outcome' has been previously stated, participants are encouraged to identify other items from their personal lists. People may "pass," if preferred. After completing 2-3 turns around the group, the facilitator should ask members to review the flip chart list and identify any other items from their personal lists that they now feel are important to add to the group list.

**At the end of this step, the group's list should contain 12-15 items. This assumes 5-7 members per group; if working with a larger group, it is advisable to break into subgroups.*

Step 3: Elicit feedback from group members regarding the characteristics of the desired outcomes they now observe. Ask them [if not otherwise noted] to notice the relatively significant role of procedural needs and psychological needs identified in these lists. [If you have a few sub-groups, it may be helpful to have people 'wander around' and view the other lists before making these comments.]

Step 4: Ask each person to reflect upon the group list that has been generated, as well as their personal lists. Then ask each group member to take 3 minutes to compose two statements:

A:

"One desired outcome I am working to achieve is _____."
This is very important to our work group because _____."

B:

"I know that (someone else in the group or work team) is working to achieve (another desired outcome). This is very important to our work group because _____."

Encourage group members to elaborate fully with these statements. Then, when all are ready, have people share these statements with one another in the group.

*Again, small groups may be desirable. However, there is tremendous power in the experience of hearing people share these statements within the larger group. The facilitator should determine which approach is best in this situation.

Step 5: (Optional) Building an action agenda often flows from the listing of desired outcomes in Step 3. You may return to this list and ask participants to identify [with check marks or colored dots] the "top 3" items on the collective list that should now be acted upon in by the group. After people are polled in this manner, the group should identify those priority items that now appear to be meaningful and actionable for the group, and set aside time to address those items in the best possible way.

Source: <http://conflict911.com/cgi-bin/links/jump.cgi?ID=19019>

"Some people say, "Once you learn to be happy, you won't tolerate being around people who make you feel anything less." My Christ says, "Your job is to get off your self-righteous butt and start reaching out to the difficult people because my ministry wasn't about a bunch of nice people getting together once a week to sing hymns and get a feel good message, that you may or may not apply, depending on the depth of your anger for someone. It is about caring for and helping the broken hearted, the difficult, the hurt, the misunderstood, the repulsive, the wicked and the liars. It is about turning the other cheek when someone hurts you. It is about loving one another and making amends. It is allowing people as many chances as they need because God gives them endless chances. When you do this then you will know me and you will know true happiness and peace. Until then, you will never know who I really am. You will always be just a fan or a Sunday only warrior. You will continue to represent who you are to the world, but not me. I am the God that rescues."

— Shannon L. Alder

Dealing with Conflict

- When faced with an interpersonal conflict, here are some of the techniques to use to help resolve or mediate the conflict.
- When emotions are running high it is hard to problem-solve. You may need to take time out and let things cool down.
- Communicate & Listen
- Active listening
- “I statements”
- Clarifying and open-ended questions
- Use Creative Problem Solving Techniques
- Get beyond positions to underlying Needs
- Brainstorm solutions
- Evaluate solutions
- Choose the best solution for all
- Implement the plan and evaluate
- Compensation - ask yourself if the behavior you are seeing is compensation for something else. Try to identify the root issue and deal with that.
- Accept the person but you don’t have to accept the behavior.
- Quickly correct inappropriate language or other problems. Don’t let bad patterns get started and supported in the group.
- Know how much to push.
- It is OK for leaders to use their authority to set standards. You can do this in a problem situation by letting others know that they are not comfortable with certain actions.

Example: *“I’m not comfortable with people doing unsupervised climbing so don’t do it.”*

Dealing with someone who is Out of Control

Sometimes you may get into a situation where the other person is really having difficulty and their behavior is getting out of control, what is often known as an “in your face” situation. Here are some techniques you can use to settle the situation out.

- Recognize from early on when you are in an “in your face” situation or when things are escalating in that direction. Know what pushes your buttons.
- Don’t just enter a conversation expecting your own outcomes. Recognize what the other person’s outcomes may be. Not being sensitive to the other person’s needs can often escalate things into “in your face.”
- Know when to put off a conversation until another time. Sometimes emotions are running too high to have a productive conversation.
- Know when the discussion needs to be private. Other times you may want corroboration from your coleader that can’t come with a private discussion.

- Don't interrupt people. If someone is out of control, interruption probably won't get him or her back in control. Best to let them have their say completely and then comment if it seems appropriate.
- Give up being invested in making your own point. If things are out of control, you don't want to feed the fire by trying to get your own point across. Let it be, at least until later. Spend your energies trying to reduce the anxiety. After things have calmed down, have another discussion if necessary to get back to your points.
- Go into active listening mode. Rephrase the person's comments so they know you have heard them. Read between the lines and ask yourself what is going on with this person that is motivating them to act this way. Remember compensating behaviors. If appropriate, you can tell them you disagree with their points and list your reasons.
- As you rephrase the person's statements, be prepared to apologize if you find that they have interpreted you in an objectionable way. "It sounds as if you are frustrated with my telling you that you can't hike by yourself. I apologize if that offends you, however, it is the standard OA policy that the group should stay together for safety reasons."
- Don't raise your voice or change your physical presence. Stay cool and collected. Changes indicating your anxiety will only raise the level of tension.

"Batting Negativity"

Objective (s): To identify strategies to deal with negative employees

Activity Description: Ask participants to give examples of the damaging effects of negativity in the workplace. As a group, discuss the dozen negative "types" listed below. Then have participants brainstorm ways that leaders can handle each type. The goal is to end up with a list of helpful leadership strategies for dealing with negativity.

Negativity Types

1. **The Resisters** - They rail against anything different
2. **The Wobbly** - They are constantly shifting moods and expect others to adjust to them
3. **The Gossipers**--They spread rumors and tell inappropriate personal tidbits
4. **The Blamers** - They are constantly blaming others.
5. **The Victims** - They believe people are out to get them
6. **The Adhesives** - They can't let go, even things that happened years ago
7. **The Pessimists** - They always expect the worst case scenario
8. **The Boilers** - They will blow over the slightest provocation
9. **The Complainers**- They feel everything is wrong or will soon go wrong
10. **The Choosers**- They are constantly pitting one group against another
11. **The Detached**- They feel most everything is dumb or beneath them
12. **The Self-Absorbed** - They are constantly grabbing credit or attention

Options: If you have the time, participants can develop their own list of negative types.

“Coaching as Conversation”

Objective(s): Use this activity to identify the appropriate approach to a coaching session with a subordinate

Activity Description: Participants are asked to list three different performance problems experienced by their employees, past or present. Participants are then asked to briefly describe the nature of the performance problem (what is getting in the employee’s way?) on separate Post-It notes. When they are finished, they are asked to place the Post-It notes on one of four flip-charts with a heading that seems most appropriate to the problem: Counseling Approach, Mentoring Approach, Instructional Approach, and Feedback Approach.

At the end of the activity, the facilitator reviews the discussion and then explains that “coaching” involves a one-on-one conversation that managers need to prepare for ahead of time. In preparing to meet with the employee, it is important to know how to “frame” the conversation, depending on the performance problem that has surfaced. The following handout is then distributed, as a reminder:

Coaching Approach	Outcomes Sought
Counseling: The manager describes the situation as he/she sees it, prompts responses, asks questions, and focuses on listening to understand	The goals are to define the problem, gain insight into the problem, enable the employee to share strong feelings and gain self-insight, identify a plan of action, and encourage employee to commit to the plan
Mentoring: The manager describes his or her observations of the employee, and explains how the employee’s behavior is interpreted in light of the organization’s political structure, culture, or the biases, likes and dislikes of senior managers	The goal is to increase the employee’s political savvy (awareness of land mines, sensitivity to how decisions are made and work gets done, skill in maneuvering through complex situations) and organizational agility (knowledge of how things function, how to get things through formal and informal channels)
Instructing: The manager provides direct instruction (teaches) or guidance on how to design and implement a performance improvement plan.	The goal is increased knowledge, know-how, and skill.
Feedback: The manager gives objective, behavior-based description of performance deficiencies	The goal is for the subordinate to understand and accept personal responsibility for the performance deficiency and commit to improved performance.

