RURAL MANAGEMENT CHALLENGE

Mentor Manual

Are you ready to prepare your team for this great journey?

These Guidelines are for the eyes of the Team Mentor only and are not to be distributed to team members.

“IF IT DOESN’T CHALLENGE YOU, IT DOESN’T CHANGE YOU”

Contents

Welcome

Congratulations! You have been selected as the Team Mentor for your Council's Rural Management Challenge team. Your role is vital in helping the team to obtain the maximum benefits of this unique learning and development programme.

These Guidelines are for the eyes of the Team Mentor only and are not to be distributed to team members.

These guidelines have been developed to assist you in undertaking your role as Team Mentor in which you will be expected to:

- Lead a team-building and preparation process before the Challenge (further information and guidelines are provided in this guide);
- Attend the Challenge and observe your team's processes (i.e. their communication, problem solving, decision making) and their unique dynamics;
- Debrief the team by facilitating discussions on their own reflections of how they managed the day at an individual and team level, incorporating your own observations of the team and other teams; and
- Work with the team to identify and leverage opportunities to introduce the learnings from the Challenge experience back into their workplace and their own professional and personal development.

A separate Participants' Guide is also available and will be forwarded to Team Mentors with the Pre-Challenge Task. A copy of the Participants' Guide should be provided to each team member as it sets out important information for their Challenge journey.

What is the Rural Management Challenge?

The LGMA Queensland Rural Management Challenge is a professional development activity.

Teams of four people from across a region of Queensland come together and are given a range of council related tasks and activities to complete, using a diverse range of management and leadership skills. Some of the tasks and activities will be familiar to the team members, other tasks and activities will not – which is one of the benefits of the challenge.

The challenge is based on the premise that the collective knowledge, skills and attributes of the team enables them to successfully approach and complete any task. For most participants, it is liberating to realise that even if they are content poor, their ability to share ideas, look at an issue from different perspectives and collectively bring their skills together, provides them with the basis to respond to any task or challenge.

Team Mentor's Role

In the context of the Challenge, a Team Mentor is a guide, an advisor and an objective resource person. They are someone who uses their experience to help the team prepare; helps the team get the maximum learnings from the Challenge; and helps the team translate their learnings back into the workplace, so that the individuals in the team and the organisation obtains the most value out of the experience.

Key points:

- You are not a team member, nor the team leader;
- You are a conduit between the Challenge Facilitator and the team in the preparation phase;
- Your role does not include helping the team undertake the Challenge tasks or task-related matters, including the Pre-Challenge Task;
- Your focus is on their team-building, team processes, interactions and relationships – listening, asking questions and providing feedback on team dynamics;
- It is recommended that you attend Challenge day, where you will have the opportunity to observe your own team and other teams (providing useful benchmarks for your post-Challenge debriefing);
- Your involvement on Challenge day is as an observer only, you will not be directly involved in the tasks; and
- Ensure that the team reports back formally to the CEO/management team on their experiences, learnings and action plan.

In summary, your role is to:

- Facilitate the team preparation and ensure that the team:
    - has undertaken a range of team building activities focused on identifying the skills and experience of each team member; their communication and work style preferences; the values that will guide their interactions and defining their measures of success;
    - is prepared to manage the various issues that they are likely to encounter on Challenge day including their problem solving and decision-making processes, how they will communicate and in particular how to resolve conflict;
    - understands all the logistical and administrative information relating to the Challenge;
    - completes all the Pre-Challenge tasks/activities (ideally after they have done the other team building and preparation activities);
- Facilitate the debrief process; and
- Ensure the team reports back to the organisation on their experiences, learnings and actions going forward.

Please Note: *Mentors are not to assist teams in completing the Pre-Challenge Task. Team Mentors are not to assist the team in clarifying or understanding the task, providing any resources for them, editing or commenting on task submissions, arranging meetings or interviews. The team must complete all assessed tasks in the Challenge (including the Pre-Challenge Task) unassisted. Once they have completed and submitted their Pre-Challenge Task, then the Mentor can debrief them on how they found the process and what they learned that might be useful in preparing for Challenge Day.*

Preparing your Team

While the Team Mentor's role is as a guide and support for the team, the teams that learn the most from the experience are the ones that have been guided through team building and team preparation.

A set of suggested activities are provided in this Guide to help you prepare your team. You are welcome to use different activities to prepare your team. The team should also undertake their own team building and discussions around team processes.

LGMA recommends setting aside at least three hours for the team preparation session/s (in whatever format works for your team).

As facilitator of the team preparation sessions, your role is to:

- Introduce the session, generally get things going and monitor timeframes;
- Set the activities for the team members and observe the team in action; and
- Debrief each activity with the team members.

In setting the scene for the preparation activities:

- Be clear and concise;
- Set a specific timeframe and deadline for each activity;
- Check for their understanding before proceeding; and
- Once you set a task, sit back, remain silent and don't be tempted to participate … no matter how awkward or frustrating that may feel.

In observing the team during the preparation session, look at:

- Their team processes, interactions and dynamics;
- The emergence of natural and/or situational leader/s (situational leaders are very important to teams as they will lead the team in a particular situation);
- The type of planning and project management they undertake (i.e. task vs process vs deadline focus);
- Their process for generating ideas quickly (i.e. brainstorming, analysing and sorting their ideas);
- Quality assurance process;
- Decision making process – canvassing of different views, using different ways of thinking and bringing the process to closure;
- Their communication processes (listening, clarifying, asking open questions, ensuring everyone knows what's going on); and
- Participation level of each team member – balance of input, dominant vs quiet people, body language.

In debriefing each activity:

- The Team Mentor's role is to draw out the key lessons from each activity and discussion;
- The focus should be on helping the team to reflect on what happened, analyse it honestly and try to learn from it so that improvement can be made next time. This process should be about their own reflections first, before offering your own observations;
- Be constructive – frame feedback in the positive (something which can be improved as opposed to something they did wrong); and
- Emphasise that reflection and self-analysis, along with giving constructive and effective feedback are core management skills and they will need these skills to be successful at the Challenge.

Remember: *Successful team debriefing relies on asking open questions, using silence to provide an opportunity* *for in-depth reflection and a balance of participation (encourage quieter team members to contribute).*

Specific debriefing questions that could be used:

- How well do you think you performed that task?
- Was your team process effective?
- Was your decision-making process effective?
- Did you use brainstorming well and stick to the rules of brainstorming?
- Did you really listen to each other? Did everyone get a chance to have their say?
- Did anyone feel that their contribution was not listened to or treated with respect?
- Was there effective leadership in the team? Who was/were the leader/s?
- What sort of leadership style was utilised? (authoritarian, participative, consensus, etc). Was the leadership style appropriate for the situation?
- When might that particular style not be appropriate? What might be a more appropriate style?
- What could the team do better or differently?
- What have they learned from this and how might it be relevant at the Challenge?

