

WE SHALL REMAIN
EPISODE 5: WOUNDED KNEE
(Inspired by real-life events)

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Rating: NR
Released: 2009

Studio: American Experience (PBS)
Director: Stanley Nelson
Genre: Documentary
Runtime: 80 minutes

Materials

Transcript for *Episode 5: Wounded Knee* from the PBS website (see below for download instructions), *Leading in the Wildland Fire Service*, Wildland Fire Leadership Values and Principles, notepads, and writing utensils.

Objectives

The objective of this lesson is for students to watch *We Shall Remain - Episode 5: Wounded Knee* and discuss what makes an effective leader, how media and politics can positively and negatively affect public opinion, and the importance of being students of fire through lessons learned.

Basic Plot

Episode 5: Wounded Knee is the fifth documentary in a five-part mini-series devoted to Native history and the leaders that shaped American history. Episode 5 focuses on the use of the media and other means of influencing public opinion, female leadership, civil disobedience, and the continued struggle between Native Americans and the Federal government.

Facilitator Notes

The American Experience *We Shall Remain* video series is available for viewing online or from iTunes® download at http://www.pbs.org/wgbh/amex/weshallremain/the_films/index. Support materials (Teacher's Guide, resources, and other clips) are also available at this site.

Facilitators are encouraged to download the episode transcript which can be downloaded at http://www.pbs.org/wgbh/amex/weshallremain/files/transcripts/WeShallRemain_5_transcript.pdf.

Discussion of the events at Wounded Knee (1973) can spur lively debate. Facilitators should encourage debate that promotes leadership development and abides by the values and principles of the wildland fire service.

Disclaimer: Information and references provided within this lesson plan are intended for the sole purpose of sharing knowledge to improve leadership and organizational learning throughout the wildland fire community. No endorsement of any contributor or their opinions is given or implied and is presented to begin respectful discussion.

Facilitation Tips

1. Organize a group of students to participate in the *We Shall Remain - Episode 5: Wounded Knee* discussion.
2. Have students watch individually or as a group *We Shall Remain - Episode 5: Wounded Knee*.
3. Conduct a guided discussion (handout and possible comments provided). Have students discuss their findings and how they will apply leadership lessons learned to their role in wildland fire suppression. Facilitate discussion in groups that have difficulty.

Leading in the Wildland Fire Service is an integral publication in the Wildland Fire Leadership Development Program. Every wildland fire leader should possess his/her personal copy of this publication which can be order through the Publication Management System. However, the publication can be downloaded at http://www.fireleadership.gov/documents/LeadingWFS_Pub.pdf.

Note: The discussion questions are only a guide. Facilitators have latitude to select questions that meet timeframes and local objectives or develop questions of their own.

Other References

Facilitators are encouraged to review the links below in order to obtain information that may be helpful during group/classroom discussions and for continued leadership development.

Wounded Knee Resources:

Abourezk, James G. "Wounded Knee 1973 Series."
<http://www.usd.edu/library/upload/AbourezkWoundedKnee.pdf>

Churchill, Ward. "The Bloody Wake of Alcatraz: Political Repression of the American Indian Movement during the 1970s." *Putting the Movement Back into Civil Rights Teaching*.
<http://www.civilrightsteaching.org/Handouts/BloodyWakeofAlcatraz.pdf>

Scott, Sonya. "An Examination of the Causes of Wounded Knee 1973: A Case of Intra-tribal Conflict or Response to Federal Policies toward Indians?" *Historia*. Volume 17, 2008.
<http://www.eiu.edu/~historia/archives/2008/2008Journal.pdf>

Russell Means Resources:

Giago, Tim. "What do Greenpeace and Russell Means Have in Common?" *Native American Times*. July 12, 2009.
http://nativetimes.com/index.php?option=com_content&task=view&id=2145&Itemid=1

Minnesota State University. "Lakota."
<http://www.mnsu.edu/emuseum/history/mncultures/russellmeans.htm>

