



the Uniting Church in Australia, Queensland Synod

Leadership Development Framework



Session 6 guide: Achieve results

Objectives:

- Introduce the leadership area (domain) *Achieve results*.
- Develop an understanding of the action learning cycle and its application to achieving results.

Description:

While the other four domains have a strong focus on understanding the context and getting the right relationships and processes in place, Achieve results focuses on application to achieve outcomes. This session focuses on working together to achieve results.

Facilitation process:

Session: One hour

1. Start the session by running the Thunder Plane Simulation. Instructions are on page 2.

At the conclusion of the activity ask participants to take their seats and debrief:

- a. Was a 50 per cent increase in productivity achieved? What made the difference between the first and second production run?
 - b. Does anyone think it would have been possible to improve further?
 - c. Did any team modify their approach based on sharing with other teams?
 - d. If we had time to realign and collaborate more between groups, what could have been done to increase production even further?
 - e. This exercise was about production of paper planes. Our work in congregations/organisations is not making “things”. What concepts or principles could be applied to leading our congregation/organisation? (35 minutes for Thunder activity)
2. Introduce the domain and highlight the following: “Effective leadership involves achieving results. While the other four domains have a strong focus on understanding the context and getting the right relationships and processes in order, Achieve results focuses on application to achieve outcomes. An effective leader takes others on the journey, assessing and evaluating progress and where necessary modifying the approach to achieve desired results.”

Ask the participants to read the Achieve results capabilities (Box 1, handout).

Whole group discussion: How do these capabilities relate to the activity we have just finished? (10 minutes)
 3. Introduce the action learning cycle. “You will see a simple action learning cycle model in Box 3 of your handout. Has anyone used this type of tool?” If so, ask for a brief description of how it is helpful. If nobody volunteers, describe the model and how it may be used. (5 minutes)
 4. To bring the focus back to participants’ own situation, choose the most appropriate questions for the group from Box 4 of the handout. Choose either Set A or Set B. Depending on the group, discussion may be held in pairs, small groups, or as a whole group. (10 minutes)
 5. Conclusion: Share with the whole group one action that you are going to take. (5 minutes)

Materials

- Session 6 Handout – Domain: Achieve results for each participant.
- A copy of the Paper Airplanes Handout for each group (found at the end of this guide).
- A4 paper for building planes – work on a maximum of 10 sheets per participant.
- Copy of The Uniting Church in Australia, Leadership Development Framework (LDF) ucaqld.com.au/download/6194/

Thunder Plane Simulation instructions

Background: read out to the whole group

The Thunder Corporation manufactures state-of-the-art planes for use around the world. It has been operating for over 40 years and has been profitable until recently. Sales have declined due to competitive pressures, particularly from other manufacturers who appear to have captured the imagination of the market with regard to their environmentally friendly planes.

Over the last few years the Thunder Corporation also has seen declining productivity. Factories and plant are being underutilised and lack of maintenance is putting workers at risk. To survive, Thunder must become more efficient at producing planes.

Scenario

In teams of 3–4, Thunder's factory workers will work on improving their production process. Their objective is to identify opportunities to improve production and to implement those improvements.

Simulation

1. Thunder Corporation teams

Your task in the initial five-minute preparation period is to learn how to build the plane and to organise your team so that you can produce as many planes as possible in the three-minute production period that will follow. The facilitator will provide you with a set of instructions (7.3 Paper Airplanes Handout) which meets required quality standards, to enable you to understand the production process. You may question the facilitator regarding the final product and its quality standards.

3. First production run

Thunder Corporation are supplied with unlimited raw materials and given three minutes in which to manufacture as many jet fighters as possible. The timing of the production run is strictly controlled by the facilitator.

At the conclusion of the first production period the facilitator counts all those completed jet fighters that meet quality standards.

4. Review

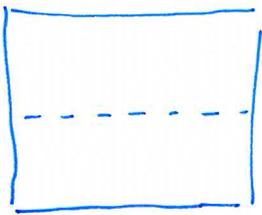
A period of 10 minutes is now set aside for review and improvement of production processes. During the first five minutes the groups work separately to refine their production process based upon experience gained in the first production period. Their goal is to achieve the objective of a 50 per cent increase in productivity.

After this initial five minutes the groups may come together and share ideas. Sharing both the process and the content is at the discretion of the two parties.

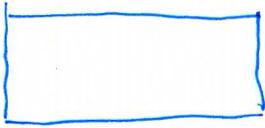
5. Second production run

The second production run is a mirror image of the first in terms of raw materials supplied, the number of people participating in the production run, the quality standards to be adhered to and the time allocated. (3 minutes)

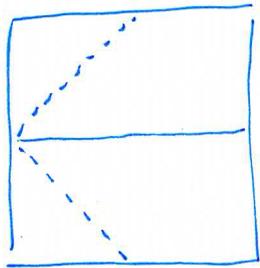
At the conclusion of the first production period the facilitator counts all those completed jet fighters that meet quality standards.



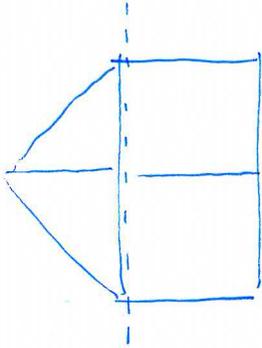
Fold in half



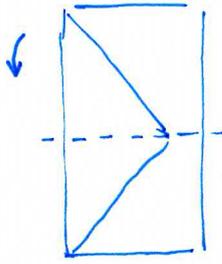
Open paper



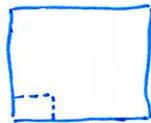
Fold 2 corners to centre.



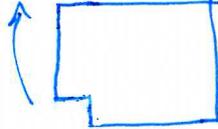
Fold point down



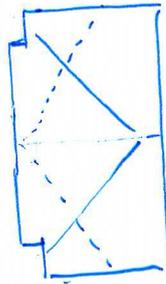
Fold paper in half



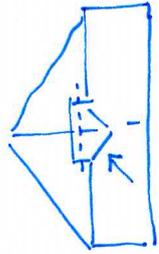
Cut or tear square from corner



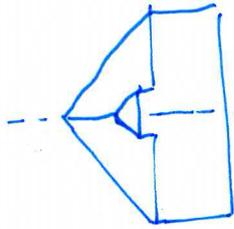
Open paper



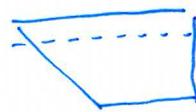
Fold corners down to centre



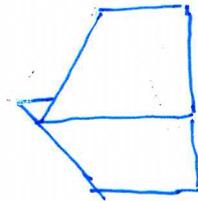
Fold original corner up through cut slot.



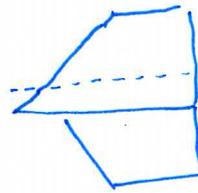
Fold paper in half



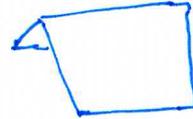
Fold half of paper along line to form wing



Turn paper over



Fold along line to form 2nd wing



Airplane is finished. Bend back wings a bit to create air-worthy vehicle.