Options: *The handout can be used in one-on-one meetings with managers to help them decide how to approach a problem employee.*

“Leader as Coach”

Objective(s): This is a three-step process a manager can use to help an employee get “unstuck” and commit to taking action.

Activity Description: Open the workshop with a short story entitled My Best Boss. In your telling of the story, you explain that a Senior manager was once asked to describe his “best boss” and the manager responded by saying “That is easy to do. My best boss always gave me work and expected me to do it. Those expectations drove me to action. He gave me challenging assignments and showed that he believed in me. That gave me confidence. But most of all, he was a wise old owl. Whenever I got stuck, and could not figure out what to do, he took the time to coach me. He never gave me answers, he just asked me questions and helped me figure out what to do. I learned from him. If I am going to get work done through people, I have to know how to develop people through work.”

The next step is to highlight the importance of knowing what questions to ask and in what sequence. With that in mind, I then divide the class into small groups of three or four and ask them to walk around the room to three separate stations. At each station they are to generate three or four questions under the following headings:

- Questions to **clarify** the subordinate’s problem or situation
- Questions to **Remove Perceived Barriers** that the employee has identified
- Questions to **Create Forward Movement** so the employee can take action

The next step is to reconvene the full group and prompt a discussion on the list of questions: which questions do you like? Find useful? Which questions are not clear to you? After the discussion I hand out a sheet of paper with the three categories (Clarify, Remove Perceived Barriers, and Create Forward Movement) and ask each participant to record those questions they find most helpful and expect to use in their coaching practice.

Options: The handout can be given to a manager during a one-on-one meeting, when the manager is looking for a specific coaching process to use with a subordinate.

Author: Bill Gjetson is a consultant and coach specializing in leadership development for Senior Leaders, Managers, and High Potential employees. His areas of interest are action learning and storytelling.

Time management

One Small Change, One Big Effect

Here's a really simple easy quick activity to use with any group.

The exercise is especially relevant for a group after a break, for example after holidays, or when a boost or intervention is required to help people shift habits or assumptions.

Our personal time management is usually greatly influenced by:

- routines
- habits
- and assumptions

Time management is largely within our personal control, although our routines, habits and assumptions can make us feel/believe/behave otherwise.

This activity has two parts:

1. Explore (perhaps discuss, given activity duration) preferably 'high yield' possibilities for changing individually how we manage our time. (As the group leader, see the [time management tips](#) and [time management tools](#) for ideas and theory - 'high yield' means a big result from a relatively small change.)
2. Then each person should commit (optionally, publicly - to the group) to changing just one aspect of our time management.

Tips:

- Focus on 'high yield' changes: i.e., the small changes that will produce the biggest results. This will help avoid the discussion becoming distracted by the inevitable obstacles which make big changes difficult. Get people thinking about little things that are easy to change (like when to check emails, and understanding the difference between urgent and important).
- Ask people to state some sort of measure and timescale by which they can check that their individual change has been implemented.
- Ask people to check with each other that the change has been made.
- Emphasize that this is about commitment, as much as it is about the change itself. Commitment is the key to overcoming obstacles.
- Emphasize the need to communicate and explain the change to people affected by it.
- Look at '[Nudge Theory](#)' for additional ideas to make change easier.

Source: <http://www.businessballs.com/freeteambuildingactivities.htm>

Stress management

Ice Breaker – Fact or Fiction

Ask participants to write THREE things about themselves on a piece of paper which may not be known to others in the group. Two are true and one is not. Taking turns, they go around the room and read out the three ‘facts’ about themselves and the rest of the group votes which are true and false. There are always surprises. This simple activity is fun, and helps the group members and facilitators get to know more about each other.

What Is Stress? - Brainstorm

Facilitator asks: How do you define Stress?

List input from the group on how they define stress and record their answers on the flip chart (as appropriate).

Definitions of Stress Facilitator says – It may seem like the definition would be obvious since we all know what stress is like – and we have all experienced it. However, there are several definitions of stress and the exact definition is still being debated.

Let’s begin by reviewing some of the main definitions of stress. The Older – Neutral/Positive Definition (Hans Selye, founder of stress research, 1956): Stress is not necessarily bad – it depends on how you respond to it.

“The stress of exhilarating, creative successful work is beneficial, while that of failure, humiliation or infection is detrimental.”

In other words, the effects of stress depend on whether you perceive the situation as being positive or negative. Since this time, stress thinking and research has transitioned into being seen as more of a “bad thing,” with harmful biochemical and long term effects. These days, the most commonly accepted definition of stress is: _____

Facilitator asks: Does this definition (by Richard Lazarus) make sense to you? Do you have any observations or thoughts on this definition of stress?

The Current – Negative Definition (Richard S. Lazarus): Stress is a condition or feeling experienced when a person perceives that “demands exceed the personal and social resources the individual is able to mobilize.” In other words, stress is something we experience when we face a situation and our ability to cope is challenged. We feel we’ve lost control of events. If we think of it this way, stress can be seen as a perceived threat to us on any level. It can be emotional, physical, psychological and can affect us in any aspect of our lives – personal life, and very commonly – in our work/professional life.

Although today we will focus most of our time on the negative aspects of stress (as noted in the second definition, above) and ways to mitigate it, it is helpful to first briefly take a broad look at both (positive and negative) sides of stress: Note to facilitator: Have flip chart pages ready, with one page for negative, and another page for positive aspects of stress.

Art Gallery - Creating a Visual Representation

Time:

The exercise in this module will take about 30 minutes to complete. In total, allowing for discussion, we recommend allowing 40 minutes to complete this module.

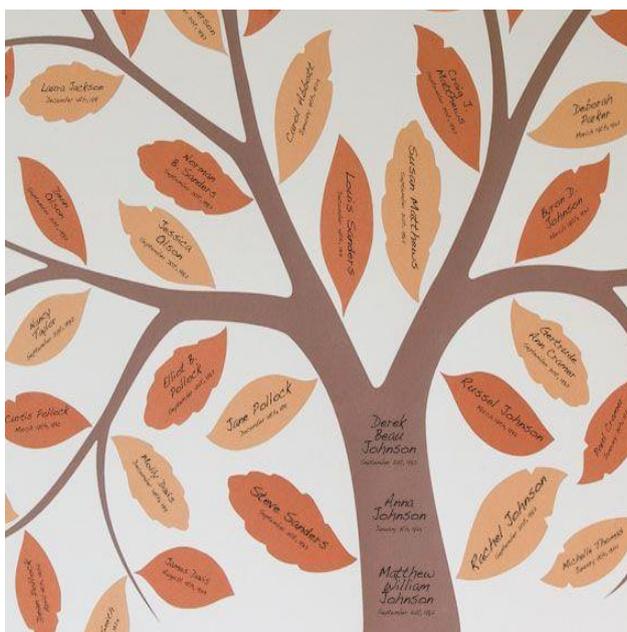
Aims:

- To explore a particular concept, idea or problem, in an enjoyable way.
- To develop shared understanding of the concept, idea or problem.
- To identify areas of uncertainty or misunderstanding.
- To identify lack of knowledge, which the facilitator can address in the rest of the session.

Group Size: This module is suitable for use with groups of up to 15 participants.

Useful For: Staff at all levels.

You'll Need: Colored stickers or shapes (see note).



Notes: There is a variant version to this ice breaker which entails asking participants to prepare a collage from the materials you have for them rather than just a drawing. Instructions, timing etc. for the variant version are included in brackets in the text. Whether you choose to use them will depend mainly on how much time you are able to allow.

