

**PRESBYTERIAN WOMEN
2010 LEADERSHIP ENHANCEMENT EVENT
SEPTEMBER 24-26, 2010**

PROFILE: RESOURCE/TOOL

NAME: Exercise in Building Up a Ministry/Organization

FORMAT: 60-75 minute "opening up the subject" simulation exercise, including debriefing of the experience and discussion of learnings for leadership strategy

TYPE: Evaluating Planning Organizing Managing

SOURCE: Elizabeth Conde-Frazier

BENEFIT(S) TO LEADER: This resource offers leaders:

- an interactive experience for assessing their group's approaches to building up a ministry
- an opportunity to examine how their group welcomes and utilizes diverse perspectives, gifts, and skills
- an experiential basis for reflecting upon communication and collaboration in situations of organizational change.

BRIEF DESCRIPTION:

This exercise can be a useful resource for achieving PW's strategic objectives for "providing an environment of acceptance...and inclusive and caring community" and fulfilling its commitment to include anti-racism elements in all its training events. It is adapted from a simulation developed by the multi-cultural religious educator, Elizabeth Conde-Frazier, and engages participants in working together to construct a symbolic structure for ministry out of children's toy blocks, Lego pieces, domino tiles, etc. with periodic "changes" created by the arrival of new participants with different building materials at different stages of construction. Debriefing questions engage participants in harvesting learnings and applying them to their "real-life" ministries.

USE/PROCESS:

- 1) Begin by selecting/asking for 4-6 volunteers for a task group, then recruiting 2-3 more individuals or pairs of players. Remaining participants will be asked to observe and offer their insights about keys to successful (or unsuccessful) efforts during the debriefing.

- 2) Introduce the task (working together to construct a ministry structure out of the materials given to participants) and conditions (communication by hand signals only; no verbal exchanges) and invite the first group of 4-6 to begin their work at a table in front of others.
- 3) While the group is working, give the additional individuals/groups their instructions (when signaled by the facilitator, they are to “join” the first group and contribute their gifts to completing the group’s task) and building materials (the same materials for the second individual/group; a mixture of the same and different materials to the third; totally different materials for the fourth).
- 4) After allowing the initial group adequate time for their structure to take shape, interrupt their work by “introducing” the second individual/group and signaling them to join the table. Remind participants of the communications conditions.
- 5) After allowing for enough time for some construction to continue or begin anew, interrupt again by “introducing” the third individual/group and signaling them to join the table. This time, adjust the communications conditions to allow for drawing pictures and hand signals.
- 6) If group size and time allow, repeat the interruption with the fourth individual/pair. Adjust the conditions to allow for verbal communication.
- 7) After allowing for sufficient time for participants to interact and attempt further construction, stop the exercise (completion of an actual structure is not necessary) and invite everyone to join in the debriefing.
- 8) Beginning with the initial group, continuing with each subsequent “wave” of players, and then extending reflection sharing to the observers, ask the following debriefing questions:
 - a) How did you feel during the task? How do you think you did? What did you learn about adding/including newcomers? About collaboration in building up a ministry? About communication as the situation changes with the arrival of newcomers with different ideas and gifts?
 - b) In what ways does this simulated experience parallel the building up of your “real life” ministry? What are the implications of your learnings from this exercise for your understanding of outreach to people who are different, for your leadership approach in situations of change, for your approach to communication and collaboration?

SUPPLIES: Building materials of at least three types (see above for examples).

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PLENARY EXERCISE: Building Up a Ministry/Organization

Questions for "Players"

1. How did you feel during the exercise?

2. How well do you think your team did in fulfilling its task? Why?

3. What did you learn about:
 - a. How you go about adding/including newcomers?

 - b. How you collaborate in building up a ministry?

 - c. How you communicate when the situation changes--as with the arrival of newcomers with different ideas/gifts?

4. In what ways does this simulated experience parallel your "real life" ministry/organization?

5. What are the implications of your learnings from this exercise for:
 - a. How you would improve outreach to people who are different?

 - b. How you would provide leadership in situations of change?

 - c. How you would improve communication and collaboration in your ministry/organization?

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PLENARY EXERCISE: Building Up a Ministry/Organization

Questions for Observers

1. What did you observe about how the team:
 - d. engaged in collaboration in building up their ministry?
 - e. communicated as the situation changed with the arrival of newcomers with different ideas/gifts?
 - f. Welcomed newcomers? Included newcomers?