Russell Means Official Web Site
<http://www.russellmeans.com/>

<http://www.fireleadership.gov>

We Shall Remain - Episode 5: Wounded Knee Guided Discussion – Possible Answers

1. Consider the following quote from page 6 of *Leading in the Wildland Fire Service*: “Fire leaders bring order to chaos, improve our people’s lives, and strengthen our organizations.” There seemed to be a whole lot of chaos on the Pine Ridge Reservation in 1973. What factors played a part in creating such an environment?
 - **Answers will vary, but may include those written by Sonya Scott in “An Examination of the Causes of Wounded Knee 1973: A Case of Intra-tribal Conflict or Response to Federal Policies Toward Indians?” (*Historia*, Volume 17, 2008.)**
 - **Reservation politics**
 - **Federal policies**
 - **Race and ethnicity as defined in both Indian and Euro-American terms**
 - **Supra-tribal consciousness emerging in a civil rights climate**
 - **Charges of injustice against Indians**
 - **Numerous co-existing struggles**
 - **Richard Wilson and Russell Means**
 - **AIM/Russell Means and the federal government**
 - **National interests (access to energy resources)**
 - **Indian interests**

2. Leaders are often distracted by issues unrelated to the mission at hand. What issues may have distracted Federal government leaders from hearing protestor calls for a federal investigation of corruption on South Dakota reservations as well as hearings on broken treaties? Avoid the temptation to debate whether or not these issues actually occurred or distracted leaders. What issues distract the wildland fire leader from his/her mission of wildland fire suppression?
 - **Answers will vary, but may include:**
 - **“Why not? You know, I don’t see why the North Vietnamese should take precedent over the American Indian people. You know, we’ve been fighting this war for 400 years. And if he can spare the time to go over there, he should be able to spare the time to come here.” (24:59-25:13)**
 - **“There’s no question that the White House was distracted during this Wounded Knee siege. Although they sent midlevel officials out to run this siege operation, they didn’t have their mind on it. Nixon had his mind on trying to survive the Watergate thing. Things might have turned out a lot differently had they not been distracted.” (25:35-26:01)**
 - **“With the White House increasingly preoccupied with Watergate, the government had allowed the occupation of Wounded Knee to drag on. But at the end of March, the Justice Department sent a new negotiator who changed tactics.” (52:28-52:48)**
 - **Answers will vary, but may include:**
 - **Jurisdictional lines blur or overlap**
 - **Political pressure**
 - **Media requests**
 - **Major fire event (fatality, burnover, etc.)**
 - **Personal considerations (family, stress, skill level)**

3. Put yourself in the position of one of the five traditional Oglala chiefs during the occupation. What is the situation? What are your options?
- **Answers will vary, but may include**
 - **“Calling in AIM is attractive, but it’s a roll of the dice. It’s a roll of the dice because where AIM goes chaos often follows. So that when those traditional chiefs bring in AIM, they’re doing this in full knowledge that as they go down the road they don’t know exactly what’s going to happen.” (20:51-21:11)**
 - **“The Oglalas had exhausted all legal options. They believed that to put an end to Wilson’s harassment and intimidation, they needed what AIM could offer.” (21:11-21:22)**
 - **“At a crowded meeting at a community center, dissident Oglalas, five traditional chiefs, and AIM representatives finally arrived at a radical plan: together they would seize the town of Wounded Knee. They would force Dick Wilson from office, and, for the first time in nearly a century, draw national attention to Indian concerns.” (22:00-22:20)**
 - **“Fools Crow and the other Oglala leaders had had enough. Despite AIM’s objections, they insisted on bringing the occupation to an end.” (1:06:31-1:06:42)**
4. Leaders on all sides of the conflict were passionate and often aggressive about their causes. Is aggressiveness in a leader good or bad? Respectfully discuss in your groups a personal experience where overly-aggressive behavior undermined organizational effectiveness. If your group lacks personal experiences, debate whether AIM’s, Dick Wilson’s, or federal government official leadership styles were too aggressive. Discuss how this topic relates to “Art of Leadership” found in *Leading in the Wildland Fire Service*, page 9.
- **Answers will vary.**
 - **Aggressiveness in a leader can be a strength and a weakness. (Quotes from “Aggressive Leadership: When Does Strength Become Weakness?” by Robert L. Turknett and James L. Anderson)**
 - **Strength – “when associated with a drive for results, a willingness to take risks, and the pursuit of new business”**
 - **Weakness – “when it erodes interpersonal relationships”**
 - **“By 1973, the Lakota way of life on the plains was largely in the past. The Oglala Sioux Tribal government ran things on Pine Ridge, and where traditional chiefs had once sought consensus, elected Chairman Dick Wilson ruled with an iron hand.” (8:23-8:46)**
 - **“When traditional Oglalas challenged corruption in tribal government, Dick Wilson responded with force.” (9:33-9:42)**
 - **“The military response is overwhelming. It involves plans using the US army to put down this rebellion. Clearly there are people within the Federal government who see a need to take it to the limit.” (13:15-13:44)**
 - **“Since its founding in 1968 the American Indian Movement had been divisive—its militant tactics controversial even among Native people.” (17:23-18:15)**
 - **“There was absolutely an element in AIM that considered itself a revolutionary organization who were comfortable being around guns, who absolutely loved the idea of AIM being outlaws - who just wanted to get it on.” (20:18-20:35)**

