

II. DECISION MAKING

The function of leadership abounds with decision-making demands. Often the leader is confronted with numerous situations where she/he has to take not only hard decision but at the same time take them rapidly and under pressure, and many time in awkward situations. In other cases, the leader has the time to study alternatives or to consult with others within the union structures or with experts. Usually, what everyone expects regardless of the situation is that the leader makes the right decision.

There will be plenty of opportunities for participants to exercise decision-making during the course. However, before going into further discussion on the subject, the following exercise provides an initial opportunity to experience and analyse decision-making and its implications:

DESERT SURVIVAL EXERCISE

Introduction

The Desert Survival Exercise has been around for a long time and its origin was probably the American Army Air Force. It is believed the "Expert" to be Alonzo W. Pond (1894-1986) who was a former Chief of the Desert Branch of the Arctic, Desert, Tropic Information Centre of the Air Force University at Maxwell Air Force Base, USA.

Mr Pond wrote several books of which are Afoot in the Desert: A Contribution to Basic Survival³ claimed to be an excellent reference on the subject.

During World War II Mr Pond spent much of his time working with the Allied Forces in the Sahara on desert survival problems. While there and as Chief of the Desert Branch, he encountered the countless survival cases which serve as a basis of the rationale for the rankings given in the exercise.

This exercise is very often done in Team Building training sessions. Participants must assume they are actually themselves living the situation described below.

The Situation

It is approximately 10.00 a.m. in mid-August and you have just crash-landed in the Thar Desert in Rajasthan, India. The light twin engine plane, containing the bodies of the pilot and co-pilot has completely burned. Only the aircraft's frame remains. You and the rest of the groups have survived with no injuries.

The pilot was unable to notify anyone of your position before the crash. However, he had indicated before impact that you were 70 miles (113 km) south-west from a mining camp which is the nearest known habitat. Ground sightings, taken before the crash indicate that you were approximately 65 miles (105 km) off the course that was filed in your flight plan.

The immediate area is quite flat and, except for occasional barrel and saguaro cacti, appears to be rather barren. The last weather report indicates that the temperature would reach 110 F (42 C) today, which means that the temperature within a feet of the surface will be 130 F (55 C). You are dressed in light-weight clothing, short-sleeved shirts, trousers, socks, have INR 116 in coins and INR 4'300 in notes, a pack of cigarettes, and a ball pen.

Before the plane caught fire your group was able to salvage the 15 items listed on the following page.

To participate in the exercise, you must assume that:

1. you are one of the actual people in the situation;
2. all salvaged items are in good condition.

³ AFOOT IN THE DESERT: A Contribution to Basic Survival, Alonzo W. Pond, Arctic, Desert, Tropic Information Center Air University, Maxwell Air Force Base, Alabama, USA, 1951, Revised 1956.

WORKSHEET
 (Desert Survival Exercise)

Task 1

Individual ranking:

- Re-read the section “The situation” on previous page;
- Read the list of salvaged items carefully before making any marks;
- Questions and clarifications;
- Decide whether to walk or stay by the wreckage (check one of the boxes);
- In the column “Individual raking”, rank these items according to their importance to your survival, starting with “1” – the most important to “15” – the least important, making sure that each item has a different ranking.

(During the ranking task, do not consult with other participants, rank items according to your opinion about their importance for your survival.)

Salvaged items	Individual ranking	Check	Group ranking	Check	Expert ranking
(1) Flash Light (4 battery size)		<input type="checkbox"/>		<input type="checkbox"/>	
(2) Jack Knife		<input type="checkbox"/>		<input type="checkbox"/>	
(3) Air map of the Area		<input type="checkbox"/>		<input type="checkbox"/>	
(4) Plastic rain coat (Large Size)		<input type="checkbox"/>		<input type="checkbox"/>	
(5) Magnetic Compass		<input type="checkbox"/>		<input type="checkbox"/>	
(6) Compress Kit with gauze		<input type="checkbox"/>		<input type="checkbox"/>	
(7) .45 Calibre pistol (loaded)		<input type="checkbox"/>		<input type="checkbox"/>	
(8) Parachute (red & white)		<input type="checkbox"/>		<input type="checkbox"/>	
(9) Salt tablets (1000)		<input type="checkbox"/>		<input type="checkbox"/>	
(10) Water(1 bottle per person)		<input type="checkbox"/>		<input type="checkbox"/>	
(11) Book on the edible animals of the desert		<input type="checkbox"/>		<input type="checkbox"/>	
(12) Sunglasses(a pair each)		<input type="checkbox"/>		<input type="checkbox"/>	
(13) Liquor (2 quarts of Vodka)		<input type="checkbox"/>		<input type="checkbox"/>	
(14) Overcoat per person		<input type="checkbox"/>		<input type="checkbox"/>	
(15) Cosmetic mirror		<input type="checkbox"/>		<input type="checkbox"/>	