Pre-Challenge Task

The Challenge program requires teams to undertake a Pre-Challenge task, which is an assessable part of the program.

The Pre-Challenge task is sent out to Team Mentors via email approx. 5 weeks before Challenge Day, with 4 weeks to complete the task.

There is often a strong temptation for the team to dive straight in and become totally task-focused, to the detriment of their team formation needs. It is highly recommended that as soon as you receive these Mentor Guidelines, you start the preparatory process with the team so that they address their team-building needs before they receive the Pre-Challenge Task.

The completed Pre-Challenge task involves several components. Once completed, the Pre-Challenge Task is to be emailed by the team to the Challenge Facilitator as per the date and time provided in the Pre-Challenge Task instructions.

On Challenge Day

Team Mentors are encouraged to attend on Challenge Day to observe their team and other teams. You should arrive at the nominated venue with your team and introduce yourself to the Challenge Facilitator. The Challenge Facilitator will guide you on appropriate role boundaries and behaviours.

On the day – you are encouraged to spend time observing your own team at different phases of the program and also observe some of the other teams. Observing other teams in action will provide you with some ideas regarding alternative approaches and some external benchmarks for the purposes of your post-Challenge debriefing process with your own team.

Team mentors are not to wear the team 'costume/uniform', we need to be able to separate team members from other representatives from the council. The teams must set up their own team area without assistance from the Team Mentor or other team supporters.

As you will be moving around and observing other teams throughout the day, it is important that the teams are not confused about your role. You will be provided with a name tag that identifies you as a Team Mentor, which needs to be worn all day.

You are not to participate with your team or get involved with the other teams in any way, unless instructed by the Challenge Facilitator. If, at lunch time, the team wishes to discuss or debrief the morning tasks/approach etc – you are not to be involved in the process. You may observe their discussion/debrief but not be actively involved.

As Team Mentor you will be provided with a copy of the tasks, as this will provide context on what the teams are working on. These tasks are confidential and must be in your possession at all times – i.e. they are not to be left lying around or leave the venue. The mentor copy of the tasks must be returned to the Challenge Facilitator as per instructions and are not to be copied or written on. If you need to leave the venue, or you are finished reading the tasks, return your copy to the Challenge Facilitator.

PLEASE NOTE: *Your role on the day must not compromise fairness and equity or perceptions of fairness and equity.*

In observing teams, you should:

- Be discreet and do not physically crowd any team;
- Feel free to follow a team (or sub-groups) around to other locations;

- Refer any requests or questions by the team about general Challenge administrative issues to the Challenge Facilitator;
- Refer any matters relating to task content/procedure/timing to the Challenge Facilitator;
- Contribute to the Challenge in the way agreed with the Challenge Facilitator and other Observers; and
- Observe the teams and take notes.

You should not:

- In any way participate with your own or any team (including set up of team area);
- Facilitate a team's processes, assist them or be involved in any progressive debriefing or feedback sessions they choose to undertake during the day;
- Distract, impede or in any way influence the team's direction or decision-making;
- Offer suggestions, prompts or hints or in any way contribute to team discussions and decision-making (a simple shrug of the shoulders usually gets the message across);
- Be a messenger, gofer or be a resource for any team in any way – this includes providing any resources to them (they need to get their own tea and coffee); and
- Deal with any personal or work-related issues that arise for team members during the day, except in the case of emergency.

Debriefing the Team

After the Challenge is the greatest opportunity to maximise the benefits of the team's Challenge experience.

Your biggest priority is to get your CEO actively involved in the debriefing process and to make sure that the team, you and your CEO explores what learning and development has taken place and how it can be used back in the workplace … whatever the result for your team!

It is suggested that participants make a formal presentation on their Challenge experience and learnings to the management team and their peers.

Team members are often drawn from a wide cross-section of the council's operations and may not know each other or have never worked closely together prior to the Challenge. The Challenge is invaluable in terms of team building and in developing a better understanding of the skills and role of fellow team members. Experience shows that councils continue to reap the rewards of more effective cross-functional teams, improved inter-departmental communication and closer working relationships well beyond the Challenge experience.

Your role is crucial in ensuring that the team's experiences are debriefed, and that real learning occurs. You should focus, with the team, on how you can harness the efforts, energies and learning to maximise that value to the whole organisation.

This includes working with them to develop an action plan to ensure that both they and the organisation continue to benefit from participation in the Challenge. This activity should be completed as a team and preferably scheduled for the week after Challenge day, while memories of the day and their performance are still very vivid.

Proformas for the Individual and Team Action Plans are attached in the Appendices. These are designed to be used as an aid in the final debriefing session (see notes below) to emphasise the theme of 'actions speaking louder than words'.

Evaluation

The Challenge Facilitator and several Observers will evaluate the teams, using pre-determined criteria. Where possible, different observers will watch and evaluate each team to provide a balanced viewpoint.

Evaluation, on Challenge day, will be on the observable aspects – the team's approach to a task, their communication and interpersonal skills, the degree of input from each team member, their project planning and time management, conflict resolution and presentation skills, as well as how innovative, creative and inclusive the team's problem solving, and decision-making processes were.

After the Challenge, the Challenge Facilitator will evaluate any written material e.g. reports, media releases, action plans. The teams will therefore be evaluated on both the Observables (how they performed in relation to each task) and the Deliverables (what they handed-in to be assessed).

The Challenge Facilitator will provide overall evaluation and development feedback via the Team Mentor within two weeks of the Challenge. The report will provide feedback on each task. There will also be an opportunity for the team and their mentor to debrief with the Challenge Facilitator via a Teams call and ask any questions to clarify the report.

The intent of the feedback is to provide a further development opportunity. The feedback is not about right or wrong, it is simply an opportunity to see where there may be gaps in the team's knowledge or experience and to make suggestions on other approaches or factors that may have assisted them in completing the task.

Challenge Facilitator Contact Details

If you would like any further clarification in relation to the Challenge, please contact the Challenge Facilitator

Fiona Cullen – Programme Facilitator

0400 34 66 22 | 07 3174 5006 | facilitator@lgmaqld.org.au

APPENDIX 1

Preparation Session

You will need to provide the following resources for the session:

- A quiet room with a table which all the team members can sit around comfortably;
- A pad and pen in front of each team member;
- Copies of the appended task materials; and
- Whiteboard or flipchart paper and pens etc.

The timings shown in the following table are indicative only.