- ***Leading in the Wildland Fire Service* – “Art of Leadership”**
 - **“Leaders deeply affect people and organizations, both positively and negatively.”**
 - **“Ultimately, the art of leadership requires successfully balancing many factors in the real world, based on the situation at hand, to achieve a successful outcome.”**
5. Read “Situational Communication” on pages 51 and 52 of *Leading in the Wildland Fire Service*. How did leaders within this conflict use media? How effective was the use of this tactic?
- **Leaders on both sides of the conflict fought much of the battle in the courts of public opinion via the media. The tactic proved both good and bad depending on what which side of the conflict you were on and whether more pressing media events (Watergate) overshadowed the coverage—negative for protestors, positive for the government.**
 - **“AIM can bring bodies. They can bring people. They have the phone numbers of people at TV networks uh, who can get on airplanes and bring television cameras out. None of the established national Indian organizations can do what AIM does.” (21:22-21:41)**
 - **“This is where the television crews await the hour-by-hour events in Wounded Knee. This privileged position is protected by the Indian Chiefs. Clearly the chiefs are anxious that this rebellion and its outcome receive as much publicity as possible.” (31:49-32:09)**
 - **“One week into the siege, all three television networks had stationed reporters in Wounded Knee. Polls estimated that more than 90% of Americans were following the crisis on the nightly news.” (32:40-32:55)**
 - **“If they came and killed all of us, it would be recorded and it would be seen by the world where the 1890 massacre wasn’t. And if they didn’t, if they decided, you know, that that media was there so they don’t want to murder all of us, well, then the media is there to tell our side of the story.” (32:55-33:15)**
 - **“I frankly think that the barring of the news media has had an effect on negotiations. A positive effect from the government’s point of view because....” (53:28-53:40)**
 - **“Marlon Brando refused his Oscar for Best Actor in *The Godfather*, in protest of the negative portrayal of Indians in the movies.” (53:55-55:03)**
6. The Wounded Knee conflict of 1973 seems to follow the common mantra that “history repeats itself.” Wildland fire has historical events of its own that are destined to happen again. Discuss in your groups events from our history that may provide lessons learned for present wildland fire leaders.
- **Answers will vary, but may include:**
 - **Refer to the vignettes referenced throughout *Leading in the Wildland Fire Service*.**
 - **Various tragedy fires such as Mann Gulch, Rattlesnake, Inaja, Loop, and South Canyon**
 - **Encourage students to participate in Leadership Challenge #3 found on page 2 of their handout.**

7. What leadership role did women play in the Wounded Knee conflict of 1973?
- **Answers will vary, but may include:**
 - **Women played a vital part in the conflict. Traditional male tribal leaders had difficulty in deciding whether to follow AIM’s radical plan. The women who had traditionally been quiet had enough and began to speak up, asking for radical action.**
 - **“I [Madonna Thunder Hawk] was ready to do whatever it takes for change. I didn’t care. I had children, and for them I figured I could make a stand here.” (1:06-1:17)**
 - **“We’ve always been peaceful and pretty much mind our own business, making our living and raising our family, law-abiding. Well I believe that the time has come that we have to commit violence in order to be heard. I don’t want to see anybody killed or anything, but the time is gonna come when violence might have to be committed in order to wake the people up.” (11:42-12:16)**
 - **“There was this hesitation. No one could make a decision, and no one would endorse us and then the women started to talk.” (22:46-22:56)**
 - **“But I’m not scared of them anymore.” (Ellen Moves Camp, 23:06-23:35)**
 - **“And she [Ellen Moves Camp] was pushing. And she was pushing to spark something. And, oh, it did.” (23:35-23:44)**
 - **“I [Madonna Thunder Hawk] knew we were making history for our people. It didn’t all happen in the 1800s. We’re still fighting in the modern day. I mean that’s how I felt! That, it was a continuation, and that’s why I was not afraid. I was not afraid.” (28:28-28:50)**
8. Discuss how the following quote from LaNada Warjack could be one describing the wildland fire community. “We didn’t care what tribe anyone was. We were Indian people. We were a race.” (50:10-50:40)
- **Answers will vary, but may include**
 - **Wildland fire suppression is mainly an interagency effort that moves about the world suppressing wildfire and assisting with other national/international events. Each firefighter represents a specific agency, but when dispatched to an incident becomes one with representatives of other agencies to complete the mission. Uniforms are traded for Nomex uniting the many as one.**