Results:	I =	G =
Decision-making efficiency:	$I \times 100 / 15 =$ %	$G \times 100 / 15 =$ %

LEARNING TASKS
(Desert Survival Exercise)

Task 2

Working group ranking:

- Join your working group;
 - Carry out the same task as for Task 1, but in this case after discussion about each item's importance for survival rank items by group consensus or by majority vote:
 - 1st. Decide as a group whether to walk or to stay by the wreckage
 - 2nd. Mark item rankings on the column "Group ranking" of the WORK SHEET.
- VERY IMPORTANT:** *DO NOT CHANGE YOUR INDIVIDUAL RANKING. This is most important for the learning success of the exercise.*
- Rejoin the plenary group;

LEARNING TASKS
(Desert Survival Exercise)

Task 3

Expert ranking, results, discussion and feedback:

- Refer to the EXPERT RANKING sheet handed out by the facilitator;
- Copy the Expert ranking numbers on the column “Expert Ranking” of your WORK SHEET;
- Check all the boxes where the Individual Ranking coincides with the Expert Ranking or has a difference no greater than +-1 from it;
- Check all the boxes where the Group Ranking coincides with the Expert Ranking or has a difference no greater than +-1 from it;
- Count the checked boxes in each of the “Check” columns and write the totals in the boxes provided at the bottom of the WORK SHEET;
- Calculate the percentage of each result using the formula provided at the bottom of the WORK SHEET;
- Join the discussion moderated by the facilitator;
- Listen to the feedback provided by the observers;
- Take note of the new learning you have gained.

OBSERVER'S GUIDE

Note: Please use the following scale to rate the team's performance:

WORST BEST
1 2 3 4 5 6 7 8 9 10

1. How well was the team organized?

1 2 3 4 5 6 7 8 9 10

Comments:

2. How well did the team plan and manage the session?

1 2 3 4 5 6 7 8 9 10

Comments:

3. How well did team members communicate facts and information to each other?

1 2 3 4 5 6 7 8 9 10

Comments:

4. To what extent did team members accept, and deal effectively with personal styles of thinking and communicating?

1 2 3 4 5 6 7 8 9 10

Comments:

5. How well did team members identify and deal with each problem? With divergent and convergent thinking? With negative processes and counter-productive behaviours?

1 2 3 4 5 6 7 8 9 10

Comments:

6. How effectively did the team generate ideas and encourage creativity?

1 2 3 4 5 6 7 8 9 10

Comments:

7. How effectively did the team analyse ideas and information and make decisions?

1 2 3 4 5 6 7 8 9 10

Comments:

8. Did the team generally think and work in a qualitative way? (e.g. smooth discussion, effective interaction, participatory as well as organised, understanding amongst members, balanced coverage of all topics and ideas.)

1 2 3 4 5 6 7 8 9 10

Comments:

9. Was there a team leader?

1 2 3 4 5 6 7 8 9 10

Comments:

10. Did a team leader emerge from the beginning and maintain the leading position throughout the meeting?

1 2 3 4 5 6 7 8 9 10

Comments:

11. Was the team leader effective in helping the team to reach conclusions?

1 2 3 4 5 6 7 8 9 10

Comments:

12. How effectively did the team manage time?

1 2 3 4 5 6 7 8 9 10

Comments:

THE EXPERT RATIONALE AND RANKING

- Decision on whether to walk or to stay by the wreckage

Rationale: The distance to the closest populated place is too far to allow anyone to survive the journey in these geographical and weather conditions, considering the dehydration process and availability of water, food and protection. Anyone attempting to walk to the nearest habitat would die of dehydration.