2. In what ways did the patterns in this simulated experience parallel your "real life" ministry/organization?

3. What are the implications of your learnings from this exercise for:
 - a. How you would improve outreach to people who are different?
 - b. How you would provide leadership in situations of change?
 - c. How you would improve communication and collaboration in your ministry/organization?

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PROFILE: RESOURCE/TOOL

NAME: Condition / Intervention

FORMAT: 90 minutes – combination of presentation, case studies, and Q & A. This workshop provides time for participants to try out the tool with examples from their own contexts.

TYPE: Evaluating Planning Organizing Managing

SOURCE: Sarah Drummond, *Holy Clarity: The Practice of Planning and Evaluation*

BENEFIT(S) TO LEADER:

This resource will provide participants with a simple, easy to duplicate exercise and language to assess:

- the previous and current conditions (condition is defined here as: something our organization cares about, a situation, or a reality)
- the interventions (intervention is defined as programs, processes, or projects) designed to address the condition(s)
- the ongoing effectiveness of those programs.

BRIEF DESCRIPTION:

This seemingly simple resource can be used with any group of any size on any topic. “Kathleen Cahalan writes that any project or program in a religious organization responds to a set of conditions. Therefore, it is useful for leaders, both on their own and in working with stakeholders to articulate (1) to what conditions their program is responding and (2) how their program is the appropriate response that will bring about a change in the condition.” (Drummond, p. 56)

The Condition/Intervention exercise is a simple visual tool that helps engage participants in identifying changes in conditions in order to assess whether the interventions (processes and programs in place to address the situation) are working or not. Less cumbersome than traditional program assessment and evaluation models, this tool assists with PW’s strategic objective of organizing a “simple, flexible, and dynamic structure.”

USE/PROCESS

1. The group begins by identifying a condition. An example of a Condition is: Spiritual and Physical Care of Homeless in our community.
2. Next the group lists all the ways in which this condition is being addressed. Each of these is an Intervention. Interventions can be programs, projects and/or processes. Examples of Interventions addressing the above Condition might be: a soup kitchen, worship at the local shelter, annual food drive, etc.
3. Once the Intervention list is complete, the group then assesses the interventions to determine if they are, in fact, addressing the Condition.

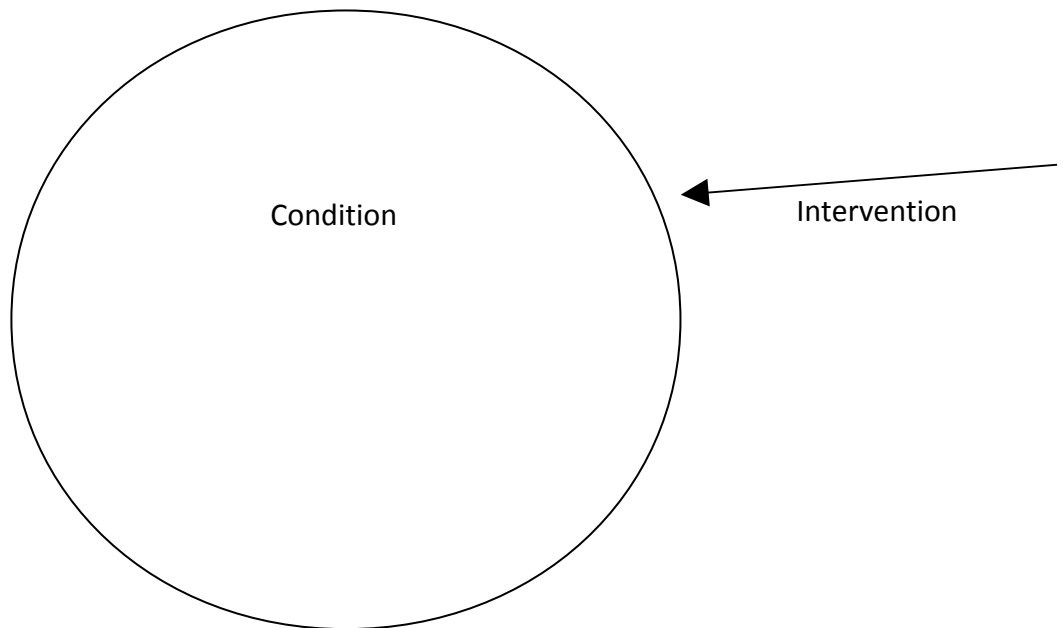
Commonly, a group will have difficulty with the first step because they confuse the Condition with the Intervention. Using the example above: a group gathers to discuss the decreasing number of clients coming to the soup kitchen. The soup kitchen is *not* the Condition but is mis-identified as the Condition because it is the presenting 'problem.' The C/I exercise helps groups tease out the difference between an Intervention and a Condition. Once a group understands the difference they can plan, manage and evaluate accordingly.

