

# Activity 22

## Draw Cards and Teams

### APPLICATIONS

This activity:

- ◆ illustrates the importance of team members recognizing and acknowledging different strengths in order to achieve a common goal
- ◆ encourages empathy with those who have talents that differ from our own.

### GROUP SIZE AND TIMING

Number of participants	Group size	Suggested timing
Maximum 30 and minimum 5–6 with one trainer	Groups of 5–6	Introduction and directions 10 mins Making a proposal 20–25 mins Sharing 10 mins Whole group discussion 15 mins De-roling and closure 10–15 mins  <b>Total 65–75 mins</b>

### RESOURCES

- ◆ One deck of 41 cards for each group. (Before the activity, remove one of the Jokers – leaving one in the pack – and all the court cards – leaving only the aces and cards 2–10 of each suit.
- ◆ A copy of Handout 22.1, ‘Traineeship Proposal’, for each group and a copy of Handout 22.2, ‘De-roling and Action Plan’, for each participant.
- ◆ OHP 22.1, ‘Traineeship Application Criteria’, OHP 22.2, ‘Cards and Abilities’, and OHP 22.3, ‘Discussion Questions’.
- ◆ Flipchart paper, flipchart and pens or blank OHPs and OHP pens for presentations.
- ◆ OHP and screen.

## FACILITATION PROCESS

### Set the purpose:

- ◆ Explain that people's abilities often pass unrecognized. Ask for examples of instances where people in organizations had important abilities or knowledge that could have been very useful but nevertheless remained undiscovered.
- ◆ Then explain that this activity will simulate that experience but that the opportunity for discovery will be improved by applying a knowledge of the different intelligences.

### Form groups of 5–6 participants and explain the problem to be solved:

- ◆ Make sure that the groups, as far as possible, encompass a range of abilities, roles, background and so forth.
- ◆ Explain as follows:

Together, you have been invited to make a submission for a rather large lump sum of money to set up a new, highly intensive traineeship programme for your department/division/profession. This traineeship will bring a good deal of positive publicity to your work. Further, if you get the traineeship, it will eventually expand the number of qualified people you have on your staff as it is intended that good trainees will be offered positions on completion of their training. This will mean that you will be able to provide better products or service, making the organization more competitive.

The traineeship application or proposal at the end of the session will be judged on the criteria displayed on OHP 22.1, 'Traineeship Application Criteria'.

The submission for this money must come entirely from the group working together. The members of the group, however, will have their abilities drawn from the pack of cards.

- ◆ Distribute a copy of Handout 22.1, 'Traineeship Proposal', to each group.

### Explain the deck of cards, referring to OHP 22.2, 'Cards and Abilities':

- ◆ Each group will have a deck of 41 cards – a joker, four aces and cards 2–10. There are no court cards (Jacks, Queens or Kings). Each card relates to a different type of ability.
- ◆ Each person draws *four* cards. These are to be kept secret from the rest of the group.
- ◆ Each card gives you strength in some ability. The more of these you have, the greater your strength. For example, if you have an even spread such as 3, 5, 7 and 9, these are your strongest abilities but they may not be the strongest in the group. However, if you have a spread such as 5, 5, 5, 2, you would have very high levels of *visual* ability (5) and an average ability in *language* (2). If you have all four cards showing the same number, you have all the expertise for that ability.

- ◆ The Joker represents the unpredictable or wild card at every meeting – that is, someone who has more power than is indicated by their official rank. For example, a group member holding Joker, 2, 2, 3 would believe that they were the world's expert on technology and management, and this is the most important part of the project.
- ◆ The cards not taken up are 'abilities' that are not available to the group. The group can only rely on what they have drawn from the deck.
- ◆ Each person, having drawn their 'abilities', represented by the four cards they have drawn from the pack, will have five minutes to think about their role before beginning the problem-solving task.
- ◆ Each group will then have 20 minutes in which to draft their submission for funding, outlining the details they feel are important to convince the organization to fund their traineeship.
- ◆ Before presenting, each group is to self-evaluate their proposal, assigning a score of 1 (low) to 5 (high) to the quality of the proposal in terms of meeting the criteria displayed on OHP 22.1.

**Distribute the cards and run the exercise:**

- ◆ Allow the participants to draw four cards each.
- ◆ Help anyone who is finding it difficult to determine what their 'hand' means while the rest have five minutes to think about their abilities.
- ◆ Allow at least 20 minutes for each group to prepare their submission, using the materials provided.

**Run group presentations:**

- ◆ Allow each group to present their proposal and explain to the other groups their reasons for allocating their scores to the criteria on OHP 22.1 and, then, how the diversity (or lack of diversity) of team members either contributed to or inhibited the achievement of criteria.

**De-role group members:**

- ◆ Distribute Handout 22.2, 'De-roling and Action Plan', to each participant.
- ◆ Ask the groups to carry out the de-roling process as detailed.

**Lead a whole group discussion using OHP 22.3, 'Discussion Questions'.**

**Close the activity:**

- ◆ Ask each participant to write down, in the box provided on Handout 22.2, three things that they would like to remember from today's experience and how they might improve their work with or in teams.

## **SUGGESTIONS FOR EXTENDING THE TRAINING**

1. 'Diversity: More than Race' (Nokes, 1996), which looks at the UK Civil Service Programme for Action demonstrating that diversity, in its broader sense, is more than race.
2. Read 'Equal Opportunities Versus Managing Diversity: Another Challenge for Public Sector Management' (McDougall, 1996), which gives concrete examples of how UK schools are using diversity as an adjunct to equal opportunities.
3. Use *Card Games for Developing Service* (Stuebe and El-Shamy, 2000) for those who respond positively to the format of card-playing for team-building.



