

Additional Quadrant Activities

Quadrant 1—Developing Reciprocal Relationships

1. In your group, introduce yourself with only these 4 pieces of information:

Your name
What you do/did teach
Where you are from
Your position in DKG

2. Speed Dating

The entire group is split into two rows, facing each other. Everyone should have a partner. Then the team leader announces a topic (e.g., family, school, dreams, motto for life, what annoys you, etc.). All the participants in one row discuss this topic for one minute with the person standing opposite. Each time they must also say their names. After one minute the team leader gives a signal, and the other row (which was listening) discusses the same topic (also for one minute). After this minute, the team leader should whistle, and then the rows should shift to the right, so that one person is left out; and for the next round participants are standing opposite the next person in the row. The participant left on the ends should just change sides. The team leaders should give a new topic and the next round starts. It is important during this game that the person who is listening just listens attentively and doesn't ask any questions.

3. I've Never Done That Before

One person at the table tells the group about one thing she has never done before. Any players at the table who also didn't do what the player in the said, must stand up. Each player exchanges places with another standing player. The player who does not get a new place then tells something she has never done.

Quadrant 2-Creating a Shared Purpose

1. What do you want to take home with you? _____ In your group...discuss what you want to take home with you today.

Have your group report ONE common thing you want to take home today. TRY to not repeat what another group has said.

Quadrant 3—Moving to Collaboration

1. What if game...

The team leaders says a sentence..."If our chapter received a \$500 undesignated bequest, I would want us to...!" Everyone then writes her answer on a piece of paper. The papers are then collected, mixed-up, and passed out again. Every players reads she answer on the paper she just got. The group then assesses the ideas.

Let's call our familiar life the "world of measurement" because of the central position in our lives of assessments, scales, standards, and comparisons. This is the world in which we are always measuring ourselves—and we are always encountering obstacles such as scarcity of time, money, love, etc. etc.

Let us suppose, however, that a universe of possibility stretches beyond the world of measurement.

Essentially, Stepping into a Universe of Possibility means that we are open to possibility. It is a kind of ABUNDANCE thinking rather than a kind of SCARCITY thinking.

2. Each table has assigned letters of the alphabet. Among the members at your table, find ONE item for each letter (something that begins with that letter [or if you're desperate something that has that letter in its spelling). 90 seconds
Now with all your teammates participating, develop a 2 minute skit/presentation using all the items (or as many as you can) about DKG. (4 minutes)
Present the skits

3. Steps in Sharing Management Wisdom: A Team Building Activity

Divide the meeting participants into groups of four people. For this team building activity, you will want to assign groups based on years of educational experience. (This could be adapted to years of Society experience) This will allow you to have team members with various years of experience participating in each group. So, start by asking your participants to raise their hands if they have more than 30 years of experience.

Assign each of these participants to their own table. Place the participant with the least experience at the table with the one who has the most. Then, ask how many participants have five or more years of membership and assign them to the tables of the more experienced members. Finally, ask how many have fewer than five years of experience and assign them to the groups with the more experienced. This method of assigning participants to groups so that you create various levels of experience within each group is integral to the success of this team building activity.

Do not use a numbering off method or a self-selection method to organize these groups; your results will suffer from the lack of diversity. Indeed, if you know the attendees, as you assign by levels of experience, avoid putting school coworkers in the same group.

Tell the newly formed groups that their assignment is to look back over their DKG careers and **determine the ten most important pieces of wisdom they have learned about the Society.** Provide an example from your own accumulated knowledge such as: Don't ever expect any individual to whole heartedly support and "own" any way of doing things that he or she had no part in creating or developing. At best, you will only obtain "buy in." Use this example or pull an example from your own accumulated wisdom, but do share an example.

Provide the time needed by the participants to think about and jot down ideas before you ask them to share their wisdom with their small group. Coming up with ten pieces of knowledge, that group members want to share, generally takes twenty to thirty minutes. You will know when most participants are ready for the next step when the level of noise in the room increases.

Once participants have had a chance to think about their accumulated wisdom, ask them to share them with their small group—perhaps with each person sharing one at a time. They share theirs first; then, each person shares their second, and then, their third. Tell the small group members to look for common themes and similarities in the pieces of wisdom shared.

Tell the groups that each person will be asked to share several of their words of wisdom with the whole group upon completion of the small group exercise, if they are comfortable doing so.

Debrief the team building activity by asking the group how they reacted to the words of wisdom, both telling their own and hearing those of coworkers.