SUPPLIES: Flip charts, markers, extra paper

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WORKSHOP I-A: Condition Intervention

Worksheet



This _____ is the situation we care about.
(condition)

And this _____ is what we're doing to make a difference.
(intervention)

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PROFILE: RESOURCE/TOOL

NAME: Planning as “Shared Future” Mapping (and Maybe Dancing)

FORMAT: 90-minute workshop introducing concept of planning in the church as “shared future” envisioning and engaging participants in experiencing the community interaction-oriented “mapping’ of such a future; concluding with brief assessment of uses, limits, and benefits of this resource.

TYPE: Planning Organizing Managing Evaluating

SOURCE: Barry Johnson, *Polarity Management*;
Roy Oswald and Barry Johnson, *Managing Polarities in Congregations*

BENEFIT(S) TO LEADER:

This resource provides a way for leaders:

- To be attentive to the diversity and differences (generational, racial, cultural) in their group/ministry by managing them in ways that enable more intentional inclusiveness
- To approach planning as a “shared future” activity— i.e., asking “How can we make the future we are planning a future that all us can feel that we share in together?”-- by enabling and attending to the concerns as well as hopes expressed by members
- To assure members that they (and their concerns) are included “in the picture” which has been envisioned as their group/organization undergoes change and transition.

BRIEF DESCRIPTION:

This adaptation of the “polarity management” resource is both a way of understanding the differences that members contribute to an organization’s diversity and a process for managing that diversity in a proactively inclusive way. As such, it offers a way to live out the PW strategic objective of “providing an environment of acceptance and...certainty of belonging to an inclusive and caring community” as leaders and members engage in “everyone is part of the whole picture” visioning of “unity in diversity” for their PW group/other ministry—seeing both “sides of the same coin” and considering the “upside and downside” of all sides through:

- Mapping – charting all the hopes and concerns affecting inclusiveness in the group/organization as an individual leader or members’ exercise
- Dancing – an interactive experience enabling members to physically move from one position in a room to another in order to view issues from other members’ perspectives.

USE/PROCESS:

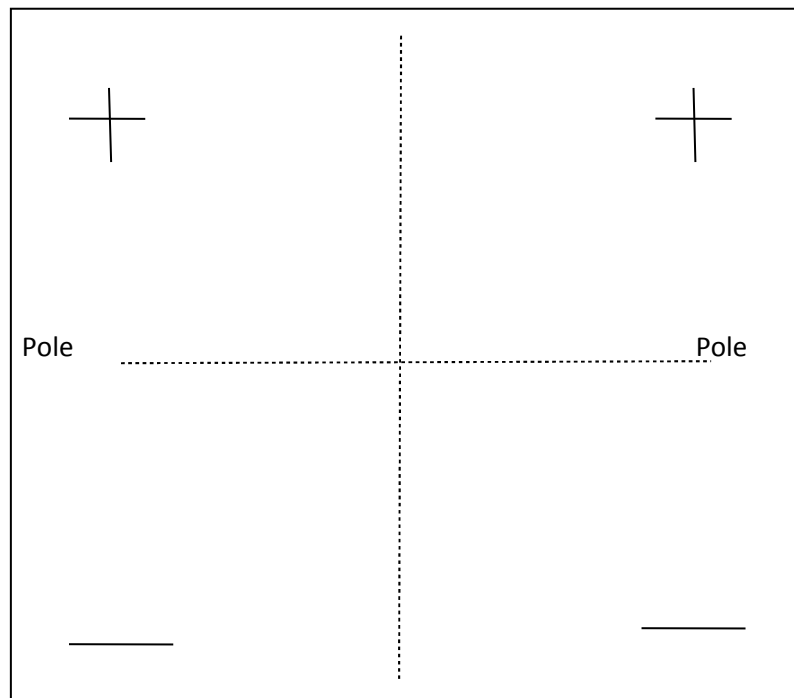
“Mapping” as an Individual Exercise

- 1) Set up chart with four quadrants (“+” upper left and upper right corners; “-” in lower left and right corners) and list the two sides/poles (e.g., “preserve tradition” vs. “initiate innovation” or “care for existing members” vs. “care for potential members”).
- 2) Identify possible “hopes” for each side in appropriate “+” quadrants and possible concerns about each side in appropriate “-” quadrants.
- 3) Continue listing until all hopes and concerns have been named and placed in a quadrant.
- 4) Examine the two “+” quadrants and select most significant “upsides” to work toward.
- 5) Examine the two “-” quadrants and select most significant “downsides” to avoid/contain.
- 6) Describe ways to “live out the upsides” of both poles and ways to “avoid the downsides” of both poles.
- 7) Use the resulting list as a “map” for leaders to use in guiding their groups to shape a “shared future” in which members commit/covenant to being attentive to one another’s “upside” hopes and “downside” concerns as they move forward together.