Salvaged items	Expert ranking
(1) Flash Light (4 battery size)	4
(2) Jack Knife	6
(3) Air map of the Area	12
(4) Plastic rain coat (Large Size)	7
(5) Magnetic Compass	11
(6) Compress Kit with gauze	10
(7) .45 Calibre pistol (loaded)	8
(8) Parachute (red & white)	5
(9) Salt tablets (1000)	15
(10) Water(1 bottle per person)	3
(11) Book on the edible animals of the desert	13
(12) Sunglasses(a pair each)	9
(13) Liquor (2 quarts of Vodka)	14
(14) Overcoat per person	2
(15) Cosmetic mirror	1

Rationale:

No 1 – Cosmetic mirror

Of all the items, the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight a simple mirror can generate 5 to 7 million candle power of light. The reflected sunbeams can be seen even beyond the horizon. If you had no other items you would have better than an 80% chance of being spotted and picked up within the first 24 hours.

No 2 - Overcoat per person

Once you have a communication system to tell people where you are, your next problem is to slow down dehydration. 40% of body moisture lost through dehydration is lost through respiration and perspiration. Moisture lost through perspiration can be cut down by preventing hot, dry air from circulating next to the skin. This is done by top coats.

No 3 – Water (1 bottle per person)

You could probably survive three days with just the first two items. Although 1 bottle of water would not significantly extend the survival time, it would help to hold off the effects of dehydration.

No 4 - Flash Light (4 battery size)

The only quick, reliable night-signalling device is the flashlight.

No 5 - Parachute (red & white)

The parachute can serve as both shelter and signalling device.

No 6 - Jack Knife

Although not as crucial as the first five items, the jack knife would be useful for rigging the shelter and for cutting up the very tough barrel cactus for moisture.

No 7 - Plastic rain coat (Large Size)

By digging a hole and placing the raincoat over it, the temperature differential will extract some moisture from urine-soaked sand and pieces of barrel cactus, and produce condensation on the underside of the plastic.

No 8 - .45 Calibre pistol (loaded)

By the end of the second day, speech would be seriously impaired and you might be unable to talk (6% / 10% dehydration). The pistol would then be useful as a signalling device and the bullets as a quick fire starter. The butt of the pistol might also be used as a hammer.

No 9 - Sunglasses(a pair each)

In the intense sunlight of the desert, photo-thalpia and solar retinitis (both similar to the effects of snow-blindness) could be serious problems, especially by the second day. Using a handkerchief or compress material as a veil with eye slits cut into it would eliminate the vision problem but sunglasses would make things more comfortable.

No 10 - Compress Kit with gauze

Because of the desert's low humidity, it is considered one of the healthiest (least infectious) places in the world. Due to the fact that the blood thickens with dehydration, there is little danger from bleeding unless a vein is severed. The kit materials might be used as a rope or for wrapping your legs, ankles and head, including face, for further protection against dehydration and sunlight.

No 11 - Magnetic Compass

Aside from the possibility of using its reflective surface as an auxiliary signalling device, the compass is of little use. It could even be dangerous to have around once the effects of dehydration take hold.

No 12 - Air map of the Area

Might be helpful to start a fire or for toilet paper. One person might use it for a head cover or eye shade. It might have entertainment value but it is essentially useless and perhaps dangerous.

No 13 - Book on the edible animals of the desert

The problem confronting the groups is dehydration, not starvation. Any energy expended in hunting would be costly in terms of potential water loss. General rule of thumb – if you have lots of water, eat otherwise don't consume anything. Although the book might contain useful information, it would be difficult to adjust your eyes to reading and remain attentive as dehydration increases.

No 14 - Liquor (2 quarts of Vodka)

When severe alcoholism kills someone, they usually die of dehydration. Alcohol absorbs water. The vodka would be helpful for a fire or as a temporary coolant for the body. The bottle might also be helpful. All in all, the vodka represents more dangers than help.