Wildland Fire Leadership Values and Principles	
Duty	<p>Be proficient in your job, both technically and as a leader.</p> <ul style="list-style-type: none"> – Take charge when in charge. – Adhere to professional standard operating procedures. – Develop a plan to accomplish given objectives.
	<p>Make sound and timely decisions.</p> <ul style="list-style-type: none"> – Maintain situation awareness in order to anticipate needed actions. – Develop contingencies and consider consequences. – Improvise within the commander’s intent to handle a rapidly changing environment.
	<p>Ensure that tasks are understood, supervised and accomplished.</p> <ul style="list-style-type: none"> – Issue clear instructions. – Observe and assess actions in progress without micro-managing. – Use positive feedback to modify duties, tasks and assignments when appropriate.
	<p>Develop your subordinates for the future.</p> <ul style="list-style-type: none"> – Clearly state expectations. – Delegate those tasks that you are not required to do personally. – Consider individual skill levels and development needs when assigning tasks.
Respect	<p>Know your subordinates and look out for their well being.</p> <ul style="list-style-type: none"> – Put the safety of your subordinates above all other objectives. – Take care of your subordinate’s needs. – Resolve conflicts between individuals on the team.
	<p>Keep your subordinates informed.</p> <ul style="list-style-type: none"> – Provide accurate and timely briefings. – Give the reason (intent) for assignments and tasks. – Make yourself available to answer questions at appropriate times.
	<p>Build the team.</p> <ul style="list-style-type: none"> – Conduct frequent debriefings with the team to identify lessons learned. – Recognize individual and team accomplishments and reward them appropriately. – Apply disciplinary measures equally.
	<p>Employ your subordinates in accordance with their capabilities.</p> <ul style="list-style-type: none"> – Observe human behavior as well as fire behavior. – Provide early warning to subordinates of tasks they will be responsible for. – Consider team experience, fatigue and physical limitations when accepting assignments.
Integrity	<p>Know yourself and seek improvement.</p> <ul style="list-style-type: none"> – Know the strengths/weaknesses in your character and skill level. – Ask questions of peers and superiors. – Actively listen to feedback from subordinates.
	<p>Seek responsibility and accept responsibility for your actions.</p> <ul style="list-style-type: none"> – Accept full responsibility for and correct poor team performance. – Credit subordinates for good performance. – Keep your superiors informed of your actions.
	<p>Set the example.</p> <ul style="list-style-type: none"> – Share the hazards and hardships with your subordinates. – Don’t show discouragement when facing set backs. – Choose the difficult right over the easy wrong.

We Shall Remain - Episode 5: Wounded Knee Guided Discussion

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3. Put yourself in the position of one of the five traditional Oglala chiefs during the occupation. What is the situation? What are your options?

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7. What leadership role did women play in the Wounded Knee conflict of 1973?

8. Discuss how the following quote from LaNada Warjack could be one describing the wildland fire community. “We didn’t care what tribe anyone was. We were Indian people. We were a race.” (50:10-50:40)

We Shall Remain - Episode 5: Wounded Knee Leadership Challenges

More times than not, leaders are individuals who have such command presence that one knows they are in a leadership position. However, a majority of our leaders are those quiet, unsung men and women who participate in the daily operations of fighting fire. Russell Means was an outspoken and often controversial leader. What kind of leader are you?



Leadership Challenge 1:

Learn more about yourself and your leadership style through informal (online) or formal assessment processes. Informal assessments include, but are not limited to:

- Personality Profiles:
 - Signal Patterns, http://www.signalpatterns.com/personality_survey
 - HumanMetrics, <http://www.humanmetrics.com/cgi-win/JTypes1.htm>
- Leadership Style Assessments:
 - Minnesota Family, Career and Community Leaders of America, <http://www.fccla.umn.edu/LeadershipStyles.pdf>
 - About.com, <http://psychology.about.com/library/quiz/bl-leadershipquiz.htm>
 - United nations Office for the Coordination of Humanitarian Affairs, http://ocha.unog.ch/procaponline/docs/library/Leadership_Style_Questionaire_&_Reading.doc



Leadership Challenge 2:

Leaders are readers. Expand your knowledge of the quiet reader by obtaining a copy and reading *Leading Quietly* by Joseph L. Badaracco, Jr.