## TRAINEESHIP PROPOSAL

Together, you have been invited to make a submission for a rather large lump sum of money to set up a new, highly intensive traineeship programme for your department/division/profession. This traineeship will bring a good deal of positive publicity to your work. Further, if you get the traineeship, it will eventually expand the number of qualified people you have on your staff, as it is intended that good trainees will be offered positions on completion of their training. This will mean that you will be able to provide better products or service, making the organization more competitive.

The traineeship application or proposal at the end of the session will be judged on the following criteria:

- ◆ clear, concise, convincing and easy-to-understand language
- ◆ a well-reasoned and logical argument, supported by facts and data (real or invented by your group)
- ◆ use of visual images or charts to sell your arguments
- ◆ a presentation style which is easy to listen to
- ◆ incorporation of, or referral to, issues such as physical or mental health and safety
- ◆ consideration of the interpersonal relationships between members of the organization, clients, suppliers and the community
- ◆ acknowledgement of the need for career mobility, development and factors associated with motivation and morale
- ◆ consideration of environmental constraints from within and without
- ◆ cohesiveness with the ethics or mission statement of the organization.

The knowledge and abilities of each individual on the team will be defined by the combination of the four playing cards, which they draw. The meanings of the cards are as follows:



<b>Cards</b>	<b>Intelligence</b>	<b>Knowledge/abilities</b>
Aces	Kinaesthetic/motor	Knowledge of the physical requirements of the position, including health and safety issues
Twos	Linguistic	Research and report-writing, as well as speaking skills
Threes	Mathematical/ logical	Budgeting or programme management and evaluation
Fours	Technological	Insight into technology and computer usage
Fives	Visual	Interpreting or creating visual materials
Sixes	Auditory	Listening skills or understanding a language other than English
Sevens	Interpersonal	Understanding and responding effectively to others
Eights	Intrapersonal	Good intuition and insight
Nines	Naturalistic	Understanding the context of positions and roles within the organizational environment and community at large
Tens	Philosophical	Knowledge of the organization's mission statement, ethical and legal positions
Joker	Boss	Wants to be Kingpin and run the show around their own abilities



## DE-ROLING AND ACTION PLAN

### De-roling

As part of the de-roling activity, each person lays their cards on the table in front of them and discusses the following questions with their group:

- ◆ How did you feel when you drew your role from the deck? Why?
- ◆ Were the abilities that you drew similar to, or different from, your own? How did this affect you? Did you consider these abilities to be more or less valuable than those you normally hold?
- ◆ How did your abilities affect how you participated in the group?
- ◆ Did you feel that the different abilities you drew changed how people responded to you? In what way(s)?

### Action Plan

**Three things I would like to remember from today and how they will help me work in teams**

1.

2.

3.



OHP 22.1

# **TRAINEESHIP APPLICATION CRITERIA**

- ◆ Clear, concise, convincing and easy-to-understand language
- ◆ A well-reasoned and logical argument, supported by facts and data (real or invented by your group)
- ◆ Use of visual images or charts to sell your arguments
- ◆ A presentation style which is easy to listen to
- ◆ Incorporation of, or referral to, issues such as physical or mental health and safety
- ◆ Consideration of the interpersonal relationships between members of the organization, clients, suppliers and the community
- ◆ Acknowledgement of the need for career mobility, development and factors associated with motivation and morale
- ◆ Consideration of environmental constraints from within and without
- ◆ Cohesiveness with the ethics or mission statement of the organization



## CARDS AND ABILITIES

<b>Cards</b>	<b>Intelligence</b>	<b>Knowledge/abilities</b>
Aces	Kinaesthetic/ motor	Knowledge of the physical requirements of the position, including health and safety issues
Twos	Linguistic	Research and report-writing, as well as speaking skills
Threes	Mathematical/ logical	Budgeting or programme management and evaluation
Fours	Technological	Insight into technology and computer usage
Fives	Visual	Interpreting or creating visual materials
Sixes	Auditory	Listening skills or understanding a language other than English
Sevens	Interpersonal	Understanding and responding effectively to others
Eights	Intrapersonal	Good intuition and insight
Nines	Naturalistic	Understanding the context of positions and roles within the organizational environment and community at large
Tens	Philosophical	Knowledge of the organization's mission statement, ethical and legal positions
Joker	Boss	Wants to be Kingpin and run the show around their own abilities



OHP 22.3

# DISCUSSION QUESTIONS

## DIFFERENCES IN PRODUCT

- ◆ Why were there differences in the submissions?
- ◆ What did these differences say about the distribution of abilities in different groups?
- ◆ What did they say about the mobilization or use of those abilities?
- ◆ What are the implications for similar situations in teams working on projects?

## EXPERTISE

- ◆ Did the group recognize 'experts' with ease?
- ◆ Did having a knowledge structure, knowing the categories available, help people find or ask for knowledge?
- ◆ Were some abilities accorded greater authority than others? If so, what were these? If not, what levelled out the authority?
- ◆ How did the authority accorded to abilities compare with how these abilities are treated in workplace teams? What are the implications?

## APPLICATION

- ◆ In what ways were the abilities drawn from the deck similar to those distributed in organizations?
- ◆ How could the use of a framework like that of multiple intelligences help teams recognize the abilities of its members?
- ◆ What might be some of the benefits derived from better knowledge identification and sharing in terms of productivity?