No 15 - Salt tablets (1000)

Widespread myths about salt tablets exist. The first problem is that with dehydration and loss of water blood salinity increases. The body lacks water to get rid of the increased salinity. There is no need for salt tablets — too much salt can lead to hypernatremic dehydration, a condition in which your body is not only short of water but also carries an excess of sodium initially leading to lethargy, weakness, irritability, and oedema. With severe elevation of the sodium level, seizures and coma may occur.

WORKSHEET

(Stages of development & Initial draft of the Vision)

Task 1 (5 minutes)

Assuming a Leadership function:

1. Join your working group;
2. Assume that the group is The National Leadership of a union;
3. As a group, decide on a short name for your assumed union;
4. Write your assumed union's name on the top of a flip-chart.

Task 2 (10 minutes)

1. Assign your assumed union to a labour sector;
2. Assume the number of workers in the sector;
3. Assume the number of paying members in your union;
4. Write these three items on a line under the name of the union;
5. Using a new flip chart, brainstorm quickly the major stages of development that describe where your assumed union is now;
6. Select the three most important stages of development;
7. Write the title "Stages of development" on the initial flip chart under the union's details on membership, and state (very concisely) underneath the title the three most important stages of development, in order of importance.

Task 3 (20 minutes)

1. Based on the three major stages of development that you have identified, make a first draft of a vision declaration in three to five short paragraphs, indicating where you want your union to be in 5 and 10 years from now;
2. Ensure that the Vision is desirable, feasible, focused, flexible, valid, and can be conveyed in five minutes or less;
3. Once you have completed these two steps, transcribe the key paragraphs onto a new flip chart also labelled with your union name and write "Vision" underneath it;
4. Place the two flip charts behind your group's sitting area in the plenary room for reporting.

Task 4 (20 minutes)

1. You will have five minutes maximum to report to and answer questions from the plenary.

WORKSHEET
(The Leadership Policy)

Task 1 (15 minutes)

Assuming a function within the Leadership:

- Join your working group taking with you the two flipcharts you prepared during the previous exercise;
- Place the two flipcharts on a wall where everyone can easily refer to them;
- As the National Leadership of the union you have assumed, allocate yourselves the functions you will assume during the rest of the workshop. Decide on roles according to the group's perception about each members abilities and the willingness of participants to assume each role. All the following roles must be assigned.
 - President
 - General Secretary
 - Treasurer
 - Legal Officer
 - National Organising Officer
 - National Education Officer
- Once you have assigned each function, write each function and the name of the person performing it on a flip-chart labelled with your working group union's name.
- During the rest of the course each participant must perform the allocated role to the best of his/her abilities in order to provide the diversity a leadership group would have in real life.

Note: As seen in the theory, a leadership group could include more people. For the purpose of the course, participants should assume that this is the total group with the total responsibility for leading the union.

Task 2 (50 minutes)

As a team, draft the Leadership's Policy. Follow the suggestions provided in Module I, Section IV, paragraph 3.2.2

Write the Policy on appropriately labelled flip-charts and do not exceed three charts.

Task 3 (20 minutes)

2. Return to the plenary and to your place
3. Place your Leadership's Policy behind your group's sitting area in the plenary room before the next session.
4. You will have five minutes maximum to report to and answer questions from the plenary.

MODULE'S SUMMARY**I. Introduction:** There are many different ways of defining leadership.

“ you can change the course of the story through learning how to perform leadership and preparing to fulfil that role, if by chance you are called upon to perform a specific leadership role.” (*Lee Thayer*)

Our research demonstrates that great leaders have been born in challenging and stimulating environments and have made the most of their interaction with mentors and the situations they have lived through or learnt from, and from access to private or public resources, to develop their abilities.

The three major and interdependent actions of leadership are: Establishing direction; Aligning people; Motivating and inspiring. (*John P. Kotter*)

II. Decision-making – Desert survival exercise: Conclusion: Participatory decision-making has a definite advantage over individual decision-making. Leaders can apply various techniques to achieve participatory decision-making. Individual decision-making has more advantages only in rare and exceptional circumstances.