TOPIC	TIMING	FACILITATOR INSTRUCTIONS (SEE DETAILED NOTES ON THE FOLLOWING PAGES AND ACTIVITY SHEETS IN APPENDICES)
INTRODUCTION	10mins	• Introduce yourself and ask team members to introduce themselves (if necessary) including: ○ their name and position; why are they in the team? ○ one thing each person would like to get out of the Challenge (apart from winning!) • Ask the group to define their criteria for success and note this on the whiteboard/flipchart. • Discuss your understanding of the role of Mentor and address any questions – reminding them that you are not team leader. • Explain that you are about to take them through a preparation process which involves several activities. Explain that this is not an assessable part of the Challenge.
TEAM NAME (Activity 1 pg. 11)	20mins	• Ask the team to choose a team name –10 minutes maximum • Observe levels and balance of input to this activity – did anyone dominate or be too directive, did everyone have a say, did anyone take a leadership role and how was it exercised? • Suggested debriefing questions are included in the Mentor's Facilitation Notes.
TEAM PROFILE (Activity 2 pg. 12 & Appendix 2 – Activities 2A & 2B pgs. 16-17)	30mins	• Ask the team to complete the team style profile snapshot questionnaire. • Consolidate their answers on the whiteboard/flipchart and debrief. • Focus on the implications of their individual differences and what they can do about it.
TEAM PROFILE (Activity 3 pg. 12 & Appendix 2 pg. 18)	45mins	• Ask the team to construct a team skills profile/matrix. They should first identify the various skills which they consider necessary to be a high performing team (and note these on the flipchart). They should then put each team member's name across the chart and note who has which skills. • The objective is to get them to focus on their individual strengths and areas of development. • Debrief focus – what are the implications of the team profile and the differences in individuals? Is it realistic to expect anyone to have all the necessary attributes?

TOPIC	TIMING	FACILITATOR INSTRUCTIONS (SEE DETAILED NOTES ON THE FOLLOWING PAGES AND ACTIVITY SHEETS IN APPENDICES)
LEADERSHIP (Activity 4 pg. 13)	30mins	• Lead a discussion on what 'effective leadership' is and different styles of leadership (participative/directive etc) • First, ask them to define what 'effective leadership' is and to write on flipchart a profile of an effective leader (attributes and behaviours). • Discuss these attributes and behaviours and whether there are any gaps across the team. • Feel free to add your own components on leadership.
TEAM RULES/ VALUES/ PRINCIPLES (Activity 5 pg. 14 & Appendix 2 pg. 19)	30mins	• Ask the team to identify the sorts of situations, emotions and feelings they are likely to experience as a team during the Challenge and to note these on the flipchart (i.e. frustration, pressure, conflict, disagreement, deadlines, deadlock, tiredness, excitement, fun etc). If necessary, prompt them to ensure all areas are covered. • Ask them to develop a set of team rules, values, expected behaviours or principles which will help them deal effectively with those situations as they arise during the Challenge and to write them in bullet style on the flipchart. • These should be short succinct statements of expected behaviours which they are all prepared to agree to for the Challenge. • Discuss these. Ask if they really mean it and how they might remind themselves of what they've agreed on as acceptable behaviours.
ACTION PLANS (Activity 6 pg. 15 & Appendix 6 p 24-25)	15mins	• Ask the team to develop an action plan for everything they need to do from this point to prepare for the Challenge. • This is effectively a hand over back to them – where your active role in preparing them ceases.

How you run the preparation session depends on if and how well the participants know each other. The need for familiarisation is higher for teams where the participants don't know each other very well.

In all cases, it is beneficial for each team member to explore what they would like to get out of the Challenge. Delve into comments like to 'win' or 'I've been told to do it' – this is a good opportunity to help them to explore what they would like to get out of it now that they are on the team.

Activity 1 – Team Name

The first activity is for the team to choose a team name. The team name needs to be suitable for public broadcast (media release, senior management and other challenge teams) and not be rude or offensive.

The whole team must participate in this activity.

While this may seem a trifling exercise and pretty simple, the point is to provide an opportunity for the team to work together and for you to observe their team processes in performing a relatively simple activity. Once you set the activity, sit back and observe with no input for the 10 minutes.

The following are suggested areas to observe:

- Did they use a structure, or did they just start talking?
- Did they brainstorm and, if so, how well?
- Balance of input by individuals – did everyone have a say, and did they really listen?

- What was the impact of a deadline on the group process – how did they cope?
- Was there obvious/effective leadership in the team and where did it come from?
- Was there any disagreement and how did they deal with it?
- Was there a clear decision/outcome and how did they actually make the decision?
- In reflecting on how they worked together what would they change or keep?

Call a halt ('time out') after 10 minutes and start the debrief.

Debrief Questions to ask the team:

- How did you go?
- Was there a balance of team input?
- Was there effective leadership?
- Did everyone have a say?
- How would you rate your listening?
- Was the brainstorming effective?
- Was the decision-making process effective?
- Could you have done it better or differently?
- Would the activity have benefited from having a pre-determined structured process?
- Did we need a leader?
- What style of leadership would have helped?
- Will the decision process serve them well during the Challenge?

Activity 2 and 3 – Team Profile

There are two parts to this activity. The purpose is to get the team to recognise that they are a group of individuals, with different personalities, styles, preferences, skills and strengths.

Activity 2 involves completion of the simple Team Style Snapshot Questionnaire.

Consolidate the team's responses to the Questionnaire on the whiteboard/flipchart and then debrief. Reinforce with the team that:

- Team balance crucially impacts on team effectiveness;
- This exercise is only indicative of different personal styles and behavioural preferences;
- None of the attributes/behaviours/characteristics are right or wrong, better or worse – they are just different;
- The personal challenge for all team members is to be aware of and choose other behaviours, even though these may not come as naturally as their preferred behaviour, to deal with specific situational needs. This will broaden their horizons and improve the scope of options available to them; and
- Discuss the implications of these differences on their Challenge experience.

The second part of this activity involves the team developing a Team Skills Profile Matrix:

1. they should identify all the various skills that they consider necessary to be a high performing team (a list is provided in the appendices which can guide your questioning to balance out the team's list);
2. using the matrix put each team members name across the top and then rate each team member's skill level against each of the skills listed (example in the appendices).

The focus is to get them to focus on their individual strengths as well as the areas they would like to develop further as part of the Challenge experience.

Key debrief issues: What are the implications of the team profile and the differences in individuals on team performance and how can these be harnessed and addressed?

Activity 4 – Leadership

Leadership is a key and continuing theme for the Challenge.

Lead a discussion on what 'effective leadership' is and the different styles of leadership (participative/directive/etc). Some guiding questions:

- What is the difference between leadership and management?
- What is situational leadership and how might it be relevant?
- Can you expect one person to undertake all the team's leadership responsibilities?
- What is the role of followers … how can they support the leader?