“Mapping and Dancing” as a Group Exercise

- 1) Repeat Step 1 above using floor space in meeting room as well as a chart on worksheet.
- 2) Ask participants to chart their hopes and concerns re all four quadrants on a worksheet.
- 3) Ask members to identify the quadrant that contains the most interests/concerns on their worksheet and to physically locate themselves (i.e., stand) in that quadrant in the room.
- 4) Begin the “dance” by asking members in each quadrant to list on newsprint all their ideas related to that hope or concern.
- 5) When all groups indicate that that they have no other ideas to list for that quadrant, continue the “dance” by asking each group to rotate clockwise to the next quadrant. Having shifted them to a different vantage point, ask groups to review the list produced by their predecessors in that quadrant and to check items which they understand and feel to be appropriate to persons inhabiting that quadrant/perspective. The key is not whether or not they agree with the entry, but whether they understand. They then add ideas related to that perspective to the newsprint. Again, the key is to list what they see or think from that vantage point, whether they agree or not.
- 6) Repeat Dance Step 5 until all participants have had opportunity to move through all four quadrants and list views from the perspective of persons from that vantage point.
- 7) Then place all newsprint sheets on a wall and gather everyone in front of the sheets. Ask the group to “look at the whole picture of a possible shared future” by reviewing all comments on all the sheets. Anyone may ask that items unclear in meaning be clarified.

- 8) Following Dance Step 7, invite participants to identify priority items in each of the four lists. When consensus has been reached concerning priority hopes and concerns, engage members in describing ways to “live out the upsides” of both poles and ways to “avoid the downsides” of both poles.
- 9) Use the resulting list as a “map” for the group to use in shaping a “shared future” in which members commit/covenant to being attentive to one another’s “upside” hopes and “downside” concerns as they move forward together.
- 10) Leaders and members may follow up by translating lists into community values and norms statements, behavioral covenants, additions to strategic plans, etc. which can be revisited periodically.



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WORKSHOP I-B: Planning as “Shared Future” Mapping (and Maybe Dancing)

Worksheet I: Mapping Our Diversity

- 1) Begin by labeling the two poles (“P’s”) in the chart below based upon the two categories decided by today’s group.
- 2) Identify hopes and potential benefits for each pole in the appropriate “+” quadrants.
- 3) Identify concerns and liabilities for each pole in the appropriate “-“ quadrants.
- 4) Continue listing until all the hopes and concerns you can name have been placed in a quadrant.
- 5) Identify the quadrant that contains the most interests/concerns on your worksheet. Physically locate yourself (i.e., stand) in that quadrant of the map that’s been drawn in the room.

A large rectangular box containing a 2x2 grid. The grid is formed by a vertical dashed line and a horizontal dashed line that intersect at the center. In the top-left and top-right corners, there are solid plus signs (+). In the bottom-left and bottom-right corners, there are solid minus signs (-). On the left side of the horizontal dashed line, there is a label "P:" followed by a dotted line extending to the center. On the right side of the horizontal dashed line, there is a label "P:" followed by a dotted line extending to the center. The bottom-left and bottom-right corners of the box have short horizontal solid lines.

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Worksheet II: Mapping Our “Shared Future”

As we step back to view the “complete picture” of our diversity as shown by what we have mapped, begin the movement to mapping our “shared future” by:

- 1) Identifying the major benefits which might be enjoyed from both “+” quadrants.
- 2) Identify the major liabilities which might result from both “-” quadrants.
- 3) As our group shares what they see, complete your list by adding items identified by others.

The diagram is a large rectangle divided into four quadrants by a vertical dotted line and a horizontal dotted line. In the top-left and top-right corners, there are small plus signs (+). In the middle of the horizontal dotted line, on both the left and right sides, there is a 'P:' label. At the bottom-left and bottom-right corners of the box, there are short horizontal solid lines.