III. Union Growth and Union Impact: Without a vision that can be clearly defined, explained and understood, leading has little sense and the Leadership will have a very hard time convincing members of the reasons for which they have to move.

Vision is a picture of the future with some implicit or explicit commentary on why people should strive to create that future. The Leadership's Vision triggers strategic action within the union towards meeting the union's mission objectives in the present, medium and long terms.

IV. The Leadership's Responsibility – Case study

1. The Leadership is understood here as the group of people who lead a union.
2. Case-study: Brainstorming on Ten Responsibilities of the Leadership (*Robert A. Hall*):
 - (1) setting the example
 - (2) leading, managing and paying attention to members and staff
 - (3) maintaining ethics and integrity within the union
 - (4) helping the N.E.C. to focus on the big picture
 - (5) being competent and knowing the role of leadership well
 - (6) being committed to the union's mission
 - (7) putting in practice the N.E.C.'s and Congress decisions fully and enthusiastically
 - (8) asking the tough questions
 - (9) leaving the union in better shape than when taking on their functions
 - (10) ensuring that the union will still exist in ten years' time to carry on the good work
3. Making the Leadership's responsibility effective – A trade union is an organisation where people interact for a common cause seeking a sustainable impact to improve workers' conditions and welfare.
 - 3.1 General suggestions: Commitment and the active involvement of the Leadership are essential for developing and maintaining effective and efficient union processes to achieve benefits for members and workers in the union's sector and beyond.
 - 3.1.1 Principles of effective union leadership
 - a) Focus on members, workers and supporters
 - b) Have coherent leadership
 - c) Involve people
 - d) Apply a process approach to operations
 - e) Apply a system approach to operations
 - f) Pursue continual improvement

- g) Use a factual approach to decision-making
 - h) Strive for mutually-beneficial supplier relationships
- 3.2 Needs and expectations of interested parties – The needs and expectations of interested parties are at the origin of organising workers.
- 3.2.1 In Organisational Development, interested parties are often referred to as “stakeholders”. A trade union has many types of stakeholders.
 - 3.2.2 The success of the organization depends on identifying, understanding and satisfying the current and future needs and expectations of stakeholders. Stakeholders can be internal and external. Therefore unions should identify needs and expectations of both in the areas where the union is making a difference or can make a difference.
 - 3.2.3 The Leadership should ensure that everyone in the union has knowledge of the statutory and regulatory requirements that apply to its operations, processes and activities and should include such requirements as part of the operational system.
- 3.3 Policy on operational efficiency – The Leadership should elaborate an Operational Efficiency Policy which should be a consistent part of the union’s overall policies reflected in the union’s Mission Statement and strategies which should be known, understood, and applied by everyone who has a role or a task to accomplish for the union.
- 3.4 Planning – Planning is the act of formulating a programme for a definite course of action and is characterised by the application of logic to define the goals and objectives and to formulate projects and procedures to realise them within a perspective of time and mobilisation of resources.
- 3.4.1 An efficient method to set effective objectives is the technique called “SMART Objectives (Specific, Measurable, Achievable, Relevant and Time-bound). Objectives should be known widely and progress towards their achievement monitored.
 - 3.4.2 The Leadership is responsible for ensuring that Planning focuses on the processes needed to meet the union’s objectives and requirements effectively, efficiently and in line with its strategies. The Leadership should also review outputs and results systematically to ensure the effectiveness and efficiency of processes.
- 3.5 Responsibility and authority – While responsibility and authority are fundamental to the success of the union, without effective communication they have no impact whatsoever.
- 3.5.1 The Leadership should define, delegate and then communicate the responsibility and authority for processes and activities in order to implement and maintain an effective and efficient operational system. Responsibility and authority strengthens members’ capacities and motivation.
 - 3.5.2 The Leadership should delegate as much as possible and give authority to key officers to manage, monitor, evaluate and coordinate the operations. Delegation strengthens effectiveness and efficiency.
 - 3.5.3 The Leadership should define and implement an effective and efficient communicate the operational efficiency policy, requirements, objectives and accomplishments and promote bottom-up feedback. This facilitates the union’s performance improvement and the involvement of members in achieving of the union’s objectives.
- 3.6 Leadership review – Effective leadership has the task of matching human behaviour with a continuously changing world in order to meet human needs through organisational means. The only way to ensure that the path being followed is the correct one is an efficient review of where the union is in relation to the route marked on the map.