Leadership Challenge 3:

Obtain a copy of the 2004 Annual Fireline Safety Refresher *The Numbers Tell the Story* which touches on lessons learned and policies and procedures that came out of historical wildland fires. Information about obtaining the video can be found on the WFSTAR website at http://www.nifc.gov/wfstar/hottopics/refresh_video.html.



Leadership Challenge 4:

Facilitate a leadership style evaluation exercise simulating the effects of various leadership styles (e.g., heavy-handed/authoritarian, democratic, or laissez-fair) on productivity, attitude, and overall motivation.

A sample exercise titled Snowflake can be found on the following pages.

TRC Interactive, Inc has granted permission to the Wildland Fire Leadership Development Program to use the Session Builder Snowflake exercise specifically for training wildland firefighters. Users outside the wildland fire community must seek copyright permission from TRC Interactive, Inc.

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Session Builders

104 Snowflake

Purpose/Objectives:

Leadership is a sometimes indefinable quality of a manager. Because of the many facets of leadership, it is often difficult for a manager to exhibit leadership in a classroom situation. This exercise helps people evaluate leadership by seeing the **effect** leadership can have on productivity, attitude, and the overall motivation of employees.

The exercise divides the group into three competitive teams, each working under a different style of leadership—a “heavy-handed” style, a “democratic” style, and a “non-leader” style. As the exercise progresses through the planning and production phases of producing snowflakes, participants experience a variety of feelings and reactions to their particular leaders. Through the discussion that follows, participants are able to compare and note changes in the feelings, attitudes, and actual results produced by each team. This exercise is very demonstrative and captures many thought-provoking points.

Type: Simulation exercise for the group; role play for the leaders.

Time Required: 60 minutes

Group Size: 10 to 40

Some ways to use this Session Builder include:

- A reinforcement exercise to emphasize key points regarding leadership and motivation.

Preparation:

- Make a copy of each leadership role as shown in the handouts.
- Provide scissors, pencils, and scrap paper (approximately 8 1/2" by 11") for participants to make snowflakes.
- Arrange for a chalkboard/chalk, flip chart/markers, or overhead projector to help process the discussion.
- The room should be flexible to provide adequate separation between the three groups and sufficient table space to make the snowflakes.

Process:

- Divide the group into three teams of roughly equal size.
- Read or paraphrase the following to the group:

You're about to participate in a competitive exercise to make snowflakes. Each item will be measured on its output and quality standard. I will act as "quality inspector" and will approve all snowflake designs.

After you have selected a leader, each team will have 10 minutes to agree upon a snowflake design that's to be followed by all members of the team for production of snowflakes. The agreed upon design must be submitted to me for approval.

When all designs are approved, you will begin production. You will have approximately 20 minutes to produce as many snowflakes as possible. Each snowflake must be identical to the design submitted for your team. The team which produces the most snowflakes that meet the quality standard will be the winning team. Each group will have a leader to direct the activities. Please take two minutes and select a leader

- Meet privately with the leader of each team and give each a copy of their leadership role. It is important not to let the groups know that they will be working under different styles of leadership. Only the leader should have this information.
- Point out to the entire group that the exercise will be divided into two phases: planning and production.
- People selected as leaders may find it very difficult to adopt the roles. Give them as much help as possible before they meet with their groups.

- Once leaders have familiarized themselves with their roles, begin the planning phase. Leaders should meet with their respective teams for about 10 minutes. During this time, they should establish their leadership style according to their prescribed roles.

Have each team submit a snowflake design to be used in the exercise. When you have approved the snowflake design from each group, begin the second phase—production. All groups should begin the production phase at the same time and must use the submitted snowflake as their quality model.

- A few words of caution for you as facilitator are necessary here:
 1. Explain that this is a competitive exercise. Some groups may not take the exercise seriously unless you openly make this statement. Try to encourage competition and fun at the same time.
 2. Expect that each leader will create a very different atmosphere within the small group dependent on his or her prescribed leadership role. This becomes readily apparent when the 'heavy-handed' team produces the most snowflakes but suffers the most in terms of group morale.
 3. Group members will tend to have consistent feelings regarding the leader and the group process. Those participants operating under the "heavy-handed" leadership approach will generally feel uncomfortable, annoyed, or pressured. The "non-leader" team will feel frustrated and possibly confused. Those participants with the "democratic" leader will usually have a more positive attitude.
 4. Because of the unusual nature of this exercise, most participants do enjoy the experience.
 5. Finally, because leaders may fall out of their prescribed roles, quietly remind them of their role and ask them to follow it more closely.
- After about 20 minutes, stop the exercise, tally the results, and begin discussion.

