

# 26

---

## You be the Judge!

### Objectives

- To develop the ability to identify and use different kinds of power
- To reinforce what has been learned about power
- To understand how others view power

### Group Size

20 participants is a comfortable size, but smaller numbers are fine

### Estimated Time

45 minutes–1 hour

### Training Methods

- Role Play
- Game
- Discussion

### Materials

- Job Aid 26.1: *Scenario Descriptions* (the scenarios should be cut out to distribute one at a time)
- Handout 26.1: *Types of Leadership Power*
- One set of seven cards per group (a different kind of power from the sheet provided is printed on each card, in letters large enough to be seen 15 feet away). See Job Aid 26.2: *Power Cards*.

### Equipment and Supplies

- Flipchart
- Markers
- One bell per small group
- One judge's robe and wig (the "Judge" can wear black clothes as an alternative)
- Small prizes

## **Comments**

Leaders derive power from their positions and personalities. In this exercise, we practice exercising seven different kinds of power, using a game with a courtroom setting. You will need one facilitator and one person to be the judge. Dress the judge up in black clothes or a judge's robe. Try to have on hand a wig for effect.

Consider awarding small prizes for the winners. This can be very energizing for competitive groups, as well as a rewarding way to build cohesive teams.

There is no one answer that fits each scenario. The dilemma can be "solved" in any number of ways. Sometimes more than one type of power is being used.

(DO NOT share this information with the group until after the game has been played!)

After the groups identify the types of power used in the scenarios you provided, each group should write its own scenario and have the other groups guess which type of power is being used in the scenario.

# Trainer's Notes for Activity 26

## Step-by-Step Procedure

Step 1: Introduce the activity by asking “What is your definition of *power* as it is used in your business context?” Elicit answers, and write them on the flipchart.

Then explain, “Communication is sometimes quite difficult, especially during the problem-solving process, when you are trying to understand another person’s power base. It is always helpful to have a clear understanding of the underlying basis for the power you see demonstrated.” (10 minutes)

Step 2: Discuss the seven general kinds of power (start by passing out Handout 26.1)

The seven main types are:

1. “Coercive” power
2. “Connection” power
3. “Expert” power
4. “Information” power
5. “Legitimate” power
6. “Referent” power
7. “Reward” power

Step 3: Tell the group that it’s time to see how each type of power is used. Then begin playing the “You Be the Judge!” game.

1. Divide into groups of three and distribute one set of the power cards per group. Let each group pick a name for itself—a name of a famous leader. When the names have been chosen, write them in a list on the flipchart. The Judge will call the group by that name.

2. Explain the rules, as follows:

“You will be given a script of a short scenario in which the people involved exercise one type of power.

After you read the scenario, talk amongst yourselves so the other groups can’t hear, and decide what type of power is being demonstrated. Be sure you can defend the reasons why you make the choice you do, and have that “power card” ready to show the Judge at the appropriate time.

As soon as you have made a decision, ring the bell. In every round, we will record which group rang the bell first, but we will wait until every group has made a decision before the Judge hears them. You may use each of your power-type cards

only once. Once you have used it, put it aside or give it to the facilitator. Points will be scored for each win, and prizes will be awarded to the winning team.”

3. When the first bell is rung, the facilitator should write on the chart which team rang first, which rang second, and which rang third.
4. Each group must choose a spokesperson to defend their group’s position.
5. The Judge will call on you in the order of the bells to present your power-card decision. Take turns if possible. One question may be asked for clarification purposes.
6. The Judge makes a decision after hearing all of the reasons. The Judge’s decisions are final.
7. Score should be kept on the flipchart.
8. The Judge will declare the winner and explain the correct answer for each scenario. Acknowledge the groups coming in second and third.
9. Pass out prizes.

Step 4: Bring the activity to a close with a brief discussion asking volunteers this question: “What did you learn from this game, and how can it be applied to your job?”

Either end your Power module or move on to the next activity.

### **Correct answers to each scenario**

- #1 Connection power
- #2 Information power
- #3 Referent power
- #4 Legitimate power
- #5 Coercive power
- #6 Expert power
- #7 Reward power

# Job Aid 26.1: Scenario Descriptions

## SCENARIO # 1

Jill, a manager of operations, says this in a meeting after some minor chit-chat:

“Let me start. I have facts and figures here that I received from the comptroller. They show the production costs of our new and improved backyard golf-green. I am reasonably sure I can bring in the manufactured cost of this product at \$30. I’ve had a preliminary meeting with my production staff, and they, too, are convinced that these costs are accurate. That ought to make you marketing people happy.”

*What type of power is Jill demonstrating? How did you arrive at this conclusion?*

## SCENARIO # 2

At the same meeting, Dolores, the director of finance, says gruffly, “I think that we can cut the costs even lower by doubling the initial run to 100,000 units.”

*What type of power is Dolores demonstrating? How did you arrive at this conclusion?*

## SCENARIO # 3

Later in the same meeting, after three different cost-cutting proposals were presented and met with resistance, Jennifer, the director of customer service, says: “We can always cut costs by using cheaper components, but that will only open the door for more service problems. Let’s discuss *that* angle while we’re on the subject.”

*What type of power is Jennifer demonstrating? How did you arrive at this conclusion?*

## SCENARIO # 4

After Jennifer and the others continue to discuss costs, Jill says, “Look, if you put a cheaper motor in the putting green, it will overheat. Our Quality Group has reviewed this product, and it is solid. We can’t put a cheaper motor into this product. Changing the motor from the specs I have provided would be a bad decision.”

*What type of power is Jill demonstrating? How did you arrive at this conclusion?*

## Job Aid 26.1 (concluded)

### SCENARIO # 5

Jennifer says, “In light of what you are saying, Jill, I’d like to contact our distributors and assess their repair facilities.”

Jill replies, with some controlled anger apparent in her voice, “What do you have against my department servicing the golf green? It’s about time we broke precedent and handled the repairs in the right manner. We can do all of the servicing in operations. It fits perfectly with downtime periods, and allows me to use my production workers better. Why should I turn over this ‘gravy’ work to incompetent distributors?”

*What type of power is Jill demonstrating? How did you arrive at this conclusion?*

### SCENARIO # 6

As the discussion continues, Dolores asks Jill, “What kind of delivery are you anticipating for the new putting green? And when do you plan to make your first shipment?” Jill indicates that her best delivery would be six months from final drawing and prototype delivery to her department. She supports her decision as the conversation continues, by saying: We’ve never introduced a new product in less than six months. I don’t think you people understand all the things that are involved. It may take us a couple of months just to find a supplier for that cheaper motor . . .”

*What type of power is Jill demonstrating? How did you arrive at this conclusion?*

### SCENARIO # 7

Madeline, the marketing director, has been very quiet, which is most unusual for her. She finally says, “I am so pleased that we can move forward with this new product. I have a large number of unused boxes from the earlier model. If we are able to build and design in a way that lets us use the 30,000 boxes we have in the warehouse, I think we’ll all be given kudos as a design team.”

*What type of power is Madeline demonstrating? How did you arrive at this conclusion?*

## Handout 26.1: Types of Leadership Power

Type of Power

- a. \_\_\_\_\_ COERCIVE POWER: Based on fear
- b. \_\_\_\_\_ CONNECTION POWER: Based on links with important people
- c. \_\_\_\_\_ EXPERT POWER: Based on the leader's skill and knowledge
- d. \_\_\_\_\_ INFORMATION POWER: Based on access to information
- e. \_\_\_\_\_ LEGITIMATE POWER: Based on position
- f. \_\_\_\_\_ REFERENT POWER: Based on personal traits
- g. \_\_\_\_\_ REWARD POWER: Based on rewards, pay, promotion, or recognition





## **Job Aid 26.2: Power Cards**

**“Coercive” power**

**“Connection” power**

**“Expert” power**

**“Information” power**

**“Legitimate” power**

**“Referent” power**

**“Reward” power**