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Worksheet III: Planning Our “Shared Future”

As the group moves from mapping elements in our possible “shared future” to planning that future, translate the major benefits and liabilities identified in Worksheet II discussions by answering the following questions:

Maximizing potential benefits: Given the major benefits identified, what might we commit to doing to create a “shared future” in which we seek to realize both types of “plusses” offered by our diversity?

Minimizing potential liabilities: Given the major liabilities identified, what might we commit to doing to create a “shared future” in which both types of “minuses” are avoided or minimized?

Next Steps:

behavioral covenant values statement addition to strategic plan Other: _____

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PROFILE: RESOURCE/TOOL

NAME: VOD (Vision Obstacles Direction)

FORMAT: 90 minutes – combination of presentation, small group exercise/debrief, and Q & A.

TYPE: __ Evaluating x Planning x Organizing x Managing

SOURCE: Kawata/Choy/Moore-Nokes

BENEFIT(S) TO LEADER:

This process is adaptable in many settings and more agile than traditional strategic planning or goals and objectives mission/vision processes. VOD allows for changes to the process midcourse based on new information and changing contexts while maintaining accountability to the overall vision.

BRIEF DESCRIPTION:

In this fast paced, changing-at-the-speed-of light culture we live in the language of goals and objectives has become too cumbersome for many organizations. The long lists of SMART (specific, measurable, achievable, reasonable and timely) goals and objectives often lead to organizational and leadership fatigue, frequently without accomplishing the original vision.

VOD is a more fluid strategy that allows for ***Direction Setting*** instead of goal setting. The process changes as new information is presented but the overall direction stays the same.

USE/PROCESS:

1. The first step is to ask ***Vision*** questions:
 - What is it that you want for your organization (committee, congregation, community)?
 - What dreams do you have?
 - What do you want to accomplish?

The key here is to focus only on what the dreams are and not get bogged down in 'but we can't do that because....'

2. The next step is to allow *Obstacles* to be listed by asking the question, “If _____ is your vision then why aren’t you there?” and “What is it that is stopping you from being there?’

For each vision item, list the obstacles.

3. The final step is to ask *Direction* questions.

Given your vision and the obstacles you have named, what are some of directions you might go to begin to head toward your vision?

SUPPLIES: Flip Chart, Markers

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PROFILE: RESOURCE/TOOL

NAME: Scenario Planning

FORMAT: 90-minute workshop introducing concept of considering “scenarios” in planning process and involving participants in trying out one such process. Followed by assessment of the usefulness of the resource, its limits (and possible adjustments needed to tailor it to be useful), and benefits for women in leadership.

TYPE: Evaluating Planning Organizing Managing

SOURCE: Ralston and Wilson, The Scenario Planning Handbook
 Kees van der Heijden, The Sixth Sense

BENEFIT(S) TO LEADER: This resource enables leaders and their groups:

- To engage in planning a “preferred future” that takes into account key factors that may influence the possibility of that future
- To be alert to factors in their environment which may affect fulfillment of their group’s mission/ministry and to take those factors into account when envisioning possible future outcomes (scenarios)
- To increase the flexibility and agility of their group by considering and planning several ways to achieve their goals depending upon the emergence/presence of different factors as they begin and continue implementing their plan.

BRIEF DESCRIPTION:

Planning is a way for leaders and groups to describe the kind of future they prefer and to list the actions and resources needed to make that future happen. But such “preferred futures” are sometimes hindered by unforeseen conditions (inside or outside the group) which affect the effectiveness of initially conceived plans and actions. Scenario planning is an approach which supports the PW strategic objective concerning “simple, flexible, and dynamic” ways of organizing members’ efforts. It is intended to enable leaders to reduce the “unforeseen circumstances” aspect of planning by engaging them and their group in identifying such potentially influential factors and proactively developing options for response should these conditions arise.

USE/PROCESS:

- 1) In beginning this planning process, ask the following kinds of questions:

What factors impact the lives—and therefore, the interest and possible involvement—of the persons you are seeking to serve and/or attract/include? Which two factors may be the most influential? (Examples: with respect to young adult women/young mothers, the amount of “available” time and relevance of PW to their perceived needs and interests; or for retired persons, the adequacy of retirement income and their state of health as these factors impact their ability to participate and contribute).

or

What are the major factors that will impact whether your group is going to survive/thrive 10 years from now? Which two factors are key?