Continue to debrief the activity by asking the large group if participants noticed themes in the wisdom shared. When the discussion is finished, ask the participants if they have anything they'd like to add to the discussion before moving on with the rest of the session.

Quadrant 4—Sustainability

1. Team Building Icebreaker Steps
 - A. Work with the people at your table.
 - B. Find ten things you have in common, with every other person in the group, that have nothing to do with work. (I tell people no body parts. We all have legs; we all have arms. And no clothing (we all wear shoes, we all wear pants). This helps the group explore shared interests more broadly.
 - C. Tell the groups that one person must take notes and be ready to read their list to the whole group upon completion of the assignment.
 - D. Ask for a volunteer to read their whole list of things in common first. Then, ask each group to share their whole list with the whole group. Because people are your best source for

laughter and fun, the reading of the lists always generates a lot of laughter and discussion. You can also catch the drift of the conversation in the small groups based on the transitions made from item to item.

This team building icebreaker takes 10 – 15 minutes, depending on the number of groups. To keep the activity to ten minutes, after 5 minutes of brainstorming together, I usually tell the groups that the lists they have created are perfect, no matter how many items they have, and debrief.

What did you discover—not what you learned about each other—from this exercise?’

1. Let’s brainstorm about what you want in a Delta Kappa Gamma chapter.
What do you believe is important about being a Delta Kappa Gamma member?

- a. Let’s create a vision of an ideal chapter by completing these sentence stems. (You should give a brief answer and you may pass if you don’t have an answer or if your answer has been given.)

STEMS: have attendees finish these sentences aloud

In an ideal chapter, members really care most about....

If I were a member of the ideal chapter, I would want....

Think of an issue associated with Delta Kappa Gamma that is very important to you. (NOTE: ask why each answer is important 5 times. Ask 2 or 3 people)

- b. Create a personal vision. Write your answers on your own paper.
 - 1) When I leave this chapter, I would like to be remembered for...
 - 2) I want my chapter to be a place where....
 - 3) The kind of chapter to which I would like to belong would...
 - 4) The kind of chapter I would like to be responsible for would ...
 - 5) In order to accomplish this, we (I) need to ...
- c. Now move into a small group (reporter and recorder) and ask yourselves these questions:
 - 1) What about the current situation in (chapter name)? Do we want to change it or keep it?
 - 2) What do we want to keep and make better?
- d. Reports from small groups and discuss

(What do we hope for in our wildest dreams for (chapter)? What would (chapter) be like if we all work together, collaboratively, to make our dreams come true?)

2. The assignment is to review the SAP section assigned to your group applying the Six Thinking Hats within your group.

Each hat is marked with a different color and represents the following type of thinking:

- a. **White Hat** represents facts, information, and statistical data, as well as identifying missing information and from which sources it may be collected.
- b. **Red Hat** symbolizes emotions and feelings. While wearing this hat, people are "allowed" to express their feelings about the subject or to share their general mood, which might be affecting their participation or lack of it. This hat does not require logical reasoning or justification, as feelings are almost always subjective rather than rational.
- c. **Yellow Hat** signifies positive rationality, and is used to look at the positive aspects of a situation or idea, on the potential benefits of the suggested course of action, and on the parties who are expected to profit from it. It is emphasized that support for the idea should be logically justified and not simply stated without explanation.
- d. **Black Hat** is in a way the opposite of the Yellow Hat. It is used for discussing the negative repercussions of the plan, the potential dangers, and any criticism on the logic of arguments made in its support. As in the case of the positive hat, logical justification is expected when presenting the reservations rather than opposition for the mere sake of opposition.
- e. **Green Hat** stands for creativity and unconventional thinking. When wearing this hat, people are encouraged to think creatively (although in this case De Bono does not specify how). Brainstorming, creative thinking tools, lateral thinking and other such methods are to be used in order to search for unexpected developments of the idea or the discussion.
- f. **Blue Hat** - this hat is used for directing the discussion, for switching hats when necessary, for summarizing the major points of the discussion, as well as for making decisions.

20 minutes to work and then each group will make a report using the questions posted on the screen (choose your speaker, recorder, etc.) to tell about your portion of the SAP.

CP: ask each group about the impact of the "hats" on their discussion and findings

3. What do we have going for us and what do we have going against us as we try to make this dream for our future come true? (What are our strengths and what are our challenges? What are our opportunities and barriers?)
 - Can we do it?
 - What other individuals or agencies might have a stake in our decision and are willing to help us?
 - How can we bring them in?
 - Which of our options make the most sense?
 - Which are we most excited about?
 - What do you want to do next?