Discuss:

- Who are leaders they admire – those they may have known or learnt about – list these on the flipchart?
- What are the specific attributes and behaviours that they admire about these leaders?
- Discuss these attributes and behaviours and identify whether there are any gaps across the team.

It is important for the team to decide what their leadership approach will be during the Pre-Challenge Task and on Challenge Day.

Based on the team's responses to the above discussions, what leadership approach will they take for the Challenge?

- Do they need to appoint a leader?
- If so, what is that person's role and, if not, how are they going to function?

Be careful not to lead them at this point … we are not advocating that they must formally appoint a leader … let them work it out while you ask the questions.

Another issue to address in the debrief is the fact that there will be different people of differing levels of seniority within the group. How may this impact on team leadership? This is an area that should be discussed openly.

Remember: teams don't have to appoint the most senior or most experienced or even the most skilled leader to perform the role. It may be the person who has the most to learn! It may be that each team member has the opportunity to be the leader for a task/s throughout Challenge day.

To help you to balance out the discussion about effective leaders and effective teams, a list of the characteristics of effective team leaders and effective teams is provided in Appendix 4.

Activity 5 – Team Rules/Principles/Values

This is an important preparation activity. The first step is to get them to think about all the situations, emotions and feelings they may encounter in the Challenge and to note these on the flipchart. If necessary, prompt them to uncover all areas, both positive and negative emotions/feelings (frustration, pressure, conflict, disagreement, deadlines, deadlock, tiredness, excitement etc).

The list of team values should contain the nuts and bolts of how they will operate as a team and should cover all the situations/emotions they have identified. The values must be very specific and have real meaning to all team members.

For example, if they write down 'communication' as one of the values – what does that really mean? How will they know they are communicating well?

Each statement should mean something in terms of actual behaviours which can be measured/tested (you either did it or you didn't).

Draw out the specifics of expected behaviours and unacceptable behaviours to make it meaningful and how they will remind themselves of their agreed rules on Challenge Day (particularly if there are time constraints).

Activity 6 – Action Plans

The final activity is for you to hand over to the team to develop an action plan for the remainder of their preparation process. The action plan should include:

- What needs to be done;
- Who is responsible; and
- Timeframes for each part of the action plan.

Action Plan pro-formas for both individual and team actions plan is provided in Appendix 6.

APPENDIX 2

Activity 2A – Team Style Snapshot Questionnaire

This process is to provide a quick 'snapshot' or style profile of individuals in a team.

A copy should be provided to each team member. For each number below, place a tick in the box corresponding to the type of behaviour, characteristic or attribute which you believe best describes you. If you are unsure, or you feel that both alternatives can apply to you in different circumstances, choose the one which applies most often (or tends to apply when you are in stressful situations).

Remember – none of these descriptions are good or bad ... they are simply different.

TICK ONE BOX ONLY FOR EACH LINE

1.	You analyse data, consider options and make an informed judgement	☐	OR	☐	You tend to rely more on intuition and 'gut feelings' in making decisions
2.	You like to have an 'up-front' role in team projects and to take on a leadership role	☐	OR	☐	You prefer to work in the background and let others take the 'up-front' role and lead
3.	You understand and are focused on processes and process improvements to achieve your outcomes	☐	OR	☐	You are mostly concerned with getting results
4.	You tend to keep your feelings and thoughts to yourself	☐	OR	☐	You are comfortable sharing your thoughts and feelings with others
5.	You are very good at the detail	☐	OR	☐	You like to focus on the big picture
6.	You like to get stuck in and do things	☐	OR	☐	You like to plan things carefully and approach it in a methodical way
7.	You like to stick to tried and true approaches and methods of getting things done	☐	OR	☐	You like to try new and different ways of doing things, even if there is some risk involved

Activity 2B – Team Style Snapshot Debrief

1. Draw on the flipchart/whiteboard an illustration like the one below.
2. Ask each team member to identify which box they ticked for each line number from the previous activity and place a tick on the whiteboard/flipchart in the relevant box to compile a team profile. Then represent the team on the scale for each question below (i.e. is there more ticks on the left side or right side; or is the team balanced?)
3. Debrief the activity by asking:
    a. How good is the team balance for each characteristic/attribute listed?
    b. What are the implications of their particular team profile for their effectiveness as a team? (address the issues raised under each category and the implications for the team).
    c. How constrained are team members to the specific characteristic/ attributes/ behaviours they have indicated as best describing each of them (i.e. do they have flexibility in choosing other styles if they want/need for the team).
    d. How might they counter any imbalance and what choices does this profile present?

Remember – none of the descriptions below are good or bad … they are just different!

1.	Analytical	Decision Making	Intuitive
2.	Upfront	Leadership	Background
3.	Process	Method	Outcome
4.	Inward	Expression	Outward
5.	Detail	Vision	Big Picture
6.	Doing	Planning	Planning
7.	Risk Averse	Innovation	Innovative

APPENDIX 2

Activity 3 – Team Skills Matrix

As a team, construct a team skills matrix so that you can see where your team's strengths are and areas of development. Knowing where each team members strengths are, along with the areas they would like to develop further, is particularly useful when completing the Pre-Challenge Task and on Challenge day.

You have up to 30 minutes to complete this activity.

The matrix should have a list of the skills and attributes that the team identifies as necessary to be a high performing team. List each of these down the page, grouping them in categories where possible.

Across the top of the matrix, write each team member's name.

LIST OF SKILLS AND ATTRIBUTES	NAME	NAME	NAME	NAME
1.	High/Med/Low	High/Med/Low	High/Med/Low	High/Med/Low
2.	High/Med/Low	High/Med/Low	High/Med/Low	High/Med/Low
3.	High/Med/Low	High/Med/Low	High/Med/Low	High/Med/Low
4.	High/Med/Low	High/Med/Low	High/Med/Low	High/Med/Low
5.	High/Med/Low	High/Med/Low	High/Med/Low	High/Med/Low
6.	High/Med/Low	High/Med/Low	High/Med/Low	High/Med/Low
7. etc	High/Med/Low	High/Med/Low	High/Med/Low	High/Med/Low

After you have agreed on the key skills and attributes, then proceed to assess each of your individual levels of competency against these skills. It can be helpful to think about specific situations where you've needed to apply these skills and attributes and consider how well you would rate yourself and how you think other people would rate you.

Activity 5 – Team Rules/Values/Principles

In this activity your team is to develop:

- A list of all the feelings, emotions and experiences you think your team is likely to encounter during the Challenge and note these on the whiteboard/flipchart.
- After you have identified the feelings, emotions and experiences – develop a list of values for your team. These will be your team's principles and will guide how you will work together, as a team, during the Challenge.
- This list should be a series of short sharp bullet point style statements of expected and unacceptable behaviours/standards which your team really believes in. It should be a list of things that are clearly observable and expected from all team members.
- After your team develops the values list, then each team member should be prepared to sign off on that list to indicate their agreement and support.
- You have up to 30 minutes to complete this activity.

APPENDIX 3

Brainstorming

The following are brainstorming guidelines. They are included as often teams believe that they are brainstorming, when in fact they are not and so are missing the benefits that this technique can offer.

Guidelines

Time:	set a time limit (no more than 10 to 15 minutes);
Objective:	explain the purpose of the brainstorm and encourage lateral thinking;
Format:	use a format for responses that allows everyone to see all the responses made, as one response may trigger another (e.g. flipchart paper; whiteboard or different colour post-it notes)
Short Responses:	for speed, keep responses short but in sufficient detail to be understood later. Keep it moving and energetic.
No Filtering:	all responses are to be written down, no matter how silly they may seem, without debate and move on. Even unrelated ideas should be included to keep the flow moving. Facilitator/leader to abruptly cut-off any attempt to comment/critique others' contributions. When a gap in ideas occurs, encourage them to keep going with whatever comes to mind, as this stage often precludes the great ideas/lateral thinking.
No side discussions:	focus on the activity at hand. Side discussions usually indicates people have stopped brainstorming or lost concentration.

APPENDIX 4

Characteristics of effective team leaders

Effective team leaders aren't necessarily totally authoritarian, participate or carry some such similar label. They generally have a preferred style, which they will defer to in the first instance, but may choose to employ alternative non-preferred styles, based on particular situations. Effective team leaders focus on team processes more than getting their own personal viewpoint across.

Effective team leaders:

- Communicate;
- Are open, honest and fair;
- Are clear about expectations re performance and behaviours;
- Make decisions with input from others;
- Act consistently;
- Deal with conflict;
- Give the team members the information they need to do their jobs;
- Set goals and emphasise them;
- Give feedback;
- Keep focussed through follow-up;
- Listen to feedback and ask questions;
- Show loyalty to the organisation and team members;
- Create an atmosphere of growth;
- Have wide visibility;
- Give praise and recognition;
- Criticise constructively and address problems promptly;
- Develop plans;
- Share their mission and goals;
- Display tolerance and flexibility;
- Demonstrate assertiveness;
- Exhibit a willingness to change;
- Exert control over more extrovert team members;
- Draw out the views and ideas of quieter and more reluctant team members;
- Treat all team members with respect;
- Make themselves available and accessible;
- Ensure roles are clearly defined;

- Remain in touch with and aware of team mood and morale;
- Accept ownership for team decisions;
- Set guidelines for how team members are to treat one another; and
- Represent the team and fight a 'good fight' when appropriate.

Characteristics of effective teams

Effective team members:

- Support the team leader;
- Help the team leader to succeed;
- Ensure that all viewpoints are explored;
- Express opinions, both for and against;
- Compliment the team leader on team efforts;
- Provide open, honest and accurate information;
- Support, protect and defend both the team and the team leader;
- Act in positive and constructive manner;
- Provide appropriate feedback;
- Understand personal and team roles;
- Bring problems to the team (upward feedback);
- Accept ownership for team decisions;
- Recognise that they each serve as a team leader;
- Balance appropriate levels of participation;
- Participate voluntarily;
- Maintain confidentiality;
- Show loyalty to the organisation, the team leader, and the team;
- View criticism as an opportunity to learn;
- State problems, along with alternative solutions/options;
- Give praise and recognition when warranted;
- Operate within the boundaries of team rules;
- Confront the team leader when his or her behaviour is not helping the team;
- Share ideas freely and enthusiastically;
- Encourage others to express their ideas fully;
- Ask one another for opinions and listen to them;
- Criticise ideas, not people;
- Avoid disruptive behaviour such as side conversations and inside jokes;

- Avoid defensiveness when fellow team members disagree with their ideas; and
- Attend team meetings regularly and promptly.

APPENDIX 5

Debriefing Session

It is recommended that the first debriefing session occur within a week of the Challenge. We recommend you plan for a 1.5 to 2 hour dedicated session. Sending out the following three questions to each of the team members in advance may also provide a more in-depth debriefing session:

1. What do you think you did well as a team? (not in relation to specific tasks);
2. What do you think you could have done better as a team? (not in relation to specific tasks); and
3. What did you personally learn from your participation in the Challenge?

Experience shows great benefits in involving the CEO in this session as both an observer and as a limited participant. It is important that their attendance does not overwhelm or intimidate the participants and impact their ability or willingness to be open about expressing their views. The CEO should not dominate the process … their primary role is as a LISTENER (asking questions and exploring meaning).

Any prompting questions should be aimed at getting the discussion started. There is always a temptation or risk that they will get carried away just reliving and recounting their experiences in the Challenge without addressing what it really means or what they learnt from it.

You can allow a certain amount of fun-focused banter, but remember, it is your job to keep them focused and on track. It is also your role to make sure that everyone gets a fair say.

Once you finish the 'what we did well', what we could have done better and what I learnt elements of the debrief, turn the focus to how they can translate the experience and learnings into the organisation.

What can you each do – individually and as a team, to transfer what you have experienced and learnt back to your peers at work to add value to this organisation?

Develop a Team Action Plan (see Appendices) based on their responses to this question. Also, each team member should complete a Personal Action Plan.

Emphasise that it is sometimes too easy to go on a professional development programme and then fall back into old ways so that nothing actually changes back in the workplace. Learning is relatively easy – it's the application of that learning in action terms that really matters.

APPENDIX 6

Team Action Plan

Note below the actions you intend to put in place as a team to maximise the benefit from your Challenge experience and harness the collective energy and skills of the team to deliver ongoing benefits for yourselves and the organisation.

Action	Person/s responsible	By When	Completed

Personal Action Plan

Note below the actions you intend to put in place when you return to work.

Action	Measure of Success	By When	Completed

Team Mentor Checklist

Team Mentors are encouraged to use this checklist to ensure that all aspects of their role in relation to the Challenge are completed.

Pre-Challenge

1. Read the Team Mentors' Guidelines and develop a team preparation plan.
2. Conduct team preparation session/s and activities.
3. Provide a copy of the Participants' Guide to all team members.
4. Issue pre-Challenge task/materials to the team.
5. Meet and discuss the process and roles with the CEO.
6. Maintain ongoing contact/liaison with the team through the preparation stage.
7. Be a conduit between the Challenge Facilitator and the team.

Challenge Day

1. Attend Challenge Day to observe the team (and other teams).
2. Observe your team and other teams' processes and take notes for feedback.

Post-Challenge

1. Conduct a full debriefing session with the team (ensure they focus on their success and not just on winning – also focus on team processes rather than specific tasks).
2. Provide all team members with a copy of the Personal Action Plan and instruct them on its role.
3. Seek to identify (with the team) opportunities to 'leverage' off the Challenge experience for broader organisational benefit.
4. Ensure the team arranges a briefing session with the CEO and/or senior management team to discuss the Challenge experience, the learnings and opportunities for organisational 'leverage'.
5. Direct discussion with the CEO regarding the potential for further organisational development initiatives or opportunities to leverage off the Challenge experience within the organisation.
6. Seek feedback from team members on how you performed your role as Team Mentor and opportunities for improvement or further development.

APPENDIX 7

Example Tasks from Previous Challenges

The following pages include a range of different tasks that have featured in past Challenge events. One of the most effective ways to prepare your team for Challenge Day is to run them through a "mock challenge" event.

We recommend simulating a 2-4 hour session where the team is given at least 2 and up to 4 tasks to deliver during that timeframe. The idea is to simulate the environment that they will be faced with on Challenge Day and for the team to figure out how they plan to work as a team on Challenged Day and work through things like seating arrangements, task and deadline tracking, collaboration, problem solving, communication and proofing of work.

We have included the marketing criteria section with each example task to allow you to critique the responses put forward by your teams during the mock challenge. Receiving and processing feedback is one of the most important and career developing aspects for teams participating in the Challenge event. Remember that the marketing criteria should not be shown to the teams until after they have completed the mock challenge.

Example Task: Stray Branches

Background

This week, the customer service team received a complaint about work Council conducted; removing overhanging branches from a large tree at property 5 NEC Street, Marston Green.

The complainant, Jessica Stenson, who lives at 7 NEC Street, said she was not consulted about the removal of the tree branches and that they provided needed shade for their house. She has infant twins, who are only 6 months old, and the removal of the tree branches has seen the temperature in the house soar and the kids unable to have their midday sleep. This has negatively impacted her, as the kids have not stopped crying and screaming for the past week and she has been unable to train for her up and coming marathon.

The tree branches were removed by a worker in a Birmingham Regional Council uniform at around 10 am the previous Thursday. She asked the worker why he was removing the branches and he informed her that they were dangerous. She said the tree looked perfectly healthy to her.

On investigation of the incident, the customer service team could not find any job logged for branch removal at that address. There was no email or call logged about a dangerous tree in the past year. Council's only arborist, Raymond Tam, was working that day and fits the description of the Birmingham Regional Council employee provided by the complainant.

Raymond's manager called him to see if he knew anything about the branch removal. Raymond informed him that it was indeed him. He had been pruning the trees on NEC Street the previous week and had been approached by a resident Ms Gronya Sommerville. Ms Sommerville has been a prominent resident her whole life, representing Australia in badminton, active in the badminton/squash club and a foster carer for the Birmingham Animal Shelter.

Raymond said Ms Sommerville approached him and asked about how she could go about getting dangerous tree branches removed. There was a large Jacaranda in her yard that dropped leaves, branches and mess every year. When the wind picks up, she is afraid one of the branches will come crashing through her roof and kill the family and pets in their sleep!

Raymond said Ms Sommerville was quite upset and seemed incredibly anxious about the prospect of the tree crashing into her roof, so he said he would take a look at it. On inspection, he could see that the tree was large and some branches did pose some potential danger to the house if the wind were strong. He noted the tree seemed in a healthy condition and there was no forecast of strong winds. Ms Sommerville asked whether Raymond could trim some of the large branches off and, as Raymond did not know her personally, (he had heard about the great things she does for the community but was not acquainted with her) he did not think this was a conflict of interest.

Raymond had also recently done a session with HR around the Council values: one of them being "Community". Raymond thought this action would support the Council value as it was supporting and giving back to prominent and valuable community members. Raymond also mentioned that he did not let the trimming of the branches impact his other jobs that were logged, fitting the pruning of the jacaranda tree in between two other jobs that were located close to NEC Street.

Task Instructions

Outline the problems surrounding Raymond Tam's pruning the tree at 5 NEC Street, Marston Gardens and actions that should be taken following your assessment of the situation.

Assessment Criteria

The report should outline the policies to be adhered to and the consequences for non-conformance. It should consider:

- Are there any implications for council as a consequence of the actions taken? i.e. insurance implications.

- How do you plan to educate the team on proper procedure?
- How do you plan to communicate the outcomes of your investigations with the complainant?
- Which other stakeholders need to be considered and communicated with – both internal and external to the organisation?
- What are the actions that should be taken following the assessment of the situation?

Delivery Instructions

Submit your Report (no more than 2 A4 pages) via USB to HQ at the due time listed below using the filename Stray Branches_Team Name_Council Name.

Time allocated for task completion

1 hour 15 Minutes

The marking criteria section below is for the Mentor Only. When using this example with your teams, do not include this section with the task.

Marking Criteria

- Did the report identify the tree was on private land and the associated complications e.g. what happened?
- Did the report highlight the importance of following procedure and consequences?
- Did the report explore any insurance implications from working outside the procedure?
- Did the report include a plan for how to educate the team on the proper procedure?
- Did the report list the action items that should be taken following the assessment of the situation?
- Overall assessment including presentation, flow, clarity, typos, grammar, easy to read, within 2 page limit etc.

When this task was given to teams on Challenge Day, one of the key elements that most teams got caught with on this task is the failure to correctly identify that the tree is on private land. Another key element that many teams fail to identify, or address, was the need for further education and training on the Council values and how the misinterpretation of those values led to the actions taken by the council officer in the scenario.

Example Task: Yarning Circle Opening Ceremony

Background

The Underra Yarning Circle is nearing completion. This project was jointly funded by Council (45%) and the State Government (55%). Both funding agreements contained clauses around public recognition and the staging of an 'official opening'.

Councillor Bradley Munjenarra is expecting to run the show on the day. The Mayor has heard this, passed on as gossip from the main contractors. She is not amused.

The CEO has asked to see an event plan. She wants to see two plans, actually. Plan A to execute an onsite opening and Plan B to take effect should COVID-19 restrictions be in place (masks, 2 metre distancing, no eating or drinking while standing, no dancing, QR codes in use).

So far, communication with the Mundejimi Housing and Development Corporation Limited (MHDC) (recipients of the funding and the owners of the space), have been limited to a couple of emails and the date for the opening being confirmed. Details from the emails include:

- 10am start
- Welcome to Country
- Primary school children performance
- The first yarning circle with four elders and ten high school students
- Bush tucker refreshments

It is now four weeks to the opening and nothing further has occurred or been communicated. This includes nothing on VIPs, invitations, wet weather arrangements, COVID-19 arrangements, speakers, media and more practical aspects such as sound, seating, service of food and the like. To add to the lack of detail, the MHDC officer responsible is on two weeks' leave.