Discussion:

- During this stage of the exercise, group leaders as well as participants will need to contrast and compare the group process and their experiences. A good starting point is to have the individual leaders reveal the style they were using, how they approached it, and how they felt about it. Then go to the members of each group, and explore their feelings about the respective leadership styles.

- Questions which particularly apply to team members include:

1. **How did you feel about how the work was delegated?**
2. **Did you have a “team” feeling? Were you cooperating?**
3. **Were you motivated to improve?**

- Other discussion questions include:

Which style produced the most snowflakes? Why?

Which style produced the most satisfaction among team members? Why?

As time went on, how did you feel about the leadership style you were working under?

Compare and contrast the group’s individual leadership styles with that of their role.

Under what conditions are each of the leadership styles appropriate?

This last question may initiate much discussion without group consensus. Generally, however, one can assume that time, resources, and experience all play a part in a leader’s determination of which leadership style is best and when. For example, if a rush job is assigned, a “heavy-handed” leader may be more appropriate. If workers are unfamiliar with their jobs, they may need the more structured and direct appeal that the “heavy-handed” leader provides. On the other hand, democratic leadership lends itself to people who are well acquainted with their jobs and ready to grow in new knowledge. This approach also provides more team spirit and morale building.

A “non-leader” role is well used in areas of research and development when individual assignments are understood and most of the technical expertise and direction comes from within the workers. They usually appreciate this freedom and supply their own direction.

- It should be noted in situations where this exercise has been run for longer periods of time, production quality and quantity under the “heavy-handed” leader drops considerably. The reverse is true under the “democratic” type of leadership. The amount of production seems to pick up under the “non-leader” role, but production remains behind the “democratic” style.

Options/Variations:

- If personalities of participants are known, as facilitator, you can choose group leaders accordingly. Often, choosing leaders who can naturally play out the roles lends credibility to the exercise.
- Caution should be exercised that you do not announce to the group that you have chosen the leaders you feel could best play these particular roles.
- Another variation for a large group (between 20 and 40 participants) is to use participants as observers. In this case, assign 5 to 10 people to each team. Let the rest of the group function as observers and complete the Observer’s Checklist. Incorporate these observations into the discussion.



SNOWFLAKE

Role for the Heavy-Handed Leader

You are to manage your group in an autocratic and demanding style. Be domineering and aggressive. Don't let any of your people make independent judgments or actions. You and you alone are to make decisions. When you give an order, you expect it to be obeyed. Be harsh in your mannerisms and tone.

Be "heavy-handed" in your approach. For example, ask each group member to submit a snowflake design. Then arbitrarily decide which one to use for your group.

Do not reveal these instructions to anyone until the facilitator asks you to do so.



SNOWFLAKE

Role for the Democratic Leader

You are to manage your group in a democratic fashion. You want to be sure everybody is happy and in agreement with your decisions, so you often ask for group votes. This may be time-consuming, but be sure that everyone is involved in every decision. Keep your people posted on all plans and accomplishments. One way to do this is to hold as many meetings as possible.

Do not reveal these instructions to anyone until the facilitator asks you to do so.



SNOWFLAKE

Role for the Non-Leader

You are to manage your team in a “non-leader” fashion. That is, you don’t want to be a leader at all. Do not make decisions or give guidelines to your team. Abdicate your role as a leader as if you are afraid of leadership and would like to give it to someone else. Often, in your case, silence is golden.

Do not reveal these instructions to anyone until the facilitator asks you to do so.



SNOWFLAKE

Observer's Checklist

Answer with one word or a checkmark.

Team 1 Team 2 Team 3

1. What style of leadership is being followed?
2. Which team is producing the most products?
3. Which team has the best products?
4. Which team shows the best production in the first few minutes?
5. Which team shows the best production near the end of the exercise?
6. What kind of attitude does each team's "employees have toward their leader?
7. What effect does each leader have on the way team members are producing?
8. How much interaction is there between team members?
9. Are efforts being duplicated by more than one person?
10. Is there an air of openness and cooperation among the team as a whole?

Review and summarize the above information here: