

### **Puzzler Activity**

This activity is a great learning experience to compare and contrast six styles of leadership or six difference preceptor styles. The goal is allow participants to respond and evaluate different styles of leadership or precepting.

Time Required: 30 minutes

Size of Group: Unlimited, you may need several sets of the materials for large groups.

Materials Required: Six 20-25 piece children's puzzles separated and placed in zip-lock sandwich bags. Each bag has slip of paper with one of the role descriptions.

#### Procedure:

1. Ask the group to divide into six teams and choose a leader / preceptor.
2. Tell the group that the leader / preceptor will be playing a role to the extreme to help the team accomplish a task. The first team to complete the task must stand up and cheer.
3. Give each leader / preceptor a puzzle bag and have them pull the role description out and read it without the team members seeing. Ask each one if they can play the role to the extreme. If they are uncomfortable playing the specific role, trade the description with another leader / preceptor. Tell the group to expect some extreme acting from the volunteer leaders / preceptors.
4. Instruct the teams to begin. Observe the leader / preceptors to ensure that they are playing the given role. They may need some encouragement to play the role to the extreme.
5. Call time when the first team finishes and stands and cheers.
6. Facilitate a discussion and sharing of experiences with the following questions. Allow each team to share their experience. Have the leader / preceptor read their role description to the team after sharing.

#### Discussion Points:

1. What one word would you use to describe your leader / preceptor? What type of leader / preceptor did you have? What behaviors did he/she exhibit?
2. How did you feel working with this type of leader / preceptor? Did you want to continue to be a part of this team? Was this a positive or negative experience?
3. Describe a time when the style that your leader / preceptor exhibited is appropriate.

Know It All – new staff, task, equipment	Uninvolved – experienced team
Competitor – deadlines, best practice	Do It Myself – critical situation
Negaholic – explore consequences	Encourager – progress, goals met
4. Thank all the leaders / preceptors and ask the group to applaud their acting abilities.

## **Puzzler Activity Role Descriptions**

Instructions: Copy and cut into strips for each role. Place one strip in each puzzle bag.

### **The Encourager**

Be supportive, motivating, and encouraging. Do and say anything it takes to get your group to succeed. Give positive feedback and “pats on the back”. Involve your group in determining the best way to accomplish this task.

### **The Know It All**

Provide the group with a detailed list of instructions such as “don’t do anything until I tell you.” Give step by step instructions such as: “open the bag, dump out the pieces, group the pieces by color, etc.” You may also say things like: this is the way things are done here. Trust me, I know best. You have to do this my way to make sure you do it right.

### **The Uninvolved**

Say and do very little to guide your group. Sit back, relax, and take a break at some point. Give no instructions, guidance, or feedback to the group except when they finish the puzzle and then tell them that you knew that they could accomplish the task without your help.

### **The Competitor**

Be very competitive. You want your group to finish first, no matter what. Be pushy and say things like: “we’ve got to win, we’ve got to do our best, and we have to get this done fast.” Keep track of progress of other groups and let the group know they are behind the other groups.

### **Do It Myself**

Complete the puzzle all by yourself. Do not allow the group to “mess up” this task. Say things like, “I have to do this by myself. You are not ready to do this yet. I don’t have time to explain all the necessary steps right now.” Make sure that your group members do not touch the puzzle pieces.

### **The Negaholic**

Get your group involved, but complain about everything. Say things like: “this is a stupid activity. Do they think we are kids? I can’t believe we have to do this. This makes no sense. We will never get finished with this. I bet some of the pieces are missing.”