The opening is likely to attract national media attention and the CEO is anxious to be seen in a good light. The official opening was budgeted at $2,200.

The Yarning Circle is outdoors, consists of a raised wooden platform, 30cm off the ground, with 14 individual carved seats each featuring significant indigenous carvings and placed in a circular formation. There is extensive landscaping and a new amenities block around 300 metres from the circle itself. The project cost was budgeted as $800,000 but will end up closer to $1m. The shortfall in funds is a topic for the next Council meeting.

The CEO wants to reassure the Mayor of her role in proceedings. Plus, the CEO wants to sign off on her responsibilities, including understanding the requirements of COVID-19 protocols.

What actions will you take to move this situation forward?

Task Instructions

Please provide an action plan that details the critical path of actions to be executed over the next four weeks to ensure an appropriate opening ceremony for the Yarning Circle is delivered. Things to consider include a schedule/timeline of tasks to be completed and actions associated with the event being COVID-19 compliant.

The document is not an event plan (and it's definitely not a run sheet), it is more of a preliminary overview document that outlines the key steps Council will take to ensure that task, roles and responsibilities are defined and understood.

Assessment Criteria

Be sure to address each stakeholders' roles and responsibilities. The critical path will document key decisions and the timeframes for those decisions, including alternate delivery scenarios given the current uncertainty around COVID-19.

Delivery Instructions

Submit your Action Plan document via USB to HQ at the due time using the filename Yarning Circle Opening Ceremony_Team Name_Council Name.

Time allocated for task completion

2 hours 15 Minutes

The marking criteria section below is for the Mentor Only. When using this example with your teams, do not include this section with the task.

Marking Criteria

- Did the plan focus on engaging with the project owners to ensure a smooth execution of the event? Or did council "take over" the event?
- Were the engagement and communication methods chosen appropriate for each stakeholder group?
- Did the plan outline a critical path that pinpointed specific dates for decisions that are critical to the next steps?
- Did the action plan include references to the different stakeholders and their roles on the day and the lead up to the event?
- Did Council offer to manage things like the media on the day, and maybe the alternate COVID-19 event – something like a live stream or such?
- Did Council offer to bring resources to the table, like seating, sound, marquees or the like?
- Did the team identify the need to orchestrate a between the Mayor and Councillor Munjenarra as an essential part of the plan?
- Overall assessment including presentation, flow, clarity, typos, grammar, easy to read, within 2 page limit etc. Extra points for creativity and suggesting something new/different.

The key with this tasks was correctly identifying that Council is not the owner of this event and that the role they are playing is to liaise with the various stakeholders that are the event owners. Many teams could not resist the temptation to simply "take over" the event and run it like a council event instead of recognising the need to influence the outcome of the event without taking over. Also the inclusion of a clear outline of milestones and timelines for event delivery was where many teams failed to provide the right data or demonstrate their thinking.

Example Task: Pet Rescue Cycle

Background

At the start of the pandemic in 2020, Birmingham Regional Animal Shelter had an influx of interest to adopt a pet as people were homebound and the shelter was at capacity.

The team at the animal shelter shared success stories, having connected the right pet to the right person for their forever home. And the stories are living proof that pets are comforting companions that keep people healthy, relieve stress through play, boost people's spirits with unconditional love and keep their owners from feeling lonely.

When the animals arrive at the shelter, they are put into a pet rescue cycle:

Stage 1 | Missing: Information is posted on social media about when and where they were found. When they are missing, their stay is usually over a few nights.

Stage 2 | Fostering: When they have stayed more than 4 days in the shelter, volunteers foster them just in case the owner has been away and may be unaware that their pet is missing.

Stage 3 | Adoption: If the owner doesn't show up within 7 days, the process begins to adopt the pet. The pet will stay in the foster home until this process is complete.

Over the last few months, there has been an increase in abandoned pets and Council needs to ramp up adoption awareness.

The Birmingham Shelter Team Leader, Emma McKeown, is passionate about finding every animal a forever home and she adopted her pet named Jax from the shelter over 4 years ago. Jax has since become a professional on the canine circuit for "Dock Diving", winning over 12 gold medals to date. The locals have nicknamed him Freestyle.

Emma has reached out to Council's Director Organisational Development and Performance to discuss the issue at the next leadership meeting and sought ideas on how to raise the profile for the adoption of pets in the community. It was decided a short promotion video is to be created and posted to the Birmingham Animal Shelter Facebook account. You have nine dogs, seven cats and two other pests listed.

Task Instructions

Create a short (90 second) video for the Birmingham Animal Shelter Facebook account showcasing "Adoption Awareness", highlighting what they do, the value they bring to the community, and how to foster/adopt a pet. Note. Be creative and remember to include your clients.

Assessment Criteria

The video should tell a story and highlight what it is that the team at PetRescue do, along with the valuable community service that it provides. Creativity and a demonstrated understanding of the key influencing strategies are what we are looking for in your video. It should be compelling, and appeal to all types of animal lovers and potential owners. Remember, you only have 90 seconds to convince someone to adopt… or at the very least, learn how and where they need to come in order to talk more about how they might acquire their next "fur baby".

Delivery Instructions

Submit your Awareness Video Script Outline (1 A4 page document) and Video (up to 90 seconds) via USB to HQ at the due time listed below using the filename Pet Rescue Cycle_Team Name_Council Name.

Time allocated for task completion

2 hours

The marking criteria section below is for the Mentor Only. When using this example with your teams, do not include this section with the task.

Marking Criteria

- Did the video tell a story, and within the timeframe and maximise the opportunity e.g. could have shown visuals of animals being adopted/playing
- Did the video highlight what they do?
- Did the video highlight the value they bring to the community?
- Did the video include how to foster/adopt a pet?
- Was the video creative, fun, different? e.g. showed visuals of their clients (the pets), interviewed pretend people who had adopted a pet.
- Overall assessment including presentation, flow, clarity, typos, grammar, length no longer than page limit etc.

It is fairly common for there to be some kind of video presentation/recording task on the day which is why we have included this task in here as a practise run. One area where this can slip teams up is if they don't allow enough time for the editing process and uploading to YouTube or sharing of the file from the phone.

Example Task: Waste not, want not

Background

Birmingham Regional Council CEO, John Coates, was relaxing after a full day at Smart City Expo. His head was brimming with ideas after attending multiple sessions on new ways of working with technology. One session stuck in his mind, a presentation about an innovative new waste management technology.

He decided to review his notes and refer to the flyer that was provided at the close of the session. “21st Century Waste Bins” shouted the bold font title of the information flyer.