For this exercise you will need: Basic version: Flipchart paper, colored pens and colored stickers or shapes.

Variation: As above, plus a collection of old magazines, journals, postcards, birthday cards or similar, scissors and glue pens.

Source: <https://www.pinterest.com/pin/81416705733365494/>

"Stand by your Quote"

Objective (s): To introduce leadership discussion and awareness

How the author has used this exercise: A good facilitator has to get the participant "juices" flowing before discussion begins. This exercise introduces the topic of leadership and encourages each participant to make a personal statement about his or her understanding of what makes a good leader. I like the exercise because it gets the participants out of their chairs and on their feet.

Activity Description: Place thoughtful leadership quotes on the walls--leave plenty of room between the quotes and make certain the print is large. It works best if the quotes touch on different aspects of leadership; in short, have a variety of different quotes.

Ask the participants to leave their chairs and walk around the room reading each of the quotes (there is no particular order). Then have them stand by one quote that resonates well with their personal views on what makes a good leader. When all participants have selected a quote (you can have more than one person by a quote), have each explain to the group why his or her chosen quote is important to them--share a leadership insight.

The facilitator can write key ideas or words on the white board. These can launch further discussion questions or serve as a "bridge" to additional leadership content.

Options: This activity is adjustable to almost any professional development topic; you simply select quotes that fit your topic.

"Reality Check"

Objective (s): To pinpoint actual leadership behavior and to set behavior goals

Activity Description: Have the participants think about what they actually do on a daily basis. Then ask them to draw generalizations about how they spend their leadership time. Each participant completes the Leadership Behavior Chart below (In blue font).

You can follow up with full group or small group discussion. The central question is this: Is your leadership behavior out of sync with the way that you feel an effective leader should be spending his or her energy?

Think about your daily interaction with the people who you lead. Generally speaking, determine the actual behaviors that define that interaction. Using the list of behaviors below, determine the amount of time (in percentages) that you generally spend on each behavior. Then in the second column, determine what you feel would be ideal distribution of time (in percentages).

Behavior	Percentage of time spent on each behavior	Ideally the percentage of time you would devote to each behavior
Informing		
Directing		
Clarifying or Justifying		
Persuading		
Collaborating		
Brainstorming or Envisioning		
Reflecting (Quiet Time for Thinking)		
Observing		
Disciplining		
Resolving interpersonal conflicts		
Praising and/or encouraging		

Follow Up Questions

Is there a gap between how you should spend your energy and how you actually spend it?

Are there some behaviors that are taking up too much of your leadership time? Why?

Are there some strategies that you can employ that would move you closer to your ideal distribution of behavior?

Options:

- A. Some groups may want to calculate behavior totals to see how their peers are spending their energy.
- B. From the third column it is easy to move into a discussion about "ideal" leader distribution of energy.
- C. You may also use this same format with both meeting and team interaction.



Source: <https://timewellspentblog.wordpress.com/2012/05/26/dealing-with-conflict/>

“Center Stage”

Objective (s): To visualize different leadership styles

Activity Description: Ask for four volunteers. One volunteer plays the role of a team member who recently has missed meetings or arrived late. The other three volunteers each play the role of a different kind of leader. To save time I usually give the leader volunteers a personality trait from which they can create their persona: the by-the-book leader, the self-absorbed leader, the paternalistic leader, the softy, the blamer, the lecturer, the know-it-all, etc. Allow the volunteers to have some time to think about their role.

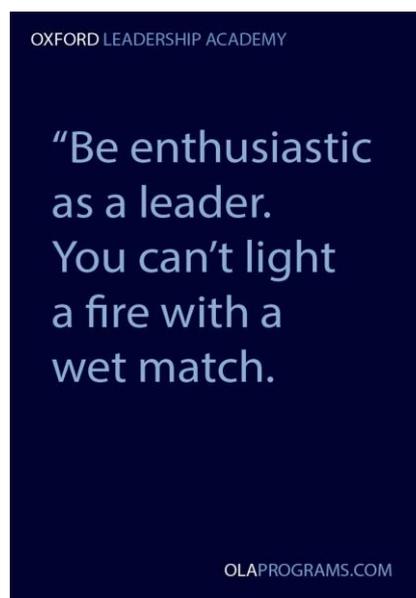
Gather the full group in a circle and place two chairs in the middle. In turn, have each leader confront the team member. Explain the situation to the group before the role playing begins: Loren, the late team member, has not only been missing meetings or arriving late, he has also appeared to be very tired and disjointed. Some team members have suggested that Loren’s wife is ill, but others say the situation is rooted with Loren himself. As a leader, what is a good way to handle Loren?

After all three scenarios have been played out, ask the full group to comment on the different leadership approaches:

- What worked?
- What could the leaders have done differently?
- How would the “ideal” leader handle this situation?

This activity is a good spring board to exploring different leadership styles.

Options: You may want to have the full group identify three different role playing situations



Source: <https://www.pinterest.com/pin/569916527824474296/>

“Leaders you admire”

Objective (s): To seek leadership characteristics through personal experience

Activity Description: Divide the group into small groups. Ask participants to share a story about the best or most influential leader that they have encountered. After each story, identify leadership characteristics by asking the question: “What was it that made this person such an effective leader?” Then as a group, identify the traits that all the leaders seemed to share. All groups then write the shared traits on a white board.

You can use this traits list as a springboard to explore more about what makes a good leader.

Options: You can ask the groups to share stories about the worst leaders they have encountered. You will get some dandy stories.

“Leadership Swap”

Objective (s): To exchange leadership ideas and build participant rapport

Activity Description: This activity is a structured leadership example exchange. Divide the group into groups of three. From the list of "situations" below, instruct the groups to take turns giving examples of something they have done or witnessed.

- Leadership Situations
- A creative twist on a situation or issue.
- A clever improvisation--"dancing on your feet"
- A pleasant surprise
- An Aha moment
- Something that generated a great deal of excitement
- A conflict resolved
- A breakthrough insight or solution
- A really tough situation
- A blindside experience
- A moving (emotional) situation

Options: You may want the groups to identify their own Leadership Situations

Author: *Tom Siebold is a writer and consultant in Minneapolis. He is also co-owner of Collegegrazing.com--a site to help college bound teens to learn more about what they need and want in a college.*

Resources: <http://www.workshopexercises.com/Leadership.htm>

Leadership by Example



- Who you are and how you act
- A simple, powerful and effective method of influence
- Helps to set the tone and determine the direction of the organization—both good and bad

“Interpersonal Team Norms”

Objective: To identify interpersonal skills that support team success

Activity: Divide into small groups. Each group should have a **Team Interaction Chart** (see below). The groups are directed to do four tasks:

- A. Make a list of key interpersonal skills that teams must practice in order to be successful (one example is listed on the Chart).
- B. From the skills listed in column one on the Chart, the group should write three core team interaction norms (one example is given on the Chart).
- C. Have the group brainstorm to identify things that individuals can do to practice or reinforce each norm.
- D. Have a spokesperson share the small group's interpersonal norms with the full group. From the norms presented, the full group can compile a master list of team interpersonal norms. This list should be printed and subsequently given to all team members. The team may even want to have a poster made of the norms to be placed in the team meeting room.

Team Interaction Chart

Key Interpersonal Skills	Norms	Some things to work on
<i>Example: "Think before you speak."</i>	<i>"Listen to learn"</i>	<i>"Be aware on NOT interrupting as others speak."</i>
1.		
2.		
3.		
4.		