- 2) After determining the two key factors, state each one in its “positive scenario” form and “negative scenario” form (e.g., lots of available time; lack of available time).
- 3) Then list the four ways in which these scenarios may be combined (e.g., lots of time and lots of perceived relevance; lots of time and little perceived relevance; lack of time and lots of perceived relevance; lack of time and little perceived relevance).
- 4) For each of the four scenario combinations, discuss:
 - a) How well do your group’s/organization’s current plans and activities take these factors into account?
 - b) What alternate plans or strategies might your group need to develop (if anything) in order to respond to the factors in these scenarios if you are to fulfill your mission/ministry?
 - c) Which of the responses identified above is your group capable of now? Which of the responses will call for new ideas and/or new skill development?
- 5) How might your plan include ways to monitor conditions and assess whether it is time to implement one of the alternate options?

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WORKSHOP II-B: Scenario Planning

Worksheet

1) What factors impact the interest and possible involvement of the persons you are seeking to serve and/or attract/include?

2) Which two factors may be the most influential?

3) After determining the two key factors, state each one in its “positive scenario” form and “negative scenario form” below:

First factor in “positive scenario” form:

First factor in “negative scenario” form:

Second factor in “positive scenario” form:

Second factor in “negative scenario” form:

4) Now list the four ways in which these scenarios may be combined and place them in the chart on the next page (positive-positive; positive-negative; negative-positive; negative-negative).

5) For each of the four scenario combinations above, examine:

a. How well your group's/organization's current plans and activities take these factors into account?

Scenario Combination One:

Scenario Combination Two:

Scenario Combination Three:

Scenario Combination Four:

b. What alternate plans or strategies might your group need to develop in order to respond to the factors in these scenarios if you are to fulfill your mission/ministry?

c. Which of the responses identified above is your group capable of now? Which of the responses will call for new ideas and/or new skill development?

6) How might your plan include ways to monitor conditions and assess when you would implement one of the alternate options?

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PROFILE: RESOURCE/TOOL

NAME: Marshmallow Project

FORMAT: 90 minutes – combination of presentation, small group exercise/debrief, short video and Q & A.

TYPE: Evaluating Planning Organizing Managing

SOURCE: Tom Wujec “Build a tower, build a team” Ted.com

BENEFIT(S) TO LEADER:

This resource provides a way for leaders: to create a shared experience and a shared language for their group/organization in order to enable them to examine their underlying assumptions about group/organizational projects, processes, and programs.

BRIEF DESCRIPTION:

In this easily replicated, hands-on workshop, participants will work together in small groups to complete a project and then assess the processes they used.

USE/PROCESS:

Preparation: The leader prepares “marshmallow challenge kits” for each team of four participants. Kits include twenty sticks of spaghetti, one yard of masking tape, one yard of string and one marshmallow. These ingredients should be placed into a paper lunch bag, which simplifies distribution and hides the contents, maximizing the element of surprise. The leader should also have the following tools: measuring tape, countdown application or stopwatch, music (18 minutes worth) and a camera.

Process: Teams of four compete for 18 minutes to build *the tallest free standing structure with the entire marshmallow on top.*

Debrief: Participants watch a short video which shares the results of this exercise completed over time with many different groups. The key learnings:

- Kids do better than Business Students: On virtually every measure of innovation, kindergarteners create taller and more interesting structures.
- Prototyping Matters: The reason kids do better than business school students is kids spend more time playing and prototyping – by building, failing, learning, building, refining and so on. They naturally start with the marshmallow and stick in the sticks. The Business School students spend a vast amount of time planning, then executing the plan, leaving almost no time to fix or improve the design once they put the marshmallow on top.
- The marshmallow is a metaphor for the *hidden assumptions of a project*: the assumption in the Marshmallow Challenge is that marshmallows are light and fluffy and easily supported by the spaghetti sticks. When you actually try to build the structure, the marshmallows don't seem so light. The lesson in the marshmallow challenge is that we need to identify the assumptions in our projects and programs- the real needs as well as the cost and effectiveness - and test them early and often. That's the mechanism that leads to innovation.

The group then has an opportunity to discuss:

- how assumptions impact their own organization's programs/projects
- what role prototyping plays or could play in their own organization (and the critical role of failure), and
- the role of collaboration in their own organization.

SUPPLIES: projector, screen, sound system (able to be connected to a computer), spaghetti, marshmallows, string, masking tape, brown paper bags.

5. If there is a negative impact, what needs to change?

Secondary questions for further discussion:

How might you PLAN differently based on the assumptions you've identified?

What role does COLLABORATION play in your organization?

How has your PW failed and what has the organization learned from that experience?