- 3.6.1 A review that goes beyond verification of the effectiveness and efficiency of the union operational system into a process that extends to the whole union, adds value to the union operations.
- 3.6.2 Review inputs focus on plans, processes and results.
- 3.6.3 Review outputs focus on analysis of results, conclusions and decisions for improvement.

V. The Leadership's Policy

- 1 The Leadership's Policy is a contract between the members of the Leadership that defines the Leadership's common objectives, their areas of authority and responsibility and the methods of internal and external communication between themselves and towards their union and their union's stakeholders. – The Leadership's Policy is not a statutory requirement.
- 2 Introduction
 - 2.1 Do leaders need to have management capabilities? Leaders need to know about running (managing) organisations and about the techniques needed to run the union to show credibility. Leadership is what opens the possibility for a future and inspires other people to get into action to bring about that future; Management is what gets things done, with real results, on time and under or within budget.
 - 2.2 What makes leaders successful?
 - 2.2.1 Passionate commitment: not simply wanting some result or object; rather, it is being deeply committed to something, or standing firmly for a new future to occur-especially a future that would not otherwise come about.
 - 2.2.2 Collective feasibility: giving other people access to the leadership's deep desire so that the desire becomes the fuel for followers to go somewhere they did not know they could go to or commit to alone.
 - 2.2.3 Demand for attention: making it clear to people what their commitment is and by asking them to participate.
 - 2.2.4 Re-designing oneself: willing to "reinvent" her/himself over and over again to appropriately respond to followers' expectations, to listen to them, become public, modify his/her behaviour to continue to be the exemplary figure everyone wants, and confront both praise and resistance with self-control.
- 3 The Leadership's Policy
 - 3.1 Organisation of the Leadership: internal organisation and communications should be achieved quickly.
 - 3.2 Vision: an initial document on the Leadership's Vision should be elaborated in its first working meeting.
 - 3.3 The Leadership's Policy: the Leadership's team policy should be agreed upon in its first working meeting.
 - 3.4 The union's Operational Efficiency Policy: this document should be elaborated or reviewed as soon as the Vision and internal Leadership's Policy have been completed.
 - 3.5 The union's Mission Statement: as soon as the union's Operational Efficiency Policy has been completed, the union's Mission Statement should be drafted or reviewed. The new document should be approved by the N.E.C.
 - 3.6 Communication: communication is a fundamental function of the Leadership. Once the Mission Statement has been cleared, a systematic Communication Strategy should be designed and carried out making the Mission Statement widely known.

TASK FOR THE EVENING

- Read Module I
- Note down the concepts you would like clarified tomorrow during the Q&A session
- Use your notes to pose questions during the morning Q&A session

Reading technique:

Module I contains about 20 pages of leaning text. It is estimated that non-mother-tongue English speakers needs approximately 1 hour to absorb 10 to 15 pages of learning material. The reading suggested below would probably take between 80 to 120 minutes depending on the person.

Your group is made up of 6 people and you could assign yourselves about 3 to 4½ pages each to read, in half an hour. Then give each other 5 minutes to present the pages read, following the Module's sequence, and another 10 minutes for discussion and clarification. If the presentation is clear enough the discussion time would most probably be shorter.

This technique would allow you to cover the study period in 90 minutes or less, each with a good chance of better understanding of the module given the opportunity of group discussion and clarifications.

Example of Group-reading assignments:

- **Reader 1:** Pages 2, 3, Top paragraph of Page 4, 14 and 15 – Total 3 pages
- **Reader 2:** Pages 18, 19 and 20 – Total 3 pages
- **Reader 3:** Pages 21, 22 and 23 – Total 3 pages
- **Reader 4:** Pages 24, 25 and 26 – Total 3 pages
- **Reader 5:** Pages 27, 28, 29, 30 and 31 – Total 4½ pages
- **Reader 6:** Pages 32, 33, 34 and 35 – Total 3½ pages