"Assessment Builder"

Objective(s): To identify team preferences, opinions, and/or expectations

Activity: This activity asks small groups to build a team interaction **assessment** (or another topic of your choice). This will require the group to explore the topic in detail and ultimately identify those things that are most important. Have each group fill in the blank assessment form below:

Your purpose is to construct an assessment for team members to complete. The purpose of this assessment is twofold:

- 1. To help clarify characteristics that shape a team,*
- 2. To help participants identify team characteristics that are both strong and weak.*

Assessment title _____

Assessment Objective: _____

Assessment rationale or justification or purpose: _____

Directions: Complete the assessment below using the following continuum:

- 5= _____;
- 4= _____;
- 3= _____;
- 2= _____;
- 1= _____.

Scoring	Team Characteristic
5 4 3 2 1	1.
5 4 3 2 1	2.
5 4 3 2 1	3.
5 4 3 2 1	4.
5 4 3 2 1	5.
5 4 3 2 1	6.
5 4 3 2 1	7.
5 4 3 2 1	8.
5 4 3 2 1	9.

Scoring Directions:

Scoring Interpretation:



Source: http://www.workshopexercises.com/Team_Building_exercises.htm

“Fill in the Blanks”

Objective(s): To focus team thinking and identify key ideas

How the author has used this exercise: In order to encourage participants to think about teams (or any professional development topic), I often ask them to complete fill-in-the-blank cards (see sample below).

Activity Description: Have participants individually complete the fill-in-the-blanks card (see sample below). Then have them meet in small groups of five to seven and pass the completed cards around the group. Once all the cards have been read, they should reach consensus and complete a group card that selects their best responses. These cards are shared with the full group. This is a good way to identify ideas that are important to the group.

Thinking about Teams

- The main benefit of teams is _____
- One important reason teams make sense for an organization is _____
- In order for a team to work the team leader must _____
- The number one thing that weakens teams is _____
- The key factor for a team’s success is _____
- In order to make a team effective, team members must agree to _____
- An important indicator of team empowerment is _____

“Any Questions?”

Objective (s): To use questions to focus team thinking

Activity Description: A big part of team success is the ability of its members to ask good questions. Good questions shape a topic and focus thinking. In this activity participants will explore five basic types of questions.

List the five types of questions and provide a brief definition for each. Then have the team identify a current topic, issue, or concern. After reflecting on the selected issue, the team should generate one to three questions for each question type. See the chart below:

Issue/Topic/Problem: _____

Question Type	Type Definition	Group Questions
1. Open-ended questions	Questions that encourage broad discussion	
2. Clarification questions	Questions that help focus a topic or issue	
3. Detail questions	Questions that request facts, details, or yes/no	
4. Explanation questions	Questions that request descriptions or explanations	
5. New direction questions	Questions that move thought into new areas	

Note: Once the questions have been articulated, select the key questions and answer them.

“Define Your Terms”

Objective: To explore the various dimensions of teamwork

Activity Description: Write the following terms on the board or on flip chart paper: *cooperation, collaboration, and collegiality.*

Have the group discuss how each of the terms are different and how each of the terms works within successful teams. The goal is to move team members to understand that they must connect with one another on various levels.

Option: You may break the group into three small groups and have each group define one of the three terms. Then in full group pool their responses.

*“If a leader tries to do
too much, he or she will,
in the long run,
accomplish too little.”*

Stephen R. Covey
Principle-Centered Leadership

“Situation

Brainstorming”

Objective: To stimulate new thinking, best practices, and mutual team support.

Activity Description: In this activity team members bring to the team a “real work situation” that they have recently encountered. One at a time, members relate their situation as objectively as they can, being careful not to reveal how they handled it. After each example the full team brainstorms for strategies asking themselves “What would be the best way to deal with this situation?” This activity should help the group to formulate best practices and draw to the surface core team values.

Options: The team may divide into pairs to do this situation exchange. You may also want to stretch this activity out over several meetings by doing only one or two situations a time.

Resource: http://www.workshopexercises.com/Team_Building_exercises.htm

Team building games:

1. Zombie Escape

For: Creative Problem Solving & Collaboration Skills

What You'll Need: 1 rope, 1 key, and 5-10 puzzles or clues, depending on how much time you want to spend on the game

Instructions: Gather the team into a conference room or other empty space and “lock” the door. Beforehand, select one team member to play the zombie — dead eyes, arms outstretched, muttering “braaaaaiinnnnssss” and all. The volunteer zombie will be tied to the rope in the corner of the room, with 1 foot of leeway. Once the game starts, every five minutes the rope restraining the hungry zombie is let out another foot. Soon, the zombie will be able to reach the living team members, who will need to solve a series of puzzles or clues to find the hidden key that will unlock the door and allow them to escape before it's too late.

2. Battle of the Airbands

For: Team Bonding

What You'll Need: Speakers, smartphone or mp3 player

Instructions: Ever seen one of Jimmy Fallon's famous lip sync battles? Expand the idea to a full battle of the airbands. Split your group up into teams of 3-4 people and let them decide who will be the singers, guitarists, drummers, etc. Give them some time to choose, rehearse, and perform a lip synced version of whatever work-friendly song they like. If they have a few days, teams can dress up or bring props. After the performances, teams can vote on the winner (with the caveat that no one can vote for their own band). Or, let a neighboring department in on the fun and have them choose the winner.

3. A Shrinking Vessel

For: Creative Problem Solving

What You'll Need: A rope, blanket, or tape to mark a space on the floor

Instructions: Make a space on the floor and have your whole group (or a set of smaller teams) stand in that space. Then gradually shrink the space, so the team will have to think fast and work together to keep everyone within the shrinking boundaries.

4. Back-to-Back Drawing

For: Communication Skills

What You'll Need: Paper, pens/markers, printouts of simple line drawings or basic shapes.

Instructions: Split your group into pairs and have each pair sit back to back. One person gets a picture of a shape or simple image, and the other gets a piece of paper and pen. The person holding the picture gives verbal instructions to their partner on how to draw the shape or image they've been given (without simply telling them what the shape or image is). After a set amount of time, have each set of partners compare their images and see which team drew the most accurate replica.

5. Office Trivia

For: Team Bonding

What you'll need: 20-25 trivia questions about your workplace

Instructions: "What color are the kitchen tiles?" "How many people are in the IT department?" "How many windows are there in the entire office?" "What brand are the computer monitors?" "What month of the year is most common for birthdays among our employees?" Come up with a series of questions specific to your workplace and test your team's knowledge.

"Transformation" Rock, Paper Scissors

Everyone starts out as an egg by squatting down low and waddling like an egg. "Eggs" find another egg and play a game of rock-paper-scissors. The winners turn into a chicken. Chickens move on to find other chickens, and eggs continue to play against other eggs. The losers of each round go down one level (Chickens go back to being eggs, Dinosaurs go back to chickens, ultimate beings go back to being dinosaurs). Each time a player wins a r-p-s bout, they transform into the next stage. The game can continue for as long as you would like it to.

The "transformations" and actions are:

Egg: squatting down low near ground

Chicken: putting thumbs under armpits and flapping elbows

Dinosaur/Raptor – arms out and walking like a raptor

Ultimate Being: Arms up in the air like you just won a race

Adapted from: <http://www.ultimatecampresource.com/site/camp-activity/evolution-aka-ultimate-person-or-transformation.html>

6. Marshmallow Spaghetti Tower

For: Creative Problem Solving & Collaboration Skills



What You'll Need: 20 sticks of uncooked spaghetti, 1 roll of masking tape, 1 yard of string, and 1 marshmallow for every team.

Instructions: Using just these supplies, which team can build the tallest tower? There's a catch: the marshmallow has to be at the very top of the spaghetti tower, and the whole structure has to stand on its own (that means no hands or other objects supporting it!) for five seconds.