The flyer described a waste bin technology that uses sensors and cameras to monitor the material placed in each bin in order to educate the community about the amount of waste we produce, ways to minimise landfill and means to maximise the use of recyclable waste for the environment.

The flyer mentioned the need for Wi-Fi to connect to a central management hub. Birmingham Regional Council had just installed a region Wi-Fi network in all areas and was the envy of many metro and regional councils.

The flyer continued; if an item is unsuitable (e.g. a recyclable container placed in a landfill bin or green waste) the bin’s camera and sensors will detect this and will provide the user with an audible warning. If ignored on collection day, the waste truck will receive an alert that the bin contains the unsuitable object and the driver can be instructed (depending on Council Policy) to not pick it up if they exceed the 7% tolerance to account for contaminated goods that cannot be recycled. Similarly, a load sensor in the base of each bin will indicate if the bin is too heavy – and again the driver can be advised not to pick it up, saving time and fuel.

Birmingham Regional Council had just installed a Return and Earn booth, funded by the State Government, and the community has embraced the initiative for recycling.

“This would require a new waste policy and procedures, education to the community…” John mused. “And might be controversial to implement. However, the benefits would be enormous in terms of waste reduction and our sorting costs will be slashed as contamination will be essentially eliminated”

Landfill waste costs are increasing rapidly for Birmingham Regional Council and the consequences of not addressing this issue drastically increases the potential for yearly rate hikes.

The flyer outlined the costs for a council of Birmingham’s size. Whilst the initial cost is high ($350 for each bin, regardless of size) plus an additional $300,000 to equip the trucks and set up the Central Management Hub, the benefits in reduction of landfill may reach into the millions of dollars each year with the expected reduction in landfill waste projected at up to 50% within two years.

Following the recent appointment of Cr Peris and Cr Ockenden in the last election, a regular topic at Council Meetings has been the effects of global warming and the rising community priority to take action locally to reduce emissions, reduce waste and recycle. The CEO has a reputation for being innovative and looking for ways to improve the community and he thought to himself…

“Is Birmingham ready for this?… Can we afford to do it – or can we afford NOT to do it?”

Upon returning to Birmingham John briefed the Executive Team and asked them to investigate the costs, risks and benefits of implementing the bins before taking the idea to Council. He also asked them to outline any foreseeable requirements and considerations to make it work and provide him with a recommendation on whether this should proceed to community consultation.

He advised the team that the budget wouldn’t stretch to buying every household three new smart bins (240L recyclables yellow bin, 240L food and garden organics green bin and 140L landfill red bin).

The CEO’s recommendation was to get households to pay for the bins themselves and had the idea of putting a levy on rates, or perhaps council may be able to arrange some sort of finance scheme where residents pay the bins off over a couple of years.

Additional Information

There are approx. 12,854 residential, rateable properties in Birmingham Regional Council.

The average rates are $1355 per annum per rateable property, of which $328.30 is the Domestic Waste Regular Service Charge.

Task Instructions

This is a two-part task.

Part A involves preparing a presentation for the CEO so he can consider this option before raising it with the Council and assess whether the idea should go out for community consultation. The CEO will meet you at your table at the time indicated below and you will have seven (7) minutes to outline how this could work.

Part B involves drafting a one A4 page briefing note to council outlining the issue and making a recommendation.

Note: For the purposes of this task, assume that there are no legislative barriers to differential user charging for waste management services.

Assessment Criteria

Your presentation to the CEO and supporting briefing note to Council should:

- Analyse the potential risks, benefits and costs
- Anticipate potential objections and negatives
- Prepare a balanced presentation that is financially viable
- Include a recommendation as to whether the proposal should proceed to the next steps and outline timeframes

A high-level assessment of the financial viability of the idea is expected along with calculations that confirm how council plans to pay for the implementation of the scheme. NOTE: A Government Grant option is NOT applicable for this task.

Delivery Instructions

PART A – You will meet with the CEO at your table. You will have 7 minutes in which to discuss the topic. Refer to your team schedule for the appointment time. Please ensure you create a COVID safe environment for your guest.

PART B – Submit your Recommendation to Council (no more than one A4 page) via USB to HQ at the time indicated in your team schedule using the filename Waste not, want not_PART B_Team Name_Council Name.

Time allocated for task completion

Part A – 45min to prepare for the presentation and 7 min to deliver in person role play.

Part B – 1 hour and 30 min to complete and submit the report.

The marking criteria section below is for the Mentor Only. When using this example with your teams, do not include this section with the task.

Marking Criteria

- The team was ready for the meeting and assigned a separate space
- Clear analysis of the potential RISKS for the proposal
- Clear analysis of the potential BENEFITS for the proposal
- Clear analysis of the potential COSTS for the proposal
- Included objections/negatives in the presentation and outlined how this could be addressed by offering possible solutions
- Did the presentation outline a recommendation from the proposal that was financially viable
- Did the presentation outline the next steps with a timeline e.g. Engagement plan, training plan, a communication plan for the community and stakeholders etc.?
- Did the presentation have structure, was it clear and used engaging presentation techniques? Positive body language/confidence. Was it within the 7 minute timeframe?
- Did the Report include the correct calculations for the Financial Analysis?

One of the hardest aspects of this task was making sure you got the financials correct. Another challenging aspect to this task was the ability to manage priority outputs in the time allocated. Teams needed to be prepared with clear and persuasive arguments for when the CEO showed up and then back it up with a report that was equally well thought out and convincing.

Most teams followed the CEO's lead and presented what they asked, while others suggested that the scheme was too expensive for their small council and that the idea should be tested out by other councils first before taking the risk on such a significant financial outlay. Whichever way they chose to present, the important thing was that they could back up their argument and recommendations.

See below for calculation breakdown and explanation regarding the 20% reduction in Domestic Waste Service charge:

3 bins x $350 per household = $1050 per household x 12,854 residential properties	$13,496,700.00
Additional amount for equipping the trucks and Central Management Hub	$300,000.00
Total for proposal	$13,796,700.00
Total for each household	$1,073.34

Cost breakdown	Per year	Per Qtr	Per week
Payment for 1st year	$536.67	$134.17	$10.32
Payment for 2nd year - $537 – ($328.30 x 20%) 65.66 = $471.34	$471.34	$117.84	$9.06

The flyer that the GM got from the conference outlined the costs for a council of Birmingham's size, whilst the initial cost is high ($350 for each bin, regardless of size) plus an additional $300,000 to equip the trucks and set up the Central Management Hub); the benefits in reduction of landfill may reach into millions of dollars each year i.e. expected reduction in landfill waste by up to 50% within two years. In the first year, the rateable residents would need to pay 50% of the levy and then a reduction of 20% would be given from the Domestic Waste Regular Service Charge in the second year of operation.