Source: <http://swaynewilson.typepad.com/raah/2011/08/the-marshmallow-challenge.html>

7. Community Service

For: Team Bonding & Icebreakers

What You'll Need: A few hours out of the workday

Instructions: Participate in Adopt-a-Family programs during the holidays, organize a beach clean up, take on a community beautification project — find an activity that appeals to your team or reflects your company values, get out of the office, and do some good for your community and your team.

8. Salt and Pepper

For: Communication Skills

What You'll Need: Tape, a pen, a small piece of paper for each person, and a list of well-known pairs (think peanut butter and jelly, Mario and Luigi, or salt and pepper).

Instructions: Write one half of each pair on the sheets of paper (Mario on one piece, Luigi on another, and so on). Tape one paper to each person's back, then have everyone mingle and try to figure out the word on their back. The rule: they can only ask each other yes or no questions. Once they figure out their word, they need to find the other half of their pair. When they find each other, have them sit down and find three things they have in common while the rest of the team continues.

9. Masterpiece Murals

For: Team Bonding & Icebreakers

What You'll Need: Pre-drawn canvases, paints and brushes, a drop cloth or tarp

Instructions: Give each member of your team a canvas and brush, and let everyone create a colorful masterpiece on their canvas. Once they're dry, they can be put together and displayed in your office as a mural, or placed throughout your workspace.



Source: https://www.1stdibs.com/furniture/wall-decorations/decorative-art/undersea-bacchanale-art-deco-mural-masterpiece-attr-bourdelle/id-f_714133/

10. Afternoon at the Races

For: Collaboration Skills

What You'll Need: One pinewood derby car kit for each team, chalk for start and finish lines

Instructions: Have teams build and race their own mini pinewood cars. If you want, go all out and let teams create mascots and themes, and host a mini-tail gate with snacks and music.

11. Toxic Waste

For: Creative Problem Solving & Collaboration Skills

What You'll Need: 1 small and 1 large bucket, 1 rope, 1 bungee cord loop, 8 bungee cords, 8 plastic or tennis balls

Instructions: Use the rope to make an 8-foot circle on the ground that represents a toxic waste radiation zone. (You can make the radiation zone bigger to increase the difficulty.) Put the balls in the bucket and place it in the center of the circle to represent the toxic waste. Place the large bucket about 30 feet away. Teams must use the bungee cords to find a way to

transfer the toxic waste balls from the small bucket to the large bucket within a certain amount of time (15-20 minutes). Anyone who crosses the line into the radiation zone will be “injured” (you can blindfold them, or make them hold one hand behind their back), or “die” (must sit out for the rest of the game). Dropping toxic waste balls will similarly result in injury, and spilling the entire bucket means everyone on the team is dead.

Solution for referees: Attach the bungee cords to the bungee loop, then have everyone hold and pull on the cords to stretch the loop and guide it over and down around the toxic waste bucket. Loosen the cords to contract the bungee loop so it grips the bucket. Use the cords to lift the bucket and tip the balls into the large “neutralization” bucket.

12. Company Coat of Arms

For: Team Bonding

What You’ll Need: Paper, pens, markers

Instructions: Have teams create your company coat of arms. In the first space, draw something that represents a recent achievement. In the second space, draw something that reflects your company values. In the third space, draw something that represents where you see the company going in the future. Post the finished coat of arms in your office.

13. Campfire/Memory Wall

For: Team Bonding & Icebreakers

What You’ll Need: Post-It notes or a whiteboard

Instructions: Write a few general work-related topics on the white board or on sticky notes posted to the wall: “My first day,” “Teamwork,” “Work travel,” etc. Gather your team together and have everyone choose one of the topics and share a story from their time with your company to laugh and bond over shared experiences. Or, pass out sticky notes and have everyone write down positive memories of working together or special team accomplishments. They can use words or pictures to record these memories. Then have everyone share their memory and post it on the wall, forming a positive memory cloud.

14. Frostbite

For: Creative Problem Solving & Collaboration Skills

What You'll Need: 1 packet of construction materials (like card stock, toothpicks, rubber bands, and sticky notes) for each team, an electric fan

Instructions: Your teams of 4-5 are no longer sitting in your office, they're Arctic explorers trekking across the frozen tundra! Have each team elect a leader to guide their expedition. When a sudden storm hits, the team must erect an emergency shelter to survive. However, both of the team leader's hands have frostbite, so s/he can't physically help construct the shelter, and the rest of the team has snow blindness and is unable to see. Give each team a set of construction materials and start the timer. When time runs out, turn on the electric fan's arctic winds and see who successfully built a shelter that will keep them safe. Adjust the difficulty with sturdier construction materials (provide Popsicle sticks instead of toothpicks, etc.), by changing the fan's settings, or by having the fan running while the team constructs their shelters.

15. Minefield

For: Creative Problem Solving & Collaboration Skills

What You'll Need: An empty room or hallway, and a collection of common office items

Instructions: Use boxes, office chairs, water bottles, etc. to create an obstacle course of "mines" within your empty space. Divide the group into pairs, where one partner is blindfolded. The other must guide that person from one end of the course to another without setting off any mines. The person guiding their partner cannot enter the course and must only use verbal instructions to get their partner through. Depending on the number of people you have and how difficult you want this activity to be, you can vary the number of pairs trying to complete the course at the same time so that pairs have to work harder to listen to each other and communicate clearly.

16. Egg Drop

For: Creative Problem Solving & Collaboration Skills

What You'll Need: A carton of eggs; basic construction materials like newspapers, straws, tape, plastic wrap, balloons, rubber bands, popsicle sticks, etc.; tarp or drop cloth, parking lot, or some other place you don't mind getting messy!

Instructions: Divide the group into teams and give each one 20-30 minutes to construct a carrier that will keep an egg safe from a two-story drop (or however high you choose). If you end up with a tie, gradually increase the height of the drop until you're left with a winner.

17. Scavenger Hunt

For: Collaboration Skills & Team Bonding

What You'll Need: Set course and series of clues

Instructions: If you want to get a bit more high-tech, you can set up text messages, riddles, websites, or email addresses with auto-responses to provide clues and generate custom QR codes with this free online QR code generator. Make sure at least one person on each team has a smartphone with a QR code reader app and let them loose in search of your codes.

18. Plane Crash

For: Creative Problem Solving & Collaboration Skills

What You'll Need: 20-30 minutes

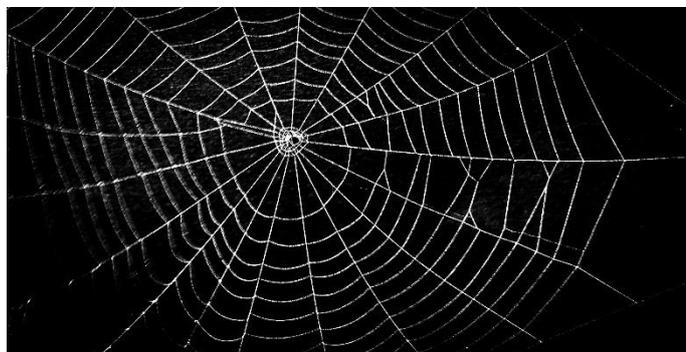
Instructions: Imagine this: the plane carrying your team has crashed on a desert island. Teams must choose only 12 items from around the office that they think would be most useful in their survival, ranking each item in order of importance. Alternatively, have individuals make their selections first and then have the group discuss and come to a consensus.

19. Spider Web

For: Creative Problem Solving & Collaboration Skills

What You'll Need: String and tape

Instructions: Tape two pieces of string across a doorway, one at about three-and-a-half feet and the other around five feet. This string is the poisonous spider web. Teams must get all their members through the opening between the strings without touching it. Increase the difficulty by taping more pieces of string across the doorway.



Source: <http://blog.queen-of-darkness.com/spiderweb/>

20. Paper Plane Contest

For: Collaboration Skills

What You'll Need: A long hallway, tape to mark launch line, measuring stick, card stock

Instructions: Each team gets a piece of card stock to construct a paper plane. Show them a variety of airplane designs and let them work together to construct one they think will fly the farthest. Add to the fun by decorating the planes before launch. The team whose plane flies farthest wins all the glory

Source: <https://www.wrike.com/blog/ultimate-guide-team-building-activities/>

Nota bene: *The above mentioned tools can be used both inside your organization, as a manager, in order to understand / analyze the development of the organization, but they can also be used outside the organization, in order to understand the placement of your organization on the local / regional / national level and maintain a realistic relationship with the target group.*



Source: <http://www.lazerjp.com.br/wp-content/uploads/2010/08/>

Action & Group Dynamics Workshop

We learn to lead by experience. Today is an opportunity to experience leading and facilitating in a group setting and to observe what roles you play in a group. We will offer some tools for observation and action that will help you to be a more effective leaders and facilitator. There will be group exercises, one-on-one, journal writing, a range of things. Some may be things you have done before. (Think about ways to give each individual a concrete opportunity to lead & facilitate during the day and to get feedback for that. One possibility is to have individuals lead some of the group games etc. Hand them instructions and let them figure it out).

Listening Skills - (45 minutes)

Goals:

- To provide information about specific active listening skills
- To refresh some listening tools that participants already have.
- To bring the process of listening to consciousness.
- To understand Positive and Constructive Feedback.

Introduction:

You may want to tailor the following questions to the group you are working with. Give them an opportunity to talk about how listening will be important to their particular work or goals (i.e. as a youth group, as a staff member, as an adult working with children. etc.)

- What is listening?
- Why do we do it?
- What opportunities will you have to listen in the group(s) you are in?

Activity:

1. Listening Game options - Smaug's Jewels, Bat and Moth (Listening metaphor activities)
2. Start with nonverbal communication. Use dyads or small groups. Have people use pick out feeling cards and have to mime them to others.
3. Dyad series where two people are listening and communicating. Use a creative way to pair up for the first dyad (find a person with the same favorite color, or hobby, etc.). As dyads continue, switch with pair to your right (All A's move to right 1)

Option - Start with Feeling Cards - each person gets a card and has to communicate that feeling nonverbally to the other person. Or person with feeling card talks about what they had for lunch with that feeling, other person has to guess what they are feeling

Dyad 1 - partners sit back to back. Listener may not give verbal or physical responses of any kind. Simply listen. Choose a light topic: (My favorite movie and why). The speaker talks for 2 minutes, then the listener has 1 minute to give back content only. Switch. Bring the group back together for processing.

Processing Dyad 1: How did this feel as a listener? How did you feel as a speaker? What were the reasons for your comfort/discomfort? Based on your group, different issue will come up.

Here are some things to be aware of in processing. Though not being able to respond is uncomfortable, it gives the speaker room to speak their own thoughts and know they will be heard. When a listener starts to ask questions, s/he takes control of the process. This exercise allows us to practice letting the speaker be in control. Some people will feel uncomfortable with this first exercise because it feels contrived. Hopefully, someone in the group will express that they liked it because they felt affirmed. Raise the point that people have different needs for listening and talking, which is something to be aware of as a listener.

Dyad 2 - Pick a partner that you haven't ever spoken to before. Sit front to front. This time, you can give short verbal responses (SVR's). Examples of SVR's are "Yes, OK, I see, hmm." Choose a deeper topic: How you felt on your first OA/SVC experience. Speaker talks for 2 minutes. Listener gives back content for 1 minute.

Processing Dyad 2: How did this exercise feel in comparison to the last one? Were you more or less comfortable as a speaker? Why? Were you more or less comfortable as a listener? What was positive and what was negative for each role? Why? Do you ever go to a concert and close your eyes to listen? What would it be like to listen blindfolded?

During this exercise, walk around and watch people. Note body language; people will both have crossed legs, they will lean in a certain way, or fiddle with their hair. This is an unconscious process known as "matching" Many of us do it without thinking, but it is a way to establish rapport while listening. Puts people on same eye level, open body position versus closed. You can watch how body posture changes during the conversation. Matching the speakers' tone of voice, tempo, and body posture are some ways we match the person we are talking too. What are some other ways?

Interlude: Feeling Charades - could do this 1:1 with Feeling Cards

Tool - How to Give Back Content: A good way to check on communication is for the listener to give feedback to the speaker about what they heard. This can be checking report (receipt) about the content, or can offer feedback on

Dyad 3 - New partner. Sit front to front. You can give short verbal responses once again. Topic: Your favorite place and why? Or your most recent challenge. Speaker 2 minutes; listener gives back feelings not content, and speaker just listens. Stop. Now let speaker and listener negotiate to get feelings correct.

Switch. Bring the group back together for processing.

Processing Dyad 3: How did this exercise compare to the other two? Sifting for emotions may feel affirming and comfortable for some, but it is in fact a risk business. Ask if any people had someone get an emotion wrong, or not quite right. If I didn't happen in the dyads, has this ever happened at another time? When someone gets an emotion wrong, it feels lousy.

Though giving back content may feel like a stilted process, it's a very powerful too. Model it throughout as you process, but only let people know that you have been doing it right at the end. The process of giving back what you heard is called "giving a receipt." It allows you to show that you've listened, or gives you a second chance to get it right. Give receipts, and ask

for them. Are there different situations where you would give back different kinds of receipts? When people were back to back, some felt that they had the space to speak. Are there other kinds of receipts you can give back that give people space to speak (nonverbal responses, body language, etc.)?

- Could do one more Dyad where you negotiate about meaning.

“Great posture never goes out of style.” — Cindy Ann Peterson, My Style, My Way: Top Experts Reveal How to Create Yours Today

Closing - These three dyads are different tool that can be used at different times

1. Sometimes you give no response and just listen,
2. Sometimes you give back content to let the person know you have heard them, and
3. Sometimes you go for a feeling to see if you have understood.

Providing Feedback (10 minutes)

1. **Positive Feedback:** focus specific comments on behaviors of the person that worked well to achieve the stated goals.
2. **Constructive Feedback:** focus specific comments on behaviors that did not effectively meet the stated goals.

Basic Stages of Group Development

FORMING - “Getting Acquainted”

This first stage is characterized by a sense of uncertainty and awkwardness and perhaps anxiety. Participants may be unsure of what to do and how to do it. The “rules of the road” - group norms and standards have yet to be defined and participants are eagerly looking to find out what is okay and not okay. Leaders need to set the tone for group behavior, activities, and interactions (see Norms below).

Most people are polite as they try to put their “best foot forward.” The result is a superficial level of harmony and cooperation. This serves the purpose of getting the group started and off the ground in terms of motivation and commitment. Members may tend to verbalize how close they feel to each other, and may develop quite a group spirit due to successful task accomplishment. Leadership at this point should be a combination of High Task/Low Relationship (Telling) in terms of teaching skills and establishing norms moving to High Task/High Relationship (Selling) to get everyone involved and interacting in the group.

STORMING - “Struggling Forward”

This next stage is characterized by individual assertive behavior that may result in some group instability and conflict. Conflict simply means the expression of different viewpoints and the ability for members of the group to disagree openly (which means that some level of trust must be present). Conflict may involve dissatisfaction with the group’s progress. Participants have begun to feel comfortable enough with their new environment to take some risks in revealing more of their personalities. Each person wants to feel a sense of individual importance and influence on the group - “finding a niche.” This becomes more evident as increasing responsibility is shifted to the group as they move into moderate levels of maturity.

The Leadership style that may be most effective is High Task/High Relationship (Selling). Leaders should not be surprised if some conflicts develop in the group at this stage. Remember that conflict is part of the natural process of the group becoming self-sustaining. It let individuals express the differences and negotiate their own needs. Remind participants about the GC. Make sure that everyone gets an opportunity to share their ideas and opinions (let quiet people talk and loud people listen).

NORMING - “Becoming Personal”

This stage is characterized by a growth of affection and establishment of personal relationships. Participants will begin to take responsibility for resolving conflicts and strengthen friendships. The Leadership style that may be most effective is Low Task/High Relationship (Participating) since the group is competent regarding tasks but needs assistance and support in terms of relationships.

PERFORMING - “Working Together”

This stage is characterized by harmony among group members. Participants look outwards to see how other people in the group are doing to make sure all are supported. Decision making and problem solving will be shared within the group. At this stage the group is mature enough to attend to its own needs both in terms of task and relationship matters. The leadership style that would be most effective would be Low Task/Low Relationship (Delegating). In the performing stage the group often is working so well that things are easy. This may be a time that leaders need to work to keep the group challenged so they don’t get bored or complacent.

TRANSFORMING - “Transference” –

This final part of the group process is essential in making sure that the trip is not remembered as “just a fun couple days in the woods.” It is important that participants be able to transfer the things that they have learned about themselves and being in a group back to their regular lives. This is accomplished through the debriefing process.

3. Activity - that illustrates stages of group development (could be group's role playing different stages) **(10 minutes)**

4. Sequencing - A short lecture proper group develop requires the facilitator to sequence events based on group goals and on the stage the group is in (Situational Leadership & Stages of Group Development).

A primary facilitator tool for this is the GRABBS inventory. **(5 minutes)**

Possible Activities:

- Possibly have a dyad discussion of challenge.
- Possibly have an activity on diversity
- Fish Bowl Exercise on Gender Communication - do men first talking about being with all men and being with coed. Then do women talking about their experiences of being with all women and being with coed. Can have facilitator created questions or ask participants to create questions to leave in a bowl for other sex to pull out and respond to **(needs significant processing time)**
- Design activities to facilitate the experience of space consciousness particular as it applies to gender and race issues. For example:
- Do a small group discussion on a topic where people with even birth dates can talk while people with odd birth dates have to listen. Switch.
- Discussion where women must be silent. Then men must be silent (and have question be about what it's like to be one of a few women in a coed class.)

6. Dealing with Conflict & Problem Scenarios (60 minutes)

Goals:

- To let leaders experience problem solving on real life trip situations.
- To let leaders experience co-leadership.
- Help participants recognize conflict situations.
- Help participants understand that conflict is a natural part (and often healthy) part of a group's development.
- Conflict is an opportunity to learn about each other.
- Recognize productive conflict versus non-productive conflict.
-

Activity: (55 minutes)

Create Triads for role-playing. Do trust activity with triads to build trust before role-plays. (Blind trust walk, paired trust fall)

- Dealing with Conflict workshop

Conflict

Conflict can always rise in group settings. Conflict occurs when there are differences in:
I Needs / Perceptions / Goals / Experience / Values

These differences can be between individuals or between sub-groups within the group. Many times the conflict is due to lack of communication between people. If people understand the needs, values, perceptions, etc. of others in the group, then conflict can often be avoided. This is why one of the important roles of the leaders is to set the tone of the trip and introduce the basic goals, norms and values. This gives all of the participants a common understanding of what is expected and can help prevent conflict. Remember the Stages of Group Development, conflict is an important part in the growth of any group or any relationship. Your goal is not to unilaterally try to prevent conflict, but to manage conflict as a learning tool (like Safety Management) There are two major goals you must take into account when dealing with conflict situations: These two issues may run up against one another. How you deal with balancing these two goals is important.

1. Achieving personal goals (task orientation)
2. Keeping good relationships with the other persons (relationship orientation).

Knowledge, skills and attitudes

In any situation where learning activities might be introduced, there are many factors to consider:

- Who has identified the situation to be addressed? The participants? The officials of an organization? Outside experts? You, the Volunteer?
- Is the situation a desired change identified and voiced by the participants (e.g., villagers, health workers, students, farmers, youth group, etc.), a need to be addressed or a problem to be solved?
- Is it something the participants recognize as a need or a problem? Are participants interested in working on it? Do they see it as a priority?
- What has been done about the need or problem in the past – both successfully and unsuccessfully?
- What resources are available?

Exploring what participants want to change or need to change to make their lives better has often been called “conducting a needs assessment.” However, the concept of “need” must be given perspective. At times, people want things that are not technically needed; there may be some thing, idea, or information they have heard about that they want or desire. In other situations, people may not see as “needs” or “problems” those things that outsiders identify as needs. That is, what the community views as a need might not be an issue to an outsider. Likewise, an outsider might identify a “need” but the community may be perfectly content with the status quo. So, as we explore needs and needs assessments, it is important to bear in mind that for learning activities to be effective, the learners must have some motivation to embrace the change.

Assess your Knowledge, Skills, and Attitudes

	KNOWLEDGE	SKILLS	ATTITUDES
Knowledge, Skills, and Attitudes needed to practice NFE	<ul style="list-style-type: none"> • Importance of assessment before beginning learning activities or projects • Several tools for assessment 	<ul style="list-style-type: none"> • Community entry skills • Ability to conduct several participatory analysis tools 	<ul style="list-style-type: none"> • Respect for local knowledge, beliefs and priorities • Trust in group process • Patience
Your strengths			
Your plans to learn more			

Needs Assessments Tools

OBSERVATION

Observation is perhaps the one assessment tool that everyone uses. It is only natural when you come into a new situation to begin observing, comparing, analyzing, and trying to make sense of what you see. Observation is an important part of your entry into the community, and as Volunteers you will usually be engaging in participant observation, or sharing in the lives and activities of the community, so that you can learn from experience and observation.

Because it is so important to understand the complexities of your new situation before helping people to take any kind of action, it is a good idea to begin to train yourself to observe

and reflect with more precision. Here are some suggestions for getting the most out of your observations:

- Keep a journal: Write down your observations and impressions to capture, analyze, and compare them over time.
- Sequential reporting: Write down exactly what happens as it is happening. Try to be as objective as possible. Avoid interpreting events or making judgments. By forcing yourself to focus on details that you would normally ignore, questions might emerge that you can later follow up on through interviews and other types of observations.
- Reporting of selective themes: After doing a number of detailed sequential observations, try following a theme that interests you. Choose a theme or question and write short notes about it whenever you learn something about it. If you are looking at how much agricultural work women do, you might list every farm activity you see them engaged in and describe those activities. Try to be objective and describe what you see, rather than just capturing your impressions of what you see.
- Detailed description of an event: You may witness an interesting incident when it would be insensitive to pull out a pencil and paper. Train yourself to remember as many details as possible to write down later. For example, if you see a woman harnessing cattle in a culture where women do not ordinarily handle animals, mentally note everything about the scene: the time of day, the clothes she was wearing, her ease or discomfort working with the animals and so on. These details will help you question your counterpart more intelligently later about how to interpret what you saw.
- Subjective observation: Here you can dispense with the timing, counting, and recording of details and try to capture feelings, relationships, beauty, sadness, the setting, and atmosphere. The color of new rice seedlings at sunrise, the grief of a buffalo driver when his animal collapses and dies on the roadside—these moments cannot be broken down into details and statistics. Use care in your interpretations, though, and draw on the knowledge and skills you have gained in doing the previous observations so as not to jump to conclusions.

“When you come into a village, your eyes and ears should be open, and your mouth should be closed.”
–West African proverb

On-The-Spot Assessments in Organizations

You may find that you do not always have the luxury of conducting a thorough needs assessment. You may be asked to conduct a training / meeting on short notice, or you may find that the participants or the employees who get involved in a project or training are different from the people you originally interviewed. Whatever the reason, it is always wise to conduct an on-the-spot assessment. Such an assessment can help you to:

- Engage the participants in the task at hand.
- Clarify expectations and objectives of the project
- Check that your assumptions and conclusions about the people's needs are still accurate.
- Adjust the agenda or objectives as needed

Practice Using Processing Questions

One way of helping learners move through the four learning stages is by asking them questions. Think back on what you read about the work of Kolb and McCarthy on learning styles. Then look at the list of questions below. Which questions would be most appropriate for the reflection stage? Which ones are good for the generalization stage? The application stage?

- What are the consequences of doing/not doing this?
- Can someone describe what we just did?
- In what ways does this change your understanding of the situation?
- What happened next?
- Does this remind you of anything?
- What can it help explain?
- What surprised you?
- Puzzled you?
- How might you improve this situation?
- What were the steps involved?
- What are some of the major themes at work here?
- What struck you as particularly important or significant?
- What did you learn from this experience?
- How did you feel about what happened?
- How might you apply this to your own situation?
- How can you account for what happened?
- What lessons can be learned from this?

Source: http://www.au.af.mil/au/awc/awcgate/peacecorps/nonformal_ed_manual1.pdf

RECOMMENDATIONS

„My experience in youth work“

As I started in the youth field 7 years ago, it was like coming to a foreign country with no understanding of language and culture. You're starting with tasks and sometimes you fail. I am talking about writing applications, talking in front of bigger groups or the organisational part as facilitator or leader. There are many things that you have to think about and there



are so many situations where you have to step back and reflect yourself and learn from your mistakes. It makes you even stronger and when you stop learning from yourself and others, you can quit your work.

During the years, I had so many impressions and experiences, that makes me a different person. When you start with youth work in an international, national or local context, you will get so much feedback from youngsters. You will receive it through their actions, conversations or their attitude that says that they're just thankful to be here. Sometimes it's frustrating, but don't give up, it's all worth it.

As a leader, you change the youngsters and their view of other cultures, attitudes and their self-confidence and the youngsters will change your life too. So if you get a chance to work in that area, go for it. I promise you, it will change you and your life.“

Christian Löwenstrom – Youth Mobility Denmark

“Giving is receiving”

I am a newcomer to youth work, and I must say that this field has already taught me a lot about myself and how to understand leadership. I always thought I am no leader. I'm rather quiet, withdrawn, with no charisma and I hate public speaking. I never took initiative. And then I went to a few youth projects and bam! I was a leader in group work. How did this happen? I didn't do any leadership trainings, I didn't decide to become a leader. Well, it was simple. I was working in a group which didn't have a strong leader. I could do what I always did – which in that case would be pretty much nothing. Or I could start working on the task, encourage others to do the



same, motivate them, and keep them focused on the task. This is how I learnt that I could actually be a leader.

Because being a leader doesn't mean that you must be an overconfident person with some extraordinary skills. It means that you take responsibility for your group and for the results. It means you must give an example. What you give from yourself you will get back from your team mates. However paradoxical it sounds, giving is receiving. So, next time, if your group comes to a standstill, don't look around in search for someone to take action. Start working, encourage others, and become the leader your group needs.

Ewa Budnik - **Opus Humanum - Poland**



What does it take to be a leader?

“When it comes to talking about leadership and what it takes to be a leader, there are maybe thousands of things that a person needs to pay attention too. Being a leader is most of the times challenging. It brings a lot of pressure from your peers and usually it comes with a lot of expectations. Being a leader means putting the others in front. It means thinking about the greater good. But first of all, it means leading by example.

What would I recommend leaders, after more than 5 years in the field of youth work? To always consider the importance of people. Never to forget about that. Most of the times we don't choose to be leaders. The groups choose us to be their leaders. To represent them. To guide them. To lead them. So it's always about the people that are around us. Most of the times is challenging to keep the right track. To motivate people. To trust them. To delegate. To let the ropes in their hands. And sometimes people do mistakes. All people do mistakes. Including the leaders. But the role of the leader is to always look forward, to take the mistakes and turn them into lessons and lead the team on the road to change. There are two things that come into my mind that represent, for me, the basics of being a leader: always remember about the people and always be yourself. “

Ghita Petrus – **Butterfly Dreamer Romania**

“The role of the leader”

For becoming an influential leader, one should create a strong network of people around. I strongly believe that a leader would not be capable of accomplishing major goals without a strong support of his team, in other words a network of reliable people. And a real leader will always acknowledge the importance of a team and value every single person's efforts.

Having strong motivation and willingness to make positive changes in my country, I have chosen a way to empower young people by encouraging them to believe in themselves, motivating and inspiring them. Recalling my 6-year experience in youth work, I can reassure that young people have enormous potential to develop their communities. Many of them have contributed their time, energy and ideas in youth organization on voluntary basis. However, in order to keep them on track, you should always find a way to motivate them and most importantly appreciate their contributions.

A leader should know that significant changes happen when like-minded people are united for a common cause. By having a faith on what we do and why we do, we will be capable of setting clear goals and make moves on reaching them. And here comes the role of the leader to be the catalyst of change, capable of uniting people, creating something valuable and leaving a legacy in terms of transferred knowledge and created values.

Maria Simonyan - **Armenian Progressive Youth**



“Why good leaders make you feel safe? The best organizations foster trust and cooperation because their leaders build a Circle of Safety. This safe culture leads to stable, adaptive, confident teams, where everyone feels they belong.”

Simon Sinek

CONCLUSION

This handbook comes as a result of a research done, related to the Ngo sector. For many years there has been a lack of information related to the management in the Ngo sector and there are many organizations that consider that the non-profit sector has a different way of conducting the management than the profit organizations. This is not true, since it has the same structure, vision, mission and goals as a profit organization. The difference lays in the human resources it has, since most of them are volunteer based. And managing volunteers is always a challenge, especially when the financial resources are not that present as in a profit company. But the way of managing the organization is similar to any other organization.

This handbook comes as a resource for the managers that have difficulties in understanding the process of managing an Ngo. Hopefully, it gives the future managers a starting point in their line of work and it gives them a clearer vision of what a manager is and should do inside an organization.

The structure of the handbook is light, due to the fact that we didn't want to repeat the already existing information out there. We tried to give a brief insight of what a manager represents, its roles and how the management process goes. Most of the information is taken from various sources, because we intended in presenting a larger understanding of concepts like: manager, management and so on.

The non-formal activities here can be uses while working with your team, while recruiting volunteers or while preparing projects and other activities that the Ngo is doing. We hope that this handbook comes in "handy" for the Ngo Managers and will represent a tool that they can and will use in the future.

Instead of a conclusion related to the activities, we thought about writing a few words about what a manager will face in the process of management. One of the key aspects of a manager is to be a good leader. Being a leader is considered to be, most of the times, a quality that people are born with. We consider that being a leader takes education, takes determination and it is a complex process. Over the years the statute of a leader and the definition of leadership has been maintained. A leader is someone who people follow. Someone who has a strong influence over a large group. Or at least that is what the main theories and scholars describe leaders as. We think that a person can be a leader inside its own family, a leader in its own small community and so on. There are great leaders like: Martin Luther King Jr. Mahatma Gandhi, Nelson Mandela or even Steve Jobs. This are great leaders of entire generations. But while trying to understand the concept of a leader or of leadership, we must take things to a personal level. A leader is a person who has the courage to take matter into his own hands and inspire others to follow him. The entire concept of leaders is based on their ability to inspire followers. But there is also another aspect of leadership. That of personal example.

Cooper Active Team

RESOURCES

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Leading organization in the project:

International Development Alliance

Contact:

1202 Sofia, 1st, Pop Bogomil Str., Office 27

E-mail: office@idanetwork.eu

Web-site: www.idanetwork.eu

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Key Action: Cooperation for innovation and the exchange of good practices

Action: Capacity Building for Youth in ACP Countries

